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dissertation entitled

A STUDY TO IDENTIFY COMPETENCIES NEEDED FOR
ADULT BASIC EDUCATION TEACHERS IN SAUDI ARABIA

presented by

Awad A. Al-Thoupety

has been accepted towards fulfillment
of the requirements for

Ph.D. _____ degree in Teacher Education
(Curriculum)

Major professor

Date *18 May 1989*

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A STUDY TO IDENTIFY COMPETENCIES NEEDED FOR
ADULT BASIC EDUCATION TEACHERS IN SAUDI ARABIA

By

Awad A. Al-Thoupety

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
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DOCTOR OF PHILOSOPHY

Department of Teacher Education

1989

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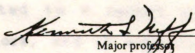
has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Teacher Education
(Curriculum)

Kenneth L. Neff
Major professor

Date _18 May 1989_

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ABSTRACT

A STUDY TO IDENTIFY COMPETENCIES NEEDED FOR ADULT BASIC EDUCATION TEACHERS IN SAUDI ARABIA

By

Awad A. Al-Thoupety

This study was designed to identify the perceptions of teachers, administrators, and supervisors of adult basic education (ABE) programs in Saudi Arabia regarding the competencies needed for ABE teachers, and to determine the reported/perceived needs for professional development of ABE teachers.

Data for this study were collected through a questionnaire distributed to a random sample of 149 teachers, 43 administrators, and 15 supervisors of ABE. Of the 207 questionnaires distributed, 204 (98.5%) were returned and used (147 teachers, 43 administrators, and 14 supervisors).

Frequency and percentage distribution were used to describe the sample characteristics. The mean and standard deviation were used to represent the degree of importance of selected competencies and competency areas for all groups of respondents, and the mean percentage

was used to represent the degree of need of those competencies and competency areas for ABE teachers' professional development.

Results of the analysis of data indicated that:

1. Ten competencies were perceived by all groups as "very important for ABE teachers": (a) knowing the goal of teaching reading, writing, and mathematics to adult learners; (b) ability to use a variety of appropriate adult teaching methods; (c) knowing learning differences between children and adults; (d) knowing that adults need to be treated as adults at all times; (e) ability to establish mutual respect with adults; (f) communicating effectively with adult learners; (g) ability to relate content to real-life problems of the adult learners; (h) ability to use instructional media provided to adult learners; (i) knowing major causes of illiteracy and its problems; and (j) keeping informed on new developments, recommendations, and issues in ABE.

2. ABE curriculum area was rated as most important and needed by ABE teachers.

3. Teachers reported least need for their professional development than did administrators and supervisors.

4. In general, teachers who had attended in-service training in ABE, of an older age, and with

Awad A. Al-Thoupety

more experience in teaching adults, reported a low need for professional development in competency in understanding of all ABE areas.

Recommendations were made to the General Trust for Adult Education and institutions which provide pre-service or in-service training for ABE teachers, and for further research.

DEDICATION

For their support, prayers, concern, and many
    sacrifices, this work is dedicated to:

My parents--Awwad Al-Thoupety, my father,
    and Awaidh Al-Thoupety, my mother.

My brothers, Hamdi and Hussein Al-Thoupety.

My sisters, Jemah and Aisha Al-Thoupety.

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ACKNOWLEDGMENTS

Thanks and praise to Allah (God) for His help and guidance. And the peace and blessings of Allah be upon His messenger, Muhammad, who lighted the way for mankind and encouraged all people to be educated.

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To my wife, Salha, I express my deepest gratitude and appreciation for her encouragement, patience, and prayers. I am grateful to my beloved son, Mohanned, and my daughter, Amal, for their moral support and cheerful smiles. All the difficulties and frustrations at every stage of this study were eased and lightened each time they gleefully greeted me at the door.

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To Umm Al-Qura University, I extend thanks for providing a scholarship that made it possible for me to accomplish my doctoral degree. My thanks also to the members of the English Language, Educational Sciences, and Arabic Language departments at the College of Education in Taif who participated in reviewing the translation of the questionnaire and comparing the two versions (Arabic and English).

Very special thanks and gratitude are expressed to my parents, whose nurture, stimulation, and encouragement were a catalyst for learning during my early years. They instilled in me the values of education and persistence. Their continued support is greatly appreciated. I am also highly grateful to my two brothers and two sisters for their support, encouragement, and prayers. I express my deepest thanks to them. Special thanks go to my brother, Hussein, for his taking care of our parents and sisters during the period I studied in the United States; without this support I could not have pursued my education.

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providing some information about the adult basic education programs in Saudi Arabia, and to the directors of education in the districts of Riyadh, Tabouk, Dammam, Abha, and Taif for their support and for approving distribution of this study's questionnaires in the selected centers of adult basic education.

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CHAPTER I

INTRODUCTION TO THE STUDY

Statement of the Problem

The success of adult basic education (ABE)
programs in eradicating illiteracy will help much in
providing the manpower needed for the development of the
nation. People who lack basic educational skills cannot
participate fully in social processes. Chall et al.
(1987) assert that, "illiteracy hurts not only the
illiterate individual, but also the economy and the
well-being of the nation" (p. 190). As Brice (cited in
Smith, 1972) also points out, increased literacy is
absolutely necessary to an expanding economy and
technological growth. In the case of Saudi Arabia,
Hamidi (1979) concurs when he states that "successful
development in Saudi Arabia cannot take place without
the development of the people" (p. 30). In Saudi Arabia
in 1982, for those who were 15 years old and over, 28.9%
of the males and 69.2% of the females--for a population-
wide total of 48.9%--were illiterate (UNESCO, 1988,
p. 21). It is for the reason of eradicating, or at

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least decreasing, this rate of illiteracy that the Saudi Arabian government has implemented the ABE programs.

The success of these programs depends heavily on the skills of the professional teachers who are involved in the field of adult education. The key to fulfilling the educational goals of adults is proper instruction by qualified teachers (Sheldon and Wasinger, 1969, p. 280). Smith (1972) indicates that in order "to improve adult basic education programs, and to increase the enrollment of adult basic education classes, upgrading the quality of teachers is imperative" (p. 7).

Currently there are no special certification requirements for teaching adult learners enrolled in ABE programs in Saudi Arabia. The only requirements are that one be an elementary teacher with experience in general teaching, or be a teacher who has attended in-service training program in the field of adult education (Ministry of Education, 1984a, p. 167). It is only logical that those teachers involved in ABE who do not have specific competencies in teaching adults will apply the same teaching methods they have learned to use with children. As a result, many ABE teachers with little or no professional background in the field of teaching adult learners are employed to teach adult learners. As Alsunbul et al. (1987) state:

> Almost all of the people who work in
> eradication of illiteracy in the Saudi Arabian
> Kingdom are day elementary teachers and

principals who were not originally prepared for adult education learning, which differs in philosophy, curriculum, methodology, and technology from child learning. (p. 425)

Principals of adult education and illiteracy centers in Saudi Arabia cite the unavailability of specialized teachers in the field of adult education as one of the major problems (Al-Monayea, 1980, p. 52). One of the barriers to the success of literacy programs in Saudi Arabia is that ABE teachers do not communicate effectively with adult learners when they rely upon teaching methods appropriate for children without paying attention to the differences between children and adults (Al-Riyadh, January 9, 1988). Summers (1966) reported that "Obtaining teachers who can work with adults and supplying adult-oriented materials are the two most pressing problems in establishing new adult basic education programs" (p. 3). A report on the Saudi Arabian Kingdom's efforts in the adult education field was offered by the General Directorate for Adult Learning (1984) and concluded:

> One of the most critical barriers facing the efforts for eradication of illiteracy and to adult education is that most of the personnel who are in charge of the learning process are not especially qualified in recognizing the important differences between child learning and adult learning. (p. 37)

As Otto (quoted in Balmuth, 1987) has noted, "a competent elementary school teacher does not automatically turn out to be a competent ABE teacher"

(p. 28). In agreement, Sikula (1984) has stated that "clearly a teacher with certain personality characteristics and skills that are desirable in one situation will not necessarily be desirable in another" (p. 16). A popular view was expressed by Wisniewski (1984) when he declared that no teacher should be loosed on students until he or she has acquired the adequate professional skills.

According to Alsunbul (1985), just the establishment of ABE programs in Saudi Arabia meant that "certain strategies were adopted to improve the quality of literacy education programs. These strategies included curriculum improvement, teachers' in-service training, and experimental programs" (p. 144). Yet without identification of the specific skills and competencies needed by ABE teachers to fulfill their jobs, the pre-service or in-service programs for ABE teachers cannot fully fill their functions. Rossman and Powers (1981) point out that "an underlying assumption of many teaching improvement models seems to be that teaching quality could be improved if specific skills are identified, one's own skills assessed and a plan for improvement devised" (p. 34).

The need exists, however, to identify the competencies and the professional development needs of ABE teachers who are currently employed to teach adult learners. This study is designed to identify the extent

of the competencies needed by ABE teachers in Saudi Arabia and their need for professional development as perceived by ABE teachers, administrators, and supervisors; and then to compare those to the needed competencies identified by leading adult educators. The competencies identified will be in the following areas:

1. ABE curriculum

2. ABE learner

3. ABE scope and goal

4, ABE instructional process.

Purposes of the Study and Research Questions

The major purpose of this study is to identify the perceptions of teachers, administrators, and supervisors of ABE programs in Saudi Arabia regarding the competencies needed for ABE teachers. It will also contrast these perceived competency needs among and between ABE teachers, administrators, and supervisors; and compare the results to the needed competencies identified by leading adult educators. The secondary purpose is to determine the perceived needs for professional development for ABE teachers. As a whole, the study is designed to obtain data which answers the following research questions:

Research Question 1: To what extent do teachers, administrators, and supervisors of ABE programs in Saudi Arabia perceive the importance of the need for ABE teaching competence that stresses: (a) ABE curriculum, (b) ABE learner, (c) ABE scope and goal, and (d) ABE instructional process; and are

there differences among the perceptions of the three groups?

Research Question 2: Are there differences in the perception of the importance of ABE teaching competencies related to respondents' age, highest degree, teaching experience in general education, experience in ABE, teaching experience in ABE, taking/not taking courses in ABE, attending/not attending in-service training in ABE, and duration of in-service training?

Research Question 3: What competencies are perceived by teachers, administrators, and supervisors of ABE to be needed for the professional development of ABE teachers in Saudi Arabia, and are there differences among the perceptions of the three groups?

Research Question 4: Are there differences in the perception of the need of ABE teachers for professional development related to respondents' age, highest degree, teaching experience in general education, experience in ABE, teaching experience in ABE, taking/not taking courses in ABE, attending/not attending in-service training in ABE, and duration of in-service training?

Need for the Study

In spite of the broad efforts to provide ABE programs to fight illiteracy in Saudi Arabia, only a few limited studies have been conducted in the field of ABE in Saudi Arabia. Furthermore, despite acknowledgment that teachers are the core of the learning process, and that adults are different from children and need to be treated and taught differently, no single study has been done to identify ABE teachers' competencies in Saudi Arabia at the present time. To fill this gap in the research literature, the researcher concluded that such identification was needed.

Having qualified teachers who possess enough skills and competencies specifically needed by ABE programs will greatly contribute to the success of such programs. After all, it is the teachers who carry out the program in the classroom and have contact directly with learners. Teachers, by their special competencies in the field of ABE, are able to make the teaching/learning process interesting and beneficial to adult learners. In addition, they can make any necessary modifications in the content of the subject so that content will be more related to the particular needs and abilities of adult learners. Such qualities and abilities in teachers will help attract adult learners to participate in the program and to remain in it. The success of any ABE program requires that the specific competencies needed by ABE teachers be identified.

Importance of the Study

Because of the differences in the needs, experiences, interests, abilities, and learning styles between adults and children, it is understood that adults need to be treated and taught differently. The teachers who will be involved in the ABE programs therefore need to be skilled in the field of adult education. Possessing special competencies related to adult teaching is essential for the teachers who will be involved in ABE programs, because a teacher who works

successfully with children may not necessarily be effective in teaching adults.

Finding qualified teachers is essential for carrying out any program. One of the conclusions drawn in a study of dropouts (Spence and Evans, 1956) is that capable teachers should be found before a course is offered.

The overall picture of needed competencies for ABE teachers in Saudi Arabia should help the General Trust for Adult Education to develop a reliable basis for choosing capable teachers. The enrollment and retention of students in the ABE programs should increase and the ABE programs should be more successful in the eradication of illiteracy if they are staffed with teachers who are competent to teach and deal with illiterate people. This study's results should also help establish good guidelines for institutions that provide pre-service or in-service training programs for ABE teachers.

<u>Delimitations of the Study</u>

This study will include a sample of male Saudi teachers, administrators, and supervisors of ABE centers that are operated under the Ministry of Education and administrators and supervisors of ABE programs at the Ministry of Education level. The respondents will be part-time and full-time at the time of data gathering,

and working within the cities of Abha, Dammam, Riyadh, Tabouk, and Taif. This study is limited to identifying the competencies needed by ABE teachers and their needs for professional development as perceived by teachers, administrators, and supervisors of ABE.

Limitations of the Study

1. The results of this study will represent only the surveyed attitudes of the respondents toward teaching competencies needed for ABE teachers and the needs of ABE teachers for professional development in Saudi Arabia.

2. The items on the questionnaire will be limited to teaching competencies of ABE teachers.

3. The validity of the results of this study will be influenced by the level of sincerity of the respondents in responding to items in the questionnaire and by their competence.

Definitions of Terms Used

Adult Basic Education - An educational process which provides opportunities for adults to learn basic reading, writing, and mathematics under the guidance of an agency and qualified educators.

ABE teacher - A person who has teaching responsibility in an adult basic education center.

ABE supervisor - A person who observes the learning process in the ABE centers in order to provide

guidance to teachers and the principals of the ABE center.

Instructional process - An organized plan established for the purpose of facilitating learning of the curriculum (Zinn, 1974).

ABE learner - A person who is 16 years of age or over and enrolled in an ABE center.

Competency - Ability to meet required skills and knowledge that effect change in the learner and the learning environment (Newberger, 1983).

Literacy -

A person is literate when he has acquired the essential knowledge and skills that enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and whose attainments in reading and writing and arithmetic make it possible for him to continue to use these skills toward his own and the community's development. (UNESCO definition, quoted in Kozol, 1980, p. 53).

Illiteracy - The inability both to read and write in any, or a specified, language (for population 15 years old and over)(U.S. Bureau of the Census, 1985, p. 845).

Curriculum - The concern for decisions about what should be taught, why, to whom, and under what conditions (Wesley, 1986).

Center - A place where adult learners are taught.

Organization of the Study

This study is organized into five chapters. This chapter has presented a statement of the problem, purposes and research questions of the study, and has discussed the need, importance, delimitations and limitations of the study, as well as definitions of terms used. In Chapter II, relevant literature is reviewed, including a brief background of education in Saudi Arabia and ABE programs. Research procedures utilized in gathering and analyzing the data of this study are discussed in Chapter III. The results of the statistical analysis of data obtained are reported in Chapter IV. Finally, Chapter V includes a summary of the study, major findings, conclusions, and recommendations.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents a review of literature pertinent to ABE teachers' competencies and the historical development of ABE programs in Saudi Arabia and their current status. In order to facilitate the presentation of this chapter, the literature review has been divided into seven sections: I. a brief background of education in Saudi Arabia; II. ABE programs in Saudi Arabia; III. teacher competencies in general; IV. preparation of ABE teachers; V. competencies of ABE teachers; VI. in-service training for ABE teachers; and VII. ABE learners' characteristics and learning.

I. Education in Saudi Arabia

From its beginning, the Saudi Arabian government recognized that education would be the vital means to build the manpower that would further development. Toward that end, the government has exerted great efforts. As mentioned in Educational Policy in the Saudi Arabian Kingdom (1970), the main purposes of education are:

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To have the student understand Islam in a correct comprehensive manner, to plant and spread the Islamic creed, to furnish the student with the values, teachings, and ideals of Islam, to equip him with the various skills and knowledge, to develop his conduct in constructive directions, to develop the society economically, socially and culturally, and to prepare the individual to become a useful member in the building of his community. (p. 10)

Education in Saudi Arabia is available to everyone free of charge. The government covers the cost of education at all levels from elementary to university. Furthermore, it pays allowances (about $267 per month) to students at universities.

The first formal education in Saudi Arabia came with establishment of the General Directorate of Education on March 15, 1926 (Hamad, 1973, p. 83). In 1953, the Ministry of Education was created to lead and supervise public education with the help of inspectors in each district. In 1960, the Presidency of Girls' Education was formed and public schools for girls were established completely separate from boys education in all facets--administration, facilities and instruction at all learning levels. Prior to this date, the education of girls had been limited to private schools or "special house tutorials" (Ghamdi, 1977). In addition to the Ministry of Education and the Presidency of Girls' Education, other governmental agencies and private-sector organizations also participate in general education.

Four levels of general education prevail:

(a) Kindergarten   1-2 years

(b) Elementary   6 years (grades 1-6)

(c) Intermediate   3 years (grades 7-9)

(d) Secondary   3 years (grades 10-12)

Secondary schools are divided into two systems: traditional schools, and developed and comprehensive schools. They offer several types of secondary education, such as technical and vocational, commercial, agricultural, and so on. Curriculum and textbooks in use are uniform throughout the country. According to Al-Shawan (1985), Islamic studies and Arabic language constitute a large portion of the school curriculum.

In addition to regular school programs, special education programs serve both the blind and visually impaired and the deaf and hearing impaired. Special adult education programs combat adult illiteracy.

The numbers of schools, students, and teachers has steadily increased at all levels of education. Table 2.1 shows the total number of schools, students, and teaching staff at each level of general education for both males and females in Saudi Arabia in 1987.

Higher Education

The College of Shar'ia (Islamic Studies and Law), established in 1949, was the first institution of higher education in Saudi Arabia (Al-Wuzeinany, 1987). The

Table 2.1--Number of schools, students, and teaching
staff at each level of general education in
Saudi Arabia for males and females in 1987.

Stage	Schools	Students	Teaching Staff*
Kindergarten	552	60,590	3,487
Elementary	8,012	1,460,283	90,535
Intermediate	2,456	431,802	30,589
Secondary	990	198,449	12,831

*Excludes Principal and Vice-Principal

Source: Ministry of Education, Educational Documentation,
No. 29, pp. 22-29, 1988.

founding of King Saud University in 1957 is recognized
as the beginning of the modern concept of higher
education in Saudi Arabia (Hamad, 1973, p. 143). Today
there are seven universities, comprising 67 colleges.
These universities and their dates of establishment are:
King Saud University (1957), Islamic University (1961),
King Fahad University for Petroleum and Minerals (1963),
King Abdulaziz University (1967), Imam Mohammad Bin Saud
Islamic University (1974), King Faisal University
(1975), and Umm Al-Qura University (1981). Eleven
colleges for girls in Saudi Arabia are supervised and
coordinated by the Presidency of Girls' Education. The
numbers of colleges, students, and teaching staff at
Saudi Arabian universities and at Presidency of Girls'
Education in 1987 for both males and females, are shown
in Table 2.2.

Table 2.2--Number of colleges, students, and teaching
staff at universities and Presidency of
Girls' Education in Saudi Arabia for males
and females in 1987.

Institution	Colleges	Students	Teaching Staff
King Saud Univ.	18	26,008	2,698
Islamic Univ.	6	2,419(M)	271(M)
King Fahad Univ.	7	4,418(M)	595(M)
King Abdulaziz Univ.	9	22,995	1,572
Imam Mohammed Univ.	13	11,651	1,028
King Faisal Univ.	6	4,166	772
Umm Al-Qura Univ.	8	15,095	1,226
Presidency of Girls' Ed.	11	19,144(F)	1,111

(M) = male   (F) = female

Source: Ministry of Education, Educational Documentation,
No. 29, pp. 47-49, 1988.

II. ABE Programs in Saudi Arabia

Introduction

The fight against illiteracy in Saudi Arabia was
one of individual effort and accomplishment for many
years until 1949, when these efforts were organized and
financed by the Ministry of Education. Because ABE was
important and student enrollment increasing, the
Ministry of Education formed a special department called
the Popular Culture Department (now called the General
Trust for Adult Education) to specifically address the
need for this kind of education. Nonetheless,

elimination of illiteracy from Saudi Arabia is not the sole responsibility of the Ministry of Education. Many other government agencies--such as the General Presidency of Girls' Education, Ministry of Defence, National Guard, Ministry of Interior, and Ministry of Labor and Social Affairs--and private agencies also participate in this work. According to Hamidi (1979, p. 31), in 1970 the status of adult education became a public mandate that was reemphasized in 1972 by the King's special law M-22, which called for use of efforts by all Ministries to eradicate illiteracy under the central coordination of the Ministry of Education.

To demonstrate the status of ABE programs in Saudi Arabia, the following topics will now be reviewed: (a) goals of the ABE program; (b) development of the ABE program; (c) the summer campaign; (d) ABE teachers; and (e) in-service training of ABE teachers.

Goals of the ABE Program

The ABE program in Saudi Arabia aims to achieve the following goals:

1. Developing and deepening the love and awareness of God in the learners' hearts, and supplying the learners with the religious information they need,

2. Having learners possess reading, writing, and mathematical skills,

3. Accommodating learners with the information and skills that enable the individual to educate

him/herself and family, and to share in the development of the society,

4. Providing all materials and programs which enable adults to continually be educated, and

5. Providing different cultural programs that meet adults' cultural, social, and economic needs (Hosain, 1986, p. 12).

Development of the ABE Program

Considering changes in curriculum, duration, and administration, the following stages may be recognized in ABE programs:

First stage: Prior to 1949, schools for teaching people the holy Koran and Hadith (sayings of Prophet Mohammed) were held in the mosques and supported by donations from the citizens. These schools were named Night Schools of Al-Najah (success) in Makkah, Night Schools of Encouragement in Medina, and Al-Karawi schools in the south and west regions of Saudi Arabia (Turjiman, 1984, p. 122).

Second stage (1949-1955): In 1949, evening classes for male adults were opened in elementary schools (Hamidi, 1978, p. 27; Al-Gurashi, 1982, p. 13; and Byron and Samir, 1983, p. 288). The curriculum of day-time elementary schools was used without any modification, and the duration (6 years) was also the same (Alsunbul, 1985, p. 147). The Elementary Education Department was responsible for the literacy program. In 1954, the Popular Culture Department was established to conduct

ABE under the administration of the Elementary Education
Department (Hosain, 1986, p. 5).

Third stage (1956-1961): In 1958, the Popular
Culture Department was granted independence (Hosain,
1986, p. 5), giving it more power and a greater chance
to plan and design the literacy program. The duration
of study was three years. Subjects taught included the
holy Koran, Twhaid, reading, writing, arithmetic,
geography, history, and health. The program had twelve
45-minute periods per week (Department of Educational
Documentation, 1987, pp. 20-21).

Fourth stage (1962-1981): In this stage, the plan
was extended to a duration of four years, and divided
into two stages: a two-year "combating stage" and a
two-year "follow-up stage." The combating stage
consisted of fifteen 45-minute periods per week, and the
follow-up stage consisted of eighteen 45-minute periods
per week. New subjects added were grammar, composition,
geometry, Hadith, and diction and penmanship (Department
of Educational Documentation, 1987, pp. 21-26).

In the 1968-69 academic year, a five-year plan was
designed by the Popular Culture Department to double
efforts toward eliminating illiteracy in Saudi Arabia
(Alzamel, 1974, p. 65). Alzamel (1974) mentions the
following objectives of the plan:

   a. to maintain the present budget for night
      school;
   b. to continue to open new night schools at an
      average of forty per year;

c. to provide training courses for night-school
   teachers to keep them informed on up-to-date
   methods for educating adult illiterates;
d. to include a program for eradicating illiteracy
   through radio and television. (pp. 65-66)

During this stage, the twenty-year plan for
eradicating illiteracy was begun, with the purpose
completely eradicating illiteracy in Saudi Arabia over a
twenty-year period. This plan was divided into three
stages: (a) starting stage (1976-1980); (b) expansion
stage (1980-1993); and (c) liquidation stage (1993-1995)
(General Directorate for Education in Riyadh, no date,
pp. 8-9).

Fifth stage (1982 to present): The Accelerated
Literacy program was established to avoid and correct
deficiencies in the old program. These deficiencies
were:

a. absence of consideration for age differentials
   and the fact that the majority of the adults
   were gainfully employed in various sectors of
   the economy;
b. length of the program (four years for the two
   stages);
c. instructors who were not experienced or trained
   in adult education methods of instruction;
d. use of traditional teaching methods. (Byron and
   Samir, 1983, p. 290)

The duration of this accelerated program is two school
years: one for the combating stage and one for the
follow-up stage. The program consists of religious
sciences, reading, writing, general information, and
mathematics. It is taught over fifteen 45-minute

periods per week (Department of Educational Documentation, 1987, pp. 27-28).

After reviewing the development of ABE programs in Saudi Arabia, it is apparent that the most notable phenomena are the fluctuations in program duration and in hours per week spent in the program. For example, the number of academic years was 6 years, came down to 3 years, went up again to 4 years, and finally came down to 2 years. It is clear from the above that ABE programs in Saudi Arabia have experienced some changes and improvements toward raising their standards, but no research to date has specifically addressed the identification of competencies or skills which would be helpful for ABE teachers in teaching and dealing with adult learners. The present study will cover this issue. Within all of Saudi Arabia, the number of ABE centers and learners increased in general, as shown in Table 2.3. But while Table 2.3 is for all of Saudi Arabia, Table 2.4 presents the decline over the period 1975/76-1986/87 of those ABE centers, learners, and teachers who are under the aegis of the Ministry of Education. These changes in the ABE programs reflect the importance of the programs and the enthusiasm of the people in charge to improve these programs. These changes also reflect the rarity of research in the ABE field to guide decision making.

Table 2.3--Statistical development of ABE centers,
classrooms, and learners in Saudi Arabia in
the ten-year period 1975/76-1984/85.

Year	Centers	Classrooms	Learners
1975/76	1743	5107	95341
1976/77	2147	6127	99352
1977/78	2515	7144	106029
1978/79	2966	8198	121549
1979/80	3357	9334	142370
1980/81	2991	8070	136103
1981/82	3307	8118	146192
1982/83	3227	8378	139201
1983/84	3014	8015	138378
1984/85	3259	8703	152139

Source: Ministry of Education, Educational Statistics
in the Kingdom of Saudi Arabia, 1984-85, 18th
issue, 1985, pp. 512-514.

Table 2.4--Statistical development of ABE centers,
learners, and teachers in the Ministry of
Education in the eleven-year period
1976/77-1986/87.

Year	Centers	Learners	Teachers
1976/77	1462	61492	5990
1977/78	1716	65120	6807
1978/79	1958	74476	7651
1979/80	2208	91280	8648
1980/81	1792	77289	4021
1981/82	1808	76273	3513
1982/83	1667	70720	3144
1983/84	1443	66023	3628
1984/85	1475	70755	3796
1985/86	1326	65593	3505
1986/87	1305	64888	3648*

*From Ministry of Education, Statistical Summaries
of Learning of Ministry of Education, 1986-87,
1987, p. 147.

Source: Ministry of Education, Statistical Diary of
the Ministry of Education Schools: Adult
Education Centers, 1985/86, 1986a, p. 131.

Summer Campaigns

An important component of the illiteracy
eradication programs used in Saudi Arabia is the summer
campaigns designed to educate the Bedouins (nomads).
These campaigns, launched by the Ministry of Education
in 1967, are conducted in the rural and remote areas
where the nomads live. The summer campaign staff
includes teachers, a doctor, a nurse, Islamic preachers,
an agricultural counselor, and a social counselor,
whotogether perform the following: (a) educational
services; (b) Islamic education; (c) health services;
(d) agricultural counseling; and (e) social services.

