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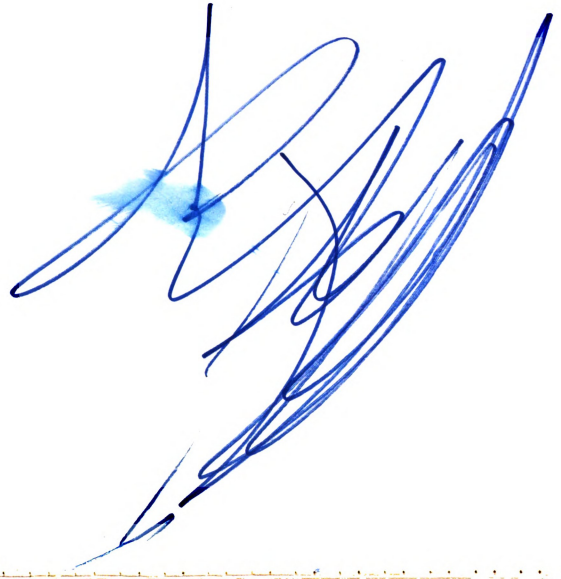

A STUDY OF THE EFFECTIVENESS OF THE TEACHER PREPARATION PROGRAM AT KUWAIT UNIVERSITY, BASED ON A FOLLOW-UP OF 1976 GRADUATES

By

Abdulrahman Ahmad Al-Ahmad

A DISSERTATION

Submitted to
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ABSTRACT

A STUDY OF THE EFFECTIVENESS OF THE TEACHER PREPARATION PROGRAM AT KUWAIT UNIVERSITY, BASED ON A FOLLOW-UP OF 1976 GRADUATES

By

Abdulrahman Ahmad Al-Ahmad

Purpose

The main purpose of this study was to analyze the present teacher preparation program at Kuwait University, using a follow-up study to evaluate the quality of training received by graduates of the 1975-76 academic year.

Methodology

A 65-item questionnaire was developed for use as the data-collection instrument. It comprised five sections: general information, teaching skills, student teaching, professional courses in education, and proposed recommendations.

The population of this study comprised all the 1976 education graduates from Kuwait University. Responses were obtained from 221 of the 249 education graduates, for a return rate of 88.75 percent.

Descriptive statistics were used to analyze the 1976 graduates' ratings of the teacher preparation program at Kuwait University, as elicited by the questionnaire.

Major Findings

1. The 1976 graduates, in general, considered themselves effectively prepared in 5 of the 19 teaching skills studied, whereas they felt ineffectively prepared in 6 of them. They rated their preparation in the remaining eight skills as average.

2. The graduates were satisfied with the experiences they had had in student teaching. They rated highest their student teaching at the secondary level.

3. Eight courses in education were evaluated "very valuable" to "valuable" by the respondents. One course was rated "average" and four courses were rated "below average."

4. In their evaluation of preparation in 19 teaching skills:

   a. Males responded differently than did females. Only two skills were ranked the same by both groups.

   b. Graduates who held teaching jobs at different teaching levels ranked their preparation in specific teaching skills differently. The only exception was "dealing with different departments in the Mininstry of Education," which all groups ranked the same.

   c. The 1976 graduates with majors other than education ranked differently their preparation in specific teaching skills. "Constructing an appropriate lesson plan" was the only skill ranked the same (first) by all graduates, regardless of major.

d. Ten teaching skills were ranked the same by the graduates who were teaching only in their major and those who were not. In contrast, the two groups ranked nine skills differently.

5. In their evaluation of the six experiences they had had during student teaching:

a. Male and female graduates ranked two experiences the same; the others were ranked differently.

b. The 1976 graduates who were teaching at four educational levels ranked the student teaching experiences differently.

c. No one student teaching experience was ranked the same by the 1976 graduates in majors besides education.

d. Only "supervision of student teaching in the secondary school" was ranked the same (fourth) by the graduates who were teaching only in their majors and those who were not.

6. In their evaluation of the 11 required and 2 elective courses in education:

a. Male and female graduates ranked all but one course differently; both sexes ranked "Teaching Methods (1)" number one.

b. Only three education courses were ranked the same (below average in value) by 1976 graduates who were teaching at different levels.

c. No one course in education was ranked the same by all graduates in majors other than education.

d. With the exception of four courses, there were differences in the rankings of education courses by graduates who taught only in their majors and those who did not. Both groups of graduates agreed on the rankings of their preparation in the "audiovisual" course as "excellent" to "good," and rated their preparation in "foundations of education," "curriculum," and "development of educational thought" as "below average" or "of little value."

Recommendation

It was recommended that professional courses in education be evaluated in terms of whether they are actually providing prospective teachers with the competencies they need to enable them to function effectively in the schools.

This dissertation is dedicated to those who have been a source of love and support: my wife, Hussah, and my two lovely sons, Fahad and Feras.

ACKNOWLEDGMENTS

This dissertation is the product of the efforts of the researcher, the chairman of my guidance committee, the guidance committee members, former instructors at Kuwait University, personnel at the Kuwait Ministry of Education, questionnaire respondents, and my family. I would like to express my gratitude and appreciation to the many kind people who have encouraged my efforts and supported my spirit in order to make this study a reality.

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I am grateful to the 1976 graduates in education from Kuwait University. Without their cooperation this study would not have been possible. They furnished the raw data and enabled me to finish collecting data on time.

The greatest sacrifices were made by my small family, who had to patiently bear my absence for long periods of time so that I could complete the requirements for the Ph.D. degree.

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CHAPTER I

THE PROBLEM

Introduction

This is a study to evaluate the program of teacher preparation at Kuwait University--in (1) teaching skills, (2) student teaching, and (3) professional courses in education--as seen by the graduates of the program in 1975-1976. Selected demographic and academic characteristics of the respondents were analyzed and recommendations of the graduates for changing and/or improving the program for future students were considered.

Needless to say, the teacher preparation program at Kuwait University is intentionally planned to prepare university students who select teaching in public education as their career. It is necessary to comprehend the educational system in Kuwait in order to understand the teacher preparation curriculum and the recommendations that were generally emphasized by the graduates.

A Brief Description of the Educational System in the State of Kuwait

The state has defined its educational role in the following constitutional provisions:

> Article 13:
>
> Education is a fundamental requisite for the progress of society, assured and promoted by the State.[1]

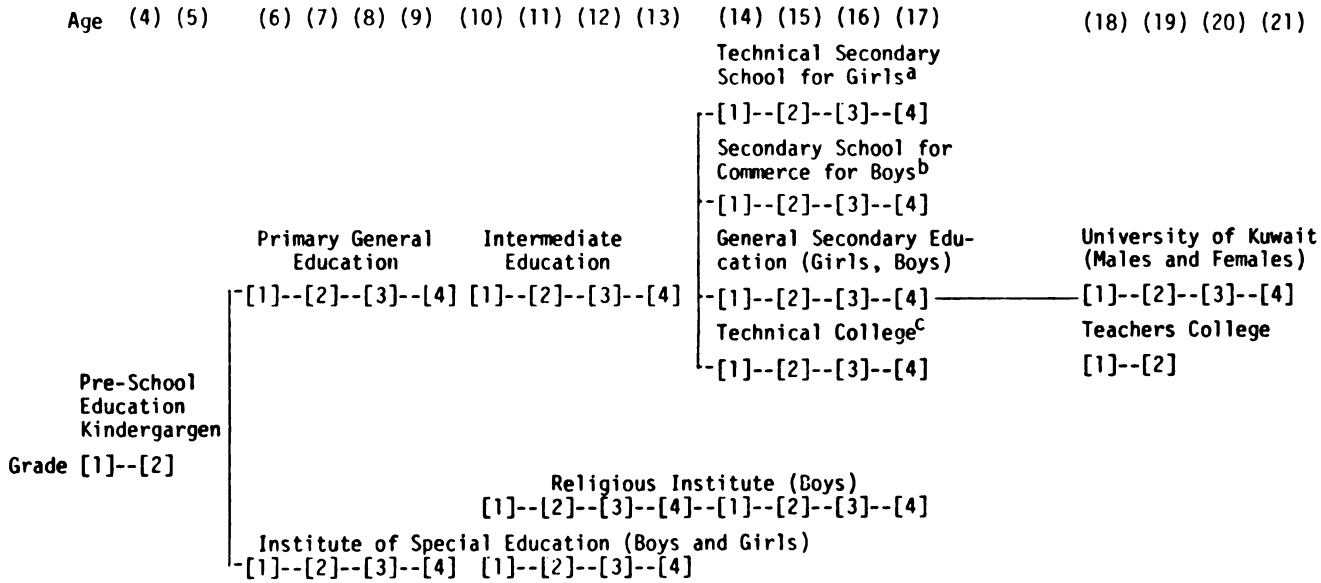
Article 40:

> Education is a right for Kuwaitis, guaranteed by the State in accordance with law and within the limits of public policy and morals. Education in its preliminary stages shall be compulsory and free in accordance with law.
>
> Law shall lay down the necessary plan to eliminate illiteracy.
>
> The State shall devote particular care to the physical, moral and mental development of youth.[2]

Historically, the movement for formal education began in 1912, when the Al-Mubarekiah School was established from the citizens' donations. After 24 years of schools operated by a group of citizens, an initiative action was taken by a group of citizens as a step toward organized formal education at a nationwide level. Therefore,

> On July 30, 1936, they held the first meeting in the Municipality. There were 80 persons all of them Kuwaiti, who agreed and urged Abdulla Aljabir, who was head of that meeting, to send their proposal to Al-Shaikh Ahmad Al-jabair, the ruler of Kuwait. The ruler ordered the establishment of a board of education.[3]

Since that date, there has been increased interest in education, especially after the initiation of the Ministry of Education. Immediately after achieving Kuwait independence in 1961, the Mininstry of Education replaced Edar-al-Maarif in handling educational affairs. "The State accepted the responsibility to provide free education to every Kuwaiti from Kindergarten to University, including all types of vocational and professional education"[4] (as shown in Figure 1). In 1965, a law was issued by the government adopting universal compulsory education for every Kuwaiti child up to age 16, which covers kindergarten, elementary level, and intermediate level. In keeping with this law:



Source: Ministry of Education, Planning and In-Service Training Department, May 1975.

[a]Enrollment for the secondary stage has been suspended as from 1975-76 and replaced by the Commercial Institute for Girls (two years after the Secondary School Certificate).

[b]Enrollment for the secondary stage has been suspended as from 1975-76 and replaced by the Commercial Institute for Boys (two years after the Secondary School Certificate).

[c]Enrollment for the secondary stage has been suspended as from 1975-76 and replaced by the Institute of Kuwait for Applied Technology as from 1976-77.

Figure 1.--The structure of the educational system.

> The State school system is open to Kuwaiti children irrespective of residence, sex, social or economic status. In addition, the Ministry of Education is seriously trying to extend educational services to the sons and daughters of all the expatriates. It has kept for them 37% of students' places. In 1974-1975 their number in the government schools was 67,446 students (males and females).[5]

They are provided the same facilities as Kuwaiti students without any restrictions.

The structure of the educational system--educational ladder (2-4-4-4)--that is followed presently was adopted in 1954-55 after comprehensive evaluation of the educational system by Dr. Akrawi and Ismail Kabani, as shown in Figure 1. Education for boys and girls is separate at all levels with the exception of kindergarten, where co-education has been implemented.

Kindergarten Level (Age Four to Six)

The age of eligibility for kindergarten enrollment is four years and at the end of two academic years (six years of age) the student automatically transfers to the elementary level.

The main objective of this period as recognized by the Ministry of Education is to provide "a transitional period between the home and formal schooling. The curriculum and the environment of the kindergarten is designed to enable the proper mental and physical development of pre-school children."[6]

The teaching staff is restricted to females who must obtain a diploma from a four-year teacher training institution as a minimal qualification. Among the 249 graduates from Kuwait University in 1976 with preparation in education, 23 female graduates were appointed to

kindergarten schools. These novice teachers were given additional training for this type of work by senior teachers and kindergarten supervisors as a part of the Department of Kindergarten regulations.

The total number of teachers in kindergartens is 1,169 female teachers for 15,410 students, which means 13 students per teacher (shown in Table I.1). Each student cost the Ministry of Education 469 Kuwaiti dinnars in the academic year 1974-1975 (shown in Table I.2).

Elementary Level (Age Six to Nine)

The age of eligibility for attending primary school is six years. This school provides four years of education in the basics in order to prepare the students academically for the next level.

The main objectives of this level of education are:

1. To help the pupil develop his mental ability by providing him with various kinds of simple and valuable knowledge; and
2. To help him to develop spiritual and moral growth through appropriate religious and ethical institutions.[7]

Boys and girls study the same textbooks and their requirements are the same for passing this level.

As shown in Table I.1, there were 3,642 male teachers and 3,375 female teachers with a student-teacher ratio of 16:1. Of the education graduates of Kuwait University in 1976, 15 out of 193 were assigned to this level by the Ministry of Education. Because they didn't have the necessary preparation for this level of teaching and

Table I.1.--General summary of the number of schools, students, and teachers for school year, 1977-1978.

Educational Levels	Number of Schools According to Levels			Number of Students by Sex			Percentage of Students		Number of Teachers by Sex			Percentage of Teachers		Student Ratio to a Teacher
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Males	Females	Total	Males	Females	
Kindergarten	56		56	8,024	7,386	15,410	52	48		1,169	1,169		100	13
Elementary level	78	67	145	61,276	53,016	114,292	54	46	3,642	3,375	7,017	52	48	16
Intermediate level	61	53	114	43,665	35,665	79,330	55	45	3,186	2,891	6,077	52	48	13
General secondary level	29	27	56	20,848	19,166	40,014	52	48	2,116	2,228	4,344	49	51	9
Secondary School of Commerce	1		1	202		202	100		45		45	100		5
Industrial College	1		1	184		184	100		93		93	100		2
Technical Secondary School (girls)		1	1		74	74		100		41	41		100	2
Institute of Teacher Training	1	1	2	382	642	1,024	37	63	92	113	205			5
Institute of Health		1	1		160	160		100		36	36		100	
Institute of Commerce	1	1	2	572	676	1,248	46	54	84	45	129	65	35	10
Kuwait Institute of Technology	1		1	295		295	100		93		93	100		3
Institute of Religion														
Intermediate	1		2	53		53	100		102		102	100		6
Secondary	1			377		377	100							
Missions		*	*	140		140	100							
Institutes of special education	6	6	12	1,736	639	2,375	73	27	203	149	452	67	33	5
Total	181	157	394	137,754	117,424	255,178	54	46	9,756	10,047	19,803	49	51	13

Source: Ministry of Education, Department of Planning and Training, Division of Statistics, May 11, 1977, p. 1. (Typewritten.)

*Affiliated with Institute of Religion.

Table I.2.--Expenditure according to educational level and type of education during 1974-1975.

Level and Type of Education	Students' Percentage	Total Expenditure by Millions of Dinnars	Percentage of the Expenditure	Cost per Student in Kuwaiti Dinnars
Kindergarten	6.9	5.7	8.2	469
Elementary level	45.7	21.9	31.5	271
Intermediate level	30.3	19.4	27.9	358
Secondary level	14.5	12.7	18.2	498
Technical education	.9	3.2	4.6	1,466
Teacher training institutions	.5	1.32	1.9	1,357
Special education	1.0	2.16	3.1	1,212
Institute of Religion	.2	.41	.6	1,233
Adult education		.81	1.2	
Missions abroad		2.006	2.8	
Total	100.0	69.6	100.0	Mean = 376

Source: Office of Assistant Under-Secretary for Financial Affairs in the Ministry of Education, Educational Expenditures in 1975-1976 (Al-Enfak Al-Malli Fe 1974-1975) (Kuwait: Department of Special Education Press, 1976), p. 52; cost per student information taken from p. 68 of this publication.

because they taught subjects other than those in which they had specialized, these beginning teachers of 1976 were given inservice training by the Ministry of Education to overcome these shortcomings in their academic training. In general, they studied methods of teaching other subjects, with emphasis on the techniques that would help them deal with the problems at this level of the educational system.

