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MIDDLE SCHOOL SOCIAL STUDIES INSTRUCTION IN
SAUDI ARABIA: PERCEPTION OF IN-SERVICE NEEDS

By

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ABSTRACT

MIDDLE SCHOOL SOCIAL STUDIES INSTRUCTION IN SAUDI ARABIA: PERCEPTION OF IN-SERVICE NEEDS

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The major purpose of this study was to identify the need for in-service training of male intermediate school social studies teachers in Saudi Arabia as perceived by male social studies teachers, social studies supervisors, and school principals. Various needs were explored in six instructional areas, including social studies goals, subject-matter content, teaching methods, instructional media, student evaluation, and learning environment. The study also identified five most-needed competencies for in-service training, characteristics of an outstanding social studies teacher, and major problems facing the social studies teachers.

The sample of the study included 255 social studies teachers, supervisors, and school principals from three cities in Saudi Arabia.

Six major characteristics of an outstanding social studies teacher were identified: very well-versed in the subject-matter area, having knowledge of other school subjects, having a personality that attracts students for more learning, ability to convey information to the student using suitable techniques, ability to use instructional media and resources, and having an interest in teaching the subject. Six major problems facing social studies teachers, the roles of supervisors and principals in developing teachers' teaching competency, and the most-needed competencies for in-service training were identified.

Most of the teachers had not attended in-service training programs; furthermore, none of those who had attended in-service training had participated in the planning of their programs. Most of the teachers were willing to attend in-service training on their own time, although teaching experience and major were found to be related to their willingness to attend. However, supervisors and principals perceived that teachers had only a moderate willingness to attend in-service training on their own time.

Teachers expressed average need for in-service training programs in all the six instructional areas, while supervisors and principals perceived above-average

need. Subject-matter taught, number of travels outside Saudi Arabia, and attendance at previous training were related to teachers' perceptions regarding in-service training, while college of graduation was related to principals' perceptions regarding in-service training of teachers. Teachers' perceptions regarding their need for in-service training was found to be significantly different than those of the supervisors and principals.

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DHAIFALLA A. AL-THOBAITEY

1988

DEDICATION

To my late mother Moslemeh Al-Thobaitey
(may Allah have mercy upon her), my father
Awadh Al-Thobaitey, my wife Noor Al-Aufi,
my brothers and sister Khames, Hamdan,
Abdulah, and Hiah Al-Thobaitey, for their
concerns and prayers, and to those
who contributed to my education

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CHAPTER I

DIMENSIONS OF THE STUDY

Introduction

Since the introduction of a modern public educational system in Saudi Arabia in 1925 (Al-Zaid, 1982) and its enhancement with the formation of the Ministry of Education in 1952 and the Presidency of Girls' Education in 1960, the government of Saudi Arabia has paid a great deal of attention to the continual development of a modern educational system. These actions are the evidence of a firm belief by Saudi Arabians that education bears heavy responsibilities in the process of economic and social development and that a thoroughly modern educational system is necessary to lead the country in future development. Dhafar (1986) has noted, "We see education as one of the most important tools in the realization of our dream and the secure route to establish Saudi Arabia lastingly in the category of developed countries" (p. 1).

The qualified teacher is an important factor in the implementation of such an educational program and the achievement of national goals and objectives. As Mubarak (1982) has strongly stated, "To provide

high-quality education, educators must prepare qualified teachers who will help achieve the nation's educational objectives and goals" (p. 14). The result of this viewpoint has been ever renewed attention in Saudi Arabia to teacher preparation, in general, and to secondary school teacher preparation, in particular. It was toward this end that the College of Teachers was opened in 1952 in Makkah (Al-Zaid, 1982, p. 27).

Most efforts directed toward qualifying intermediate school teachers, including social studies teachers, have been given to strengthening pre-service preparation. This emphasis stems from the fact that Saudi Arabia's first priority is to fill many of the teaching positions open at each educational level to be less dependent on foreign teachers. Shoaib (1980) cogently points out that:

Since 1926 the Saudi Arabian educational system has been suffering from a shortage of qualified teachers. Although continuous development of teacher training education has been carried out over the last two decades, public education has expanded rapidly, and Saudi teachers have been unable to fill many of the teaching positions open at each educational level. Therefore, the Saudi Arabian educational system still depends heavily on foreign teachers. (p. 126)

Those in positions of responsibility have come to realize the need for in-service training programs and the role they could play in the improvement of teachers competencies, whatever their initial preparation may have been. Since then, the Ministry of Education in

Saudi Arabia considers in-service training as one of the most important areas of interest because of its important role in the process of improving teachers' performance. Consequently, any valid information on this subject will provide helpful support in the process of implementing a successful program.

Background of the Problem: The Necessity
for In-Service Training Programs

Teaching is a cornerstone in the learning process, and its responsibility is a crucial issue. It is among the most complex and difficult responsibilities one can assume. A teacher must have a variety of specialized skills and knowledge in order to play an effective and appropriate role in the teaching/learning process. Teaching plays a crucial part in the development of the individual human's mind and skills, while at the same time it transmits society's values, experiences, and morals to youth.

Rapid changes in many aspects of daily life increase the amount of knowledge available to learn, thereby creating continued demands for in-service training programs for professionals, including public school teachers. This updating of knowledge is necessary so that teachers may cope with today's needs and familiarize them with new information necessary for tomorrow. Daresh (1986) has pointed out that "Knowledge is increasing so rapidly that updated information must

be available to those involved with schools" (p. 150). Further, El-Rashed (1984) has noted that, "The teacher is considered an important channel through which students achieve a considerable portion of their learning" (p. 48). This trend of knowledge growing exponentially is an encompassing fact of present-day life and education. UNESCO (1985) notes, "The pre-service and in-service education of teachers is basic to the concept of lifelong education. Its improvement is vital to the betterment of socio-economic conditions throughout the world" (p. 7). The implementation of any new curriculum and the introduction of new instructional media are additional reasons behind the need for in-service training programs for teachers. Said (1976) points out, "The teaching profession, as other professions, finds itself under continuing challenge to cope with social and technological changes. Due to the increased rate at which new knowledge is being produced, teaching effectiveness depends not only on keeping in touch with substantive developments, but also on being aware of and able to implement new curricula" (p. 12).

Saudi Arabia, along with other countries, struggles to establish an effective teacher in-service training program. The Educational Policy in the Saudi Arabia Kingdom (Saudi Arabia, 1974) reflected this real preference for the professional development of

teachers. Article 170 of the policy states, "Teachers' training is a continuous operation. A plan is set up to train and rehabilitate professionally disqualified ones, and another plan is set up to re-orient and improve the standards of qualified ones." In addition, Article 171 states, "Teachers are given every opportunity to pursue academic training that qualifies them for higher posts in their fields of specialization. Measures to achieve this objective shall be taken by educational authorities." Furthermore, in 1975 a specialized department for in-service activities was established in the Ministry of Education to plan, organize, coordinate, and conduct such a training program (Al-Ghamdi, 1982). In 1981, this department became the Directorate General for Educational Supervision and Training (Ministry of Education, 1981, p. 116).

In practice, school administrators and other leaders have had more attention paid to their in-service training programs than teachers have. Al-Ghamdi (1982) has pointed out, "School administrators and educational leaders are offered more in-service opportunities than teachers" (p. 159). This may be attributed to the fact that most of today's principals were originally trained only to be classroom teachers. With rapid growth of the education system, many of those teachers moved to administrative positions where they faced greater responsibilities and required new skills in order to

serve as permanent supervisors and facilitators in the creation of a suitable learning environment. In response to these needs, expanded in-service training programs were implemented for administrators.

In Saudi Arabia, social studies teachers in intermediate and secondary schools, among others, lack preparation in many areas. Al-Ismaeel (1981) has pointed out, "Currently, social studies teachers in Saudi Arabian secondary schools do not employ a wide variety of teaching strategies within their classrooms" (p. 85). Al-Shawan (1985) has indicated that ". . . the lack of understanding of the concept of social studies and teaching social studies as an end in itself and not as a resource of feeling, thinking, and acting contribute to the lack of real understanding of the purpose of social studies" (p. 115). In addition, Mukhtar (1984), in his study concerning the attitudes of middle and secondary school social studies teachers toward their pre-service preparation programs at Umm al-Qura, indicated that teachers believed that they were less adequately prepared in competencies related to professionalism.

Colleges of Education in Saudi Arabia, which primarily aim at preparing intermediate and secondary school teachers, are not the only institutions that train intermediate school teachers. Other colleges have contributed their graduates to teach in intermediate and

secondary schools. Some of these graduates have not enrolled in teacher preparation programs, while some have been exposed to a lower quality teacher preparation program than that offered in colleges of education in Saudi Arabia. These teachers have moved into the intermediate and secondary schools of Saudi Arabia during the past two decades, and almost none of them have attended an effective in-service training program related to their jobs as social studies teachers. A Ministry of Education report, titled "A Report on the Quantitative and Qualitative Development in Education" (Ministry of Education, 1983), showed that there were no in-service training programs for social studies teachers in intermediate schools.

The issue at hand is that teachers must keep up with the developing knowledge and rapid change in their areas of expertise. Accordingly, professional development of teachers has increasingly been an important concern of developed and developing countries alike. To help social studies teachers in Saudi Arabian intermediate schools overcome their professional problems, many factors should be considered, among them the identification of their needs for in-service training programs and assessment of their present competencies.

Statement of the Problem

During the past twenty years, a greatly increased number of social studies teachers have been employed by Saudi Arabian intermediate schools. Continuing improvement is essential for them not only because they lack preparation in some areas but also because most have now taught for extended time periods with no exposure to an effective in-service training program that would improve their job competencies. In addition, the Ministry of Education of Saudi Arabia has recently recognized a strong interest in developing the social studies curriculum and has expressed concern that intensive studies be conducted for such development (Banjar, 1984). Thus, in December 1986, the Ministry asked all school districts to prepare for a meeting in 1987 for the purpose of developing the social studies curriculum (Asharq Al-Awsat newspaper, December 7, 1986; Ministry of Education, 1987a).

Social studies teachers will play an important role in implementing the goals of any newly developed social studies curriculum. Accordingly, enhancing the competencies of teachers is necessary so that they may be prepared to meet their responsibilities. As Voneschenbach and Noland (1982) point out, "Evidence exists that the innovative changes in the social studies curriculum necessitated staff development through in-service programs" (p. 16). In-service training

programs are a major way to develop the competencies of teachers already on the job. But, as Al-Ghamdi (1982) has noted, "Many in-service trainees have expressed dissatisfaction with the offered programs because such programs were not based on the perceived needs of participants" (p. 159).

Therefore, identification of needs must come during the initial planning stage of any in-service program. As Parker (1986) points out, "An early step in staff development is an assessment of teacher needs in relation to those of their students" (p. 3). Therefore, effective professional development of social studies teachers demands initial identification of their particular needs, which will lead to the development of in-service training programs with appropriate goals and objectives. With such foresight in planning, such programs are more apt to be successful. The problem for the present study is to identify the need of intermediate school social studies teachers for in-service training programs.

Purpose of the Study

The purpose of this study was to identify the needs of social studies teachers for in-service training programs, as perceived by male Saudi intermediate school teachers of social studies, social studies supervisors, and school principals. Various needs were explored,

including social studies goals, subject content, teaching methods, instructional media, student evaluation, and developing a learning environment. In addition, this study attempted to identify five most needed competencies for in-service training of social studies teachers.

Also, knowing the characteristics of outstanding social studies teachers and the problems faced by social studies teachers in general is helpful in the process of improving teachers' performance. Hence, this study was also conducted to ascertain those characteristics perceived of greatest importance in an outstanding social studies teacher and the major problems facing those teachers. In addition, this study identifies the perceived roles of social studies supervisors and school principals in developing the teaching competency of social studies teachers.

Need for the Study

A variety of studies have discussed various educational problems in Saudi Arabia during the last two decades. Among these studies, no single one has attempted to identify the need of social studies teachers in Saudi Arabian intermediate schools for in-service training programs. Teachers of mathematics, science, and English in Saudi intermediate schools have attended in-service training programs in and out of the

country. A few social studies teachers who became school principals or vice-principals have taken in-service training programs outside of their specialty fields, but the focus of these programs was on areas related to their administrative jobs, not to their teaching responsibilities. In addition, some of the social studies teachers who graduated from colleges other than a college of education have attended a special training program, with teachers from other speciality fields in the identical situation, and received a diploma in education.

Social studies teachers in Saudi Arabian intermediate schools teach a variety of specific subjects under the geography and history courses which contribute to the achievement of broader educational goals. Goodlad (1984) provided 63 general goals for schooling in the United States; 57 were found to be appropriate for the teaching of social studies in general. More particularly, Al-Shawan (1985) suggested 41 goals for social studies in Saudi intermediate schools. In meeting the ultimate goals of social studies, it is appropriate that social studies teachers use a variety of teaching methods and strategies, instructional media, and evaluation techniques. However, it is difficult for social studies teachers to adapt to the rapid change and expansion of knowledge and the ever-increasing number of techniques in the

teaching/learning process without renewed preparation. Establishing flexible and continuing in-service training programs that address the perceived needs of these teachers would be extremely helpful. This study reflects teachers' views about their status and their ambitions for the future.

The Importance of Identifying Teachers'
Needs and Its Impact on In-Service
Training Programs

Establishing in-service training programs is important since producing a skilled subject-matter teacher through a single pre-service training and to keep abreast with new developments in teaching are difficult, if not impossible. Identifying the in-service training needs of trainees will be helpful in the decision-making process of planning and then assessing the effectiveness of in-service programs. The results are considerable savings in time, money, and energy. Furthermore, when the opportunity to participate in the planning stage of prospective in-service training programs is given to teachers and those who work with teachers, they feel a responsibility for the success of the program and do their best to make the training program an effective one. Knowles (1980) indicated, "There seems to be a law (or, at least, a tendency) of human nature that goes like this: human beings tend to feel committed to a decision (or an

activity) to the extent that they have participated in making it (or planning it)" (p. 48). Thus encouragement of teachers' participation in their in-service training program from its inception by the identification of their needs, will make it much more likely that they will support it and subsequent programs.

Voneschenbach and Noland (1982), who conducted a study to assess the perceptions of social studies teachers in relation to preference for the design and development of an in-service delivery system, note that,

Participation by classroom teachers is widely advocated as important to teacher acceptance and program quality of in-service education. For instance, Drummond (4) stressed that in-service education or staff development should be managed by the people who work in the school. In further support, other research studies reported that in-service education became more meaningful and relevant when teachers were afforded the opportunity to express their choices and preferences. . . . It is also evident that teachers' attitudes, opinions, and needs are crucial elements for planning in-service education. In addition, teachers desire to participate actively in the design and development of the in-service delivery system as well as express their professional needs (p. 16).

The identification of teacher needs also becomes important in order that the school may serve society's needs and take the lead in social development. Aspirations for a higher quality of life for children, changes in society, and the necessity for higher achievement among students in this age of increasing professionalism make new demands on the school staff

(Bell, 1983). In order for teachers to carry out their responsibilities, their needs must be identified so that programs for instruction improvement are effective. In a sense, the identification of teachers' needs is endless, for they must continually be supported in their efforts to carry out school programs designed to fulfill education's mandate to serve both individuals and the wider society. This means that any desire for development in the future and any interest in solving existing problems require first of all teacher improvement.

The in-service training programs for teachers can be strong and effective only to the extent that they have precisely constructed goals and objectives. With the identification of teachers' needs, such goals and objectives become available and ready for translation into program elements. The report "Staff Development in South Dakota" (1986) points out, "Once needs are identified, objectives can be determined. Objectives are the key to translating needs into programs. The more specific the objectives, the easier it is to design activities and select resources" (p. 17).

Significance of the Study

To contribute to the improvement of social studies in Saudi Arabia, some researchers have conducted studies in different areas of social studies. Those studies covered some important points in the field of social

studies, and their recommendations light the way for researchers to identify a gap between what teachers were given and what they were required to give.

The present study reveals the perceived needs of intermediate-school social studies teachers for in-service training programs that will improve their competencies in six selected areas of instruction. The availability of valid information about the perceived needs of social studies teachers can play a significant role in the establishment of effective social studies in-service training programs which, in turn, can improve the quality of teachers as facilitators of learning. The study's findings may also help the faculty of the Colleges of Education who are usually involved in the preparation of social studies teachers as they make course changes to strengthen their programs and increase the teaching competencies of graduates. Furthermore, this study may fulfill the observation of Kuh et al. (1981) that "Meeting one set of identified needs usually creates new needs and concerns" (p. 6) by stimulating further studies in both social studies and other school subjects. Finally, this study's findings may prove useful for the faculties of colleges of education when they evaluate and redesign curricula for prospective social studies teachers.

Research Questions

In order to meet the goals of the present study, the following research questions were proposed:

1. What are the perceptions of social studies teachers, social studies supervisors, and school principals regarding the characteristics of an outstanding social studies teacher and the major problems commonly faced by social studies teachers?
2. What are the perceived roles of intermediate school social studies supervisors and of school principals in developing the teaching competency of social studies teachers?
3. Do male social studies teachers, social studies supervisors, and school principals in Saudi Arabian intermediate schools attend and participate in the planning and the evaluation of in-service training programs?
4. Are social studies teachers in intermediate schools willing to participate in in-service training programs on their own time?
5. What are the five competencies most strongly needed for social studies teachers in-service training programs as perceived by social studies teachers and supervisors and school principals?
6. To what extent do male social studies teachers, social studies supervisors, and school principals in Saudi Arabian intermediate schools perceive the need for in-service training programs for social studies teachers that stress:
 - a. social studies goals?
 - b. subject content?
 - c. teaching methods?
 - d. instructional media?
 - e. student evaluation?
 - f. developing a learning environment?
7. To what extent do the perceived in-service training program needs of male social studies teachers in Saudi Arabian intermediate schools

differ among social studies teachers according to their age, marital status, job location, travel to other areas of the world, college of graduation, subject-matter taught, major, teaching experience, and attendance at in-service training programs?

8. To what extent do the perceived in-service training program needs of male social studies teachers in Saudi Arabian intermediate schools differ among school principals according to their age, job location, travel to other areas of the world, level of education, college of graduation, administrative experience, major, and attendance at in-service training programs?
9. To what extent are there differences among social studies teachers, social studies supervisors, and principals in their perceptions regarding needs of social studies teachers for in-service training programs?

Rationale of the Research Questions

Logically, more than any other group, teachers of social studies in Saudi intermediate schools are themselves most likely to understand their needs for in-service training programs. However, such an assumption may lead to the idea that their perceptions are enough for identifying and studying such needs. It is only by studying the perceptions of different groups within the educational process, with a range of demographic characteristics, who bring to bear various experiences regarding teachers' needs, that the study of such needs becomes valuable. Taking into account this variety of perspectives presents the opportunity for comparison.

Pucel and Allen (1979) note that, beside teachers themselves, teacher educators, supervisors, and administrators may also help identify teachers' needs.

Thus, a more reliable and valid study is the result when, in studying the needs of social studies teachers for in-service training, the perceptions of social studies supervisors and school principals are also gathered. Getting such different perspectives, opinions, and ideas gives a study a concrete place upon which to stand. Therefore, this study's sample included all three groups--social studies teachers, social studies supervisors, and school principals. The researcher assumed that these three groups were the most relevant educational personnel to give valid information on the topic under study.

James (1979) has laid out the assumptions which lie behind the use of needs assessment by the Program of Education and Professional Development and the Research, Evaluation, Development, and Experimentation Center of the College of Education at Western Michigan University. Some of the assumptions he mentions are the following:

- A. An in-service program (defined in the broadest sense) is more likely to be effective if participants (i.e., teachers) support the program, and efforts to acquire that support should begin in the earliest stages of decision making.
- B. At least three factors influence the likelihood that teachers will support an in-service program:
 - a. The extent to which teachers feel the programs address their needs.
 - b. The extent to which teachers are involved in decision making.

- c. The extent to which teachers feel that their perceptions have been heard and addressed. Teachers will probably be dissatisfied with the opportunity to choose what they want from a predetermined "menu" of training activities. They usually want to participate in deciding what is on the menu.
- C. Perceptions of teachers represent valid data. For several reasons, it is inappropriate to discount teachers' perceptions of their needs. Many teachers have cited disrespect for their ideas as a source of disappointment with needs assessment efforts. It is a mistake to assume that the rest of us know more about practitioners' needs than they do. Even if we did, which is very doubtful, people behave in relation to their perceptions and often give only superficial support to programs which do not account for those perceptions.
- D. Teachers should be the primary source of data, but other groups also have valid perceptions. Other groups view classroom and teaching activities from different perspectives, and their input can be valuable. In fact, the success of resulting programs may be dependent on their support. Program decisions should probably involve at least the following groups:
- a. Those who will be held responsible for decisions (e.g., central administrators).
 - b. Those who will be required to implement decisions (e.g., curriculum coordinators, university teacher educators).
 - c. Those who will be affected by decisions (e.g., university personnel, parents, students).
 - d. Those with special expertise in the domain of the decision (e.g., content specialists, instructional designers).

The perceptions of the respondents toward any subject can be affected by some of their demographic

characteristics. This study, which investigates the needs of social studies teachers for in-service training programs, relies heavily on certain demographic characteristics and how they correspond to differing perceptions. This is evident, for example, at the end of research questions 7 and 8, where the researcher mentions age, marital status, job location, travel to other areas of the world, level of education, college of graduation, administrative experience, major, and attendance at in-service training programs. Thus, the researcher has paid particular heed to the construction of questions in part one of the instrument that ascertain particular background aspects of those persons participating in the study.

The demographic characteristics of respondents to this study are as follows:

A. Age. The expectation that age would affect respondents' perceptions was reasonable since those who hold positions in Saudi intermediate schools may vary in age from 22 years to more than 50 years (Al-Shawan, 1985). Katz (1977) found that age did make a difference in the perceptions of social studies teachers on the utility of in-service training program.

B. Marital status. In a society such as Saudi Arabia, marital status may be related to respondents' perceptions, particularly in light of the responsibility of a husband for home affairs. Married teachers with

large families may show this when they answer the question which asks them if they would be willing to participate in an in-service training program on their own time. Single respondents may give positive answers, while married ones may give negative responses.

C. Employment position. The perceptions of people do not emerge from a vacuum. Depending upon the role a person plays in the educational system, he/she may display different perceptions from the perceptions of someone else who has a different role in the same system. A previous study, for example, found that staff perceptions to teachers' needs for in-service training programs was significantly different among supervisors, teachers, and administrators (Al-Ghamdi, 1982).

D. Location of respondent's job. People who live in different places may hold dissimilar perceptions in spite of their otherwise equal backgrounds. Since this study's sample was from three different regions in Saudi Arabia and, since another study (Weipert, 1975) noted significant differences existed among teachers' attitudes toward in-service education depending upon their work location, the researcher considered the location of respondent's job to be a pertinent part of the demographic background. For example, employment in different locations may provide different opportunities for professional growth and consequently affect respondents' perceptions of their situations.

E. Travel. Following the lead of Ochoa (1981), who has raised questions about the effect of teacher travel on the classroom, this study gives attention to travel as a demographic characteristic that may relate to social studies teachers' perceptions of their need for in-service training. It is logical to assume that travel may relate to perceptions since a traveler may see, hear, and read what is often new for him or her.

F. Level of education. It is assumed that education as a whole is essential to the people of any society for the development of the mind. Also, it is generally expected that as the level of education of a person increases, he/she will view things differently, and consequently his/her perceptions toward many things will change. Al-Shehri (1986) found that the higher the academic degree in arts and the more hours of participation in in-service programs, the greater the agreement with the andragogical purpose of education. Accordingly, the researcher expected that the level of education may be related to the respondents' perceptions of social studies teachers' needs for in-service training programs.

G. Experience. The amount of experience may relate to teachers' perceptions of in-service needs. Greater experience can expand knowledge and lead to expectations different than for those without such experiences. One may expect that a teacher who has

taught for ten years has different perceptions than one who has only taught for one or two years. Grandgenett (1978) found that beginning teachers expressed significantly greater in-service needs than did experienced teachers. In the light of the above, the respondent's experience is included in this study as one of the demographic characteristics under study.

H. The respondent's major. Since respondents may have been exposed to very different educational programs, one may assume their perceptions will differ, depending upon the program in which they took their major. Accordingly, this study considers the respondent's major as one of the demographic characteristics which may make a difference in their perceptions of the need for in-service training programs.

I. Attendance in previous in-service training programs. Both the report "Staff Development in South Dakota" (1986) and Voneschenbach and Noland (1982) point out that when trainees participate in each step of their training programs, the programs are more likely to be successful. If a respondent has participated in previous in-service training programs, his/her perceptions and expectations about the need for and the value of future programs will undoubtedly be affected. Consequently, such previous exposure to in-service

training is considered a demographic characteristic of the respondents in this study.

Hypotheses

This study was conducted to answer part of the proposed research questions. The following null hypotheses were generated:

- H₁: No significant differences exist in the perceptions of social studies teachers with regard to a need for in-service training programs, according to their demographic characteristics (age, marital status, job location, travels, college of graduation, subject-matter taught, major, experience and attendance at in-service training programs).
- H₂: No significant differences exist in the perceptions of intermediate school principals with regard to a need for in-service training programs for social studies teachers, according to their demographic characteristics (age, job location, travels, academic major, level of education, experience, college of graduation, and attendance at in-service programs).
- H₃: No significant differences exist between the perceptions of social studies teachers, social studies supervisors, and school principals with regard to the needs of social studies teachers for in-service training programs.

Limitations and Delimitations of the Study

1 - The study is limited by the examination of data obtained by means of a questionnaire.

2 - The sample of this study was delimited to male intermediate school social studies teachers, social

studies supervisors, and school principals in Saudi Arabia.

3 - The sample of the study came only from urban schools in Saudi Arabia. Teachers and principals in rural schools were not included in this study.

4 - The study was delimited to 42 selected teaching competencies in six instructional areas.

5 - While the social studies teachers who participated in this study were located in urban areas, the social studies supervisors had responsibility for supervising teachers of urban and rural areas in Saudi Arabia. Some foreign teachers who had graduated from Arabic universities may work in the rural areas. The differing makeup of these three groups may have resulted in each having a different degree of need for in-service training programs. This variability among the teachers they supervised may have affected the perceptions of supervisors regarding the needs of social studies teachers for in-service training programs.

Definitions of Terms

Social studies teacher: The teacher who is teaching geography and history courses in intermediate level schools.

Social studies supervisor: Social studies supervisors are the persons who observe social studies teachers in the schools. They usually write yearly

reports to the Ministry of Education, after visiting the schools and conferring with teachers and the principals about social studies curriculum and instruction problems. Their reports include a description of what occurs and their suggestions for improvements.

Intermediate school: A public school including grades one, two, and three--equal to grades seven, eight, and nine in the United States and equal in age to U.S. students at these levels.

Social studies goals: The knowledge and abilities that educators expect students to aspire to and, sooner or later, achieve (Hass, 1981).

In-service teacher training: Any professional development activity which a teacher attends alone or with other teachers after receiving his/her initial teaching certificate and beginning professional practice (Edelfelt and Johnson, 1975).

Instructional media: Those materials commonly labeled as audio-visual media--such as films, film strips, television, transparencies, programmed instruction, computer-assisted instructional materials, maps, and globes (Bakri, 1983).

Learning environment: Refers to any classroom or school environment which leads to development of the student's positive self-concept and motivates their learning in a confident way.

Teaching competencies: A variety of subject matter knowledge, teaching skills, and personalities used in the instructional process by teachers to meet learner needs (North Dakota University, 1980).

Subject content: The educational content of course materials, plus the organization and presentation of those materials in a manner that is appropriate to the school level.

Organization of the Study

This study consists of five chapters. This first chapter has delineated the dimensions of the study, including introduction and background of the problem, statement of the problem, purpose of the study, need for the study, the importance of needs assessment, significance of the study, research questions, the rationale of the research questions, hypotheses, limitations of the study, and definitions of terms. Chapter II is devoted to the review of literature on needs assessment and in-service training programs for teachers, including the development of in-service training programs for secondary teachers in Saudi Arabia. In Chapter III, the methodology and procedures utilized in this study are presented. The topics of concern include the population and sample, questionnaire design, pilot study, data collection, and treatment of the data. Chapter IV presents the results of the

analysis and the findings of the study. Finally, Chapter V will summarize the study, present the study's conclusions, make recommendations for designing an in-service training program for middle school social studies teachers in Saudi Arabia, and make recommendations for conducting further researcher.

CHAPTER II

LITERATURE REVIEW

Since this study is concerned with the assessment of the in-service needs of intermediate-school social studies teachers, it would seem logical that this literature review would focus on the in-service needs assessment of the social studies teachers. However, only very few studies are available on the social studies teachers' in-service needs assessment (Azmi, 1986, p. 63).

This chapter is divided into the following sections in order to reflect the nature of existing literature, as well as to conform with the research questions of this study.

- I. The impact of the nature of social studies as a discipline on teachers' needs for in-service training.
- II. The present status of pre-service and in-service training programs for intermediate-school social studies teachers in Saudi Arabia.
 - A. A brief overview of the status of pre-service preparation of social studies teachers in Saudi Arabia.
 - B. A brief overview of in-service training of secondary-school staffs in Saudi Arabia.
- III. The results of related studies carried out in Saudi Arabia on the education of social studies teachers.

- IV. The results of related studies carried out in Saudi Arabia on teacher education in general.
- V. The results of related studies carried out in the United States and other countries outside Saudi Arabia regarding both the assessment of social studies teachers' needs for in-service training and the general education of social studies teachers.
- VI. The results of related studies carried out in the United States and in other countries outside Saudi Arabia regarding teachers' needs assessment and teacher education, in general.

Impact of the Nature of Social Studies
as a Discipline on Teachers' Needs for
In-service Training.

Teachers of social studies deal with a wide range of topics within their specific subject areas. For example, they discuss with their students such topics as the world economic system, social practices, cultural differences, political struggles, and the effects of changing technology in areas such as transportation and communication. Knowledge about such topics is always undergoing changes and development, reflecting the continuous and accelerating changes in events, ideas, and peoples of the actual world. As Hartoonian (1986) points out,

History records the struggle between people and groups who favor and who oppose change. The rate of change is uneven among and within different cultures and societies, but change is continuous and the rate of change is accelerating. Accelerating rates of change place greater importance on anticipating the future. (p. 29)

In order to prepare their students for the future, social studies teachers must keep abreast of the vast increase in the knowledge about society.

Social studies teachers must not only continually integrate the latest scholarship into the content of their courses; they must also strive to meet certain instructional goals of the educational system. For example, Joyce, Alleman-Brooks, and Drimologye (1982) have proposed fifty instructional goals for social studies in elementary and middle schools. For social studies teachers to achieve this variety of goals, they are required to be proficient in using different teaching techniques, instructional media, and evaluation techniques. In addition, they must be able to write the goals in a measurable way and create a classroom environment conducive to student learning as well as be versed in their subject matter. Beyond these skills and abilities, having interest and insight in educational philosophy are also essential.

These heavy demands mean that a teacher of social studies requires continuous in-service training in order to carry out his/her responsibilities. As Hartoonian (1986) succinctly summarizes,

The social studies teacher has a significant and challenging responsibility that requires an inquisitive mind and the disposition to continue learning. To be successful, this person must be knowledgeable of subject-matter content, skillful in teaching, and sensitive to students. The teacher must be a student of the social studies discipline, contemporary

affairs, and the history and philosophy of education. Knowledge and skill in using various instructional approaches, materials, and media are essential. Awareness and sensitivity to the complex nature of human interaction is also required. This suggests that the teacher should possess a positive self-concept, emotional stability and enthusiasm for teaching couple with a commitment to be of service to others. (p. 12)

No teacher can live up to these demands as a lone individual. Consequently, the preparation of social studies teachers through a continuous in-service training program is essential for developing and improving their competencies in a world of constant change.

Present Status of Pre-service and
In-service Training Programs for Intermediate-
School Social Studies Teachers in Saudi Arabia.

Most aspects of life in Saudi Arabia have been fundamentally affected by the vast income revenues from the oil industry. Education was among those sectors that received increased financial support. This is due to the prevailing belief of the fundamental role it plays in developing the human mind which, in turn, leads to a more cohesive process of social development in today's world of rapid change. As Abdrabboh (1984) indicates,

Education is a primary factor in any development program. It must be emphasized that since the establishment of the Kingdom of Saudi Arabia, education has become one of the fastest-growing areas of social development. The improvement in the country's education has contributed greatly to the development of the country as a whole. (p. 103).

Since education is important to the development process of a country and a classroom teacher is the cornerstone for carrying out educational plans and policies, consequently the attention to teachers' development will contribute to the development of education, and thus, eventually, will lead to the development of the country.