The major objectives of the summer campaign are:

1. To eradicate the Bedouins' illiteracy as
   quickly as possible;

2. To foster the love of God and supply the
   Bedouins with the necessary amount of religious
   knowledge;

3. To offer them educational, social, health, and
   agricultural services to which they do not have
   access at present;

4. To increase the awareness of the Bedouins, to
   work toward raising their standard of living
   and ensuring a better life for them, and to
   encourage them to participate in the project;

5. To prepare them to read, write, and perform
   arithmetic. (Ministry of Education, 1984b,
   pp. 48-49)

The duration of the summer campaign is 100 days.
In most cases, the first-year curriculum of the
combating stage of the illiteracy eradication program is
used in summer campaigns.

In spite of their short duration, extent of curriculum to be covered, and teachers' lack of training in the needs, problems, and psychology of adult learners, the summer campaigns are good efforts at educating people who live in remote rural and nomadic areas.

ABE Teachers

Almost all ABE teachers have been elementary school teachers (Hosain, 1986, p. 17; Alsunbul, 1985, p. 151) who do not have enough skills to deal with adult learners. Without doubt, the Ministry of Education is aware that teachers involved in adult education should have experience in teaching and dealing effectively with adult learners. This appears in its preference for teachers who have attended in-service training in adult education and its offering in-service training to ABE teachers.

In-Service Training of ABE Teachers

In 1969, the in-service training programs for ABE teachers were begun by the Applied Research and Training Center. In 1975, the National Center for Adult Learning in Riyadh also began to provide the same service (Ministry of Education, 1986b, p. 51). Such in-service training programs focus on: (a) principles of adult learning; (b) techniques for teaching adults; (c) adult curriculum; and (d) recent knowledge in the field of

adult education (Department of Educational Documentation, 1987, p. 43).

The number of participants in the in-service training programs and program duration up until 1984 are shown in Table 2.5. By looking at this table, it is apparent that a one- or two-month duration is a short one, and that a limited number of teachers participated in the program. This reflects both a lack of opportunity for teachers to attend in-service training programs and the difficulties program planners would have met in completing all of their tasks.

Table 2.5--Number of ABE teachers who attended in-service training programs related to ABE, from 1969 to 1984.

Year	Duration	Number of Trainees
1969	two months	60
1970	-	-
1971	two months	60
1972	" "	60
1973	" "	60
1974	" "	60
1975	" "	120
1976	" "	60
1977	" "	60
1978	one month	120
1979	" "	224
1980	" "	233
1981	" "	211
1982	" "	103
1983	" "	240
1984	" "	120
	Total	1791

Source: Department of Educational Documentation, Educational Documentation, No. 28, pp. 44 and 46, 1987.

III. Teacher Competencies in General

As Short (1985) noted, competency has different meanings in different situations. He identified and discussed four conceptions of competency: (a) competency as behavior; (b) competency as command of knowledge or skills; (c) competency as degree of level of capability deemed sufficient; and (d) competency as quality of a person or as a state of being (pp. 4-5). Agreeing with Short's (1985) suggestion that competency should be defined in terms of measurable criteria, W. and S. Stainback (1973) state that in evaluating teachers' competencies:

> The competencies decided upon should be stated in clear, concise and measurable terms. This not only aids in the clarity of the competencies but also tends to reduce evaluation problems. The competencies should also encompass the affective and psychomotor domains of the teaching process as well as the cognitive. (p. 18)

Since the success or failure of schools in meeting society's needs relies heavily on teachers' abilities and competencies, scholars paid attention to identifying the traits of a good teacher a long time ago. For example, in 1929 the American Association of School Administrators commissioned a team to review the research and define some guidelines that would help them make practical decisions about teacher quality. Sadly, the team was forced to report that there was no specific trait or method exclusively associated with good

teaching (Combs, 1965, p. 3). Much later, in 1962, a
conference of "superior teachers" composed a list of the
characteristics of a good teacher. According to them,
good teachers should know their subject and related
subjects, be adaptable to new knowledge, understand the
process of becoming, recognize individual differences,
be good communicators, develop an inquiring mind, be
enthusiastic, have a sense of humor, have convictions,
be sincere and honest, be compassionate, be creative and
versatile, be willing to try, and believe in God (Combs,
1965, pp. 2-3).

Looking at the reverse side of teacher
competencies, Barr (1950) summarized the results of some
studies concerning the causes of failure among teachers
in his article, "Teaching Competencies," in the
Encyclopedia of Educational Research. He stated the
most common causes of failure among teachers are:

                    Lack of control over the technique of teaching
                    Lack of ability to maintain order and
                       discipline
                    Lack of mastery of subject matter
                    Lack of intelligence
                    Lack of effort
                    Lack of initiative
                    Lack of adaptability
                    Lack of common sense
                    Lack of physical ability
                    Lack of standards of teaching efficiency
                    Lack of ability to carry on
                    Lack of singleness of purpose
                    Lack of sympathetic understanding of pupils
                    Lack of social background
                    Lack of knowledge of what people can do
                    Lack of personality
                    Lack of moral standards. (p. 1448)

IV. Preparation of ABE Teachers

Because there is a difference between the needs, desires, and experiences of adults and children, and because the role of ABE teachers is more than teaching adult learners how to read and write, teachers involved in literary programs need to acquire specific skills so they may adequately serve the adult learner. Accordingly, Fenn (1972) has noted that most teachers need specialized training to be effective in adult basic education (p. 62). Camperell et al. (1983) suggested that "ABE teachers who teach in upper elementary grades or secondary schools need explicit training in teaching beginning skills to adults" (p. 77). In a study of thirty-five adult basic education programs in fifteen states of the United States, Barnes and Hendrickson (quoted in Fenn, 1972) determined specific training needs for teachers of adult illiterates. They found that the specific training needs for these teachers included the following:

1. Psychological and sociological peculiarities of adult illiterates.
2. Adult learning principles as they pertain to adult illiterates.
3. Psychology of the slow reader as applied to adult illiterates.
4. Group dynamics in the adult basic education classroom.
5. Human relations.
6. Identifying needs and immediate goals of the individual student.
7. Establishing attainable, measurable objectives.
8. Formulation of objectives around the individual's needs and goals.
9. Program evaluation.

10. Selection and evaluation of instructional materials.
11. Developing supplemental materials to meet individual needs.
12. Testing and the place of testing in the program. (p. 18)

In an attempt to help with the problem of selecting and training adult basic education teachers, Niemi and Davison (1971) prepared a model for the training of adult basic education teachers. They stated the following skills as specific competencies required of ABE teachers in:

1. Subject matter:

   --identify the characteristics of each subject.
   --identify major topics to be dealt with in each subject.
   --organize topics in logical sequence and, where possible, show relationships among them.

2. Student:

   --determine individual physical differences.
   --determine signs of physical decline, including sensory deterioration.
   --seek reasons for low self-concepts of individual students.
   --raise their self-concepts, in order to improve motivation.
   --analyze socio-economic influences upon the lives of individual students.
   --analyze how sub-cultural and dominant cultural values influence the learner.

3. Learning Process:

   --find ways to make subject matter relevant to students.
   --proceed from the known to the unknown.
   --move carefully from simple ideas to more complex ones.
   --support abstract ideas or generalizations with facts.
   --plan for active participation by individuals.
   --allow time for students to assimilate information.

--have students apply immediately what they
have learned, verbalizing it in order to
retain it.
--reinforce learning, making students aware of
their progress.
--develop a climate that will encourage
students to participate actively in the
learning process.
--diagnose learning problems, with special
attention to physiological, psychological,
and sociological differences that may affect
motivation.
--help students set attainable, measurable
objectives, expressed in behavioral terms
and based on their needs.
--develop materials and utilize a variety of
techniques and devices appropriate to subject
matter.
--plan activities that bring resources of
community to bear on needs of students.
--evaluate students, self, and program on the
basis of objectives set and on pre-assessment
of students. (p. 247)

To obtain good results, it is better when programs
for training ABE teachers focus on ABE learners and
teaching methods. Holden (1958) recommended that the
emphasis on good teaching methods, constant evaluation
of techniques being used, and deeper insight into adult
interests, concerns, and ways of learning, will help
teachers do a better job (p. 91). Burley (1985) agreed
with Holden. Because he holds that pre-service training
for ABE teachers should focus on understanding the
adult learner, as well as on the nature and scope of
the job, he outlined the following topics as suitable
agenda items for preservice training programs that serve
ABE teachers: (a) the nature of the adult basic
education program; (b) general characteristics of ABE
students; (c) adult basic education program objectives;

and (d) appropriate pedagogical techniques for adult basic education students (programmed instruction, individualized instruction, lecture, language experience, contract learning, group discussions, group tutoring, and the Laubach method (p. 1).

For ABE teacher training programs to be effective, Wharton (1979) suggested these programs be established at colleges and universities as well as revising state certification requirements for teachers who teach adults. The training of teachers of adults must focus on actual classroom performance, says Wharton. Certification of adult teachers should include successful demonstration of the ability to involve and motivate students, make instructional materials, teach coping skills, and lead discussion groups (pp. 223-229).

In his study of the determination of training priorities for adult basic education teachers in the Virgin Islands, Zinn (1975) found that ABE instructional process had a high training priority, with ABE curriculum as the second training priority. Competencies regarding the ABE learner were of less priority than the two areas (pp. 26, 54). In the same study, Zinn noted that because most of the teachers already worked full-time with children, the training of ABE teachers might be most relevant and effective if it focused more on the "adult" aspect of ABE rather than the "basic education" aspect (p. 29).

V. Competencies of ABE Teachers

The specific concern of most writers in the field of adult basic education centers on the belief that this area of teaching requires special abilities peculiar to working with disadvantaged adults (Smith, 1972, p. 46). In a study of perceptions of adult basic education administrators and teachers regarding skills of teaching, Rossman and Powers (1981) reported that the two highest rated items were flexibility/ individualization--the instructor's ability to deal with differing interests and abilities among students in his/her class and to respond constructively to student suggestions, criticisms, comments about his/her teaching strategies, and interpersonal relations--the instructor's ability to relate to people in ways which promote mutual respect and rapport (p. 37). In the same study, the skills perceived as very important for ABE teachers were skills in evaluation procedures; selecting course objectives, content, and activities; and using various teaching methods effectively.

Knowles, in his book Informal Adult Education (1951), stated that the teacher of adults should know his/her subject matter and how to organize it into proper sequence as well as know the literature of the field to select materials intelligently and to suggest sources which students may use for further information. He also asserted that the good teacher is skillful in

using a variety of teaching methods and should vary them in order to maintain interest, stimulate student participation, and meet individual differences (pp. 34-35). Knowles emphasized that a good teacher must have such other traits of personality to be effective in leading adults, such as friendliness, humor, humility, and interest in people (p. 97).

Draves (1984) shared the same idea with Knowles. He urged that teachers of adults must have empathy, interest, and a feeling for people and teaching, as much as expertise in the subject matter being covered. In teaching adults, knowing what not to do is as important as what to do (p. 16). This point is also strongly emphasized by the National Association of Public School Adult Education (cited in Fenn, 1972), which stated that:

> A basic education program for adults demands teachers who can choose wisely from among the growing array of materials available to them, and who can provide meaningful learning experiences. It demands teachers who understand and sympathize with the unique problems of undereducated adults, and who can accept them and respect them as individuals. Teachers without these qualities and skills can do more harm than good in working with undereducated adults. (p. 6)

As Butcher and Letarte (1968) have concluded, "teachers must do far more than merely impart the basic literacy skills of reading, writing, and arithmetic. They must help the adult meet the daily problems of life and help

them become effective and full participants in society"
(p. 81).

In the state of Florida, Fenn (1972) conducted a
study to identify the information, knowledge, skills,
attitudes and understandings needed by ABE teachers to
achieve minimum effectiveness in the adult setting.
Fenn circulated a list of thirty-four competencies to
the ABE teachers, administrators, students, professors
of adult education, and ABE personnel at Florida's
department of education. He found the five most
important competencies for the effective ABE teacher,
listed in order of rank from highest to lowest, were:

1. Is able to communicate effectively with
   students.

2. Skillfully uses a variety of appropriate adult
   teaching methods and techniques.

3. Selects and/or develops and uses materials
   appropriate to needs and abilities of the
   individual.

4. Understands the conditions under which adults
   are most likely to learn and applies that
   knowledge.

5. Is skillful in relating subject matter and
   content to the real-life problems of the
   students. (p. 65)

Fenn also found that the five competencies least
important to the effective ABE teacher were:

1. Has experience and skill in teaching children
   in elementary grades.

2. Has knowledge of the financing of adult basic
   education.

3. Understands the problems and principles of
   administration in adult education.

4. Knows the historical background of adult
education and is aware of how his program fits
in.

5. Participates in professional organizations
and/or associations of adult education. (p. 65)

Fenn found that the participants in his study (students,
teachers, professors, SDE personnel, and administrators)
were in significant agreement as to which competencies
were most important and which least important, but they
were not in total agreement on which competency should
be rated first, second, third, and so forth. Finally,
he concluded there was more agreement among the groups
about which competencies were least important.

Lamorella et al. (1983) put forth some points to
be considered by the new teacher of functionally
illiterate adults: "The students in the program are
adults with extensive experience and, therefore, should
be treated with respect" (p. 90); "The instructor needs
to have knowledge and understanding of the sequence of
reading skills" (p. 93); and "The instructor needs to
have knowledge and understanding of the instructional
strategies" (p. 94). The authors noted that the
ingrained habits and attitudes of adults may inhibit
their learning, but they (adults) may learn more quickly
if instruction is based on their past experiences
(p. 89). In addition, they concluded that

a successful adult basic education program will
recognize the differences between younger
students and adults, provide a setting in which
adults' dignity is not threatened, carefully
diagnose each adult's needs and capabilities,

and prescribe and carefully implement a program
to meet each adult's needs within that person's
capacities. (p. 94)

Smith's (1972) study aimed at determining the
perceptions of adult basic education teachers in the
states of Oregon, Washington, and Idaho regarding their
professional educational competency needs. The
following competencies were perceived most necessary for
ABE teachers by the teachers (listed in rank order
according to mean score averages):

1. Be stimulating in your work as a teacher.

2. Make a classroom lesson meaningful to the
   individual student.

3. Make a classroom demonstration meaningful to
   the individual student.

4. Motivate the student in the classroom.

5. Provide appropriate practice for classroom
   learning experience.

6. Select instructional materials for the
   classroom.

7. Provide appropriate practice for skill learning
   experience.

8. Use questions during the classroom
   presentations to aid student learning. (pp. 59-
   60).

Smith found that teaching strategies was the area in
which teachers see the greatest need for competency.
Discussing the implications of his study, Smith

emphasized that the teacher must have a high order of knowledge about the content and the process of teaching. He suggested that the eight "competencies should be of use in determining the relative value of specific courses or course content in developing the ABE teacher preparation program" (p. 64). Furthermore, he added that:

> One might well conclude that there are commonalities for all teaching and specialized knowledge required for special levels. This would seem to indicate that adult basic education teachers need general preparation as teachers and specialized training for adult education beyond the commonalities. (p. 65)

Finally, in specific reference to the Saudi Arabian context, Hamidi (1975), in his study of motivational factors toward literarcy in Riyadh, Saudi Arabia, recommended that teachers try to: (a) deal with illiterates as experienced adults; (b) maintain close personal contact with students; (c) identify and foster the intellectual capacities of their students to the fullest and encourage them to continue to higher education if they desire; and (d) teachers should find out more about the daily lives of students, especially the vocational realities with which students deal (p. 138)

VI. In-Service Training for ABE Teachers

Because most ABE teachers are elementary, middle and high school teachers, and because differences exist

between adults and children in the learning process, ABE teachers need additional training in adult basic education. Jorgenson (1988) pointed out that the role of staff development in adult basic education is to help educators understand the differences between teaching children and helping adults learn. Without staff development, she continued, the principles and techniques teachers would most likely use in the adult basic education classroom are the same ones they learned when training to be educators of children (p. 8). One of her conclusions was that ABE programs must look toward the future:

> Staff development is needed not only to acquaint ABE facilitators with the process of working with adults but to other challenges that now confront the field. The major challenges include the introduction of computer technology to ABE programs, and the growth in the enrollment of adult functional illiterates. (p. 8)

According to Fenn (1972), a statewide survey of in-service training needs for teachers in adult basic education was conducted by the Department of Adult Education at Florida State University in 1970. The findings showed that priority areas for in-service training in ABE were:

1. individualized instruction.
2. methods of teaching special groups.
3. textbooks designed for adults and curriculum development.
4. motivation.
5. identification of the adult student and his needs, wants, and goals.
6. testing for adults.
7. experience-sharing workshops.

8. recruitment of students.
9. studies of the black race.
10. counseling and guidance.
11. philosophy of adult education.
12. study of the uniqueness of the learning
    ability or disability of the adult.
13. research trends.
14. evaluation of student.
15. promotional techniques. (pp. 3-4)

In a comprehensive needs assessment for Michigan's ABE programs (1978), Macomb County Intermediate School District found the following needs expressed by ABE teachers: (a) training in working with students; (b) increased teacher efforts to survey student learning needs; (c) emphasis on building student self-esteem; (d) emphasis on teacher methodology and curriculum to improve students' employment skills; and (e) staff understanding of the different motivations for which students participate in ABE (pp. 5-6).

Thrasher's survey of members of the Washington Corps of Adult Teacher Trainers (cited in Stafford, 1981) found that out of 30 staff development the top five priorities were: (a) program planning--articulating scope and sequence of instructional goals; (b) recruiting students; (c) student counseling; (d) recognizing and prescribing for learning disabilities; and (e) selection of appropriate instructional materials (p. 11).

When Stafford (1981) assessed the in-service training needs of part-time ABE teachers in the state of Washington, he surveyed three groups--teachers,

coordinators, and state officials. Stafford found that the part-time teachers expressed the highest degree of need in the areas of materials and teaching aids, and understanding and counseling the adult student. In rank order the top ten needs as seen by ABE teachers were:

1. Know practical ways of motivating ABE students.

2. Become familiar with a wide range of ABE materials.

3. Know about other school and community resources for purposes of referral.

4. Develop or find a usable "scope and sequence" for teaching reading to ABE students.

5. Evaluate your own teaching effectiveness.

6. Develop or find a usable curriculum for ABE students.

7. Provide special help to students with specific problems that affect learning.

8. Initial diagnosis of student learning needs.

9. Raise student's self-concept.

10. Assess student's learning style. (p. 47)

Of the three groups, the coordinators and state officials saw more needs than the teachers. The kinds of in-service training needs did not change with experience, only the degree of need changed; more-experienced teachers expressed a lower degree of need than did less-experienced teachers. Stafford reported the greatest disparity of perceptions was between what the teachers themselves saw as needs and what the state-level authorities perceived as needs.

Williams (1983) conducted a study to determine if more frequent participation by adult basic education teachers in in-service programs was related to greater job satisfaction, or if factors such as age, sex, years of experience, degree attainment, or coursework in adult education, played a greater role. Williams reported that Scheffé procedures indicated no significant differences (at the 0.05 level) between males and females; among the five age groupings; among those with baccalaureate, masters, or doctorate degrees; between those with greater or lesser coursework in adult education; among those with degrees in areas more or less cogent to ABE; or among those with greater or lesser numbers of years as ABE teachers. On the other hand, persons with less than 1 year in their current post reported significantly less job satisfaction than those with 9 or more years in the same job.

Davison (cited in Fenn, 1972) found in his survey of adult basic education teachers in the province of British Columbia, Canada, that ABE teachers desired more training in the principles of adult learning and instruction, the teaching of reading, and communications (p. 2). In addition, Davison found that "the higher the educational level and the greater the experience in teaching, the greater the awareness of the need for learning about adult education" (pp. 2-3).

VII. ABE Learner's Characteristics and Learning

Without question, in any situation the learner's characteristics affect the learning process. Advance knowledge of the special characteristics of ABE learners will greatly help teachers design appropriate teaching methods that will both meet the needs of adult learners and encourage them to up in the program.

ABE Learner's Characteristics

ABE teachers should be aware of those particular characteristics that have implications for teaching and dealing with adults. According to Knowles (1970, p. 39), andragogy is premised on at least four crucial assumptions about the characteristics of adult learners that are different from the assumptions about child learners, on which traditional pedagogy is premised. These assumptions are that, as a person matures: (a) his self-concept moves from a dependent personality to a self-directing human being; (b) he accumulates experience that becomes a resource for learning; (c) his readiness to learn becomes oriented to the developmental tasks of his social role; and (d) his time perspective changes from postponed application of knowledge to immediacy of application, and his orientation toward learning shifts from subject centeredness to problem centeredness.

In her guidelines for working with adult learners, Imel (1982) stated that adults possess five characteristics that influence how they learn and which should be considered when developing instructional programs. These important characteristics were:

1. Adult Life Cycle. Every adult progresses through a series of life phases. In each phase of life, certain behaviors and skills--known as developmental tasks--need to be learned. Life-cycle phases influence how individuals approach learning as well as what they want or need to learn. In designing instructional programs, it is helpful to consider the developmental needs of adult learners at specific developmental stages.

2. Immediate Time Orientation. Adult learning is motivated by the need to learn a new task or make a specific decision. Adults are primarily interested in learning knowledge and skills that will be useful in dealing with these specific needs. They want to acquire information for immediate application.

3. Broad Base of Experience. Adults have extensive experiences that influence their ability to perceive, process, and use information. Their experiences result in knowledge that provides a foundation for gaining additional knowledge. Adults learn by relating new material to what they already know and by relating the new information to past experiences.

4. Independent Self-Concept. By adulthood, individuals have developed an independent view of self and rely less on others for direction. Adult learning situations should be designed to allow adults to retain as much autonomy as possible.

5. Social Roles of Adults. The role of learner is a secondary one for adults. Since adults must attend first to their primary roles, such as wage earner, spouse, parent, or

citizen, they frequently have limited
amounts of energy and time to devote to
their roles as learners. (p. 3)

ABE Learning

Planners of adult programs, therefore, should know

that an adult is not merely a large child and

significant differences exist between children as

learners and adults as learners. According to Williams

(1980), adult learners would learn more if the following

principles of adult learning were considered:

1. The learner must be motivated to learn.
2. The learning situation should take account
   of individual differences in the speed of
   learning, depth of learning and amount
   learned, and the sequences in which
   responses are learned.
3. What is learned should be reinforced.
4. The learning situation should give
   opportunities for practice and allow for
   plateaus.
5. What is learned should not conflict with
   present views or attitudes--these should be
   unlearned first. New learning should be
   built on the learner's present knowledge and
   attitudes.
6. The learner should be an active participant
   trying out new responses rather than just
   listening.
7. The material to be learned should be divided
   into learnable units and given in an
   appropriately paced sequence.
8. Coaching or guidance should be given in the
   development of new responses.
9. What is learned should be capable of being
   successfully generalized from the training
   situation to the work situation and of being
   appropriately used.
10. What has been learned should be integrated
    into other activities and other learning.
11. The material to be learned should be
    presented in a way that will emphasize the
    characteristics to be learned and do so in a
    way which is as meaningful as possible to
    the learner. (p. 387)

Knowles (1970) developed a list of principles for teaching adults which presents a clear picture of the andragogical teaching mode. Applying the following principles of teaching, he believes, will facilitate the adult learning process:

1. The teacher exposes students to new possibilities for self-fulfillment.
2. The teacher helps each student clarify his own aspirations for improved behavior.
3. The teacher helps each student diagnose the gap between his aspiration and his present level of performance.
4. The teacher helps the students identify the life problems they experience because of the gaps in their personal equipment.
5. The teacher provides physical conditions that are comfortable . . . and conducive to interaction.
6. The teacher accepts each student as a person of worth and respects his feelings and ideas.
7. The teacher seeks to build relationships of mutual trust and helpfulness among the students by encouraging cooperative activities and refraining from inducing competitiveness and judgmentalness.
8. The teacher exposes his own feelings and contributes his resources as a colearner in the spirit of mutual inquiry.
9. The teacher involves the students in a mutual process of formulating learning objectives in which the needs of the students, of the institution, of the teacher, of the subject matter, and of the society are taken into account.
10. The teacher shares his thinking about options available in the designing of learning experiences and the selection of materials and methods and involves the students in deciding among these options jointly.
11. The teacher helps the students to organize themselves . . . to share responsibility in the process of mutual inquiry.
12. The teacher helps the students exploit their own experiences as resources for learning.
13. The teacher gears the presentation of his own resources to the levels of experience of his particular students.

14. The teacher helps the students to apply new learnings to their experience, and thus to make the learnings more meaningful and integrated.
15. The teacher involves the students in developing mutually acceptable criteria and methods for measuring progress toward the learning objectives.
16. The teacher helps the students develop and apply procedures for self-evaluation according to these criteria. (pp. 52-53)

Summary

In this chapter, a brief description of education in Saudi Arabia and the historical development of ABE programs and their present status in Saudi Arabia has been presented. General teacher competencies, ABE teacher's preparation, competency, and needs for in-service training were reviewed, as well as ABE learner's characteristics and learning.

The review indicated that most ABE teachers in Saudi Arabia were drawn from elementary school teachers and employed in the adult education field without previous preparation. Although the identification of competencies needed for ABE teachers would help the General Trust for Adult Education in selecting capable teachers for working with adult learners and could be used as guidelines for ABE teachers for pre-service or in-service training programs, no projects as of the date of this study were specifically directed toward identifying specific teaching competencies of the ABE teachers in Saudi Arabia. Therefore, the main purpose

of the present study is to identify the perceptions of teachers, administrators, and supervisors of ABE programs in Saudi Arabia regarding the competencies needed for ABE teachers. In addition, there was agreement in the literature that ABE teachers need to have special competencies to deal with and teach adult learners successfully, such as communicating effectively with students, selecting appropriate materials and teaching methods for adult learners, having empathy for adults as learners, and relating classroom work to the adult's individual and needs. The present study's methodology will be described in the next chapter.

CHAPTER III

RESEARCH PROCEDURE

The major purpose of this study is to identify the perceptions of teachers, administrators, and supervisors of ABE programs in Saudi Arabia regarding competencies needed for ABE teachers, and to determine the perceived needs for professional development of ABE teachers. The procedures followed in the conduct of this study are discussed in this chapter. The techniques and methods used are treated under nine sections: (a) constructing the instrument; (b) translating the instrument; (c) pilot test; (d) validity; (e) reliability; (f) population; (g) sampling design; (h) data-gathering procedure; and (i) analyzing the data.

Constructing the Instrument

To attain the goals of this study, a survey questionnaire was constructed for the purpose of soliciting information from ABE teachers, administrators, and supervisors in order to identify perceived competencies needed for ABE teachers. The questionnaire also enables the ranking of the perceived importance of each competency as it is related to the

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teacher's job performance, and determines the competencies that ABE teachers need to attain through professional development.

After reviewing research studies with similar purposes and the tools utilized in collection of that information, the researcher could not find any single instrument appropriate for the purpose of this study because of the differences in educational systems and cultures. Therefore, the researcher devised a list of 24 competencies that would allow the respondents to rate the competencies according to their importance for ABE teachers.

The questionnaire consists of two parts. The first part contains questions pertaining to position; location of employment; years of experience in ABE; level of education; age; full-time job; taking courses in ABE; attending in-service training related to ABE; and the duration, time, and location of the last in-service training related to ABE. These items are identified as independent variables. The last item in this part asked those respondents who have attended in-service training related to ABE to rate the usefulness of in-service training programs on a scale of four points: "very useful," "useful," "somewhat useful," and "not useful."