Recently the Ministry of Education has adopted a new policy at the elementary level in terms of staffing this level with female teachers in both boys' and girls' schools instead of hiring only male teachers for the boys' schools.

Intermediate Level (Age 10 to 14)

The intermediate level is a continuation of the elementary level and the aims are to provide the pupils with comprehensive knowledge and to develop their academic abilities in keeping with their maturation. More specifically, the educational objectives of this stage are the following:

1. To enable the pupil to acquire an understanding and knowledge of his national character.
2. To develop the pupil's abilities and aptitudes as a preparation either for the secondary stage or his technical skill and manual work.[8]

The student body at this level in 1976 consisted of 43,665 boys and 35,665 girls who occupied 114 schools, 61 for boys and 53 for girls. A total of 6,077 male and female teachers worked at this level. The 1976 graduates of Kuwait University working at this level,

at the time data were compiled for this study, were 111 of the 193 who were employed as full-time teachers. These teachers did not need to attend any in-service sessions because they were prepared for this level, theoretically, at Kuwait University and by having had student teaching in intermediate schools which will be described in the following pages. The minimum requirement for teaching at this level is two academic years in a teacher training college after secondary education.

Secondary Education Level
(Age 14 to 17)

The Intermediate School Certificate is a prerequisite for attending the secondary level. Secondary education in Kuwait is divided into two types of studies: (a) general secondary education and (b) specialized education.

At the general secondary level, general education is common in the ninth and tenth grade for all pupils. They are required to take general subjects in literature and science to prepare them for the next two grades. In the eleventh and twelfth grades, the students select from two types of studies: either the humanities or sciences. Curricula in this section are planned for preparation for higher education. Therefore, the textbooks in every field of knowledge are reviewed by a professor from Kuwait University, particularly for grade 12.

As a result of his evaluation of the secondary education in Kuwait, Cooksey reported:

> The curriculum of the secondary school is very largely academic. It is concerned with extensive amassing of information and less with the development of personality, skills, and the encouragement of specific individual talents.[9]

Therefore, mastery of the subject matter in general and of factual information in particular are the two objectives teachers strive for in their instruction.

Regarding specialized education at the secondary level, there are institutions which are administered by the Central Administration for Professional Training that accept graduates of the intermediate level and train them for a certain period of time for the Ministries. The specialized institutions mentioned in Table I.1 provide two years of training after the secondary level, except for the Institute of Religion, which is at the secondary level.

Teachers for the secondary level should have either a B.A. or B.S. degree, and the Ministry of Education prefers to recruit those graduates with a degree in education. The teacher preparation program at Kuwait University puts great emphasis on this level of training, both in theoretical and practical preparation. As part of their practical preparation, prospective teachers do student teaching in the secondary schools before graduation in their areas of specialization.

According to the latest statistics (shown in Table I.1), there were 2,116 male teachers and 2,228 female teachers at the general secondary level who were teaching a total of 40,014 boys and girls. Out of this number, 44 teachers graduated from Kuwait University in 1976 in education.

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Finally, the World Survey of Education that was published by UNESCO in 1971 made a statement about the importance of the teacher in the education process and indicated that:

> The teacher is the key to all education. On his scholarship, professional preparation, and more particularly, his sense of vocation, largely depends the effectiveness of the curriculum and other aspects of education. All efforts are, therefore, made to select the right type of persons for teaching and give them the necessary training and conditions of work.[10]

Accordingly, improvement in the teacher training program will to some degree improve the quality of general education. In this connection, it is necessary to have a clear understanding of the teacher preparation program at Kuwait University.

A Brief Description of the Teacher Preparation Program at Kuwait University

The idea of establishing a higher education institution was first mentioned in 1955 when Shaikh Abdullah Al-Jabir Al-Sabah, President of the Council of Education, commissioned the first comprehensive evaluation of education in Kuwait with a view of future improvements. The commission report was prepared by two Arab educators, Professor Ismail Al-Kabhani of Egypt and Dr. Matta Akrawi of Iraq. Regarding higher education in Kuwait, they recommended that:

> . . . in the following five years a teacher college should be established. It could be organized after the Higher Institution for Teachers in Baghdad or the Teacher College that was established by the Egyptian Ministry of Knowledge (Education) three years ago. . . . It should consist of departments for every field of specialization in secondary schools, where graduates will be assigned.[11]

Ten years later, on June 27, 1965, the Council of Ministries agreed on establishing a teacher college for men and another for

women as indicated in the minutes of Meeting No. 31 of 1965. Consequently, "a committee from the United Arab Republic was invited to study this project comprehensively, with emphasis on the scientific and administrative aspects."[12]

As a result of the recommendations contained in the report of this committee, headed by Dr. Abdulfatah Ismail of Egypt, Kuwait University was founded in October 1966 with two colleges: The College of Science, Arts and Education and The University College for Women.

The Purpose of Establishing Kuwait University

The Prospectus of Kuwait University for 1976-1977 sets forth the main reason for the establishment of the University:

> Although the number of Kuwaiti boys and girls eager for education has increased year after year, it has so far been possible for the majority of those who have attained their Secondary School Certificates before the inauguration of Kuwait University in October 1966, to be awarded scholarships abroad. But statistics indicated that their numbers were rapidly increasing, and the country's need for specialists in various fields was simultaneously increasing too. It is this reason which finally led the State to face the problem by founding Kuwait University.[13]

The objectives that Kuwait University looks forward to accomplishing are:

1. The development of cultural life and education and the direction of research-work to meeting the requirements of the local and nearby environment.
2. The completion of the educational scale in order to raise the standard of education in general.
3. Meeting the needs of the country for locally trained teachers, engineers, physicians, lawyers, economists, etc.
4. Avoiding the problems arising from sending young students on scholarships abroad, e.g., the high failure-rate and the consequent material and emotional waste.[14]

The Minister of Education and Chancellor of Kuwait University, Mr. Jasim Al-Marzouk, summarized the government's expectations of this institution when he stated:

> Education must be geared to the country's needs and to its new and significant place in the world. In many respects Kuwait University bears with it the hope of our future. The strengthening and development of the University is a national challenge.[15]

Furthermore, Dr. Hassan Al-Ebraheem, the present President of Kuwait University, summarized the philosophy of this institution when he stated that:

> The university, through its teaching and research programs and through its faculty, staff and students, is a major force for positive change. And yet the University must also remain a stabilizing force in Kuwaiti society--a preserver of many valuable aspects of our culture. It is at once both radical and conservative and through its activities the University serves changing societal needs.[16]

The Inception of the Department of Education

After the establishment of Kuwait University, education was affiliated with the Psychology Department until 1971. In September of 1971, the Department of Education became an independent unit as a result of a resolution to that effect passed by the University Council.

The Department of Education has formulated the following basic objectives:

1. To provide the intermediate and secondary levels with teachers in order to supply the manpower needs in this area.
2. To be a research center in education and to publish the findings of researchers.

3. To prepare specialists and teachers for the different fields in the teaching profession.
4. To improve professional standards for educators and to acquaint them with new educational and psychological trends.
5. To prepare personnel in the fields of education who will continue to pursue higher objectives in education--Ph.D.'s to fill the present and future needs of the Department and the government.[17]

Under the academic-year system (the conventional system), every student studying for his/her B.A. or B.S. degree in education is required to pass all the required courses each academic year without carrying any of them over to the next year. The professional courses in education are usually taken along with the required courses in academic specializations in the third and fourth academic years.

The required courses in education are as follows:

A. In the third year:
   1. Foundations of Education
   2. Educational Psychology (1)
   3. Audio-Visual Education
   4. Teaching Methods (1) (in the major)
   5. Teaching Practice (in the intermediate school)

B. In the fourth year:
   1. Development of Educational Thought
   2. Educational Psychology (2)
   3. Teaching Methods (2) (in the major)
   4. Teaching Practice (in the secondary school)

5. Mental Hygiene
6. Educational Sociology*
7. Health Education*

Student Teaching as Part of the Teacher Preparation Program at Kuwait University Until 1975-1976

As stated before, student teachers were assigned to the intermediate school in the third academic year and to the secondary school in the fourth academic year as part of their preparation for the teaching profession. One day a week was devoted to student teaching in these stages under the supervision of either methods instructors or academic supervisors from the Ministry of Education, who had been helping the Department of Education since 1974-1975 when the number of student teachers sharply increased (as shown in Table I.3).

Table I.3.--Growth in student enrollments in education at Kuwait University in the third and fourth academic years.

Total Number of Male and Female Students	Academic Year
232	1969-70
215	1970-71
211	1971-72
221	1972-73
263	1973-74
414	1974-75
499	1975-76

Source: Department of Education, "The Student Teaching Committee Report" (Kuwait: Kuwait University, n.d.), p. 2. (Typewritten in Arabic.)

*Elective subject.

A committee of three professors of education, headed by Dr. Mohammad Nasir, was formed before the emergence of the Department of Education from the Department of Psychology and Education. In its report, three stages were set for third academic year student teaching as follows:

1. Observations of student practice teaching to be followed by discussion meetings for four weeks,
2. Student practice teaching to be observed by the classmates of the student to be followed by a discussion meeting, and
3. Practice student teaching lessons to be given by the student in his field of specialization as part of the final examination in student teaching.

In the fourth academic year, student teachers spend one full day a week teaching in school and participating in the activities of the school. As a part of the student teacher's evaluation, a professor from his academic major, other than education, would assess the student's knowledge of the subject matter.[18]

On April 27, 1976, as a result of eight departmental meetings, a new position was created with the title of General Supervisor of Student Teaching. This person is assisted by a committee in his effort to improve the quality of student teaching.

Teacher Preparation Under the Elective-Course System

The introduction to the Prospectus of Kuwait University 1976-1977 says that the new system "allows the student the choice of

specialization and course which he prefers to take and which falls in with his capacities; it offers an examination system at intervals based on providing chances for better performance."[19]

The first class in education under the new system was graduated in 1977-78. Under this new system, students are required to take 120 credit hours toward the fulfillment of the requirements for the B.A. degree in education in the following distribution:

Credit Hours	Course Area
30	General university requirements
42	For the major
18	For the minor
30	For professional courses (e.g., education, psychology, teaching methods and curricula) consisting of 24 for academic studies and 6 for teaching practice
120	
(Each credit hour is equivalent to three hours of applied study)	

The requirements for graduation with a B.S. in education, on the other hand, are as follows:

Credit Hours	Course Area
24	University requirements
25-32	Faculty requirements (credit hours required are different from department to department)
49-54	Department requirements (credit hours required are different from department to department)
30	24 of which are theoretical; 6 are teaching practice
128-140	

These last 30 hours of required professional courses in education for arts and science students are as follows:

A. The Theoretical Courses in Education (24 credit hours):

Credit Hours	Course Area
3	Principles of Education (course #301 for all majors)
3	Education Psychology (1) (course #302 for all majors)
3	Curricula (course #303 for all majors)
3	Audio-Visual Media in Education (course #404 for all majors)
3	Teaching Methods (courses #305--Arabic, #306--English, #307--Geography and History, #310--Philosophy, Sociology and Psychology, #311--Science)
3	Evolution of Education Thought (course #401 for all majors)
3	Educational Psychology (2) (course #402 for all majors)
3	Teaching Methods (courses #405--Arabic, #406--English, #407--Geography, #409--History, #310--Philosophy, Sociology and Psychology, #411--Science)
24	
3	Mental Hygiene (course #415, optional for the transitional stage only)

B. Student Teaching (6 credit hours):

Credit Hours	Course Area
3	Student Teaching (course #413--Arabic, #415--English, #418--Geography, #420--History, #422--Philosophy, Sociology and Psychology, #424--Science except #462--Mathematics)

3	Student Teaching (course #414--Arabic, #416--English, #419--Geography, #421--History, #423--Philosophy, Sociology and Psychology, #425--Science except #427--Mathematics)
12	

Student Teaching Under the Elective-Course System

A university student is deemed to be eligible for student teaching if he has taken Teaching Methods at the 300 level. This is the minimum requirement.

The organization and techniques used in student teaching remain the same as those used before the adoption of the new system.

In pursuance of the resolution adopted on April 27, 1976, student teaching experience is to be concentrated in two semesters with two days a week of student teaching for 3 hours credit each semester.

It is within this institutional program that the current study was conceived and conducted.

Purpose of the Study

The main purpose of this study was to analyze the present teacher preparation program at Kuwait University using a follow-up study to evaluate the quality of training received by graduates of the 1975-1976 academic year. It is hoped that the study will provide useful information to the following education personnel:

1. The educational leadership at Kuwait University in their planning for and constructing new curricula for preparing teachers in the proposed College of Education.*
2. The decision makers in the Ministry of Education who are represented on the Committee for the Project of Establishing a College of Education.
3. The Faculty of the Department of Education who are in daily contact with education students in the areas of construction of curricula and supervision; and all those educators who are engaged in preparing prospective teachers.

The State of Kuwait, with its large investment in education, is badly in need of studies in teacher preparation in order to improve its educational system, as was enunciated in Lynch and Plunkett's assessment: "It is evident that more extensive commitment to improving the quality of education generally will depend upon the deliberate development of teacher education."[20]

Justification for the Study

Leher pointed out that

> Colleges of education should maintain contact with every graduate. Those who spend four to seven years in an institution usually develop a lifelong interest in it. Furthermore, they are an invaluable source of data for improving the college's program and also can provide opportunities for field research.[21]

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*In an interview published in a Kuwaiti newspaper, Al-Syassah, the Chairperson of the Department of Education, Kuwait University, said on April 27, 1977, that "the Department of Education will become a College of Education in the Fall of 1979."

In addition, a teacher education survey in Asia, conducted by UNESCO, concluded that "the training of teachers is a critical element in the designing and carrying through of any reform in education or in the development and use of innovative approaches."[22]

Furthermore, on December 24, 1975, the University Council resolved:

> to constitute a committee comprising the following members to study the project for a College of Education and to reconstitute the University College for Girls into a College of Education for Girls:
>
1.	Dr. Mohammad Jawad Rida	Dean, College of Arts and Education
2.	Mr. Yacoub Al-Ghonam	Undersecretary, Ministry of Education
3.	Dr. Mohammad Nasir	Chairman, Department of Education
4.	Dr. Shafikah Pastake	Acting Dean, University College for Girls
5.	Mr. Mohammad Al-Sannah	Assistant Undersecretary, Ministry of Education
6.	Mr. Solaman Al-Muttwah	Member of the University Council[23]

In its report to the University Council, the Committee for the College of Education Project reported that:

> The Department of Education, the Ministry of Education and some members of the Committee proposed the establishment of a College of Education preparing teachers of high academic standards for all levels of education in sufficient numbers.[24]

In this context, the findings of this study will provide a valuable source of feedback on the effectiveness of the present teacher preparation program which has been used since 1968, the year the first professional courses in education were offered by the Department of Psychology and Education. Moreover, this study will

be the first academic study in teacher education at the higher level totally related to Kuwait University and its efforts to prepare university students for the teaching profession.

Limitations of the Study

This study was limited to the following primary resources:

1. This study dealt only with the 1976 graduates with B.A.'s and B.S.'s in education. The study focused on the entire population whether or not they were actively engaged in the teaching profession. It may be inappropriate to draw inferences for other graduates in other years.
2. The questionnaire was designed to consider the following subdivisions: General Information, (I) Teaching Skills, (II) Student Teaching, (III) Professional Courses in Education, and (IV) Recommendations. It did not deal with other university courses in which the students may have enrolled. Thus, no inferences should be drawn about the total university program.

Statement of the Problem

The problem of the study was to determine the effectiveness of the present teacher preparation program at Kuwait University in readying teachers for the government schools. The study focused specifically on the following:

1. A determination of the effectiveness of the undergraduate teacher preparation program curriculum as perceived by

the 1975-1976 graduates in education, whether or not they were actively engaged in the teaching profession at the time of this study;

2. A determination of the value of the required professional courses in education as perceived by the graduates;
3. A determination of the adequacy of student teaching experience provided to the graduates in public schools under the supervision of the Department of Education at Kuwait University;
4. Determination of the graduates' recommendations for improvement in the present teacher education program at Kuwait University.