Social studies teachers have already been recognized as playing a paramount role in implementing essential aspects of education in the classroom. As a result of this recognition, most Saudi Arabian universities have adopted a pre-service training program for social studies teachers. These efforts aim at giving the teachers the fundamental grounding in their school subjects so that they can enter the classroom and begin to affectively carry out their teaching responsibilities. However, the subject matter of social studies is intimately related to the economic and social conditions that have so recently been exposed to rapid change. Consequently, as Al-Sahlawi (1987) notes, "The educational system in Saudi Arabia is being challenged more than ever by the changing economic and social conditions that have necessitated greater responsiveness to rising popular demands and expectations" (p. 3). Although strong support has been given to social studies teachers' pre-service training programs in Saudi Arabia, the nature of social studies subjects and the teaching

of them makes it difficult to rely only on the pre-service training.

The preparation of a teacher does not stop at any specific point. It is a continuing process that consists of two parts: pre-service and in-service training programs. Intermediate-school social studies teachers in Saudi Arabia, like other teachers, need to undergo a suitable preparation program. Therefore, in order to fully cover the entire process of teacher preparation and to show how the problems under the present study fit within that process, the following sections present a brief discussion of the

- a) status of intermediate-school social studies teachers' pre-service training programs, and
- b) status of intermediate-school social studies teachers' in-service training programs.

A. A Brief Overview of the Status of Pre-service Preparation of Social Studies Teachers in Saudi Arabia.

The pre-service training of intermediate-school teachers (including social studies teachers) is offered by Saudi universities as part of the higher education in Saudi Arabia (Mukhtar, 1984). The colleges which offer social studies programs and contribute toward the preparation of intermediate school teachers are displayed in Figure 2.1.

A quick review of these colleges and their dates of establishment reveals two points: (a) most have been gradually added to the educational system during the past two decades, which coincides with the era of

College	University	Location	Date of Establishment
Islamic law (shari'a)	Umm Al-Qura	Makkah (the west of S.A.) ^a	1949
Education	Umm Al-Qura	Makkah	1962 ^b
Social science	Umm Al-Qura	Makkah	1984
Humanities and Arts	King Abdulaziz	Jeddah (the west of S.A.)	1978
Arts	King Saud	Riyadh (the middle of S.A.)	1957
Education	King Saud	Riyadh	1966/67 ^c
Social science	Imam Muhammed Ibn Saud Islamic University	Riyadh	1976
Education	King Faisal	Hufuf (the east of S.A.)	1980
Education	branch of King Saud U.	Abha (the south of S.A.)	1981

^aS.A. means Saudi Arabia

^bThis college is considered the continuation of the teachers college which was established in 1952 (Mukhtar, 1984, p. 12).

^cIt was established as a joint project between the Kingdom and UNESCO which became an official branch of Riyadh University in 1968 (Al-Wuzeinany, 1987, p. 46).

Figure 2.1--Colleges offering social studies programs and intermediate school teacher training in Saudi Arabia.

(Information for this figure comes from the following references: Mukhtar, 1984; King Saud University, 1985/86; King Abdulaziz University, 1985; Umm Al-Qura University, 1985/86, 1987; King Faisal University, 1985/86.)

increasing oil prices, and they may reflect the Government's effort to be involved in the process of educational development, and (b) the main campuses of most Saudi universities are located in western, middle, and eastern parts of Saudi Arabia, which are the most populous areas. Because of the young age of these colleges, one can only expect that they are in the initial phase of building a good preparatory experience for social studies teachers. Saudi Arabia is struggling to establish a quality educational system, but it is necessary to build facilities progressively and to acquire competent staff members.

Teachers of social studies in intermediate schools in Saudi Arabia have usually spent four years at the university level, where they were prepared to teach history and/or geography at the intermediate school level. Not only that the university education is free, but for Saudi students who are interested in becoming a teacher, a generous monthly allowance is also available (Mukhtar, 1984).

The pre-service training of social studies teachers differs from university to university. And, of course, all these programs are also subjected to the changes that come in the process of their development. The programs offered within the colleges of education in Saudi Arabia are assumed to be most appropriate for their purpose, since a student spends up to four years

in learning from faculty members of the college of education, who were trained and specialized in different areas of education. The climate generated in these colleges may help the student build sound insights into a solid factual background in the field of education. The available opportunity for close interaction with the education faculty may also enhance the student's adoption of educational theories and his/her chance to familiarize him/herself with the philosophical underpinnings of these theories.

Colleges other than those of education also offer social studies teacher programs in Saudi Arabia. These colleges may be divided into two types, depending upon the pattern of their programs.

- a) Colleges which offer their own social studies academic programs, but send their students for professional education courses to colleges of education within the same university (e.g., College of Shari'a at Umm Al-Qura University).
- b) Colleges which offer both academic and professional courses as a complete program for the preparation of their students to become social studies teachers.

These last two kinds of pre-service training programs for social studies teachers in Saudi Arabia may not be equal in their quality and potential to the programs offered by Colleges of Education. Behind this

hypothesis stands the assumption that the existing climate in these colleges may not aid the student significantly to (a) learn more about education in general, (b) develop insight into and build a strong background in educational theories, (c) gain sufficient interaction with specialists in education, and (d) have the chance to familiarize themselves with educational philosophy. It seems logical that the fostering of good attitudes toward education and its philosophy in the student is easier when done gradually during the college years. This is more likely to lead to the eventual use of educational theories in the classroom, which is one of the ultimate goals of teacher preparation.

Another program of social studies teacher preparation exists in Saudi Arabia in addition to the ones described earlier. In keeping with its efforts to be less dependent on foreign social studies teachers, the Ministry of Education allows some graduates who have been trained in history, geography, and other social studies in the Colleges of Arts to teach social studies. Since these teachers take no courses in education, a special preparation program in education is offered to them in the College of Education at King Saud University in Riyadh. The problem is, since this program is offered in a specific place for one academic year, not all teachers who should attend are able to do so due to their family responsibilities. Attendance in

the program does not mean that these teachers participate actively and are able to reap the intended benefits, since they are assured that, no matter what, their jobs are being held for them.

It seems that the Colleges of Education are a more promising place for the preparation of intermediate school teachers. Since these colleges have devoted themselves to preparing teachers, they get more involved than other colleges--an involvement that is based on both more belief and more experience in the field of education. As a result, the colleges of education become the most important setting for effective teacher preparation.

B. A Brief Overview of the In-service Training of Secondary School Staffs in Saudi Arabia.

Recently, the Saudi Arabian Ministry of Education has been struggling to qualify the nation's teachers in a variety of fields by means of in-service training programs. For example, 53,059 employees in the Ministry of Education attended in-service training programs from 1971 through 1986 (Ministry of Education, 1987b). Of these, 27,887 were math and science teachers. This leads one to expect that programs for other teachers are soon to be offered since the Ministry of Education attempts to provide teachers with equal attention regarding in-service training programs and with equal opportunities to improve their abilities in teaching.

To expand these opportunities for all teachers is a challenge for the Ministry of Education in Saudi Arabia and means more responsibility for those who work at planning and implementing teacher training programs.

In-service training programs for intermediate school teachers in Saudi Arabia began in the early 1970s (Ministry of Education, 1987b). These programs have been carried out by different agencies. The locations have varied, with some being offered in Saudi Arabia while others were offered by foreign universities. These in-service training programs may be divided into two types: (a) long term and (b) short term. Their length ranges from two days to three years.

The attention given to manpower in Saudi Arabia through in-service training programs has caused a variety of questions to be raised which generated several changes. In 1978, regulation of in-service training was effected by decree 7/26153 (Ministry of Education, 1985). As mentioned earlier, in 1975 a specialized department for in-service training programs was established in the Ministry of Education (which in 1981 became the Directorate General for Educational Supervision and Training in the Ministry of Education). This agency is responsible for planning, preparation, implementation, follow-up, and evaluation of all in-service training programs of the Ministry of

Education in Saudi Arabia, both inside and outside of Saudi Arabia (Ministry of Education, 1985).

This Directorate employs specialists in many different areas of education. Most of the Directorate's efforts so far seem to have been devoted to the planning, organization, and implementation stages, while follow-up and evaluation stages have only received a scant attention. As Al-Ghamdi (1982) has stated, "In-service activities provided in the past have never been systematically evaluated" (p. 160). Therefore such in-service training programs may not have achieved their ultimate goals.

Participants in long-term in-service programs are chosen completely by the Ministry of Education from all school districts in the country, while participants in the short-term programs are mostly volunteers. As a motivation for attending the in-service training programs, some money is devoted to payment for each person (Ministry of Education, 1985). Factors that come into play where the Ministry selects participants may vary according to the particular program, years of teaching experience, teacher's major, and teacher's present responsibilities.

While in-service training programs for intermediate school teachers are usually planned by the Directorate of Educational Supervision and Training in the Ministry of Education, their implementation may come

through a number of organizations. These include (a) one or more Saudi Arabian university(s), (b) one or more of the nation's school district(s), (c) the general administration institute, (d) centers for science and mathematics, and (e) other foreign educational agencies.

Five broad goals for in-service training were proposed in the fourth five-year development plan (1986-1990) of the Ministry of Education. As appeared in the In-Service Training Guide (Ministry of Education, 1985), the goals are:

1. Development of teachers professionally by exposing them to more cultural and professional experiences in order to increase their performance level, improve their productivity skills, and acquaint them with newly emerging knowledge in both education and their subject areas.
2. Improvement of teachers' level of education and an increase in their productivity through in-service training programs.
3. The inclusion of all employees in the fields of education and learning: teachers, supervisors, school principals, educational and administrative leaders in school districts, and the staff of the Ministry of Education.

4. Participation in upgrading the performance levels of those administrators who work in non-educational areas at both the district and the Ministry of Education levels.
5. Participation in preparing qualified and trained Saudi educational staffs in a variety of needed fields of specialization.

Over the past sixteen years, the numbers of in-service trainees who are members of intermediate and secondary school staffs have increased rapidly (see Table 2.1). More than 18 in-service training programs were offered for the staffs of intermediate and secondary schools during this period of time (Ministry of Education, 1985).

Table 2.1--Participation of intermediate and secondary school staff in in-service training programs, 1971-1986.

Time Period	Number of Staff who Attended In-Service
1971-1975	543
1976-1980	4452
1981-1985	12938
1986-	1792

Source: Ministry of Education, Report of the Directorate General for Educational Supervision and Training, 1987).

Among these programs, none provided in-service training for social studies teachers at the intermediate school level. Some social studies teachers may have attended the short-term program on instructional media meant for teachers from all three public school levels. Note that offering an in-service training program does not mean that all teachers who should attend will attend. Program planners must take into consideration the conditions and priorities that influence whether or not teachers accept the programs offered.

Results of Some Related Studies
Carried out in Saudi Arabia on the
Education of Social Studies Teachers.

The few individuals who had conducted studies in the training of social studies teachers in Saudi Arabia were concerned with only a few topics related to curriculum. No study in the past has assessed the needs of the social studies teachers for an in-service training program. Nonetheless, the results of these studies can still enlighten and give indications of the present status of social studies teachers in Saudi Arabia. Therefore, their findings will be included as an important part of this literature review.

Among those who conducted studies on social studies teacher education in Saudi Arabia is Al-Ismaeel (1981). In a study entitled "Selected Social Studies Teaching Strategies in Saudi Arabian Secondary Schools",

the author concluded that social studies teachers indicated a lack of certain materials (such as curriculum guides and pamphlets describing the various teaching strategies), as well as little utilization of some of the selected teaching strategies. He also found that some of the selected teaching strategies received a low percentage of utilization response, such as field trips, role playing, and resource persons utilized for interviews and utilized as guest speakers.

Another study conducted by Mukhtar (1984) probed the attitudes of middle and secondary-school teachers who graduated from the social studies-teacher education program at Umm Al-Qura University between 1979 and 1983 toward their pre-service preparation program. The study's purpose was to identify the strengths and weaknesses of the program. One problem facing these teachers was that they were assigned to teach a social studies subject regardless of their area. Mukhtar also found an expressed weakness in the social studies teacher preparation program in regard to the area of Islamic Civilization and System, in which the teachers felt that they were not adequately prepared. Neither did the program work effectively toward developing proper attitudes of these graduates toward the teaching profession. Another weakness of the program identified by respondents was the failure to develop their skills and competencies in techniques and methods of problem-

solving and value clarification. In Mukhtar's interviews with twenty teachers, thirteen suggested adding one or more courses on instructional aids to the teacher preparation program, or at least increasing the time allocated for the current program.

When Mukhtar explored the relationship between years of teaching experience and felt competencies in social studies teaching skills, techniques, and methods, he found significant differences existed. Teachers with four years experience felt they were more prepared than those with one and two years of experience, while those with three years of experience believed they were more prepared than those with one year. The author interpreted the finding as a result of their having attended a better program. In addition, he indicated that they were more prepared in terms of competencies related to personal values and integration, but they were prepared more in some competencies like accepting student's values, providing proper atmosphere for respect for others, helping students to understand differences of people, appreciating and respecting other nations, relating the purpose of social studies to the needs of the community, accepting and appreciating diversity, and helping students to examine social values. This study reflected only the attitudes of social studies teachers who had graduated from Umm Al-Qura University between 1979 and 1983 toward their

pre-service training program. Social studies teachers who graduated from other Saudi universities were not included.

Bakri (1983) conducted a study at the middle school level in Saudi Arabia on instructional media in two school districts, Riyadh and Jizan. He found that in-service training programs in the use of instructional media were considered an essential need for teachers. Instructional media were assessed as being unavailable in their schools by 56% of teachers in Riyadh and by 68% of teachers in Jizan and the media that were available were not well organized for easy use. Furthermore, 70% of teachers in Jizan and 53% of teachers in Riyadh admitted that their schools lack the basic facilities to house audio-visual materials and equipment, and that these schools were not built for the purpose of teaching. Among all the teachers, the social studies teachers had the highest mean in the use of instructional media. Finally, Bakri found a lack of administrative support for the use of audio-visual materials and equipment. They felt that administrators did not encourage teachers to use instructional materials and equipment.

Turning to the studies that are related to the social studies and the development of social studies teachers, we find Shoaib's (1980) study entitled "Development of Social Studies Education in Saudi Arabia

Since 1926". Shoaib indicates that two methods of instruction for teaching social studies are used in Saudi Arabia--the official one based on the nineteenth-century Herbartian Association's five formal steps, and the method generally preferred by individual teachers which emphasizes the rote memorization of a predetermined body of knowledge.

Al-Shawan (1985) examined social studies goals at the intermediate school level in Saudi Arabia. He found that among the greatest problems hindering social studies teachers from the implementation of their high-priority social studies goals were lack of in-service education, lack of instructional materials, late schedule for social studies, lack of library facilities, lack of parental support, curriculum rigidity, outdated textbooks, low student interest, lack of maps and/or graphs in textbooks, lack of time for field trips and other activities, lack of instructional freedom, and lack of administrative support. The twelve problems were checked by more than 50% of Al-Shawan's sample as major problems. When teachers are constantly faced by so many problems, all aspects of their performance may be affected, even with regard to evaluation of curriculum. When social studies was assessed according to its importance in the schools, it was ranked as the fourth most important subject by all groups except superintendents who ranked it as the third

most important. On the whole, a significant difference in the respondents' perceptions was found among those who held different professional roles.

Results of Some Related Studies Carried Out
in Saudi Arabia in Teacher Education in General.

The development of and problems in education are endless because every society seeks a higher standard of living and, most recognize, the important role education can play. A teacher's preparation is significant and crucial because it is the classroom teacher who has the responsibility to carrying out most educational plans. This may help explain the efforts that have been given to studying teacher preparation in Saudi Arabia. Al-Wabli (1982) conducted an evaluation study on selected aspects of the secondary teacher preparation program at Umm Al-Qura University based on a follow-up of 1978-1979 graduates. His findings indicated that the graduates felt that they were adequately prepared in the area of student-teaching, and felt that they were not adequately prepared in the ability to use school and library resources. The respondents rated the course on social and philosophical foundations of education as ineffective in helping them to become prospective teachers, and agreed with the trend toward a longer student-teaching period.

Al-Ghamdi (1982) studied the professional development of in-service teachers in Saudi Arabia. The

study used both survey and interviews on a sample representing three public school levels in the city of Jeddah. In this study, seven competency clusters were covered: developing pupil self-concept; handling classroom problems; individualized instruction; evaluating and assessing achievements; planning instruction; developing personal self; and managing classroom instruction. Al-Ghamdi indicated that significant differences appeared among the mean ratings of teachers, administrators, and supervisors in five of the seven competency clusters. The responding teachers rated the areas related to handling classroom problems, individualized instruction, evaluating and assessing achievements, planning instruction, and developing personal self somewhat lower than did administrators and supervisors. In the areas of planning instruction and handling classroom problems, teachers' in-service needs for associated competencies were perceived as significantly greater by school administrators than by the other two groups. The supervisors seemed to perceive the greatest needs in competencies related to teachers' personal development.

In his concluding discussion, Al-Ghamdi noted that in-service training in Saudi Arabia did not exist as a continuous process, and that there is a severe shortage of in-service planners and experts. Furthermore, he

concluded that in-service activities were not available for all teachers.

Al-Saadat (1985) conducted a study on assessing the in-service training needs of teachers of English as a Foreign Language (EFL) in Saudi Arabia. His sample included teachers, inspectors, and teacher educators. He found that differences did occur in the perceptions of the three groups in all seven competency clusters. In general, there was a pattern of decreasing perception of needs for in-service training as EFL teachers' years of experience in teaching English increased. Significant differences were found in two clusters only: English language proficiency, and teaching techniques. In addition, Al-Saadat found that teachers who had previous in-service training expressed a greater need of in-service training in all competency clusters than did teachers with no in-service training experience.

Results of Some Related Studies Carried Out
in the United States and in Other Foreign Countries
Regarding Social Studies Teachers' General Education
and Needs for In-service Training.

In the United States and other countries outside Saudi Arabia, more research has been done on social studies that has bearings on this study. A few studies were found on the needs assessment of social studies teachers, while additional research was centered on curriculum in the social studies during the past two

decades. In addition, more general studies have been conducted on the social studies and its teaching.

Weipert (1975) studied in-service education in the social studies in secondary schools of three Colorado public school districts--Denver, Jefferson County, and Thompson. Focusing on the attitudes of teachers, administrative personnel, and supervisory personnel toward in-service education, he found that a difference did exist between the attitudes of teachers, administrators, and supervisors in Denver toward in-service education. The same results were obtained in Jefferson County and Thompson. He concluded that the teachers were a population apart from the administrators and supervisors. The attitudes of teachers ranged from negative to slightly positive, with the teachers of Jefferson County reflecting the most generally positive attitudes. The attitudes of the administrative/supervisory personnel generally ranged from slightly positive to strongly positive, while the least positive attitudes were those of the Thompson personnel.

Rhodes and Smith (1975) found that classroom techniques, content/materials curriculum, and alternative classroom approaches were the areas of high interest for in-service training programs among social studies teachers in Indiana. Classroom interaction and topics had low interest, while the use of objectives, evaluation, and departmental activities had the lowest

interest. The authors also found that teachers differed on the needs for in-service training depending upon geographical region.

Katz (1977) in a survey research entitled "A Study of Social Studies Teachers' Perceptions of the Utility of In-service Training in Meeting Classroom Needs", found that the senior high school social studies teachers clearly indicated that they found aid from fellow teachers and self-improvement to be the two most useful types of in-service training for improving their daily performance. Suggestions and advice from supervisors and/or administrators and in-service programs sponsored by the school district were found to be the least useful types of in-service training. Katz's study also revealed the following findings: (1) as years of teaching experience in the social studies increased, so did the perceptions of the utility of post-baccalaureate courses in subject content areas and in the teaching of social studies; (2) as age increased, so did perceptions of the utility of post-baccalaureate courses in subject content; (3) as years of teaching experience in the social studies increased, so did the extent of all post-baccalaureate courses experienced; and (4) as age increased, so did the extent of all three types (post-baccalaureate subject content area courses, teaching of social studies courses, and general courses) of post-baccalaureate

courses experienced. Finally, Katz found that all the senior high social studies teachers included in the sample from Montgomery County, Pennsylvania, had experienced the eight types of in-service training mentioned in his survey by at least 50 percent for each type.

More recently, Azmi (1986) studied the assessment of the in-service needs of junior-secondary social studies teachers in West Sumatra Province, Indonesia. These teachers indicated high needs of in-service education programs in all of the following areas: knowledge in subject-matter area, lecturing techniques, managing group discussion, planning lessons, motivating students, managing student behavior, classroom management, designing classroom activities, teaching students of different abilities, evaluating student progress, and analysis of one's own teaching and the teaching of others. The only one not ranked as high need for in-service training was use of problem solving and inquiry methods. In addition, the findings indicated that differences in teachers' perceptions were associated with their different backgrounds in teaching social studies, their educational backgrounds, and their school location.

Finally, more broad-ranging studies of aspects of social studies teaching have been carried out. A 1981 study entitled "Profile of Social Studies Teachers" was

published with Ochoa serving as guest editor. This study indicated that only 21 percent of the respondents had not had any type of recent in-service training, while the same percentage had attended three or more of such programs. Teachers with less than 5 years experience were more likely to have been involved in in-service training programs, and unmarried teachers tended to be more involved in more recent training programs than did the married ones.

Traveling abroad also helped to expand and enrich a teacher's social and cultural insights. The study indicated that four out of five social studies teachers surveyed had traveled outside the United States at least once, but only a mere five percent of the respondents had visited North Africa, Southwest Asia, or Southeast Asia. Both age and geographical location were indicators of respondents who travelled; for example, both older and inner-city teachers were more likely to have traveled overseas. Travelling overseas can have a strong impact on teacher performance in general. As Risinger (1981) points out,

Obviously, traveling to other nations expands a teacher's social and cultural outlook, and it may result in more extensive and accurate social studies instruction. International travel can also clarify a teacher's perspective on the American experience and contemporary society. (p. 407)

Results of Some Related Studies Carried
Out in the United States and in Other Foreign
Countries Regarding Teachers' Needs
Assessment and Teachers' Education.

The area of teacher education has provided wide and rich opportunities for conducting research. Perhaps the large number of studies undertaken reflects the acknowledged importance of the teacher's role in the learning process. The following discussion of studies that are relevant to the present study is organized chronologically.

A 1966 study by the National Education Association entitled "Profile of the American Public School Teacher" identified three areas in which teachers lack preparation: use of audio-visual equipment and materials; classroom management routines and discipline; and teaching methods (Davis, 1967).

A decade later, Post (1975) found that teachers emphasized different needs depending upon their level of experience. Teachers with teaching experience of three years and under tended to be more concerned with the areas of discipline and control and of content skills than did more experience teachers. Teachers with over three years experience tended to cite teaching techniques and strategies as important needs for in-service programs.

Shortly thereafter, in-service needs was the subject of a study by Grandgenett (1978), who found that

teachers, principals, and Area Educational Agency (AEA) personnel differed in their perceptions regarding competency clusters in which teachers have in-service needs. The study covered the following clusters: developing pupil self-concept, handling classroom problems, individualizing instruction, evaluating programs and achievement, planning instructional programs, developing personal self, and managing classroom instruction. The AEA personnel perceived a significantly greater in-service need than did principals, while principals perceived a significantly greater in-service need than did teachers. The only cluster the three groups agreed upon was handling classroom problems. However, beginning teachers expressed significantly greater in-service needs in the cluster of handling classroom problems than did experienced teachers.

Another study related to teachers' in-service needs is "A Study of the In-service Needs of Teachers as Perceived by Teachers and Principals in an Urban School System" by Pisetsky (1979), which used the Hartford, Connecticut, K-12 school system as its sample. Pisetsky found significant differences between teachers' and principals' perceptions on four categories: planning instruction, communicating and interacting, developing personal skills, and developing pupil self-concept. Principals perceived the in-service needs more intensely

than did teachers and differed from teachers in the rank order of the categories. Another significant difference was found according to the grade level taught for four categories: assessing and evaluating student behavior, planning instruction, conducting and implementing instruction, and performing administrative duties. Post-comparison tests indicated that teachers of grades 4-6 rated the categories significantly more important than did teachers of grades 9-12. Significant differences across levels of teaching experience were also found for four categories: planning instruction, conducting and implementing instruction, performing administrative duties, and communicating and instructing. Post-comparison tests revealed that teachers with the least experience rated the categories as more important than did teachers with more experience.

McClaron (1981) focused on the perceptions of administrators and teachers on the need for and the extent of teacher involvement in the planning process of in-service education at the school level. She found that educational background had some effect on the perception of teachers and administrators about the need for teacher involvement in the planning of in-service teacher education. She also found a relationship between the extent of teacher involvement in the planning of in-service education and the effectiveness

of in-service education at the school level. Teachers expressed a strong need to make comments and suggestions relative to in-service activities planned for their school, to be involved in the planning of in-service activities at every stage, to participate in the planning of evaluation procedures and activities, and to be involved in the selection of resource persons.

In a study entitled "A Descriptive Study of Perceived Professional Benefits Derived from Teacher Involvement in the Kent Professional Staff Development Center", Mubarak (1982) found that the respondents with more advanced education were more likely to be members of the needs-assessment committee. In fact, the higher the educational degree obtained the more involvement in planning activities, the more likely of being a member on the implementation committee, the stronger the involvement in the implementation committee, the higher the number of committee memberships in the governance process, and the more benefits, as perceived by respondents, were derived from the involvement with the teachers' center.

Davis (1984) found that school role (principal versus teacher) was a predictor in five of the seven in-service needs categories. Principals assigned higher (more important) value to assessing and evaluating student behavior, planning instruction, conducting and implementing instruction, communicating and interacting,

and developing personal skills. Education of the respondent was found to be the predictor in only two categories: assessing and evaluating student behavior, and conducting and implementing instruction. Persons with Bachelor's and Master's degrees rated the categories higher than Master's-plus respondents. In addition, the finding revealed that the longer the respondents attended an in-service program, the higher value they assigned to the categories.

Fresko and Ben-Chaim (1986) conducted a study to measure in-service needs of 246 teachers of mathematics in Grades 7, 8, and 9. Again, teachers' years of experience came into play when they assessed their needs. Teachers who were relatively new to the mathematics-teaching profession indicated that their greatest needs were in the areas of classroom strategies and teaching aids, while they showed least interest in information (such as curriculum, curriculum change, and research developments). On the other hand, the most experienced teachers wanted information, curriculum, and subject-matter knowledge.

Using a sample of educators from thirteen school districts in Western New York who had attended seven varied staff development programs during the 1981-82 school years, David (1986) studied staff development as a vehicle for curriculum change. He found that the participants had improved in their awareness and

knowledge from one-half day, one day, and two-day programs, while they improved their skills and ability for applications from fifteen-day programs.

The characteristics of outstanding teachers were among the many areas that have attracted the attention of researchers in education, perhaps because teacher characteristics were important elements in the learning process. A teacher's interest, ability, attitude toward pupils, emotional adjustment, enjoyment of teacher-pupil relationship, interest in reading and literary matters, participation in social and community affairs, interest in teaching, and degree of knowledge in the subject matter were among the topics that have been studied. Taking an overview of these studies, Ryans (1960) pointed out that

Superior intellectual abilities, above-average school achievement, good emotional adjustment, attitudes favorable to pupils, enjoyment of pupil relationships, generosity in the appraisal of the behavior and motives of other persons, strong interests in reading and literary matters, interest in music and painting, participation in social and community affairs, early experiences in caring for children and teaching . . . , history of teaching in family, family support of teaching as a vocation, strong social service interests, . . . appear to apply very generally to teachers judged by various kinds and sets of criteria to be outstanding.
(p. 366)

Corroborating this synopsis, the Northern Plains Teacher Corps Project (1980) concluded that "The competent teacher seeks to develop in three major kinds of ways: first, in improving personality; second, in increasing

subject matter knowledge; and, third, in improving teaching skills" (p. 1).

Summary

This chapter included the review of the related literature pertinent to the present study. The review was presented in six sections. The impact of the nature of social studies as a discipline on teachers' need for in-service training was discussed in the first section. The second section dealt with the present status of pre-service and in-service training programs of social studies teachers in Saudi Arabia. The results of related studies carried out in Saudi Arabia on the education of social studies teachers was covered under section three while, the results of related studies carried out in Saudi Arabia on teacher education in general was discussed in section four. The fifth section focused on the results of related studies conducted outside of Saudi Arabia in the assessment of social studies teachers' need for in-service training. Finally, section six presented the results of related studies conducted outside of Saudi Arabia in need assessment of teachers in general.

The literature indicated that the needs of social studies teachers for in-service training emerge from the nature of the topics they teach--knowledge regarding the social studies is always undergoing change and

development. The review also revealed that nine Saudi colleges offer social studies programs, but only some of them offer pre-service training for social studies teachers. In addition, the review revealed that no special in-service training for social studies teachers exists in Saudi Arabia, while those in-service activities that do exist are not available for all teachers and are not part of a continuous in-service process.

The literature indicated that social studies teachers face a variety of problems, such as: lack of curriculum guides and pamphlets describing and discussing various teaching strategies; assignment of teachers to teach any social studies subject, regardless of their area; lack of instructional media; lack of places in schools to house instructional media; lack of administrative support for the use of audio-visual materials and equipment; lack of in-service education; late schedule for social studies; lack of library facilities; lack of parental support; curriculum rigidity; outdated textbooks; low student interest; and lack of time for field trips.

It was also indicated in the literature that age, teaching experience, region of work, attendance at in-service training, position held, marital status, travel experience, grade level taught, level of education, and educational background are related to the

perceptions of teachers regarding their needs for in-service training. In addition, the review revealed that classroom techniques, content/materials curriculum, alternative classroom approaches, use of audio-visual equipment and materials, classroom management routines and discipline, teaching methods, motivation of students, and evaluation of student progress are the areas of higher need for in-service training among teachers in general.

CHAPTER III

RESEARCH METHODOLOGY AND PROCEDURE OF DATA COLLECTION

This chapter describes the procedure and methods used in this study. The following topics will be discussed:

1. The instruments of data collection.
2. Development of the instruments.
3. Translation of the instrument and the procedure of establishing its face-validity.
4. The pilot study.
5. Validity.
6. Reliability.
7. Population.
8. Sample.
9. Instrument distribution and data collection.
10. Analysis of the data.

The Instruments of Data Collection

The primary purpose of the study was to identify the needs of male intermediate school social studies teachers in Saudi Arabia for in-service training programs, as perceived by the male social studies

teachers themselves, by social studies supervisors, and by school principals. Various needs were explored, including social studies goals, subject-matter content, teaching methods, instructional media, student evaluation, and development of a learning environment. In order to determine the specific in-service training needs of teachers, the study garnered teachers' perceptions of the rank-order importance of these six instructional areas and of five competencies (a copy of the English version of the data-gathering instrument is provided in Appendix A). In addition, the perceived roles of social studies supervisors and school principals in developing the teaching competency of social studies teachers were also identified. Finally, this study aimed to ascertain the major problems faced by social studies teachers and the characteristics considered most important in an outstanding social studies teacher.

In order to achieve these purposes, an in-service needs assessment survey-questionnaire was utilized. When well-prepared, the questionnaire survey form has certain advantages as a tool for gathering data. It is appropriate for use as a self-administered instrument. Best and Kahn (1986) point out that,

Questionnaires administered personally to groups of individuals have a number of advantages. The person administering the instrument has an opportunity to establish

rapport, to explain the purpose of the study, and to explain the meaning of items that may not be clear. The availability of a number of respondents in one place makes possible an economy of time and expense and provides a high proportion of usable responses. (p. 166)

The advantages of this type of survey lie not just in economy of time and expense, but also in its characteristic of achieving great reliability. As Kerlinger (1986) indicates:

The self-administered instrument has certain advantages. With most or all of its items of the closed type, greater uniformity of stimulus and thus greater reliability can be achieved. In this respect, it has the advantages of objective-type, written tests and scales, if they are adequately constructed and pretested. A second advantage is, that, if anonymous, honesty and frankness may be encouraged. (p. 446)

In answering the questionnaire, teachers were asked to rate their own needs for in-service training programs, while supervisors and school principals were asked to rate the in-service training needs of social studies teachers with whom they worked.

Because teachers were asked to express their needs for in-service training programs, while the social studies supervisors and school principals were asked to give their perceptions about the needs of social studies teachers for in-service training programs, some questions in the questionnaire were formulated differently in order to elicit the needed information. Accordingly, two separate versions of the questionnaire

were designed, one for teachers, the other for supervisors and principals.

The questionnaire for this study is divided into three parts. The first part consists of eighteen items which mainly focus on the demographic characteristics of the respondents. In constructing the items of this section of the questionnaire, both open- and closed-ended items were used. In order to stimulate respondents' thinking during the time they filled out this portion of the questionnaire, three non-demographic items were included. One of them asked the respondents to rank the chosen areas of in-service training programs according to the needs of social studies teachers, while the other two asked the respondents to give three characteristics of an outstanding social studies teacher and three major problems facing social studies teachers.