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The second part of the questionnaire consists of 24 brief statements that were directly derived or modified from the questionnaires of Bolton (1975), Fenn (1972), Mocker et al. (1974), Smith (1972), Spungin (1977), Stulac et al. (1978), and Zinn (1974). After examining the literature, some additional competency statements were developed by the researcher. The 24 competency statements pertain to four areas, as shown in Table 3.1.

Table 3.1--Competency statements by competency areas.

Competency Areas	Competency Statements	Total
ABE Curriculum	1, 2, 3, 4	4
ABE Learner	5, 6, 7, 8, 9, 10, 11	7
ABE Scope and Goal	12, 13, 14, 15, 16	5
ABE Instructional Process	17, 18, 19, 20, 21, 22, 23, 24	8

Respondents were asked to rank their perceptions of the importance of each competency for the functioning of an ABE teacher on a scale of four points: "very important," "important," "less important," and "not important." The reported need of each ABE teacher for professional development is recorded on a scale of two points: "adequate" and "inadequate." The administrators and supervisors were asked to indicate the number of Saudi ABE teachers they are responsible for and the

percentage who need additional training in each competency.

In addition, the respondents were asked to list any other competencies they feel the ABE teacher needs but are not listed in the questionnaire. Also they were asked to rank the importance of each additional competency for the functioning of ABE teachers on a scale of two points—"very important" and "important"— and to indicate the present level of achievement in each competency for ABE teachers on a scale of two points: "adequate" and "inadequate." The administrators and supervisors indicate the percentage of ABE teachers who need additional training in each competency (see Appendix A for the English version of the questionnaire).

Translating the Instrument

Because the native language of the respondents is Arabic, the researcher initially translated the English version of the questionnaire into Arabic. The English and Arabic versions were discussed with one Arabic doctoral student at Michigan State University who is a student in linguistics to insure that the Arabic version precisely represented the English version. The revised Arabic form was given to four Saudi students at Michigan State University to determine ambiguous words or statements. Some modifications were made as a result of feedback from this group.

To ensure even greater clarity and precision, the researcher reviewed the translation of the questionnaire with members of the English Department, Taif College of Education, and rewrote the Arabic version after making some corrections. The two versions (Arabic and English) of the questionnaire were compared by two professors in the English Department, Taif College of Education, who specialize in linguistics and whose native language is Arabic, to ensure that the translated Arabic version reflects the English version. They reported that the Arabic version precisely represents the English version (see Appendix C). The Arabic version of the questionnaire was reviewed by the Educational Sciences Department at the College of Education in Taif to vouch that suitable and appropriate educational terms were used. Finally, the Arabic version was inspected by the Arabic Language Department at the College of Education in Taif to ensure its clarity, readability, and grammar (see Appendix B for the full Arabic version of the questionnaire).

Pilot Test

Borg and Gall (1983) recommend that, "For pre-test you should select a sample of individuals from a population similar to that from which you plan to draw your research subjects" (p. 425). Therefore, to finally ensure that the questionnaire items would be clear to

the study's subjects, the final questionnaire was pilot-tested at two ABE centers in Taif on two administrators and eight teachers who were employed in and familiar with ABE programs. The researcher distributed the questionnaire to these respondents in order to explain the purpose of the study and to discuss their comments and suggestions. All the respondents returned the completed questionnaire within two days.

The pilot test revealed that some respondents experienced some difficulty in understanding the terms of "competency" and "region." To amend this ambiguity, the researcher included a definition of competency and region in the final draft of the questionnaire.

Validity

Ary et al. (1972) spell out the importance of instrument validation and its process by stating:

> 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)

To obtain validation of the research instrument for this study, the following steps occurred:

a. reviewed related literature for this study and borrowed most of the questionnaire items with some modifications, as indicated in the section of this study concerned with constructing the questionnaire.

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b. consulted with the academic advisor and advisory committee members to obtain their comments and suggestions.

c. administered the questionnaire to six Saudi doctoral students at Michigan State University for the purposes of editing and checking the clarity, as well as the readability, of the questionnaire.

Based on the reactions, recommendations, and comments of the academic advisor, advisory committee members, and participants on the pilot test of the survey questionnaire, the questionnaire items were reduced from 40 to 24 items and some corrections were made.

Reliability

According to Ary et al. (1972), "The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring" (p. 200). The Cronbach's alpha reliability coefficient was used to estimate the reliability of the second part of the survey questionnaire. The overall reliability coefficient of this study's questionnaire was .823. This result indicated that the items on the second part of the survey questionnaire had an acceptable level of reliability.

Population

The target population for this study comprised two sub-groups. The first was all teachers, administrators, and supervisors of ABE centers operated under the Ministry of Education in the five cities encompassed by the study. These five cities were chosen because they each had a large number of ABE centers at the time this study was conducted, and because they are located in the five geographical and administrative regions of Saudi Arabia (see Table 3.2). The second sub-group was all administrators and supervisors of ABE programs at the Ministry of Education who had engaged in ABE programs during the 1987-88 academic years. From this target population, the researcher obtained the sample for collecting this study's data.

Table 3.2--Distribution of ABE centers and cities by region.

Region	City	Number of ABE Centers
Central	Riyadh	26
Western	Taif	11
Eastern	Dammam	6
Northern	Tabouk	6
Southern	Abha	5
	Total	54

Source: Lists of the ABE centers in adult education departments in each selected city during the second term of the 1987-88 academic year.

Sample

Three subsamples--ABE centers, ABE teachers, and administrators of ABE centers--were randomly selected from the target population. The sampling procedure was as follows:

ABE Centers - From the list of ABE centers in adult education departments in each selected city, the researcher randomly selected 75% of the ABE centers in each city. The number of selected ABE centers is shown in Table 3.3.

Table 3.3--Distribution of selected ABE centers for the study by city.

City	Number of selected ABE centers
Abha	4
Dammam	5
Riyadh	20
Tabouk	5
Taif	8
Total	42

ABE Teachers - All teachers in each selected center were listed and four from each were randomly selected.

Administrators - All of the administrators of the selected centers in each city were included, in addition

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to the administrators of ABE programs at the Ministry of Education.

All ABE supervisors in the five cities and of the Ministry of Education were included in the sample of the study. Table 3.4 displays the number of selected teachers, administrators, and supervisors.

Table 3.4--Distribution of the study's selected sample by city and position.

City	Teachers	Administrators	Supervisors
Abha	16	4	1
Dammam	14	5	2
Riyadh	79	21*	8**
Tabouk	8	5	1
Taif	32	8	3
Total	149	43	15

*20 administrators in ABE centers and one administrator at the Ministry of Education.

**Six Ministry of Education supervisors and two District supervisors.

Data-Gathering Procedure

After the research proposal was approved by the researcher's doctoral committee in March 1988, and subsequent approval granted by the University Committee on Research Involving Human Subjects (UCRIHS), the researcher traveled to Saudi Arabia for data gathering.

Upon arrival in Saudi Arabia on April 1, 1988, the researcher submitted a copy of the approved proposal, along with a letter from his advisor, to the Educational Sciences Department at the Education College in Taif in order to obtain approval for conduct of this study. Such approval was obtained. The researcher presented a letter from the vice-president of Umm Al-Qura University (the researcher's sponsor) to the Ministry of Education informing them of the study's purpose, asking permission for the research to be conducted, and seeking their cooperation with the researcher while he conducted the study in the selected cities (Abha, Dammam, Riyadh, Tabouk, and Taif). Five letters--written to selected districts in order to explain the purpose of the study and to help the researcher in data collection--were obtained from the trustee of the General Trust for Adult Education at the Ministry of Education. In addition, the Adult Education Department in the selected school districts provided a letter to each selected ABE center, introducing the researcher and approving distribution of the questionnaires in their ABE centers (see Appendix C for copies of the aforementioned letters).

The researcher established contact with each selected city school district and selected a sample of ABE centers. Although it was assumed that the study subjects were sufficient in number to complete the questionnaire, the researcher distributed the

questionnaire forms in all selected ABE centers, except for six ABE centers in Riyadh, and explained the instructions to the administrators. The administrators were then asked to explain the instructions to the teachers. Most of the distributed questionnaires were collected by the researcher from selected ABE centers.

A high rate of returned questionnaires was achieved: 204 of the 207 distributed questionnaires were returned (98.5%). Because they were complete, all returned questionnaires were used. Table 3.5 shows the number of distributed and returned questionnaire forms for each group. Data-gathering began on April 12, 1988, and ended on June 22, 1988.

Table 3.5--Number of distributed and returned
           questionnaires by position.

Position	Distributed	Returned	Percentage
Teachers	149	147	98.7%
Administrators	43	43	100%
Supervisors	15	14	93.3%
Total	207	204	98.5%

Analyzing the Data

After all data had been gathered, the responses of all respondents were coded onto data sheets for analysis procedures. Data were analyzed at the Michigan State

University Computer Center with the use of Statistical Package for the Social Sciences (SPSS) software.

Frequency and percentage distributions were used to describe the sample characteristics. The mean and standard deviation were used to represent the degree of importance on the specific competencies and competency areas for all groups of respondents according to their position. Mean percentage of the perceived need of the competencies and competency areas was used to represent the degree of need of these competencies and competency areas for ABE teachers' professional development as perceived by administrators and supervisors. For teachers, the percentage of the number of teachers who needed these competencies and competency areas for their professional development was used to indicate the degree of need.

For comparing the importance of the competency areas by the background variables, the mean of the perceived importance was categorized into four groups:

1.00 - 1.49	very important
1.50 - 2.49	important
2.50 - 3.49	less important
3.50 - 4.00	not important

For comparing the need of the competency areas by the background variables, the reported/perceived percentage of the number of teachers who needed the competency areas was also categorized into four groups:

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75 - 100      very highly needed
50 - 74.9     highly needed
25 - 49.9     moderately needed
 0 - 24.9     lowly needed
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Summary

Chapter III presented the research procedure used in this study. The chapter contained a description of instrument construction; translation of the instrument; pilot testing; validity; reliability; population; and sampling, data-gathering, and analysis procedures. An analysis of the data is presented in Chapter IV.

CHAPTER IV

DATA ANALYSIS

This chapter presents sample characteristics and results of data analysis. These characteristics are age, highest degree, teaching experience in general education, years of experience in ABE, years of teaching experience in ABE, taking/not taking courses in ABE, and attending/not attending in-service training. The analysis is divided into the following sections: (a) importance of competencies, (b) respondents' characteristics in relation to their perceptions of importance of competencies, (c) professional development needs of ABE teachers, and (d) respondents' characteristics in relation to their perceptions of ABE teachers' need for professional development.

Sample Characteristics

For this study, 207 persons were contacted and received a questionnaire; 204 questionnaires were returned (98.5% response rate). Of the 204 respondents, 147 (72.1%) were teachers, 43 (21.1%) were administrators, and 14 (6.8%) were supervisors.

Table 4.1 shows the distribution of respondents according to their work location. As shown in Table 4.1,

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Table 4.1—Distribution of respondents according to location of work.

City (Region)	Teachers		Administrators		District Supervisors		Ministry Supervisors	
	f	%	f	%	f	%	f	%
Riyadh (Central)	77	52.4	21	48.8	2	22.2	5	100
Taif (Western)	32	21.8	8	18.6	3	33.3	-	
Dammam (Eastern)	14	9.5	5	11.6	2	22.2	-	
Abha (Southern)	16	10.9	4	9.3	1	11.1	-	
Tabouk (Northern)	8	5.4	5	11.6	1	11.1	-	
Total	147	100	43	100	9	100	5	100

f = frequency

more than half of the teachers (77, or 52.4%) were from Riyadh, 32 (21.8%) were from Taif, 14 (9.5%) were from Dammam, 16 (10.9%) were from Abha, and 8 (5.4%) were from Tabouk. Of the administrators, 21 (48.8%) were from Riyadh, 8 (18.6%) were from Taif, 5 (11.6%) were from Dammam, 4 (9.3%) were from Abha, and 5 (11.6%) were from Tabouk. Of the district supervisors, 3 (33.3%) were from Taif, 2 (22.2%) each were from Riyadh and Dammam, and 1 (11.1%) each were from Abha and Tabouk. All five Ministry supervisors were from Riyadh.

Table 4.2 presents the distribution of respondents according to whether they were working full-time or part-time. The results of Table 4.2 show that all of the teachers were working part-time in ABE, whereas a

Table 4.2--Distribution of respondents according to whether their job
is full-time or part-time.

Job Status	Teachers		Administrators		District Supervisors		Ministry Supervisors	
	f	%	f	%	f	%	f	%
Part-time	147	100	42	97.7	-		-	
Full-time	-		1	2.3	9	100	5	100
Total	147	100	43	100	9	100	5	100

majority of the administrators (42, or 97.7%) were working part-time in ABE and all the supervisors at both the district and Ministry level were working full-time in ABE.

As can be seen in Table 4.3, the majority of teachers (131, or 89.1%) were elementary school teachers, 4 (2.7%) were middle school teachers, 1 (0.7%) was a high school teacher, and 11 (7.5%) were elementary school administrators. Two-thirds of the administrators (28, or 66.7%) were elementary school administrators, 6 (14.3%) were middle school administrators, 2 (4.8%) were high school administrators, 3 (7.1%) were elementary school teachers, and 3 (7.1%) were high school teachers.

Age

The distribution of respondents according to age is presented in Table 4.4. The results show that the majority of teachers were between 25-44 years of age

Table 4.3--Distribution of respondents by type of full-
time position.

Full-Time Position	Teachers f	%	Administrators f	%
Elementary School Teacher	131	89.1	3	7.1
Middle School Teacher	4	2.7	-	
High School Teacher	1	0.7	3	7.1
Elementary School Administrator	11	7.5	28	66.7
Middle School Administrator	-		6	14.3
High School Administrator	-		2	4.8
Total	147	100	42	100

Table 4.4--Distribution of respondents by age.

Age	Teachers f	%	Administrators f	%	District Supervisors f	%	Ministry Supervisors f	%
20-24 years	7	4.8	-		-		-	
25-34 years	58	39.4	9	20.9	1	11.1	-	
35-44 years	67	45.6	20	46.5	3	33.3	5	100
45-54 years	15	10.2	12	27.9	5	55.5	-	
over 54 years	-		2	4.7	-		-	
Total	147	100	43	100	9	100	5	100

(125, or 85%); 15 (10.2%) were between 45-54 years of age. Of the administrators, 9 (20.9%) were between 25-34 years of age; almost half (20, or 46.5%) were between 35-44 years; and 12 (27.9%) were between 45-54 years. Four (44.5%) of the district supervisors were between 25-44 years of age, and 5 (55.5%) were between 45-54 years of age. All of the Ministry supervisors were between 35-44 years of age.

Highest Degree

The distribution of respondents according to the highest degree held is shown in Table 4.5. The results indicate that 6 (4.1%) teachers had an Elementary Institute for Teachers diploma, 26 (17.7%) had an Upgrading Center diploma, 39 (26.5%) had a Secondary Institute for Teachers diploma, 59 (40.1%) had a Junior College diploma, and 17 (11.6%) had a bachelor's degree.

Of the administrators, 9 (20.9%) had an Elementary Institute for Teachers diploma, 6 (14.0%) had an Upgrading Center diploma, 5 (11.6%) had a Secondary Institute for Teachers diploma, 8 (18.6%) had a Junior College diploma, 12 (27.9%) had a bachelor's degree, and 3 (7.0%) had a master's degree. One (11.1%) of the district supervisors had an Elementary Institute for Teachers diploma, and 8 (88.9%) had a bachelor's degree. All of the Ministry supervisors had a bachelor's degree.

Table 4.5—Distribution of respondents by degree.

Degree	Teachers		Administrators		District Supervisors		Ministry Supervisors	
	f	%	f	%	f	%	f	%
EI Teachers	6	4.1	9	20.9	1	11.1	-	
Upgrading Center	26	17.7	6	14.0	-		-	
SI Teachers	39	26.5	5	11.6	-		-	
Junior College	59	40.1	8	18.6	-		-	
Bachelor's	17	11.6	12	27.9	8	88.9	5	100
Master's	-		3	7.0	-		-	
Total	147	100	43	100	9	100	5	100

EI Teachers = Elementary Institute for Teachers
SI Teachers = Secondary Institute for Teachers

Years of Teaching Experience in General Education

According to the results shown in Table 4.6, 44 (29.9%) of the teachers had more than 18 years of teaching experience in general education, 42 (28.5%) had between 13-18 years of experience, 38 (25.8%) had between 7-12 years, and 23 (15.7%) had no more than 6 years of experience.

Twenty-four (55.8%) of the administrators had more than 18 years of teaching experience in general education, 10 (23.2%) had between 13-18 years of experience, 6 (13.9%) had between 7-12 years, and 3 (7.0%) had no more than 6 years.

Table 4.6—Distribution of respondents by years of teaching experience in general education.

Years of Experience	Teachers		Administrators		District Supervisors		Ministry Supervisors	
	f	%	f	%	f	%	f	%
No experience	-		-		1	11.1	-	
Not more than 6 years	23	15.7	3	7.0	5	55.5	3	60
7-12 years	38	25.8	6	13.9	2	22.2	2	40
13-18 years	42	28.5	10	23.2	-		-	
More than 18 years	44	29.9	24	55.8	1	11.1	-	
Total	147	100	43	100	9	100	5	100

Five (55.5%) district supervisors had no more than 6 years of teaching experience in general education, 2 (22.2%) had between 7-12 years, 1 (11.1%) had more than 18 years, and 1 (11.1%) had no experience. Three (60%) Ministry supervisors had no more than 6 years of experience, and 2 (40%) had between 7-12 years of teaching experience in general education.

Years of Experience in ABE

The distribution of respondents according to years of experience in adult basic education is presented in Table 4.7. The results indicate that two-thirds (100, or 68%) of the teachers had no more than 6 years of experience in ABE, 31 (21%) had between 7-12 years of

Table 4.7—Distribution of respondents by years of experience in ABE.

Years of Experience	Teachers		Administrators		District Supervisors		Ministry Supervisors	
	f	%	f	%	f	%	f	%
Not more than 6 years	100	68	25	58.1	3	33.3	2	40
7-12 years	31	21	4	9.3	1	11.1	3	60
13-18 years	11	7.5	7	16.3	1	11.1	-	
More than 18 years	5	3.4	7	16.3	4	44.4	-	
Total	147	100	43	100	9	100	5	100

experience, 11 (7.5%) had between 13-18 years, and 5 (3.4%) had more than 18 years.

Twenty-five (58.1%) of the administrators had no more than 6 years of experience in ABE, 4 (9.3%) had between 7-12 years of experience, 7 (16.3%) had between 13-18 years, and 7 (16.3%) had more than 18 years.

Four (44.4%) district supervisors had more than 18 years of experience in ABE, while 3 (33.3%) had no more than 6 years. Three (60%) of the Ministry supervisors had between 7-12 years of experience in ABE, while 2 (40%) had no more than 6 years.

Years of Teaching Experience in ABE

According to the results shown in Table 4.8, two-thirds (100, or 68.5%) of the teachers had no more

Table 4.8—Distribution of respondents by years of teaching experience in ABE.

Years of Experience	Teachers		Administrators		District Supervisors		Ministry Supervisors	
	f	%	f	%	f	%	f	%
No experience	-		3	7.0	8	88.9	4	80
Not more than 6 years	100	68.5	24	55.9	1	11.1	1	20
7-12 years	32	21.9	7	16.3	-		-	
13-18 years	9	6.1	5	11.7	-		-	
More than 18 years	5	3.4	4	9.3	-		-	
Total	146	100	43	100	9	100	5	100

than 6 years of teaching experience in ABE, 32 (21.9%) had between 7-12 years,, 9 (6.1%) had between 13-18 years, and 5 (3.4%) had more than 18 years.

More than half of the administrators (24, or 55.9%) had no more than 6 years of teaching experience in ABE, 7 (16.3%) had between 7-12 years, 5 (11.7%) had between 13-18 years, 4 (9.3%) had more than 18 years, and 3 (7%) had no teaching experience in ABE.

The majority of district supervisors (8, or 88.9%) and Ministry supervisors (4, or 80%) had no teaching experience in ABE.

Taking Courses in ABE

The results shown in Table 4.9 indicate that while 57 (39.9%) of the teachers had taken courses in ABE during their pre-service program, the majority (86, or 60.1%) had not taken any courses in ABE. Similarly, 12 (28.6%) of the administrators had taken courses in ABE during their pre-service, while the majority (30, or 71.4%) had not taken any courses in ABE. District supervisors were about evenly divided, with 4 (44.4%) having taken courses in ABE during their pre-service program and 5 (55.6%) having not taken any courses. Of the Ministry supervisors, 3 (60%) had taken courses in ABE, while 2 (40%) had not.

Table 4.9—Distribution of respondents by taking/not taking courses in ABE during their pre-service program.

Took ABE Courses	Teachers		Administrators		District Supervisors		Ministry Supervisors	
	f	%	f	%	f	%	f	%
Yes	57	39.9	12	28.6	4	44.4	3	60
No	86	60.1	30	71.4	5	55.6	2	40
Total	143	100	42	100	9	100	5	100

Attending In-Service Training Programs

The results shown in Table 4.10 reveal that the majority of the teachers (125, or 85%) had not attended in-service training programs related to ABE, while a

Table 4.10—Distribution of respondents by attendance at in-service training programs related to ABE.

Attendance	Teachers		Administrators		District Supervisors		Ministry Supervisors	
	f	%	f	%	f	%	f	%
Yes	22	15.0	14	32.6	6	66.7	3	60
No	125	85.0	29	67.4	3	33.3	2	40
Total	147	100	43	100	9	100	5	100

small minority (22, or 15%) had attended such training programs. Twenty-nine (67.4%) administrators had not attended in-service training programs related to ABE, while 14 (32.6%) had attended. Six (66.7%) district supervisors had attended in-service training programs, while 3 (33.3%) had not attended such programs. Finally, 3 (60%) Ministry supervisors had attended in-service training programs related to ABE, while 2 (40%) had not attended.

Number of In-Service Training Programs

According to the results presented in Table 4.11, a majority of the teachers (20, or 91%) and a majority of the administrators (12, or 85.7%) who had attended in-service training programs related to ABE had attended only one such program. Two (33.3%) district supervisors who had attended in-service training programs related to ABE had attended four programs, while 2 (33.3%) had

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Table 4.11—Distribution of respondents by the number of in-service training programs attended in ABE.

Number of In-Service Programs	Teachers		Administrators		District Supervisors		Ministry Supervisors	
	f	%	f	%	f	%	f	%
One	20	91.0	12	85.7	1	16.7	1	33.3
Two	1	4.5	1	7.1	2	33.3	1	33.3
Three	1	4.5	1	7.1	1	16.7	1	33.3
Four	-		-		2	33.3	-	
Total	22	100	14	100	6	100	3	100

attended two programs. One (33.3%) of the Ministry supervisors who had attended in-service training programs related to ABE had attended three programs, one (33.3%) of the Ministry supervisors had attended two programs, and one (33.3%) of the Ministry supervisors had attended one program.

Duration of Last In-Service Program

The results shown in Table 4.12 indicate that for the teachers who had attended in-service training programs, 13 (61.9%) reported that the duration of the last program attended was 4-6 weeks, 5 (23.8%) reported a duration of 1-3 weeks, 2 (9.5%) reported 7-9 weeks, and 1 reported that the last program attended was 36 weeks long.

Half (7, or 50%) of the administrators who had attended in-service training programs attended the

Table 4.12—Distribution of respondents by the duration of their last in-service training program, in weeks.

Duration	Teachers		Administrators		District Supervisors		Ministry Supervisors	
	f	%	f	%	f	%	f	%
1-3 weeks	5	23.8	3	21.4	2	33.3	2	66.7
4-6 weeks	13	61.9	7	50.0	1	16.7	1	33.3
7-9 weeks	2	9.5	4	28.6	-		-	
10-12 weeks	-		-		1	16.7	-	
24 weeks	-		-		1	16.7	-	
36 weeks	1	4.8	-		1	16.7	-	
Total	21	100	14	100	6	100	3	100

program for a duration of 4-6 weeks, 4 (28.6%) for a duration of 7-9 weeks, and 3 (21.4%) for a duration of 1-3 weeks. Of the district supervisors who had attended in-service training programs, one-third (2, or 33.3%) attended the program for 1-3 weeks. Of the Ministry supervisors who had attended in-service training programs, 2 (66.7%) had attended the last program for 1-3 weeks and 1 (33.3%) for a duration of 4-6 weeks.

Time of Last In-Service Program

As can be seen from Table 4.13, two-thirds (14, or 66.7%) of the teachers who had attended in-service training programs attended the last program more than 36 months ago, 4 (19.0%) had attended the last program

Table 4.13—Distribution of respondents according to when the last
in-service training program was attended, in months.

When Last Program Was Attended	Teachers		Administrators		District Supervisors		Ministry Supervisors	
	f	%	f	%	f	%	f	%
During past 12 months	4	19.0	2	14.2	1	20.0	–	
During past 24 months	1	4.8	1	7.1	–		–	
During past 36 months	2	9.5	–		–		1	33.3
More than 36 months	14	66.7	11	78.6	4	80.0	2	66.7
Total	21	100	14	100	5	100	3	100

during the past 12 months, and 2 (9.5%) had attended the last in-service training program during the past 36 months.

The majority of the administrators (11, or 78.6%) who had attended in-service training programs attended the last in-service training program more than 36 months ago, while 2 (14.2%) attended the last in-service training program during the past 12 months.

Of those who had attended in-service training programs, the majority of the district supervisors (4, or 80%) and of the Ministry supervisors (2, or 66.7%) attended the last program more than 36 months ago.

Location of Last In-Service Program

The results shown in Table 4.14 indicate that the majority of the teachers (20, or 95.2%) who had attended in-service training programs in ABE attended the last program in Riyadh. The majority of the administrators (12, or 85.7%) who had attended such programs attended the last program in Riyadh, whereas one administrator (7.1%) attended the last program outside of Saudi Arabia. Two (33.3%) of the district supervisors who had attended in-service training programs attended the last program in Riyadh, and three (50%) attended the last program outside of Saudi Arabia. Two (66.7%) of the Ministry supervisors who had attended in-service training programs in ABE attended the last program outside Saudi Arabia.

Table 4.14—Distribution of respondents according to location of last in-service training program.

Location	Teachers		Administrators		District Supervisors		Ministry Supervisors	
	f	%	f	%	f	%	f	%
Riyadh	20	95.2	12	85.7	2	33.3	1	33.3
Taif	1	4.8	-		1	16.7	-	
Abha	-		1	7.1	-		-	
Outside Saudi Arabia	-		1	7.1	3	50.0	2	66.7
Total	21	100	14	100	6	100	3	100

Analysis of Responses

This section attempts to answer the research questions of this study by analyzing the responses regarding the perceived importance and need for professional development of ABE teaching competencies.

Importance of Competencies

In this section, responses regarding the importance of the 24 ABE teaching competencies are analyzed to obtain answers to research questions 1 and 2.

Perceptions of Teachers, Administrators, and Supervisors Regarding the Importance of Competencies

Research Question 1: To what extent do teachers, administrators, and supervisors of ABE programs in Saudi Arabia perceive the importance of the need for ABE teaching competence that stresses: (a) ABE curriculum, (b) ABE learner, (c) ABE scope and goal, and (d) ABE instructional process; and are there differences among the perceptions of the three groups?

To answer this question, the perceptions of the teachers, administrators, and supervisors regarding the importance of the 24 ABE teaching competencies were tabulated in Table 4.15 in rank order from highest to lowest importance according to the overall mean. The rank order of the 24 competency statements according to the mean of perceived importance by each group is presented in Appendix D. The mean of the perceived importance was categorized into four groups:

Table 4.15--Means and standard deviations of ranking of the 24 competency statements by teachers, administrators, district supervisors, and Ministry supervisors.