Definition of Terms

For the purposes of this study, the following terms may be construed as follows:

The Department of Education, Kuwait University: A body of specialists in education in charge of preparing teachers for government schools in the State of Kuwait.

The Professional Education Courses: The courses designed for Kuwait University students who wish to devote themselves professionally to teaching. These courses are taught by the Department of Education in the College of Arts and Education, Kuwait University.

Student Teaching: The period of supervised introduction to teaching during which the student teacher is given opportunities to

practice, under supervision, various processes and responsibilities of teaching.[25]

The Teacher Preparation Program of Kuwait University (TPPKU): The aggregate of all the professional courses in education that are required of any Kuwait University student graduating with a specialization in education.

Questions to Be Answered by the Study

1. What is the graduates' evaluation of the teacher preparation program from which they graduated?
2. Do the following variables affect the 1976 graduates' evaluation of teacher preparation in teaching skills, student teaching, and professional courses in education at Kuwait University?
   a. Sex (male, female)
   b. Levels of teaching (kindergarten, elementary, intermediate, and secondary)
   c. Academic majors other than education (Arabic, English, Geography, History, Sociology, Social Work, Psychology, Philosophy, Chemistry, Biology, Geology, Mathematics, and Physics)
   d. Teaching in the teacher's field of specialization or not.
3. What recommendations do the 1976 education graduates have regarding the proposed change in the teacher preparation program?

Research Hypotheses

1. Male and female graduates of 1976 in education will respond differently to each of the items regarding their preparation in teaching skills (items 10 through 28), student teaching (items 29 through 38), and professional courses in education (items 39 through 51).
2. The graduates who are teaching at different levels (kindergarten, elementary, intermediate, and secondary) will rate differently their preparation in teaching skills, student teaching, and professional courses in education.
3. The graduates with different academic specializations (Arabic language, English language, geography, history, sociology, social work, psychology, philosophy, chemistry, biology, geology, mathematics, and physics) besides education will rate differently their preparation in teaching skills, student teaching, and professional courses in education.
4. The graduates who are teaching only in their field of specialization will respond differently from those who are not, to items regarding their preparation in teaching skills, student teaching, and professional courses in education.

Organization of the Study

The presentation of this study is organized into five chapters. Chapter I is an introduction to the study, and in general includes a

brief description of education in Kuwait, the teacher preparation program at Kuwait University, the purpose of the study, and the hypotheses.

Chapter II is a review of the literature related to the study.

Chapter III consists of, first, the procedure used in developing the questionnaire and collecting the data for the study, and second, the methodology employed to analyze the data.

Chapter IV is devoted to the presentation of the findings of the study.

Finally, Chapter V contains the conclusions and recommendations that are made on the basis of the findings of the study for future improvement of the program.

Footnotes--Chapter I

[1]The Constituent Assembly, The Constitution of the State of Kuwait (Kuwait: Kuwait Printing Press, 1962), p. 7.

[2]Ibid., p. 11.

[3]Abdulla Al-Nori, Story of Education in Kuwait in a Half Century (1883-1941) (Cairo: Al-Estekama Press, n.d.), p. 30. (In Arabic.)

[4]UNESCO, World Survey of Education, Educational Policy (Paris: UNESCO, 1971), p. 721.

[5]Ministry of Education, Annual Report 1974-75 (Kuwait: Al-Mogahwi Press, 1975), p. 16.

[6]Ibid., p. 12.

[7]Ministry of Education--Public Relations, Education in Kuwait, 1969-1970, p. 11.

[8]Ministry of Education, Annual Report 1974-75, p. 12.

[9]G. W. Cooksey, "Report on Secondary Education in Kuwait With Stress on Student Motivation and Curriculum Diversification," May 1976, p. 8. (Typewritten.)

[10]UNESCO, World Survey of Education, p. 724. This quotation was taken from a section about education in Kuwait.

[11]I. Al-Kabhani and M. Akrawi, A Report About Education in Kuwait (Egypt: Al-Ketab Al-Arabi Press, 1955). (Sponsored by Ma-Arif Al-Kuwait; original in Arabic.)

[12]State of Kuwait, "A Report of the Establishment of Kuwait University, Section One," September-October, 1965. (Typewritten, in Arabic.)

[13]Kuwait University, Prospectus of Kuwait University, 1976-77 (Kuwait: Kuwait University Press, 1976), p. 11.

[14]Ibid., p. 11.

[15]Kuwait University, Kuwait University General Undergraduate Catalog 1977-1979 (Beirut: I.C., 1977), p. 11.

[16]Ibid., p. 1.

[17]Department of Information and Secretariat, The University in Its Tenth Anniversary (1966/67-1976/79) (Kuwait: Al-Mackhawi Press, 1976), p. 212. (In Arabic.)

[18]Department of Psychology and Education, "A Detailed Planning for Student Teaching in the Third and Fourth Academic Years" (Kuwait: Kuwait University, n.d.). (Typewritten.)

[19]Kuwait University, Prospectus of Kuwait University, 1976-77, p. 7.

[20]James Lynch and Dudley Plunkett, Teacher Education and Cultural Change, England, France and West Germany (London: George Allen & Unwin Ltd., 1973), p. 180.

[21]Stanley Leher, Leaders, Teachers, and Learners in Academies: Partners in Educational Process (New York: Meredith Corporation, 1970), p. 275.

[22]Asian Institute for Teacher Educators, Teacher Education in Asia: A Regional Survey (Philippines University: UNESCO, 1972), p. 44.

[23]Appendix A (in Arabic).

[24]Kuwait University, Department of Information, and the Secretary, "A Report on the Meeting of the Committee for the College of Education Project" (January 27, 1976), p. 3. (In Arabic.)

[25]John C. Berry, "A Study of the Attitude of Student Teachers Toward the Student Teaching Program at the University of Southern Mississippi" (Ph.D. dissertation, University of Southern Mississippi, 1976), p. 11.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Ongoing efforts to improve teacher preparation programs are essential to the reformation and continued improvement of public education. There are different methods employed toward improvement of teacher education programs, but the first step toward making a plan for improvement is an assessment of the quality of the existing programs. Although other methods of program assessment might be used, the most generally acceptable one is the one that assesses the opinion of graduates toward the program from which they graduated and which gave them some exposure to the teaching environment. Mattson stated that "the survey of different methods of evaluation involving graduates of programs indicates that the most practical means of gathering data is through feedback from the graduates."[1]

Basically, teacher preparation programs consist of a theoretical portion, the professional courses in education, and a practicum. These two portions are organized by the teacher education institutions to provide needed teaching skills in a particular educational system, such as in Kuwait. The assumption is that once the student teacher successfully completes the required courses in education, he/she can be considered competent to teach in that educational system at the specific level for which he/she was prepared.

The Evaluative Criteria Study Committee of the American Association of Colleges for Teacher Education--an internationally respected organization--prepared standards for the accreditation of teacher education. Both the theoretical and the practical components were considered. On May 16, 1977, these standards were adopted by the National Council for Accreditation of Teacher Education for implementation nationwide by January 1, 1979. These standards are comprehensive in covering the basic teacher education programs, advanced programs in matters of their governance, curriculum, faculty, students, resources and facilities for programs, and evaluation and planning. In regard to basic teacher education programs, the standards that must be met by the teacher education institutions, particularly teacher education programs at the undergraduate levels, consist of various sections that endeavor to meet the educational needs in the United States, such as multicultural education.

Two components of teacher preparation programs related to curriculum are seen as universal--the professional studies and the practicum. The standards required for these components by NCATE are as follows:

> The Professional Studies Component:
>
> Standard: The professional studies component of each curriculum for prospective teachers includes the study of the content to be taught to pupils, and the supplementary knowledge, from the subject matter of the teaching specialty and from allied fields, that is needed by the teacher for perspective and flexibility in teaching.
>
> Standard: The professional studies component of each curriculum includes the systematic study of teaching and learning theory with appropriate laboratory and clinical experience.

Practicum:

Standard: The professional studies component of each curriculum for prospective teachers includes direct, substantial, quality participation in teaching over an extended period of time in an elementary or secondary school. This practicum should be under the supervision of college personnel who are experienced in, and have continuing experience with, elementary or secondary teaching, and certified, experienced personnel from the cooperating school. Explicit criteria are established and applied for the selection of school supervisors and for the assignment of college personnel.[2]

In this connection, the review of related literature on teacher preparation programs is presented under three headings:

1. Pre-Service Teacher Education Programs
2. Professional Courses in Education
3. Student Teaching

The discussion of each of these topics is drawn from literature relevant to the study.

Pre-Service Teacher Preparation Programs

The review of the relevant literature on this topic begins with studies conducted in the United States of America. Suggestions presented by American educators for improving pre-service teacher preparation programs are included. Second, the studies conducted in Asia that are relevant to the study are reviewed and, finally, studies conducted in the Arab countries are considered. In Kuwait, there is a lack of literature dealing with teacher education because efforts have been concentrated on public education and technical education.

In the United States a number of studies have been conducted to study the effectiveness of pre-service teacher education

programs as perceived by their graduates who enter the teaching profession.

Stouffer's study of the opinions of 414 graduates of the secondary teacher education program at the University of South Dakota showed that:

> Respondents' replies indicated the sum total of required undergraduate professional preparation should either remain the same or be increased. A decrease in the required hours of the professional education program was the opinion of the respondents who had taught at some time or other.[3]

Howey, as a result of a national survey of the deans and department heads in 1975 schools, colleges, and departments of education in the winter of 1976, reported that "the majority of department heads believe that coursework and clinical experience are equally important." He went on to state that "64 percent of the graduating students believe they are adequately prepared to begin teaching in their area of specialization and believe they are capable enough to organize and manage a classroom."[4]

Radcliffe concluded from her study of graduates in the teaching profession from Michigan State University who taught in Michigan public schools in 1972-1973 that:

> Earlier classroom experiences and more frequent classroom exposure would have enhanced the preparation for these individuals. . . . They felt strong needs for more practical "how-to-teach" methods courses relating to the realities of the teaching profession, as opposed to theoretical and general knowledge.[5]

Graff conducted a study involving all 2,038 individuals who completed student teaching in the Secondary Teacher Educational

Program at the University of Iowa between January, 1971, and May, 1976. He reported that:

> A typical respondent would indicate that he/she received "less preparation than needed," or "almost no preparation," for handling the following situations, between 60 and 83 percent:
>
> 1. Utilizing computer services
> 2. Supervising extracurricular activities
> 3. Establishing rapport with parents
> 4. Working with administration
> 5. Working with students of different socioeconomic classes (sic).[6]

Johnson asked 130 elementary teachers and 119 secondary teachers about their opinions regarding the teacher training program they had had at South Alabama College of Education before their graduation (B.S. and M.A.) in Spring, 1969. He reported:

> "Ability to control class" was rated more essential in usefulness; the greater majority of students had acquired it in the undergraduate program. "Knowledge of public affairs," "skills in delegating work as responsibility to others," and "possession of satisfying philosophy of life" were not acquired during the undergraduate years by a majority of alumni.[7]

He further reported that:

> A large majority at both levels are "thoroughly satisfied" or "satisfied" with their present positions and with their undergraduate and graduate training at the University of South Alabama. A few have left teaching for other occupations, primarily for financial reasons.[8]

Kevin Ryan and others recorded their impressions of the problem that is facing teacher preparation programs in higher education institutions in the following words:

> By confining teacher education within the organizational structure of the University, the knowledge explosion affects professional content in a converse relationship; that is, as more and more knowledge is developed a decreasing portion of such new theories, ideas, findings or means of expression will become part of the content of teacher education.[9]

On the other side, Myers and Reid came to a different conclusion from that of Ryan regarding the adequacy of teacher education programs. They stated that

> Because of the failure of teacher education institutions to address themselves to the fundamental philosophical, social, economic, and political issues involved in mass public education or to adequately prepare teachers to understand or cope with the realities of the system, few teachers regard their experience with the faculty of an education or teachers' college with such nostalgia or respect.[10]

Ruth Lambert, in her study of the attitudes of selected recent graduates in teacher education toward their preparation for teaching and evaluation at the University of Arkansas at Pine Bluff, came up with a solution for the problem raised by Ryan and Meyers when she concluded that:

> A concerted effort must be made by college faculties and other professional leaders, however, to single out the basic principles and the skills which are essential for beginning jobs, so that colleges or departments may concentrate on teaching this knowledge and on developing in their students habits of study and critical evaluation which will lead to continual self-evaluation after the period of formal education is finished.[11]

Contributions have been made by educators in the United States in order to overcome the weaknesses in teacher preparation programs. In the 1960s, six California professors got together to improve the quality of teacher training in California. Some of the conclusions they reached are as follows:

> Members of this Commission are in complete agreement that the preparation of good teachers is the function of college or university as a whole. For it needs the best that the institution can contribute for each prospective teacher toward his full development as a person, toward his broad, liberal education, toward solid foundations of the subject

> matter he will teach, and toward his professionalization as a school worker. We believe uncompromisingly in the critical importance of preparation in subject matter to provide an essential part of the equipment of all teachers.
>
> The development of a program for the education of teachers, including balancing and harmonizing of the general education, specialized subject preparation, and professional education sectors, is the function of each college or university as a whole.[12]

Cornish's recommendations for improving pre-service teacher education programs are as follows:

1. Promote an effective student teaching program.
2. Provide opportunities for classroom observation.
3. Offer a broad liberal arts education.
4. Obtain qualified instructors.
5. Make adequate facilities available.
6. Insure good student-faculty relationships.
7. Maintain a balance in teaching between theory and its practical application.
8. Provide some separate instruction for primary and intermediate grade teachers.
9. Offer a variety of courses in education.[13]

More concisely, based on the findings of her study of students' teaching problems, Danielson recommended that "teacher education programs should give considerable attention to improving the preparation of prospective teachers relative to the problems of areas of classroom management, lesson planning, and knowledge of subject matter."[14] Another investigator, John C. Berry, added that "the teacher training program must provide a learning experience in which the prospective teacher can develop positive attitudes toward teacher-pupil relationships."[15]

In conclusion, The Seventy-Fourth Yearbook of the National Society for the Study of Education pointed out that the endeavors for the reformation of pre-service education have developed "two

incompatible trends in the number and the complexity of the competencies required of teachers and at the same time a decrease in the amount of professional work required for graduation and initial certification."[16]

The Yearbook further added that,

> If well-designed programs of teacher education cannot be successfully mounted, much of the efforts to improve preservice education will have little impact on our school in general if the plans for improved education do not include plans to change the schools and to insure support for the new teachers who will come to them.[17]

On the Asian continent, which consists largely of developing countries, up-grading the preparation of elementary teachers to the university level and improving the existing teacher education programs at the university level are considered important issues facing teacher education. Paul Chang raised this first issue in his study of the educational trends in South-East Asia. He pointed out that,

> In most of the countries in South-East Asia there is little coordination between the training of teachers for the primary level, which generally takes place in training colleges, and for the secondary level, which is mainly the responsibility of the universities. If the quality of teacher training in the region is to be raised, it is essential that universities should provide effective leadership.[18]

Regarding the second issue that faces teacher education institutions--universities--in Asia, a conference held under the auspices of the UNESCO Asian Institute for Teacher Educators came to the conclusion that,

> The working document of the conference identified some of the inadequacies in the present teacher education programs in the region, such as a wide gap between the methods

> advocated by teacher education institutions and what they actually practice in training teachers.[19]

Moreover, Taghipoor-Zahir studied teacher education in Iran with respect to the convergence and divergence of faculty and students' perceptions of curricula. The major findings of the study were as follows:

1. Great divergence exists between the perceptions of faculty and students regarding the purpose of teacher education.
2. The existing teacher education curricula do not adequately fulfill the perceived needs of students for the development of personal philosophy.
3. Convergence between faculty and student responses suggested that curricula of teachers' colleges in Iran do not provide for an adequate balance among general, specialized and professional components of teacher education.
4. There is high interest among both faculty and students in adapting programs from other countries to the needs of Iranian society.
5. Lecture-memorization is the overwhelming mode of instruction in the teachers' colleges.
6. Evaluation of student progress is largely a matter of performance on written examinations over course content.[20]

The teacher education institutions, by utilizing techniques that have been seen as appropriate, endeavor to improve the existing programs in teacher preparation. In addition to studying graduates' opinions regarding the programs from which they graduated as a means to future improvement, Pas G. Ramos, a researcher at the University of Philippines, suggested a way of making graduate teachers more effective by using continuous reassessment by the college of education:

> One such systematic appraisal of our college is the Self-Study Evaluation. Specifically, the Self-Study Evaluation project aims to find out how the College can make its faculty and programs more relevant to, and consistent with, the significant developments in the New Society. The study

is intended to provide base-line data for long-range planning. The study now in progress considers the following:

a. Objectives of the College,
b. Physical and Institutional Facilities,
c. Faculty,
d. Studentry,
e. Curricula,
f. Library,
g. Student Personnel Services,
h. Administrators, and
i. Administrative Personnel.[21]

Also, in the report of the proceedings of the First Asian Conference on Teacher Education held in India, great emphasis was given to the teacher education curriculum. To make teacher education programs more adequate, it was suggested that coursework provide:

i. a clear picture of India's past but also
ii. its traditional society,
iii. its aspiration for modernity,
iv. the beliefs, values, attitudes and behavior patterns of its people,
v. the problems that it faces, and
vi. its role in the world of nations.[22]

The report set up a strategy to accomplish the above objectives of teacher education by advocating the development of:

i. an understanding of social realities of our times,
ii. a sensitivity to the needs of the individual learner,
iii. an acquaintance with the dynamics of modernization,
iv. a realization of human values, and
v. adequate use of the method of critical intelligence.[23]

During the last two decades, the Arab Organization for Education, Culture and Science has been putting a respectable emphasis on teacher preparation in particular. A conference, called "The Preparation of Arab Teachers," held in Cairo on January 17, 1972, recommended that:

> Teacher preparation should consist of the following essential components:
>
> i. general education dealing with the Arab world in particular and contemporary global issues in addition to other subjects;
> ii. major fields of specialization in a number of allied educational disciplines;
> iii. education fields as theoretical studies in education such as educational psychology, counseling, educational administration, teaching methodology, and supervised student teaching; and
> iv. practicum programs where the student teachers focus on the application of the theoretical preparation to practical problems in pedagogy.[24]

Simultaneously, the Conference further suggested to the members of this organization that:

> The academic part of teacher education is not only intended to fill in the teacher in his major subject, but it should also be designed as to train him to continuously acquire knowledge in his major field. A teacher in a rapidly changing world should face children with up-to-date knowledge in his subject.[25]

A resolution adopted by the cultural department of the Arab League Secretariate suggested some ways to improve the present teacher education programs in the Arab countries. The resolution recommended that:

> It is important to carry out a follow-up study of graduate teachers from colleges and institutions by observing them directly at work, by evaluating their cultural impact on the community at large. . . . The ultimate objective is to improve the existing standards of teaching by staffing the faculty with well-qualified teachers.[26]

Additionally, Al-Roushad and Abdulatif, in their paper presented at the First International Conference on Islamic Education, under the title of "The College of Education's Role in Teacher Preparation," made some suggestions that will assist the graduates in

education in keeping up-to-date with new techniques in teaching or other areas of education. They stated:

> It is vitally important for the Education Colleges and the Ministry of Education to jointly follow up their university graduates. This follow-up activity can be conducted in various ways such as:
>
> 1. to establish a sub-office to follow up the university graduates in every college. This sub-office will supply the graduates with the documentation and literature necessary for their professions.
> 2. to set up a seminar for graduates in each college annually: the graduates will select the agenda for each seminar by themselves.
> 3. every college of education should seek the help of its graduates in conducting various research studies, especially field researches.[27]

With regard to the evaluation of the teacher preparation programs that are offered by teacher education institutions such as the one at Kuwait University and in the Arab countries at various levels, the Conference recommended the following:

> A. There is a need for continuous review and evaluation of programs and techniques of preparing teachers in order to meet the demands of development in Arab societies and to improve the existing programs and techniques.
> B. Evaluation should include all aspects of educational process such as planning, curriculum development, preparation of textbooks, and the development of faculties for teacher preparation. For this kind of evaluation the staff should be specialized in its techniques.
> C. This Organization the Arab League will facilitate regular contacts among the representatives of Arab countries for study and exchange of experiences in regard to teacher preparation.
> D. The follow-up of teacher graduates from colleges and institutions of education should be through visits, meetings, and questionnaires that should be answered by the graduates, institution directors, teacher educators in order to improve teacher education programs and to help improve the efficiency of graduate teachers.[28]

Professional Courses in Education

In the United States, two opinions regarding the academic courses in education are discernible among the professionals in education. One group criticizes the ineffectiveness of these courses in the content, organization, or in techniques that are utilized in instruction. Another group favors the existing education courses as a part of teacher preparation programs.

As part of the group that criticizes the current education courses being taught in teacher education institutions, Lemons, in his study of education courses, concluded that:

> There is a distressing gap between what is taught in the education courses and the real world of teaching. There is unnecessary overlapping and duplication. There are classes that are poorly taught by instructors who are not sufficiently experienced or have been too long away from the classroom situation. There are failures to make future teachers aware of the value of what is being taught.[29]

Peter Renshow asserted that the inadequacy of education courses is

> that relationship between academic and professional studies is extremely tenuous. Yet if the logical and psychological aspects of learning and teaching are at the core of the work in a college, a very close link must be established between subject and education departments, as well as between schools and colleges. . . . For instance, the educational theory may be arid and divorced from realistic practice; the psychological development of children may be studied without examining the nature of the content that is to be learned.[30]

Based on the findings of an evaluative study of the effect of secondary education courses on student attitudes, Hansen concluded that the

> individual courses do not appear to produce immediate attitudinal change; courses that deal with specific areas, such

> as psychology, may not contribute to attitude change in areas unrelated to the specific course content.[31]

Walter Borg, in his book Moving Toward Effective Teacher Education, had, to some extent, a similar opinion:

> There appeared to be two important deficiencies in the typical methods course. One was that these courses tended to deal with generalities rather than identifying specific behaviors that teachers could employ to bring about specific outcomes. The second deficiency was that most of the courses were taught primarily using lecture and discussion techniques.[32]

Graff's study of the Secondary Teacher Education Program at the University of Iowa showed that the "courses judged to be of little value or no value were History of Education and Philosophy of Education."[33]

Goodlad concluded that:

> When the first course in education is a general "eclectic" introduction to teaching or a so-called "social foundations" course, it is almost universally disliked by students. . . . It seems that the first course is a troublesome one, no matter what its substance.[34]

Taylor viewed that:

> The main difficulty of making the whole course around professional training, or arise out of education, as some would put it (although admittedly these are not quite the same propositions), is that the student has not much experience to build on and in the studies that he undertakes on this side he will have to reach any depth.[35]

A particularly intellectual approach was presented by Nash and other educators in their article entitled "The Foundations of Education: A Suicidal Syndrome," as a solution to the problems that are challenging foundational courses in education when they said:

> Foundational studies will justify their place in teacher training programs when they are vigorously cross-disciplinary; when they are unifying in terms of fostering composite models

> of human behavior, needs, motivation, and learning; when they are as concerned with exploring, and helping people to develop workable theories as they have traditionally been with building esoteric theories that too often are merely espoused but not practiced; when they can provide more vital and provocative explanatory constructs, as well as a variety of experimental efforts to demonstrate the tactical implications of those constructs; when they become more "full-bodied," as concerned with the personal meaning of information as they are with intellectual inquiry and analysis; and when they abdicate their historical disengagement from the affairs of the socio-political/educational world and begin to advocate a larger, normative social vision.[36]

The other solution to the problems raised by the preceding educators concerning education courses in teacher education programs was:

> . . . a unified one instead of an assortment of classes sequenced in a certain way. Identifiable skills, understandings and attitudes that make up the content for teacher preparation are perceived as vastly more important than course terminologies.[37]

Perhaps, in the end, a large number of the problems come down to the way in which teaching information is transmitted. Professors criticize the methods of instruction for the education courses, as illustrated by the following:

> University professors tend to be highly critical of the teaching in the elementary and secondary schools and of the preparation of the students who qualify for university, but they are also extremely wary--if not contemptuous--of conscious considerations of methodology and teaching techniques. For the most part, they do as they were done to--giving lectures/seminars/tutorials, term papers--and generally operate on the comforting assumption that if an individual "knows" a great deal about something, he will surely apply that knowledge effectively.[38]

The opinions of those who are satisfied with the existing education courses are presented in studies such as that conducted by Ralph Preston, who surveyed the attitudes of 108 out of 175 graduates

from the school of education in an eastern university, regarding the education and academic courses. The graduates were asked to rate, in two sections on a five-point scale, nine opinions regarding the courses that were offered by the institution. These included the following: undesirable repetition of the content, inadequate content, over-emphasis on teaching techniques, over-emphasis on theory, uninspiring and dull, shallow and superficial, too much lecturing, and too much discussion.

> Most students did not label all education courses as inferior, only a minority of education courses were judged to be inferior. Moreover, in answer to the question, "Do you believe you could teach as well without any courses in Education as with them?" 82 percent responded with "No," 12 percent with "Yes," and 6 percent "undecided."[39]

In his report to Iowa University, Hardingham found that "most of them [student teachers] consider formal college courses a necessity in the preparation program."[40]

Bruce Joyce and other educators surveyed heads of education units, faculty, and students in United States higher education institutions and those that prepare teachers. Of 240 institutions involved in this study, only 147 institutions completed all of the four types of questionnaires that were mailed to them in April 1976. The researchers concluded that "between 1973 and 1975 more professional courses were added than dropped and clinical experience has been added steadily over the last several years.[41]

In Asia, professional courses in education have, in general, been subject to the same criticism as in the United States but with other dimensions that are related to the States' policies toward

modernization and universal education for all classes of society. Additionally, most of the Asian countries lack well-qualified teachers and at the same time have a limited number of schools. These problems in public education have an impact on teacher education institutions in general and professional courses in education in particular.

Therefore, as the UNESCO concluded in its study of current problems of teacher education:

> In many, perhaps most, instances those who organize courses within the university faculties do not, in planning their content, take into account the needs of those whose intention it is to teach the subject to secondary school pupils. Many of them would be disposed to regard this as an altogether impertinent consideration. . . . It would seem to be singularly unfortunate that university courses, as they often are, should be planned with other ends in view. . . . Graduates in a particular subject frequently complain that they are completely out of touch with its contents at school level and find it necessary to indulge in a good deal of relearning and adjustment.[42]

Sarandatta and Sapianchaiy of Thailand, at the conference on Curriculum Evaluation in Teacher Education in South East Asia, in a paper entitled "Curriculum Evaluation in Teacher Education in Thailand," presented a comprehensive list of the problems in professional courses that exist, to some degree, in all teacher preparation programs in Asian institutions for teacher education. They mentioned the following problems:

1. The contents of the science and the mathematics courses are mostly descriptive in nature and somewhat disconnected. Outdated materials are sometimes included.
2. There are unnecessary duplications in the contents of some professional courses.
3. In many courses, the content outlines consist of lists of topics taken directly from textbooks, and seem to have

very little relationship to the main objectives--the courses of study. Most of the science curriculums give emphasis to development of the scientific attitude and the scientific methods in solving problems as part of the objectives; the general practice, however, seems to deviate from these important aims.

4. The curriculums are mostly prescribed and crowded with too many requirements. Individual planning with each student is almost non-exist. Each quarter a student is required to take 20-28 credits for undergraduate level and 15-18 credits for graduate level. Individual work or independent study is rather limited since students spend almost all of their time during a week in listening to lectures.
5. Facilities for the teaching-learning process are inadequate. Owing to limited budgets, textbooks, laboratory apparatus and teaching aids are not sufficient in most schools.
6. Thai textbooks are very limited in number. Most of good textbooks are in English and are not much used because of the language barrier.
7. The shortage of qualified instructors in specialized fields, especially in the sciences, mathematics, and languages is a serious problem.
8. In most institutions instruction is mainly by the lecture method. Facts and concepts are usually verbally explained. The inquiry method and active participation on the part of students are seldom used in general learning situations.
9. Generally speaking, students entering teacher training institutions are not among the best ones. This usually is the main problem in upgrading the programs.
10. The upsurge of students in evening classes in various institutions increases the teaching loads of instructors. It does not permit them enough time for thorough preparation of their lessons, trial of new techniques, or careful evaluation of their own work and students' achievement.
11. Continuity from one level to another seems to be lacking in many of the programs. In some programs integration between formal course work and practical work is to be desired.[43]

A report presented at the Thirty-Fifth Session of the International Conference on Education by the Ministry of Education, Pakistan, stated that the

> . . . traditional methods and courses cannot help the teachers meet the challenge of the modern classroom. The teacher must use methods, techniques, and materials to handle problems of environment management and its inter-personal relationships.[44]

In a survey of 781 students' responses to the teacher training program in secondary education at the College of Education in Thailand, Lawan Polakla indicated:

> The respondents indicated that the value of courses in general education were rated "worthwhile," except for the three courses: Introduction to Art, Music Appreciation, and Thai Music. These were rated "undecided". . . . The value of all courses in professional education were rated "worthwhile." The amount of Educational Psychology, Evaluation in Education, Secondary Education, Introduction to Guidance, General Methods of Teaching, Student Teaching, and Audio-Visual Education was rated "too much."[45]

In the Arab countries, institutions of teacher preparation are subject to similar criticism about professional courses in education. Al-Roushad and Abdulatif, in their paper about the colleges of education's role in teacher preparation, which was presented at the last Conference on Islamic Education held in Saudi Arabia in April, 1977, asserted:

> It is noticeable that the programs of the colleges of education are so overloaded that the situation makes students suffer and complain. This situation is due to the constant competition among the subject teachers and teacher educators; each group thinks that their field of work is the only core of teacher preparation. We believe, therefore, that the time has come when a balance among the three essential cores of teacher preparation must be initiated: (1) preparation in general education subjects; (2) preparation in a specialized field; and (3) professional preparation-training.[46]

Student Teaching

The presentation of the literature on the practical part of teacher preparation programs is organized in the same sequence. It starts with studies conducted in the United States of America, then moves on to Asia, to the Arab countries in general, and, last, to Kuwait in particular.

Nicklas, in his follow-up study of the 1974-1975 graduates of North Texas State University who had obtained certificates to teach, found that:

> The student teaching experience was mentioned most often as being the strongest feature of the teacher education program. The graduates' professional education preparation was rated as satisfactory, but slightly less overall satisfaction was indicated with professional courses than with subject matter courses.[47]

Hunter and Adimon, too, believed that:

> Teachers typically remember their student teaching experience as having played a professionally influential role in their preservice presentation. It may well be that student teaching is the single most important experience in teacher education in terms of influencing the classroom behavior of future teachers.[48]

Other educators reached the same conclusion as Danze: "It is a commonly held opinion that student teaching is worth all other education courses put together; yet the potential richness of this experience is seldom fully realized."[49] Furthermore, Morris in her study of an alternative secondary teacher education program at Michigan State University believed that "The influence of the preservice program method courses on positive attitudes and openness appears to be altered by the student teaching experience."[50]

Peck and Arthur also indicated in the Second Handbook of Research in Teaching that "there is ample and impressive testimony that student teaching tends to be the most practical and useful part of preservice education in the minds of prospective teachers."[51]

Johnson, in his study of improving student teaching experience, added other evidence to show the value of student teaching in

teacher preparation programs. He concluded, "The majority of the professional staff in a Midwest public school who responded to a survey felt that the provisions in the teacher preparation program should include increased student teaching opportunities."[52]

On the other side, Silberman, the author of Crisis in the Classroom, had a different opinion about student teaching. "Although student teaching is generally cited as the most valuable aspect of professional education, these beliefs do not provide a basis for complacency. In fact, student teaching in some respects may be doing more harm than good."[53]

In order to make student teaching more effective, Walter Borg suggested that:

> A student teaching program should have at least three characteristics. First, it should focus the student teacher very sharply on specific behaviors or skills to be employed in teaching. Second, the student teacher should have a competent model: That is, a supervising teacher who can effectively demonstrate the knowledge, but would develop and test materials and strategies for implementing that knowledge in the public schools.[54]

In the student teaching experience, the supervision of the student teacher is held to be of vital importance in fulfilling successfully the objectives of the training.