The second part of the questionnaire consists of forty-three items, of which forty-two were closed-ended. The remaining item asked the respondents to rank the five most needed competencies among the given 42 competencies for in-service training programs of social studies teachers.

The third part of the questionnaire consists of one open-ended question asking about the role of social studies supervisors and school principals in the development of social studies teachers' competencies.

Development of the Instrument

To measure the variables for this study, an instrument was constructed. Since no single instrument was found to be exactly appropriate to fit the purpose of this study, the following procedures were followed to construct an appropriate instrument and establish its face validity. Development of the study's major dependent variable--the perceptions of male social studies teachers, supervisors, and school principals in Saudi Arabian intermediate schools with regard to the in-service needs of social studies teachers--was initiated through the examination of previous literature in an effort to identify items that measure those perceptions. Most of the items were taken directly from or modified from an assessment instrument published by the Pennsylvania Council for the Social Studies (1977), and from the work of Felder and Schomburg (1981), Ingersoll (1976), Al-Ghamdi (1982), Al-Ismaeel (1981), Bakri (1983), and Al-Sahlani (1983). Some items were developed by the researcher. Selection of particular items was dependent upon the researcher's judgment of the item's ability to fit with the study's purpose and the Saudi context. The items developed for ascertaining perceptions follow the Likert scale, which is most widely used in studies of this type. This scale has four response categories: "strongly needed", "needed", "not needed", and "strongly not needed". The categories

were coded as 3, 2, 1, and 0, respectively. Thus, according to this scale, a mean response between 0 and 1.00 will be interpreted as "not needed"; between 1.01 and 2.00 as "average need"; and between 2.01 and 3.00 as "above average need." Two of the items in the questionnaire required short answers while one item required a longer essay-type answer.

This study focuses on six areas of teacher competency. Within the survey instrument, seven items are devoted to each area of competency. Items 1 to 7 represent goals and objectives; Items 8 to 14 represent subject content; Items 15 to 21 represent teaching methods; Items 22 to 28 represent instructional media; Items 29 to 35 represent student evaluation; and Items 36 to 42 represent developing learning environment.

The procedure employed to measure the independent variables is as follows:

- Age is measured by a single item asking the respondent to identify his age group. Possible responses for age are 20-24, 25-29, 30-34, 35-39, 40-44, 45-49, 50-54, and 55 years or age or more.
- Marital status is measured by a single item asking the respondent to identify his marital status as either single or married.
- Position is measured by a single item asking the respondent to identify his position; possible responses include social studies teacher, supervisor, and school principal.
- City where worked is measured by a single item asking the respondent to identify the name of the city where he works; possible responses include Dammam, Riyadh, and Taif.

- Areas in which the respondent has travelled is measured by a single item asking the respondent to identify those areas of the world he has travelled in and to give the number of time(s) that he has gone to each area. Possible responses are other Arabic States, non-Arabic Asian states, non-Arabic African states, European states, South or Central American states, the United States, or no travel outside Saudi Arabia.
- College from which the respondent graduated is measured by a single item asking the respondent to identify his college; possible responses include education, arts and sciences, humanities and arts, social science, Islamic law (shari'a), or other (which will be named).
- Major and minor areas of study are measured by a single item asking the respondent to write his major and minor; possible responses are geography, history, and Islamic civilization. Each of these may or may not be accompanied by a minor in education. In addition, some school principals may mention other majors.
- Name of the university from which the respondent graduated is measured by a single item asking the respondent to identify the name of the university. Umm Al-Qura, King Saud, King Abdulaziz, Amam Muhammed Ibn Saud, and King Faisal University are possible responses for most respondents; a few may mention other universities.
- Country of the university is measured by a single item asking the respondent to identify the country of the university. Saudi Arabia, Arab countries, European countries, and the United States are possible responses.
- Highest degree held beyond the bachelor's degree is measured by a single item asking the respondent to identify his highest degree held and the university that granted the degree. Possible responses are diploma, master's, and Ph.D.
- Teaching experience in social studies is measured by a single item asking the respondent to identify his teaching experience in social studies. Possible responses are 0 years, less than 1 year, 1-5 years, 6-10 years, 11-15 years, 16-20 years, and more than 20 years.

- Supervisory experience in social studies is measured by a single item asking the respondent to identify supervisory experience in social studies. Possible responses are less than 1 year, 1-5 years, 6-10 years, 11-15 years, 16-20 years, and more than 20 years.
- School principal's experience is measured by a single item asking the respondent to identify his experience as school principal. Less than one year, 1-5 years, 6-10 years, 11-15 years, 16-20 years, and more than 20 years are possible responses.
- Current subject being taught is measured by a single item asking the respondent to identify his current subject. Geography and history are likely to be the most common responses.
- Participation in a social studies symposium (meeting) during the past two years is measured by a single item asking the respondent to identify the number of times he has participated in a social studies symposium during the last two years with different personnel. Possible responses are none, once, twice, and more than twice.
- Attendance in previous in-service training programs is measured as a dichotomy variable: yes or no. The duration of the previous in-service training program (if any) is measured by a single item asking the respondent to specify the nature of and duration, in weeks, of the previous in-service training program.
- Participation in the planning and evaluation of the previous in-service training program is measured by a single item, with possible responses of yes or no. The value of the previous in-service training program is measured by a single item asking the respondent to identify the value which he gives to the program; possible responses include very valuable, valuable, and not valuable.
- Willingness to participate in an in-service training program on his own time is measured by a single item, with possible responses being yes or no.

Translation of the Instrument and
the Procedure of Its Face-Validity

After the researcher translated the original instrument (the English version) into Arabic, the native language of the respondents, a group of six Saudi doctoral students at Michigan State University were given the two versions of the instrument for comparison and commentary. After three days, the group met again with the researcher to discuss the instrument and its translation. In light of that discussion, the researcher rewrote the instrument to remove any ambiguities or discrepancies.

Upon arrival in Saudi Arabia, the researcher submitted copies of both the English and Arabic versions of the questionnaire to five professors from the Colleges of Education and Social Sciences, as well as to the Educational Research Center at Umm al-Qura University in Makka, and to two other professors, one from the community college in Taif while the other was from the College of Education in Riyadh. Their suggestions were considered for further corrections and changes of the instrument.

Finally, the researcher rewrote the final draft of the Arabic-language instrument. This final Arabic version was given to a lecturer at Community College in Taif (who has a master's degree in Arabic language) to evaluate its grammar and readability. In light of his

corrections, the final draft was rewritten and considered suitable for conducting a pilot study. (A copy of the Arabic version of the questionnaire can be found in Appendix B.)

Pilot Study

A pilot study plays an important role in the process of improving a study's quality. Because the results of a pilot study may lead to improvement in the clearness of the instrument, it has been recommended by many researchers. Borg and Gall (1983) discusses the many gains that can result from a pilot study when he states:

In addition to serving all the purposes of the usual tryout, such as improving data-collecting routines, trying scoring techniques, revising locally developed measures, and checking the appropriateness of standard measures, the pilot study provides additional knowledge that leads to improved research. (p. 100)

To ensure that the instrument for this study would be clearly understood by the respondents, a pilot study was made before the actual collection of the data was begun. This pilot study was carried out in one elementary and four intermediate schools in Taif city. Those who participated in the pilot study included four school principals, three vice-principals, and twelve social studies teachers. The researcher visited all five schools and, in administrating the pilot study, met with all the staff who participated in order to make

sure that the instrument was clear. The researcher explained the purpose of the study and answered all questions concerning the questionnaire.

In light of the pilot study's results, the final version of the instrument was written. The final draft of the English and Arabic versions of the questionnaire were submitted to the English department in the College of Social Science at Umm Al-Qura University so that the Arabic version could be checked against the English one for any discrepancies in meaning. After comparing the two versions, the English department gave the opinion that the two versions conveyed the same meaning.

Validity

Validity plays a strong role in the value of a study's results. It is considered one of the most significant characteristics of any good instrument. To define validity, Kerlinger (1986) points out that "the commonest definition of validity is epitomized by the question: Are we measuring what we think we are measuring? The emphasis in this question is on what is being measured" (p. 417). One the importance of the process of obtaining content validity, Ary et al. (1972) state "content validity is essentially and of necessity based on judgment. The test maker may ask a number of experts to examine the items systematically and indicate whether or not they represent sufficiently well the

theoretical universe from which they were drawn" (p. 192).

In order to ensure the increased content validity of this study's survey instrument, the researcher relied upon the following strategies. When constructing the questionnaire, the researcher:

A. Relied heavily on the related references to his subject in the literature. Accordingly, as is mentioned in the discussion of the development of the instrument, most of the items were taken directly or modified from Pennsylvania Council for the Social Studies (1977), Felder and Schomburg (1981), Ingersoll (1976), Al-Ghamdi (1982), Al-Ismaeel (1981), Bakri (1983), and Al-Sahlani (1983). Only four items were added by the researcher.

B. Consulted with his adviser and committee members, seeking their critical comments.

C. Requested that Saudi Ph.D. students at Michigan State University review the questionnaire and the study's purpose, and then give their critical comments. Taking into consideration their comments and suggestions, the researcher modified some items.

Reliability

Cronbach's alpha statistical technique was used to determine the reliability of the survey instrument. The Cronbach reliability coefficient measures the internal

consistency of an instrument. The overall reliability coefficient was .9515 for this study's instrument, while the reliability coefficient was .8331 for the instrument of goals and objectives area, .7617 for the subject matter content area, .7915 for the teaching methods area, .8157 for the instructional media area, .8363 for the student evaluation area, and .8677 for the developing learning environment area. According to Ary et al. (1972), most test makers and researchers are satisfied if they obtain reliability coefficients of .90 and above, but are dissatisfied if they get coefficients below .70. Accordingly, the result of Cronbach's alpha for this study indicates that the questionnaire items had a satisfactory level of reliability.

Population

Education in Saudi Arabia is separated according to gender. The Ministry of Education is responsible for male schooling at all levels of public school, while the Presidency for Girls' Education is responsible for female schooling at the same levels. Since male schools were more accessible, the target population for this study was delimited to urban intermediate-school male social studies teachers, supervisors, and principals working under the supervision of the Ministry of Education in Saudi Arabia during the 1987/88 school year. The accessible populations consisted of male

teachers, supervisors, and principals from three cities located in the Eastern, Central, and Western regions of Saudi Arabia, three of the most populous regions in the country (see Figure 3.1). Respectively, these three cities are Dammam, Riyadh, and Taif. They are located in the three school districts with the largest number of intermediate schools within Saudi Arabia. Since all public schools are under the administration of the Ministry of Education, and since respondents' demographic characteristics (degree, major, experience, salary, promotion, opportunity) are similar across cities, these accessible populations can be considered as representing the target population for the study.

Because supervisors and school principals are involved deeply with the teaching of social studies and with social studies teachers, their views were solicited as an important element in this survey.

Sample

The school districts of Dammam, Riyadh, and Taif were selected because they are the three school districts in Saudi Arabia with the largest number of intermediate schools. A random sample of public intermediate schools from each city in these districts was obtained in order to gather the respondents for the present study.

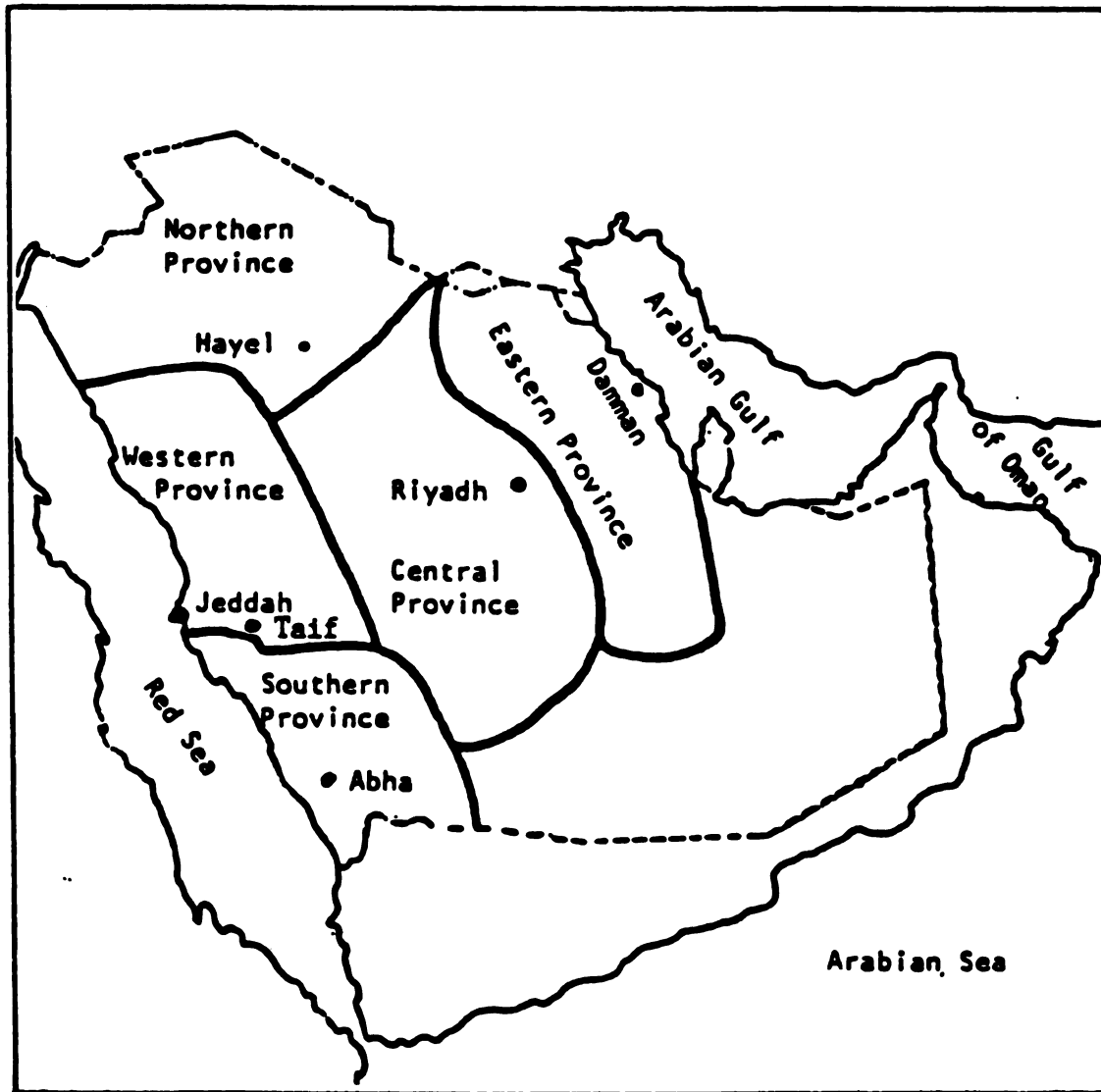


Figure 3.1--Map of the Kingdom of Saudi Arabia. (From Saudi Arabia, Kingdom of. Facts and Numbers: Achievement of Development Planning. Saudi Arabia: Ministry of Planning, 1982. In Arabic).

According to the summary statistics on education for the 1986/87 school year (Ministry of Education, 1986/87), the total number of intermediate schools in Dammam, Riyadh, and Taif districts were 79, 118, and 88, respectively. In consultation with the chairperson of the supervision department in each city, it was found that the total number of intermediate schools within the city limits of Dammam, Riyadh, and Taif were 14, 84, and 34, respectively. Based on the result of the pilot study and consultation with the Ministry of Education, 78 intermediate schools were included in the present study (i.e., 59% of all schools in the three cities).

Table 3.1 shows the breakdown of the selected sample of schools from each city.

Table 3.1--Distribution by city of the schools contacted for the study.

City	Number of Selected Schools	Percentage
Dammam	9	64 %
Riyadh	49	58 %
Taif	20	59 %
Total	78	59

Accordingly, from the list of intermediate schools provided by the chairperson of the Supervision Department in each city, the researcher randomly selected a sample of schools from each city.

All social studies supervisors in the three selected districts were included in the study because

their number was small. All principals and social studies teachers of the selected intermediate schools were asked to participate in the study. Table 3.2 shows the number of teachers, supervisors, and schools principals who participated in the study.

Table 3.2--Distribution of participants by city and by position.

City	Teachers	Supervisors	School Principals
Dammam	20	5	8
Riyadh	108	6	46
Taif	40	5	17
Total	168	16	71

Instrument Distribution
and Data Collection

In July 1987, this study's proposal was approved by the researcher's doctoral committee. Accordingly, the researcher provided the University Committee on Research Involving Human Subjects (UCRIHS) with a copy of the proposal so that it might review the material and grant approval to conduct the study. Such approval was granted in July 1987. (See Appendix C for this letter and other correspondence related to the research that is mentioned in this section.) The researcher's academic advisor wrote an explanatory letter to Saudi Arabian authorities to obtain permission to conduct the study. Subsequently, the researcher's sponsor, Umm Al-Qura

University, granted permission to conduct the study in Saudi Arabia.

On October 7, 1987, the researcher arrived in Saudi Arabia and contacted the College of Education at Umm Al-Qura University, and obtained an introductory letter to the Ministry of Education informing it of the researcher's proposed study to be conducted in schools located in the cities of Dammam, Riyadh, and Taif. Three letters were then obtained from the Ministry of Education, one to each educational district, giving permission for the researcher to conduct the study within their schools. Finally, each school district provided the researcher with a letter to each selected school to introduce the researcher and to explain the proposed study to the respondents and thus enhance their contribution to the study. After obtaining the necessary permission, the researcher visited and presented the letter to each school. As mentioned previously, the questionnaire forms were distributed in three cities (Dammam, Riyadh, and Taif). All social studies supervisors in each school district, all principals in all schools, and all social studies teachers in all selected schools were asked to participate in the research.

The researcher personally distributed and collected the questionnaire forms in all schools, except for three schools in Riyadh and two in Taif. The

researcher collected the data first from Riyadh, then Dammam, then Taif. The number of visits to each school ranged from two to five visits. The rate of returns was 97.8 %. This high rate of returns might be due to the efforts of the researcher in visiting almost all the schools and meeting most of the respondents, which might have encouraged their participation. Also, the researcher collected the data during the period when the school was not busy with examination. Not all of the returned questionnaire forms were usable. Table 3.3 shows the number of distributed, returned, and usable questionnaire forms for each group. A questionnaire form was considered unusable when it was not completely filled out.

Data collection began on October 23, 1987, and was completed on December 9, 1987.

Table 3.3--Distribution by position of questionnaires that were distributed, returned, and usable.

	Distributed	Returned	Return Rate	Usable	Usable Rate
Teachers	173	170	98.3%	168	97.1%
Supervisors	17	16	94.1%	16	94.1%
School Principals	78	76	97.4%	71	91.0%
Total	268	262	97.8%	255	95.2%

Analysis of the Data

Upon completion of data collection, all respondents' responses were coded. The obtained data was then transferred from questionnaire forms to test-score forms, which were subsequently sent to the Michigan State University Computer Center for the creation of a data file.

Statistical analysis was carried out using the Statistical Package for Social Sciences (SPSS) computer program. For advice on statistical analysis of the data, the researcher consulted with a research consultant at MSU's College of Education.

The analysis utilized descriptive statistics (mean, standard deviation, frequencies, and percentage distribution); multivariate analysis of variance (MANOVA); univariate analysis of variance (ANOVA); and Tukey's test. MANOVA was used to determine significant differences among groups of respondents for multivariate outcomes (i.e., multiple instructional competencies). The univariate F-test was used to determine if there were significant differences in the group means of each independent variable for each competency area. The Tukey's test was used to determine the significance of pair-wise differences among the levels of independent variables. An alpha level of .05 percent was used for all statistical tests employed.

Summary

In this chapter, the procedure and methodology utilized in conducting the study have been discussed. The following subtopics were included: the instruments of data collection, development of the instruments, translation of the survey instrument and the procedure of its face-validity, the pilot study, validity, reliability, population, sample, instrument distribution and data collection, and, finally, the analysis of the data.

CHAPTER IV

ANALYSIS OF DATA

The primary purpose of this study was to identify the needs of male, intermediate-school, social studies teachers in Saudi Arabia for in-service training programs. To meet the study's objectives, the perceptions of male social studies teachers, social studies supervisors, and school principals were obtained.

In order to determine the specific in-service training needs of teachers, the study garnered respondents' perceptions of the importance of 42 selected competencies in six instructional areas. These areas were social studies goals, subject matter content, teaching methods, instructional media, student evaluation, and development of learning environment. The respondents were also asked to rank-order five most needed competencies and the six instructional areas. In addition, the roles of social studies supervisors and school principals in developing teaching competency of social studies teachers also identified. Finally, this study aimed to ascertain major problems faced by social studies teachers and characteristics considered most important in these teachers.

The results of the analysis are presented in the following ten sections:

(a) demographic characteristics of the respondents;

(b) perceptions of the respondents regarding characteristics of outstanding social studies teachers and the major problems faced by social studies teachers;

(c) the role of social studies supervisors and school principals in developing the teaching competency of social studies teachers;

(d) the attendance of social studies teachers at in-service training programs;

(e) the willingness of social studies teachers to attend in-service training programs on their own time;

(f) the perceptions of the respondents regarding the five competencies most strongly needed for social studies teachers' in-service training programs;

(g) the extent of the perceived need of social studies teachers for in-service training programs in the six selected areas of teaching competency;

(h) comparison of teachers' perceptions of the in-service training needs according to their demographic characteristics;

(i) comparison of the perceptions of school principals regarding the needs of teachers for

in-service training programs according to their demographic characteristics; and

(j) comparison of the perceptions of respondents regarding the needs of teachers for in-service training according to their position.

Characteristics of the Respondents

The sample for this study included 168 social studies teachers, 16 social studies supervisors, and 71 school principals. They worked in intermediate schools in three cities in Saudi Arabia under the supervision of the Ministry of Education. All teachers had baccalaureate degrees, while 13 of them also held diplomas beyond the baccalaureate degree (see Table 4.5). Of the teachers, only 22 had attended in-service training programs offered to the general staff of education (see Table 4.11).

The age of the teachers ranged from 20 to 54 years, and most were married (see Tables 4.1 and 4.2). Their experience in teaching social studies was from less than one year to more than 20 years (see Table 4.7). They taught history and geography at levels 1, 2, and 3 of intermediate school (equivalent to grades 7, 8, and 9). Of these teachers, 87 (51.8%) had a history major, 79 (47%) had a geography major, and two (1.2%) had a major in Islamic Civilization and System (see Table 4.4). Seventy-six percent of the teachers had

travelled abroad between one and 21 times (see Table 4.6). They also had attended social studies meetings at various levels.

The age of most of the supervisors and the principals was between 25 and 55 years, and all were married. All supervisors had baccalaureate degrees; three had master's degrees; and seven had a diploma beyond the baccalaureate degree. Among the supervisors, 50% had attended an in-service training program, and 87.5% had travelled abroad between one and 15 times. They had attended social studies meetings at various levels.

Of all the school principals, 64 had baccalaureate degrees; six had master's degrees; and 17 held a diploma beyond their baccalaureate degree. Sixteen (22.5%) of the principals had attained in-service training programs, while 90.1 percent of them had travelled abroad between one and 22 times (see Table 4.5).

Table 4.1 shows the age distribution of the three groups of respondents. As shown, the age of 85 (50.6%) teachers was between 25 and 29 years, while the age of 32 (19%) was between 30 and 34 years. Of the principals, 20 (28.2%) were between 35 and 39 years; 18 (25.4%) were between 40 and 44 years; and 17 (23.9%) were between 45 and 49 years.

As shown in Table 4.2, all the supervisors and principals were married, whereas only 70.2 percent of

Table 4.1--Distribution of Respondents by Age.

Age Group (years)	Teachers		Supervisors		Principals	
	f	%	f	%	f	%
20-24	20	(11.9)	-	-	-	-
25-29	85	(50.6)	1	(6.3)	3	(4.2)
30-34	32	(19.0)	2	(12.5)	10	(14.1)
35-39	15	(8.9)	4	(25.0)	20	(28.2)
40-44	13	(7.7)	1	(6.3)	18	(25.4)
45-49	2	(1.2)	5	(31.3)	17	(23.9)
50-54	1	(0.6)	1	(6.3)	2	(2.8)
55 and above	-		2	(12.5)	1	(1.4)
Total	168	(100)	16	(100)	71	(100)

Table 4.2--Distribution of Respondents by Marital Status.

Marital Status	Teachers		Supervisors		Principals	
	f	%	f	%	f	%
Single	50	(29.8)	-	-	-	-
Married	118	(70.2)	16	(100)	71	(100)
Total	168	(100)	16	(100)	71	(100)

the teachers were married. This situation prevented the researcher from carrying out comparisons according to marital status among the supervisors and principals.

Table 4.3 shows that 62.5% of the teachers graduated from a College of Education, 17.3% from a College of Social Science, 10.1% from a College of Arts, 7.1% from a College of Islamic Law, and 3% from a College of Human and Arts. The table also shows that 37% of the supervisors graduated from a College of Arts, 25% from a College of Social Science, 18.8% from a College of Education, 12.2% from a College of Islamic Law, and 6.3% from a College of Humanities and Arts. As for principals, Table 4.3 shows that 28% of the principals graduated from a College of Islamic Law, 19.7% from a College of Education, 11% from a College of Arabic Language, and 9% from a College of Social science.

Table 4.3--Distribution of Respondents by College of Graduation.

College of Graduation	Teachers		Supervisors		Principals	
	f	%	f	%	f	%
Education	105	(62.5)	3	(18.8)	14	(19.7)
Arts	17	(10.1)	6	(37.5)	2	(2.8)
Humanities and Arts	5	(3.0)	1	(6.3)	3	(4.2)
Social Science	29	(17.3)	4	(25.0)	7	(9.9)
Islamic Law	12	(7.1)	2	(12.1)	27	(28.0)
Science & Business	-		-		3	(4.2)
Arabic Language	-		-		8	(11.3)
Community College and others	-		-		7	(9.9%)
Total	168	(100)	16	(100)	71	(100)

Table 4.4 presents distribution by major field of study. It shows that 87 (51.8%) teachers had an academic major in history, and 79 (47%) in geography. Among supervisors, 7 (43.8%) had an academic major in history, and 9 (56.3%) in geography. As for the school principals, 23 (38.4%) had an academic major in Islamic law, 12 (16.9%) in history, and 12 (16.9%) in Arabic language.

Table 4.4--Distribution of Respondents by Major Field.

Major Field	Teachers f %	Supervisors f %	Principals f %
History	87 (51.8)	7 (43.8)	12 (16.9)
Geography	79 (47)	9 (56.3)	8 (11.3)
Civilization & Islamic System	2 (1.2)		1 (1.4)
Islamic Law			23 (32.4)
Arabic Language			12 (16.9)
Sociology			1 (1.4)
Psychology			1 (1.4)
English			1 (1.4)
Math			1 (1.4)
Science			1 (1.4)
Bus. Admins.			3 (4.2)
Community College and Center for Math and Science Diploma			7 (9.9)
Total	168 (100)	16 (100)	71 (100)

Distribution by highest degree held is shown in Table 4.5. Only 13 (7.7%) teachers had a post-baccalaureate diploma, while none of them had a master's

Table 4.5--Distribution of Respondents by Highest Degree Held Above the Undergraduate Level

Degree Held	Teachers		Supervisors		Principals	
	f	%	f	%	f	%
Beyond Baccalaureate Diploma	13	(7.7)	7	(43.8)	17	(23.9)
Masters	0	(0)	3	(18.8)	6	(8.5)

degree. Seven supervisors (43.8%) had a post-baccalaureate diploma, while 3 (18.8%) had a master's degree. Table 4.5 also shows that 17 principals (23.9%) had a post-baccalaureate diploma, while 6 had a master's degree.

Table 4.6 presents the number and percentage of those who had travelled abroad from each group of respondents. The table reveals that 90.1% of the principals, 87.5% of the supervisors, and 75.6% of the teachers had travelled to another country at least once. The number of travels among principals and supervisors was higher when compared to that of teachers.

Table 4.6--Distribution of Respondents by Travel Abroad

Travelled Abroad	Teachers		Supervisors		Principals	
	f	%	f	%	f	%
Yes	127	(75.6)	14	(87.5)	64	(90.1)
No	41	(24.4)	2	(12.5)	7	(9.9)
Total	168	(100)	16	(100)	71	(100)

Table 4.7 shows the number of years respondents had taught in social studies, been supervisors in social studies, or functioned as in-school principals. It reveals that for the teachers, 94 (56%) had taught from one to five years; 31 (18.5%) had taught from six to 10 years; 22 (13.1%) had taught from 11 to 15 years; and 16 (9.5%) had taught less than one year.

Table 4.7—Distribution of Respondents by Teaching Experience in Social Studies, Supervision Experience in Social Studies, and School Administration Experience.

No. of Years	Teachers		Supervisors				Principals			
	Teaching		Teaching		Supervision		Teaching Soc.Stud.		School Admin.	
	f	%	f	%	f	%	f	%	f	%
less than 1	16	(9.5)	-	-	1	(6.3)	3	(4.2)	2	(2.8)
1 to 5	94	(56.0)	5	(31.3)	5	(31.3)	16	(22.5)	28	(39.4)
6 to 10	31	(18.5)	4	(25.0)	6	(37.5)	7	(9.9)	20	(28.2)
11 to 15	22	(13.1)	2	(12.5)	2	(12.5)	1	(1.4)	10	(14.1)
16 to 20	3	(1.8)	-	-	2	(12.5)	-	-	4	(5.6)
more than 20	2	(1.2)	5	(31.3)	-	-	-	-	7	(9.9)

The same table shows that five (31.3%) of the supervisors had taught social studies from one to five years, four (25%) had taught from six to 10 years, and five (31.3%) had taught more than 20 years. In addition, five (31.3%) had worked as supervisors in social studies from one to five years, six (37.5%) had

worked as supervisors in social studies from six to 10 years, and two (12.5%) had worked as supervisors in social studies from 16 to 20 years.

Finally, Table 4.7 reveals that 27 (38%) of the principals had taught social studies from less than one year to 15 years. As school principals, 28 (39.4%) of the principals had worked from one to five years, 20 (28.2%) had worked from six to 10 years, and 10 (14.1%) had worked from 11 to 15 years.

Perceptions of Respondents Regarding
Characteristics of Outstanding Social Studies
Teachers and the Problems They Face

The following research question is related to perceptions of teachers, supervisors, and school principals regarding the characteristics of an outstanding social studies teacher and the major problems faced by social studies teachers.

Research Question 1: What are the perceptions of social studies teachers, social studies supervisors, and school principals regarding the characteristics of an outstanding social studies teacher and the major problems commonly faced by social studies teachers?

Table 4.8 presents the frequency and percentage distribution of responses from teachers, supervisors, and principals regarding the characteristics of an outstanding social studies teacher. Table 4.9 presents a similar distribution summarizing the major problems faced by social studies teachers, as identified by the three groups of respondents.

Table 4.8--Characteristics of Outstanding Social Studies Teachers, as Rated by Respondent Groups

Characteristic	Teachers		Supervisors		Principals	
	f	%	f	%	f	%
Very well-versed in the subject matter	105	(62.5)	9	(56.25)	35	(49.3)
Knowledge of other subjects	68	(40.5)	8	(50.0)	35	(49.3)
Personality that attracts students for more learning	58	(34.5)	8	(50.0)	20	(28.2)
Ability to convey information to students using suitable techniques	46	(27.4)	5	(31.25)	14	(19.7)
Ability to use instructional media and other sources of information	24	(14.3)	3	(18.75)	18	(25.4)
An interest in teaching the subject(s)	17	(10.1)	2	(12.5)	19	(26.8)

As shown in Table 4.8, six characteristics of a good social studies teacher were identified by the respondents. These characteristics were: (a) very well-versed in the subject matter, (b) knowledge of other subjects, (c) a personality that attracts students for more learning, (d) ability to convey information to the students using suitable techniques, (e) ability to use instructional media and sources, and (f) an interest in teaching the subject. Other characteristics identified

Table 4.9--Major Problems Facing Social Studies Teachers, as Rated by Respondent Groups

Problem	Teachers		Supervisors		Principals	
	f	%	f	%	f	%
Lack of instructional media	116	(69.0)	7	(43.8)	54	(76.0)
Curriculum rigidity	75	(44.6)	3	(18.8)	26	(36.6)
Low student interest in social studies	41	(24.4)	-		14	(19.7)
Heavy teaching loads	36	(21.4)	4	(25.0)	19	(26.8)
Lack of suitable school building	24	(14.3)	6	(37.5)	10	(14.0)
Low student reading and writing skills	15	(8.9)	1	(6.3)	4	(5.6)
Lack of field trips	9	(5.4)	-		5	(7.0)
Lack of in-service training programs	7	(4.2)	3	(18.8)	5	(7.0)
Lack of good preparation in teaching social studies	5	(3.0)	6	(37.5)	7	(9.9)

were: ability to link the subject to students' needs, society's needs, and other school subjects; use of examples from local and world events; and ability to prepare lessons.