Competency Statement (abbreviated)	Teachers		Admini- strators		District Supervisors		Ministry Supervisors		All	
	X	SD	X	SD	X	SD	X	SD	X	SD
Knowing goal of teaching reading...to adults	1.27	.46	1.33	.57	1.44	.73	1.40	.55	1.29	.50
Ability to use methods appropriate to adults	1.29	.51	1.37	.49	1.22	.44	1.60	.55	1.31	.51
Knowing learning differences, child and adult	1.31	.52	1.35	.75	1.33	.50	1.40	.55	1.32	.57
Knowing adults need to be treated as adults	1.31	.53	1.40	.50	1.78	1.20	1.20	.45	1.34	.57
Ability to establish mutual respect with adults	1.35	.52	1.35	.48	1.67	.50	1.20	.45	1.36	.51
Communicating effectively with adults	1.37	.51	1.42	.63	1.56	.53	1.40	.55	1.39	.54
Ability to relate content to adult problems	1.48	.62	1.26	.44	1.33	.71	1.20	.45	1.42	.59
Ability to use instructional media	1.44	.60	1.47	.55	1.67	.87	1.40	.55	1.46	.60
Knowing causes and problems of illiteracy	1.46	.64	1.63	.73	1.44	.53	1.40	.55	1.49	.66
Keeping informed on new developments in ABE	1.50	.58	1.49	.51	1.22	.44	1.60	.55	1.49	.56
Ability to implement adjustments for reading ease	1.53	.64	1.49	.59	1.89	.78	1.60	.55	1.54	.64
Apply appropriate adult evaluation techniques	1.51	.57	1.61	.64	1.67	.71	1.80	.45	1.54	.56
Ability to interpret goals of ABE programs	1.63	.63	1.54	.59	1.78	1.20	1.60	.55	1.61	.65
Knowing differences in background of adults	1.61	.67	1.74	.73	2.00	1.12	1.80	.45	1.66	.70
Knowing what motivates adults	1.65	.70	1.67	.75	1.44	.53	2.00	.71	1.66	.70
Ability to adapt available curricula to adults	1.67	.67	1.65	.61	1.78	.67	1.40	.55	1.67	.66
Abl. to select appropriate curriculum activities	1.76	.73	1.67	.84	1.33	.71	1.60	.55	1.72	.75
Ability help adults develop positive self-concept	1.79	.69	1.72	.59	1.89	.93	1.80	.45	1.78	.67
Ability use counseling techniques to help adults	1.75	.77	1.79	.71	2.22	.67	2.20	.71	1.79	.75
Knowing adults want immediate benefits	1.76	.64	1.95	.72	2.11	1.17	1.80	.45	1.81	.68
Knowing cultural and social forces	1.80	.68	2.00	.66	2.00	.50	2.00	.71	1.85	.67
Knowing local resources to assist adults	1.88	.80	2.33	.89	2.56	.73	2.60	1.14	2.02	.85
Knowing individual learner's needs	2.23	1.03	2.51	1.01	2.11	.78	2.20	.45	2.28	1.01
Ability to utilize learner's experiences	2.39	.98	2.70	.86	1.89	.78	1.80	.45	2.42	.96

X = mean   SD = standard deviation

1.00 - 1.49   very important

1.50 - 2.49   important

2.50 - 3.49   less important

3.50 - 4.00   not important

As shown in Table 4.15, there is no total agreement among the groups in the number of competencies or the kind of competencies perceived as "very important." Nine competencies were perceived as "very important" by teachers and Ministry supervisors, ten by administrators, and eight by district supervisors. Only three competency statements, "knowing the goal of teaching reading, writing, and mathematics to adults," "knowing learning differences between children and adults," and "ability to relate content to real life problems of adults" were perceived as "very important" by each group with different rank order. For example, teachers rated the competency of "knowing the goal of teaching, reading, writing, and mathematics to adults" as most important, whereas administrators rated it second, Ministry supervisors rated it fourth, and district supervisors rated it sixth.

Three competencies were perceived as "less important" by administrators: "ability to utilize learner's experiences", "knowing individual learners' needs", and by district and Ministry supervisors "knowing local resources to assist adults." None of the

24 competencies were perceived by any group as "not important."

The ten competencies perceived overall as being "very important" for ABE teachers were, in the following order of importance:

- knowing the goal of teaching reading, writing, and mathematics to adult learners;

- ability to use a variety of appropriate adult teaching methods;

- knowing learning differences between children and adults;

- knowing that adults need to be treated as adults at all times;

- ability to establish mutual respect with adults;

- communicating effectively with adult learners;

- ability to relate content to real life problems of the adult leaners;

- ability to use instructional media provided to adult learners;

- knowing major causes of illiteracy and its problems;

- keeping informed on new developments, recommendations, and issues in ABE.

Four of the ten competencies above reflected respondents' concerns about the ABE instructional process. Three indicated the importance of competencies in ABE scope and goal. Two pertained to the ABE learner and one concerned ABE curriculum.

In descending order, the five competencies of least importance to ABE teachers, as judged by overall means, were:

- knowing adult learners want immediate benefits from what they learn;

- knowing cultural and social forces that influence adult learning;

- knowing local resources and agencies providing assistance and services to adult learners;

- knowing individual learners' needs;

- ability to utilize adult learners' experiences in teaching lessons.

Importance of Competency Areas

Table 4.16 presents the means for the importance of the four selected competency areas as perceived by teachers, administrators, district supervisors, and Ministry supervisors. According to Table 4.16, for the teachers the following areas of competency were perceived in order of highest to lowest mean: (a) ABE scope and goal, (b) ABE curriculum, (c) ABE instructional process, and (d) ABE learner. For the administrators, the order was: (a) ABE curriculum, (b) ABE scope and goal, (c) ABE instructional process, and (d) ABE learner. For the district supervisors, the order was: (a) ABE curriculum, (b) ABE scope and goal, (c) ABE instructional process, and (d) ABE learner. Finally, for the Ministry supervisors, the order was: (a) ABE curriculum, (b) ABE instructional process, (c) ABE scope and goal, and (d) ABE learner.

Table 4.16—Means and rank of importance of competency areas as perceived by teachers, administrators, district supervisors, and Ministry supervisors.

Competency Area	Teachers Mean	Rank	Administrators Mean	Rank	District Supervisors Mean	Rank	Ministry Supervisors Mean	Rank
ABE Curriculum	1.60	(2)	1.52	(1)	1.58	(1)	1.45	(1)
ABE Learner	1.67	(4)	1.80	(4)	1.83	(4)	1.77	(4)
ABE Scope & Goal	1.55	(1)	1.66	(2)	1.69	(2)	1.72	(3)
ABE Instructional Process	1.61	(3)	1.68	(3)	1.72	(3)	1.65	(2)

Respondents' Characteristics in Relation to Their Perceptions of Importance of Competencies

Research Question 2: Are there differences in the perception of the importance of ABE teaching competencies related to respondents' age, highest degree, teaching experience in general education, experience in ABE, teaching experience in ABE, taking/not taking courses in ABE, attending/not attending in-service training in ABE, and duration of in-service training.

The mean was utilized to discover whether the characteristics of teachers, administrators, and supervisors affect their perceptions with regard to the importance of competencies.

Teachers' Characteristics in Relation to Their Perceptions of Four Selected Competency Areas. Table 4.17 presents the means of importance of four selected competency areas as perceived by teachers according to their age. The means of importance of each competency

Table 4.17—Means of importance of competency areas as perceived by teachers, according to age.

	Age in Years					
Area	21-24	25-29	30-34	35-39	40-44	45-54
ABE curriculum	1.89	1.64	1.65	1.60	1.47	1.60
ABE learner	1.67	1.71	1.66	1.72	1.61	1.60
ABE scope & goal	1.42	1.54	1.56	1.58	1.59	1.40
ABE instructional process	1.55	1.63	1.64	1.62	1.65	1.44

area for various age groups are compared based on the interpretation of the mean response given in Chapter III. Teachers in the age group of 40-44 years perceived the competency in understanding ABE curriculum as "very important," while those in the remaining age groups perceived such competency as "important." Teachers in all age groups perceived the competency in understanding ABE learner as "important." Teachers in the age groups of 21-24 years and 45-54 years perceived the competency in understanding ABE scope and goal as "very important," while those in the remaining age groups perceived such competency as "important." Finally, teachers in the age group of 45-54 years perceived the competency in understanding ABE instructional process as "very important," while those in the remaining age groups perceived such competency as "important."

Table 4.18 presents the means of importance of four selected competency areas as perceived by teachers according to their highest degree. Teachers with Elementary Institute for Teachers degrees perceived the competency in understanding ABE curriculum as "very important," while those in the remaining degree groups perceived such competency as "important." Teachers in all degree groups perceived the competency in understanding ABE learner as "important." Teachers in the degree groups of Upgrading Center and Bachelors/Masters degrees perceived the competency in understanding ABE scope and goal as "very important," while those in the remaining degree groups perceived such competency as "important." Finally, teachers with an Elementary Institute for Teachers degree perceived the competency in understanding ABE instructional process as "very important," while those in the remaining degree groups perceived such competency as "important."

Table 4.19 presents the means of importance of four selected competency areas as perceived by teachers according to their teaching experience in general education. Teachers in all experience groups perceived the competency in understanding ABE curriculum as "important." Teachers in the experience group of 4-6 years perceived the competency in understanding ABE learner as "very important," while

Table 4.18—Means of importance of competency areas as perceived by teachers, according to degree.

Area	Elementary Institute for Teachers	Upgrading Center	Secondary Institute for Teachers	Junior College	Bachelors or Masters
ABE curriculum	1.33	1.56	1.61	1.66	1.60
ABE learner	1.52	1.57	1.66	1.69	1.77
ABE scope & goal	1.67	1.48	1.61	1.60	1.47
ABE instructional process	1.44	1.56	1.69	1.63	1.50

Table 4.19—Means of importance of competency areas as perceived by teachers, according to teaching experience in general education.

Area	Experience in Years						
	1-3	4-6	7-9	10-12	13-15	16-18	over 18
ABE curriculum	1.83	1.50	1.75	1.64	1.59	1.58	1.55
ABE learner	1.96	1.47	1.57	1.71	1.73	1.67	1.58
ABE scope & goal	1.67	1.36	1.56	1.56	1.60	1.66	1.49
ABE instructional process	1.55	1.51	1.69	1.59	1.67	1.66	1.59

those in the remaining experience groups perceived such competency as "important." Teachers in the experience groups of 4-6 years and more than 18 years perceived the competency in understanding ABE scope and goal as "very important," while those in the remaining experience groups perceived such competency as "important." Finally, teachers in all experience groups perceived the competency in understanding ABE instructional process as "important."

Table 4.20 presents the means of importance of four selected competency areas as perceived by teachers according to their teaching experience in ABE. Teachers in experience groups of 4-6 years and more than 12 years perceived the competency in understanding ABE curriculum as "very important," while those in the remaining experience groups perceived such competency as "important." Teachers in the experience group of 10-12 years perceived the competency in understanding ABE learner as "very important," while those in the remaining experience groups perceived such competency as "important." Teachers in experience groups of 10-12 years and more than 12 years perceived the competency in understanding ABE scope and goal as "very important," while those in the remaining experience groups perceived such competency as "important." Finally, teachers in all experience groups perceived the competency understanding ABE instructional process as "important."

Table 4.20—Means of importance of competency areas as perceived by teachers, according to teaching experience in ABE.

Area	Experience in Years					
	under 1	1-3	4-6	7-9	10-12	over 12
ABE curriculum	1.83	1.61	1.49	1.69	1.57	1.45
ABE learner	1.74	1.73	1.62	1.72	1.48	1.55
ABE scope & goal	1.50	1.62	1.51	1.68	1.37	1.44
ABE instructional process	1.68	1.61	1.57	1.73	1.59	1.50

Table 4.21 presents the means of importance of four selected competency areas as perceived by teachers according to taking/not taking courses in ABE during pre-service training. Both teachers who took courses in ABE and teachers who did not take courses in ABE perceived the competencies in understanding ABE curriculum, learner, and instructional process as "important." Teachers who did not take courses in ABE perceived the competency in understanding ABE scope and goal as "very important," while the teachers who took courses in ABE perceived such competency as "important."

Table 4.22 presents the means of importance of four selected competency areas as perceived by teachers according to attending/not attending in-service training in ABE. Both teachers who attended in-service training

Table 4.21—Means of importance of competency areas as
perceived by teachers, according to
taking/not taking courses in ABE.

Area	Yes	No
ABE curriculum	1.64	1.59
ABE learner	1.72	1.62
ABE scope & goal	1.64	1.49
ABE instructional process	1.69	1.56

Table 4.22—Means of importance of competency areas as
perceived by teachers, according to
attending/not attending in-service
training in ABE.

Area	Yes	No
ABE curriculum	1.59	1.61
ABE learner	1.53	1.69
ABE scope & goal	1.45	1.56
ABE instructional process	1.53	1.63

in ABE and teachers who did not attend in-service
training perceived the competencies in understanding ABE
curriculum, learner, and instructional process as
"important." Teachers who attended in-service training
in ABE perceived the competency in understanding ABE
scope and goal as "very important," while those who did
not attend such training perceived such competency as
"important."

Table 4.23 presents the means of importance of four selected competency areas as perceived by teachers according to the duration of last in-service training. Teachers whose last in-service training lasted for less than 1 month perceived the competencies in understanding ABE curriculum and learner as "very important," while those whose in-service training lasted 1 month or more perceived such competency as "important." Both the teachers whose last in-service training lasted for less than 1 month and those whose training lasted for 1 month or more perceived the competency in understanding ABE scope and goal as "very important" and perceived the competency in understanding ABE instructional process as "important."

Table 4.23--Means of importance of competency areas as perceived by teachers, according to duration of last in-service training.

Area	less than 1 month	1 month or more
ABE curriculum	1.46	1.65
ABE learner	1.43	1.54
ABE scope & goal	1.37	1.45
ABE instructional process	1.50	1.53

Administrators' Characteristics in Relation to
Their Perceptions of Four Selected Competency Areas.
Table 4.24 presents the means of importance of four
selected competency areas as perceived by administrators
according to their age. Administrators in the age group
of 40-44 years perceived the competency in understanding
ABE curriculum as "very important," while those in the
remaining age groups perceived such competency as
"important." Administrators in all age groups perceived
the competencies in understanding ABE learner, scope and
goal, and instructional process as "important."

Table 4.24--Means of importance of competency areas as perceived by
administrators, according to age.

Area	Age in Years				
	24-34	35-39	40-44	45-49	over 49
ABE curriculum	1.61	1.50	1.46	1.53	1.50
ABE learner	2.05	1.66	1.65	1.91	1.76
ABE scope & goal	1.78	1.55	1.52	1.75	1.80
ABE instructional process	1.85	1.67	1.51	1.66	1.79

Table 4.25 presents the means of importance of
four selected competency areas as perceived by
administrators according to their highest degree.
Administrators with Upgrading Center diplomas and
Secondary Institute for Teachers diplomas perceived the
competency in understanding ABE curriculum as "very

Table 4.25—Means of importance of competency areas as perceived by administrators, according to degree.

Area	Elementary Institute for Teachers	Upgrading Center	Secondary Institute for Teachers	Junior College	Bachelors or Masters
ABE curriculum	1.53	1.21	1.45	1.59	1.62
ABE learner	1.81	1.60	1.80	1.77	1.90
ABE scope & goal	1.78	1.50	1.56	1.55	1.75
ABE instructional process	1.72	1.69	1.68	1.59	1.69

important," while those in the remaining degree groups perceived such competency as "important." Administrators in all degree groups perceived the competencies in understanding ABE learner, scope and goal, and instructional process as "important."

Table 4.26 presents the means of importance of four selected competency areas as perceived by administrators according to their teaching experience in general education. Administrators in the experience groups of 13-18 years and over 18 years perceived the competency in understanding ABE curriculum as "very important," while those in the experience group of 1-12 years perceived such competency as "important." Administrators in all experience groups perceived the competencies in understanding ABE learner, scope and goal, and instructional process as "important."

Table 4.26--Means of importance of competency areas as perceived by
administrators, according to teaching experience in general
education.

	Experience in Years		
Area	1-12	13-18	over 18
ABE curriculum	1.67	1.45	1.49
ABE learner	1.84	1.79	1.79
ABE scope & goal	1.84	1.58	1.63
ABE instructional process	1.72	1.68	1.66

Table 4.27 presents the means of importance of four selected competency areas as perceived by administrators according to their experience in ABE. Administrators in the experience groups of 1-3 years and over 12 years perceived the competency in understanding ABE curriculum as "very important," while those in the experience group of 4-12 years perceived such competency as "important." Administrators in all the experience groups perceived the competencies in understanding ABE learner, scope and goal, and instructional process as "important."

Table 4.28 presents the means of importance of four selected competency areas as perceived by administrators according to taking/not taking courses in ABE during pre-service training. Administrators who took courses in ABE perceived the competency in understanding ABE curriculum as "very important,"

Table 4.27—Means of importance of competency areas as perceived by administrators, according to experience in ABE.

Area	Experience in Years		
	1-3	4-12	over 12
ABE curriculum	1.46	1.72	1.34
ABE learner	1.78	1.92	1.68
ABE scope & goal	1.65	1.66	1.67
ABE instructional process	1.66	1.72	1.64

Table 4.28--Means of importance of competency areas as perceived by administrators, according to taking/not taking courses in ABE.

Area	Yes	No
ABE curriculum	1.48	1.51
ABE learner	1.80	1.79
ABE scope & goal	1.75	1.61
ABE instructional process	1.73	1.64

while those who did not take courses in ABE perceived such competency as "important." Both the administrators who took courses in ABE and those who had not taken courses in ABE perceived the competencies in understanding ABE learner, scope and goal, and instructional process as "important."

Table 4.29 presents the means of importance of four selected competency areas as perceived by administrators according to attending/not attending in-service training in ABE. Administrators who attended in-service training in ABE perceived the competency in understanding ABE curriculum as "very important," while the administrators who did not attend this training perceived such competency as "important." Both the administrators who attended in-service training in ABE and those who did not attend such training perceived the competencies in understanding ABE learner, scope and goal, and instructional process as "important."

Table 4.29--Means of importance of competency areas as perceived by administrators, according to attending/not attending in-service training in ABE.

Area	Yes	No
ABE curriculum	1.41	1.57
ABE learner	1.79	1.81
ABE scope & goal	1.74	1.62
ABE instructional process	1.71	1.66

Table 4.30 presents the means of importance of four selected competency areas as perceived by administrators according to the duration of last in-service training. Administrators whose last in-service training lasted for one month or more perceived the competency in understanding ABE curriculum and learner as "very important," while those whose in-service training lasted less than one month perceived such competency as "important." Both the administrators whose last in-service training lasted for less than one month and those whose training lasted for one month or more perceived the competencies in understanding ABE learner, scope and goal, and instruction process as "important."

Table 4.30--Means of importance of competency areas as perceived by administrators, according to duration of last in-service training.

Area	less than 1 month	1 month or more
ABE curriculum	1.58	1.36
ABE learner	1.86	1.77
ABE scope & goal	1.80	1.73
ABE instructional process	1.58	1.74

Supervisors' Characteristics in Relation to Their

Perceptions of Four Selected Competency Areas. Table
4.31 presents the means of importance of four selected
competency areas as perceived by supervisors according
to their age. Supervisors in all age groups perceived
the competencies in understanding all four selected
competency areas as "important."

Table 4.31--Means of importance of competency areas as
perceived by supervisors, according to age.

	Age in Years	
Area	29-44	45-54
ABE curriculum	1.53	1.55
ABE learner	1.83	1.77
ABE scope & goal	1.64	1.80
ABE instructional process	1.71	1.68

Table 4.32 presents the means of importance of
four selected competency areas as perceived by
supervisors according to their teaching experience in
general education. Supervisors in both experience
groups perceived the competency in understanding all
four selected competency areas as "important."

Table 4.33 presents the means of importance of
four selected competency areas as perceived by
supervisors according to their experience in ABE.

Table 4.32--Means of importance of competency areas as
perceived by supervisors, according to
teaching experience in general education.

| Area | Experience in Years | |
	1-6	over 6
ABE curriculum	1.53	1.55
ABE learner	1.89	1.66
ABE scope & goal	1.67	1.76
ABE instructional process	1.71	1.68

Table 4.33--Means of importance of competency areas as perceived by
supervisors, according to experience in ABE.

| Area | Experience in Years | | |
	1-3	4-12	over 12
ABE curriculum	1.50	1.50	1.60
ABE learner	2.29	1.65	1.83
ABE scope & goal	1.60	1.71	1.72
ABE instructional process	1.81	1.66	1.70

Supervisors in all experience groups perceived the competencies in understanding ABE curriculum, learner, scope and goal, and instructional process as "important."

Table 4.34 presents the means of importance of four selected competency areas as perceived by supervisors according to taking/not taking courses in ABE during pre-service training. Supervisors who took courses in ABE perceived the competency in understanding ABE curriculum as "very important," while those who did not take courses in ABE perceived such competency as "important." Both the supervisors who took courses in ABE and those who had not taken courses in ABE perceived the competencies in understanding ABE learner, scope and goal, and instructional process as "important."

Table 4.34--Means of importance of competency areas as perceived by supervisors, according to taking/not taking courses in ABE.

Area	Yes	No
ABE curriculum	1.39	1.68
ABE learner	1.73	1.88
ABE scope & goal	1.69	1.71
ABE instructional process	1.57	1.82

Table 4.35 presents the means of importance of four selected competency areas as perceived by supervisors according to attending/not attending in-service training in ABE. Supervisors who attended in-service training in ABE perceived the competency in understanding ABE curriculum as "very important," while those who did not attend such training perceived this competency as "important." Both the supervisors who attended in-service training in ABE and those who did not attend such training perceived the competencies in understanding ABE learner, scope and goal, and instructional process as "important."

Table 4.35--Means of importance of competency areas as perceived by supervisors, according to attending/not attending in-service training in ABE.

Area	Yes	No
ABE curriculum	1.42	1.75
ABE learner	1.67	2.06
ABE scope & goal	1.69	1.72
ABE instructional process	1.61	1.85

Table 4.36 presents the means of importance of four selected competency areas as perceived by supervisors according to the duration of last in-service training. Both supervisors whose last in-service training lasted for less than one month and those whose

Table 4.36--Means of importance of competency areas as
         perceived by supervisors, according to
         duration of last in-service training.

Area	less than 1 month	1 month or more
ABE curriculum	1.38	1.45
ABE learner	1.71	1.63
ABE scope & goal	1.75	1.64
ABE instructional process	1.53	1.68

training lasted for one month or more perceived the
competencies in understanding ABE curriculum as "very
important." Supervisors of both groups perceived the
competencies in understanding ABE learner, scope and
goal, and instruction process as "important."

Professional Development
Needs of ABE Teachers

In this section, responses regarding the needs for
professional development of ABE teachers in the 24 ABE
teaching competencies are analyzed in order to answer
research questions 3 and 4.

Perceptions of Teachers, Administrators, and
Supervisors Regarding the Need for Professional
Development of ABE Teachers

Research Question 3: What competencies are
perceived by teachers, administrators, and
supervisors of ABE to be needed for professional
development of ABE teachers in Saudi Arabia, and
are there differences among the perceptions of the
three groups?

To answer this question, the perceptions of teachers, administrators, and supervisors regarding the needs of ABE teachers for professional development of the 24 ABE teaching competencies were tabulated in rank order from highest to lowest need according to percentages of teachers who reported them as "inadequate" in Table 4.37. The rank order of the 24 competency statements according to the reported/ perceived percentage of the number of teachers who need professional development by each group is provided separately in Appendix E. The percentage of teachers who needed professional development was categorized into four groups:

75-100	very highly needed
50-74.9	highly needed
25-49.9	moderately needed
0-24.9	lowly needed

As can be seen in Table 4.37, teachers reported the need for professional development in the 24 competencies lower than did administrators and supervisors. The competencies reported by teachers fell into the categories of "moderately needed" or "lowly needed," while the competencies perceived by administrators and supervisors fell into the categories of "highly needed" or "moderately needed." Ministry supervisors perceived a higher need for professional development of ABE teachers than did district

Table 4.37—Ranking of the 24 competency statements according to percent of teachers who reported them as "inadequate," and the mean percent of teachers who needed professional development as perceived by administrators and district and Ministry supervisors.

Competency Statement (abbreviated)	Teachers (%)	Admini- strators (%)	District Supervisors (%)	Ministry Supervisors (%)
Keeping informed on new developments in ABE	46.3	60.1	72.8	64.0
Ability to use instructional media	40.8	52.7	58.3	62.0
Ability to select appropriate curriculum activities	39.2	48.4	62.8	64.0
Ability to utilize learner's experiences	38.6	33.0	43.9	64.0
Ability to adapt available curricula to adults	38.4	53.3	59.4	76.0
Ability to use methods appropriate to adults	36.1	61.4	61.7	72.0
Knowing cultural and social forces	35.4	51.4	50.6	52.0
Ability to implement adjustments for reading ease	32.7	54.0	47.8	62.0
Knowing local resources to assist adults	32.2	38.4	42.8	44.0
Ability to use counseling techniques to help adults	32.2	48.3	38.0	56.0
Knowing individual learner's needs	30.8	36.5	40.2	42.0
Knowing adults want immediate benefits	28.6	40.6	35.0	56.0
Knowing causes and problems of illiteracy	27.9	54.7	65.0	64.0
Ability to relate content to adult problems	26.5	48.9	57.8	61.0
Ability to interpret goals of ABE programs	26.5	53.0	54.4	64.0
Knowing what motivates adults	26.0	49.8	53.3	52.0
Knowing differences in background of adults	25.5	48.1	46.7	52.0
Ability help adults develop positive self-concept	24.5	51.9	48.3	48.0
Knowing goal of teaching reading...to adults	22.4	47.7	50.8	66.0
Knowing learning differences between child & adult	21.5	49.3	52.8	70.0
Apply appropriate adult evaluation techniques	20.5	51.4	42.2	64.0
Knowing adults need to be treated as adults	17.1	50.5	43.9	62.0
Ability to establish mutual respect with adults	15.0	42.2	63.3	54.0
Communicating effectively with adults	11.6	50.0	62.8	66.0

supervisors, administrators, and teachers. Only three competencies, "ability to help adult learners develop positive concepts of themselves," "knowing local resources and agencies providing assistance and services to adult learners," and "knowing individual learner's needs," were perceived by Ministry supervisors as "moderately needed."

"Ability to adapt available curricula to adults" was the competency perceived as "very highly needed" (76.0%) by Ministry supervisors, while it was perceived as "highly needed" by administrators and district supervisors and reported as "moderately needed" by teachers. The competency of "communicating effectively with adults" was reported as least "lowly needed" (11.6%) by teachers, while it was perceived by administrators and district and Ministry supervisors as "highly needed." Only two competencies, "knowing local resources and agencies providing assistance and services to adult learners" and "knowing individual learner's needs," fell into the category of "moderately needed" by each group. One of them pertained to ABE scope and goal and the other pertained to ABE learner.

The following seven competency statements were perceived as "highly needed" for the professional development of ABE teachers by administrators, district supervisors, and Ministry supervisors:

- keeping informed on new developments, recommendations, and issues in ABE;

- ability to use instructional media provided to adult learners;

- ability to use a variety of appropriate adult teaching methods;

- knowing cultural and social forces that influence adult learning;

- knowing major causes of illiteracy and its problems;

- ability to interpret goals and objectives of ABE programs;

- communicating effectively with adult learners.