John C. Berry held that ". . . the position of the university supervisor, in the traditional role of an evaluator and as an advisor to student teachers, was predicated upon an assumption that certain duties (evaluation and appraisal) adhered to and were prescribed for that academic status."[55]

But Henry and Beasley believed that the college supervisor should ". . . encourage the student teacher to go beyond a superficial appraisal of teaching into a more intellectual approach, to think about what he is doing, to see relationships, and to formulate plans of action for subsequent experience."[56]

Leo Sunada, in his study of selected student teaching experiences reported by Michigan State University Secondary School Cluster Program and Conventional Program student teachers, stated that "it is important that a student teacher is exposed to more than one supervisor. The student teacher can then examine and select those practices which he experiences that are best suited for his success in the classroom."[57]

Moreover, Sunada concluded as a result of his study that:

> Student teachers need to experience a "personalized" program, regardless of the particular program to which they are assigned. . . . However, it is important that a sufficient number of activities and experiences are given to the beginning teacher so that he may draw upon them when he is living in the teaching community.[58]

The current national emphasis upon quality preparation of teachers requires that "increased attention be devoted to the nature and types of personality and/or attitude changes that occur during the teacher preparation process as well as those occurring after the completion of professional training."[59]

In a condensation of opinions about student teaching in teacher preparation programs in the United States, student teaching was considered to be a valuable part of teacher education in the perception of both educators or graduates who have had it. Moreover,

the institutions of teacher education have been trying to overcome the problem of the gap between theory and practice in their programs through a follow-up of the graduates and the graduates' opinions, which is considered a valuable means of improving existing programs and of achieving greater effectiveness in performance.

In Asia, in a final report of a regional meeting of teacher educators on curriculum development in teacher education, the representatives of this organization recognized the gap between theory and practice as a problem in teacher education and suggested solutions for it. They stated:

> There is imperative need to have a coherent relationship between theory and practice built into the total program. This may be done in a variety of ways, e.g., (a) in the discussion of principles, appropriate methods may be brought in to promote the student's understandings and realization that principles cannot be dissociated from practice; (b) close cooperation and coordination may be established between the college staff and the supervising teacher; (c) experienced school teachers may be brought into the teacher education to cooperate with and collaborate in theoretical instruction in the light of their own experiences.[60]

Roy's study concerned 100 graduates of the Central Institute of Education in Delhi City--38 men and 62 women--who graduated during the years 1955 to 1959 and were employed in the local secondary schools. She recommended that "the practice teaching situation should be an approximation of the regular teaching situation as nearly as possible. The purpose is to provide the student teacher with such opportunities that he gets a real feel of being a full time teacher."[61]

Moreover, Gowda recommended:

> At present the selection of schools for practice teaching is done more or less "arbitrarily" mainly on the basis of location. It is necessary to select schools on educational grounds such as adequate facilities, effective programs, enthusiasm and competency of the staff.[62]

In regard to the Arab countries, the Conference on Preparing Arab Teachers, held in Cairo in 1972 and composed of members of the Arab Organization for Education, Culture and Science, agreed on the importance of student teaching in teacher education. In this regard, they made the following recommendations:

A. The emphasis on practical training student teaching should be transforming the theories and basics of teaching skills into the teacher's competent performance in his profession. This should be achieved by the following field experiences:
   --short visits to training schools;
   --more frequent observations of student teachers;
   --concurrent and not separate implementation of student teaching and training;
   --seminar for discussing pedagogical problems; and
   --visits to other colleges of education within the country.
   Utilization of current research findings in all the preceding areas, and updating pedagogical practices of the teacher.
B. The utilization of the current research findings in the evaluation of professional growth of teachers is vital in preparing the prospective teachers.[63]

In an interview with the Al-Ray-Al-Am, a daily Kuwaiti newspaper and published under the title "The Evaluation of Student Teaching and Coordination Between Kuwait University and the Ministry of Education," the former Dean of the College of Arts and Education at Kuwait University reported some complaints of student teachers practicing teaching under the supervision of academic advisors of different majors, and added his own remarks. He categorized these complaints and remarks as follows:

1. Supervisors discussing student teachers' mistakes openly leads to certain psychological problems.

2. Insufficient time is allowed for judging the quality of student teachers' performances.
3. Supervisors deal with trainees as professionals, not as beginners.
4. Supervisors look for student teachers' mistakes instead of helping them.
5. Student teachers are not allowed to teach distinguished classes during their preparation.
6. Classes taught by student teachers are retaught by the regular teachers.
7. Student teachers are given late class periods instead of the early ones; and
8. Classes assigned to student teachers are changed without prior notice to the student teachers.[64]

These remarks by the former Dean of the College of Arts and Education show a great need for an academic study such as this to gather the opinions of graduates of the teacher preparation program in order to use them in future improvement of this program.

Footnotes--Chapter II

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CHAPTER III

PROCEDURES AND METHODOLOGY

As indicated in Chapter I, the purpose of this study was to determine the effectiveness of the teacher preparation program at the University of Kuwait as perceived by the graduates of 1976 with B.A. and B.S. degrees in education. An instrument developed by the investigator was a means to this purpose.

Population

The entire body of graduates in education in 1976 who hold B.A. and B.S. degrees in education constituted the population of this study. Consequently, no sample was drawn but the whole population was used to evaluate the program they had in teacher preparation.

The graduates were found to have, at the time of the study, such characteristics in common as:

Two full academic years' experience in teacher preparation as prospective teachers.

Each had fulfilled the requirements for graduation by taking the prescribed numbers of courses in education and passing them successfully.

All of them had had the same required student teaching in terms of the time required, supervision and assessment methods.

They had had one-year of experience after graduation either in a teaching position or a position other than teaching.

The graduates who selected the teaching profession were all working at government schools; none were employed by private schools.

The total population of this study consisted of 249 graduates in education, as shown in Table 3.1. They were distributed into two academic areas:

--Arts (Arabic, English, History, Geography, and Psychology and Sociology); and

--Science (Mathematics, Chemistry, Biology, and Geology).

The graduates who held nonteaching positions as well as those who were in teaching positions were included in this study.

Table 3.1.--The distribution of the population of the study according to their major other than education.

Major Fields		Number of Graduates
A. Arts		
1. Arabic	28	
2. English	52	
3. History	31	
4. Geography	62	
5. Philosophy, Psychology, Sociology	38	
Subtotal		211
B. Science		
1. Mathematics	14	
2. Chemistry	4	
3. Biology	14	
4. Geology	6	
Subtotal		38
Total		249

Source: Department of Registration, Kuwait University, 1976.

Instrumentation

A questionnaire was administered to the entire population of this study. In regard to the questionnaire as an instrument for collecting data, Seltiz stated:

> By its very nature, the questionnaire is likely to be a less expensive procedure than the interview. With a given amount of funds, it is usually possible to cover a wider area and to obtain information from more people than by personally interviewing each respondent.
>
> Respondents may have greater confidence in anonymity, and thus feel fear to express views they fear might be disapproved of or might get them into trouble.
>
> It may place less pressure on the subject for immediate response. When the subject is given ample time for filling out the questionnaire, he can consider each point carefully rather than replying with the first thought that comes to mind.[1]

The items used in the questionnaire were developed by the investigator after reviewing many instruments, particularly the instruments used by Graff[2] and Matson[3] in their follow-up studies in education.

The development of the questionnaire went through three stages: First, a tentative list of items covering the three areas of interest and a fourth part comprising recommendations was prepared. Second, the instrument was discussed with the Education Department research consultant, whose observations were incorporated in this stage. Finally, the chairman of the committee, together with the members of the committee and the department research consultant, examined the questionnaire critically and as a result made some suggestions and modifications, which were incorporated in the final version approved by the chairman.

The final form of the approved questionnaire comprised the following parts:

Part I--General Information*

1. Sex
2. Whether working as a full-time teacher
3. If not, a choice of three reasons is listed, with space to indicate other reasons
4. Whether working in a day school or a night school
5. Educational level at which he/she is teaching
6. Academic major other than education
7. Teaching in the field of specialization or not
8. If not, what other subject/subjects he/she teaches
9. Administrative load

Part II--Teaching Skills

This part consists of 19 teaching skills that are taken from the following sources:

Kuwait University Catalogue of the College of Arts and Education (Kuwait: Kuwait University Press, 1977-79), pp. 72-82.

College of Arts and Education, University Bulletin of 1977-78 (Kuwait: Kuwait University Press, 1976), pp. 47-56.

It is assumed that every prospective teacher who successfully completed the requirements for the degree in education is competent in these skills as a teacher at the intermediate or secondary level.

Part III--Student Teaching

This portion of the questionnaire consists of 10 statements about experiences that the graduates have had as a part of the Kuwait University teacher preparation program in the public schools.

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*See Appendix B.

Part IV--Professional Courses

All the courses that are listed in the questionnaire are required of the university graduates who have selected teaching as their profession, except two: Educational Sociology and Health Education are elective. The assessment will concern the value of these courses in preparing teachers.

Part V--Recommendations

Judgments were solicited on 13 proposed recommendations for improving the present teacher preparation program for future teachers. At the end the subjects are asked to list three suggestions they would like to add to the list of recommendations.

Arabic Version of the Questionnaire: Testing Its Understandability and Readability

The process of translating the questionnaire from the original English into Arabic was undertaken on the researcher's arrival in Kuwait December 18, 1977. Four professors of education at Kuwait University in the Department of Education kindly agreed to serve as members on a committee to supervise and assist in testing the understandability and readability of the Arabic version of the questionnaire. These professors had been involved in teacher education in Kuwait and they assured the researcher they regarded it as their duty to serve on the committee as part of their commitment to their profession. They were:

1. Professor Fathy El-Dib, who heads a project of following up the graduates who are still in the teaching profession as classroom teachers or administrators in the Ministry of Education.

2. Professor Ali Shaltout, who is a former Dean of the College of Education, Alexandria University, Egypt. He holds the position of General Supervisor of Student Teaching in the Department of Education.
3. Professor M. S. Mogawer, who is a professor of teaching methods in Arabic. He is well known in his field in the Arab world.
4. Professor Fikri H. Rayyan, who worked for years as an expert in teacher education with UNESCO in the Republic of Yemen.*

A tentative Arabic translation of the instrument by the investigator was presented to the members of the committee and after some modification it was approved and typed. The translated instrument was administered to three groups, a group of female student teachers and a group of male student teachers in the class of 1978, and a third group of beginning teachers who had graduated in 1977 and were teaching school.

The Arabic version of the questionnaire was twice revised after meeting with the first two groups. The third time no change was needed because the investigator was fully satisfied that each item of the questionnaire was understood perfectly by the test groups in accordance with his original intentions. Appendix D contains a version in Arabic of each of the original questionnaires for men and women graduates.

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*See Appendix C.

Locating the Graduates

Three sources of information were used to locate the graduates of 1976. These sources were:

1. The Department of Registration and the Office of Graduates at Kuwait University.
2. The Ministry of Education--the whole of the present staff was a valuable source of information. The primary contact was with personnel in the Department of Planning and Training, Division of Appointments, who provided the researcher with a list of graduates from 1976 who were teaching at various levels. Next, each of the following departments was contacted separately and personally:

   The Department of Kindergarten

   The Department of Elementary Education

   The Department of Intermediate Education

   The Department of Secondary Education.

   The cooperation and understanding of the directors of these departments contributed greatly to accomplishing the study in the time planned.
3. Personal contact was made with the graduates who were not working in education, either through their classmates or by using the telephone directory. Appointments were arranged with those within easy reach and others who could not be personally reached were contacted by letter, with a questionnaire attached.

Obtaining Official Permission for Meeting Teachers

Entering either boys' or girls' schools during working hours requires, as is usual in many countries, permission from the central office, which was, in this case, the Ministry of Education. The process for permission started with a letter from the Chairman of the Department of Education, Kuwait University, written on December 25, 1977, and ended with permission being issued to the researcher to meet men and women teachers, during the working hours, from the departments of kindergarten, elementary, intermediate, and secondary education. As a result of the correspondence between the Department of Education, the Dean of the College of Arts and Education, and the General Secretary of Kuwait University, who sent an official letter asking the Undersecretary of the Ministry of Education to assist the researcher in conducting his study, the Undersecretary referred the letter to the Directors of the Public Education Department at the four levels. Each director issued an official letter to the school principals in order to facilitate the researcher's job.*

Collecting Data

In general, two methods were employed to collect data. The first was personal contact, especially with those who were working in the teaching profession. Second, it was necessary to contact by mail those who could not be reached in Kuwait or those who were

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*See Appendix E (letters exchanged between Kuwait University and the Ministry of Education attached to this dissertation with the permission from the departments of kindergarten, elementary, intermediate, and secondary education).

abroad in the Kingdom of Jordan, the Kingdom of Saudi Arabia, the State of Bahrain, the Sultanate of Oman, Republic of Indonesia, and the United Kingdom (England).

One hundred percent of the graduates contacted personally provided usable responses. The number of 1976 graduates in education from Kuwait University who were contacted personally is provided in Table 3.2.

Table 3.2.--Obtained responses as the result of personal contact in schools.

Educational Level	Number of Schools	Number of Graduate Teachers Contacted	Returned Responses
Kindergarten	16	23	23
Elementary	13	15	15
Intermediate	55	111	111
Secondary	20	44	44
Total	104	193	193

The remaining 56 graduates were either not working as teachers at the time this study was conducted or had teaching jobs in other countries. The graduates who were working in Kuwait were contacted personally at their jobs, but those who were in other countries were contacted by mail. The response to these contacts is shown in Table 3.3.

Of a total of 249 questionnaires sent out, 221 filled-out responses were returned to the investigator. This constituted 88.76 percent of the population contacted for this study.

Table 3.3.--Responses received from the graduates who were not teaching in Kuwaiti schools.

Methods of Collecting Data	Total	Number of Responses Received	Number of Responses Not Received
A. Questionnaires by mail	37	9	28
B. By personal contact at jobs	19	19	--
Total	56	28	28

In addition, while in Kuwait, the investigator reviewed literature in teacher education in Arabic, either published as books or unpublished as reports and researches.

Finally, the investigator restructured the fourth part of the questionnaire--13 recommendations--into a separate opinion survey that was specifically designed to obtain the opinions of two groups of educational leaders on the possibilities of applying these proposals. These two groups consisted of: (1) educational leaders at the Ministry of Education such as the Assistant Undersecretary for Public Education, the Directors of the four educational levels, an expert in educational planning, and seven academic supervisors in different subject areas; and (2) educational leaders at Kuwait University such as the President of Kuwait University, Dean of the College of Arts and Education, General Secretary of Kuwait University, and all professors of education at Kuwait University.

These two groups were contacted either by personally submitting to them the opinion survey and collecting it after completion or by interviewing a number of these leaders. Some who were interviewed were the President of Kuwait University, Dean and Assistant Dean of the College of Arts and Education, two professors of education, and an expert on educational planning at the Ministry of Education. These data are shown numerically in Table 3.4.

Table 3.4.--The received responses from the educational leaders either at the Ministry of Education or at Kuwait University.