The major problems faced by social studies teachers, as reported by the three groups of respondents, are presented in Table 4.9. The problems included: (a) lack of instructional media; (b) rigidity

of the curriculum; (c) low student interest in social studies; (d) heavy teaching load; (e) lack of suitable school buildings; (f) low student reading and writing skills; (g) lack of field trips; (h) lack of in-service training programs; and (i) lack of good preparation in teaching social studies. Other problems identified were lack of cooperation between the school and students' families; lack of a suitable place for social studies activities; and lack of curriculum guides for teachers. The results indicate that principals were more consistent with the teachers in their perceptions of the problems faced by social studies teachers than were the supervisors.

Perceptions of Supervisors and Principals and
Expectations of Teachers for Regarding Actual
Roles of Supervisors and Principals in
Developing Social Studies Teachers

The following research question for this study is related to the perceptions of supervisors and principals and the expectations of teachers regarding the actual roles of supervisors and principals in developing social studies teachers.

Research Question 2: What are the actual roles of supervisors and principals in developing social studies teachers' competencies, as perceived by supervisors and principals and as expected by teachers?

Table 4.10 presents the percentage of agreement regarding the roles of supervisors and principals, as reported by supervisors and principals and as expected

Table 4.10—Percentage of Agreement Regarding the Roles of Supervisors and Principals in Developing Teacher Competencies.

	Teachers' Expectations of Supervisors and Principals' Roles	Supervisors' Self-Reported Roles	Principals' Self-Reported Roles
Making sure instructional media materials are available	45.2%	6.25%	61.9%
Giving advice and recommendations	39.9%	50.0%	33.8%
Observing teachers in classroom for diagnostic purposes	23.2%	25.0%	25.3%
Creating a good school climate for teachers' professional growth	22.0%	25.0%	39.4%
Helping teachers in organ- izing his preferred teaching schedule	14.3%	6.25%	5.6%
Encouraging teachers to develop their competency through in-service training	12.5%	31.2%	30.9%
Conducting meetings and discussion	11.9%	56.25%	23.9%
Informing teachers of new regulations, news, and activities	10.1%	50.0%	16.9%
Improving teachers' teaching competencies through reading	9.5%	25.0%	26.7%
Taking teachers' views for improving social studies curriculum	9.5%	-	-

Table 4.10, continued

	Teachers' Expectations of Supervisors and Principals' Roles	Supervisors' Self-Reported Roles	Principals' Self-Reported Roles
Participation in social- studies curriculum development and helping teachers gain insight in this field	8.3%	25.0%	1.4%
Making rooms available for social studies activities	8.3%	-	8.4%
Encouraging teachers to do field trips	6.5%	-	15.4%
Practicing some teaching methods in front of other teachers	6.5%	50.0%	-
Encouraging teachers to conduct research	-	43.7%	32.3%
Giving more attention to new teachers	-	18.75%	-
Looking at teachers' lesson preparation	-	-	11.26%

by teachers. The results indicate that teachers had specific expectations of supervisors and principals for improving teachers' teaching competency. These expectations, in order of importance, were: (a) making sure instructional-media materials are available; (b) giving advice and recommendations; (c) observing teachers in the classroom for diagnostic purposes; (d) creating a good school climate for teachers'

professional growth; (e) helping teachers to organize their preferred teaching schedule; (f) encouraging teachers to develop their teaching competency through in-service training and conducting meetings and discussions; (g) informing teachers of new regulations, news, and activities; (h) improving teachers' teaching competency through reading; (i) taking teachers' views for improving social studies curriculum; (j) participation in social studies curriculum development and helping teachers gain insight in this field; (k) making room available for social studies activities; (l) encouraging teachers to do field trips; and (m) practicing some teaching models in front of teachers.

The supervisors' self-reported roles in developing teachers' teaching competency are also shown in Table 4.10. These roles, in their order of importance, were: (a) conducting meetings and discussion; (b) informing teachers of new regulations, news, and activities; (c) giving advice and making recommendations; (d) encouraging teachers to conduct research; (e) encouraging teachers to develop their teaching competency through in-service training; (f) observing teachers in classrooms for diagnostic purposes; (g) creating a good school climate for teachers' professional growth; (h) improving teachers' teaching competency through reading; (i) participation in social

studies curriculum development and helping teachers gain insight in this field; (j) giving more attention to new teachers; (k) making sure instructional-media materials are available; and (l) helping teachers to organize their preferred teaching schedule.

Table 4.10 also indicates the self-reported roles of school principals in developing teachers' teaching competency. In their order of importance, these roles were: (a) making sure instructional-media materials are available; (b) creating a good school climate for teachers' professional growth; (c) giving advice and making recommendations; (d) encouraging teachers to conduct research; (e) encouraging teachers to develop their competencies through in-service training; (f) observing teachers in the classroom for diagnostic purposes; (g) conducting meetings and discussion; (h) improving teachers' teaching competency through reading; (i) informing teachers of new regulations, news, and activities; (j) encouraging teachers to do field trips; (k) looking at teachers' lesson preparation; (l) helping teachers in organizing their preferred teaching schedule; (m) making rooms available for social studies activities; and (n) participation in social studies curriculum development and helping teachers gain insight in this field.

Attendance At and Participation in Planning
and Evaluating In-Service Training Programs
by Teachers, Supervisors and Principals

The following research question for this study is related to the attendance at and participation in planning and evaluating in-service training programs by teachers, supervisors, and principals .

Research Question 3: Do male social studies teachers, social studies supervisors, and school principals in Saudi Arabian intermediate schools attend and participate in the planning and evaluation of, in-service training programs?

Table 4.11 indicates that most of the teachers (86.9%) and principals (76.1%) did not attend any kind of in-service training program. Only half (50%) of the supervisors had attended such programs.

Table 4.11--Distribution of Respondents by Attendance at an In-Service Training Program

Attended Training Program	Teachers		Supervisors		Principals	
	f	%	f	%	f	%
Yes	22	(13.1)	8	(50.0)	16	(22.5)
No	146	(86.9)	8	(50.0)	54	(76.1)
Total	168	(100)	16	(100)	70	(98.6)

Table 4.12 shows that 8.3% of the teachers had attended in-service training programs for one to four weeks. For the supervisors, 25% had attended in-service training programs for one to four weeks, while 18.75% had attended for 29 to 32 weeks. As for the principals, the table shows that 11.3% had attended in-service

Table 4.12--Distribution of Respondents by Duration of Previous In-Service Training Programs

Duration	Teachers		Supervisors		Principals	
	f	%	f	%	f	%
1 to 4 weeks	14	(8.3)	4	(25.0)	8	(11.3)
5 to 8 weeks	2	(1.2)	-		-	
9 to 12 weeks	2	(1.2)	-		-	
13 to 16 weeks	-		-		1	(1.4)
29 to 32 weeks	4	(2.4)	3	(18.75)	7	(9.8)
Total	22	(13.1)	7	(43.75)	16	(22.5)

training programs for one to six weeks, and 9.8% had attended for 29 to 32 weeks.

Table 4.13 displays distribution of respondents according to the program areas of previous in-service training programs. For the teachers, 13 (7.7%) had attended in-service training in instructional media, four (2.3%) in general education, and two (1.1%) in theater. The table also shows that nine (12.7%) principals had attended in-service training in school administration. As for the supervisors, five (31.2%) had attended in-service training in general education.

None of the teachers or supervisors who had attended in-service training programs had participated in the planning stage of their in-service training, according to Table 4.14. Of the principals who had

Table 4.13--Distribution of Respondents by Program Area
of Previous In-Service Training Programs

Program Area	Teachers		Supervisors		Principals	
	f	%	f	%	f	%
Instructional Media	13	(7.7)	1	(6.3)	2	(2.8)
General Ed.	4	(2.4)	5	(31.2)	2	(2.8)
Dev. Job Performance	-		-		2	(2.8)
Role of School	-		-		1	(1.4)
School Admins.	-		2	(12.5)	9	(12.7)
Geography	1	(0.6)	-		-	
English	1	(0.6)	-		-	
Emerg. Care	1	(0.6)	-		-	
Theater	2	(1.2)	-		-	
Total	22	(13.1)	8	(50)	16	(22.5)

attended in-service training programs, 25% had also participated in the planning stage of their in-service training program. Similarly, Table 4.15 shows that 86.4% of the teachers, 75% of the supervisors, and 68.7% of the principals who had attended in-service training programs did not participate in the evaluation stage of their in-service training programs.

Table 4.16 shows that within the last two years 55.5% of the teachers did not participate in social studies symposia with supervisors, while 18.3%, 12.8%,

Table 4.14--Distribution of Respondents by Participation in Planning of Previous Training Programs

Participation	Teachers		Supervisors		Principals	
	f	%	f	%	f	%
Yes	-		-		4	(25.0)
No	22	(100)	8	(100)	12	(75.0)
Total	22	(100)	8	(100)	16	(100)

Table 4.15--Distribution of Respondents by Participation in Evaluation of Previous Training Programs

Participation	Teachers		Supervisors		Principals	
	f	%	f	%	f	%
Yes	3	(13.6)	2	(25.0)	5	(31.3)
No	19	(86.4)	6	(75.0)	11	(68.7)
Total	22	(100)	8	(100)	16	(100)

Table 4.16--Distribution of Teachers by Participation in Social Studies Symposia in Last Two Years

Participation	With Supervisors		With Principals		At Local Level		At National Level	
	f	%	f	%	f	%	f	%
None	91	(55.5)	88	(53.7)	139	(84.8)	162	(98.8)
Once	30	(18.3)	18	(10.9)	12	(7.3)	1	(0.61)
Twice	21	(12.8)	16	(9.8)	6	(3.7)	-	
Three or more times	22	(13.4)	42	(25.6)	7	(4.3)	1	(0.61)
Total	164	(100)	164	(100)	164	(100)	164	(100)

and 13.4% had participated in symposia with supervisors once, twice, and three or more times, respectively. The table also shows that 53.7% of the teachers did not participate in social studies symposia with principals, while 10.9%, 9.8%, and 25.6% had participated in social studies symposia with principals once, twice, and three or more times, respectively. At the local level, 84.8% of teachers did not participate in social studies symposia, while 98.8% of teachers did not participate in such activities at the national level during the last two years.

Willingness of Social Studies Teachers to
Participate in In-Service Training
Programs on Their Own Time

The following research question for this study is related to the willingness of social studies teachers in Saudi Arabian intermediate schools to participate in in-service training programs on their own time.

Research Question 4: Are social studies teachers in Saudi Arabian intermediate schools willing to participate in an in-service training program on their own time?

Teachers were asked if they were willing to attend in-service training programs during their own time, while social studies supervisors and school principals were asked to give their opinion regarding the willingness of social studies teachers to attend in-service training programs on the teachers' own time. Table 4.17 displays the responses of the three groups of respondents.

Table 4.17--Responses of Teachers, Supervisors, and Principals Toward Teachers' Willingness to Attend In-Service Training Programs on Their Own Time

	Teachers		Supervisors		Principals	
	f	%	f	%	f	%
Yes	115	(70.0)	8	(53.0)	37	(52.0)
No	49	(30.0)	7	(47.0)	34	(48.0)
Total	164	(100)	15	(100)	71	(100)

The results show that much more than half (115, or 70%) of the teachers who participated in the present study were willing to attend in-service training programs on their own time. On the other hand, only 37 (52%) principals and eight (53%) supervisors perceived that teachers were willing to attend in-service training programs in their own time.

Table 4.18 shows that the willingness of teachers to attend in-service training programs on their own time tended to decrease slightly as their age increased. According to Table 4.19, there was no difference in the willingness of teachers to attend in-service training programs on their own time, whether among married or single.

A relationship between the teachers' willingness to attend in-service training programs on their own time and the years of teaching experience is suggested by Table 4.20. In general, most teachers in all experience

Table 4.18--Willingness to Attend In-Service Training Programs by Age Among Teachers.

	Age					
	20-24	25-29	30-34	35-39	40-44	45-54
willing	13 (72%)	59 (71%)	22 (69%)	10 (67%)	9 (69%)	2 (67%)
not willing	5 (28%)	24 (30%)	10 (31%)	5 (33%)	4 (31%)	1 (33%)

Table 4.19--Willingness to Attend In-Service Training Programs by Marital Status Among Teachers.

	Willingness to Attend In-Service Program		Total
	yes	no	
married	33 (69%)	15 (31%)	48 (100%)
single	82 (71%)	34 (29%)	116 (100%)

groups were willing to attend in-service training programs in their own time. However, those who had teaching experience of 6-10 years were more willing than others. Teachers with 16 years or more of teaching experience were slightly less willing to attend the in-service training programs than were those in other groups.

The results in Table 4.21 suggest that the willingness to attend in-service training programs was slightly higher among teachers with a geography major than those with a history major.

Table 4.20--Willingness to Attend In-Service Training Programs by Years of Teaching Experience Among Teachers.

	Less than 1 year	1-5 yrs	6-10 yrs	11-15 yrs	16 yrs & more
Yes	11 (69%)	60 (67%)	26 (84%)	15 (68%)	3 (60%)
No	5 (31%)	30 (33%)	5 (16%)	7 (32%)	2 (40%)

Table 4.21--Willingness to Attend In-Service Training Programs by Academic Major.

Willingness	Academic Major	
	History	Geography
Yes	57 (65.5%)	57 (73%)
No	28 (32.2%)	21 (27%)
Total	85 (100%)	78 (100%)

Perceptions of Teachers, Supervisors, and Principals
Regarding the Five Competencies Most Needed for
Social Studies Teachers' In-Service Training Programs

The following research question for this study is related to perceptions of teachers, supervisors, and principals regarding the five competencies most strongly needed for social studies teachers' in-service training programs.

Research Question 5: What are the five competencies most strongly needed for social studies teachers' in-service training programs, as perceived by social studies teachers, supervisors and principals?

Table 4.22 presents the rank-order of the five most important competencies needed for in-service training of social studies teachers from the 42 competencies as perceived by teachers. The five most needed competencies are: (a) "ability to keep abreast of developments in the social studies subject matter areas" of the subject matter area; (b) "ability to utilize audio-visual equipment and other mechanical aids related to social studies for improving instruction" of the instructional media area; (c) "ability to use recent technological advances to enhance teacher-student interaction and student-student interaction" of the instructional media area; (d) "ability to develop media materials for remedial purposes" of the instructional media area; and (e) "ability to communicate and interact with parents and the community" of the learning environment area. Thus, three of the most needed competencies for in-service training were in the area of instructional media.

The five most needed competencies for in-service training of social studies teachers as perceived by the principals are presented in Table 4.23. These are: (a) "ability to relate the purpose of social studies education to the needs of the community and society at large" of the goals and objectives area; (b) "ability to promote study of historical experience, experience,

Table 4.22--Rank-Order of the Five Most Needed Competencies for In-Service Training of Social Studies Teachers as Perceived by Teachers Themselves.

Competency Statement	f	(%)	Rank
Ability to keep abreast of developments in the social studies subject matter areas	24	(14.0)	1
Ability to utilize audio-visual equipment and other mechanical aids related to social studies for improving instruction	19	(11.3)	2
Ability to use recent technological advances to enhance teacher-student interaction and student-student interaction	14	(8.3)	3
Ability to develop media materials for remedial purposes	11	(6.5)	4
Ability to communicate and interact with parents and the community	11	(6.5)	5

cultural patterns, and social problems of contemporary Saudi society" of the subject content area; (c) "ability to utilize audio-visual equipment and other mechanical aids related to social studies for improving instruction" of the instructional media area; (d) "ability to develop skills in making and using different instructional media" of the instructional media area; (e) "ability to utilize audio-visual equipment and other mechanical aids related to social studies for improving instruction" of the instructional media area; (f) "ability to use recent technological advances to enhance teacher-student interaction and

Table 4.23--Rank-Order of the Five Most Needed Competencies for In-Service Training of Social Studies Teachers as Perceived by School Principals.

Competency Statement	f	(%)	Rank
Ability to relate the purpose of social studies education to the needs of the community and society at large	17	(23.9)	1
Ability to promote study of historical experience, cultural patterns, and social problems of contemporary Saudi society	6	(8.5)	2
Ability to utilize audio-visual equipment and other mechanical aids related to social studies for improving instruction	9	(12.7)	3
Ability to develop skills in making and using different instructional media	6	(8.5)	4
Ability to utilize audio-visual equipment and other mechanical aids related to social studies for improving instruction	4	(5.6)	5
Ability to use recent technological advances to enhance teacher-student interaction and student-student interaction	4	(5.6)	5
Ability to develop media materials for remedial purposes	4	(5.6)	5

student-student interaction" of the instructional media area; and (g) "ability to develop media materials for remedial purposes" of the instructional media area. Accordingly, most of the five competencies which principals perceived to be the most needed for in-service training of social studies teachers were from the area of instructional media.

Supervisors' perceptions of the five most needed competencies for in-service training of social studies teachers are shown in Table 4.24. These are: (a) "ability to analyze and evaluate social studies goals in terms of their consequences for learners" of the goals and objectives area; (b) "ability to construct and assess a set of instructional goals and objectives of social studies" of the goals and objectives area; (c) "ability to identify and describe the primary educational purpose reflected in each of the social studies goals" of the goals and objectives area; (d) "ability to relate the purpose of social studies education to the needs of the community and society at large" of the teaching methods area; (e) "ability to provide instruction leading to the acquisition, comprehension and problem-solving application of knowledge" of the student evaluation area; and (f) "ability to translate instructional objectives into terminal behaviors" of the student evaluation area. Thus, four out of the five competencies that supervisors perceived as most needed for in-service training of social studies teachers were from the area of goals and objectives, one from the teaching methods area, and two from the student evaluation area.

Table 4.24--Rank-Order of the Five Most Needed Competencies for In-Service Training of Social Studies Teachers as Perceived by Supervisors.

Competency Statement	f	(%)	Rank
Ability to analyze and evaluate social studies goals in terms of their consequences for learners	3	(18.8)	1
Ability to construct and assess a set of instructional goals and objectives of social studies	5	(31.3)	2
Ability to identify and describe the primary educational purpose reflected in each of the social studies goals	3	(18.8)	3
Ability to relate the purpose of social studies education to the needs of the community and society at large	2	(12.5)	4
Ability to provide instruction leading to the acquisition, comprehension and problem-solving application of knowledge	2	(12.5)	4
Ability to translate instructional objectives into terminal behaviors	2	(12.5)	5

Perceptions of Teachers, Supervisors, and Principals Regarding Need of Social Studies Teachers for In-Service Training Programs

The following research question for this study is related to perceptions of teachers, supervisors, and principals regarding the need of social studies teachers for in-service training programs.

Research Question 6: To what extent do male social studies teachers, social studies supervisors, and school principals in Saudi Arabian intermediate schools perceive the need for in-service training programs for social studies teachers that stress:

- a. Social studies goals?
- b. Subject content?
- c. Teaching methods?
- d. Instructional media?
- e. Student evaluation?
- f. Developing a learning environment?

In answering this question, each one of the areas of competency will be discussed separately based on the mean and standard deviation for each item, and on the overall mean and standard deviation for each area for each group of respondents, in order to facilitate comparisons between social studies teachers, social studies supervisors, and school principals.

Goals and Objectives

Table 4.25 presents the mean and standard deviation of the perceived need for in-service training of social studies teachers in the area of the goals and objectives of social studies. The results indicate that the means for supervisors and principals were higher than that for teachers. The overall means were 1.44, 2.38, and 2.02 for teachers, supervisors, and principals, respectively. This reflects an agreement between supervisors and principals that the teachers' needs for in-service training programs in the seven competency areas of social studies goals and objectives were higher when compared to those perceived by teachers.

Table 4.25—Perceived Needs for Teacher In-Service Training Programs
in the Area of Goals and Objectives.

Item	Competency	Teachers		Supervisors		Principals	
		$\bar{X}$	s.d.	$\bar{X}$	s.d.	$\bar{X}$	s.d.
1	Ability to identify different philosophical positions for teaching social studies	1.48	.83	2.13	.81	1.72	.93
2	Ability to identify and describe the primary educational purpose reflected in each of the social studies goals	1.42	.86	2.63	.50	2.11	.73
3	Ability to analyze and evaluate social studies goals in terms of their consequences for learners	1.58	.90	2.63	.50	2.08	.71
4	Ability to construct and assess a set of instructional goals and objectives of social studies	1.49	.85	2.68	.48	1.89	.77
5	Ability to relate the purpose of social studies education to the needs of the community and society at large	1.52	1.01	2.75	.45	2.56	.67
6	Ability to help the students to understand that different people can cooperate in pursuit of common goals	1.44	.93	2.13	.96	1.97	.83
7	Ability to demonstrate an appreciation of a world which is becoming a global society in which all parts are interdependent	1.16	.88	1.69	.95	1.77	.93
Overall		1.44	.62	2.38	.45	2.02	.47

In particular, supervisors and principals perceived the need for developing the ability to relate the purpose of social studies education to the needs of the community and society at large (Item 5) as highest, while teachers perceived the need for developing the ability to analyze and evaluate social studies goals in terms of their consequences for learners (Item 3) as highest. All groups, however, agreed that the need for developing the ability to demonstrate an appreciation of the world becoming a global interdependent society (Item 7) was the lowest.

Subject Content

Table 4.26 presents the means and standard deviations of the perceived need for in-service training of social studies teachers in the area of subject content of the social studies. The results indicate that the means for supervisors and principals were higher than that for teachers. The overall means were 1.83, 2.18, and 2.18 for teachers, supervisors, and principals, respectively. This reflects an agreement between supervisors and principals that the need for in-service training programs in the area of subject content was higher than that perceived by teachers.

In particular, supervisors perceived the need for developing the ability to promote study of historical experience, cultural patterns, and social problems of

**Table 4.26—Perceived Needs for Teacher In-Service Training Programs
in the Area of Subject Content.**

Item	Competency	Teachers		Supervisors		Principals	
		$\bar{X}$	s.d.	$\bar{X}$	s.d.	$\bar{X}$	s.d.
8	Ability to keep abreast of developments in the social studies subject matter areas	2.20	.81	2.63	.50	2.48	.69
9	Ability to locate, select, and use materials from primary as well as secondary sources related to social studies	1.99	.81	1.98	.85	2.23	.68
10	Ability to demonstrate knowledge of several cultures in the world and of their contribution to the total human experience	1.58	.75	1.75	.86	1.96	.69
11	Ability to recognize and select appropriate content, concepts, and methodologies from the disciplines which will lead students to experience the uniqueness of the several social sciences	1.74	.75	2.06	.68	2.13	.72
12	Ability to recognize that theories and generalizations of social studies change in the light of new evidence	1.76	.81	2.13	.72	2.17	.76
13	Ability to introduce different models for organizing the social studies curriculum	1.80	.83	2.06	.85	1.93	.80
14	Ability to promote study of historical experience, cultural patterns, and social problems of contemporary Saudi society	1.71	.97	2.69	.48	2.39	.71
Overall		1.83	.52	2.18	.51	2.18	.41

contemporary Saudi society (Item 14) as highest. However, the three groups agreed that the need to develop the ability to keep abreast of development in the social studies subject matter areas (Item 8) as more important. On the other hand, all groups indicated that the need to develop the ability to demonstrate knowledge of several cultures in the world and their contribution to the total human experience as less important.

Teaching Methods

Table 4.27 shows the mean and standard deviation of the perceived need for in-service training of social studies teachers in the area of teaching methods of social studies. The results indicate that the means for supervisors and principals were higher than that of the teachers. The overall means were 1.62, 2.18, and 2.09 for teachers, supervisors, and principals, respectively. This reflects an agreement between supervisors and principals that the needs of teachers for in-service training programs in the area of teaching methods were higher than that perceived by the teachers.

The results also indicate that supervisors and principals perceived all abilities in teaching methods as being equally needed. However, supervisors placed greater stress on (a) need to develop the ability to instruct which leads to acquisition, comprehension, and problem-solving application of knowledge (Item 15); and

Table 4.27—Perceived Needs for Teacher In-Service Training Programs
in the Area of Teaching Methods.

Item	Competency	Teachers		Supervisors		Principals	
		$\bar{X}$	s.d.	$\bar{X}$	s.d.	$\bar{X}$	s.d.
15	Ability to provide instruction leading to the acquisition, comprehension and problem-solving application of knowledge	1.41	.94	2.44	.63	2.10	.76
16	Ability to diagnose the entry knowledge, skills, interests and needs of students and use the results in planning	1.72	.80	2.31	.48	2.13	.70
17	Ability to use resource speakers and field trips as techniques for teaching social studies	1.76	.96	2.19	.66	2.13	.74
18	Ability to recognize the controversial nature of social issues and to promote objective discussion and study of sensitive issues	1.58	.83	1.94	.57	2.04	.62
19	Ability to utilize various processes relating to inductive and deductive reasoning such as observing, inferring, classifying, predicting, comparing and contrasting, interpreting data, and forming and testing hypotheses	1.80	.91	2.19	.75	2.08	.87
20	Ability to develop understanding and appreciation of similarities and differences through the use of techniques such as role-playing, simulation, oral history, and social participation	1.59	.88	2.06	.77	2.06	.73
21	Ability to identify and employ techniques of values clarification or moral reasoning such as open-ended stories and dilemmas, and examination of value-laden issues	1.50	.88	2.13	.62	2.08	.81
Overall		1.62	.59	2.18	.42	2.09	.41

(b) ability to diagnose the entry knowledge, interest, and needs of students and use the results in planning (Item 16). Teachers, however, perceived the need to develop the ability to instruct which leads to the acquisition, comprehension, and problem-solving application of knowledge as least important.

Instructional Media

Table 4.28 presents the mean and standard deviation of the perceived need for in-service training of social studies teachers in the area of instructional media. The results indicate that the means for supervisors and principals were higher than for teachers. The overall means were 1.78, 2.20, and 2.13 for teachers, supervisors, and principals, respectively. This reflects an agreement between supervisors and principals that the needs of teachers for in-service training programs in the area of instructional media were higher compared to those needs as perceived by teachers.

In particular, teachers perceived the need to develop the ability to use recent technological advances that enhance teacher-student and student-student interactions as most important. The need to develop the ability to select and use materials from the humanities, such as art and literature, as well as materials from the social sciences and history, was perceived as least

Table 4.28—Perceived Needs for Teacher In-Service Training Programs
in the Area of Instructional Media.

Item	Competency	Teachers		Supervisors		Principals	
		$\bar{X}$	s.d.	$\bar{X}$	s.d.	$\bar{X}$	s.d.
22	Ability to select and use materials from the humanities such as art and literature, as well as materials from the social sciences and history	1.35	.83	2.00	.73	1.73	.70
23	Ability to utilize audio-visual equipment and other mechanical aids related to social studies for improving instruction	2.01	.97	2.50	.52	2.54	.75
24	Ability to develop skills in making and using different instructional media	1.83	.92	2.50	.52	2.32	.75
25	Ability to use recent technological advances to enhance teacher-student interaction and student-student interaction	2.12	.82	2.31	.79	2.39	.67
26	Ability to select and use materials which accommodate the needs of individual students	1.65	.80	2.00	.73	1.86	.78
27	Ability to select and use current sources of media, such as newspapers, television, cartoons, etc.	1.54	.97	1.75	.93	1.86	.80
28	Ability to develop media materials for remedial purposes	1.92	.81	2.31	.70	2.20	.79
Overall		1.78	.60	2.20	.40	2.13	.49

important by teachers and principals. All respondents agreed on the need to improve the ability to utilize audio-visual equipment and to develop skills in using different instructional materials. Supervisors perceived the need to develop the ability to select and use current sources of media as least important.

Student Evaluation

Table 4.29 shows the mean and standard deviation of the perceived need for in-service training of social studies teachers in the area of student evaluation. The results indicate that the means for supervisors and principals were higher than that of the teachers for all items. The overall means were 1.54, 2.20, and 1.90 for teachers, supervisors, and principals, respectively.

In particular, teachers agreed that developing the ability to constructively use evaluation in helping student progress and the ability to translate instructional objectives into terminal behaviors as the most important needs. The teachers perceived the need to develop the ability to seek feedback from students and to review students' progress and achievement as least important.

The supervisors perceived the need to develop the ability to use a variety of classroom evaluation methods and the ability to translate instructional objectives into terminal behavior as least important. Supervisors

Table 4.29—Perceived Needs for Teacher In-Service Training Programs
in the Area of Student Evaluation.

Item	Competency	Teachers		Supervisors		Principals	
		$\bar{X}$	s.d.	$\bar{X}$	s.d.	$\bar{X}$	s.d.
29	Ability to establish appropriate performance criteria for evaluating students in social studies	1.63	.84	1.81	.91	1.77	.72
30	Ability to translate instructional objectives into terminal behaviors	1.69	.83	2.56	.81	1.82	.78
31	Ability to use a variety of classroom evaluation techniques appropriate for social studies, such as observation, meetings, involving students in self-evaluation, etc.	1.55	.87	2.56	.51	2.00	.74
32	Ability to plan and carry out evaluation which will include the assessment of progress in knowledge, skills, attitudes, and social interaction	1.60	.82	2.25	.58	1.93	.64
33	Ability to constructively use evaluation in helping student progress in social studies	1.70	.79	2.19	.66	1.97	.56
34	Ability to seek feedback from students about the course and the teaching of the course in social studies	1.20	.94	2.06	.68	1.90	.74
35	Ability to review students' progress and achievement records to assess the effectiveness of instruction in social studies	1.32	.83	1.94	.77	1.92	.77
Overall		1.54	.60	2.20	.43	1.90	.46

and principals agreed that the need to develop the ability to establish appropriate performance criteria for evaluation was least important. In general, school principals perceived the need for developing abilities in all other areas of student evaluation as equally important.

Learning Environment

Table 4.30 presents the mean and standard deviation of the perceived need for in-service training of social studies teachers in the area of learning environment. The results indicate that the means for supervisors and principals were higher than that of the teachers for nearly all items. The overall means were 1.44, 2.08, and 2.08 for teachers, supervisors, and principals, respectively.

More specifically, teachers perceived that the need to develop the ability to communicate and interact with parents and the ability to find ways to develop and encourage student independence were most important, and the ability to counsel and confer with students was least important.

Supervisors perceived that the need to develop the ability to integrate the cultural environment of students into instruction and the ability to stimulate growth of pupil attitudes and values to be most

**Table 4.30—Perceived Needs for Teacher In-Service Training Programs
in the Area of Developing Learning Environment.**

Item	Competency	Teachers		Supervisors		Principals	
		$\bar{X}$	s.d.	$\bar{X}$	s.d.	$\bar{X}$	s.d.
36	Ability to integrate into instruction the cultural environment of students	1.42	.94	2.31	.70	2.07	.83
37	Ability to counsel and confer with students	1.18	.89	2.19	.83	1.92	.71
38	Ability to instill in the student the will to learn on his initiative	1.40	.88	2.00	.52	1.97	.79
39	Ability to stimulate growth of pupil attitudes and values	1.35	.87	2.31	.60	1.99	.69
40	Ability to create an atmosphere conducive to freedom of expression within the framework of respect for others and their contributions	1.30	.92	2.19	.75	2.00	.83
41	Ability to communicate and interact with parents and the community	1.74	.92	1.94	.68	2.07	.84
42	Ability to find ways to develop and encourage student independence and responsibility	1.67	.89	1.63	.72	2.06	.73
Overall		1.44	.65	2.08	.42	2.08	.42

important, while the ability to find ways to develop and encourage student independence was least important.

Six Selected Areas of Teaching Competency

Table 4.31 presents the mean and standard deviation of the perceived need for in-service training of social studies teachers in the six selected areas of teaching competency. The results indicate that the means for supervisors and principals were higher than the mean for teachers in all six selected areas of teaching competency. The means for teachers ranged from 1.44 in the areas of goals and objectives and of learning environment to 1.83 in the subject content area. The means for supervisors ranged from 2.08 in the learning environment area to 2.38 in the area of goals and objectives. For principals, the lowest mean was 1.90 in the area of student evaluation, and the highest mean was 2.18 in the area of subject content.

In particular, teachers gave the highest priority for in-service training to subject matter content area. Their second most important area was instructional media, while the least important areas were goals and objectives and learning environment. Supervisors perceived goals and objectives to be the highest need, while the need that stressed learning environment was perceived to be the lowest. For principals, the need for in-service training in the area of subject content

Table 4.31--Means and Standard Deviations of the Three Groups in the Six Selected Areas of Teaching Competency.

Area	Teachers		Supervisors		Principals	
	$\bar{X}$	s.d.	$\bar{X}$	s.d.	$\bar{X}$	s.d.
Goals and objectives	1.44	.62	2.38	.45	2.02	.47
Subject content	1.83	.52	2.18	.51	2.18	.41
Teaching methods	1.62	.59	2.18	.42	2.09	.41
Instructional media	1.78	.60	2.20	.40	2.13	.49
Student evaluation	1.54	.60	2.20	.43	1.90	.46
Learning environment	1.44	.65	2.08	.42	2.08	.42

was perceived as most important, whereas the need for in-service training in the area of student evaluation was perceived to be least important.