Three of the seven competencies above indicated the need for professional development of ABE teachers in ABE instructional process, while another three reflect administrators' and supervisors' concerns about the ABE teacher's need for professional development in ABE scope and goal. One of the competencies pertained to the ABE learner.

Teachers reported a low need for professional development in the following seven competencies, in descending order:

- ability to help adult learners develop positive concepts of themselves;

- knowing the goal of teaching reading, writing, and mathematics to adult learners;

- knowing learning differences between children and adults;

- applying appropriate techniques for evaluation of adult learner programs;

- knowing that adults need to be treated as adults at all times;

- ability to establish mutual respect with adult learners;

- communicating effectively with adult learners.

Need for Professional Development by Competency Area

Table 4.38 presents the mean percentage of the teachers who needed professional development in the four selected competency areas as perceived by teachers, administrators, district supervisors, and Ministry supervisors. The following areas of competency were perceived by the teachers as needed for themselves, in order from highest to lowest percentage: (a) ABE curriculum, (b) ABE scope and goal, (c) ABE instructional process, and (d) ABE learner. For administrators, the order was (a) ABE curriculum, (b) ABE scope and goal, (c) ABE instructional process, and (d) ABE learner. For district supervisors, the order was (a) ABE scope and goal, (b) ABE curriculum, (c) ABE instructional process, and (d) ABE learner. Finally, for Ministry supervisors the order was (a) ABE curriculum, (b) ABE instructional process, (c) ABE scope and goal, and (d) ABE learner.

Respondents' Characteristics in Relation to Their Perceptions of ABE Teachers' Need for Professional Development

Research Question 4: Are there differences in the perception of the need of ABE teachers for professional development related to respondents' age, highest degree, teaching experience in general education, experience in ABE, teaching and

Table 4.38—Mean percentage and rank of teachers who needed
professional development in the four areas of competency.

Competency Area	Teachers		Administrators		District Supervisors		Ministry Supervisors	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
ABE Curriculum	34.2	(1)	51.1	(1)	56.9	(2)	65.8	(1)
ABE Learner	26.1	(4)	46.6	(4)	46.1	(4)	54.9	(4)
ABE Scope & Goal	31.1	(2)	50.8	(2)	57.2	(1)	60.4	(3)
ABE Instructional Process	27.4	(3)	48.8	(3)	52.3	(3)	60.8	(2)

experience in ABE, taking/not taking courses in ABE, attending/not attending in-service training in ABE, and duration of in-service training?

The mean was used to discover whether the characteristics of teachers, administrators, and supervisors affect their perceptions with regard to the need of ABE teachers for professional development.

Teachers' Characteristics in Relation to Their Perceptions of Teachers' Need for Professional Development. Table 4.39 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the four selected competency areas as reported by teachers according to their age. Teachers in the age group of over 44 years reported the competencies in understanding ABE curriculum and learner as "lowly needed," while

Table 4.39—Average percentage of teachers who needed professional development of competency areas as reported by teachers according to age.

Area	Age in Years				
	20-29	30-34	35-39	40-44	over 44
ABE curriculum	32.7	35.9	33.7	41.3	18.3
ABE learner	25.8	25.8	28.0	26.9	23.2
ABE scope & goal	28.5	26.7	32.2	36.5	34.7
ABE instructional process	32.7	26.3	24.3	30.9	23.3

those in other age groups reported this competency as "moderately needed." Teachers in all age groups reported the competency in understanding ABE scope and goal as "moderately needed." Teachers in the age groups of 35-39 years and over 44 years reported the competency in understanding ABE instructional process as "lowly needed," while those in the other age groups reported this competency as "moderately needed."

Table 4.40 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as reported by teachers according to their highest degree. Teachers in all degree groups reported the competency in understanding ABE curriculum as "moderately needed." Teachers with bachelors and masters degrees reported the competency in understanding

Table 4.40—Average percentage of teachers who needed professional development of competency areas as reported by teachers according to degree.

Area	Elementary Institute for Teachers	Upgrading Center	Secondary Institute for Teachers	Junior College	Bachelors or Masters
ABE curriculum	37.5	31.7	37.8	33.2	29.4
ABE learner	39.7	26.0	29.5	25.1	19.3
ABE scope & goal	50.0	42.7	31.3	25.4	25.9
ABE instructional process	24.1	31.7	27.3	25.3	29.4

ABE learner as "lowly needed," while those with other degrees reported this competency as "moderately needed." Teachers with a diploma of Elementary Institute for Teachers reported the competency in understanding ABE scope and goal as "highly needed," while those with other degrees reported this competency as "moderately needed." Teachers with a diploma of Elementary Institute for Teachers reported the competency in understanding ABE instructional process as "lowly needed," while those with other degrees reported this competency as "moderately needed."

Table 4.41 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as reported by teachers according to teaching experience in general education. All groups of teachers, whatever their teaching experience in general

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Table 4.41—Average percentage of teachers who needed professional
development of competency areas as reported by teachers
according to teaching experience in general education.

	Experience in Years					
Area	under 3	3-9	10-12	13-15	16-18	Over 18
ABE curriculum	31.3	36.3	34.5	29.7	34.2	35.2
ABE learner	19.2	25.0	25.9	24.4	31.2	28.2
ABE scope & goal	31.7	25.0	29.7	27.0	25.3	39.3
ABE instructional process	38.5	23.8	25.0	28.3	28.5	26.7

education, reported the competencies in understanding ABE curriculum, and scope and goal, as "moderately needed." Teachers in the groups that had teaching experience in general education of under 3 years and 13-15 years reported the competency in understanding ABE learner as "lowly needed," while those in the other groups reported this competency as "moderately needed." Teachers in the group with teaching experience in general education of 3-9 years reported the competency in understanding ABE instructional process as "lowly needed," while those in the other groups reported this competency as "moderately needed."

Table 4.42 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as reported by teachers according to

Table 4.42--Average percentage of teachers who needed professional
development of competency areas as reported by teachers
according to teaching experience in ABE.

	Experience in Years					
Area	Under 1	1-3	4-6	7-9	10-12	Over 12
ABE curriculum	22.6	47.1	30.0	30.6	19.6	33.9
ABE learner	16.7	32.4	23.3	22.0	26.7	33.8
ABE scope & goal	22.9	35.3	28.0	30.0	30.0	40.0
ABE instructional process	20.2	34.8	25.8	15.5	26.8	32.7

teaching experience in ABE. Teachers in the groups with
teaching experience in ABE of under 1 year and 10-12
years reported the competency in understanding ABE
curriculum as "lowly needed," while those in the other
groups reported this competency as "moderately needed."
Teachers in the groups with teaching experience in ABE
of under 1 year, 4-6 years, and 7-9 years reported the
competency in understanding ABE learner as "lowly
needed," while those in the other groups reported this
competency as "moderately needed." Teachers in the
group with teaching experience in ABE of under 1 year
reported the competency in understanding ABE scope and
goal as "lowly needed," while those in the other groups
reported this competency as "moderately needed."
Teachers in the groups with teaching experience in ABE
of under 1 year and 7-9 years reported the competency in

understanding ABE instructional process as "lowly needed," while those in the other groups reported this competency as "moderately needed."

Table 4.43 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as reported by teachers according to taking/not taking courses in ABE during pre-service training. Teachers who had not taken courses in ABE reported the competency in understanding ABE learner as "lowly needed," while those who had taken courses in ABE reported this competency as "moderately needed." Both teachers who had taken courses and teachers who had not taken courses in ABE reported the competencies in understanding ABE curriculum, scope and goal, and instructional process as "moderately needed."

Table 4.43--Average percentage of teachers who needed
           professional development of competency areas
           as reported by teachers, according to
           taking/not taking courses in ABE.

Area	Yes	No
ABE curriculum	41.2	30.2
ABE learner	29.8	24.9
ABE scope & goal	37.4	28.1
ABE instructional process	31.8	25.3

Table 4.44 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as reported by teachers according to attending/not attending in-service training in ABE. Teachers who had attended in-service training in ABE reported the competencies in understanding ABE curriculum, learner, and instructional process as "lowly needed," while those who had not attended in-service training in ABE reported these competencies as "moderately needed." Both teachers who had attended in-service training and teachers who had not attended in-service training in ABE reported the competency in understanding ABE scope and goal as "moderately needed."

Table 4.44--Average percentage of teachers who needed professional development of competency areas as reported by teachers, according to attending/not attending in-service training in ABE.

Area	Yes	No
ABE curriculum	21.9	36.1
ABE learner	20.0	27.5
ABE scope & goal	25.9	32.0
ABE instructional process	18.8	28.9

Table 4.45 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four

Table 4.45--Average percentage of teachers who needed
professional development of competency areas
as reported by teachers according to
duration of last in-service training.

Area	less than 1 month	1 month or more
ABE curriculum	33.3	18.3
ABE learner	16.7	21.7
ABE scope & goal	20.0	28.7
ABE instructional process	22.9	18.3

competency areas as reported by teachers according to duration of last in-service training program. Teachers of both groups reported the competencies in understanding ABE learner and instructional process as "lowly needed." Teachers whose last in-service training in ABE lasted less than 1 month reported the competency in understanding ABE curriculum as "moderately needed," while those whose in-service training lasted 1 month or more reported this competency as "lowly needed." Teachers whose in-service training lasted less than 1 month reported the competency in understanding ABE scope and goal as "lowly needed," while those whose in-service training lasted 1 month or more reported this competency as "moderately needed."

Administrators' Characteristics in Relation to
Their Perceptions of Teachers' Need for Professional
Development. Table 4.46 presents the average percentage
of the number of teachers who needed professional
development across all competencies in each of the four
selected competency areas as perceived by administrators
according to their age. Administrators in the age
groups of 40-44 years, 45-49 years, and over 49 years
perceived the competencies in understanding ABE
curriculum and instructional process as "highly needed,"
while those in other age groups perceived these
competencies as "moderately needed." Administrators in
the age groups of 40-44 years and over 49 years
perceived the competencies in understanding ABE learner
and scope and goal as "highly needed," while those in
other age groups perceived these competencies as
"moderately needed."

Table 4.46—Average percentage of teachers who needed professional
development of competency areas as perceived by
administrators, according to age.

Area	Age in Years				
	24-34	35-39	40-44	45-49	over 49
ABE curriculum	43.2	38.3	63.9	50.8	55.2
ABE learner	38.3	40.6	56.3	40.7	55.9
ABE scope & goal	42.9	47.6	55.6	45.3	64.7
ABE instructional process	38.3	39.5	55.5	50.7	61.3

Table 4.47 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as perceived by administrators according to their highest degree. Administrators with diplomas of Elementary Institute for Teachers, Upgrading Center, and Junior College perceived the competencies in understanding ABE curriculum, scope and goal, and instructional process as "highly needed," while those with other degrees perceived these competencies as "moderately needed." Administrators with a diploma of Upgrading Center or Junior College perceived the competency in understanding ABE learner as "highly needed," while those with other degrees perceived this competency as "moderately needed."

Table 4.47—Average percentage of teachers who needed professional development of competency areas as perceived by administrators, according to degree.

Area	Elementary Institute for Teachers	Upgrading Center	Secondary Institute for Teachers	Junior College	Bachelors or Masters
ABE curriculum	54.9	60.8	34.3	57.0	47.5
ABE learner	48.9	54.4	36.1	54.3	41.6
ABE scope & goal	55.6	59.2	40.6	55.9	45.3
ABE instructional process	55.8	56.1	35.3	51.0	45.1

Table 4.48 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as perceived by administrators according to their teaching experience in general education. Administrators with more than 18 years of teaching experience in general education perceived competency in understanding all four selected areas of competency as "highly needed," while those in the other experience groups perceived these competencies as "moderately needed."

Table 4.48--Average percentage of teachers who needed professional development of competency areas as perceived by administrators according to teaching experience in general education.

| Area | Experience in Years | | |
	1-12	12-18	over 18
ABE curriculum	46.1	40.3	57.6
ABE learner	48.6	31.1	52.4
ABE scope & goal	47.6	35.1	58.5
ABE instructional process	46.1	28.6	58.3

Table 4.49 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as perceived by administrators

Table 4.49--Average of percentage of teachers who needed
professional development of competency areas
as perceived by administrators according to
experience in ABE.

Area	Experience in Years		
	under 3	3-12	over 12
ABE curriculum	39.7	57.3	54.7
ABE learner	41.9	50.9	46.1
ABE scope & goal	45.8	53.1	52.9
ABE instructional process	40.8	52.4	52.3

according to experience in ABE. Administrators in the groups with experience in ABE of 3-12 years and over 12 years perceived the competencies in understanding ABE curriculum, scope and goal, and instructional process as "highly needed," while those in other experience groups perceived these competencies as "moderately needed." Administrators in the group with experience in ABE of 3-12 years perceived the competency in understanding ABE learner as "highly needed," while those in other experience groups perceived this competency as "moderately needed."

Table 4.50 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as perceived by administrators according to taking/not taking courses in ABE during

Table 4.50--Average percentage of teachers who needed professional development of competency areas as perceived by administrators, according to taking/not taking courses in ABE.

Area	Yes	No
ABE curriculum	45.9	52.9
ABE learner	43.8	47.6
ABE scope & goal	46.2	52.5
ABE instructional process	45.3	50.1

pre-service training. Administrators who had not taken courses in ABE perceived the competencies in understanding ABE curriculum, scope and goal, and instructional process as "highly needed," while those who had taken courses in ABE perceived these competencies as "moderately needed." Administrators of both groups perceived the competency in understanding ABE learner as "moderately needed."

Table 4.51 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as perceived by administrators according to attending/not attending in-service training in ABE. Administrators who had attended in-service training in ABE perceived the competency in understanding ABE curriculum as "highly needed," while those who had not attended in-service training in ABE perceived this competency as "moderately needed." Administrators who

Table 4.51--Average percentage of teachers who needed professional development of competency areas as perceived by administrators, according to attending/not attending in-service training in ABE.

Area	Yes	No
ABE curriculum	54.6	49.4
ABE learner	47.4	46.2
ABE scope & goal	48.8	51.8
ABE instructional process	47.8	49.4

had not attended in-service training in ABE perceived the competency in understanding ABE scope and goal as "highly needed," while those who had attended in-service training in ABE perceived this competency as "moderately needed." Administrators of both groups perceived the competencies in understanding ABE learner and instructional process as "moderately needed."

Table 4.52 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as perceived by administrators according to duration of last in-service training program. Administrators of both training duration groups perceived the competency in understanding ABE curriculum as "highly needed." Administrators whose last in-service training program lasted 1 month or less perceived the competencies in understanding ABE learner,

Table 4.52--Average percentage of teachers who needed
professional development of competency areas
as perceived by administrators according to
duration of last in-service training.

Area	1 month or less	more than 1 month
ABE curriculum	52.9	57.8
ABE learner	50.6	41.8
ABE scope & goal	53.7	40.0
ABE instructional process	52.4	39.5

scope and goal, and instructional process as "highly
needed," while those whose in-service training lasted
more than 1 month perceived these competencies as
"moderately needed."

Supervisors' Characteristics in Relation to Their
Perceptions of Teachers' Need for Professional
Development. Table 4.53 presents the average percentage
of the number of teachers who needed professional
development across all competencies in each of the four
selected competency areas as perceived by supervisors
according to their age. Supervisors in both age groups
perceived the competencies in understanding ABE
curriculum, scope and goal, and instructional process as
"highly needed." Supervisors in the age group of 29-44
years perceived the competency in understanding ABE
learner as "highly needed," while those in the other age
group perceived this competency as "moderately needed."

Table 4.53--Average percentage of teachers who needed
professional development of competency areas
as perceived by supervisors, according to
age.

Area	Age in Years	
	29-44	over 44
ABE curriculum	60.1	60.0
ABE learner	53.1	42.2
ABE scope & goal	57.4	60.0
ABE instructional process	55.6	54.9

Table 4.54 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as perceived by supervisors according to their teaching experience in general education. Supervisors in the groups with teaching experience in general education of 1-6 years and over 6 years perceived the competencies in understanding ABE curriculum, scope and goal, and instructional process as "highly needed." Supervisors in the group with teaching experience in general education of 1-6 years perceived the competency in understanding ABE learner as "highly needed," while those in the other group perceived this competency as "moderately needed."

Table 4.54--Average percentage of teachers who needed
professional development of competency areas
as perceived by supervisors according to
teaching experience in general education.

| | Experience in Years | |
Area	1-6	over 6
ABE curriculum	65.3	50.8
ABE learner	55.7	37.5
ABE scope & goal	62.9	50.1
ABE instructional process	57.2	52.1

Table 4.55 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as perceived by supervisors according to experience in ABE. Supervisors in the group with experience in ABE of under 3 years perceived the competency in understanding ABE curriculum as "very highly needed," while those in the other groups perceived this competency as "highly needed." Supervisors in the experience in ABE of under 3 years and 3-12 years perceived the competencies in understanding ABE learner and instructional process as "highly needed," while those in the other groups perceived these competencies as "moderately needed." Supervisors in all groups of experience in ABE perceived the competency in understanding ABE scope and goal as "highly needed."

Table 4.55--Average percentage of teachers who needed
professional development of competency areas
as perceived by supervisors according to
experience in ABE.

Area	Experience in Years		
	under 3	3-12	over 12
ABE curriculum	78.1	61.1	51.5
ABE learner	60.0	55.0	36.8
ABE scope & goal	68.0	60.5	51.4
ABE instructional process	60.3	60.8	45.6

Table 4.56 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as perceived by supervisors according to taking/not taking courses in ABE during pre-service training. Supervisors in both groups perceived the competencies in understanding ABE curriculum, scope and goal, and instructional process as "highly needed." Supervisors who had not taken courses in ABE perceived the competency in understanding ABE learner as "highly needed," while those who had taken courses in ABE perceived this competency as "moderately needed."

Table 4.57 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as perceived by supervisors according

Table 4.56--Average percentage of teachers who needed
professional development of competency areas
as perceived by supervisors, according to
taking/not taking courses in ABE.

Area	Yes	No
ABE curriculum	57.3	62.9
ABE learner	40.1	58.3
ABE scope & goal	51.0	65.6
ABE instructional process	51.5	59.1

Table 4.57--Average percentage of teachers who needed
professional development of competency areas
as perceived by supervisors, according to
attending/not attending in-service training
in ABE.

Area	Yes	No
ABE curriculum	59.7	60.8
ABE learner	47.1	53.0
ABE scope & goal	55.3	63.7
ABE instructional process	53.4	58.8

to attending/not attending in-service training in ABE.
Supervisors of both groups perceived the competencies in
understanding ABE curriculum, scope and goal, and
instructional process as "highly needed." Supervisors
who had not attended in-service training in ABE
perceived the competency in understanding ABE learner as
"highly needed," while those who had attended in-service

training in ABE perceived this competency as "moderately needed."

Table 4.58 presents the average percentage of the number of teachers who needed professional development across all competencies in each of the selected four competency areas as perceived by supervisors according to duration of last in-service training program. Supervisors of both groups perceived the competencies in understanding ABE curriculum and scope and goal as "highly needed," and the competency in understanding ABE learner as "moderately needed." Supervisors whose last in-service training lasted less than 1 month perceived the competency in understanding ABE instructional process as "highly needed," while those whose last in-service training lasted 1 month or more perceived this competency as "moderately needed."

Table 4.58--Average percentage of teachers who needed professional development of competency areas as perceived by supervisors according to duration of last in-service training.

Area	less than 1 month	1 month or more
ABE curriculum	61.6	58.3
ABE learner	48.5	45.9
ABE scope & goal	61.0	50.8
ABE instructional process	58.8	49.1

With respect to asking the respondents to list the competencies which they felt were important to ABE teachers but were not given in the list, the great majority of responses simply explained the meaning of a given competency or restated a given competency in different words. The only exception was the competency of "ability to convince illiterate people in the community to participate in programs for eradication of illiteracy," which was suggested by two teachers. It was rated as "very important" for ABE teachers and reported as "inadequate" with regard to professional development.

Summary

In this chapter, descriptive statistics have been provided, means, standard deviation, and percentage were used to answer the four research questions of this study. The major sample characteristics were also presented. The summary, findings, conclusions, and recommendations will be presented in the next chapter.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of this study was to identify the perceptions of teachers, administrators, and supervisors of ABE programs in Saudi Arabia regarding the competencies needed for ABE teachers, and to determine the reported/perceived needs for professional development of ABE teachers. The results may serve as guidelines for ABE teachers pre-service or in-service training institutions in the selection of training content, and as the basis for choosing capable teachers for ABE programs.

The following specific research questions served as guidelines for the present study:

Research Question 1: To what extent do teachers, administrators, and supervisors of ABE programs in Saudi Arabia perceive the importance of the need for ABE teaching competence that stresses: (a) ABE curriculum, (b) ABE learner, (c) ABE scope and goal, and (d) ABE instructional process; and are there differences among the perceptions of the three groups?

Research Question 2: Are there differences in the perception of the importance of ABE teaching competencies related to respondents' age, highest degree, teaching experience in general education, experience in ABE, teaching experience in ABE,

taking/not taking courses in ABE, attending/not attending in-service training in ABE, and duration of in-service training?

Research Question 3: What competencies are perceived by teachers, administrators, and supervisors of ABE to be needed for the professional development of ABE teachers in Saudi Arabia, and are there differences among the perceptions of the three groups?

Research Question 4: Are there differences in the perception of the need of ABE teachers for professional development related to respondents' age, highest degree, teaching experience in general education, experience in ABE, teaching experience in ABE, taking/not taking courses in ABE, attending/not attending in-service training in ABE, and duration of in-service training?

The review of literature focused primarily on three major topics: (a) ABE programs in Saudi Arabia; (b) ABE teachers' competencies and preparation; and (c) in-service training for ABE teachers. This review indicated that ABE teachers need to acquire specific competencies in order to function effectively with adult learners. Some attempts have been made to identify through research the competencies needed for the pre-service or in-service training for ABE teachers in the United States, but no such attempts have been made in Saudi Arabia.

The target population for this study contained two sub-groups. The first was all teachers, administrators, and supervisors of ABE centers operated under the Ministry of Education in the five cities encompassed by the study. The second sub-group was all administrators

and supervisors of ABE programs at the Ministry of Education who had engaged in ABE programs during the 1987-88 school years. From this target population, the sample of 149 teachers, 43 administrators, and 15 supervisors of ABE was obtained for gathering this study's data.

Data for this study were collected through a questionnaire which consisted of two parts. The first part contained questions pertaining to demographic data of respondents. The second part involved 24 brief competency statements. The questionnaire forms were distributed in all selected ABE centers and collected by the researcher, except for six ABE centers in Riyadh. Out of the 207 questionnaires distributed, 204 (98.5%) were returned and used (147 from the teachers, from all 43 administrators, and 14 from the supervisors).

Frequency and percentage distributions were used to describe the sample characteristics. The mean and standard deviation were used to represent the degree of importance on the selected competencies and competency areas for all groups of respondents, and the mean percentage was used to represent the degree of need of those competencies and competency areas for ABE teachers' professional development.

Analysis of the demographic data of respondents revealed the following information:

Teachers and administrators were working part-time in ABE, except for one administrator who was working full-time in ABE. District and Ministry supervisors were working full-time in ABE. The majority of the teachers were elementary school teachers, and two-thirds of the administrators were elementary school administrators.

The majority of the teachers were 25-44 years of age, almost all of the administrators were 25-54 years of age, almost all of the district supervisors were 35-54 years of age, and all of the Ministry supervisors were 35-44 years of age.

The experience of ABE teachers in teaching adults ranged from not more than 6 years to more than 18 years. Of the teachers, 39.9% had taken courses in ABE during their pre-service programs. For administrators, the proportion was 28.6%; for district supervisors, 44.4%; and for Ministry supervisors, 60%. In-service training related to ABE had been attended by 15% of teachers, 32.6% of administrators, 66.7% of district supervisors, and 60% of Ministry supervisors.

Major Findings

Importance of Competencies

Research Question 1: To what extent do teachers, administrators, and supervisors of ABE programs in Saudi Arabia perceive the importance of the need for ABE teaching competence that stresses: (a) ABE curriculum, (b) ABE learner, (c) ABE scope and goal, and (d) ABE instructional process; and are

there differences among the perceptions of the three groups?

Analysis of the data relating to this question indicated that:

Teachers perceived 9 of the 24 competencies as "very important" for ABE teachers, while the remaining competencies were perceived as "important."

Administrators perceived 10 of the 24 competencies as "very important" for ABE teachers, 12 competencies as "important," and 2 as "less important."

District supervisors perceived 8 of the 24 competencies as "very important" for teachers of ABE, 15 as "important," and only 1 as "less important."

Ministry supervisors perceived 9 of the 24 competencies as "very important" for teachers of ABE, 14 as "important," and only 1 as "less important" (see Appendix D).

Ten competencies were perceived by all as "very important" for teachers of ABE. They were in the following order of importance:

- knowing the goal of teaching reading, writing, and mathematics to adult learners.

- ability to use a variety of appropriate adult teaching methods.

- knowing learning differences between children and adults.

- knowing that adults need to be treated as adults at all times.

- ability to establish mutual respect with adults.

- communicating effectively with adult learners.

- ability to relate content to real life problems of the adult learners.

- ability to use instructional media provided to adult learners.

- knowing major causes of illiteracy and its problems.

- keeping informed on new developments, recommendations, and issues in ABE.

Three of these competencies were similar to the findings reached by Fenn (1972), and two of them similar to the findings of Lamorella et al. (1983).

The competency of "ability to convince illiterate people in the community to participate in programs for eradication of illiteracy" was added by two teachers and was perceived as "very important" for ABE teachers.

The five competencies of least importance to ABE teachers, as judged by all, were in the following descending order:

- knowing adult learners want immediate benefits from what they learn.

- knowing cultural and social forces that influence adult learning.

- knowing local resources and agencies providing assistance and services to adult learners.

- knowing individual learners' needs.

- ability to utilize adult learners' experiences in teaching lessons.

These results contradict the findings of Fenn (1972) and Smith (1972).

Ranking of the competency areas according to importance for teachers of ABE was as follows. The competency in understanding ABE curriculum was perceived as most important by administrators, district supervisors and Ministry supervisors, and as the second most important by teachers. The competency in understanding ABE scope and goal was perceived as most important by the teachers, second most important by the administrators and district supervisors, and third most important by the Ministry supervisors. The competency in understanding ABE instructional process was perceived as second most important by the Ministry supervisors and third most important by the teachers, administrators, and district supervisors. Finally, competency in understanding ABE learner was perceived as the least important by all groups of respondents.

Respondents' Characteristics in Relation to Their Perceptions of Importance of Competency Areas

Research Question 2: Are there differences in the perception of the importance of ABE teaching

competencies related to respondents' age, highest degree, teaching experience in general education, experience in ABE, teaching experience in ABE, taking/not taking courses in ABE, attending/not attending in-service training in ABE, and duration of in-service training?

ABE Curriculum

The groups of teachers who perceived the competency in understanding ABE curriculum as "very important" on the average were those (a) who were in the age group of 40-44 years; (b) who had an Elementary Institute for Teachers diploma; (c) who had ABE teaching experience of 4-6 years or more than 12 years; and (d) who had attended the last in-service training program for less than one month. All other groups of teachers including those categorized by teaching experience in general, taking/not taking courses in ABE, and attending/not attending in-service training in ABE perceived the competency in understanding ABE curriculum as "important," on the average.