Methods of Collecting Data	Total	Number of Responses Received	Number of Responses Not Received
A. Personal contact with responses returned	30	19	11
B. By means of office interviews	5	5	0
Total	35	24	11

Analysis of Data

In order to measure the effectiveness of teacher preparation at Kuwait University, a five-degree response scale (Likert scale) was developed for the sections of the questionnaire. Particular emphasis was placed on three areas of special interest to this study: the teaching skills required of every graduate for his/her degree (B.A. or

B.S.) in education; student teaching (practice teaching) in government schools, first at the intermediate level and then later at the secondary; and the professional courses in education. As a result, the following rendering of the scale was adopted to determine the effectiveness of the teacher preparation program:

Areas of Interest	Effective Preparation Above Average			Average	Ineffective Preparation Below Average	
	Excellent		Good	Average	Fair	Poor
Teaching Skills (items 10 to 28) and Student Teaching (items 29 to 38)						

	Effective Preparation Above Average			Uncertain	Ineffective Preparation Below Average	
	Very valuable		Valuable	Uncertain	Of little value	Not of value
Professional Courses in Education (items 39 to 51)						

Descriptive statistics were used to analyze the responses of the 1976 graduates to the teacher preparation program at Kuwait University, as elicited by the questionnaire.

In answering the first research question, which is "What evaluation do the graduates place on the teacher preparation program from which they graduated?" the collected data were tabulated and

analyzed by frequency, percentage, mean, standard deviation, and ranking; results are presented in Chapter IV.

In answering Research Question 2, frequency, percentage, average (mean), variability (standard deviation), and ranking were used to test the following research hypotheses:

1. Male and female graduates of 1976 in education will respond differently to each of the items regarding their preparation in teaching skills (items 10 through 28), student teaching (items 29 through 38), and professional courses in education (items 39 through 51).
2. The graduates who are teaching at different levels (kindergarten, elementary, intermediate, and secondary) will rate differently their preparation in teaching skills, student teaching, and professional courses in education.
3. The graduates with different academic specializations (Arabic language, English language, geography, history, sociology, social work, psychology, philosophy, chemistry, biology, geology, mathematics, and physics) besides education will rate differently their preparation in teaching skills, student teaching, and professional courses in education.
4. The graduates who are teaching only in their field of specialization will respond differently from those who are not, to items regarding their preparation in teaching skills, student teaching, and professional courses in education.

The third research question dealt with recommendations graduates made regarding proposed changes in the teacher preparation program. The frequency and percentage counts were employed to present the responses of graduates to the fourth part of the questionnaire. The following reading measure of the responses was used:

Recommendations (items 52 to 64)	Strongly Recommended			Partially agree	Not Recommended		
	Strongly agree	Mostly agree			Strongly disagree	Mostly disagree	

For item 65 (the open-ended question), the narrative method was used to analyze the responses.

The Michigan State University computer was used for statistical treatment of the collected data.

The presentation of the data is in Chapter IV, as indicated in the first part of this dissertation.

Summary

This chapter, in general, described, in addition to the population used for this study, the development of the questionnaire in English as well as its version in Arabic. The methods used to locate the 1976 graduates of Kuwait University in education in order to

collect the data were discussed, as were the data themselves. Finally, the statistical methods used to analyze the data in the next chapter were outlined.

Footnotes--Chapter III

[1]Claire Seltiz et al., Research Methods in Social Relations (New York: Holt, Rinehart and Winston, Inc., 1961), p. 238.

[2]Paul Richard Graff, "A Follow-Up Study of Graduates and Their Opinion of the Secondary Teacher Education Program of the University of Iowa 1970-76" (Ph.D. dissertation, The University of Iowa, 1976).

[3]Ronald Boyd Matson, "An Evaluation of the Teacher Education Program at Montana State University by Graduates of That Program" (Ph.D. dissertation, Montana State University, 1972).

CHAPTER IV

PRESENTATION OF DATA

The purpose of this chapter is to present and to analyze the data collected from the 1976 education graduates of Kuwait University.

The chapter provides a presentation of the demographic characteristics of the population in the same order as in the general information section, followed by the program evaluation section. The results of the graduates' evaluation of the effectiveness of the teacher preparation program at Kuwait University (TPKKU) are presented as answers to the research questions stated by the investigator.

In addition, each research hypothesis is listed and the collected data in the three areas of interest in teacher preparation (i.e., teaching skills, student teaching, and professional courses in education) are presented and ranked according to mean response score. In each category the items with scores ranging from 1.0 to 2.0 are in the highest ranking group. Those with scores from 2.01 to 2.5 are in the middle group, and items with scores of 2.51 to 4.0 are in the lowest group.

Description of Population

As this study indicated previously, the population of this study consisted of all 1976 graduates in education from Kuwait University. There were 249 graduates in 1976 who earned a B.A. or B.S.

in education, and responses were obtained from 221 of these graduates. Among the graduates who responded, 193 had teaching positions, while the others were engaged in other positions.

The first section of the questionnaire included nine questions providing general information about the respondents. Responses to the first question revealed that the population consisted of 192 or 86.9 percent female and of 29 or 13.1 percent male graduates.*

One hundred ninety-three or 87 percent of the graduates were working as full-time teachers in the government schools.** The remaining 28 or 13 percent of the graduates indicated they were not working in teaching professions.

The graduates in education who did not have full-time jobs were asked the reasons for not being in the teaching positions. Table 4.1 shows the reasons that the graduates gave for not being in the teaching profession.

In Table 4.1, the first three reasons for not being in teaching were listed in the questionnaire. The other five reasons were mentioned by the graduates when they were asked in question four, "Specify if you have any reason other than those listed above."

Reason number three, "I was offered a job outside education which carried greater benefits and privileges than a teaching job," was the most frequent reason for not being in teaching. Twelve or

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*This ratio reflects, to some extent, the same number of male and female graduates from the teacher preparation program at Kuwait University every year since 1970.

**There is no part-time job in the education system at Kuwait.

42.9 percent of the graduates with a B.A. or B.S. in education were in this category. Most of the graduates worked for the Kuwait Oil Company (K.O.C.) in administrative jobs which are not related to education. Numbers four and five, which related to social responsibilities, ranked next highest. This included eight or 28.6 percent of the female graduates who did not have teaching jobs. There were no males in this category. Finally, there were two graduates representing 7.1 percent of the population who did not feel competent as teachers.

Table 4.1.--Reasons that the graduates listed for not being in teaching.

Reasons	Total	%
1. A teaching job was not available in the geographical area in which I had hoped to be assigned.	2	7.1
2. After graduation, I was convinced that I was not adequately prepared for the teaching profession.	2	7.1
3. I was offered a job outside education which carried greater benefits and privileges than a teaching job.	12	42.9
4. To take care of my children.	4	14.3
5. I left the teaching profession in order to accompany my husband/wife abroad.	4	14.3
6. I left teaching because I have health problems.	1	3.6
7. I left teaching because I was obliged to teach subject matter for which I was not prepared.	1	3.6
8. I was not teaching because I was transferred by the Ministry of Education to a Ministry administrative job.	2	7.1
Total	28	100.0

When the questionnaire was administered, 91 percent of the full-time teachers were working in the day schools, and about 9 percent of them worked in evening schools. Day and evening schools are part of the same educational system with the same curricula and supervision. There is no single difference between them except the time in session. The evening schools were introduced in order to solve the problem of the lack of space for some pupils.

Regarding the level of education that the graduates were teaching during the survey, Table 4.2 shows that 111 or 57.5 percent of graduates were holding teaching jobs in intermediate schools. As this report previously mentioned, this is because the department of education at Kuwait University is preparing teachers for this level and the secondary level. Therefore, the next highest number of graduates, 44 or 22.8 percent out of 193 full-time teachers, were in the secondary level.

Table 4.2.--Number of graduates who had full-time teaching jobs at the different educational levels.

Level	Total	%
1. Kindergarten	23	11.9
2. Elementary	15	7.8
3. Intermediate	111	57.5
4. Secondary	44	22.8
Total	193	100.0

The graduates who were working at kindergarten or elementary schools were assigned to these schools upon their personal request. Forthrightly, they were retrained by either academic supervision of these levels, professors in education from Kuwait University, or an educational institute staff involved in special programs established by the Ministry of Education. Some of the elementary teachers taught subjects other than those in which they were prepared. For example, a geography teacher may teach Arabic language, geometry, or general science to elementary pupils.

As Table 4.3 shows, the majority of graduates concentrated on humanistic studies (63.8 percent) rather than science (14.4 percent). This phenomenon still exists at Kuwait University, where there is less enrollment of high school graduates in the college of science than in the college of arts and education. Avoiding teacher training, college science students prefer to pursue studies in their majors to facilitate future employment in factories and in scientific laboratories within the government ministries. This phenomenon has been causing a shortage of science teachers and a surplus of teachers in the humanities.

For an analysis of data, academic majors were regrouped into four subjects: Arabic language, English language, social sciences, and science. The reasons for this procedure were twofold: First, geography, history, sociology, and psychology have a common bond with the social sciences, whereas chemistry, biology, geology, and mathematics are more closely related to the natural and physical sciences. Second, some groups were too small for analysis (e.g., in

chemistry there were 4 graduates [1.8 percent], in geology 4 graduates [1.8 percent], and in psychology 17 [7.7 percent]).

Table 4.3.--1976 education graduates and their majors.

Major	Total	%	Total After Regrouping Majors	%
Arabic language	27	12.2	27	12.2
English language	43	19.5	43	19.5
Geography	58	26.2		
History	27	12.2		
Sociology	17	7.7		
Social work			119	53.8
Psychology	17	7.7		
Philosophy				
Chemistry	4	1.8		
Biology	12	5.4		
Geology	4	1.8	32	14.4
Mathematics	12	5.4		
Physics				
Others				
Total	221	100.0	221	100.0

The answer for question seven, "Do you only teach in your field of specialization?" revealed that 119 or 61.7 percent of graduates who were full-time teachers were teaching in their major, especially those in the secondary level, while 74 or 38.3 percent, especially those in kindergarten, taught outside their major. The following question, "If your answer to question seven is No, what subject/subjects

other than your major do you teach?" provided three spaces for responses. The investigator categorized the subject/subjects taught by graduates outside their major in two categories: subjects related to the major and subjects unrelated to the major.

The examination of graduates' majors and of their answers was carefully calculated by the investigator. Forty-six graduates or 62.2 percent with full-time teaching jobs were found to have taught subjects related to their major. Twenty-eight graduates or 37.8 percent taught subjects unrelated to their majors, especially those in kindergarten.

Finally, only 39 graduates who had full-time teaching jobs had administrative duties in addition to their teaching load. The nature of their duties was either to work as a wing supervisor or to work with the school administration. Primarily, a wing supervisor is in charge of a number of classes to maintain discipline during the breaks between classes and to keep track of students' and teachers' absences.

The graduates who were not having teaching jobs were not included in the presentation of Hypotheses 2 and 4.

Research Questions

Each research question is stated and followed by the analysis of data gathered from the 1976 graduates.

Research Question 1

"What is the graduates' evaluation of the teacher preparation program from which they graduated?"

All of the 1976 graduates were from TPPKU. The graduates rated their preparation in teaching skills, student teaching, and professional courses in education. After these ratings were compiled, the means and standard deviations were computed. It should be noted that the items with lower means reveal that the graduates have a higher degree of preparation.

Teaching skills.--Table 4.4 shows the row numbers, percentages, means, standard deviations, and ranks of the graduates in teaching skills. Table 4.5 shows that the majority of graduates in education from Kuwait University highly rated their preparation in five teaching skills. "Ability to construct an appropriate lesson plan" was the first teaching skill for which they expressed confidence. The results included 55.7 percent "excellent," 32.6 percent "good," 10.0 percent "average," 1.7 percent "fair," and 0 percent "poor." The mean was 1.579. As Table 4.4 reveals, this skill was followed by "handling classroom discussions," which rated with 43.0 percent "excellent," 40.3 percent "good," 13.1 percent "average," 2.2 percent "fair," and only 1.4 percent "poor." All the teaching skills with a mean of 1.0-2.0 are related to the day-to-day activities of the classroom teachers.

Eight teaching skills were rated as good to high by the graduates. Table 4.5 shows that these skills had a mean rating of 2.01-2.5.

Finally, preparation in a group of six teaching skills was rated less than average by the graduates. These teaching skills are

Table 4.4.--Responses of 1976 graduates in education to the effectiveness of their preparation in teaching skills.

Item No.	Teaching Skills		Effective Prep.		Average	Ineffective Preparation		Mean	S.D.	Rank
			Excellent	Good		Fair	Poor			
10.	Working with students with different abilities	N	73	94	39	14	1	1.986	.897	4.5
		%	33.0	42.5	17.6	6.3	.5			
11.	Motivating students who are uninterested	N	43	101	46	23	8	2.330	1.020	12
		%	19.5	45.7	20.8	10.4	3.6			
12.	Handling discipline problems in class	N	73	78	37	22	11	2.186	1.147	8
		%	33.0	35.3	16.7	10.0	5.0			
13.	Creating interest in the existing educational subjects related to the environment of the school and understanding them	N	48	85	56	13	19	2.412	1.147	13
		%	21.7	38.5	25.3	5.9	8.6			
14.	Providing skills essential for effective communication with different departments in the Ministry of Education	N	24	59	60	32	46	3.077	1.296	19
		%	10.9	26.7	27.1	14.5	20.8			
15.	Using a variety of teaching methods	N	98	83	30	6	4	1.801	.903	3
		%	44.3	37.6	13.6	2.7	1.8			
16.	Using additional learning activities besides the subject-matter textbooks	N	71	75	43	20	12	2.217	1.151	9
		%	32.1	33.9	19.3	9.0	5.4			
17.	Using audiovisual equipment and materials	N	94	72	30	14	11	1.986	1.126	4.5
		%	42.5	32.6	13.6	6.3	5.0			
18.	Evaluating the pupils' academic progress	N	60	97	39	14	11	2.181	1.059	6.5
		%	27.1	43.9	17.6	6.3	5.0			
19.	Providing essential skills to deal effectively with the school administration	N	31	71	51	34	34	2.860	1.280	17
		%	14.0	32.1	23.1	15.4	15.4			
20.	Outlining objectives and organizing the necessary educational activities to accomplish them	N	58	79	59	16	9	2.271	1.057	10
		%	26.2	35.7	26.7	7.2	4.1			
21.	Handling classroom discussions	N	95	89	29	5	3	1.787	.855	2
		%	43.0	40.3	13.1	2.3	1.4			
22.	Working with other faculty members	N	73	76	29	20	23	2.294	1.297	11
		%	33.0	34.4	13.1	9.0	10.4			
23.	Working with the students' parents	N	52	60	43	19	47	2.769	1.451	16
		%	23.5	27.1	19.5	8.6	21.3			
24.	Utilizing the community resources effectively	N	35	57	63	32	34	2.878	1.282	18
		%	15.8	25.8	28.5	14.5	15.4			
25.	Acquiring research skills in one's major field and familiarizing oneself with contemporary development	N	38	68	71	27	17	2.624	1.136	15
		%	17.2	30.8	32.1	12.2	7.7			
26.	Using a wide range of library resources	N	39	86	58	21	17	2.507	1.123	14
		%	17.6	38.9	26.2	9.5	7.7			
27.	Constructing an appropriate lesson plan	N	123	72	22	4	0	1.579	.744	1
		%	55.7	32.6	10.0	1.8	0			
28.	Exploring and meeting the actual needs of the students	N	62	93	41	14	11	2.181	1.068	6.5
		%	28.1	42.1	18.6	6.3	5.0			

Note: The lower the mean, the higher the degree of preparation, on a scale from 1 = excellent to 5 = poor.

Table 4.5.--The effectiveness of TPPKU in preparing the 1976 graduates in education for these teaching skills.