Teachers' Perceptions of Their
In-Service Training Needs According
to Their Demographic Characteristics

The following research question is related to the perceptions of teachers regarding their need for in-service training according to their demographic characteristics.

Research Question 7: To what extent do the perceived in-service training program needs of male social studies teachers in Saudi Arabian intermediate schools differ among social studies teachers according to their age, marital status, job location, travel, college of graduation, subject-matter taught, major, experience, and attendance at in-service training programs?

Hypothesis 1: No significant differences exist in the perception of social studies teachers with regard to a need for in-service training programs according to their demographic characteristics.

To test this hypothesis at the .05 level of significance, MANOVA and ANOVA techniques were used to decide whether there were significant differences between the perceptions of teachers regarding their need for in-service training according to their demographic characteristics.

Table 4.32 displays the means of teachers' perceived need for in-service training in the six selected areas of teaching competency, and MANOVA and ANOVA results using "age" as the independent variable. The results indicate that the means of teachers' need for in-service training were not significantly different for all six areas of teaching competency between teachers of all age groups.

Table 4.33 shows the means of teachers' perceived need for in-service training in the six selected areas of teaching competency, and MANOVA and ANOVA results using "marital status" as the independent variable. The results indicate that the means of teachers' need for in-service training were not significantly different for all six areas of teaching competency between single and married teachers.

Table 4.34 displays the means of teachers' perceived need for in-service training in the six selected areas of teaching competency, and MANOVA and ANOVA results using "region of work" as the independent variable. The results indicate that the means of

Table 4.32---Means of Teachers' Perceived Need and MANOVA and ANOVA Results by Age.

Age Group	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
20-24	20	1.52	1.86	1.65	1.76	1.69	1.52	.97
25-29	85	1.43	1.84	1.60	1.75	1.50	1.45	
30-34	32	1.37	1.76	1.53	1.70	1.47	1.34	
35-39	15	1.47	1.83	1.73	2.00	1.58	1.43	
40-54	16	1.49	1.83	1.81	1.90	1.68	1.54	
p (ANOVA)		.92	.96	.52	.46	.58	.79	

Table 4.33---Means of Teachers' Perceived Need and MANOVA and ANOVA Results by Marital Status.

Marital Status	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
Single	50	1.40	1.87	1.56	1.71	1.53	1.38	.537
Married	118	1.46	1.81	1.65	1.81	1.55	1.47	
p (ANOVA)		.61	.46	.37	.31	.89	.46	

teachers' need for in-service training were not significantly different for all six areas of teaching competency between teachers in the eastern, middle, and western regions of Saudi Arabia.

Table 4.35 shows the means of teachers' perceived need for in-service training in the six selected areas of teaching competency, and MANOVA and ANOVA results using "travels to other Arabic states" as the independent variable. The results indicate that the means of teachers' need for in-service training were significantly different in the areas of teaching methods and developing a learning environment.

The results of Tukey's post-hoc test indicate that the need for in-service training in teaching methods as expressed by those who travelled seven times and more was lower than for those who travelled four to six times. This indicates that the more travels the teachers made to other Arabic states, the less they felt the need for in-service training in the area of teaching methods. Also, the need for in-service training in developing a learning environment for those who travelled four to six times was higher than the need for those who travelled one to three times. That is, the more travels the teachers made to other Arabic states, the greater the need for in-service training in the area of developing a learning environment.

Table 4.34---Means of Teachers' Perceived Need and MANOVA and ANOVA Results by Region of Work.

Region	N	Teaching Competency Area					p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	
East	20	1.28	1.79	1.48	1.71	1.64	1.41
Middle	108	1.49	1.83	1.66	1.79	1.57	1.48
West	40	1.41	1.82	1.59	1.78	1.42	1.36
p (ANOVA)		.37	.92	.41	.86	.34	.62

Table 4.35---Means of Teachers' Perceived Need and MANOVA and ANOVA Results by Travels to Other Arabic States.

Frequency of Travels	N	Teaching Competency Area					p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	
Never	48	1.41	1.79	1.63	1.77	1.58	1.49
1-3 times	77	1.41	1.79	1.57	1.74	1.46	1.29*
4-6 times	28	1.55	1.99	1.87*	1.91	1.68	1.78*
7 or more times	15	1.67	1.83	1.40*	1.72	1.55	1.41
p (ANOVA)		.76	.30	.05	.60	.38	.00

Table 4.36 shows the means of teachers' perceived need for in-service training in the six selected areas of teaching competency, and MANOVA and ANOVA results using "travels to non-Arab Asian states" as the independent variable. The results indicate that the means of teachers' need for in-service training were not significantly different in all of the six areas of teaching competency between those who had travelled and those who had not travelled to non-Arab Asian states.

Table 4.37 presents the means of teachers' perceived need for in-service training in the six selected areas of teaching competency, and MANOVA and ANOVA results using "travels to European countries" as the independent variable. The results indicate that the means of teachers' need for in-service training were not significantly different in all of the six areas of teaching competency between those who had travelled to and those who had not travelled to European countries.

Table 4.38 presents the means of teachers' perceived need for in-service training in the six selected areas of teaching competency, and MANOVA and ANOVA results using "travels to the U.S.A." as the independent variable. The results indicate that the means of teachers' need for in-service training were not significantly different in all of the six areas of teaching competency between those who had travelled to

Table 4.36---Means of Teachers' Perceived Need and MANOVA and ANOVA Results by Travels to Non-Arab Asian States.

	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
Never Travelled	115	1.38	1.78	1.57	1.75	1.52	1.41	.168
Travelled	53	1.57	1.97	1.74	1.84	1.58	1.50	
p (ANOVA)		.067	.13	.07	.36	.61	.38	

Table 4.37---Means of Teachers' Perceived Need and MANOVA and ANOVA Results by Travels to European Countries.

Frequency of Travels	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
Never	115	1.41	1.83	1.57	1.74	1.51	1.38	.547
1-6 times	53	1.51	1.89	1.74	1.89	1.61	1.58	
p (ANOVA)		.35	.57	.07	.18	.29	.06	

the United States and those who had not travelled to the United States.

Table 4.39 presents the means of teachers' perceived need for in-service training in the selected areas of teaching competency, and MANOVA and ANOVA results using "academic major" as the independent variable. The results indicate that the means of teachers' need for in-service training were not significantly different for all areas of the teaching competency between those who had a history major and those who had a geography major.

Table 4.40 presents the means of teachers' perceived need for in-service training in the selected areas of teaching competency, and MANOVA and ANOVA results using "teaching of history" as the independent variable. The results indicate that the means of teachers' need for in-service training were significantly different only in the area of student evaluation. The teachers who were not teaching history at grade 8 expressed a higher need for in-service training in the area of student evaluation than those who were teaching history.

Table 4.41 shows the means of teachers' perceived need for in-service training in the six selected areas of competency, and MANOVA and ANOVA results using "attendance at previous in-service training" as the independent variable. The results indicate that the

Table 4.38---Means of Teachers' Perceived Need and MANOVA and ANOVA Results by Travels to U.S.A.

Frequency of Travels	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
Never	149	1.43	1.81	1.61	1.78	1.54	1.42	.915
1-6 times	19	1.50	1.92	1.68	1.85	1.58	1.59	
p (ANOVA)		.66	.38	.63	.58	.78	.27	

Table 4.39---Means of Teachers' Perceived Need and MANOVA and ANOVA Results by Major.

Major	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
History	87	1.48	1.86	1.64	1.78	1.59	1.47	.828
Geography	79	1.39	1.78	1.59	1.77	1.48	1.41	
p (ANOVA)		.35	.36	.57	.88	.24	.59	

Table 4.40---Means of Teachers' Perceived Need and MANOVA and ANOVA Results by Teaching Grade 8 History.

Teach History	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
Yes	91	1.41	1.79	1.58	1.76	1.46	1.42	.317
No	77	1.48	1.87	1.67	1.79	1.64	1.46	
p (ANOVA)		.48	.35	.28	.73	.05	.66	

Table 4.41---Means of Teachers' Perceived Need and MANOVA and ANOVA Results by Attendance at Previous In-Service Training.

Attendance	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
Yes	22	1.74*	1.94	1.88*	1.94	1.80	1.61	.161
No	146	1.40*	1.81	1.58*	1.75	1.50	1.41	
p (ANOVA)		.01	.27	.03	.17	.03	.19	

means of teachers' need for in-service training were significantly different in three areas: (a) social studies goals and objectives; (b) teaching methods; and (c) student evaluation. Teachers who had attended in-service training expressed a higher need for in-service training in all three areas than did those who had not attended in-service training.

Table 4.42 shows the means of teachers perceived need for in-service training in the six areas of teaching competency, and MANOVA and ANOVA results using "college of graduation" as the independent variable. The results indicate that the means of teachers' need for in-service training were not significantly different for all six areas of teaching competency between teachers who graduated from colleges of education, arts and science, humanity and Islamic law, and social science.

Table 4.43 presents the means of teachers perceived need for in-service training in the six areas of teaching competency, and MANOVA and ANOVA results using "teaching experience" as the independent variable. The results indicate that the means of teachers' need for in-service training were not significantly different for all six areas of teaching competency between teachers who had less than one year, one to five years, six to 10 years, and 11 or more years of teaching experience.

Table 4.42---Means of Teachers' Perceived Need and MANOVA and ANOVA Results by College of Graduation.

College of Graduation	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
Education	105	1.46	1.82	1.62	1.76	1.51	1.41	.786
Arts & Science	17	1.46	1.87	1.70	1.92	1.77	1.64	
Humanity & Islamic Law	17	1.49	1.90	1.73	1.91	1.60	1.56	
Social Science	29	1.34	1.80	1.51	1.68	1.50	1.33	
p (ANOVA)		.83	.89	.62	.46	.37	.39	

Table 4.43---Means of Teachers' Perceived Need and MANOVA and ANOVA Results by Teaching Experience.

Teaching Experience	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
less than 1 year	16	1.84	1.66	1.66	1.57	1.64	1.73	.243
1-5 years	94	1.82	1.64	1.64	1.80	1.54	1.44	
6-10 years	31	1.70	1.52	1.52	1.72	1.41	1.24	
11 years & more	27	1.86	1.66	1.66	1.89	1.61	1.50	
p (ANOVA)		.59	.97	.79	.36	.54	.08	

Perceptions of School Principals Regarding
the Needs of Social Studies Teachers
for In-Service Programs

The following question is related to school principals' perceptions of the need of teachers for in-service training.

Research Question 8: To what extent do the perceived in-service training program needs of male social studies teachers in Saudi Arabian intermediate schools differ among school principals according to their age, job location, travel, academic major, level of education, experience, college of graduation, and attendance at in-service training programs?

Hypothesis 2: No significant differences exist in the perceptions of intermediate school principals with regard to a need for in-service training programs for social studies teachers, according to their demographic characteristics.

To test this hypothesis at the .05 level of significance, MANOVA and ANOVA techniques were used to decide whether there were significant differences between the perceptions of school principals, according to their demographic characteristics with regard to the need for social studies teachers to have in-service training programs.

Table 4.44 presents the means of principals' perceived need for in-service training of social studies teachers in the six selected areas of teaching competency, and MANOVA and ANOVA results using "age" as the independent variable. The results indicate that the means of principals' perceptions of social studies teachers' need for in-service training were not

significantly different for all six areas of teaching competency between school principals of different age groups.

Table 4.45 shows the means of principals' perceived need for in-service training of social studies teachers in the six selected areas of teaching competency, and MANOVA and ANOVA results using "region of work" as the independent variable. The results indicate that the means of principals' perceptions of social studies teachers' need for in-service training were not significantly different for all six areas of teaching competency between school principals of the three geographical regions in Saudi Arabia.

Table 4.46 presents the means of principals' perceived need for in-service training of social studies teachers in the six selected areas of teaching competency, and MANOVA and ANOVA results using "travels to other Arabic states" as the independent variable. The results indicate that the means of principals' perceptions of social studies teachers' need for in-service training were not significantly different for all six areas of teaching competency between school principals according to the number of travels they made to other Arabic states.

Table 4.47 shows the means of principals' perceived need for in-service training of social studies teachers in the six selected areas of teaching

Table 4.44---Means of Principals' Perceived Need and MANOVA and ANOVA Results by Age.

Age	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
25-34 years	13	2.04	2.05	2.26	2.11	1.91	2.07	.530
35-39 years	20	1.97	2.10	1.92	2.13	1.88	1.92	
40-44 years	18	2.00	2.28	2.08	2.22	1.98	2.08	
45 years or more	20	2.05	2.26	2.14	2.06	1.90	2.00	
p (ANOVA)		.96	.29	.12	.80	.90	.83	

Table 4.45---Means of Principals' Perceived Need and MANOVA and ANOVA Results by Region of Work.

Region	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
East	8	2.02	2.11	2.20	2.09	2.09	2.36	.335
Middle	46	2.04	2.20	2.08	2.16	1.84	1.98	
West	17	1.95	2.17	2.05	2.05	1.96	1.93	
p (ANOVA)		.80	.83	.71	.70	.34	.18	

Table 4.46--Means of Principals' Perceived Need and MANOVA and ANOVA Results by Travels to Other Arabic States.

Frequency of Travels	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
Never	10	2.00	2.06	2.11	2.21	2.00	2.13	.677
1-3 times	30	1.98	2.19	2.08	1.99	1.73	1.86	
4-6 times	11	1.91	2.22	2.08	2.26	2.04	2.17	
7 times or more	20	2.13	2.21	2.09	2.21	2.02	2.09	
p (ANOVA)		.62	.78	1.00	.28	.09	.29	

Table 4.47--Means of Principals' Perceived Need and MANOVA and ANOVA Results by Travels to European Countries.

Travelled to Europe	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
Never	44	2.00	2.14	2.11	2.19	1.94	2.09	.378
Yes	27	2.04	2.23	2.06	2.03	1.83	1.88	
p (ANOVA)		.72	.22	.63	.20	.32	.14	

competency, and MANOVA and ANOVA results using "travels to European countries" as the independent variable. The results indicate that the means of principals' perceptions of social studies teachers' need for in-service training were not significantly different for all six areas of teaching competency between school principals who had and those who had not travelled to European countries.

Table 4.48 shows the means of principals' perceived need for in-service training of social studies teachers in the six selected areas of teaching competency, and MANOVA and ANOVA results using "academic major" as the independent variable. The results indicate that the means of principals' perceptions of social studies teachers' need for in-service training were not significantly different for all six areas of teaching competency between school principals according to their academic major.

Table 4.49 presents the means of principals' perceived need for in-service training of social studies teachers in the six selected areas of teaching competency, and MANOVA and ANOVA results using "level of education" as the independent variable. The results indicate that the means of principals' perceptions of social studies teachers' need for in-service training were not significantly different for all six areas of

Table 4.48---Means of Principals' Perceived Need and MANOVA and ANOVA Results by Academic Major.

Major Area	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
History & Geography	20	2.00	2.21	2.01	2.06	1.92	1.89	.504
Islamic law	23	2.05	2.27	2.14	2.28	1.94	2.12	
Arabic lang. & other	26	2.02	2.10	2.13	2.09	1.88	2.05	
p (ANOVA)		.94	.37	.51	.28	.92	.39	

Table 4.49---Means of Principals' Perceived Need and MANOVA and ANOVA Results by Level of Education.

Level of Education	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
B.A.	48	2.04	2.14	2.10	2.13	1.92	2.02	.436
B.A. & above	23	1.97	2.29	2.06	2.19	1.86	1.98	
p (ANOVA)		.57	.17	.65	.90	.58	.74	

teaching competency between school principals according to their level of education.

Table 4.50 presents the means of principals' perceived need for in-service training of social studies teachers in the six selected areas of teaching competency, and MANOVA and ANOVA results using "years of experience in school administration" as the independent variable. The results indicate that the means of principals' perceptions of social studies teachers' need for in-service training were not significantly different for all six areas of teaching competency between school principals according to their years of experience in school administration.

Table 4.51 displays the means of principals' perceived need for in-service training of social studies teachers in the six selected areas of teaching competency, and MANOVA and ANOVA results using "college of graduation" as the independent variable. The results indicate that the means of principals' perceptions of social studies teachers' need for in-service training were significantly different in the area of instructional media between those who graduated from the College of Education and those who graduated from the College of Islamic Law. The mean of the perceived need for principals who graduated from the College of Islamic Law was higher than that of the principals who graduated from the College of Education.

Table 4.50--Means of Principals' Perceived Need and MANOVA and ANOVA Results by Principal's Experience in School Administration.

Years of Experience	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
less than 1 to 5	30	2.01	2.16	2.10	2.12	1.95	2.05	.855
6 to 10	20	1.99	2.11	2.01	2.18	1.84	1.99	.860
11 and above	21	2.04	2.28	2.15	2.09	1.88	1.98	.858
p (ANOVA)		.95	.42	.57	.84	.71	.88	

Table 4.51--Means of Principals' Perceived Need and MANOVA and ANOVA Results by College of Graduation.

College of Graduation	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
Education	14	1.89	2.13	1.87	1.90*	1.70	1.81	.161
Islamic law	27	2.05	2.27	2.11	2.32*	1.91	2.08	
Social Sci. & other	30	2.05	2.13	2.17	2.07	1.94	2.03	
p (ANOVA)		.54	.38	.06	.02	.20	.32	

Table 4.52 shows the means of principals' perceived need for in-service training of social studies teachers in the six selected areas of teaching competency, and MANOVA and ANOVA results using "attendance at previous in-service training" as the independent variable. The results indicate that the means of principals' perceptions of social studies teachers' need for in-service training were not significantly different for all six areas of teaching competency between school principals who had previously attended in-service training programs and those who had not previously attended such programs.

Differences Among Teachers, Supervisors, and
Principals Regarding Social Studies Teachers'
Needs for In-Service Training Programs

The following question is related to the differences among social studies studies, social studies supervisors, and school principals in their perceptions regarding social studies teachers' needs for in-service training programs.

Research Question 9: To what extent are there differences among social studies teachers, social studies supervisors, and school principals in their perceptions regarding needs of social studies teachers for in-service training programs?

To answer this question, the following hypothesis was formulated.

Hypothesis 3: No significant differences exist between the perceptions of social studies teachers, social studies supervisors, and school principals with regard to the needs of social studies teachers for in-service training programs.

Table 4.52--Means of Principals' Perceived Need and MANOVA and ANOVA Results by Attendance at Previous In-Service Training Programs.

Attendance	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
Yes	16	1.97	2.18	2.00	2.10	1.92	1.99	.982
No	54	2.02	2.19	2.11	2.14	1.90	2.01	
p (ANOVA)		.71	.96	.41	.80	.85	.90	

To test this hypothesis at the .05 level of significance, MANOVA and ANOVA techniques were utilized to decide whether there were significant differences between the perceptions of teachers, supervisors, and principals with regard to the needs of teachers for in-service training problems.

Table 4.53 shows the means, standard deviations, and rank order of the six selected areas of teaching competency with regard to the need of teachers for in-service training in each area, as perceived by teachers, supervisors, and principals. The results indicate that the need for in-service training in instructional media was rated as most important by teachers, fourth most important by supervisors, and third most important by principals. Teachers ranked learning environment as the second most important in-service training area, while supervisors and principals ranked it as fifth most important. Teaching methods was rated as the third most important need by teachers, the second most important need by supervisors, and the most important need by principals.

Goals and objectives were perceived by teachers and principals as the fourth most important area of need for in-service training, whereas the supervisors ranked the area as most important. Teachers ranked subject content as the fifth most important area for in-service training, while supervisors and principals ranked this

Table 4.53—Mean, Rank Order, and Standard Deviation of the Perceived Need for In-Service Training in the Selected Six Areas of Teaching Competency.^a

Competency Area	Teachers			Supervisors			Principals		
	$\bar{X}$	(Rank)	s.d.	$\bar{X}$	(Rank)	s.d.	$\bar{X}$	(Rank)	s.d.
Instructional Media	2.98	(1)	1.39	3.88	(4)	0.96	3.20	(3)	1.18
Learning Environment	3.20	(2)	1.85	4.44	(5)	1.75	3.86	(5)	1.91
Teaching Methods	3.32	(3)	1.54	2.50	(2)	1.10	2.61	(1)	1.31
Goals & Objectives	3.36	(4)	1.86	1.94	(1)	1.65	3.39	(4)	1.89
Subject Content	3.68	(5)	1.71	3.44	(3)	1.71	2.93	(2)	1.40
Student Evaluation	4.45	(6)	1.46	4.81	(6)	1.11	5.01	(6)	1.31

^a a low need indicates more need for in-service training

area as the third and second most important, respectively. Finally, the results indicate agreement among the teachers, supervisors, and principals that student evaluation is the least needed area for in-service training.

Table 4.54 presents the means of perceived need for in-service training of social studies teachers in the six selected areas of teaching competency, and MANOVA and ANOVA results using "position" as the independent variable. The results indicate that means of the perceived need between teachers, supervisors, and

Table 4.54---Means of Principals' Perceived Need and MANOVA and ANOVA Results by Position.

Position	N	Teaching Competency Area						p (MANOVA)
		Goals	Content	Methods	Media	Evaluation	Environment	
Teacher	168	1.44	1.83	1.62	1.78	1.54	1.44	.000
Supervisor	16	2.38	2.18	2.18	2.20	2.20	2.08	
Principal	71	2.02	2.18	2.09	2.13	1.90	2.01	
p (ANOVA)		.000	.000	.000	.000	.000	.000	

principals were significantly different for all of the six areas of teaching competency.

The results of Tukey's post-hoc test indicate that the difference in the means was significant between teachers and supervisors, and between teachers and principals in all six areas of teaching competency. However, the means of perceived need were not significantly different between supervisors and principals in all six areas of teaching competency.

Summary

Chapter IV has presented both demographic characteristics of the sample and answers to the nine research questions of this study. Six major characteristics of an outstanding social studies teacher, nine major problems faced by social studies teachers, and seventeen roles of supervisors and principals in the development of social studies teaching competency were identified.

The results also indicated that most of the teachers and principals did not attend any kind of in-service training, while half of the supervisors had attended in-service training. None of the teachers and supervisors who attended in-service training had participated in the planning of their in-service training program.

Most of the teachers indicated that they were willing to attend in-service training on their own time, contrasting with supervisors' and principals' perceptions that teachers were less willing to attend in-service training programs on their own time. Willingness to attend in-service training was found to be related to teachers' age, years of teaching experience, and academic major.

The five most-needed competencies for in-service training of social studies teachers were identified as (a) "ability to keep abreast of development in the social studies subject matter areas"; (b) "ability to utilize audio-visual equipment and other mechanical aids related to social studies for improving instruction"; (c) "ability to use recent technological advances to enhance teacher-student interaction and student-student interaction"; (d) "ability to develop media materials for remedial purposes"; and (e) "ability to communicate and interact with parents and the community."

Teachers perceived an average need for in-service training in all six selected areas of teaching competency. In contrast, supervisors perceived an above-average need for in-service training of social studies teachers in all six areas of teaching competency. In addition, principals perceived an above-average need for in-service training of social

studies teachers in all six areas of teaching competency except for the area of student evaluation.

Except for the number of travels, no significant differences existed among social studies teachers regarding their perceptions of their need for in-service training according to age, marital status, region of work, major, college of graduation, and teaching experience.

The subject matter taught was found to be related to teachers' perceptions of need for training in student evaluation. Also, attendance at previous in-service training was related to teachers' perceptions of the need for in-service training in the areas of goals, teaching methods, and student evaluation.

Except for college of graduation, principals' perceptions of social studies teachers's need for in-service training were not related to age, region of work, travels to other areas of the world, academic major, level of education, attendance at previous in-service training, or experience in school administration.

Comparison by position indicated that teachers perceived less need for in-service training than did supervisors and principals.

The summary of this study, the conclusions, and the recommendations for program implementation and further research are presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

Saudi Arabian educational leaders and authorities have recently directed increasing attention to the quality of education in their nation. Like many other countries worldwide, Saudi Arabia is struggling to establish an effective school system that will play a major role in accelerating the development process in all sectors of the society.

Teachers play an effective role in any educational system, since they have the front-line responsibility for carrying out educational plans and policies. Accordingly, the establishment of a sound educational system relies heavily on the ability of teachers to carry out their jobs. Recognizing this, authorities in Saudi Arabia have given strong attention to teacher preparation programs in the attempt to build a sound educational system. The result has been the establishment of a number of different teacher preparation programs throughout the country. For the most part, these programs have been focused on

pre-service teacher education. Only lately have some efforts been directed toward teacher in-service training.

Nevertheless, in-service training is also an essential part of a strong educational system. For example, during the past twenty years, a large number of social studies teachers have been employed by the Saudi Arabian intermediate schools. The continued improvement of these social studies teachers is essential since most of them have taught for extended periods of time with no exposure to effective in-service training programs. The present study aimed at assisting planners of in-service training programs for social studies teachers by identifying the particular needs of those teachers for such programs.

In particular, the major purpose of this study was to identify the needs of male intermediate-school social studies teachers in Saudi Arabia for in-service training programs as perceived by male social studies teachers, social studies supervisors, and school principals. Various arenas of needs were explored: these included social studies goals, subject matter content, teaching methods, instructional media, student evaluation, and developing a learning environment.

In order to determine the specific in-service training needs of teachers, this study attempted to

identify the five most needed competencies for in-service training of social studies teachers. In addition, the present study aimed to ascertain the major problems faced by social studies teachers and the characteristics of an outstanding social studies teacher. Finally, the roles of social studies supervisors and school principals in developing the teaching competency of social studies teachers were explored.

In particular, this study was designed to answer the following research questions:

1. What are the perceptions of social studies teachers, social studies supervisors, and school principals regarding the characteristics of an outstanding social studies teacher and the major problems commonly faced by social studies teachers?
2. What are the perceived roles of intermediate-school social studies supervisors and of school principals in developing the teaching competency of social studies teachers?
3. Do male social studies teachers, social studies supervisors, and school principals in Saudi Arabian intermediate schools attend and participate in the planning and the evaluation of in-service training programs?
4. Are social studies teachers in intermediate schools willing to participate in in-service training programs on their own time?
5. What are the five competencies most strongly needed for social studies teachers in-service training programs as perceived by social studies teachers and supervisors and school principals?
6. To what extent do male social studies teachers, social studies supervisors, and school principals in Saudi Arabian intermediate schools perceive the

need for in-service training programs for social studies teachers that stress:

- a. social studies goals?
 - b. subject content?
 - c. teaching methods?
 - d. instructional media?
 - e. student evaluation?
 - f. developing a learning environment?
7. To what extent do the perceived in-service training program needs of male social studies teachers in Saudi Arabian intermediate schools differ among social studies teachers according to their age, marital status, job location, travel to other areas of the world, college of graduation, subject-matter taught, major, teaching experience, and attendance at in-service training programs?
 8. To what extent do the perceived in-service training program needs of male social studies teachers in Saudi Arabian intermediate schools differ among school principals according to their age, job location, travel to other areas of the world, level of education, college of graduation, administrative experience, major, and attendance at in-service training programs?
 9. To what extent are there differences among social studies teachers, social studies supervisors, and principals in their perceptions regarding needs of social studies teachers for in-service training programs?

Population and Sample

The target population of this study was male social studies teachers, supervisors, and school principals at urban intermediate schools, working under the supervision of the Ministry of Education in Saudi Arabia. The accessible populations consisted of male teachers, supervisors, and principals from three cities

located in the western, central, and eastern regions of Saudi Arabia. These cities were Taif, Riyadh, and Dammam. The school districts of Taif, Riyadh, and Dammam were selected because they were the three school districts in Saudi Arabia with the largest number of intermediate schools. A random sample of public intermediate schools from each city in these districts was obtained.

Characteristics of Respondents

The sample for this study included 168 social studies teachers, 16 social studies supervisors, and 71 school principals of intermediate schools in Saudi Arabia. All of the teachers, 13 of the supervisors, and 58 of the principals had a baccalaureate degree while 3 supervisors and 6 principals had a master's degree. Seven school principals had community college or Center for Math and Science diplomas.

The age of most of the respondents was between 20 and 55 years. Of all the respondents, 18% had attended in-service training and 75.6%, 87.5%, and 90.1% of the teachers, supervisors, and principals, respectively, had traveled abroad. The teachers' experience in teaching social studies ranged from less than 1 year to more than 20 years.

Methodology

The questionnaire used in this study was constructed to identify the needs of intermediate-school social studies teachers for in-service training programs in six selected areas of teaching competency. Distribution and collection of the questionnaire forms, except for five schools, was done by the researcher himself.

Frequency and percentage distribution, MANOVA, and ANOVA were used in analyzing the data. To determine significant pairwise differences among groups, Tukey's post-hoc test was performed. An alpha level of .05 was used as a criterion for significance.

Findings

Research Question 1: What are the perceptions of social studies teachers, social studies supervisors, and school principals regarding the characteristics of an outstanding social studies teacher and the major problems commonly faced by social studies teachers?

Six major characteristics of outstanding social studies teachers were identified. These characteristics were: (a) very well versed in the subject matter area; (b) having knowledge of other school subjects; (c) having a personality that attracts students for more learning; (d) ability to convey information to the students using suitable techniques; (e) ability to use instructional media and sources; (f) having an interest in teaching the subject. In addition, the following

additional characteristics were mentioned by the respondents: (a) ability to link the subject to students' needs; (b) ability to link the subject to society's needs; (c) ability to link the subject to other school subjects; (d) ability to use examples from local and world events; (e) ability to develop positive relationships with teachers, students, and parents; and (f) ability to prepare lessons.

These results are consistent with the findings of the Northern Plains Teacher Corps Project (1980), which concluded that "The competent teacher seeks to develop in three major kinds of ways: first, in improving personality; second, in increasing subject matter knowledge; and third in improving teaching skills" (p. 1). In an earlier study, Ryans (1960) characterized an effective teacher as having good emotional adjustment, attitudes favorable to pupils, enjoyment of pupil relationships, generosity in the appraisal of the behavior and motives of other persons, strong interests in reading and literary matters, and strong social service interests. Although these earlier studies were conducted in the United States and focused solely on the characteristics of teachers in general, the findings of the present study are nonetheless in agreement with them.

Nine major problems commonly faced by social studies teachers were identified by the three groups of

respondents. These problems were: (a) lack of instructional media; (b) curriculum rigidity; (c) heavy teaching loads; (d) lack of suitable school buildings; (e) low student reading skills; (f) lack of in-service training programs; and (g) lack of teacher preparation in teaching social studies. Two other problems were identified by teachers and principals. They were: (a) low student interest in social studies; and (b) lack of field trips. In addition, other problems were identified by a number of respondents. They were: (a) lack of cooperation between the school and parents; (b) lack of a suitable place for social studies activities; (c) lack of teacher and curriculum guides; and (d) late teaching schedule allocated for social studies.

These findings agree with those of Al-Ismaeel (1981), who conducted a study of social studies teaching strategies in Saudi Arabia and concluded that social studies teachers in Saudi Arabia's secondary schools had indicated a lack of certain materials (such as curriculum guides and pamphlets describing the various teaching strategies) as well as field trips and resource persons.

The results of the present study are also consistent with the results of another study done by Bakri (1983) in the area of instructional media in Saudi Arabia. He found that instructional media were assessed

as being unavailable in schools by 56% of teachers in Riyadh and by 68% of teachers in Jizan. The media that were available were not well organized for easy use. Furthermore, among his sample, 70% of teachers in Jizan and 53% of teachers in Riyadh admitted that their schools lacked the basic facilities to house audio-visual materials and equipment, and that these school buildings were not originally constructed for the purpose of teaching. The results of the present study also agree with the results of Mukhtar (1984), who conducted a study in the area of social studies teacher education. He found an expressed weakness in the social studies teacher preparation program at Umm Al-Qura University in regard to the area of Islamic Civilization and System, in which the teachers felt they were not adequately prepared. Finally, the present results are consistent with those of Al-Shawan (1985). In a study on social studies goals at intermediate-school level in Saudi Arabia, he found that among the greatest problems hindering social studies teachers from the implementation of their high-priority social studies goals were lack of in-service education, lack of instructional materials, late schedule for social studies, lack of library facilities, lack of parental support, curriculum rigidity, outdated textbooks, low student interest, lack of maps and/or graphs in textbooks, lack of time for field trips and other

activities, lack of instructional freedom, and lack of administrative support.

Research Question 2: What are the perceived roles of supervisors and principals in developing social studies teachers' competencies as perceived by supervisors and principals and as expected by teachers?

The results indicated that teachers, supervisors, and principals agreed on three of the roles of supervisors and principals in developing teachers' competency in teaching social studies. These roles were: (a) giving advice and recommendations; (b) observing teachers in the classroom for diagnostic purposes; and (c) creating a good school climate for teachers' professional growth.