The groups of administrators who perceived the competency in understanding ABE curriculum as "very important" on the average were those (a) who were in the age group of 40-44 years; (b) who had an Upgrading Center or Secondary Institute for Teachers diploma; (c) who had teaching experience in general education of 13-18 years or more than 18 years; (d) who had experience in ABE of 1-3 years or over 12 years; (e) who had taken courses in ABE; (f) who had attended

in-service training in ABE; and (g) who had the last in-service training of one month duration or more. All other groups of administrators perceived the competency in understanding ABE curriculum as "important," on the average.

The groups of supervisors who perceived the competency in understanding ABE curriculum as "very important" on the average were those (a) who had taken courses in ABE; (b) who had attended in-service training in ABE; and (c) who had attended the last in-service training for less than one month or for one month and more. All other groups of supervisors including those categorized by age, teaching experience in general education, and experience in ABE perceived the competency in understanding ABE curriculum as "important," on the average.

ABE Learner

The groups of teachers who perceived the competency in understanding ABE learner as "very important" on the average were those (a) who had teaching experience in general education of 4-6 years; (b) who had teaching experience in ABE of 10-12 years; and (c) who had attended the last in-service training in ABE for less than a month. All other groups of teachers including those categorized by age, degree, taking/not taking courses in ABE, and attending/not attending

in-service training in ABE perceived the competency in understanding ABE learner as "important," on the average.

All groups of administrators and supervisors as categorized by age, highest degree (for administrators only), teaching experience in general education, experience in ABE, taking/not taking courses in ABE, attending/not attending in-service training programs in ABE, and duration of last in-service training perceived the competency in understanding ABE learner as "important," on the average.

ABE Scope and Goal

The groups of teachers who perceived the competency in understanding ABE scope and goal as "very important" on the average were those (a) who were in the age groups of 21-24 or 45-54 years; (b) who had an Upgrading Center diploma, bachelor's degree, or master's degree; (c) who had teaching experience in general education of 4-6 years or over 18 years; (d) who had teaching experience in ABE of 10-12 years or over 12 years; (e) who had not taken courses in ABE; (f) who had attended in-service training in ABE; and (g) who had attended the last in-service training for less than a month or for a month and over. All other groups of teachers perceived the competency in understanding ABE scope and goal as "important," on the average.

All groups of administrators and supervisors as categorized by age, highest degree (for administrators only), teaching experience in general education, experience in ABE, taking/not taking courses in ABE, attending/not attending in-service training programs in ABE, and duration of last in-service training perceived the competency in understanding ABE scope and goal as "important," on the average.

ABE Instructional Process

The groups of teachers who perceived the competency in understanding ABE instructional process as "very important" on the average were those (a) who were in the age group of 45-54 years, and (b) who had an Elementary Institute for Teachers diploma. All other groups of teachers including those categorized by teaching experience in general education, experience in teaching ABE, taking/not taking courses in ABE, attending/not attending in-service training in ABE, and duration of last in-service training in ABE perceived the competency in understanding ABE instructional process as "important," on the average.

All groups of administrators and supervisors as categorized by age, highest degree (for administrators only), teaching experience in general education, experience in ABE, taking/not taking courses in ABE, attending/not attending in-service training programs in

ABE, and duration of last in-service training perceived the competency in understanding ABE instructional process as "important," on the average.

Professional Development Needs of ABE Teachers

> Research Question 3: What competencies are perceived by teachers, administrators, and supervisors of ABE to be needed for the professional development of ABE teachers in Saudi Arabia, and are there differences among the perceptions of the three groups?

Analysis of the data relating to this question indicated that teachers reported 17 of the 24 competencies as "moderately needed" for their professional development, and the remaining competencies were reported as "lowly needed."

Administrators perceived 12 of the 24 competencies as "highly needed" for ABE teachers, and the other 12 competencies to be "moderately needed."

District supervisors perceived 14 of the 24 competencies as "highly needed" for teachers of ABE, and the remaining competencies were perceived as "moderately needed."

Ministry supervisors perceived only one of the 24 competencies as "very highly needed" for ABE teachers, 20 as "highly needed," and 3 as "moderately needed" (see Appendix E).

"Ability to adapt available curriculum to adults" was the only competency perceived as "very highly needed" by Ministry supervisors.

Seven competency statements were perceived as "highly needed" for professional development of ABE teachers by administrators, district supervisors, and Ministry supervisors. They were:

- keeping informed on new developments, recommendations, and issues in ABE.

- ability to use instructional media provided to adult learners.

- ability to use a variety of appropriate adult teaching methods.

- knowing cultural and social forces that influence adult learning.

- knowing major causes of illiteracy and its problems.

- ability to interpret goals and objectives of ABE programs.

- communicating effectively with adult learners.

Teachers reported a low need for professional development in the following seven competencies, given in descending order:

- ability to help adult learners develop positive concepts of themselves.

- knowing the goal of teaching reading, writing, and mathematics to adult learners.

- knowing learning differences between children and adults.

- applying appropriate techniques for evaluation of adult learner progress.

- knowing that adults need to be treated as adults at all times.

- ability to establish mutual respect with adult learners.

- communicating effectively with adult learners.

Rating of the competency areas according to their need for professional development of ABE teachers was as follows. The competency in understanding ABE curriculum was perceived as most needed for professional development by teachers, administrators, and Ministry supervisors, and as second most needed for professional development by district supervisors. The competency in understanding ABE scope and goal was perceived as most needed for professional development by district supervisors, second most needed for professional development by teachers and administrators, and third most needed for professional development by Ministry supervisors. The competency in understanding ABE instructional process was perceived as second most needed for professional development by Ministry supervisors, and as third most needed for professional development by teachers, administrators, and district supervisors. Finally, the competency in understanding

ABE learner was perceived as the least needed for professional development by all groups of respondents.

Respondents' Characteristics in Relation to Their Perceptions of ABE Teachers' Needs for Professional Development in Competency Areas

Research Question 4: Are there differences in the perception of the need of ABE teachers for professional development related to respondents' age, highest degree, teaching experience in general education, experience in ABE, teaching experience in ABE, taking/not taking courses in ABE, attending/not attending in-service training in ABE, and duration of in-service training?

ABE Curriculum

The groups of teachers who reported the competency in understanding ABE curriculum as "lowly needed" for their professional development were those (a) who were in the age group of over 44 years; (b) who had teaching experience in ABE of under 1 year or 10-12 years; (c) who had attended in-service training in ABE; and (d) who had attended the last in-service training in ABE for one month or over. All other groups of teachers including those categorized by highest degree, taking/ not taking courses in ABE, and teaching experience in general education reported the competency in understanding ABE curriculum as "moderately needed" for their professional development.

The groups of administrators who perceived competency in understanding ABE curriculum as "moderately needed" on the average for professional

development of ABE teachers were those (a) who were in the age groups of 24-34 years or 35-39 years; (b) who had a Secondary Institute for Teachers diploma, bachelor's degree, or master's degree; (c) who had teaching experience in general education of 1-12 years or 12-18 years; (d) who had experience in ABE under 3 years; (e) who had taken courses in ABE; and (f) who had not attended in-service training in ABE. All other groups of administrators including those categorized by duration of the last in-service training in ABE perceived the competency in understanding ABE curriculum as "highly needed" on the average for the professional development of ABE teachers.

The groups of supervisors who perceived competency in understanding ABE curriculum as "very highly needed" on the average for ABE teachers' professional development were those who had experience in ABE of under 3 years. All other groups of supervisors including those categorized by age, teaching experience in general education, taking/ not taking courses in ABE, attending/not attending in-service training in ABE, and duration of the last in-service training in ABE perceived the competency in understanding ABE curriculum as "highly needed," on the average.

ABE Learner

The groups of teachers who reported the competency in understanding the ABE learner as "lowly needed" for their professional development were those (a) who were in the age group of over 44 years; (b) who had bachelor's or master's degrees; (c) who had teaching experience in general education of under 3 years or 13-15 years; (d) who had teaching experience in ABE of under 1 year, 4-6 years, or 7-9 years; (e) who had not taken courses in ABE; (f) who had attended in-service training in ABE; and (g) who had attended the last in-service training in ABE for less than a month or for one month and over. All other groups of teachers reported the competency in understanding the ABE learner as "moderately needed."

The groups of administrators who perceived the competency in understanding the ABE learner as "highly needed" on the average for the professional development of ABE teachers were those (a) who were in the age groups of 40-44 years or over 49 years; (b) who had an Upgrading Center or a Junior College diploma; (c) who had teaching experience in general education of over 18 years; (d) who had experience in ABE of 3-12 years; and (e) who had attended the last in-service training in ABE for one month or less. All other groups of administrators including those categorized by taking/not taking courses in ABE and attending/not attending

in-service training in ABE perceived the competency in understanding ABE learner as "moderately needed," on the average.

The groups of supervisors who perceived the competency in understanding the ABE learner as "highly needed" on the average for the professional development of ABE teachers were those (a) who were in the age group of 29-44 years; (b) those who had teaching experience in general education of 1-6 years; (c) who had experience in ABE of under 3 years or 3-12 years; (d) who had not taken courses in ABE; and (e) who had not attended in-service training in ABE. All other groups of supervisors including those categorized by the duration of the last in-service training in ABE perceived the competency in understanding the ABE learner as "moderately needed," on the average.

ABE Scope and Goal

The groups of teachers who reported the competency in understanding ABE scope and goal as "lowly needed" for their professional development were those (a) who had teaching experience in ABE of under 1 year, and (b) whose last in-service training had been of the duration of 1 month or over. The group of teachers who had the Elementary Institute for Teachers diploma reported the competency in understanding ABE scope and goal as "highly needed" for their professional

development. All other groups of teachers including those categorized by age, teaching experience in general education, taking/not taking courses in ABE, and attending/not attending in-service training in ABE reported the competency in understanding ABE scope and goal as "moderately needed."

The groups of administrators who perceived the competency in understanding ABE scope and goal as "highly needed" on the average for the professional development of ABE teachers were those (a) who were in the age groups of 40-44 years or over 49 years; (b) who had an Elementary Institute for Teachers, Upgrading Center, or Junior College diploma; (c) who had teaching experience in general education of over 18 years; (d) who had experience in ABE of 3-12 years or over 12 years; (e) who had not taken courses in ABE; (f) who had not attended in-service training in ABE; and (g) who had attended the last in-service training in ABE for one month or less. All other groups of administrators perceived the competency in understanding ABE scope and goal as "moderately needed," on the average.

All groups of supervisors as categorized by age, teaching experience in general education, experience in ABE, taking/not taking courses in ABE, attending/not attending in-service training in ABE, and duration of last in-service training perceived the competency in understanding ABE scope and goal as "highly needed" on

the average for the professional development of ABE teachers.

ABE Instructional Process

The groups of teachers who reported the competency in understanding ABE instructional process as "lowly needed" for their professional development were those (a) who were in the age groups of 35-39 years or over 44 years; (b) who had an Elementary Institute for Teachers diploma; (c) who had teaching experience in general education of 3-9 years; (d) who had teaching experience in ABE of under 1 year or 7-9 years; (e) who had attended in-service training in ABE; and (f) who had attended the last in-service training in ABE for less than a month or for 1 month or over. All other groups of teachers including those categorized by taking/not taking courses in ABE reported the competency in understanding ABE instructional process as "moderately needed."

The groups of administrators who perceived the competency in understanding ABE instructional process as "highly needed" on the average for the professional development of ABE teachers were those (a) who were in the age groups of 40-44 years, 45-49 years, or over 49 years; (b) who had an Elementary Institute for Teachers, Upgrading Center, or Junior College diploma; (c) who had teaching experience in general education of over 18

years; (d) who had experience in ABE of 3-12 years or over 12 years; (e) who had not taken courses in ABE; and (f) who had attended the last in-service training for 1 month or less. All other groups of administrators including those categorized by attending/not attending in-service training in ABE perceived the competency in understanding ABE instructional process as "moderately needed," on the average.

The groups of supervisors who perceived the competency in understanding ABE instructional process as "moderately needed" on the average for ABE teachers' professional development were those (a) who had experience in ABE of over 12 years, and (b) who had attended the last in-service training in ABE for 1 month or more. All other groups of supervisors including those categorized by age, teaching experience in general education, taking/not taking courses in ABE, and attending/not attending in-service training in ABE perceived the competency in understanding ABE instructional process as "highly needed," on the average.

Conclusions

Based on this study's results, as described above, and as compared to the literature, the following conclusions were reached:

1. All the selected competencies needed for ABE teachers were perceived as either very important, important, or less important. None of these competencies were perceived as not important. This supports the view that ABE learners need to be taught and treated differently than children, because of the differences in needs abilities, and experiences, between adults and children. Thus, the acquisition of specific competencies is needed by teachers who will be involved in teaching adults.

2. From the ten competencies perceived by all respondents as "very important," it logically follows that knowledge of the goals of teaching basic subjects (reading, writing, and mathematics) in ABE programs will facilitate the selection of materials, activities, and teaching methods that are appropriately related to those subjects. The use of a variety of appropriate teaching methods will help stimulate the participation of adult learners and meet individual differences. Adults learn best if they are treated as adults who have their own experiences and roles in society, if respected by teachers, and if the subject matter is related to their real life problems so that they may gain direct benefits. Teachers' knowledge of new theories and strategies in the ABE field will increase their effectiveness. Knowing the problems illiteracy causes

for both individual and society may encourage teachers to put forth the extra effort to educate people.

3. The competencies of "ability to utilize adult learners' experience in teaching lessons" and "knowing individual learners' needs" were rated overall as of least importance for ABE teachers, despite their importance in the ABE learning process as discussed by Imel (1982, p. 3).

4. According to the rated importance of the competency areas, teachers perceived the competency in understanding ABE scope and goal as the most important; in contrast, administrators and district and Ministry supervisors perceived the competency in understanding ABE curriculum as most important. The competency in understanding ABE learners was perceived as the least important by all groups of respondents.

5. Teachers with an Elementary Institute for Teachers diploma and older in age perceived competencies in understanding ABE instructional process and ABE curriculum areas as of more importance to ABE teachers than did other groups of teachers. Teachers with more ABE teaching experience perceived the competencies in understanding ABE learner and ABE scope and goal areas as of more importance.

6. Administrators with a degree from the Upgrading Center and a Secondary Institute for Teachers diploma, with more teaching experience in general education, who

had taken courses in ABE, and who had attended in-service in ABE perceived competency in understanding ABE curriculum area as of more importance than other groups of administrators.

7. Supervisors who had attended in-service in ABE and taken courses in ABE perceived competency in understanding ABE curriculum area as of more importance than other groups of supervisors.

8. Teachers reported a lower need for their professional development than did administrators, district supervisors, and Ministry supervisors. It seems it is common for teachers to report a lower need for in-service training than other evaluators. For example, Al-Thobaitey (1988) found in his study of in-service training the needs of social studies teachers in intermediate schools in three Saudi Arabian cities that supervisors and principals perceived a higher need for in-service training than did teachers. Stafford (1981), in his study mentioned earlier in the literature review, found that coordinators and state officials saw more needs for in-service training than teachers did.

These discrepancies in perceived need may partially be attributed to teachers hesitating from giving the appearance that they are not competently fulfilling their jobs. More evidence for this is that teachers reported a low need for professional development in the competencies related to what goes on

daily in the classroom, such as how to teach and communicate, and how to treat and evaluate adult learners.

9. Administrators, district supervisors, and Ministry supervisors perceived a high need for professional development of ABE teachers in competencies related to the teaching and treatment of adult learners, as well as knowledge of the factors that influence adult learning.

10. The competency of "ability to adapt available curriculum to adult learners" was the only one perceived as "very highly needed" by Ministry supervisors, because providing appropriate content and materials which fit the needs and interests of ABE learners is one of the main problems faced by the ABE programs, as noted by Al-Monayea (1980, p. 52).

11. Teachers who had attended in-service training in ABE, of an older age, and with more experience in teaching adults, reported a low need for professional development in competency in understanding of all ABE areas in general. One reason for this may be that in-service training programs provide more help to ABE teachers in teaching and dealing with adults. Furthermore, older teachers may be more able than younger teachers to understand and know the needs and problems of adult learners. The reporting of a low need for professional development by more experienced

teachers in ABE is consistent with Stafford's (1981) findings that the degree of need of more experienced teachers is lower than for less experienced teachers. It seems that their longer period of experience gives them more of a chance to know more about adult learners' needs, interests, and problems, as well as to modify their teaching and dealing with adults. On the other hand, perhaps their length of experience makes them more reticent to admit that they need further professional development.

12. In general, administrators with Upgrading Center and Junior College diploma, older in age, and with more experience in both ABE and teaching in general education perceived a higher need for professional development of ABE teachers than did other groups. Several reasons may contribute to this. For instance, Upgrading Center and Junior College programs may include some courses in ABE. Furthermore, through their experiences in ABE or in general education, administrators without doubt gain substantial knowledge about teaching roles and how to deal with learners, as well as with individual learners' needs and problems. Together, these create for administrators the concept that teaching and dealing with adults differ from with children, with the result that administrators perceived a higher need for the professional development of ABE teachers to be more effective.

13. Supervisors with more experiences in ABE and teaching in general education, older in age, and who had attended in-service in ABE perceived a lower need for the professional development of ABE teachers in competency in understanding of ABE learner than did other groups. Supervisors may think that ABE teachers, because of their day-to-day experience, are much closer to learners, with the result that they can handle any problem and discover the best strategy for knowing adult needs and interests. Therefore, they may give priority to ABE curriculum, ABE scope and goal, and ABE instructional process because of the changes in program design and curriculum taking place in Saudi Arabia.

14. As a matter of curiosity, the researcher attempted to determine whether or not there were significant differences between the perceptions of teachers (since their sample size was sufficient) according to selected demographic variables. A chi-square test (see Appendix F) revealed that there were not statistically significant differences between the teachers' perceptions on the importance of competency areas with references to demographic variables. The chi-square test of the teachers' responses concerning their need for professional development of competency areas with references to demographic variables produced only two significant results. For the response of those according to

taking/not taking pre-service courses in ABE, the test indicated that teachers who had taken pre-service courses in ABE reported a significantly higher need $(x^2 = 9.130, p < 0.05)$ for professional development in ABE curriculum area than those who had not taken pre-service courses in ABE. Also teachers with higher education levels reported a significantly lower need $(x^2 = 15.987, p < 0.05)$ for professional development in the ABE scope and goal area than those with lower levels of education.

Recommendations

The task of educating illiterate people is so critical that it cannot be left to chance, with teachers who are not prepared initially for this job. This study has revealed that ABE teachers, administrators, and supervisors perceive certain competencies to be very important to ABE teachers and the need for professional development for ABE teachers. Based on this study's results, the following recommendations are made to the General Trust for Adult Education and institutions which provide pre-service or in-service training for ABE teachers, and for further research.

Recommendations to the General Trust for Adult Education and Institutions Which Provide Pre-Service or In-Service for ABE Teachers

1. It is recommended that the competencies perceived in this study as "very important" for ABE

teachers can be used as guidelines for planning pre-service training programs for ABE teachers.

2. The competencies perceived as "very important" can be used as criteria for evaluating ABE teachers and in the selection of new ABE teachers.

3. The present study also identified most needed competencies for ABE teacher's professional development; therefore, it is recommended that these competencies can be included in the in-service training programs of the ABE teachers to increase the proficiency of ABE teachers.

4. Since the result of this study indicated that the ABE curriculum area was rated as most important and needed by ABE teachers, emphasis should be placed on competencies dealing with ABE curriculum during pre-service and in-service training programs for ABE teachers.

5. Since only 15% of the ABE teachers attended in-service training programs and since it was the teachers who had attended in-service who reported low need for professional development, it is recommended that more teachers of ABE be encouraged and allowed to attend in-service training programs related to the ABE field.

6. Since this study's results indicated that, in general, teachers who had more experience in ABE teaching, who attended in-service training in ABE, and

older in age reported a low need for professional development, it is recommended that such teachers are more likely to be effective in teaching ABE learners.

Recommendations for Further Research

1. Teachers reported low need for professional development, while administrators and supervisors perceived high need for professional development for ABE teachers. It is recommended that further study be carried out to investigate why the differences exist.

2. Similar studies should be done for ABE woman teachers to determine their perceptions regarding the importance of the competencies and the need for professional development.

3. Competencies for the leaders and supervisors of ABE programs in the Ministry of Education and the districts should be investigated.

4. Since the Ministry of Education relies on in-service training programs for preparation of ABE teachers, it is recommended that research should be done on evaluation of these programs in order to insure that they meet their purpose.

5. It is recommended that this study be replicated to include other populations, such as professors of adult education at universities and adult learners, to investigate their perceptions of the importance of ABE teachers' competencies and the need for professional development.

APPENDIX

APPENDIX A

Questionnaire (English version)

Umm Al-Qura University

Dear Teacher/Education Supervisor/Administrator:

I am writing to request your cooperation in a study of identification of competencies needed for adult basic education teachers. Your responses to the enclosed questionnaire will help me identify teaching competencies needed for adult basic education teachers. After the study is completed conclusions will be drawn on which characteristics of teachers can be improved to enhance the overall quality of adult basic education teachers.

Your cooperation in filling out the enclosed questionnaire would be appreciated. The document contains two parts:

1. professional biographical data;

2. 24 brief statements demonstrating selected teaching competencies.

I am confident your personal experience and knowledge of the teaching profession will be a valuable contribution in improving educational services to adult learners. Your participation is gratefully accepted. Your participation in this study is voluntary, and you may elect not to participate or to answer certain questions without penalty. Your responses will be used for research purposes only and will be held in confidence.

Please read the instructions carefully and proceed.

Sincerely,

Awad Al-Thoupety

Adult Basic Education Teacher
Competency Questionnaire

Part I

Region: _____   City: _____

Biographical Data

Please answer the following questions and indicate

your current status by circling the appropriate NUMBER.

For example:

a. Your position in adult basic education (ABE) is

1. teacher   ② supervisor   3. administrator

If you are a supervisor, for example, you would circle #2.

1. Your position in adult basic education:

1. teacher   2. supervisor   3. administrator

2. Your adult basic education job is:

1. part-time   2. full-time

3. If you work part-time in adult basic education, what
   is your full-time job?

1. Elementary school teacher	4. Elementary school administrator
2. Middle school teacher	5. Middle school administrator
3. High school teacher	6. High school administrator
	7. Other (please specify:_____)

4. Your age:

1. under 20 years	5. no more than 39 years
2. no more than 24 years	6. no more than 44 years
3. no more than 29 years	7. no more than 49 years
4. no more than 34 years	8. no more than 54 years
	9. more than 54 years

5. Highest degree held:

  1. Elementary Institute 5. Bachelors
    for Teachers
  2. Upgrading Center 6. Masters
  3. Secondary Institute 7. Ph.D.
    for Teachers
  4. Junior College 8. Other (please
             specify: _____)

6. Years of teaching experience in general education:

  1. under 1 year   5. no more than 12 years
  2. no more than 3 years 6. no more than 15 years
  3. no more than 6 years 7. no more than 18 years
  4. no more than 9 years 8. more than 18 years

7. Years of experience in adult basic education:

  1. under 1 year   5. no more than 12 years
  2. no more than 3 years 6. no more than 15 years
  3. no more than 6 years 7. no more than 18 years
  4. no more than 9 years 8. more than 18 years

8. Years of teaching experience in adult basic education:

  1. under 1 year   5. no more than 12 years
  2. no more than 3 years 6. no more than 15 years
  3. no more than 6 years 7. no more than 18 years
  4. no more than 9 years 8. more than 18 years

9. Have you taken one or more courses in the area of adult basic education during your pre-service training program?

  1. yes   2. no

10. Have you attended an in-service training program related to adult basic education?

  1. yes   2. no

If yes, please continue by answering the following questions:

11. How many in-service training programs related to adult basic education did you attend?

      1. one   4. four
      2. two   5. five
      3. three   6. more than five

12. The duration of the last in-service training program you attended was

    days_____   weeks_____   months_____

13. When did you attend the last one?

      1. during the past   5. during the past
          6 months   30 months
      2. during the past   6. during the past
          12 months   36 months
      3. during the past   7. more than 36
          18 months   months ago
      4. during the past
          24 months

14. The last in-service training program you attended was held in the city of _____ .

15. How would you rate the usefulness of in-service training programs to you?

      1. very useful   3. somewhat useful
      2. useful   4. not useful

(For Teachers)

Part II

Please read the following statement of competency and first: __RANK__ the importance of each competency to your functioning as an ABE teacher by placing a (X) mark below the heading of the appropriate scale which best indicates your feeling as to the importance of that competency to your effectiveness as an ABE teacher. Use the following scale:

        1 - very important
        2 - important
        3 - less important
        4 - not important

Second: Indicate your present level in such competencies on the scale of two points: adequate and inadequate. Please answer __ALL__ questions.

    For example:

Competency Statement	Importance of Competency				Present Level of Competency	
	Very Important	Important	Less Important	Not Important	Adequate	Inade- quate
Recognizing major causes of illiteracy and its problems		X			X	

If you believe that this competency is important to you, you would place a (X) mark below the heading of "Important." Also, for the same competency, if you feel that your present level of this competency is adequate, you would place a (X) mark below the heading of "Adequate," as shown above.

Competency Statement	Importance of Competency				Present Level of Competency	
	Very Important	Important	Less Important	Not Important	Adequate	Inadequate
1. Ability to adapt available curricula to adult learners.						
2. Ability to select curriculum activities appropriate to abilities and age of the adult learner.						
3. Ability to relate content to real life problems of the adult learner.						
4. Ability to implement necessary adjustments for ease in reading.						
5. Knowing learning differences between children and adult learners.						
6. Knowing that adults need to be treated as adults at all times.						
7. Knowing that adult learners want immediate benefits from what they have learned.						
8. Knowing the differences in background and experience among adult learners.						
9. Knowing what motivates the adult learner to participate in ABE programs.						

Competency Statement	Importance of Competency				Present Level of Competency	
	Very Important	Important	Less Important	Not Important	Adequate	Inadequate
10. Knowing cultural and social forces that influence adult learning.						
11. Knowing individual learners' needs.						
12. Ability to interpret goals and objectives of ABE programs.						
13. Knowing major causes of illiteracy and its problems.						
14. Knowing local resources and agencies providing assistance and services to adult learners.						
15. Keeping informed on new development, recent recommendations, and current issues in ABE.						
16. Knowing the ultimate goal of teaching reading, writing, and mathematics to ABE learners.						
17. Using a variety of appropriate adult teaching methods.						
18. Communicating effectively with adult learners.						
19. Applying appropriate techniques for evaluating adult learner progress.						

Competency Statement	Importance of Competency				Present Level of Competency	
	Very Important	Important	Less Important	Not Important	Adequate	Inade-quate
20. Utilizing adult learners' experiences in teaching lessons.						
21. Using directive counseling techniques to help adult learners solve academic and personal problems.						
22. Using instructional media provided to adult learners.						
23. Establishing a basis for mutual respect with adult learners.						
24. Ability to help adult learners develop positive concepts of themselves.						

(For Teachers)

Below, please list other competencies that you feel are important or very important to you that have not been listed above and RANK the importance of each competency and indicate your present level in each:

	Importance of Competency		Present Level of Competency	
	Very Important	Important	Adequate	Inade-quate
1. _____				
2. _____				
3. _____				
4. _____				
5. _____				
. . .		. . .		. . .

Thank you for your cooperation.

(For supervisors and administrators)

Part II

Please read the following statement of competency and first: RANK the importance of each competency to the functioning of an ABE teacher by placing a (X) mark below the heading of the appropriate scale which best indicates your feeling as to the importance of that competency to the effectiveness of an ABE teacher. Use the following scale:

1 - very important
2 - important
3 - less important
4 - not important

Second: Indicate the percentage of ABE teachers you are responsible for who need additional training in each competency. Please answer ALL questions.