Level of Preparation	Item No.	Teaching Skills	Mean	Rank
1.0-2.0 (Excellent to Good)	27.	Constructing an appropriate lesson plan	1.579	1
	21.	Handling classroom discussions	1.787	2
	23.	Using a variety of teaching methods	1.801	3
	10.	Working with students with different abilities	1.986	4.5
	17.	Using audiovisual equipment	1.986	4.5
2.01-2.5 (Good to High Average)	18.	Evaluating the pupils' academic progress	2.181	6.5
	28.	Exploring and meeting the actual needs of students	2.181	6.5
	12.	Handling discipline problems in class	2.186	8
	16.	Using activities in addition to textbooks	2.217	9
	20.	Outlining objectives and accomplishing them	2.271	10
	22.	Working with other faculty members	2.294	11
	11.	Motivating students who are uninterested	2.330	12
	13.	Creating interest in the existing subjects	2.412	13
2.51-4.0 (Average to Less Than Average)	26.	Using a wide range of library resources	2.507	14
	25.	Acquiring research skills in the major field	2.624	15
	23.	Working with the students' parents	2.769	16
	19.	Dealing with school administration	2.860	17
	24.	Utilizing the community resources effectively	2.878	18
	14.	Dealing with different departments in the Ministry of Education	3.077	19

related to the graduates' professional development. These skills included "using a wide range of library resources," "acquiring research skills in the major field," and "dealing with different departments in the Ministry of Education." Therefore, lowly rated skills are not related to their performances in the classroom. However, these skills are educationally essential.

Student teaching.--Graduates rated the student teaching experiences in the secondary school higher than other experiences in the student teaching period. Results included 41.1 percent "excellent," 35.7 percent "good," 19.5 percent "average," 2.3 percent "fair," and 1.4 percent "poor," with a mean of 1.869 and a standard deviation of .897, as shown in Table 4.6.

As shown in Table 4.7, student teaching experience in the intermediate school ranked third in the higher level of preparation. The department's assignment to the secondary school was evaluated as the least effective of the experiences they had had in student teaching. There was no student teaching experience rated as less than average, which means that the 1976 graduates were satisfied with the practical part of TPPKU.

The answer to question 35, the number of classes the graduates taught in the weekly student teaching in the secondary school, revealed that 77.4 percent of graduates had one class a week, 12.7 percent had two classes a week, and 4.5 percent had a class every two weeks. Question 36 showed that 60.2 percent of the graduates had one

Table 4.6.--Rating of the effectiveness of student teaching experience by 1976 graduates in education.

Item No.	Items Related to Student Teaching Experience They Had		Effective Preparation		Average	Ineffective Preparation		Mean	S.D.	Rank
			Excellent	Good		Fair	Poor			
29.	What is your evaluation of the student teaching experience in the intermediate school?	N	64	110	34	11	2	1.991	.853	3
		%	29.0	49.8	15.4	5.0	.9			
30.	How do you evaluate your student teaching experience in the secondary school?	N	91	79	43	5	3	1.869	.897	1
		%	41.2	35.7	19.5	2.3	1.4			
31.	How do you evaluate the supervision of the student teaching experience that you have had in the secondary school?	N	59	97	50	11	4	2.113	.920	4
		%	26.7	43.9	22.6	5.0	1.8			
32.	How do you evaluate the Department's assignment of you to a secondary school for student teaching in terms of convenience?	N	65	68	38	33	17	2.407	1.264	6
		%	29.4	30.8	17.2	14.9	7.7			
33.	How do you evaluate the classroom teacher's cooperation with you during your student teaching period in the secondary school?	N	74	68	35	24	20	2.312	1.285	5
		%	33.5	30.8	15.8	10.9	9.0			
34.	How effective was the assistance provided by your student teaching supervisor in your present job?	N*	82	72	22	13	4	1.886	.993	2
		%	37.1	32.6	10.0	5.9	1.8			

Note: The lower the mean, the higher the degree of preparation, on a scale from 1 = excellent to 5 = poor.

*Twenty-eight cases missed (the graduates who were not teaching).

observation a week by their student teaching supervisors, and 34.8 percent had less than one observation in two weeks.

Table 4.7.--The effectiveness of student teaching experiences as evaluated by 1976 graduates.

Level of Preparation	Item No.	Student Teaching Experiences	Mean	Rank
1.0-2.0 (Excellent to Good)	30.	Student teaching experience in the secondary school	1.869	1
	34.	The assistance provided by the student teaching supervisor	1.886	2
	29.	Student teaching experience in the intermediate school	1.991	3
2.01-2.5 (Good to High Average)	31.	The supervision of the student in the secondary school	2.113	4
	33.	The classroom teacher's cooperation during student teaching	2.312	5
	32.	The department's assignment of you to a secondary school in terms of convenience	2.407	6
2.41-4.0 (Average to Less Than Average)				

The responses to question 37 disclosed that 61.0 percent of the 1976 graduates thought that the number of observations was not adequate for preparing an effective teacher.

Question 38 involved the consistency between what the graduates learned in the professional courses in education and the instruction of the supervisor in student teaching. Fifty-eight percent responded positively, 23.5 percent with no, and only 18.5 percent did not have an opinion.

Professional courses in education.--Table 4.8 shows that the teaching methods (1) course was rated the most valuable. Sixty-five percent rated it "very valuable," 30.0 percent "valuable," 0.9 percent "uncertain," 3.6 percent "of little value," and only 0.5 percent "of no value." This course was offered in the third academic year as an introductory course in teaching methods. It includes the techniques and procedures that ought to be used in teaching the specific subject matter. The educational psychology (1) course was rated as the second in value by the graduates, with 61.0 percent rating it "very valuable," 33.5 percent "valuable," 2.3 percent "uncertain," 3.2 percent "of little value," and 0 percent "of no value." The standard deviation of the response was .698.

Student teaching in both intermediate and secondary schools was rated "very valuable to valuable" level of preparation (Table 4.9). Student teaching in the secondary school rated 55.6 percent "very valuable," 36.7 percent "valuable," 4.5 percent "uncertain," 2.7 percent "of little value," and 0.5 percent "of no value." The standard deviation was .746.

All education courses in this level of preparation were either demonstrations (e.g., audiovisual, which ranked seventh) or field experiences (e.g., student teaching).

Only the health education course, which was not required, rated "valuable to uncertain." Of the 99 graduates who had this course, 21.2 percent rated it "very valuable," 36.3 percent "valuable," 20.2 percent "uncertain," 20.2 percent "of little value," and 2.0 percent "of no value."

Table 4.8.--The evaluation of education courses by 1976 graduates.

Item No.	Professional Courses in Education		Effective Preparation: Very Valuable	Effective Preparation: Valuable	Undecided	Ineffective Preparation: Of Little Value	Ineffective Preparation: Of No Value	Mean	S.D.	Rank
39.	Foundations of Education	N	20	78	18	77	28	3.068	1.254	11
		%	9.0	35.3	8.1	34.8	12.7			
40.	Educational Psychology (1)	N	135	74	5	7	0	1.475	.698	2
		%	61.0	33.5	2.3	3.2	0			
41.	Audio-visual	N	112	63	5	34	7	1.919	1.196	7
		%	50.7	28.5	2.3	15.4	3.2			
42.	Teaching Methods (1)	N	143	67	2	8	1	1.448	.734	1
		%	64.7	30.3	.9	3.6	.5			
43.	Curriculum	N	26	96	30	50	19	2.729	1.186	10
		%	11.8	43.4	13.6	22.5	8.6			
44.	Student Teaching (in intermediate school)	N	108	88	7	16	2	1.715	.902	6
		%	48.9	39.8	3.2	7.2	.9			
45.	Development of Educational Thought	N	20	52	25	74	50	3.371	1.307	12
		%	9.0	23.5	11.5	33.5	22.6			
46.	Educational Psychology (2)	N	127	80	10	3	1	1.511	.692	3
		%	57.5	36.2	4.5	1.4	.5			
47.	Teaching Methods (2)	N	134	72	5	8	2	1.516	.790	4
		%	60.6	32.6	2.3	3.6	.9			
48.	Student Teaching (in secondary school)	N	123	81	10	6	1	1.557	.746	5
		%	55.7	36.7	4.5	2.7	.5			
49.	Educational Sociology*	N	9	41	32	15	3	2.620	.951	9
		%	4.1	18.6	14.5	6.8	1.4			
50.	Health Education*	N	21	36	20	20	2	2.455	1.100	8
		%	9.5	16.3	9.0	9.0	.9			
51.	Mental Hygiene	N	122	60	12	19	8			
		%	55.2	27.1	5.4	8.6	3.6			

Note: The lower the mean, the higher the degree of preparation, on a scale from 1 = very valuable to 5 = of no value.

*Elective course.

Table 4.9.--The value of education courses as perceived by 1976 graduates.

Level of Preparation	Item No.	Education Courses	Mean	Rank
1.0-2.0 (Very Valuable to Valuable)	42.	Teaching Methods (1)	1.448	1
	40.	Educational Psychology (1)	1.475	2
	46.	Educational Psychology (2)	1.511	3
	47.	Teaching Methods (2)	1.516	4
	48.	Student Teaching (in secondary schools)	1.557	5
	44.	Student Teaching (in intermediate schools)	1.715	6
	51.	Mental Hygiene	1.783	7
	41.	Audiovisual	1.919	8
2.01-2.5 (Valuable to Uncertain)	50.	Health Education	2.455	9
2.51-4.1 (Uncertain to of Little Value)	49.	Educational Sociology	2.620	10
	43.	Curriculum	2.729	11
	39.	Foundations of Education	3.068	12
	45.	Development of Educational Thought	3.371	13

Finally, the courses in education that were rated ineffective by the graduates had the common characteristic of being more theoretical in nature. The development of educational thought discusses the philosophy of education and the development of education in Western, Oriental, and Islamic cultures. It was rated 9.0 percent "very valuable," 23.5 percent "valuable," 11.5 percent "uncertain," 33.5 percent "of little value," and 22.5 percent "of no value." The standard deviation was 1.307.

Summary.--Research Question 1 revealed that the 1976 graduates considered themselves sufficiently prepared in five teaching skills.

However, these graduates felt deficient in six skills, as shown in Table 4.5.

Graduates in education were satisfied with the experiences that they had had in student teaching and they rated highest their student teaching at the secondary level. The graduates also highly regarded the assistance that was provided by their supervisors and student teaching at the intermediate level. The graduates rated no experience below average.

Finally, after the responses were examined in Table 4.9, the survey disclosed that eight courses in education were evaluated "very valuable to valuable" by the entire population of the study. However, four courses rated below average.

Research Question 2

"Do the following variables affect the 1976 graduates' evaluation of teacher preparation in teaching skills, student teaching, and professional courses in education at Kuwait University?

A. Sex (male, female)

B. Levels of teaching (kindergarten, elementary, intermediate, and secondary)

C. Academic majors other than education (Arabic, English, social sciences, and science)

D. Teaching in the teacher's field of specialization or not."

Each of the preceding four variables was stated in research hypothesis form.

Research Hypothesis I

"Male and female graduates of 1976 in education will respond differently to each of the items regarding their preparation in teaching skills (items 10 through 28), student teaching (items 29 through 38), and professional courses in education (items 39 through 51)."

Teaching skills.--Twenty-nine male and 192 female graduates were included in this survey. Both sexes agreed that they had had sufficient preparation in lesson planning. Approximately 45 percent of male graduates rated their preparation as "excellent," 51.7 percent "good," and 3.3 percent "average." There were no responses in the fair or poor columns. Fifty-seven percent of female graduates rated this preparation "excellent," 29.7 percent "good," 10.9 percent "average," 2.1 percent "fair," and none responded "poor."

Among the other four teaching skills that were ranked excellent to good by the male and female graduates, only "using teaching methods" was considered equally effective in their preparation for teaching. Twenty-eight percent of male graduates rated it "excellent," 51.5 percent "good," 20.5 percent "average," and no single response was "fair" or "poor." For the same skill, the female graduates responded with 46.9 percent "excellent," 35.4 percent "good," 12.5 percent "average," 3.1 percent "fair," and 2.1 percent "poor."

Preparation in 12 teaching skills was rated by either both sexes or one sex as good to high average (Table 4.11). The item highest ranked in this group by male respondents was "exploring and

Table 4.10.--Male and female graduates' ratings of their preparation in different teaching skills.

Item No.	Teaching Skills	Males (N=29)			Females (N=192)		
		Mean	S.D.	Rank	Mean	S.D.	Rank
10.	Working with different abilities	2.207	.819	7	1.953	.905	4
11.	Motivating the uninterested students	2.379	1.049	9.5	2.323	1.018	12
12.	Handling discipline problems	2.448	1.088	12.5	2.146	1.153	7
13.	Creating interest in the existing subjects	2.310	.806	8	2.427	1.191	13
14.	Dealing with different departments in the Ministry of Education	2.897	1.448	17	3.104	1.274	19
15.	Using teaching methods	1.931	.704	3	1.781	.929	3
16.	Using additional activities besides textbooks	2.138	1.156	6	2.229	1.153	9
17.	Using audiovisual equipment	1.759	.786	2	2.021	1.167	5
18.	Evaluating pupils' progress	2.448	1.055	12.5	2.141	1.057	6
19.	Dealing with school administration	2.931	1.067	18.5	2.849	1.312	17
20.	Outlining objectives and accomplishing them	2.414	.825	11	2.250	1.088	10
21.	Handling classroom discussions	2.103	1.081	5	1.740	.809	2
22.	Working with faculty members	2.379	1.237	9.5	2.281	1.308	11
23.	Working with students' parents	2.759	1.244	14	2.771	1.483	16
24.	Utilizing community resources	2.931	1.387	18.5	2.870	1.269	18
25.	Acquiring research skills in the major field	2.862	1.026	15.5	2.589	1.150	15
26.	Using library resources	2.862	1.060	15.5	2.453	1.125	14
27.	Constructing an appropriate lesson plan	1.586	.568	1	1.578	.769	1
28.	Exploring and meeting the actual needs of students	2.034	.823	4	2.203	1.100	8

Note: The lower the mean, the higher the degree of preparation, on a scale from 1 = excellent to 5 = poor.

Table 4.11.--Mean responses of male and female graduates to their teacher preparation.

Level of Preparation	Item No.	Teaching Skills	Males (N=29) Rank	Females (N=192) Rank
1.0-2.0 (Excellent to Good)	10.	Working with different abilities		4
	15.	Using teaching methods	3	3
	17.	Using audiovisual equipment	2	
	21.	Handling classroom discussions		2
	27.	Constructing an appropriate lesson plan	1	1
2.01-2.5 (Good to High Average)	10.	Working with different abilities	7	
	11.	Motivating the uninterested students	9.5	12
	12.	Handling discipline problems	12.5	7
	13.	Creating interest in the existing subjects	8	13
	16.	Using additional activities besides textbooks	6	9
	17.	Using audiovisual equipment		5
	18.	Evaluating pupils	12.5	6
	20.	Outlining their objectives and accomplishing them	11	10
	21.	Handling classroom discussions	5	
	22.	Working with faculty members	9.5	11
	26.	Using library resources		14
	28.	Exploring and meeting the actual needs of students	4	8
2.51-4.0 (Average to Less Than Average)	14.	Dealing with different departments in the Ministry of Education	17	19
	19.	Dealing with school administration	18.5	17
	23.	Working with students' parents	14	16
	24.	Utilizing community resources	18.5	18
	25.	Acquiring research skills in the major field	15.5	15
	26.	Using library resources	15.5	

meeting the actual needs of students," whereas females ranked it eighth. "Using library resources" was ranked lowest in value by females.

Based upon mean responses, male and female graduates thought that they were prepared ineffectively in six teaching skills. Preparation in "utilizing community resources" and "dealing with different departments in the Ministry of Education" were rated below average by females. These two skills were both ranked 18.5 by the males (Table 4.11).

Student teaching.--Male and female graduates were satisfied with the experiences that they had had in student teaching. The student teaching in secondary school was ranked by both sexes on the top, as shown in Table 4.13. Both sexes agreed upon the effectiveness of the preparation that they had had at this level. Male graduates rated their preparation in this level with 34.5 percent "excellent," 41.4 percent "good," 20.7 percent "average," 0 percent "fair," and 3.4 percent "poor," whereas female graduates evaluated it as the most beneficial experience with 42.2 percent "excellent," 34.9 percent "good," 19.3 percent "average," 2.6 percent "fair," and 1.0 percent "poor."