Teachers and principals agreed on four roles of supervisors and principals in developing teachers' competency in teaching. These roles were: (a) informing teachers of new regulations, news, and activities; (b) having rooms available for social studies activities; (c) encouraging teachers to do field trips; and (d) ensuring that instructional media materials are available.

Supervisors and principals agreed on four of their roles in developing social studies teachers' teaching competency. These roles were: (a) helping teachers in organizing their preferred teaching schedule; (b) encouraging teachers to develop their competency through in-service training; (c) improving teachers

through reading; and (d) encouraging teachers to conduct research.

Teachers also expected that taking consideration of teachers' views on improving the social studies curriculum would be one of the roles of supervisors and principals in developing social studies teachers' competency in teaching. Supervisors perceived giving more attention to new teachers as one of the roles of supervisors and school principals in developing social studies teachers' competency in teaching. School principals perceived looking at teachers' lesson preparations as one of the roles of supervisors and school principals in developing social studies teachers' competency in teaching.

Research Question 3: Do male social studies teachers, social studies supervisors, and school principals in Saudi Arabian intermediate schools attend and participate in planning and evaluation of in-service training programs?

The results indicate that most social studies teachers who participated in the present study did not attend in-service training programs. Also, of those teachers who had attended in-service training, none had participated in planning but three had participated in evaluation of the programs. In addition, the in-service training programs which some of the teachers had attended were designed to meet the needs of teachers in general rather than social studies teachers in particular.

These findings reveal that attendance at in-service training in Saudi Arabia is markedly different than that in the United States. When Ochoa (1981) profiled social studies teachers in the United States, he found that only 21 percent of respondents had not had any type of in-service training. Furthermore, when those few Saudi Arabian trainees who have attended in-service training are queried, they are not satisfied with their in-service experience because they did not participate in the planning of the programs, as Al-Ghamdi (1982) found in his study of teacher education in Jaddah, Saudi Arabia.

Research Question 4: Are social studies teachers in Saudi Arabian intermediate schools willing to participate in an in-service training program on their own time?

The results indicate that most teachers who participated in the present study were willing to attend in-service training programs on their own time, while supervisors and principals perceived that teachers have a moderate willingness to attend in-service training programs on their own time.

The willingness to attend in-service training programs was also related to teachers' age, years of teaching experience, and academic major. The willingness to attend in-service training programs on the teachers' own time decreased slightly as their age increased. In general, most teachers were willing to

attend the in-service training programs on their own time, but those who had 6 to 10 years of teaching experience were more willing than the others. Teachers with 16 or more years of teaching experience were slightly less willing to attend the in-service training program. Also, the willingness to attend in-service training programs was slightly higher among teachers with a geography major than those with a history major.

Research Question 5: What are the five competencies most strongly needed for social studies teachers' in-service training programs as perceived by social studies teachers and supervisors and school principals?

Teachers and principals agreed on the importance of three of the five most needed teaching competencies for in-service training of social studies teachers. These competencies were: (a) ability to utilize audio-visual equipment and other mechanical aids related to social studies for improving instruction (ranked as the second and third most needed competencies by teachers and principals, respectively); (b) ability to use recent technological advances to enhance teacher-student and student-student interactions (ranked as the third and fourth most needed competencies by teachers and principals, respectively); and (c) ability to develop media materials for remedial purposes (ranked as the fourth most needed competency by both teachers and principals).

Supervisors and principals agreed on the importance of ability to relate the purpose of social studies education to the needs of the community and society at large as a competency needed for in-service training of social studies teachers. Supervisors and principals did not include any of the competencies from the area of learning environment, whereas teachers did not include any of the competencies from the areas of goals and objectives and teaching methods in their rating of the five most needed competencies.

Research Question 6: To what extent do male social studies teachers, social studies supervisors, and school principals in Saudi Arabian intermediate schools perceive the need for in-service training programs for social studies teachers that stress:

- a. social studies goals?
- b. subject content?
- c. teaching methods?
- d. instructional media?
- e. student evaluation?
- f. developing a learning environment?

Teachers ranked the six selected areas of teaching competency according to their need for in-service training programs as follows: instructional media, learning environment, teaching methods, goals and objectives, subject content, and student evaluation.

According to the analysis of the rating of teachers' needs for each of the competencies in each area, teachers, in general, indicated that there was a

need for in-service training in all six selected areas of teaching competency. The need for in-service training among teachers was considered average in all six selected areas of teaching competency.

Teachers perceived the need for in-service training programs as above average in 3 of the 42 selected competencies. One of these competencies, "ability to keep abreast of developments in the social studies subject matter areas," was from the area of subject matter content. Other above-average needed competencies were "ability to utilize audio-visual equipment and other mechanical aids related to social studies for improving instruction" and "ability to use recent technological advances to enhance teacher-student interaction and student-student interaction" from the area of instructional media.

This finding reveals a constancy in teachers' responses: the instructional media area was ranked as the first area where in-service training was needed, and at the same time two competencies from this area were perceived as having above average need for in-service training. The third competency which teachers perceived as having above average need for in-service training was from the area of subject content, which was ranked by teachers as the fifth area most in need of in-service training. This finding, accordingly, shows there was not constancy in teachers' responses in this area.

However, this may harken back to the common feeling among teachers that they were sufficiently prepared in the subject content that they would teach, but when asked about specific competencies in the area of subject content, they found that they had above-average need for in-service training in this particular, specific competency.

Teachers also selected the three competencies stated above as among the five most needed competencies for in-service training. Again, this reflects strong constancy in teachers' responses. Of the five most needed competencies, one of the others was also from the instructional media area while the remaining one was from the area of developing learning environment, which was ranked by teachers as the second area most in need of in-service training.

The need for in-service training programs was perceived by teachers as average in all remaining 39 selected teaching competencies. The most needed competency was the "ability to keep abreast of developments in the social studies subject-matter areas," while the least needed competency was the "ability to demonstrate an appreciation of a world which is becoming a global society in which all parts are interdependent."

Supervisors ranked the six selected areas of teaching competency according to the need of social

studies teachers for in-service training programs as follows: goals and objectives, teaching methods, subject content, instructional media, learning environment, and student evaluation.

According to the rating of teachers' needs for each of the competencies within each area, supervisors perceived above-average need for in-service training in all six selected areas of teaching competency. They perceived above-average need for in-service training of social studies teachers in 30 of the 42 selected competencies. The highest rated competency needed was "ability to relate the purpose of social studies education to the needs of the community and society at large," while the lowest rated competency was the "ability to find ways to develop and encourage student independence and responsibility."

Finally, school principals ranked the six selected areas of teaching competency according to the needs of social studies teachers for in-service training programs as follows: subject content, instructional media, teaching methods, learning environment, goals and objectives, and student evaluation. Thus, all the groups ranked the area of student evaluation as the least needed area for in-service training of social studies teachers.

School principals perceived above-average need for in-service training programs for social studies teachers

in areas of goals and objectives, subject-matter content, teaching methods, instructional media, and developing a learning environment. They perceived an average need in the area of student evaluation. They perceived the highest need for in-service training programs for social studies teachers in the "ability to relate the purpose of social studies education to the needs of the community and society at large" and the "ability to utilize audio-visual equipment and other mechanical aids related to social studies for improving instruction." They perceived the "ability to identify different philosophical positions for teaching social studies" as the least needed competency for in-service training programs of social studies teachers.

Research Question 7: To what extent do the perceived in-service training program needs of male social studies teachers in Saudi Arabian intermediate schools differ among social studies teachers according to their age, marital status, job location, travel, college of graduation, major, experience, and attendance at in-service training programs?

No significant differences in the perceptions of social studies teachers of their needs for in-service training programs were found according to their age, job location, major, or teaching experience. (This may have occurred because most teachers had not attended any in-service training programs that would have familiarized them with benefits of such programs in developing teachers' competency.) These results do not

agree with the findings of other studies conducted in similar areas. However, "travel to other Arabic states," "subject matter taught," and "attendance at previous training programs" were factors found related to teachers' perceptions of their need for in-service training in some areas of teaching competency.

"Travel to other Arabic states" was related to the perception of need in the areas of teaching methods and developing a learning environment. The need for in-service training in teaching methods, as perceived by those who travelled to other Arabic states 7 times or more, was lower than those who travelled to other Arabic states 4 to 6 times. This indicates that the more the teachers travelled to other Arabic states, the less they felt the need for in-service training in the area of teaching methods.

Also, the perceived need for in-service training in developing a learning environment by those who travelled to other Arabic states 4 to 6 times was higher than the perceived need of those who travelled to other Arabic states 3 or less times. That is, the greater the number of travels to other Arabic states, the greater the perceived need for in-service training in the area of developing a learning environment.

The subject matter taught was also a factor in perceived needs. Teaching history at grade 8 was related to perceived need for in-service training in the

area of student evaluation. Teachers who were not teaching history at grade 8 expressed a higher need for in-service training programs in the area of student evaluation than those who were teaching history.

Attendance at previous in-service training programs was related to perceived need for in-service training in three competency areas: goals and objectives, teaching methods, and student evaluation. Teachers who had attended in-service training expressed a greater need for in-service training in all three areas of teaching competency than those who had not attended in-service training. These results are consistent with those of Al-Saadat (1985).

Research Question 8: To what extent do the perceived in-service training program needs of male social studies teachers in Saudi Arabian intermediate schools differ among school principals according to their age, job location, travel to other areas of the world, level of education, college of graduation, administrative experience, major, and attendance at in-service training programs?

No significant differences were found in the perceptions of school principals regarding the needs of social studies teachers for in-service training programs according to their age, job location, travel, major, level of education, attendance at in-service training programs, and years of school administration experience. However, significant differences were found between principals according to their college of graduation for the area of instructional media.

Principals who graduated from a college of Islamic law perceived a greater need for in-service training programs for social studies teachers in the area of instructional media than did those who graduated from a college of education. No significant differences were found in the perceptions of principals for the needs of social studies teachers for in-service training programs according to their college of graduation in the remaining areas of teaching competency.

Research Question 9: To what extent are there differences among social studies teachers, social studies supervisors, and school principals in their perceptions regarding needs of social studies teachers for in-service training programs?

Significant differences were found at .05 between the perceptions of the teachers, supervisors, and principals regarding the needs of teachers for in-service training programs in all six selected areas of teaching competency: social studies goals, subject content, teaching methods, instructional media, student evaluation, and developing learning environment. The means for the supervisors and principals were higher than the mean for the teachers in all six areas, while teachers perceived an average need for in-service training programs, supervisors and principals perceived an above-average need for in-service training of teachers. In other words, teachers perceived less need for in-service training compared to what supervisors and

principals perceived for them. The means of perceived need in all six selected areas of teaching were not different between supervisors and principals.

These results are consistent with the results of Grandgenett (1978), Pisetsky (1979), Weipert (1975), and Al-Ghamdi (1982), who found that significant differences did exist in the perceptions of teachers, administrators, and supervisors, depending upon their positions with regard to the needs of teachers for in-service training.

Conclusions

Based on the results of the present study, the following conclusions were drawn.

1. Outstanding social studies teachers are characterized as those who are very well versed in their subject matter, have knowledge in other subjects, possess a personality that motivates students to learn more, have the ability to convey information to students using suitable techniques, demonstrate the ability to use instructional media and other sources of information, and have an interest in teaching the subject.

2. The major problems faced by social studies teachers are lack of instructional media, curriculum rigidity, low student interest, heavy teaching load, lack of suitable school buildings, low student reading

and writing skills, lack of field trips, lack of in-service training programs, and lack of preparation in teaching social studies.

3. The expectations of teachers for the roles of supervisors and school principals in developing teachers' teaching competency are: giving advice and recommendations; observing teachers in the classroom for diagnostic purposes; creating a good school climate for teachers' professional growth; making sure instructional media materials are available; helping teachers in organizing their preferred teaching schedules; encouraging teachers to develop their competency through in-service training; conducting meetings and discussion; informing teachers of new regulations, news, and activities; improving teachers' teaching competencies through reading; soliciting teachers' views for improving the social studies curriculum; participation in social studies curriculum development and helping teachers gain insight in this field; making rooms available for social studies activities; encouraging teachers to do field trips; and practicing some teaching methods in front of other teachers.

4. The self-reported roles of supervisors in developing social studies teachers' teaching competency are as follows: making sure instructional media materials are available; giving advice and recommendations; observing teachers in the classroom for

diagnostic purposes; creating a good school climate for teachers' professional growth; helping teachers in organizing their preferred teaching schedules; encouraging teachers to develop their competency through in-service training; conducting meetings and discussion; informing teachers of new regulations, news, and activities; improving teachers' teaching competencies through reading; participation in social studies curriculum development and helping teachers gain insight in this field; practicing some teaching methods in front of other teachers; encouraging teachers to conduct research; and giving more attention to new teachers.

5. The self-reported roles of principals in developing social studies teachers' teaching competency are as follows: making sure instructional media materials are available; giving advice and recommendations; observing teachers in the classroom for diagnostic purposes; creating a good school climate for teachers' professional growth; helping teachers in organizing their preferred teaching schedule; encouraging teachers to develop their competency through in-service training; conducting meetings and discussion; informing teachers of new regulations, news, and activities; improving teachers' teaching competencies through reading; participation in social studies curriculum development and helping teachers gain insight in this field; making rooms available for social studies

activities; encouraging teachers to do field trips; encouraging teachers to conduct research; and looking at teachers' lesson preparations.

6. Most social studies teachers who participated in the present study never attended any kind of in-service training program. Most of those who had attended an in-service training program did not participate in the planning or evaluation of the programs. These programs, however, were designed to meet the needs of teachers in general, and not the particular needs of social studies teachers.

7. Almost none of the teachers who participated in the present study participated in social studies symposia at the national level, and most of them did not participate in such activities at the local level during the past two years.

8. Teachers indicated that they are willing to attend in-service training programs on their own time, whereas supervisors and principals perceived that social studies teachers are less willing to attend such programs on their own time.

9. The willingness of teachers to attend in-service training programs on their own time decreases slightly as their age increases; such willingness was slightly greater among teachers with a geography major than those with a history major.

10. Supervisors and principals perceived the following as above average needs for in-service training of social studies teachers: ability to identify and describe the primary educational purpose reflected in each of the social studies goals; ability to analyze and evaluate social studies goals in terms of their consequences for learners; ability to relate the purpose of social studies education to the needs of the community and society at large; ability to develop skills in making and using different instructional media; ability to recognize and select appropriate content, concepts, and methodologies from the disciplines which will lead students to experience the uniqueness of the several social sciences; ability to recognize that theories and generalizations of social sciences change in the light of new evidence; ability to diagnose the entry knowledge, skills, interests and needs of students and use the results in planning; ability to use resource speakers and field trips as techniques for teaching social studies; ability to utilize various processes related in inductive and deductive reasoning such as observing, inferring, classifying, predicting, comparing and contrasting, interpreting data, and forming and testing hypotheses; ability to develop understanding and appreciation of similarities and differences through the use of techniques such as role-playing, simulation, oral

history, and social participation; ability to identify and employ techniques of values clarification or moral reasoning such as open-ended stories and dilemmas, and examination of value-laden issues; ability to integrate into instruction the cultural environment of students; ability to promote the study of historical experience, cultural patterns, and social problems of contemporary Saudi society; ability to provide instruction leading to the acquisition, comprehension, problem-solving, and application of knowledge; ability to utilize audio-visual equipment and other mechanical aids related to social studies for improving instruction; ability to use recent technological advances to enhance teacher-student and student-student interactions; ability to develop media materials for remedial purposes; and ability to keep abreast of developments in subject-matter areas of the social studies.

Teachers also perceived an above average need for in-service training in the last three competencies listed above, reflecting an agreement among the three groups on the importance of these three competencies for the in-service training of teachers.

In addition, ten of the preceding competencies were selected by at least one group of the respondents as one of the five most needed competencies for the in-service training of teachers. This finding reflects a constancy in the response of the respondents. The

remaining of the five most needed competencies for in-service training of teachers was ability to communicate and interact with parents and the community. This competency was ranked as the fifth most-needed competency for in-service training by teachers. However, supervisors, also, ranked ability to construct and assess a set of instructional goals and objectives of social studies and ability to translate instructional objectives into terminal behaviors as the second and fifth most-needed competencies, respectively, for the in-service training of teachers.

11. Supervisors and principals perceive the need for in-service training programs of social studies teachers as higher than do the teachers themselves in all six selected areas of teaching competency. Supervisors and principals do not differ in their perception of the need for in-service training programs in all six selected areas.

12. Teachers perceive the need for in-service training programs as average in all six selected areas teaching competency.

13. Supervisors and principals perceive the need for in-service training programs for social studies teachers as above average in the areas of goals and objectives, subject matter content, teaching methods, instructional media, and developing a learning environment. Supervisors perceive the need for

in-service training programs for social studies teachers as above-average in 30 of the 42 selected competencies, while school principals perceive such need as high in 22 competencies.

14. The perceptions by teachers of their needs for in-service training programs do not differ according to their age, job location, college of graduation, major, or years of teaching experience.

15. Age, major, and years of experience are related to the willingness of teachers to attend in-service training programs on their own time. The willingness of teachers to attend in-service training on their own time tended to decrease slightly as their age increased. It was slightly higher among teachers with a geography major than those with a history major. Teachers who had teaching experience of 6-10 years were more willing than others, while teachers with 16 years or more teaching experience were slightly less willing to attend the in-service training than were those in other groups.

16. Travels to other Arabic states, subject matter taught, and attendance at previous training programs are related to teachers' perceptions of their needs for in-service training programs in the areas of teaching methods, developing learning environment, student evaluation, and goals and objectives. Those who travelled to other Arabic states 4 to 6 times perceived

a higher need for in-service training programs in the area of teaching methods compared to those who travelled 7 times or more, and a higher need in the area of developing learning environment compared to those who travelled 1 to 4 times.

17. Teachers who are not teaching history at grade 8 express a higher need for in-service training in the area of student evaluation than those who are teaching history.

18. Teachers who have attended previous in-service training programs perceive a higher need for in-service training programs in the areas of goals and objectives, teaching methods, and student evaluation.

19. School principals' age, job location, travel, academic major, level of education, attendance at in-service training programs, and years of experience in school administration are not related to the principals' perceptions of the need for in-service training for social studies teachers.

20. Principals who graduated from a college of Islamic law perceive a higher need for in-service training programs for social studies teachers in the area of instructional media than do those who graduated from a college of education.

Recommendations

Findings of the present study indicate that social studies teachers face the problem of low student interest in social studies. This may reflect the attitudes of some Saudian people toward social studies. Other school subjects, such as math, science, and English, seem more practical and more directly related to the process of modernization and the job market, which is evident in such things as improved construction, food production, and health care, especially in Third World countries such as Saudi Arabia. This immediate applicability may seem to justify offering more in-service training to math, science and English teachers and the attention which seems to be given to these subjects' curriculum in Saudi Arabia. Because of the more indirect effects of social studies on society and student's lives, it may be tempting to delay the establishment of effective in-service training for social studies teachers in the intermediate schools of Saudi Arabia. However, the reality is that social studies play an essential role in the achievement of modern Saudi educational goals by developing each individual into a person who lives his or her own life while at the same time carrying out the responsibilities of an effective citizen.

Social studies is that part of the school curriculum which has primary responsibility for helping

students develop the knowledge, skills, attitudes, and values needed to participate in the civic life of their local communities, the nation, and the world (Banks and Clegg, 1985). Particularly within Saudi Arabia, social studies is that part of the educational curriculum which provides a bridge for the students between their Islamic heritage and the ever-changing modern world. One of the goals of teaching social studies at intermediate schools in Saudi Arabia, as stated in the curriculum guide for boys (Ministry of Education, 1971), is to "aid in upbringing of a good citizen with an obligation to Islamic virtues." This means being able to make the right decisions for themselves and for their nation in the context of an interdependent world. Since Islam came to reform people's affairs and since we live in a challenging global age, making reasonable and appropriate decisions is an important part of being a Saudi citizen.

It is social studies teachers who have the responsibility of developing Saudi students (in light of Islam) into knowledgeable decision makers by examining a wide range of pertinent topics, such as the world economic system, cultural differences, political and social struggles, and the effects of changing technology in areas such as transportation and communication. Knowledge about such topics is always undergoing change and development, reflecting the continuous and

accelerating changes in events, ideas, and peoples of the actual world. Also, the translation of abstract ideas into creative and practical studies in the classroom is not an easy task. In addition, understanding the present world trends and their implications requires social studies teachers to have some effective skills for predicting the future. To be able to effectively carry out their duties, social studies teachers need not only to continually improve their competencies in their subject matter, but also to develop the methods and approaches that will foster a positive attitude toward social studies among Saudi children. Effective in-service training programs play an essential role in the on-going development of social studies teachers toward meeting these goals.

In light of the preceding discussion and the results of the present study, two sets of recommendations will be presented. One set will be for the Saudi Ministry of Education and Saudi universities, and one set will be for future researchers.

Recommendations to the Ministry of Education and Saudi Universities

Based on the results of the present study, the following are some recommendations to the Ministry of Education and the Saudi Arabian universities that can be taken under consideration when establishing in-service training programs for social studies teachers:

1. The results indicate that teachers perceived an average need for in-service training in all six selected areas of teaching competency, while supervisors and principals perceived an above average need for in-service training of teachers. Therefore, the in-service training programs organized by the Ministry of Education and pre-service training programs offered by Saudi universities for social studies teachers should emphasize all the six selected areas of teaching competency (i.e., developing a learning environment, goals and objectives, instructional media, subject matter content, teaching methods, and student evaluation). However, more particular emphasis should be given to the areas of subject-matter content, developing learning environment, and instructional media since teachers selected the five most needed competencies for their in-service training from these three areas.

2. Teachers may assume that supervisors and principals function primarily as evaluators, and thus may refrain from discussing classroom problems with supervisors and school principals in order to avoid a negative evaluation. This situation may change when teachers feel that one of the official responsibilities of supervisors and principals is training teachers. Teachers then become more involved with supervisors and principals by describing their work problems in order to

get assistance in finding suitable solutions. If this were the case, all three groups would most likely develop a working unity and exchange mutual constructive criticism, thus creating a cooperative climate that would foster teachers' competency.

Therefore, the participation of social studies supervisors and school principals in the training of social studies teachers should be solicited. The results indicate that supervisors and principals perceived a higher need for in-service training of teachers than did the teachers themselves in all six selected areas of teaching competency. This might be attributed to the fact that supervisors and principals generally have more experience in the field of education than teachers, thus they may have richer insights into the educational needs of teachers. However, the perceptions of principals and supervisors may also be affected by their role as evaluators of teacher performance. If they participate in the in-service training of social studies teachers, supervisors and principals can utilize their own particular and valuable experiences in order to expand and function more as cooperative resource persons and less as only evaluators of teachers.

3. Because of the pervasive and rapid change occurring in today's global age, the needs of teachers for in-service training programs will change from time

to time, depending on the changing needs of their society and students, and on emerging developments in social studies knowledge. It may be assumed, then, that teachers' needs for in-service training are renewable and endless. Consequently, an annual survey of social studies teachers' needs for in-service training programs would assist planners in designing effective pre-service and in-service training programs for social studies teachers by identifying the shifting needs of teachers for in-service training. This survey should include teachers, supervisors, principals, superintendents, and other related personnel. By means of such a recurring survey, participants would gain familiarity with the role of in-service training in developing the competency of teachers. They would thus be more alert to in-service needs as they arise and gain an appreciation of the role of research in the development of teaching competency. Finally, the results of the yearly survey of teachers' needs should be linked with in-service evaluation, in order to gauge the effectiveness of in-service training programs.

4. The results of the present study indicate that those teachers who had attended in-service training did not participate in the planning of their training, and that most of them did not participate in the evaluation of their training. However, participation of the trainees in the entire process of their training is

recommended in order to provide training that is effective. Accordingly, planners of in-service training programs for social studies teachers should give teachers a chance to participate in all program stages, from the identification of their needs, to the construction of program goals and objectives, to the evaluation of the program. Training programs are more likely to achieve success when participants see that their specific and particular needs are being addressed and that they, too, share responsibility for the design, implementation, and practical outcome of training programs.

5. Almost none of the teachers who participated in the present study participated in any annual symposia during the previous two years. The regular meeting of social studies educators plays an essential role in developing teachers' competency. In such meetings, teachers present and discuss important and developing social studies topics and share solutions to common classroom problems. This process enriches teachers' subject knowledge and helps them to develop deeper insights into education in general. On a national level, if teachers from the different regions of Saudi Arabia come together to share ideas and exchange experiences, their knowledge about the commonalities and diversities within Saudi Arabian society will be broadened. Consequently, it is recommended that

teachers be encouraged to attend annual symposia (meetings) to exchange ideas, discuss problems, and introduce what is new in the social studies field.

6. The present results indicate that one of the problems faced by social studies teachers is the lack of curriculum guides. A good curriculum guide that is produced with the participation of a variety of social studies specialists contributes immensely to the teaching competency of both experienced and beginning teachers. An effective curriculum guide saves teacher time and effort by spelling out the learning objectives of the various subjects that comprise the social studies, discussing those instructional media that fit well with each subject, presenting possible techniques for teaching various subjects and topics, allocating ideas for making student homework an integral part of the learning process, and outlining criteria for student evaluation. Consequently, curriculum guides should be available for teachers in order to help them gain more familiarity with the subject matter they teach and the diversity of ways it can be taught.

7. Some respondents of the present study expressed problems with their school building and its capacity for housing the needed instructional media or conducting social studies activities. Adequate space in and design of school buildings play an important role in the implementation of effective teaching strategies and in

making learning a positive experience for students. Space and facilities are necessary to make and house maps, conduct research, store instructional media, and show films. Additional facilities, such as theater and museum space, may be required so that students may both view and present demonstrations. Finally, social studies teachers need a room where they may meet, discuss, and plan lessons and curriculum. Accordingly, it is recommended that the Ministry of Education consider these problems and plan for a proper solution to them in future projects.

8. The present study identified six major characteristics of an outstanding social studies teacher. These characteristics are: those who are well versed in their subject matter, have knowledge in other subjects, possess a personality that motivates students to learn more, have the ability to convey information to students using suitable techniques, demonstrates the ability to use instructional media and other sources of information, and have an interest in teaching the subject. Hence, it is recommended that the planners of pre-service and in-service training programs of social studies teachers emphasize these characteristics through the social studies teacher preparation programs.

9. This study indicated that one of the major problems faced by social studies teachers is curriculum rigidity. Curriculum planning that includes the

participation of teachers is more likely to take into account the diversity among teachers and students and meet their particular needs while aiming at broader educational goals. Teachers in different schools and in different regions may encounter different problems in the curriculum. Textbooks, maps, charts, and graphics may prove to be too difficult for some students and too easy for others. Because teachers have valuable day-to-day experience in the classroom, the richness of their ideas, suggestions, comments, and recommendations should be included in curriculum development. Accordingly, it is recommended that participation of social studies teachers in curriculum development should be encouraged.

10. The present study explored seventeen roles for social studies supervisors and school principals in the development of teachers' competency. Accordingly, the Ministry of Education in Saudi Arabia should take these roles into account when outlining the responsibilities of supervisors and principals. The performance of these duties could be encouraged by establishing suitable follow-up evaluations. Furthermore, these roles may serve as a guide for the exploration of other roles that principals and supervisors may play in the development of teachers' competency in the future.

When social studies teachers, social studies supervisors, and school principals know in advance the

roles that supervisors and principals play in developing teachers' teaching competency, the result is creation of a healthy school climate where everyone realizes his role and principles of accountability can be employed. Through cooperation the entire school staff realizes the job to be done and goes about doing it as it should be done.

Recommendations to Future Researchers

This study identified the perceptions of male social studies teachers, social studies supervisors, and school principals working under the supervision of the Ministry of Education in intermediate schools in three cities in Saudi Arabia regarding the needs of social studies teachers for in-service training programs in six selected areas of teaching competency. The continuing efforts to improve teachers' competency in teaching are, of course, endless. However, toward that goal the following recommendations for further research are offered:

1. Studies should be conducted in boys' intermediate schools and girls' intermediate schools throughout Saudi Arabia to discover: to what extent do male and female social studies teachers differ in their perceptions regarding their needs for in-service training programs? And what is the effect of supervision, college of graduation, and gender on the

perceptions of teachers regarding their needs for in-service training? Such studies may benefit those responsible for both girls' and boys' schools and contribute to mutual exchange in the planning of in-service training of teachers.

2. Studies should be conducted among social studies teachers who are working at different levels of education to discover: to what extent do social studies teachers of elementary, intermediate, and secondary schools in Saudi Arabia differ in their perceptions of their needs for in-service training? The effects of educational level on teachers' perceptions of their needs for in-service training may be discovered through such study in order to gather basic information for establishing effective in-service training for social studies teachers. The results of such studies may contribute to the planning of in-service training that is suitable and appropriate for each level.

3. Studies should be conducted using additional areas of teaching competency, such as competencies related to individual differences and to curriculum planning and evaluation, in order to discover: to what extent do social studies teachers of intermediate schools in Saudi Arabia perceive needs for in-service training that stress social studies goals, curriculum planning and evaluation, and individual differences? Such studies could contribute to the planning of

in-service training programs for social studies teachers that are broadly based and well rounded.

4. Studies similar to the present one should be conducted using other research methods (e.g., observation and/or interviews). Such studies may focus on asking: do social studies teachers in Saudian intermediate schools have the needed competencies for teaching? The use of a variety of research methods will generate more varied and comprehensive information from individual teachers. Such studies may contribute to the planning of in-service training that is adaptable to the individual differences among teachers. Furthermore, getting needed information through different research methods may give more confidence about the problem under study.

5. The results indicate that most of the social studies teachers who participated in the present study did not attend in-service training programs. Of those who did, none participated in planning, while just three participated in evaluation of the programs. Accordingly, it is recommended that studies be conducted that address the question: what are the major problems facing the establishment of effective in-service training programs for social studies teachers in Saudi Arabia? Such studies may elicit important information about the planning, implementation, evaluation,

follow-up, time, and place for in-service training in the social studies in Saudi Arabia.

6. Replication of this study should be done in other Saudi cities in order to verify the results of the present one.

APPENDIX

APPENDIX A

Questionnaire (English version)

Questionnaire Cover Letter
(English version)

Dear Colleague:

As part of my graduate program at Michigan State University, I am conducting a study that deals with the needs of intermediate-school social studies teachers for in-service training programs, as perceived by social studies teachers, supervisors, and principals of intermediate schools. The results of this study will be reported in a doctoral dissertation. You were selected at random to be part of the sample of this study.

The important role which in-service training programs may play in developing and improving teachers' skills and competencies in instruction is known to you. However, such activities could become even more effective when they are designed to meet the real needs of teachers themselves. Therefore, the attached questionnaire has been designed to identify what teachers, supervisors, and principals perceive as the needs of intermediate-school social studies teachers for in-service training programs.

The questionnaire is divided into three parts. The first part includes questions designed to solicit some personal and demographic data related to your professional experiences. Part II asks for your assessment of 42 statements which represent varieties of teaching skills and competencies that are important for teaching social studies subjects. Part III asks you to answer, in your own words, one question about the roles played by social studies supervisors and school principals to help social studies teachers develop their teaching competencies.

Please answer all questions as accurately as you can. Your participation is necessary for the completion of this study. The information you give will be useful in the efforts of educational authorities as they seek to plan an effective in-service training program for social studies teachers. Please be sure not to write your name on the questionnaire form. The researcher assures you that your answers will be kept strictly confidential and the information you give will be used only for research purposes. Your participation is voluntary, and there is no penalty for not participating in this study.

Your participation and cooperation in this study are greatly appreciated. Together, we can work to develop social studies in our country's educational system.

Sincerely,

Dhaifalla Al-Thobaitey

APPENDIX A-1
Questionnaire for Teachers

Part IGeneral Information

Please place a (✓) mark on the appropriate answer for each of the following and supply additional information as requested.