For example:

Competency Statement	Importance of Competency				% of ABE Teachers You are Responsible for Who Need Additional Training in the Competency
	Very Important	Important	Less Important	Not Important	
Recognizing major causes of illiteracy and its problems		X			60%

If you believe that this competency is important to ABE teachers, you would place a (X) mark below the heading of "Important." Also, for the same competency, if you feel that 60% of ABE teachers you are responsible for need additional training, you would write 60% in the space, as shown above.

Please indicate the number of Saudi ABE teachers you are responsible for: _____

Competency Statement	Importance of Competency				% of ABE Teachers You are Responsible for Who Need Additional Training in the Competency
	Very Important	Important	Less Important	Not Important	
1. Ability to adapt available curricula to adult learners.					
2. Ability to select curriculum activities appropriate to abilities and age of the adult learner.					
3. Ability to relate content to real-life problems of the adult learner.					
4. Ability to implement necessary adjustments for ease in reading.					
5. Knowing learning differences between children and adult learners.					
6. Knowing that adults need to be treated as adults at all times.					
7. Knowing that adult learners want immediate benefits from what they have learned.					
8. Knowing the differences in background and experience among adult learners.					
9. Knowing what motivates the adult learner to participate in ABE programs.					

Competency Statement	Importance of Competency				$ of ABE Teachers You are Responsible for Who Need Additional Training in the Competency
	Very Important	Important	Less Important	Not Important	
10. Knowing cultural and social forces that influence adult learning.					
11. Knowing individual learners needs.					
12. Ability to interpret goals and objectives of ABE programs.					
13. Knowing major causes of illiteracy and its problems.					
14. Knowing local resources and agencies providing assistance and services to adult learners.					
15. Keeping informed on new development, recent recommendations, and current issues in ABE.					
16. Knowing the ultimate goal of teaching reading, writing, and mathematics to ABE learners.					
17. Using a variety of appropriate adult teaching methods.					
18. Communicating effectively with adult learners.					
19. Applying appropriate techniques for evaluating adult learner progress.					

Competency Statement	Importance of Competency				% of ABE Teachers You are Responsible for Who Need Additional Training in the Competency
	Very Important	Important	Less Important	Not Important	
20. Utilizing adult learners experiences in teaching lessons.					
21. Using directive counseling techniques to help adult learners solve academic and personal problems.					
22. Using instructional media provided to adult learners.					
23. Establishing a basis for mutual respect with adult learners.					
24. Ability to help adult learners develop positive concepts of themselves.					

(Supervisors and Administrators)

Below, please list other competencies that you feel are important or very important to the ABE teacher that have not been listed above and RANK the importance of each competency and indicate the percentage of ABE teachers you are responsible for who need additional training in each competency.:

	Importance of Competency		% of ABE Teachers You are Responsible for Who Need Additional Training in the Competency
	Very Important	Important	
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			
. .		.	.
. .		.	.
. .		.	.

Thank you for your cooperation.

APPENDIX B

Questionnaire (Arabic version)

بســم الله الرحمن الرحيم

اخواني ادارى وموجهى ومدرسى تعليم الكبار

الـسلام عليكم ورحمة الله وبركاته .

أقوم بدراسة من فعالية مدرسى تعليم الكبار ، وتجدون برفقـــــه
استبهانا يقيس كفـاءات التدريس المطلوب توفرهـا فى مدرسى تعليم الكبار.
ولما كنتم من العاملين فى هذا المجال ولديكم الخبرة الواسعة فى تعليـم
الكبار فاننى أرجو منكم أن تقوموا بتعبئة هذا الاستبيان الـــــذى
يحتوى على بعض المعلومات الاحصائية و (٢٤) عبارة تمثل بعض الكفــــاءات
المختلفه لمدرسى تعليم الكبار .

لاتوجد اجابات صحيحه وأخرى خاطئه ولكن كل المطلوب من سعادتكم هــو
التعبير بدقة من رأيكم حول أهمية كل كفـاءة بالنسبة لأداء عمل مدرســـــى
الكبار ومستوى الكفـاءة الحالى لديهم .

وختاما لكم جزيل الشكر والتقدير سلفا على تعاونكم العلمى وتكون
المعلومات التى سوف تدلون بها سرية ولن تستخدم الا لأغراض البحث فقط .

اخوكم الباحث
مـــوفق مـــوافى الشبيتى .

بـــم اللـــه الرحمـن الرحيـــم
(١)
استبيان حول كفـ٠ات مدرسى تعليم الكبار بالمملكة العربية السعودية

القسم الأول :

(٢)
المنطقة ـــــــ ـــــــ المدينة ـــــــ ـــــــ

من فضلك أجب من الأسئلة الآتية بوضع دائرة حول الرقم الذى يمثل وضعك الحالى ٠
لتوضيح طريقة الاجابة اليك المثال الآتى :

وضعك الحالى فى تعليم الكبار :
١ ٠ مدرس ②٠ موجه ٣ ٠ ادارى
اذا كنت موجه مثلا فانك سوف تضع دائرة حول الرقم ٢ كما هو موضح فى أعلاه ٠

١ ـ وضعك الحالى فى تعليم الكبار :
١ ٠ مدرس ٢ ٠ موجه ٣ ٠ ادارى

٢ ـ وظيفتك فى تعليم الكبار :
١ ٠ عمل اضافى ٢ ٠ عمل أساسى

٣ ـ اذا كان عملك فى تعليم الكبار اضافيا لعملك الأساسى هو :
١ ٠ مدرس ابتدائى ٤ ٠ مدير ابتدائى
٢ ٠ مدرس متوسط ٥ ٠ مدير متوسط
٣ ٠ مدرس ثانوى ٦ ٠ مدير ثانوى
٧ ٠ غير ذلك (حدد من فضلك) ـــــــ ـــــــ

٤ ـ عمرك :
١ ٠ أقل من عشرين سنة ٥ ٠ لايزيد على ٣٩ سنة
٢ ٠ لايزيد على ٢٤ سنة ٦ ٠ لايزيد على ٤٤ سنة
٣ ٠ لايزيد على ٢٩ سنة ٧ ٠ لايزيد على ٤٩ سنة
٤ ٠ لايزيد على ٣٤ سنة ٨ ٠ لايزيد على ٥٤ سنة
٩ ٠ أكثر من ٥٤ سنة

(١) يقصد بها المعارف والمهارات التى يتطلبها عمل مدرسى الكبار ٠
(٢) المنطقة يقصد بها المنطقة الغربية أوالشرقية أوالوسطى أوالشمالية أوالجنوبية بالمملكة

- ٢ -

٥ - أعلى مؤهل حصلت عليه :

٥ • بكالوريوس	١ • معهد اعداد المعلمين الابتدائي
٦ • ماجستير	٢ • مركز الدراسات التكميلية
٧ • دكتوراه	٣ • معهد اعداد المعلمين الثانوى
٨ • غير ذلك من فضلك حدد ————	٤ • الكلية المتوسطة

———————————————————————————

٦ - سنوات خبرة التدريس في التعليم العام :

٥ • لاتزيد على ١٢ سنه	١ • أقل من سنه
٦ • لاتزيد على ١٥ سنه	٢ • لاتزيد على ٣ سنوات
٧ • لاتزيد على ١٨ سنه	٣ • لاتزيد على ٦ سنوات
٨ • أكثر من ١٨ سنه	٤ • لاتزيد على ٩ سنوات

———————————————————————————

٧ - سنوات خبرتك في تعليم الكبار :

٥ • لاتزيد على ١٢ سنه	١ • أقل من سنه
٦ • لاتزيد على ١٥ سنه	٢ • لاتزيد على ٣ سنوات
٧ • لاتزيد على ١٨ سنه	٣ • لاتزيد على ٦ سنوات
٨ • أكثر من ١٨ سنه	٤ • لاتزيد على ٩ سنوات

———————————————————————————

٨ - سنوات خبرة التدريس في تعليم الكبار :

٥ • لاتزيد على ١٢ سنه	١ • أقل من سنه
٦ • لاتزيد على ١٥ سنه	٢ • لاتزيد على ٣ سنوات
٧ • لاتزيد على ١٨ سنه	٣ • لاتزيد على ٦ سنوات
٨ • أكثر من ١٨ سنه	٤ • لاتزيد على ٩ سنوات

———————————————————————————

٩ - هل سبق وأن درست مادة أو أكثر في مجال تعليم الكبار أثناء دراستك ؟

٢ • لا	١ • نعم

———————————————————————————

‏- ٢ -

‏١٠ - هل سبق وأن حضرت دورة لتعليم الكبار ؟

‏١ . نعم   ٢ . لا

‏اذا كانت الاجابة بنعم فأرجو أن تكمل الاجابة من الأسئلة الآتية

‏١١ - عدد الدورات التي حضرتها لتعليم الكبار :

‏١ . دورة واحدة   ٤ . أربع دورات

‏٢ . دورتان   ٥ . خمس دورات

‏٣ . ثلاث دورات   ٦ . أكثر من خمس دورات

‏١٢ - كانت فترة آخر دوره حضرتها :

‏١ . ———— أيام   ٢ . ———— أسابيع   ٣ . ———— شهور

‏١٣ - آخر دورة حضرتها كانت :

‏١ . منذ ٦ شهور   ٥ . منذ ٣٠ شهرا

‏٢ . منذ ١٢ شهرا   ٦ . منذ ٣٦ شهرا

‏٣ . منذ ١٨ شهرا   ٧ . أكثر من ٣٦ شهرا .

‏٤ . منذ ٢٤ شهرا

‏١٤ - آخر دوره حضرتها انعقدت في مدينة : ————————————

‏١٥ - مدى فائدة الدورة بالنسبة لك كانت :

‏١ . مفيدة جدا   ٣ . الى حد ما مفيده

‏٢ . مفيده   ٤ . غير مفيده

(للمدرسين)   — ٤ —

القسم الثاني :

أرجو قراءة المعلومات التالية لتكون الاجابة عليمه وتخدم الغرض الأساسى مــــن البحث .

أولاً : حدد <u>أهمية</u> كل كفاءة بالنسبة لأداء عملك مدرساً للكبار وذلك بوضع <u>الاشارة</u> (x) أمام <u>احدى</u> العبارات (مهمة جداً - مهمة - قليلة الأهمية - غيــر مهمة) التى ترى أنها تعكس مدى أهمية هذه الكفـاءة .

ثانياً: أشر الى المستوى الحالى لكل كفاءة لديك بوضع اشارة (x) أمام <u>احدى</u> العبارتين (كاف - غير كاف) .

لتوضيح طريقة الاجابة اليك المثال الآتى :

مستوى الكفاءة الحالى		أهمية الكفاءة				مبارة الكفاءة
غيركاف	كاف	غيرمهمة	قليلة الأهمية	مهمة	مهمةجدا	
	x				x	معرفة أسباب الأمية الرئيسية ومشكلاتها

اذا كنت تعتقد بأن هذه الكفاءة مهمة لعملك فى تعليم الكبار فانك سوف تضع اشارة (x) أمام عبارة مهمة . كما أنك سوف تضع اشارة (x) أمام عبارة كـاف اذا كنت ترى بأن مستوى الكفاءة لديك كاف .

مستوى الكفاءة الحالى		أهمية الكفاءة				مبـــارة الكفـاءة
غير كاف	كاف	غير مهمة	قليلة الأهمية	مهمة	مهمة جدا	
						١ . القدرة على تعديل المناهج الحالية للدارسين الكبار .
						٢ . القدرة على اختيار الأنشطة المنهجية الملائمة للقدرات وأعمار الدارسين الكبار

- ٥ -

مستوى الكفاءة الحالى		اهمية الكفاءة				مبـــارة الكفـــاءة
غير كاف	كاف	غير مهمة	قليلة الاهمية	مهمة	مهمة جدا	
						٣ • القدرة على ربط محتوى المـــواد الدراسية بواقع مشكلات حيـــاة الدارسين الكبار •
						٤ • القدرة على اجراء التعديــــلات الضرورية لتسهيل القراءة •
						٥ • معرفة الفروق فى طرق التعلــم بين الأطفال والكبار •
						٦ • معرفة احتياج الدارسين الكبــار دوما الى معاملة تليق بسنهم •
						٧ • معرفة أن الدارسين الكبار يرغبـون فى الحصول على فائدة ماتعلمـــوه مباشرة •
						٨ • معرفة الفروق بين الدارسين الكبــار من حيث الخلفية والخبرة •
						٩ • معرفة دوافع الدارسين الكبــــار للالتحاق ببرامج محو الأمية •

- ٦ -

مستوى الكفاءة الحالى		أهمية الكفاءة					عبـــارة الكفــــاءة
غير كاف	كاف	غير مهمة	قليلة الاهمية	مهمة	مهمة جدا		
							١٠ . معرفة القوى الثقافية والاجتماعية المؤثره على تعليم الكبار .
							١١ . معرفة الحاجات الشخصية للدارسيـن الكبار .
							١٢ . القدرة على تفسير أهداف وأغراض برامج محو الأمية .
							١٣ . معرفة أسباب الأمية الرئيسيــــة ومشكلاتها .
							١٤ . معرفة المصادر المطبية التى تقــدم المساعدة والخدمات للدارسين الكبار
							١٥ . متابعة التطورات الجديده وآخـر التوصيات فى مجال محو الأمية .
							١٦ . معرفة الهدف الأساسى من تعليــم القراءة والكتابه والحـــــاب للدارسين الكبار .
							١٧ . استخدام طرق متنوعة وملائمة فــى تدريس الكبار .

- ٧ -

مستوى الكفاءة الحالى		اهمية الكفاءة					عبـــارة الكفــــاءة
غير كاف	كاف	غير مهمة	قليلة الاهمية	مهمة	مهمة جداً		
						١٨ • التعامل الفعال مع الدارسيـــــن الكبار .	
						١٩ • استخدام الطرق الملائمة لتقويـــم تقدم التحصيل الدراسى عند الكبار .	
						٢٠ • استخدام خبرات الدارسين الكبار فى التدريس .	
						٢١ • استخدام طرق الارشاد المباشرة مـن أجل مساعدة الدارسين الكبار علـى حل مشكلاتهم الدراسية والشخصية .	
						٢٢ • استخدام الوسائل التعليمية المتوفرة للدارسين الكبار .	
						٢٣ • وضع أسس للاحترام المتبادل مـــع الدارسين الكبار .	
						٢٤ • القدرة على مساعدة الدارسيـــــن الكبار فى تكوين اتجاهات ايجابية عن أنفسهم .	

- ٨ -

من فضلك أذكر الكفاءات التي ترى بأنها مهمة لأداء عملك مدرسا للكبار ولم تذكــر
ضمن عبارات الاستبيان ثم مدى أهمية كل كفاءة وأثر الى المستوى الحالي لكــل
كفاءة لديك بوضع اشارة (x) أمام العبارة المناسبة كالسابق .

مستوى الكفاءة الحالى		أهمية الكفاءة		
غير كاف	كاف	مهمة	مهمة جدا	
				١ .
....	....	....	....	
				٢ .
....	....	....	....	
				٣ .
....	....	....	....	
				٤ .
....	....	....	....	
				٥ .
....	....	....	....	
				٦ .

انتهى شكرا لتعاونكم معنا .

(للاداريين والموجهين)   ‏ – ٤ –

القسم الثاني :

أرجو قراءة المعلومات التالية لتكون الاجابة عليها وتخدم الغرض الأساسي من البحث :

أولا   : حدد أهمية كل كفاءة بالنسبة لأداء عمل مدرس الكبار وذلك بوضع اشارة(×) أمــام
احدى العبارات (مهمة جدا ـ مهمة ـ قليلة الأهمية ـ غير مهمة) التى تـــرى
بأنها تعكس مدى أهمية هذه الكفاءة .

ثانيا : أشر الى نسبة مدرس الكبار المسؤول منهم الذين يحتاجون الى تدريب اضافى فى
الكفاءة .

لتوضيح طريقة الاجابة اليك المثال الآتى :

مبــارة الكفـــاءة	أهمية الكفاءة				نسبة مدرسى الكبارالمسؤول منهم الذين يحتاجون الى تدريب الاضافـــى فـــى الكفــاءة
	مهمة جـدا	مهمة	قليلة الاهمية	غير مهمة	
معرفة أسباب الأمية الرئيسيـــة ومشكلاتها		×			٦٠ ٪

اذا كنت تعتقد بأن هذه الكفاءة مهمة لأداء عمل مدرس الكبار فانك سوف تضع اشـارة
(×) أمام عبارة مهمة . كما أنك سوف تكتب نسبة ٦٠٪ اذا كنت ترى بأن نسبة ٦٠٪ مـــن
مدرسى الكبار الذين يعملون تحت اشرافكم يحتاجون الى تدريب اضافى .

- -

اذكر عدد مدرسى تعليم الكبار السعوديين العاملين تحت اشرافك : ─────────

مبارة الكفاءة	أهمية الكفاءة				نسبة مدرسى الكبارالمسـؤول منهم الذين يحتاجون الى تدريباضافى فى الكفاءة
	مهمة جـدا	مهمة	قليلة الاهمية	غير مهمة	
١ . القدرة على تعديل المناهـــج الحاليةللدارسين الكبار .					

- ٥ -

نسبة مدرسي الكبــــار المسؤول منهم الذيــن يحتاجون الى تدريـــب اضافى فى الكفـــاءة	اهمية الكفـــاءة				مبارة الكفـــاءة
	غير مهمة	قليلة الاهمية	مهمة	مهمة جدا	
☐☐					٢ • القدرة على اختبار الانشطة المنهجية الملائمة لقــدرات وأعمار الدارسين الكبار •
☐☐					٣ • القدرة على ربط محتـــوى المواد الدراسية بواقـــع مشكلات حياة الدارسين الكبار
☐☐					٤ • القدرة على اجراء التعديلات الضرورية لتسهيل القراءة •
☐☐					٥ • معرفة الفروق فى طـــرق التعلم بين الاطفال والكبار
☐☐					٦ • معرفة احتياج الدارسيـــن الكبار دوما الى معاملـــة تليق بسنهم •
☐☐					٧ • معرفة ان الدارسين الكبار يرغبون فى الحصول علـــى فائدة ماتعلموه مباشرة •
☐☐					٨ • معرفة الفروق بين الدارسيـن الكبار من حيث الخلفية والخبرة

- ٦ -

نسبةمدرسي الكبـــــار المسؤول منهم الذيـــن يحتاجون الى تدريـــب اضافي في الكفــــاءة	احمية الكفــاءة				مبـارة الكفـاءة
	غير مهمة	قليلة الاهمية	مهمة	مهمة جدا	
					٩ ٠ معرفة دوافع الدارسيــن الكبار للالتحاق ببرامـــج محو الأمية ٠
					١٠ ٠ معرفة القوى الثقافيـــــة والاجتماعيةالمؤثرة علـــى تعليم الكبار ٠
					١١ ٠ معرفة الحاجات الشخصيـة للدارسين الكبار ٠
					١٢ ٠ القدرة على تفسير أهداف وأغراض برامج محو الأمية٠
					١٣ ٠ معرفة أسباب الأميةالرئيسية ومشكلاتها ٠
					١٤ ٠ معرفة المصادر المحلية التي تقدم المساعدة والخدمـــات للدارسين الكبار ٠
					١٥ ٠ متابعةالتطورات الجديـــده وآخر التوصيات في مجـــال محو الأمية ٠

نسبة مدرسي الكبار المسؤول منهم الذين يحتاجون الى تدريب اضافي في الكفاءة	أهمية الكفاءة				عبارة الكفاءة
	غير مهمة	قليلة الأهمية	مهمة	مهمة جدا	
□ □					١٦ • معرفة الهدف الأساسي مـــن تعليم للقراءة والكتابـــة والحساب للدارسين الكبار •
□ □					١٧ • استخدام طرق متنوعة وملائمة في تدريس الكبار •
□ □					١٨ • التعامل الفعال مع الدارسين الكبار •
□ □					١٩ • استخدام الطرق الملائمـــة لتقويم تقدم التحصيـــل الدراسي عند الكبار •
□ □					٢٠ • استخدام خبرات الدارسيـــن الكبار في التدريس •
□ □					٢١ • استخدام طرق الإرشـــــاد المباشرة من أجل مساعـــدة الدارسين الكبار على حـــل مشكلاتهم الدراسية والشخصية •
□ □					٢٢ • استخدام الوسائل التعليميـة المتوفرة للدارسين الكبار •

- ٨ -

نسبة مدرسي الكبــــار المسؤول منهم الذيــن يحتاجون الى تدريـــب اضافي في الكفـــاءة		أهميـــة الكفــاءة				عبـــارة الكفـــاءة
		غير مهمة	قليلة الأهمية	مهمة	مهمة جـدا	
						٢٣ • وضع أسس للاحترام المتبادل مع الدارسين الكبار •
						٢٤ • القدرة على مساعدة الدارسين الكبار في تكوين اتجاهات ايجابية من أنفسهم •

من فضلك ....

اكمل بقية الأسئلة في الصفحة التالية ..

وشــــكرا ...

- ٩ -

من فضلك أذكر الكفاءات التي ترى بأنها مهمة لأداء عمل مدرس الكبار <u>ولم تذكر</u> ضمن عبارات الاستبيان ثم <u>عند</u> أهمية كل كفاءة <u>والذكر</u> نسبة مدرس الكبار المسؤول منهم الذين يحتاجون الى تدريب اضافى فى الكفاءة ·

نسبة مدرس الكبارالمسؤول منهم الذين يحتاجون الـى تدريب اضافى فى الكفاءة	أهمية الكفاءة		
	مهمة	مهمة جدا	
			.... ١ ·
....	....	....	.... ٢ ·
....	....	....	.... ٣ ·
....	....	....	.... ٤ ·
....	....	....	.... ٥ ·
....	....	....	.... ٦ ·
			· ·
			· ·
			· ·

APPENDIX C

Correspondence Related to the Research

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION — DEPARTMENT OF TEACHER EDUCATION   EAST LANSING — MICHIGAN — 48824-1034

29 March 1988

To Whom This May Concern:

This letter is written on behalf of Awad Al-Thoupeity who is my Doctoral advisee and is about to conduct his dissertation research in his homeland, Saudi Arabia.

Awad has completed his program of academic studies and has designed a research proposal that should produce results valuable both to himself as a professional in the field, and to his homeland, Saudi Arabia. He may be approaching you for support in the process of conducting this research and I hope that you will find it in your interest and within your authority to provide him the needed support. I have confidence in him and the value of the research program that he has designed as the culmination of his doctoral program.

Your cooperation and support will be greatly appreciated by Awad, by Michigan State University, and myself.

Sincerely yours,

Kenneth L. Neff
Professor

MICHIGAN STATE UNIVERSITY

March 29, 1988

Awad Al-Thoupety
1622 I Spartan Village
East Lansing, MI   48823

Dear Mr. Al-Thoupety:

Subject: "A STUDY TO IDENTIFY COMPETENCIES NEEDED FOR EFFECTIVE ADULT BASIC EDUCATION TEACHERS IN SAUDI ARABIA, #88-078"

The above project is exempt from full UCRIHS review. This project has been reviewed by another committee member and approval is granted for conduct of this 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 March 29, 1989.

Any changes in procedures involving human subjects must be reviewed by 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,

Daniel A. Bronstein, S.J.D.
Vice Chair, UCRIHS

DAB/sar

cc: K. Neff

بسـم اللـه الرّحمٰن الرّحيـم

المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى
كلية التربية ـ الطائف

الرقـــم : ....
التاريخ : ....
المشفوعات : ....

TO WHOM IT MAY CONCERN

Mr. Awad Al-Thoubety came to Umm al-Qura University as
a researcher in the Department of Education. During his stay
he submitted to the Department of Foreign Languages a Ques-
tionnaire in English on "Study to identify the competencies
needed for A.B.E. teachers in Saudi Arabia" together with
a translation into Arabic. I had the opportunity to read it
in and check the authenticity of the translation which impressed
me for its analytic clarity and its attention to detail.

I am happy to write in support of Mr. Al-Thoubety, wishing
him good luck in his future career.

Mohamed Troudi

Ph.D

Chairman of the Department
of Foreign Languages

Dr. Asad Al-Ghalith

Faculty Of Education - Taif
Shihar - Al - Sâad Road
Cable : Faculty Of Education Taif
Tel - 02 - 7469008 - 7463008

شـارع ـ طريق الـسـداد
برليا : كلية التربية الطائف
تليفون : ٧٤٦٩٠٠٨ ـ ٠٢
٠٢ ـ ٧٤٦٣٠٠٨

KINGDOM OF SAUDI ARABIA
MINISTRY OF HIGHER EDUCATION
UMM AL-QURA UNIVERSITY
TAIF
FACULTY OF EDUCATION
DEPARTMENT OF ARABIC LANGUAGE

المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى
الطائف
كلية التربية
قسم اللغة العربية

بسم الله الرحمن الرحيم

لمن يهمه الأمـــر

يقرر قسم اللغة العربية بكلية التربية بالطائف بأن الطالب/موض مواش الثبيتي قـــد
راجع القسم وقابل سعادة أ. د . يوسف مؤلدين وتدارس مع سعادته الاستبانة ، ولقد
أجريت بعض التعديلات والملاحظات عليها .

والله المـوفق ،،،

أ . د . يوســف مؤلدين

رئيس قسم اللغة العربية

د. عبد الجواد حسين

المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى
ادارة البعثات الخارجية

الرقم : ٢٢/١/١٢/٢٨٦٠
التاريخ : ٢٢/١/١٢

قــــرار

ان مدير البعثات الخارجية
بناء على الصلاحيات المخوله له
وبناء على القرار رقم ٢٢/١/٢١/٢٤٧٨٥ وتاريخ ١٤٠٣/١١/١٢هـ بابتعاث المدرس
(عوض عواض مديش الثبيتي) الى امريكا لتحضير درجة الدكتوراه في المناهج العامة ولمدة اربع سنوات
بدأت في ١٤٠٣/١١/٢٧هـ بجامعة ولاية متشيجان .
وبناء على قرار سعادة وكيل الجامعة للدراسات العليا والبحث العلمي رقم ٢٢/١/٢١/٢٣٣١ ٢
وتاريخ ١٤٠٧/١١/١٨هـ بتمديد بعثة المذكور لمدة عام واحد شريطة ان ينتهي خلال فترة التمديد
من الامتحان الشامل والساعات المتبقيه .
وبناء على تذكير سعادة الملحق التعليمي في امريكا رقم ٢/٥٣٤/ت في ١٩٨٨/٣/١٦م الموافق
١٤٠٨/٧/٢٨هـ بطالب الموافقة على قيام المذكور برحلة علمية ميدانيه .
وبناء على خطاب سعادة الملحق رقم ٣/٢٢١٠ وتاريخ ١٤٠٨/٧/٢٨هـ المتضمن ان المذكور
انهى كل متطلبات درجة الدكتوراه في فرع تخصصه (المناهج) ولم يبقى امامه سوى الانتهاء من
الاطروحه التي ينوي ان يجمع لها البيانات في المملكة .
وبناء على موافقة كلية التربيه بالطائف برقم ٢٣/١/٢١/١/٨٠١ وتاريخ ١٤٠٨/٨/٢٢هـ .
وبناء على موافقة سعادة وكيل الجامعة للدراسات العليا والبحث العلمي رقم ٣/٨٠٤ وتاريخ
١٤٠٨/٨/٢٢هـ .
وبناء على ما تقتضيه المصلحة العامة
يقرر ما يلي
١- يعتبر وصول المبتعث على وظيفة محاضر رقم (١٩٧) (عوض عواض مديش الثبيتي) الى المملكة
في رحلة علمية ميدانيه لاجراء البحث العلمي الميداني لمرحلة الدكتوراه وعنوانها (دراسة
تحديد الكفاءات اللازمة لمدرسي تعليم الكبار في المملكة العربية السعودية) لمدة ثلاثة اشهر
اعتبارا من ٥ ١٤٠٨/٨/١هـ .
٢- تصرف اوضاعه المالية وفق اللوائح والنظام .
٣- على الجهات المعنيه تنفيذ كل فيما يخصه .