1 - Age:

- ☐ 1. 20-24
- ☐ 2. 25-29
- ☐ 3. 30-34
- ☐ 4. 35-39
- ☐ 5. 40-44
- ☐ 6. 45-49
- ☐ 7. 50-54
- ☐ 8. 55 or above

2 - Marital status:

- ☐ 1. Single
- ☐ 2. Married

3 - Position:

- ☐ 1. Social studies teacher
- ☐ 2. Social studies supervisor
- ☐ 3. School principal

4 - City in which you work:

- ☐ 1. Dammam
- ☐ 2. Riyadh
- ☐ 3. Taif

5 - How many times have you travelled to other areas of the world:

- ☐ 1. Other Arab States
- ☐ 2. Non-Arabic Asian states
- ☐ 3. Non-Arabic African states
- ☐ 4. European states
- ☐ 5. South/Central American states
- ☐ 6. USA
- ☐ 7. Other states
- ☐ 8. I have not travelled outside Saudi Arabia

6 - I received my baccalaureate degree from the College of

- ☐ 1. Education
- ☐ 2. Art and Science
- ☐ 3. Humanities and Arts
- ☐ 4. Social Science
- ☐ 5. Islamic Law (Shari'a)
- ☐ 6. Other (please specify) _____

7 - Major _____ minor _____

8 - Name of university from which you graduated: _____

9 - Country of the university

- ___ 1. Saudi Arabia
- ___ 2. Arab country
- ___ 3. European country
- ___ 4. U.S.A.
- ___ 5. Other nation

10 - Highest degree held beyond the baccalaureate, its field, and the name of the university which granted the degree:

	<u>Degree</u>	<u>Field</u>	<u>University name</u>
1 -	___ diploma	_____	_____
2 -	___ master's	_____	_____
3 -	___ Ph.D.	_____	_____

11 - Teaching experience in social studies

- ___ 1. 0 years
- ___ 2. less than one year
- ___ 3. 1-5 years
- ___ 4. 6-10 years
- ___ 5. 11-15 years
- ___ 6. 16-20 years
- ___ 7. More than 20 years

12 - Currently I teach

- ___ 1. Geography in grade 7 ___, 8 ___, 9 ___,
- ___ 2. History in grade 7 ___, 8 ___, 9 ___,
- ___ 3. Other (please specify) _____

13 - How often did you participate in social studies symposia (meetings) in the last 2 years with the following personnel (whichever apply to you)?

	none	once	twice	more
___ 1. Supervisors of social studies	___	___	___	___
___ 2. Principal of your school	___	___	___	___
___ 3. Social studies teachers at the local level	___	___	___	___
___ 4. Social studies teachers at the national level	___	___	___	___

14 - Have you attended any in-service programs?

Yes ____ No ____ If yes, continue

- A) The nature of the program _____
B) The duration of the training was _____ weeks
C) Did you participate in the planning of the in-service program?

____ 1. Yes ____ 2. No

- D) Did you participate in the evaluation of the in-service program?

____ 1. Yes ____ 2. No

- E) How valuable was your in-service program?

____ 1. Very valuable ____ 2. Valuable ____ 3 Not valuable

15 - Would you be willing to participate in an in-service training program on your own time?

____ 1. Yes ____ 2. No

16 - Please give three characteristics that you consider important in order for you to become an outstanding social studies teacher:

1. _____

2. _____

3. _____

17 - Give the three major problems faced by you as a social studies teacher (List these problems in order of importance):

1. _____

2. _____

3. _____

- 18 - Rank the following areas according to the need for in-service training programs for you as a social studies teacher. (Rank 1 for "most needed" and rank 6 for "least needed.")

- ___ A. Goals and objectives
- ___ B. Subject content
- ___ C. Teaching methods
- ___ D. Instructional media
- ___ E. Student evaluation
- ___ F. Developing learning environment

End of Part I - Please continue with Part II on the next page.

Dear Social Studies Teacher,

The second part of the questionnaire is enclosed. You will find forty-two statements concerning teacher competencies. These competencies are assumed to be important for all social studies teachers. Their importance is not to be evaluated by this questionnaire; your answer should focus on the degree of your actual need for the in-service training in these competencies. Also, Item 43 asks you to rank in order of importance for you as a social studies teacher, the 5 most strongly needed competencies among the 42 competencies.

You may have already gained some of these competencies, whereas you may need training in some others. There are no right or wrong answers. The objective of this questionnaire is to determine the actual need of social studies teachers for in-service training in those competencies.

Examples:

Ability to determine the role of social studies in preparing the students for work.

Respondent 1

Respondent 2

Strongly needed	Needed	Not needed	Strongly not needed
☒	☐	☐	☒
☐	☐	☐	☐

The answer of respondent 1 is "strongly not needed" because social studies teachers already have this competency. The answer of respondent 2 is "strongly needed" because social studies teachers are in need of in-service training in this competency.

Part II

[illegible]

- 1 - Ability to identify different philosophical positions for teaching social studies.
- 2 - Ability to identify and describe the primary educational purpose reflected in each of the social studies goals.
- 3 - Ability to analyze and evaluate social studies goals in terms of their consequences for learners.
- 4 - Ability to construct and assess a set of instructional goals and objectives of social studies.
- 5 - Ability to relate the purpose of social studies education to the needs of the community and society at large.
- 6 - Ability to help the students to understand that different people can cooperate in pursuit of common goals.
- 7 - Ability to demonstrate an appreciation of a world which is becoming a global society in which all parts are interdependent.
- 8 - Ability to keep abreast of developments in the social studies subject matter areas.
- 9 - Ability to locate, select, and use materials from primary as well as secondary sources related to social studies.
- 10 - Ability to demonstrate knowledge of several cultures in the world and of their contribution to the total human experience.

	Strongly needed	Needed	Not needed	Strongly not needed
11 - Ability to recognize and select appropriate content, concepts, and methodologies from the disciplines which will lead students to experience the uniqueness of the several social sciences.	—	—	—	—
12 - Ability to recognize that theories and generalizations of social sciences change in the light of new evidence.	—	—	—	—
13 - Ability to introduce different models for organizing the social studies curriculum.	—	—	—	—
14 - Ability to promote the study of historical experience, cultural patterns, and social problems of contemporary Saudi society.	—	—	—	—
15 - Ability to provide instruction leading to the acquisition, comprehension and problem-solving application of knowledge.	—	—	—	—
16 - Ability to diagnose the entry knowledge, skills, interests and needs of students and use the results in planning.	—	—	—	—
17 - Ability to use resource speakers and field trips as techniques for teaching social studies.	—	—	—	—
18 - Ability to recognize the controversial nature of social issues and to promote objective discussion and study of sensitive issues.	—	—	—	—
19 - Ability to utilize various processes relating to inductive and deductive reasoning such as observing, inferring, classifying, predicting, comparing and contrasting, interpreting data, and forming and testing hypotheses.	—	—	—	—
20 - Ability to develop understanding and appreciation of similarities and differences through the use of techniques such as role-playing, simulation, oral history, and social participation.	—	—	—	—

- 32 - Ability to plan and carry out evaluation which will include the assessment of progress in knowledge, skills, attitudes, and abilities, including thinking, valuing and social interaction.
- 33 - Ability to constructively use evaluation in helping student progress in social studies.
- 34 - Ability to seek feedback from students about the course and the teaching of the course in social studies.
- 35 - Ability to review student progress and achievement records to assess the effectiveness of instruction in social studies.
- 36 - Ability to integrate into instruction the cultural environment of students.
- 37 - Ability to counsel and confer with students.
- 38 - Ability to instill in the student the will to learn on his own initiative.
- 39 - Ability to stimulate growth of pupil attitudes and values.
- 40 - Ability to create an atmosphere conducive to freedom of expression within the framework of respect for others and their contributions.
- 41 - Ability to communicate and interact with parents and the community.
- 42 - Ability to find ways to develop and encourage student independence and responsibility.

- 43 From all the 42 competencies listed above, rank order the 5 most strongly needed competencies for you as a social studies teacher in order of importance (Rank 1 for "most important," and rank 5 for "least important." You may respond by using the item numbers instead of writing the whole competencies.)

1. _____
2. _____
3. _____
4. _____
5. _____

End of Part II - Please continue with Part III on the next page.

Part III

Please answer this question in your own words as much as you can.

What role do you expect school principals and social studies supervisors to play in helping you to develop your competency in teaching social studies?

Thank you for your participation.

APPENDIX A-2

Questionnaire for Supervisors and Principals

Part IGeneral Information

Please place a (✓) mark on the appropriate answer for each of the following.

1 - Your age:

- ☐ 1. 20-24
- ☐ 2. 25-29
- ☐ 3. 30-34
- ☐ 4. 35-39
- ☐ 5. 40-44
- ☐ 6. 45-49
- ☐ 7. 50-54
- ☐ 8. 55 or above

2 - Your marital status:

- ☐ 1. Single
- ☐ 2. Married

3 - Your position:

- ☐ 1. Social studies teacher
- ☐ 2. Social studies supervisor
- ☐ 3. School principal

4 - Your city:

- ☐ 1. Dammam
- ☐ 2. Riyadh
- ☐ 3. Taif

5 - What areas of the world have you travelled in?

- ☐ 1. Other Gulf States
- ☐ 2. Asia/Pacific
- ☐ 3. Africa
- ☐ 4. Europe
- ☐ 5. South/Central America
- ☐ 6. USA/Canada
- ☐ 7. I have not travelled outside Saudi Arabia

6 - You graduated from the College of

- ☐ 1. Education
- ☐ 2. Art and Science
- ☐ 3. Humanities and Arts
- ☐ 4. Social Science
- ☐ 5. Islamic Law (Shari'a)
- ☐ 6. Other (please specify) _____

7 - Major _____ minor _____

8 - Name of university from which you graduated: _____

9 - Country of the university

- ___ 1. Saudi Arabia
- ___ 2. Arab country
- ___ 3. European country
- ___ 4. U.S.A.
- ___ 5. Other nation

10 - Highest degree held beyond the baccalaureate, its field, and the name of the university which granted the degree:

	<u>Degree</u>	<u>Field</u>	<u>University name</u>
1 -	___ diploma	_____	_____
2 -	___ master's	_____	_____
3 -	___ Ph.D.	_____	_____

11 - Teaching experience in social studies

- ___ 1. 0 years
- ___ 2. less than one year
- ___ 3. 1-5 years
- ___ 4. 6-10 years
- ___ 5. 11-15 years
- ___ 6. 16-20 years
- ___ 7. More than 20 years

12 - Supervisory experience in social studies (for supervisor only)

- ___ 1. less than one year
- ___ 2. 1-5 years
- ___ 3. 6-10 years
- ___ 4. 11-15 years
- ___ 5. 16-20 years
- ___ 6. More than 20 years

- Experience as school principal (for principal only)

- ___ 1. less than one year
- ___ 2. 1-5 years
- ___ 3. 6-10 years
- ___ 4. 11-15 years
- ___ 5. 16-20 years
- ___ 6. More than 20 years

- 13 - How often did you participate in social studies symposia (meetings) in the last 2 years with the following personnel (whichever apply to you)?

	none	once	twice	more
___ 1. Supervisors of social studies	___	___	___	___
___ 2. Principal of your school	___	___	___	___
___ 3. Social studies teachers at the local level	___	___	___	___
___ 4. Social studies teachers at the national level	___	___	___	___

- 14 - Have you attended any in-service programs?

Yes ___ No ___ If yes, continue

- A) The nature of the program _____
 B) The duration of the training was _____ weeks
 C) Did you participate in the planning of the in-service program?

___ 1. Yes ___ 2. No

- D) Did you participate in the evaluation of the in-service program?

___ 1. Yes ___ 2. No

- E) How valuable was your in-service program?

___ 1. Very valuable ___ 2. Valuable ___ 3 Not valuable

- 15 - Do you think that social studies teachers are willing to participate in an in-service training program on their own time?

___ 1. Yes ___ 2. No

- 16 - Please give three characteristics that you consider important in an outstanding social studies teacher:

1. _____

 2. _____

 3. _____

- 17 - Give the three major problems faced by social studies teachers
(List these problems in order of importance):

1. _____

2. _____

3. _____

- 18 - Rank the following areas according to the need for in-service
training programs for social studies teachers who you work with in
the school(s). (Rank 1 for "most needed" and rank 6 for "least
needed.")

- ___ A. Goals and objectives
___ B. Subject content
___ C. Teaching methods
___ D. Instructional media
___ E. Student evaluation
___ F. Developing learning environment

End of Part I - Please continue with Part II on the next page.

Dear Social Studies Supervisor and Intermediate School Principal:

The second part of the questionnaire is enclosed. You will find forty-two statements concerning teacher competencies. These competencies are assumed to be important for all social studies teachers. Their importance is not to be evaluated by this questionnaire; your perception to the answer should focus on the degree of the actual need of social studies teachers who you work with in the school for in-service training in these competencies. Also, Item 43 asks you to rank in order of importance the 5 most strongly needed competencies for social studies teachers among the 42 competencies.

You may see that the social studies teachers have already gained some of these competencies, whereas you may see that they need training in some others. There are no right or wrong answers. The objective of this questionnaire is to determine the actual need of social studies teachers for in-service training in those competencies as you perceive it.

Examples:

Ability to determine the role of social studies in preparing the students for work.

Respondent 1

Respondent 2

Strongly needed	Needed	Not needed	Strongly not needed
☒	☐	☐	☒
☐	☐	☐	☐

The answer of respondent 1 is "strongly not needed" because social studies teachers already have this competency. The answer of respondent 2 is "strongly needed" because social studies teachers are in need of in-service training in this competency.

Part II

[illegible]

- 1 - Ability to identify different philosophical positions for teaching social studies.
- 2 - Ability to identify and describe the primary educational purpose reflected in each of the social studies goals.
- 3 - Ability to analyze and evaluate social studies goals in terms of their consequences for learners.
- 4 - Ability to construct and assess a set of instructional goals and objectives of social studies.
- 5 - Ability to relate the purpose of social studies education to the needs of the community and society at large.
- 6 - Ability to help the students to understand that different people can cooperate in pursuit of common goals.
- 7 - Ability to demonstrate an appreciation of a world which is becoming a global society in which all parts are interdependent.
- 8 - Ability to keep abreast of developments in the social studies subject matter areas.
- 9 - Ability to locate, select, and use materials from primary as well as secondary sources related to social studies.
- 10 - Ability to demonstrate knowledge of several cultures in the world and of their contribution to the total human experience.

- 21 - Ability to identify and employ techniques of values clarification or moral reasoning such as open-ended stories and dilemmas, and examination of value-laden issues.
- 22 - Ability to select and use materials from the humanities such as art and literature, as well as materials from the social sciences and history.
- 23 - Ability to utilize audio-visual equipment and other mechanical aids related to social studies for improving instruction.
- 24 - Ability to develop skills in making and using different instructional media.
- 25 - Ability to use recent technological advances to enhance teacher-student interaction and student-student interaction.
- 26 - Ability to select and use materials which accommodate the needs of individual students.
- 27 - Ability to select and use current sources of media, such as newspapers, television, cartoons, etc.
- 28 - Ability to develop media materials for remedial purposes.
- 29 - Ability to establish appropriate performance criteria for evaluating students in social studies.
- 30 - Ability to translate instructional objectives into terminal behaviors.
- 31 - Ability to use a variety of classroom evaluation techniques appropriate for social studies, such as observation, meetings, involving students in self-evaluation, etc.

	Strongly needed	Needed	Not needed	Strongly not needed
32 - Ability to plan and carry out evaluation which will include the assessment of progress in knowledge, skills, attitudes, and abilities, including thinking, valuing and social interaction.	—	—	—	—
33 - Ability to constructively use evaluation in helping student progress in social studies.	—	—	—	—
34 - Ability to seek feedback from students about the course and the teaching of the course in social studies.	—	—	—	—
35 - Ability to review student progress and achievement records to assess the effectiveness of instruction in social studies.	—	—	—	—
36 - Ability to integrate into instruction the cultural environment of students.	—	—	—	—
37 - Ability to counsel and confer with students.	—	—	—	—
38 - Ability to instill in the student the will to learn on his own initiative.	—	—	—	—
39 - Ability to stimulate growth of pupil attitudes and values.	—	—	—	—
40 - Ability to create an atmosphere conducive to freedom of expression within the framework of respect for others and their contributions.	—	—	—	—
41 - Ability to communicate and interact with parents and the community.	—	—	—	—
42 - Ability to find ways to develop and encourage student independence and responsibility.	—	—	—	—

- 43 From all the 42 competencies listed above, rank order the 5 most strongly needed competencies for social studies teachers in order of importance (Rank 1 for "most important," and rank 5 for "least important." You may respond by using the item numbers instead of writing the whole competencies.)

1. _____
2. _____
3. _____
4. _____
5. _____

End of Part II - Please continue with Part III on the next page.

Part III

Please answer this question in your own words as much as you can.

1. What do you do to help social studies teachers develop their teaching competency?

Thank you for your participation.

APPENDIX B

Questionnaire (Arabic version)

بسم الله الرحمن الرحيم

زملائي الأعزاء

ان الدور الذي يمكن أن تلعبه برامج تدريب المدربين أثناء الخدمة معروف لديكم. وهذه البرامج يمكن أن تكون أكثر فعالية اذا خطط لها بشكل جيد بحيث تلبى احتياجات المدربين الفعلية.

ان المدربين هم القادرون على تحديد حاجاتهم الفعلية للتدريب أثناء الخدمة ، بالإضافة الى ذلك فان توجيهي المواد ومدراء المدارس باستطاعتهم أن يساهموا بدور فعال في تحديد حاجات المدربين للتدريب ، وذلك بحكم طبيعة عملهم .

زملائي الأعزاء: ان دراستي في مرحلة الدكتوراه قائمة على مدى عمورك لتحديد حاجات مدرسي المواد الاجتماعية الى البرامج التدريبية أثناء الخدمة.

هذه الدراسة هي أطروحة الدكتوراه في جامعة ولاية ميتشغن ، وقد وقع عليكم الاختبار ضمن هيئة عشوائية للمشاركة في هذه الدراسة لتعبئة الاستبيان المصمم لتحديد حاجات مدرسي المواد الاجتماعية للتدريب أثناء الخدمة.

ان الاستبيان المرفق قد قسم الى ثلاثة أقسام: القسم الأول يحتوي على أسئلة تتعلق بمعرفة بعض الجوانب الشخصية للمشاركين في الاجابة على هذا الاستبيان. أما القسم الثاني فانه يحتوي على 1 ، ب ففي الفقرة 1 سوف تجد اثنين وأربعين جملة تشكل مجموعة من الكفاءات المهمة والمتعلقة بتدريس المواد الاجتماعية.

وال المطلوب منك تحديد حاجات مدرسي المواد الاجتماعية الى دورات تدريبية في هذه الكفاءات. وفي الفقرة ب مطلوب منك اختبار خمس كفاءات من ضمن الاثنين وأربعين كفاءة وترتيبها حسب حاجة المدرس الى أخذ دورات ، فيها في حين أن القسم الثالث من الاستبيان

(٢)

بدور حول معرفة تصورك عن الدور الذى يلعبه موجهو المواد الاجتماعية ومدراء المدارس فى مساعدة مدرسى المواد الاجتماعية على تطوير كفاءاتهم فى التدريس.

آمل الاجابة على جميع الأسئلة متوخيا الموضوعية فى اجابتك علما بأن مشاركتك مهمة وفورية فى سبيل اكمال الدراسة على الوجه المطلوب لاسيما وأن المعلومات التى ستدلى بها ستكون مهمة ومفيدة للغاية للقائمين على التعليم فى سبيل تصميم برامج فعالة لمدرسى المواد الاجتماعية.

كما آمل عدم كتابة أسمك على الاستبيان علما بأن اجابتك ستحاط بالسرية الكاملة وتستخدم فى أغراض البحث فقط.

وعلى العموم فالباحث يشكركم على المشاركة والتعاون فى سبيل انجاز هذه الدراسة. وعلى الرغم من أن مشاركتكم اختيارية الا أنها مهمة لنتطمع معا باذن الله أن تطور الدراسات الاجتماعية فى النظام التعليمى فى بلدنا.

رئيسكم

ضيف الله الشبتي

(٣)

الجزء الأولمعلومات عامة:

من فضلك ضع إشارة (/) أمام الاجابة الثلاثة أو اكتب
الاجابة اذا كان السؤال يتطلب ذلك فيما يلي :

1-3

5

١ - العمر:

- ١ - من ٢٠ - ٢٤ _____
- ٢ - من ٢٥ - ٢٩ _____
- ٣ - من ٣٠ - ٣٤ _____
- ٤ - من ٣٥ - ٣٩ _____
- ٥ - من ٤٠ - ٤٤ _____
- ٦ - من ٤٥ - ٤٩ _____
- ٧ - من ٥٠ - ٥٤ _____
- ٨ - من ٥٥ فأكثر _____

6

٢ - الحالة الاجتماعية:

- ١ - أم - زوج - _____
- ٢ - متزوج _____

الارقام الانجليزية الموجودة على يسار الصفحة
والرموز خاصة باستخدام الكمبيوتر.

(٤)

٣ - الوظيفة:

7

- _____ ١ - مدرس مواد اجتماعية
 _____ ٢ - موجه مواد اجتماعية
 _____ ٣ - مدير مدرسة

٤ - المدينة التي تعمل بها:

8

- _____ ١ - الدمام
 _____ ٢ - الرياض
 _____ ٣ - الطائف

٥ - كم عدد المرات التي قست فيها بزيارة الدول التالية ؟

9

_____ ١ - دول عربية

10

_____ ٢ - دول أسيوية غير عربية

11

_____ ٣ - دول افريقية غير عربية

12

_____ ٤ - دول أوروبية

13

_____ ٥ - دول جنوب ووسط أمريكا

14

_____ ٦ - الولايات المتحدة الأمريكية

15

_____ ٧ - دول أخرى

16

_____ ٨ - لم أقم بزيارة أى دولة

(٥)

17

٦ - الكلمة التي حملت منها على درجة البكالوريوس:

١ - التهيئة

٢ - الآداب

٣ - الآداب والعلوم الانسانية

٤ - العلوم الاجتماعية

٥ - الشريعة

٦ - أخرى من فضلك وضح

٧ - التخصيص :

18-19

١ - الأساسى

20-21

ب - الفرعى

22-23

٨ - اسم الجامعة

24

٩ - البلد الذى تقع فيه الجامعة:

١ - السلطنة العربية السعودية

٢ - بلد مصر آخر

٣ - بلد أوراسى

٤ - الولايات المتحدة الأمريكية

٥ - بلد آخر

(٦)

25

١٠ - أعلى شهادة حصلت عليها بعد البكالوريوس:

الاختصاص الجامعة

١ - دبلوم — — —

٢ - ماجستير — — —

٣ - دكتوراه — — —

26

١١ - سنوات الخبرة في تدريس المواد الاجتماعية:

١ - صفر — — —

٢ - أقل من سنة — — —

٣ - من ١ - ٥ سنوات — — —

٤ - من ٦ - ١٠ سنوات — — —

٥ - من ١١ - ١٥ سنة — — —

٦ - من ١٦ - ٢٠ سنة — — —

٧ - أكثر من ٢٠ سنة — — —

(٧)

27-28

A	B	- C

١٢ - أدرس في الوقت الحاضر:

- _____ ١ - جغرافية الصف الأول
- _____ الصف الثاني
- _____ الصف الثالث
- _____ ب - تاريخ الصف الأول
- _____ الصف الثاني
- _____ الصف الثالث

ج - مادة أخرى من فضلك وضع _____

١٣ - كم عدد مشاركاتك في الندوات والاجتماعات المقامة حول المواد الاجتماعية في العامين الماضيين مع الفئات التالية:

		أكثر من	مرتين	مرتين	مرة	
		مرتين	مرتين	مرتين	مرة	
		مرتين	مرتين	مرتين	مرة	
		مرتين	مرتين	مرتين	مرة	
29		_____	_____	_____	_____	١- موجهي المواد الاجتماعية
30		_____	_____	_____	_____	٢- المدير ومدرسي المواد الاجتماعية في المدرسة
31		_____	_____	_____	_____	٣- مدرسي المواد الاجتماعية في المنطقة
32		_____	_____	_____	_____	٤- مدرسي المواد الاجتماعية في المملكة

(٨)

١٤ - هل سبق لك أن التحقت بأحدى الدورات التدريبية؟ ☐ 33

١ - نعم _____

٢ - لا _____

إذا كانت الإجابة بنعم أكمل الإجابة على بقية فقرات السؤال .

١ - طبيعة البرنامج _____ 34-35 ☐

ب - مدة الدورة _____ 36 ☐

ج - هل شاركت في التخطيط لهذه الدورة؟ 37 ☐

١ - نعم _____

٢ - لا _____

د - هل شاركت في تقييم الدورة؟ 38 ☐

١ - نعم _____

٢ - لا _____

هـ - ما هو تقييمك للدورة التدريبية التي التحقت بها؟ 39 ☐

١ - مفيدة جداً _____

٢ - مفيدة _____

٣ - غير مفيدة _____

١٥ - هل لديك رغبة في أن تلتحق ببرنامج التدريب أثناء الخدمة خلال أوقاتك الخاصة بك كالأجازات أو نهاية اليوم الدراسي؟

١ - نعم _____ 40 ☐

٢ - لا _____

(٩)

١٦ - أمل اعطاء ثلاث صفات تعتقد أن توفرها مهم في مدرّس المواد الاجتماعية.

- ١ - _____
 41-42 _____
 ٢ - _____
 43-44 _____
 ٣ - _____
 45-46 _____

١٧ - أكتب ثلاث مشاكل أساسية تواجهك كمدرّس للمواد الاجتماعية مع ترتيبها حسب الأهمية.

- ١ - _____
 47-48 _____
 ٢ - _____
 49-50 _____
 ٣ - _____
 51-52 _____

١٨ - رتب الموضوعات التالية حسب حاجتك الى التدريب

عليها أثناء الخدمة " ابتداءً برقم (١) للأكثر

أهمية وانتهاءً برقم (٦) للآقل أهمية "

- أ - الأهداف العامة والأهداف الخاصة
 ب - محتويات منهج المادة
 ج - طرق التدريس
 د - الوسائل التعليمية
 هـ - تقييم الطلبة
 و - تهيئة البيئة التعليمية للمادة
- 53
 54
 55
 56
 57
 58

انتهى الجزء الأول من فضلك انتقل الى الجزء الثاني

(١١)

استبيان لتحديد حاجات مدرسي المواد الاجتماعية

في المملكة العربية السعودية

أ - الى أي حد توافق أو لا توافق مع العبارات الآتية والتي تتعلق باحتياجات
مدرسي المواد الاجتماعية للتدريب أثناء الخدمة من أجل تطوير
كفاءاتهم في التدريس. درجة الاحتياج الى التدريب

العبارة	احتياج بدرجة كبيرة	احتياج	غير احتياج	احتياج اطلاقاً
١ - القدرة على تحديد الأغراض الفلسفية المختلفة من وراء تدريس المواد الاجتماعية.				5 ☐
٢ - القدرة على تحديد ووصف الغرض التعليمي الأساسي الذي ينعكس في كل هدف من أهداف تدريس المواد الاجتماعية.				6 ☐
٣ - القدرة على تحليل وتقييم أهداف المواد الاجتماعية فيما يتعلق بنتائجها على المتعلمين.				7 ☐
٤ - القدرة على بناء وتقييم مجموعة من الأهداف العامة والخاصة لتدريس المواد الاجتماعية.				8 ☐
٥ - القدرة على ربط أهداف تعليم المواد الاجتماعية باحتياجات المجتمع محلياً ووطنياً.				9 ☐
٦ - القدرة على مساعدة الطلاب في ادراك فكرة التعاون بين مختلف الشعوب من أجل تحقيق أهداف مشتركة.				10 ☐

(١٢)

		محتاج بدرجة كبيرة	محتاج	محتاج محتاج اطلاقاً	الملاحظة
11	☐				٧ - القدرة على توضيح فكرة أن العالم عبارة عن مجتمع واحد يعتمد بعضه على بعض.
12	☐				٨ - القدرة على متابعة ما يستجد من تطورات في حقل المواد الاجتماعية وفروعها .
13	☐				٩ - القدرة على تقييم واختيار واستخدام مواد مساعدة من مصادر أساسية وثانوية ذات علاقة بالدراسات الاجتماعية.
14	☐				١٠ - القدرة على توضيح عالمية المعرفة وبيان اسبابها في الخبرات الانسانية.
15	☐				١١ - القدرة على التعرف واختيار المحتوى والفاهيم والأساليب المناسبة من المناهج الفكرية التي تساعد التلاميذ على الاستفادة من خصائص ومزايا العلوم الاجتماعية المتعددة.
16	☐				١٢ - القدرة على ادراك أن النظريات والفاهيم المتصلة بالعلوم الاجتماعية تتغير في ضوء أدلة علمية جديدة.
17	☐				١٣ - القدرة على تقديم نماذج مختلفة في تنظيم مناهج المواد الاجتماعية.
18	☐				١٤ - القدرة على تنمية مواهب الطلاب في دراسة الخبرات التاريخية والأنشطة الحفارية والمشاكل الاجتماعية للمجتمع السعودي المعاصر.

(١٣)

العبارة	محتاج بدرجة كبيرة	محتاج	غير محتاج	غير محتاج اطلاقاً
١٥- القدرة على تقديم الدروس التي تصاعد الطلاب على الفهم والاستيعاب والقدرة على تطبيق المعرفة في حل المشاكل التي تواجههم .				19 ☐
١٦- القدرة على معرفة الخلفية المعرفية لطلاب فيما يتعلق بمهاراتهم واحتياجاتهم واستخدام كل ذلك بما يفيد في التخطيط المستقبلي .				20 ☐
١٧- القدرة على الاستفادة من الرحلات المدرسية وأحاديث المهتمين بالمواضيع المتعلقة بالمواد الاجتماعية واستثمارها في التدريس.				21 ☐
١٨- القدرة على التعرف على القضايا الاجتماعية المثيرة للنقاش وتشجيع دراسة ومناقشة القضايا الحيوية بشكل موضوعي .				22 ☐
١٩- القدرة على الاستفادة من الطرق المختلفة ذات العلاقة بالتفكير الاستقرائي والاستدلالي مثل: الملاحظة ، الاستنتاج ، التصنيف، المقارنة ، التباين ، تفسير المعلومات، وصياغة واختبار الفرضيات.				23 ☐
٢٠- القدرة على تعريف الطلاب بأوجه الشبه والاختلاف بين الأسم واحترام ذلك عن طريق استخدام تكتيكات ملائمة مثل لعب الدور (التمثيل)، المحاكاة الرواية التاريخية والمشاركة الاجتماعية.				24 ☐

(١٤)

العبارة	محتاج بدرجة كبيرة	محتاج	غير محتاج	غير محتاج اطلاقاً
٢١ - القدرة على استخدام القصص ذات النهاية المفتوحة والمشكلات وتناول القضايا ذات الصلة الأخلاقية من أجل غرس القيم والسلوك الحميدة في نفوس الطلاب.				25 ☐
٢٢ - القدرة على اختيار واستخدام موضوعات من العلوم الإنسانية مثل الفنون والآداب ، وكذلك موضوعات من العلوم الاجتماعية والتاريخ أثناء التدريس.				26 ☐
٢٣ - القدرة على الاستفادة من الوسائل والأجهزة السمعية والبصرية والأجهزة المساعدة الأخرى التي لها علاقة في تحسين التدريس.				27 ☐
٢٤ - القدرة على تطوير المهارات في عمل واستخدام الوسائل التعليمية المختلفة.				28 ☐
٢٥ - القدرة على استخدام التكنولوجيا المتطورة في تعزيز تفاعل المدرس مع الطلاب وكذلك تفاعل الطلاب فيما بينهم.				29 ☐
٢٦ - القدرة على اختيار واستخدام مواد مساعدة تتلاءم مع حاجات كل طالب.				30 ☐
٢٧ - القدرة على الاختيار من المصادر الإعلامية المتطورة واستخدامها مثل: الكمبيوتر ، التلفزيون ، وأنشام الكرتون الى آخره.				31 ☐

(١٥)

الملاحظة	احتاج كمرة	احتاج	غير احتاج	غير احتاج اطلاقاً
٢٨ - القدرة على تطوير عمل وسائل اعلامية تعليمية سلامة في تدريس المواد الاجتماعية لغرض علاج بعض المشكلات التعليمية مثل مشكلة عدم الاستيعاب والفهم.				32 ☐
٢٩ - القدرة على تصميم مقاييس ملائمة لتقييم الطلاب في المواد الاجتماعية.				33 ☐
٣٠ - القدرة على تحويل الأهداف التربوية العامة الى سلوك تطبيقي يمكن قياسه.				34 ☐
٣١ - القدرة على استخدام طرق متنوعة في تقييم الطلاب بما يتلاءم مع المسواد الاجتماعية مثل : الملاحظة ، المقابلات ، وتصويد الطلاب على أسلوب التقييم الذاتي.				35 ☐
٣٢ - القدرة على استخدام أسلوب التقييم الذي يعمل على قياس مدى تقدم الطالب في المعارف ، المهارات ، الاتجاهات ، والقدرات بما فيها جوانب التفكير العلمي والتفاعل الاجتماعي .				36 ☐
٣٣ - القدرة على بناء واستخدام تقييم نموذجي يساعد الطلاب في تحسين مستواهم العلمي في المواد الاجتماعية.				37 ☐

(١٦)

العبارة	محتاج بدجة كبيرة	محتاج	محتاج اطلاقاً	غير
٣٤ - القدرة على تشجيع الطلاب للاداء بأرائهم ووجهات نظرهم في المادة العلمية المقدمة لهم وطرق تدريسها .				38 ☐
٣٥ - القدرة على متابعة تقدم الطالب وسجل تحصيله وذلك من أجل تقييم فعالية التدريس في المواد الاجتماعية .				39 ☐
٣٦ - القدرة على الربط ما بين بيئة الطلاب الثقافية ومواضيع المواد الاجتماعية من خلال التدريس .				40 ☐
٣٧ - القدرة على ارشاد وتوجيه الطلاب من خلال اللقاءات المستمرة معهم .				41 ☐
٣٨ - القدرة على تنمية أسلوب التعلم الذاتي لدى الطلاب .				42 ☐
٣٩ - القدرة على تنمية قيم واتجاهات الطلاب .				43 ☐
٤٠ - القدرة على ايجاد جو يؤدي الى حرية التعبير في حدود احترام حرية الآخرين وساهماتهم .				44 ☐
٤١ - القدرة على الاتصال المباشر مع الآباء والمجتمع المحلي لخلق تفاعل بنسبة مع الدراسة في مجال المواد الاجتماعية .				45 ☐

(١٢)

المبرارة	احتاج بدرجة كبيرة	احتاج	غير احتاج	غير احتاج إطلاقاً
٤٢ - القدرة على إيجاد طرق مختلفة لتطوير وتشجيع استقلالية الطالب وإعداد له لتحمل المسؤولية.				