مدير البعثات الخارجية
محمد صالح سعيد الدائف

ص/ مع التحيه لمعالي مدير الجامعة .
ص/ مع التحيه لسعادة وكيل الجامعة ، ص/ مع التحيه لسعادة وكيل الجامعة للدراسات العليا والبحث
العلمي ص/ مع التحيه لامانة مجلس الجامعة ص/ لسعادة المستشار القانوني ص/ لسعادة المراقب
المالي ص/ لسعادة مدير عام الشئون المالية والاداريه ص/ لسعادة الامين العام للجامعة ، ص/ لسعادة
مدير الاداره المالية ص/ للنفقات والرواتب ص/ لسعادة مدير شئون الموظفين ص/ لسعادة عميد كلية
التربيه بالطائف ص/ لسعادة رئيس قسم العلوم التربويه ص/ لسعادة الملحق التعليمي في امريكا
ص/ لسعادة مدير ديوان الخدمه المدنيه (المؤسسات) ص/ للميزانيه والثابت ، ص/ لاداره التعبئه
والاحصاء ص/ للسجل العام ص/ للاتصالات الاداريه ص/ للمذكور ص/ للبعثات الخارجية .

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى
وكيل الجامعة للدراسات العليا والبحث العلمي

الرقم: ٢٨٠/١١٢٢
التاريخ:
المشفوعات:

٨٤٠٧
٢

سعادة وكيل وزارة المعارف للشئون التعليميه   سلمه الله

الســـــلام عليـــكم ورحمــــة الله وبركــاتـــــه

استعدادا من مساندتكم الدائمه لجامعتكم ام القرى بمكة المكرمــه .

ارجــوان بحظى الاخ المبتعث / ضون عوائر محض الشبيتي / بدعمكــم
وتسهيل مهمة اجراء بحث الميداني لرسالة الدكتوراه وموضوعها (دراسة تحديد
الكفاءات اللازمه لمدرسي تعليم الكبار في المملكة العربية الســـــعوديه) بتـزويد من
يلزم تزويده كافة مايلزم لبحثه من صور وخلافه نظاما .

شاكرين احسانكم وجهودكم المرفقه لرفعة العلم ومساندة طلابه ،،،،،،،،

وكيل الجامعة
للدراسات العليا والبحث العلمي

٢٠٨/٨/٢٢
د . محمود محمد علي احمد آله

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة المعارف
الامانة العامة لتعليم الكبار

الرقم :
التاريخ :
المشفوعات :
الموضوع :

سعادة مدير عام التعليم بالرياض   المحترم

السلام عليكم ورحمة الله وبركاته وبعد :

الاستاذ / عوض موسى معيض الشهري يرغب في مساعدته في بحثه الميداني لرسالة الدكتوراه وموضوعها (دراسة تحديد الكفايات اللازمة لمدرسي تعليم الكبار في المملكة العربية السعودية) .

آمل تسهيل مهمته ومساعدته في جمع المعلومات التي يرغبها .

ولكم خالص تحياتي

أمين عام تعليم الكبار

محمد بن ابراهيم الغزيل

ـ صورة للصادر مع الاساس .

بسم الله الرحمن الرحيم

الملكة العربية السعودية
وزارة المعارف
الامانة العامة لتعليم الكبار

الرقم : ٢٦٥
التاريخ : ...
المرفقات :

الموضوع :

سعادة مدير التعليم بتبوك   المحترم

السلام عليكم ورحمة الله وبركاته وبعد :

الاستاذ / عوض عواض معيض الثبيتي يرغب في مساعدته في بحثه
الميداني لرسالة الدكتوراه وموضوعها (دراسة تحديد الكفاءات اللازمة
لمدرس تعليم الكبار في المملكة العربية السعودية) .

آمل تسهيل مهمته ومساعدته في جمع المعلومات التي يرغبها .

ولكم خالص تحياتي

أمين عام تعليم الكبار

محمد بن ابراهيم الفوزان

ـ صورة للصادر مع الاساس .

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة المعارف
الادارة العامة لتعليم الكبار
الموضوع :

سعادة مدير عام التعليم بالمنطقة الشرقية   المحترم

السلام عليكم ورحمة الله وبركاته   وبعد :

الاستاذ / عوض عواض محمد الثبيتي يرغب في مساعدته في بحثه
الميداني لرسالة الدكتوراه ، وموضوعها (دراسة تحديد الكفايات اللازمة
لمدرسي تعليم الكبار في المملكة العربية السعودية) .

آمل تسهيل مهمته ومساعدته في جمع المعلومات التي يرغبها .

ولكم خالص تحياتي

أمين عام تعليم الكبار

محمد بن ابراهيم الفوزان

ـ صورة للمصادر من الاحساء .

بسم الله الرحمن الرحيم

المملكة العربية السعودية

وزارة المعارف

الأمانة العامة لتعليم الكبار

الرقم : ٤٣٤٣
التاريخ : ٢٢ / ٨ / ١٤٠٨ هـ
المرفقات :
الموضوع :

سعادة مدير التعليم بالطائف   المحترم

السلام عليكم ورحمة الله وبركاته وبعد :

الاستاذ / عوض عواض معيض الثبيتي يرغب في مساعدته في بحثـه
الميداني لرسالة الدكتوراه وموضوعها (دراسة تحديد الكفاءات اللازمــة
لمدرس تعليم الكبار في المملكة العربية السعودية) .

آمل تسهيل مهمته ومساعدته في جمع المعلومات التي يرغبها .

ولكم خالص تحياتي

أمين عام تعليم الكبار

١٤٠٨

محمد بن ابراهيم الفوزان

ـ صورة لصادر الأمانة مع الأساس .

بسم الله الرحمن الرحيم

المملكة العربية السعودية

وزارة المعارف

الامانة العامة لتعليم الكبار

الرقم : ٦٦٢٦٢٥
التاريخ : ١٤٠٢/٨/٦٦
المشفوعات :

الموضوع :

سعادة مدير التعليم بأبها   المحترم

السلام عليكم ورحمة الله وبركاته وبعد :

الاستاذ / عوض عواض معيض الثبيتي يرغب في مساعدته في بحثـه
الميداني لرسالة الدكتوراه ، وموضوعها (دراسة تحديد الكفاءات اللازمــة
لمدرسي تعليم الكبار في المملكة العربية السعودية) .

آمل تسهيل مهمته ومساعدته في جمع المعلومات التي يرغبها

ولكم خالص تحياتي

أمين عام تعليم الكبـــار

محمد بن ابراهيم الفوزان

ـ صورة لصادر مع الاساس .

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة المعارف
المديرية العامة للتعليم بمنطقة الرياض

الرقم : ......
التاريخ : ......
المشفوعات : ......

الموضوع : ......

الشئون التعليمية
محو الأمية وتعليم الكبــــار

الكريم مدير مركز محو الأمية وتعليم الكبار

بمدرسة :—

السلام عليكم ورحمة الله وبركاته :—

اشارة الى خطاب أمين تعليم الكبار بوزارة المعارف رقم ٢٦٨ في ١٤٠٨/٨/٢٥هــ
بشأن رغبة الاستاذ / موفق منيف التيمي في مساعدته ببحثه الميدانى لرسالـــة
الدكتوراه وموضوعها (دراسة تحديد الكفاءات اللازمة لمدرسى تعليم الكبــــار
في المملكة العربية السعودية)
أمل منكم تسهيل مهمته ومساعدته في جميع المعلومات التي يرغبها ..

ولكم تحياتـــا ..

مدير عام التعليم بمنطقة الرياض

د / عبدالعزيز بن عبدالرحمن التنيان

ص / لتعليم الكبار
ص / للملف

بسم الله الرحمن الرحيم

المملكة العربية السعودية

وزارة المعارف

إدارة تعليم تبوك

الرقم : .... — ....

التاريخ : .... — ....

المشروعات: .... — ....

شئون المعلمين

المكرم مدير مدرسة

السلام عليكم ورحمة الله وبركاته وبعد •

نحامله الاستاذ موضوع معيض النبيتي يرغب في مساعدته في بحثه الميداني لرسالة الدكتوراة وموضوعها دراسة تحديد الكفاءات اللازمة لمدارس تعليم الكبار في المملكة العربية السعودية •

آمل تسهيل مهمته ومساعدته ومساعدته في جمع المعلومات التي يرغبها •

وفقكم الله •

مدير التعليم بمنطقة تبوك

طلق جمال الدين احمد هيجان

لشئون المعلمين

للملفات

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة المعـــارف
الادارة العامة للتعليم بالمنطقة الشرقية

تعليم الكبار

الرقم ....   التاريخ ....

الموضوع : بحث ميداني حول تعليم الكبار   المرفقات ....

الكرم مدير مدرسة   لتعليم الكبار   المحترم

السلام عليكم ورحمة الله وبركات .

اشارة لخطاب سعادة أمين عام تعليم الكبار رقم ٢٦٧ تاريخ ٢٥/٨/١٤٠٨ هـ
حول التزام الأستاذ / موض مواض الثبيتي اعداد بحث ميداني لرسالة الدكتوراه وموضوعها
(دراسة تحديد الكفا١٠ات اللازمه لمدرسي تعليم الكبار في المملكة العربية السعودية)
نأمل مساعدة وتسهيل مهمته في ذلك .

مع تحياتـــــي . ٠٠٠

مدير الشئون التعليمية

د/م   ٩/١٥هـ٠

محمد عبد الهـــــادى

صورة / لتعليم الكبار مع المرفقات .

بسم الله الرحمن الرحيم

الرقــــم :	المملكة العربية السعودية
التاريــــخ :	وزارة المعارف
المرفقــات :	منطقة الطائف التعليمية

تعليم الكبار

الكرم مدير مدرسة   المكرمه   المحترم

السلام عليكم ورحمة الله وبركاته .. وبعد :-

بناءً على خطاب سعادة أمين عام تعليم الكبار بالرياض رقم ٢٦٦ وتاريخ ٢٥/٨/١٤٠٨هـ
والمتضمن طلب الاستاذ / عوض عواض الثبيتي مساعدته في بحثه الميداني لرسالة الدكتوراه وموضوعها
(دراسة تحديد الكفايات اللازمه لمدرس تعليم الكبار في المملكة العربية السعودية) .

أمل مساعدته في جميع المعلومات والبيانات التي يرغبها .

ولكم شكري ،،،،

م/المتمني ١٠/٧

مدير التعليم بالطائف

سعد بن محمد عبد الواحد

١٠/٧

صوره لتعليم الكبار

صوره للاتصالات

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة المعارف
إدارة التعليم بمنطقة أبها

الرقم : ع/٦٤/
التاريخ : ٢٢/٧/١٤٠٨هـ
المرفقات :

تعليم الكبار

الموضوع ــــــــ بحث رسالة الدكتوراه

الكرم مدير القسم الليلى بمدرسة   المحترم

السلام عليكم ورحمة الله وبركاته وبعد /

الاستاذ / موضي عواض معيض الشبيثى / ترغب مساعدته فى بحثه الميدانى لرسالة الدكتوراه وموضوعها

دراسة تحديد الكفاءات اللازمة لمدرسى تعليم الكبار   فى المملكة العربية السعودية)

لذا: آمل تسهيل مهمته ومساعدته فى جميع المعلومات التى يرغبها

وتقبلوا تحياتى ،،،،،،

مدير التعليم بمنطقة أبها

د / حمد محمد الشهـــــرود

١٠/١٤

/١٠/١٤

صوره لتعليم الكبار
ـ للأرشيف

APPENDIX D

Rank Order of the 24 Competency
Statements According to Mean
of Perceived Importance

Table 1—Rank order of the 24 competency statements according to mean of perceived
importance by teachers.

Competency Statement	Mean	SD
Knowing the goal of teaching reading, writing, and mathematics to ABE learners	1.27	.46
Ability to use a variety of appropriate adult teaching methods	1.29	.51
Knowing that adults need to be treated as adults at all times	1.31	.53
Knowing learning differences between children and adults	1.31	.52
Ability to establish mutual respect with adult learners	1.35	.52
Communicating effectively with adult learners	1.37	.51
Ability to use instructional media provided to adult learners	1.44	.60
Knowing major causes of illiteracy and its problems	1.46	.64
Ability to relate content to real life problems of the adult learner	1.48	.62
Keeping informed on new developments, recommendations, and issues in ABE	1.50	.58
Applying appropriate techniques for evaluating adult learner progress	1.51	.57
Ability to implement necessary adjustments for ease in reading	1.53	.64
Knowing differences in background and experience among adult learners	1.61	.67
Ability to interpret goals and objectives of ABE programs	1.63	.63
Knowing what motivates the adult learner to participate in ABE programs	1.65	.70
Ability to adapt available curricula to adult learners	1.67	.67
Ability to use counseling techniques to help adult learners solve academic and personal problems	1.75	.77
Knowing adult learners want immediate benefits from what they learn	1.76	.64
Ability to select curriculum activities appropriate to abilities of adult learners	1.76	.73
Ability to help adult learners develop positive concepts of themselves	1.79	.69
Knowing cultural and social forces that influence adult learning	1.80	.68
Knowing local resources and agencies providing assistance and services to adult learners	1.88	.80
Knowing individual learner's needs	2.23	1.03
Ability to utilize adult learners' experiences in teaching lessons	2.39	.98

Table 2--Rank order of the 24 competency statements according to mean of perceived importance by administrators.

Competency Statement	Mean	SD
Ability to relate content to real life problems of the adult learner	1.26	.44
Knowing the goal of teaching reading, writing, and mathematics to ABE learners	1.33	.57
Knowing learning differences between children and adults	1.35	.75
Ability to establish mutual respect with adult learners	1.35	.48
Ability to use a variety of appropriate adult teaching methods	1.37	.49
Knowing that adults need to be treated as adults at all times	1.40	.50
Communicating effectively with adult learners	1.42	.63
Ability to use instructional media provided to adult learners	1.47	.55
Ability to implement necessary adjustments for ease in reading	1.49	.59
Keeping informed on new developments, recommendations, and issues in ABE	1.49	.51
Ability to interpret goals and objectives of ABE programs	1.54	.59
Applying appropriate techniques for evaluating adult learner progress	1.61	.64
Knowing major causes of illiteracy and its problems	1.63	.73
Ability to adapt available curricula to adult learners	1.65	.61
Ability to select curriculum activities appropriate to abilities of adult learners	1.67	.84
Knowing what motivates the adult learner to participate in ABE programs	1.67	.75
Ability to help adult learners develop positive concepts of themselves	1.72	.59
Knowing differences in background and experience among adult learners	1.74	.73
Ability to use counseling techniques to help adult learners solve academic and personal problems	1.79	.71
Knowing adult learners want immediate benefits from what they learn	1.95	.72
Knowing cultural and social forces that influence adult learning	2.00	.66
Knowing local resources and agencies providing assistance and services to adult learners	2.33	.89
Knowing individual learner's needs	2.51	1.01
Ability to utilize adult learners' experiences in teaching lessons	2.70	.86

Table 3--Rank order of the 24 competency statements according to mean of perceived
importance by district supervisors.

Competency Statement	Mean	SD
Keeping informed on new developments, recommendations, and issues in ABE	1.22	.44
Ability to use a variety of appropriate adult teaching methods	1.22	.44
Ability to select curriculum activities appropriate to abilities of adult learners	1.33	.71
Ability to relate content to real-life problems of the adult learner	1.33	.71
Knowing learning differences between children and adults	1.33	.50
Knowing what motivates the adult learner to participate in ABE programs	1.44	.53
Knowing major causes of illiteracy and its problems	1.44	.53
Knowing the goal of teaching reading, writing, and mathematics to ABE learners	1.44	.73
Communicating effectively with adult learners	1.56	.53
Applying appropriate techniques for evaluating adult learner progress	1.67	.71
Ability to use instructional media provided to adult learners	1.67	.87
Ability to establish mutual respect with adult learners	1.67	.50
Ability to adapt available curricula to adult learners	1.78	.67
Knowing that adults need to be treated as adults at all times	1.78	1.20
Ability to interpret goals and objectives of ABE programs	1.78	1.20
Ability to implement necessary adjustments for ease in reading	1.89	.78
Ability to utilize adult learners' experiences in teaching lessons	1.89	.78
Ability to help adult learners develop positive concepts of themselves	1.89	.93
Knowing differences in background and experience among adult learners	2.00	1.12
Knowing cultural and social forces that influence adult learning	2.00	.50
Knowing adult learners want immediate benefits from what they learn	2.11	1.17
Knowing individual learner's needs	2.11	.78
Ability to use counseling techniques to help adult learners solve academic and personal problems	2.22	.67
Knowing local resources and agencies providing assistance and services to adult learners	2.56	.73

Table 4—Rank order of the 24 competency statements according to mean of perceived importance by Ministry supervisors.

Competency Statement	Mean	SD
Ability to relate content to real-life problems of the adult learner	1.20	.45
Knowing that adults need to be treated as adults at all times	1.20	.45
Ability to establish mutual respect with adult learners	1.20	.45
Ability to adapt available curricula to adult learners	1.40	.55
Knowing learning differences between children and adults	1.40	.55
Knowing major causes of illiteracy and its problems	1.40	.55
Knowing the goal of teaching reading, writing, and mathematics to ABE learners	1.40	.55
Communicating effectively with adult learners	1.40	.55
Ability to use instructional media provided to adult learners	1.40	.55
Ability to select curriculum activities appropriate to abilities of adult learners	1.60	.55
Ability to implement necessary adjustments for ease in reading	1.60	.55
Ability to interpret goals and objectives of ABE programs	1.60	.55
Keeping informed on new developments, recommendations, and issues in ABE	1.60	.55
Ability to use a variety of appropriate adult teaching methods	1.60	.55
Knowing adult learners want immediate benefits from what they learn	1.80	.45
Knowing differences in background and experience among adult learners	1.80	.45
Applying appropriate techniques for evaluating adult learner progress	1.80	.45
Ability to utilize adult learners' experiences in teaching lessons	1.80	.45
Ability to help adult learners develop positive concepts of themselves	1.80	.45
Knowing what motivates the adult learner to participate in ABE programs	2.00	.71
Knowing cultural and social forces that influence adult learning	2.00	.71
Knowing individual learner's needs	2.20	.45
Ability to use counseling techniques to help adult learners solve academic and personal problems	2.20	.45
Knowing local resources and agencies providing assistance and services to adult learners	2.60	1.14

APPENDIX E

Rank Order of the 24 Competency Statements
According to Mean Percent of Teachers
Who Needed Professional Development
in Such Competencies

Table 1—Rank order of the 24 competency statements according to percent of
teachers who reported them as "inadequate."

Competency Statement	%
Keeping informed on new developments, recommendations, and issues in ABE	46.3
Ability to use instructional media provided to adult learners	40.8
Ability to select curriculum activities appropriate to abilities of adult learners	39.2
Ability to utilize adult learners' experiences in teaching lessons	38.6
Ability to adapt available curricula to adult learners	38.4
Ability to use a variety of appropriate adult teaching methods	36.1
Knowing cultural and social forces that influence adult learning	35.4
Ability to implement necessary adjustments for ease in reading	32.7
Knowing local resources and agencies providing assistance and services to adult learners	32.2
Ability to use counseling techniques to help adult learners solve academic and personal problems	32.2
Knowing individual learner's needs	30.8
Knowing adult learners want immediate benefits from what they learn	28.6
Knowing major causes of illiteracy and its problems	27.9
Ability to relate content to real-life problems of the adult learner	26.5
Ability to interpret goals and objectives of ABE programs	26.5
Knowing what motivates the adult learner to participate in ABE programs	26.0
Knowing the differences in background and experience among adult learners	25.5
Ability to help adult learners develop positive concepts of themselves	24.5
Knowing the goal of teaching reading, writing, and mathematics to ABE learners	22.4
Knowing learning differences between children and adults	21.5
Applying appropriate techniques for evaluating adult learner progress	20.5
Knowing that adults need to be treated as adults at all times	17.1
Ability to establish mutual respect with adult learners	15.0
Communicating effectively with adult learners	11.6

Table 2--Rank order of the 24 competency statements according to mean percent of
teachers who needed professional development in these competencies as
perceived by administrators.

Competency Statement	%
Ability to use a variety of appropriate adult teaching methods	61.4
Keeping informed on new developments, recommendations, and issues in ABE	60.1
Knowing major causes of illiteracy and its problems	54.7
Ability to implement necessary adjustments for ease in reading	54.0
Ability to adapt available curricula to adult learners	53.3
Ability to interpret goals and objectives of ABE programs	53.0
Ability to use instructional media provided to adult learners	52.7
Ability to help adult learners develop positive concepts of themselves	51.9
Knowing cultural and social forces that influence adult learning	51.4
Applying appropriate techniques for evaluating adult learner progress	51.4
Knowing that adults need to be treated as adults at all times	50.5
Communicating effectively with adult learners	50.0
Knowing what motivates the adult learner to participate in ABE programs	49.8
Knowing learning differences between children and adults	49.3
Ability to relate content to real-life problems of the adult learner	48.9
Ability to select curriculum activities appropriate to abilities of adult learners	48.4
Ability to use counseling techniques to help adult learners solve academic and personal problems	48.3
Knowing the differences in background and experience among adult learners	48.1
Knowing the goal of teaching reading, writing, and mathematics to ABE learners	47.7
Ability to establish mutual respect with adult learners	42.2
Knowing adult learners want immediate benefits from what they learn	40.6
Knowing local resources and agencies providing assistance and services to adult learners	38.4
Knowing individual learner's needs	36.5
Ability to utilize adult learners' experiences in teaching lessons	33.0

Table 3—Rank order of the 24 competency statements according to mean percent of
teachers who needed professional development in these competencies as
perceived by district supervisors.

Competency Statement	%
Keeping informed on new developments, recommendations, and issues in ABE	72.8
Knowing major causes of illiteracy and its problems	65.0
Ability to establish mutual respect with adult learners	63.3
Ability to select curriculum activities appropriate to abilities of adult learners	62.8
Communicating effectively with adult learners	62.8
Ability to use a variety of appropriate adult teaching methods	61.7
Ability to adapt available curricula to adult learners	59.4
Ability to use instructional media provided to adult learners	58.3
Ability to relate content to real-life problems of the adult learner	57.8
Ability to interpret goals and objectives of ABE programs	54.4
Knowing what motivates the adult learner to participate in ABE programs	53.3
Knowing learning differences between children and adults	52.8
Knowing the goal of teaching reading, writing, and mathematics to ABE learners	50.8
Knowing cultural and social forces that influence adult learning	50.6
Ability to help adult learners develop positive concepts of themselves	48.3
Ability to implement necessary adjustments for ease in reading	47.8
Knowing the differences in background and experience among adult learners	46.7
Knowing that adults need to be treated as adults at all times	43.9
Ability to utilize adult learners' experiences in teaching lessons	43.9
Knowing local resources and agencies providing assistance and services to adult learners	42.8
Applying appropriate techniques for evaluating adult learner progress	42.2
Knowing individual learner's needs	40.2
Ability to use counseling techniques to help adult learners solve academic and personal problems	38.0
Knowing adult learners want immediate benefits from what they learn	35.0

Table 4—Rank order of the 24 competency statements according to mean percent of teachers who needed professional development in these competencies as perceived by Ministry supervisors.

Competency Statement	%
Ability to adapt available curricula to adult learners	76.0
Ability to use a variety of appropriate adult teaching methods	72.0
Knowing learning differences between children and adults	70.0
Knowing the goal of teaching reading, writing, and mathematics to ABE learners	66.0
Communicating effectively with adult learners	66.0
Ability to select curriculum activities appropriate to abilities of adult learners	64.0
Ability to interpret goals and objectives of ABE programs	64.0
Knowing major causes of illiteracy and its problems	64.0
Keeping informed on new developments, recommendations, and issues in ABE	64.0
Applying appropriate techniques for evaluating adult learner progress	64.0
Ability to utilize adult learners' experiences in teaching lessons	64.0
Ability to implement necessary adjustments for ease in reading	62.0
Knowing that adults need to be treated as adults at all times	62.0
Ability to use instructional media provided to adult learners	62.0
Ability to relate content to real-life problems of the adult learner	61.0
Knowing adult learners want immediate benefits from what they learn	56.0
Ability to use counseling techniques to help adult learners solve academic and personal problems	56.0
Ability to establish mutual respect with adult learners	54.0
Knowing the differences in background and experience among adult learners	52.0
Knowing what motivates the adult learner to participate in ABE programs	52.0
Knowing cultural and social forces that influence adult learning	52.0
Ability to help adult learners develop positive concepts of themselves	48.0
Knowing local resources and agencies providing assistance and services to adult learners	44.0
Knowing individual learner's needs	42.0

APPENDIX F

Chi-Square Results for the Significant Differences
Between Importance of, and Need of Professional
Development of, Competency Areas With
Selected Demographic Variables by the Teachers

Table 1--Chi-square results for the significant differences between importance of competency areas with selected demographic variables by the teachers.

Independent Variable	ABE Curriculum			ABE Learner			ABE Scope and Goal			ABE Instructional Process		
	X^2	df	Sig.	X^2	df	Sig.	X^2	df	Sig.	X^2	df	Sig.
Age	3.881	4	0.422	2.889	6	0.823	3.720	4	0.445	0.983	4	0.912
Highest degree	3.763	4	0.439	3.205	6	0.783	5.587	4	0.232	6.951	4	0.139
Teaching Experience in Gen. Ed.	6.617	4	0.158	7.453	6	0.281	4.287	4	0.369	1.090	4	0.899
Teaching Experience in ABE	3.984	4	0.408	4.885	6	0.559	9.452	4	0.051	2.587	4	0.629
Taking/not taking ABE courses	0.357	2	0.837	3.744	3	0.291	4.838	2	0.089	2.315	2	0.314
Attend/not attend ABE in-service	0.702	2	0.704	4.307	3	0.230	1.749	2	0.417	3.623	2	0.163
Duration of in-service	3.099	4	0.542	5.346	6	0.500	3.230	4	0.520	4.539	4	0.338

X^2 = chi-square
df = degree of freedom
sig. = significance level

Table 2—Chi-square results for the significant differences between need of professional development of competency areas with selected demographic variables by the teachers.

Independent Variable	ABE Curriculum			ABE Learner			ABE Scope and Goal			ABE Instructional Process		
	x^2	df	Sig.	x^2	df	Sig.	x^2	df	Sig.	x^2	df	Sig.
Age	8.170	6	0.226	3.135	6	0.791	3.804	6	0.703	6.582	6	0.361
Highest degree	3.735	6	0.713	1.202	6	0.977	15.987	6	0.014*	5.629	6	0.466
Teaching Experience in Gen. Ed.	3.229	6	0.780	5.323	6	0.503	10.496	6	0.105	8.904	6	0.179
Teaching Experience in ABE	7.228	6	0.300	2.994	6	0.810	5.200	6	0.518	6.089	6	0.413
Taking/not taking ABE courses	9.130	3	0.028*	2.699	3	0.440	3.371	3	0.338	4.850	3	0.183
Attend/not attend ABE in-service	4.643	3	0.200	3.786	3	0.286	0.742	3	0.863	3.197	3	0.362
Duration of in-service	5.800	6	0.446	4.468	6	0.614	1.333	6	0.970	8.926	6	0.178

x^2 = chi-square
df = degree of freedom
sig. = significance level

*significant at 0.05 level

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