46

☐

٤٣ - من الاثنين والأربعين كفاءة والموضحة فيما سبق، اختر
خمس كفاءات ترى أنها أهم من البقية لك لأخذ
دورات تدريبية فيها أثناء الخدمة ورتبها حسب
أهميتها.

° تستطيع أن تستخدم أرقام الفقرات بدلاً من
كتابتها بحيث تعطى الرقم (١) للأكثر أهمية
والرقم (٥) للأقل أهمية:

47-48

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١ -

49-50

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51-52

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٣ -

53-54

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٤ -

55-56

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٥ -

(١٨)

الجزء الثالثأجب عن السؤال التالي بأسلوبك الخاص:

« ماهو الدور الذى تتوقع من وجهى المواد الاجتماعية
ومدراس المدارس القيام بهه للمساعدة تلك
فى تطوير كفاءاتك فى تدريس المواد الاجتماعية ؟

5-6

7-8

9-10

11-12

13-14

15-16

17-18

19-20

21-22

23-24

شكرا على مشاركتكم...

(٣)

الجزء الأولمعلومات عامة:

من فضلك ضع إشارة (/) أمام الاجابة الملائمة أو اكتسب
الاجابة اذا كان السؤال يتطلب ذلك فيما يلي :

1-3 ☐ ☐ ☐ ☐

5 ☐

١ - العمر:

- ١ - من ٢٠ - ٢٤ _____
 ٢ - من ٢٥ - ٢٩ _____
 ٣ - من ٣٠ - ٣٤ _____
 ٤ - من ٣٥ - ٣٩ _____
 ٥ - من ٤٠ - ٤٤ _____
 ٦ - من ٤٥ - ٤٩ _____
 ٧ - من ٥٠ - ٥٤ _____
 ٨ - من ٥٥ فأكثر _____

6 ☐

٢ - الحالة الاجتماعية:

- ١ - أم _____
 ٢ - متزوج _____

✱ الأرقام الانجليزية الموجودة على يسار الصفحة
والربعات خاصة باستخدام الكمبيوتر.

(٤)

٣ - الوظيفة:

7

- ١ - مدرس مواد اجتماعية _____
 ٢ - موجه مواد اجتماعية _____
 ٣ - مدير مدرسة _____

٤ - المدينة التي تعمل بها :

8

- ١ - الدمام _____
 ٢ - الرياض _____
 ٣ - الطائف _____

٥ - كم عدد المرات التي قمت فيها بزيارة الدول التالية ؟

9

١ - دول عربية _____

10

٢ - دول أسيوية غير عربية _____

11

٣ - دول افريقية غير عربية _____

12

٤ - دول أوروبية _____

13

٥ - دول جنوب ووسط أمريكا _____

14

٦ - الولايات المتحدة الأمريكية _____

15

٧ - دول أخرى _____

16

٨ - لم أقم بزيارة أى دولة _____

(٦)

١٠ - أعلى شهادة حصلت عليها بعد البكالوريوس:

25

الاختصاص الجامعة

١ - دبلوم _____

٢ - ماجستير _____

٣ - دكتوراه _____

١١ - سنوات الخبرة في تدريس المواد الاجتماعية:

26

١ - صف _____

٢ - أقل من سنة _____

٣ - من ١ - ٥ سنوات _____

٤ - من ٦ - ١٠ سنوات _____

٥ - من ١١ - ١٥ سنة _____

٦ - من ١٦ - ٢٠ سنة _____

٧ - أكثر من ٢٠ سنة _____

(٧)

27-28

١٢ - الخدمة في التوجيه التربوي للمواد الاجتماعية
(خاص بموجهي المواد الاجتماعية فقط) .

- ١ - أقل من سنة واحدة _____
- ٢ - من ١ - ٥ سنوات _____
- ٣ - من ٦ - ١٠ سنوات _____
- ٤ - من ١١ - ١٥ سنة _____
- ٥ - من ١٦ - ٢٠ سنة _____
- ٦ - أكثر من ٢٠ سنة _____

غير تلك كمدير مدرسة (خاص بالمدراس فقط) .

- ١ - أقل من سنة واحدة _____
- ٢ - من ١ - ٥ سنوات _____
- ٣ - من ٦ - ١٠ سنوات _____
- ٤ - من ١١ - ١٥ سنة _____
- ٥ - من ١٦ - ٢٠ سنة _____
- ٦ - أكثر من ٢٠ سنة _____

(٨)

١٣ - كم عدد مشاركاتك في الندوات واللقاءات المقامة حول المسواد الاجتماعية في العامين الماضيين مع الفئات التالية:

	مرة	مرتين	أكثر من مرتين	ولا مرة
29 ☐	—	—	—	—
30 ☐	—	—	—	—
31 ☐	—	—	—	—
32 ☐	—	—	—	—

١٤ - هل سبق لك أن التحقت باحدى الدورات ؟

أ - نعم —
ب - لا —

34-35 ☐ إذا كانت الاجابة بنعم أكمل الاجابة طى بقية فقرات السؤال

أ - طبيعة البرنامج —

36 ☐ ب - مدة الدورة كانت — أسبوعا .

37 ☐ ج - هل شاركت في التخطيط لهذه الدورة ؟

١ - نعم —
٢ - لا —

38 ☐ د - هل شاركت في تقييم الدورة ؟

١ - نعم —
٢ - لا —

39 ☐ هـ - ماهو تقييمك للدورة التدريبية التي التحقت بها ؟

١ - مفيدة جدا —
٢ - مفيدة —
٣ - غير مفيدة —

(١٠)

40

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١٥ - هل تعتقد أن مدرسي المواد الاجتماعية يرغبون في المشاركة في برامج التدريب أثناء الخدمة خلال أجازتهم الصيفية أو بعد انتهاء اليوم الدراسي ؟

١ - نعم _____

٢ - لا _____

١٦ - آمل إعطاء ثلاث صفات تعتبر أن توفرها مهم في مدرسي المواد الاجتماعية.

41-42

☐

١ - _____

43-44

☐

٢ - _____

45-46

☐

٣ - _____

١٧ - أكتب ثلاث مشاكل أساسية ترى أنها تواجه مدرسي المواد الاجتماعية.

47-48

☐

١ - _____

49-50

☐

٢ - _____

51-52

☐

٣ - _____

() •)

١٨ - رتب الموضوعات التالية حسب حاجة مد رسي المواد الاجتماعية الى التدريب عليها أثناء الخدمة " ابتداءً برقم (١) للأكثر أهمية وانتهاءً برقم (٦) للأقل أهمية".

53		_____ الأهداف العامة والخاصة
54		_____ محتويات منهج المادة
55		_____ طرق التدريس
56		_____ الوسائل التعليمية
57		_____ تقويم الطلاب
58		_____ تهيئة البيئة التعليمية للامتحان

XXXXXXXXXXXXXXXXXXXXXXXXXXXXX

انتهى الجزء الأول من فضلك انتقل الى الجزء الثانى .

(١٢)

استبيان لتحديد حاجات مـدرسي المواد الاجتماعية

في المملكة العربية السعودية

أ - الى أي حد توافق أو لا توافق مع العبارات الآتية والتي تتعلق باحتياجات مدرسي المواد الاجتماعية للتدريب أثناء الخدمة من أجل تطوير كفاءاتهم في التدريس. درجة الاحتياج الى التدريب

المعلم	احتياج بدرجة كبيرة	احتياج	غير احتياج	غير اطلاقاً
١ - القدرة على تحديد الافتراض الفلسفية المختلفة من وراء تدريس المواد الاجتماعية.				5 ☐
٢ - القدرة على تحديد ووصف الغرض التعليمي الأساسي الذي ينعكس في كل هدف من أهداف تدريس المواد الاجتماعية.				6 ☐
٣ - القدرة على تحليل وتقييم أهداف المواد الاجتماعية فيما يتعلق بتتائجها على المعلمين.				7 ☐
٤ - القدرة على بناء وتقييم مجموعة من الأهداف العامة والخاصة لتدريس المواد الاجتماعية.				8 ☐
٥ - القدرة على ربط أهداف تعليم المواد الاجتماعية باحتياجات المجتمع محلياً ووطنياً.				9 ☐
٦ - القدرة على مساعدة الطلاب في ادراك فكرة التعاون بين مختلف الشعوب من أجل تحقيق أهداف مشتركة.				10 ☐

(١٤)

غير احتاج اطلاقاً	غير احتاج	احتاج	احتاج بدرجة كبيرة	العبارة
11 ☐				٧ - القدرة على توضيح فكرة أن العالم عبارة عن مجتمع واحد يعتمد بعضه على بعض.
12 ☐				٨ - القدرة على متابعة ما يستحدث من تطورات في حقل المواد الاجتماعية وفروعها .
13 ☐				٩ - القدرة على تقييم واختيار واستخدام مواد مساعدة من مصادر أساسية وثانوية ذات علاقة بالدراسات الاجتماعية.
14 ☐				١٠ - القدرة على توضيح عالمة المعرفة وبيان اسهامها في الخبرات الانسانية.
15 ☐				١١ - القدرة على التعرف واختيار المحتوى والفاهيم والأساليب المناسبة من الناهج الفكرية التي تساعد التلاميذ على الاستفادة من خصائص ومزايا العلوم الاجتماعية المتعددة.
16 ☐				١٢ - القدرة على ادراك أن النظريات والفاهيم المتصلة بالعلوم الاجتماعية تتغير في ضوء أدلة علمية جديدة.
17 ☐				١٣ - القدرة على تقديم نماذج مختلفة في تنظيم مناهج المواد الاجتماعية.
18 ☐				١٤ - القدرة على تنمية مواهب الطلاب في دراسة الخبرات التاريخية والأنماط الحضارية والمشاكل الاجتماعية للمجتمع المعاصر.

العبرة	محتاج درجة كبيرة	محتاج	غير محتاج اطلاقاً	
٢١ - القدرة على استخدام القصص ذات النهاية المفتوحة والمشكلات وتناول القضايا ذات الصلة الأخلاقية من أجل غرس القيم والسلوك الحميدة في نفوس الطلاب.				25 ☐
٢٢ - القدرة على اختيار واستخدام موضوعات من العلوم الإنسانية مثل الفنون والآداب ، وكذلك موضوعات من العلوم الاجتماعية والتاريخ أثناء التدريس.				26 ☐
٢٣ - القدرة على الاستفادة من الوسائل والأجهزة السمعية والبصرية والأجهزة المساعدة الأخرى التي لها علاقة في تحسين التدريس.				27 ☐
٢٤ - القدرة على تطوير المهارات في عمل واستخدام الوسائل التعليمية المختلفة.				28 ☐
٢٥ - القدرة على استخدام التكنولوجيا المتطورة في تعزيز تفاعل المدرس مع الطلاب وكذلك تفاعل الطلاب فيما بينهم.				29 ☐
٢٦ - القدرة على اختيار واستخدام مواد مساعدة تتلاءم مع حاجات كل طالب.				30 ☐
٢٧ - القدرة على الاختيار من المصادر الإعلامية المتطورة واستخدامها مثل : الصحف ، التلفزيون ، وأفلام الكرتون الى آخره.				31 ☐

(١٩)

العبرة	محتاج بد راحة كبيرة	محتاج	غير محتاج	غير محتاج اطلاقاً
٢٨ - القدرة على تطوير وعمل وسائل اعلامية تعليمية ملائمة في تدريس المواد الاجتماعية لغرض علاج بعض المشكلات التعليمية مثل مشكلة عدم الاستيعاب والفهم .				32 ☐
٢٩ - القدرة على تصميم مقاييس ملائمة لتقييم الطلاب في المواد الاجتماعية .				33 ☐
٣٠ - القدرة على تحويل الأهداف التربوية العامة الى سلوك تطبيقي يمكن قياسه .				34 ☐
٣١ - القدرة على استخدام طرق متنوعة في تقييم الطلاب بما يتلاءم مع الميول الاجتماعية مثل : الملاحظة ، المقابلات ، وتمييز الطلاب على أسلوب التقييم الذاتي .				35 ☐
٣٢ - القدرة على استخدام أسلوب التقييم الذي يميل على قياس مدى تقدم الطالب في المعارف ، المهارات ، الاتجاهات ، والقدرات بما فيها جوانب التفكير العلمي والتفاعل الاجتماعي .				36 ☐
٣٣ - القدرة على بناء واستخدام تقييم نموذجي يساعد الطلاب في تحسين مستواهم العلمي في المواد الاجتماعية .				37 ☐

(١٧)

غير محتاج اطلاقاً	غير محتاج	محتاج	محتاج بدرجة كبيرة	الملاحظة
38 ☐				٣٤ - القدرة على تشجيع الطلاب للادلاء برائهم ووجهات نظرهم في المادة العلمية المقدمة لهم وطرق تدريسها .
39 ☐				٣٥ - القدرة على متابعة تقدم الطالب وسجل تحصيله وذلك من أجل تقييم فعالية التدريس في المواد الاجتماعية .
40 ☐				٣٦ - القدرة على الربط ما بين بيئة الطلاب الثقافية ومواضيع المواد الاجتماعية من خلال التدريس .
41 ☐				٣٧ - القدرة على ارشاد وتوجيه الطلاب من خلال اللقاءات المستمرة معهم .
42 ☐				٣٨ - القدرة على تنمية أسلوب التعلم الذاتي لدى الطلاب .
43 ☐				٣٩ - القدرة على تنمية قيم واتجاهات الطلاب .
44 ☐				٤٠ - القدرة على إيجاد جو يؤدي الى حرية التعبير في حدود احترام حرية الآخرين وساهماتهم .
45 ☐				٤١ - القدرة على الاتصال المباشر مع الآباء والمجتمع المحلي لخلق تفاعل بنّاء مع الدرسة في مجال المواد الاجتماعية .

(١٨)

غير محتاج	غير محتاج	محتاج	محتاج بدرجة كبيرة	الملاحظة
46	☐			٤٢ - القدرة على ايجاد طرق مختلفة لتطوير وتنمية استقلالية الطالب واعداؤه لتحمل المسؤولية.

الموضحة

ب - ٤٣ - من الاثنين والاربعين كفاءة فيما سبق اخر خمس كفاءات
تدرى أنها أهم من البقية لمدى السواد الاحتاجية لأخذ
دورات تدريبية فيها أثناء الخدمة ورتبتها حسب أهميتها .
(تستطيع أن تستخدم أرقام الفقرات بدلا من كتابتها بحيث
تغطي الرقم "١" للأكثر أهمية والرقم "٥" للآقل أهمية) .

- ١ - ☐ ☐ 47-48
- ٢ - ☐ ☐ 49-50
- ٣ - ☐ ☐ 51-52
- ٤ - ☐ ☐ 53-54
- ٥ - ☐ ☐ 55-56

(١٩)

الجزء الثالثأجب عن السؤال التالي بأسلوبك الخاص:

ماذا تعمل من أجل مساعدة مدرس المواد الاجتادة على تطوير
كفاءاتهم في التدريس؟

5-6

7-8

9-10

11-12

13-14

15-16

17-18

19-20

21-22

23-24

شكرا على مشاركتكم...

APPENDIX C

Correspondence Related to the Research

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION

EAST LANSING • MICHIGAN • 48824-1044

July 2, 1987

TO: Henry Bredeck
Chair, UCRIHS
238 Admin. Bldg.

FROM: William W. Joyce *W.W. Joyce*

SUBJECT: Exemption from fall committee review for attached research

Attached is a copy of Dhaifalla A. Al-thobaitey's research proposal entitled, "Middle School Social Studies Instruction In Saudi Arabia: Perceptions Of In-Service Needs" which has been approved by his advisory committee. We are asking that you approve, exempting this proposal from fall committee review on the basis of paragraph 1C on page 3 of UCRIHS guidelines, and that you give Dhaifalla clearance to proceed with his research.

MICHIGAN STATE UNIVERSITY

UNIVERSITY COMMITTEE ON RESEARCH INVOLVING
HUMAN SUBJECTS (UCRIHS)
238 ADMINISTRATION BUILDING
(517) 355-2186

EAST LANSING • MICHIGAN • 48824-1046

July 10, 1987

Mr. Dhaifalla A. Al-thobaitey
1627-L Spartan Village
East Lansing, Michigan 48823

Dear Mr. Al-thobaitey:

Subject: Proposal Entitled, "Middle School Social Studies
Instruction in Saudi Arabia: Perceptions of In-Service
Needs"

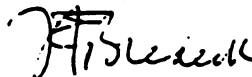
I am pleased to advise that I concur with your evaluation that this project is exempt from full UCRIHS review, and approval is herewith granted for conduct of the project.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval prior to July 10, 1988.

Any changes in procedures involving human subjects must be reviewed by the UCRIHS prior to initiation of the change. UCRIHS must also be notified promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to my attention. If I can be of any future help, please do not hesitate to let me know.

Sincerely,



Henry E. Bredeck, Ph.D.
Chairman, UCRIHS

HEB/jms

cc: Dr. William W. Joyce

KINGDOM OF SAUDI ARABIA

MINISTRY OF HIGHER EDUCATION

UM AL-QURA UNIVERSITY

MAKKAH ALMUKARRAMAH
FACULTY OF EDUCATION
Dean's office



المملكة العربية السعودية

وزارة التعليم العالي

جامعة أم القرى

مكة المكرمة
كلية التربية
مكتب عميد

REF

DATE

الرقم ١/ ١١٤٠
التاريخ ١٤/١٢/١٤٠٢
الموافق
الملاحظات

الموافق
وبعد

سعادة مدير البعثات الخارجيه
السلام عليكم ورحمة الله وبركاته . . .

بناءً على موافقة رئيس قسم المناهج وطرق التدريس بالتفويض عن مجلس القسم على قيام المبعثت
ضيف الله مواش الشبتي ، برحلة علميه للمملكة لتجميع المعلومات الخاصة بهجته مع بداية السنه
الدراسيه ١٤٠٨/١٤٠٧ هـ . فلا مانع لدينا وبالتفويض عن مجلس الكلية ، على قيامه بتلك الرحله
اعتباراً من بدء السنه الدراسيه ١٤٠٨/١٤٠٧ هـ .
حسب آسئل التكرم بتعميد من يلزم باكمال اللازم حسب المتبع .

شاكرين لكم حسن تعاونكم ودعمكم
مع قبول خالص تحياتي وتقديري

عميد كلية التربية

هشام بن بكر
١٤١٤
د / هاشم بن بكر حرمي

بسم الله الرحمن الرحيم

الملكة العربية السعودية

وزارة التعليم العالي

جامعة أم القرى

إدارة البعثات الخارجية

قرار

٢٠٥٥٠/١١١١٤٤

٢٠٥٥٠/١١١١٤٤

ان مدير البعثات الخارجية

بناءً على الصلاحيات المخولة له

وبناءً على القرار رقم ٢/٣٨٣٢/٢١/١/٣٢ وتاريخ ٢٦/١٠/١٤٠٢ هـ القاضي باستحداث المحاضر (ضيف الله هواز حمود الشبتي) الى امريكا لتحضير درجة الدكتوراه في طرق تدريس المواد الاجتماعية . وبناءً على قرار معالي مدير الجامعة نيابة عن مجلس الجامعة رقم ٢/٣٦٢٦/٢١/١/٣٢ وتاريخ ٢٥/١٠/١٤٠٦ هـ بتديد بعثة المذكور ولعدة عام اعتباراً من تاريخ انتهاء بعثته في ١١/١١/١٤٠٦ هـ وبناءً على قرار سعادة وكيل الجامعة للدراسات العليا رقم ٢/٣٥٤٤/٢١/١/٣٢ وتاريخ ٢٤/١٢/١٤٠٧ هـ بتديد بعثة المذكور لمدة عام حتى نهاية ١١/١١/١٤٠٨ هـ . وبناءً على موافقة سعادة عميد كلية التربية رقم ١/١١٣٠ وتاريخ ٢٢/١٢/١٤٠٧ هـ على قيام المذكور برحلة علمية للملكة لتجميع المعلومات الخاصة ببعثته مع بداية السنة الدراسية ١٤٠٧ / ١٤٠٨ هـ والممتدة بموافقة سعادة وكيل الجامعة للدراسات العليا المورخ في ٢٣/١٢/١٤٠٧ هـ . وبناءً على ما تقتضيه المصلحة العامة

يقرر ما يلي

- ١- اعتبار وصول المعين على وظيفة محاضر رقم (٢٥٢) (ضيف الله هواز حمود الشبتي) في رحلته علمية لتجميع المعلومات الخاصة ببعثته ومقواتها (تحديد حاجات تدريس المواد الاجتماعية في المرحلة المتوسطة الى البرامج اثناء الخدمة) ولعدة ثلاثة شهور اعتباراً من ١٤/٢/١٤٠٨ هـ .
- ٢- تسوى اوضاعه العاليه وفق اللوائح والنظم .
- ٣- على الجهات المختصة تنفيذ كل فيما يخصه .

مدير البعثات الخارجية

محمد صالح سعيد الطائف

- م/ مع التحية لمعالي مدير الجامعة
- م/ مع التحية لسعادة وكيل الجامعة م/ مع التحية لسعادة وكيل الجامعة للدراسات العليا
- م/ مع التحية لسعادة الامين العام للجامعة م/ للمستشار القانوني م/ لسعادة المراقب المالي
- م/ لسعادة مدير الاداره العاليه م/ للنفقات والرواتب م/ لسعادة مدير عام الشؤون العاليه والاداره
- م/ مدير شؤون الموظفين م/ لسعادة عميد كلية التربية م/ لسعادة رئيس قسم المناهج وطرق التدريس
- م/ لسعادة مدير المكتب التعليمي الفرعي بواشنطن م/ لسعادة الملحق التعليمي في امريكا (واشنطن)
- م/ لسعادة مدير ديوان الخدمة المدنية (المؤسسات) م/ مع التحية لمانة مجلس الجامعة .
- م/ للميزانيه والمتابعه م/ لادارة التخطيط والاحصاء م/ للسجل العام
- م/ للاتصالات الاداريه م/ للذكور م/ للبعثات الخارجيه

KINGDOM OF SAUDI ARABIA
MINISTRY OF HIGHER EDUCATION
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MAKKAH ALMUKARRAMAH
College of Social Sciences
Department of English

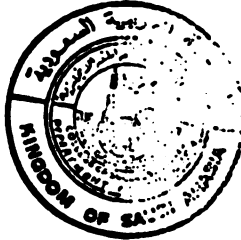


المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى
مكة المكرمة
كلية العلوم الاجتماعية
قسم اللغة الانجليزية

: الرقم
: التاريخ
: الموق
: الموضوع
: للبرقيات

TO WHOM IT MAY CONCERN

This is to certify that the Arabic versions of the questionnaires for the Ph. D. dissertation entitled ' Middle school social studies instruction in Saudi Arabia : Perception of in-service needs ' are an accurate rendring of their English counterparts .



Chairman of the English Dept.
J. A. Sheshshah
Jamal A. Sheshshah

P.O. BOX 715
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TELEX 640005 JAMMKA SJ

{ ٥٥٧٦١١ } تليفون
{ ٥٥٧٦١١ }
Tel. { 5572444 }
{ 5574844 }

صندوق بريد ٧١٥
برقيا جامعة أم القرى مكة
تلكس عربي ٤٤٠٠٤١ م لت جامعة

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



المملكة العربية السعودية

وزارة التعليم العالي

جامعة أم القرى

وكل الجامعة للدراسات العليا والبحث العلمي

الرقم :
التاريخ :
للمعلومات :

سنة الله

حاجة وكيل وزارة المعارف للتطوير التربوي
السلام عليكم ورحمة الله وبركاته - وبعد ...

حضر المحترم / عبد الله مولى حمود الشبيبي لاجراء بحث علمي ميداني
لرسالة الدكتوراه في طرق تدريس المواد الاجتماعية وموضوعها (تحديد حاجات
مدرس المواد الاجتماعية في المرحلة المتوسطة الى المراجع التدريبية أثناء
الخدمة ونستمد من جهودكم المخلصة لرعاية لواء العلم والمعرفة صانعتكم
ودعمكم بتمديد من يلزم لتمكين المذكور من توضيح الاستبيان في الطائفت
والدعام والرباني من موجهين تربويين ومدرسين في المواد الاجتماعية ومديري
المدارس المتوسطة .
وحزام الله كل خير ...

وكيل الجامعة
للدراسات العليا والبحث العلمي
بجامعة أم القرى

د. محمود أسد الله

رند /

Vice Chancellor For Higher Studies & Research
Mukhlash Al Muharrami P.O. Box 713
Cable Gassas Umm Al - Qura, Makkah
Telen 449986 Jeddah 52
Fax 3364569
Tel - 06 - 5389788 - 5374644

طبيب الصحة

مكة المكرمة ص.ب. ٧١٥
برياد : جامعة أم القرى مكة
كاس ص.ب. ١١٠٠٤١ م.د. جامعة
فاكسيل : ٥٥٦١٥٩٠٠
٠٦ - ٥٥٨٩٩٠٠
٠٦ - ٥٥٦١٥١١

بسم الله الرحمن الرحيم

رقم : ١٧٠ / ١٠٠
التاريخ : ١٠ - ٨ - ١٩٨٠
لشغبات :

المملكة العربية السعودية
وزارة المعارف
التعليم والترسيب

الادارة العامة للبحوث والتدريب
ادارة البحوث والدراسات
المتابعة والتنسيق

المرضى : ... الموالية ... لاجراء بحث ...

معادة / مدير عام التعليم بالمنطقة الشرقية

محترمة

السلام عليكم ورحمة الله وبركاته ، وبعد ،

تقدم لنا : فيف الله صوافي الشيتي

بطلب : اجراء بحث تربوي في منطقتكم

وبعد الاطلاع ، نال السماح له وتسهيل مهمته

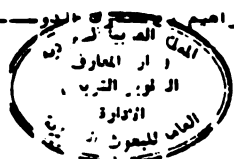
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وتسبلوا تحياتي . . .

الدخول على
الادارة العامة لبحوث التربية والتعليم

١٩٨٠

د. ابراهيم



صورة للبحوث التربوية والتدريب
يسرى

١٩٨٠ - ١٩٨٠

١٩٨٠

١٩٨٠

ATV IR/205540 5G

١٩٨٠

١٩٨٠

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

المملكة العربية السعودية

وزارة المعارف

المديرية العامة للتعليم بمنطقة الرياض

المنطقة التعليمية

مكتب التوجيه

الرقم : ١١٩ / ٢٠٠٧
تاريخ : ٢٠٠٧ / ١٢ / ٢٠
للمشروعات :
تسبيل مهبة باحث

الموضوع :

المكرم / مدير مدرسة : المتوسطة المحترم

السلام عليكم ورحمة الله وبركاته ، وبعد :

إشارة لطلب التوجيه على الإدارة العامة لأبحاث التوجيه والتقييم رقم

١١٩ / ٢٠٠٧ / ٢٠٠٧ ، التاريخ : ٢٠٠٧ / ١٢ / ٢٠ ، ضيف إليه عواقر الشبكات

بأمر التوجيه ، حيث تم من خلال إدارة المختارة ، تأمل تسهيل

مهمته عند مراجعته لتدريسه ، والله الموفق .

والسلام عليكم .

مدير عام التعليم بمنطقة الرياض

٢١٢

سأهـ ٣ / ٢٠٠٧

معدة للطب

لكتابة التوجيه

لكل موجه تدريس لتسهيل مهمة التدريس

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الهيئة الفنية

المملكة المغربية

وزارة المعارف

الإدارة العامة لتعليم المنطقة الشرقية

المقررات

١٤٠١/٢/١٣ هـ

تاريخ

٢٠١٩/١٢/١٣

الموضوع الموافقة على اجراء بحث تربوي .

التوسطه بالدوام المحترم

المكرم مدير مدرسة

السلام عليكم ورحمة الله وبركاته .-

تقدم لنا ضيف الله عواش الشبتي بطلب اجراء بحث تربوي في المدارس
التوسطه بالدوام والفرقة بالبيان . . آمل بعد الاطلاع الساج له وتسهيل مهنته .
ودمتم .

المسل ٩١١٠

مدير عام التعليم بالمنطقة الشرقية

د . سعيد طه ابو عالى

م/ حنو ٣/١٢ هـ .

صورة للهيئة الفنية مع الاساس.

صورة لكل مركز من مراكز التوجيه التربوي (الدمام / القطيف / الخبر) للاطلاع من قبل موجهي
المواد الاجتماعية .

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KINGDOM OF SAUDI ARABIA
MINISTRY OF EDUCATION
GENERAL ADMINISTRATION FOR EDUCATION,
WESTERN REGION,
TAIF EDUCATION DISTRICT.

NUMBER : _____
DATE : _____

التدريب التربوي

المملكة العربية السعودية

وزارة المعارف

إدارة التعليم بالطائف

الرقم: ١٠٥٠ / ١٢ / ١٤٢٤

التاريخ: ١٤٢٤ / ١٢ / ١٠

م/تسليم نسخة باحت

الحرم

المتوسطه

المكرمه بر مدرسه

السلام عليكم ورحمة الله وبركاته .. سعد :-

اشارة لخطاب الشرف على الادارة العامة للبحوث التربويه والتقوم رقم ١٢ / ٤ / ٢٩ فسي

١٤٠٨ / ٢ / ٢٨ هـ . القاضي بقيام الاستاذ / ضيف الله عواض الشبتي باجراء بحث تربوي وحيث ان مدرستكم

من ضمن المدارس المستفاده . نامل تسهيل مهمته عند مراجعته ..

والله المؤخر

شكر
١٤٢٤

م/المتبر ٣ / ٢٦

مدبر التعليم بالطائف

سعد محمد عبد الواحد

صوره للتدريب التربوي

صوره للاتصالات

KINGDOM OF SAUDI ARABIA
MINISTRY OF HIGHER EDUCATION

Umm Al-Qura University

MAKKAH ALMUKARRAMAH
FACULTY OF EDUCATION
Curricula Teaching Department



المملكة العربية السعودية
وزارة التعليم العالي

جامعة أم القرى

مكة المكرمة
كلية التربية
نعم النافع وطهر القاص

الرقم

التاريخ

الموافق

المشروعات

REF

DATE _____

المحضر

معاد د. محمد كلية التربية

السلام عليكم ورحمة الله وبركاته ... وحمد

نفيدكم ان سمحت القسم الأستاذ عبد الله م. ابي عمود التفتي قد حضر الى العمل
في رحلة علمية لجميع المعلومات خاصة للبحث الخاص بمرحلة الدكتور ال* (محرران) تحديد ابحاث مدرسي
المواد الاجتماعية في المرحلة المتوسطة الى برنامج التدريس أثناء الخدمة) وقد أنتهي من جمع
المعلومات حسب أمانته .

آمل من معادتكم احرا' اللارم لتسهل مودتكم .

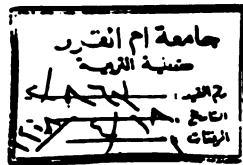
وتعلموا انتم ايضا

رئيسهم لهم المناهج

د. عباس بن محمد
١٤٢٥

سعادة مدير البعثات الخارجية
آمل انكم بمرطوع وكماد بمرتم
مع تندر ك

عبداللہ



د. صمیم بکر محمد
١٤٠١

ع/م/م
م/م/م
ع/م/م

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BIBLIOGRAPHY

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A Study of the Practice and Needs." Ph.D.
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Schools." Ph.D. dissertation, University of Kansas,
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Training Needs of Teachers of English as a Foreign
Language in Saudi Arabia." Ph.D. dissertation,
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Principals in Al-Hasa and Eastern Province School
Districts in the Eastern Region of Saudi Arabia."
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Status and Future Needs." Ph.D. dissertation,
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