Females were more satisfied with the student teaching experience in the intermediate school and ranked it third. On the other hand, male graduates ranked it sixth or the lowest among other experiences that they had had in the student teaching period.

Table 4.12.--Male and female graduates' evaluation of the experience that they had in student teaching.

Item No.	Items Dealing With Student Teaching Experience	Males (N=29)			Females (N=192)		
		Mean	S.D.	Rank	Mean	S.D.	Rank
29.	Evaluation of student teaching in the intermediate school	2.345	.936	6	1.938	.829	3
30.	Evaluation of student teaching in the secondary school	1.966	.944	1	1.854	.892	1
31.	Evaluation of the supervision of student teaching in the secondary school	2.207	.940	3.5	2.099	.918	4
32.	Evaluation of the department's assignment to secondary school	2.276	1.251	5	2.427	1.268	6
33.	Cooperation from the classroom teachers	2.207	1.207	3.5	2.328	1.299	5
34.	The effectiveness of the assistance provided by the supervisor	2.045	1.133	2	1.865	.976	2

Note: The lower the mean, the higher the degree of preparation, on a scale from 1 = excellent to 5 = poor.

Table 4.13.--Male and female graduates' evaluation of their student teaching experiences.

Level of Preparation	Item No.	Student Teaching Experiences	Males (N=29) Rank	Females (N=192) Rank
1.0-2.0 (Excellent to Good)	29.	Student teaching in intermediate school		2
	30.	Student teaching in secondary school	1	1
	34.	Assistance provided by the supervisor		3
2.01-2.5 (Good to High Average)	29.	Student teaching in intermediate school	6	
	31.	Supervision of student teaching in secondary school	3.5	4
	32.	Department's assignment of secondary school	5	6
	33.	Cooperation from classroom teachers	3.5	5
	34.	Assistance provided by the supervisor	2	
2.51-4.0 (Average to Less Than Average)				

Both sexes agreed that the "department's assignment of secondary school" was the lowest in value.

Question 35 dealt with the number of classes taught by both sexes. Eighty-three percent of the males had one class, and 26.6 percent of the females had the same. Seventeen percent of the males and 12.0 percent of the female graduates had two classes a week in student teaching at the secondary level. Six and three-tenths

percent of the females had three classes a week and 5.2 percent of the females had one class every two weeks.

More than 50.0 percent of male and female graduates were observed one time by their supervisors in the weekly student teaching. Specifically, 69.0 percent of males and 58.9 percent of females were observed one time, while only 3.4 percent of the males and 4.71 percent of the females were observed two times. Thirty-six percent of the female and 27.5 percent of the male graduates were observed by their supervising teachers only one time in more than two weeks of student teaching.

Sixty-two percent of the males and 58 percent of the females thought there was a consistency between their education courses and the instructions of the supervisor of student teaching. Only 20.7 percent of the males and 24.0 percent of the females thought there was no consistency, while the rest responded "uncertain."

Professional courses in education.--Table 4.15 reveals that both sexes agreed that teaching methods (1) was the most valuable course. Of the males, 65.1 percent rated it "very valuable," 29.7 percent as "valuable," 1.0 percent "uncertain," 3.6 percent "of little value," and 0.5 percent "of no value."

Other than the teaching methods (1) course, there was no similarity between the sexes in the rank of education courses that were "very valuable to valuable" in the level of preparation.

Table 4.14.--Male and female graduates' evaluation of professional courses in education.

Item No.	Education Courses	Males (N=29)			Females (N=192)		
		Mean	S.D.	Rank	Mean	S.D.	Rank
39.	Foundations of Education	3.172	1.311	13	3.052	1.248	12
40.	Educational Psychology (1)	1.517	.688	4.5	1.469	.701	2
41.	Audiovisual	1.621	.979	6	1.964	1.221	8
42.	Teaching Methods (1)	1.448	.686	1	1.448	.743	1
43.	Curriculum	2.379	.942	9	2.781	1.213	11
44.	Student Teaching (in intermediate school)	1.759	.830	7	1.708	.914	6
45.	Development of Educational Thought	3.138	1.382	12	3.406	1.295	13
46.	Educational Psychology (2)	1.482	.738	2	1.516	.686	3
47.	Teaching Methods (2)	1.483	.829	3	1.521	.786	4
48.	Student Teaching (in secondary school)	1.517	.574	4.5	1.562	.770	5
49.	Educational Sociology*	2.929	.917	11	2.570	.952	10
50.	Health Education*	2.500	1.092	10	2.447	1.107	9
51.	Mental Hygiene	2.241	1.354	8	1.714	1.057	7

Note: The lower the mean, the higher the degree of value, on a scale from 1 = very valuable to 5 = of no value.

*Elective course.

Table 4.15.--Male and female graduates' rating of the value of the education courses.

Level of Preparation	Item No.	Education Course	Males (N=29) Rank	Females (N=192) Rank
1.0-2.0 (Very Valuable to Valuable)	40.	Educational Psychology (1)	4.5	2
	41.	Audiovisual		8
	42.	Teaching Methods (1)	1	1
	44.	Student Teaching (in intermediate school)	7	6
	46.	Educational Psychology (2)	2	3
	47.	Teaching Methods (2)	3	4
	48.	Student Teaching (in secondary school)	4.5	5
	51.	Mental Hygiene		7
2.01-2.5 (Valuable to Uncertain)	43.	Curriculum	9	
	50.	Health Education*	10	9
	51.	Mental Hygiene	8	
2.51-4.0 (Uncertain to Of Little Value)	39.	Foundations of Education	13	12
	43.	Curriculum		11
	45.	Development of Educational Thought	12	13
	49.	Educational Sociology*	11	10

*Elective course.

Three courses in education were evaluated below average by male and female graduates, as Table 4.15 shows. The curriculum course was the only one rated in this group by the females. Ten percent of the male graduates evaluated the development of educational thought course "very valuable," 34.5 percent as "valuable," 6.9 percent as "uncertain," 27.6 percent as "of little value," and 20.9 percent as "of no value," whereas 8.9 percent of the females evaluated the course

"very valuable," 21.9 percent "valuable," 12.0 percent "uncertain," 34.4 percent "of little value," and 22.9 percent "of no value."

Summary.--Table 4.10 shows the difference in the mean ratings of male and female graduates of their preparation in various teaching skills. Five teaching skills were rated "excellent to good," but only two of them, "using teaching methods" and "constructing an appropriate lesson plan," were ranked the same by both males and females. Other than these two skills, there was no single skill ranked the same by both sexes.

Both sexes ranked their preparation in eight teaching skills good to high. Both sexes believed that they were ineffectively prepared by TPPKU in five teaching skills.

The student teaching experiences were evaluated excellent to good by females. However, only student teaching at the secondary level rated highly by both male and female graduates. Except for this experience, there was no similarity in the ranking of student teaching by both sexes, as Table 4.13 disclosed.

Both sexes ranked the teaching methods (1) course first among required courses. Other than this course, there was no similarity in the ratings. Six education courses were evaluated excellent to good by both sexes. One course was rated valuable to uncertain by both sexes, and three courses were ranked ineffective in teacher preparation.

Hypothesis I (male and female graduates will respond differently) was judged to be supported by the data and was accepted as true.

Research Hypothesis II

Research Hypothesis II stated: "The graduates who are teaching at different levels (kindergarten, elementary, intermediate, and secondary) will rate differently their preparation in teaching skills, student teaching, and professional courses in education."

Teaching skills.--Based on the mean responses of the graduates who were teaching at the four levels, their ratings of specific teaching skills (Tables 4.16 and 4.17) showed that graduates who were teaching at the secondary level were more satisfied with their preparation in these skills by TPPKU than were graduates at other levels, especially elementary. The graduates who were teaching at the secondary level highly evaluated their preparation in eight teaching skills. "Handling classroom discussions" was rated by 61.4 percent as "excellent," 31.8 percent "good," 2.3 percent "average," and 4.5 percent "fair."

Kindergarten teachers were next in satisfaction with their preparation in these teaching skills. They rated "constructing an appropriate lesson plan" highest, with 65.2 percent "excellent," 30.5 percent "good," and 4.3 percent "average." On the other hand, elementary and intermediate teachers recorded the lowest number of teaching skills as "excellent" to "good" in terms of preparation. In addition, elementary teachers agreed they had been effectively prepared by TPPKU in "using teaching methods," with 66.7 percent "excellent," 26.7 percent "good," and 6.6 percent "average" ratings.

Table 4.16.--Responses of the graduates to their preparation in teaching skills, by present teaching level.

Item No.	Teaching Skills	Kindergarten (N=23)			Elementary Level (N=15)			Intermediate Level (N=111)			Secondary Level (N=44)		
		Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank
10.	Working with different abilities	1.913	.733	4.5	2.067	.704	4.5	1.973	.858	4	1.932	1.021	5.5
11.	Motivating the pupils	2.217	1.126	12.5	2.267	.799	9.5	2.369	1.044	11	2.205	.954	11
12.	Handling discipline problems	2.348	1.191	17	2.600	1.242	17	2.126	1.184	6	2.114	1.061	9
13.	Creating interest in the existing subjects	2.130	.869	11	2.467	1.125	14.5	2.514	1.197	13	2.227	1.159	12.5
14.	Dealing with different departments in the Ministry of Education	2.739	1.137	19	3.400	1.121	19	3.135	1.331	19	2.818	1.317	19
15.	Using teaching methods	1.913	.848	4.5	1.400	.632	1	1.811	.889	3	1.750	1.102	3
16.	Using additional activities besides textbooks	2.043	.976	10	2.267	1.100	9.5	2.324	1.184	10	1.909	1.137	4
17.	Using audiovisual equipment	1.870	1.180	3	2.200	1.082	8	2.009	1.083	5	1.955	1.329	7
18.	Evaluating pupils	2.261	.964	15	2.133	.834	6.5	2.216	1.123	8	1.977	1.110	8
19.	Dealing with school administration	2.261	1.096	15	2.133	1.187	6.5	2.982	1.279	16	2.523	1.303	17
20.	Outlining objectives and accomplishing them	2.217	.998	12.5	2.000	.756	3	2.450	1.085	12	1.932	1.021	5.5
21.	Handling classroom discussions	1.826	.887	2	2.067	.704	4.5	1.802	.840	2	1.500	.762	1
22.	Working with faculty members	2.000	1.243	6.5	2.467	1.336	14.5	2.306	1.367	9	2.227	1.217	12.5
23.	Working with students' parents	2.040	1.107	8.5	3.000	1.464	18	3.000	1.459	17	2.500	1.471	16
24.	Utilizing community resources	2.696	1.105	18	2.400	1.056	12.5	3.036	1.314	18	2.636	1.348	18
25.	Acquiring research skills in the major field	2.261	.964	15	2.533	.990	16	2.730	1.078	15	2.477	1.210	15
26.	Using library resources	2.040	.825	8.5	2.400	1.121	12.5	2.622	1.079	14	2.364	1.313	14
27.	Constructing an appropriate lesson plan	1.391	.583	1	1.933	.799	2	1.532	.685	1	1.545	.820	2
28.	Exploring and meeting the actual needs of pupils	2.000	.798	6.5	2.333	1.047	11	2.153	1.097	7	2.136	1.047	10

Table 4.17.--Ratings of preparation in specific teaching skills by the 1976 graduates at four teaching levels.

Level of Preparation	Item No.	Kinder-garten (N=23) Rank	Elemen-tary (N=15) Rank	Inter-mediate (N=111) Rank	Secon-dary (N=44) Rank
1.0-2.0	10	4.5		4	5.5
(Excellent	15	4.5	1	3	3
to Good)	16				4
	17	3			7
	18				8
	20		3		5.5
	21	2		2	1
	22	6.5			
	27	1	2	1	2
	28	6.5			
2.01-2.5	10		4.5		
(Good to	11	12.5	9.5	11	11
Average)	12	17		6	9
	13	11			12.5
	16	10	9.5	10	
	17		8	5	
	18	15	6.5	8	
	19	15	6.5		
	20	12.5		12	
	21		4.5		
	22			9	12.5
	23	8.5			16
	24		12.5		
	25	15			15
	26	8.5	12.5		14
	28		11	7	10
2.51-4.0	12		17		
(Average to	13		14.5	13	
Less Than	14	19	19	19	19
Average)	19			16	17
	22		14.5		
	23		18	17	
	24	18		18	18
	25		16	15	
	26			14	

Only graduates who were teaching at the secondary level rated their preparation in "using additional activities besides textbooks" and "evaluating pupils' progress" as "excellent" to "good." On the other hand, only kindergarten teachers perceived they were effectively prepared for "working with faculty members" and "exploring and meeting the actual needs of pupils," with a mean of 2.00 for both skills.

Sixteen teaching skills were ranked in the "good" to "high-average" group, either by graduates at all educational levels or by some of them. Kindergarten and elementary teachers rated their preparation in ten skills as being "good" to "high-average," whereas intermediate and secondary teachers gave eight skills this rating. Moreover, of the 16 teaching skills rated in this manner, the response means of intermediate and secondary teachers were the same only for the skill "motivating the pupils."

For items with a response mean of "less than average," kindergarten teachers rated "utilizing community resources" and "dealing with different departments in the Ministry of Education" as skills for which they had been ineffectively prepared. Their rating of preparation in the latter skill was as follows: 8.7 percent "excellent," 39.1 percent "good," 34.8 percent "average," 4.3 percent "fair," and 13.0 percent "poor."

Finally, elementary and intermediate teachers rated their preparation in six teaching skills as ineffective. There were obvious differences among the teaching skills rated "below average" and in the rankings of these skills by both groups of teachers.

Student teaching.--The graduates who taught at the kindergarten and secondary levels rated "student teaching in the secondary school" as the most useful student teaching experience they had had. Kindergarten teachers rated such experience 34.8 percent "excellent," 47.8 percent "good," 13.0 percent "average," and 4.3 percent "poor." In contrast, secondary teachers evaluated the same experience as follows: 59.1 percent "excellent," 34.1 percent "good," 4.5 percent "average," and 2.3 percent "poor."

Elementary and intermediate teachers evaluated "the assistance provided by the supervisor" higher than other experiences they had had in student teaching. Elementary teachers rated this experience "excellent" (46.7 percent), "good" (46.7 percent), or "average" (6.6 percent), whereas intermediate teachers evaluated it 40.5 percent "excellent," 38.7 percent "good," 12.6 percent "average," 7.2 percent "fair," and only 1.0 percent "poor" (one respondent).

Table 4.19 shows that elementary teachers were more satisfied with their student teaching than were graduates who were teaching at other levels. The only experience they rated below average was "the department's assignment of secondary school," with a mean of 2.600 and a standard deviation of 1.183.

Elementary and intermediate teachers evaluated "student teaching in the intermediate school" as "excellent" to "good." Whereas elementary teachers evaluated this item with 40.0 percent "excellent," 40.0 percent "good," 13.3 percent "average," and 6.7 percent "fair" responses, the intermediate teachers rated it with

Table 4.18.--Graduates' evaluation of student teaching experience, by present teaching level.

Item No.	Items Dealing With Student Teaching Experience	Kindergarten (N=23)			Elementary Level (N=15)			Intermediate Level (N=111)			Secondary Level (N=44)		
		Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank
29.	Evaluation of student teaching in the intermediate school	2.130	.920	2	1.867	.915	2	1.964	.863	2	2.000	.807	3
30.	Evaluation of student teaching in the secondary school	1.913	.949	1	1.933	.884	3.5	1.991	.910	3	1.523	.792	1
31.	Evaluation of the supervision of student teaching in the secondary school	2.217	.902	3	2.000	.845	5	2.036	.873	4	2.136	1.047	5
32.	Evaluation of department's assignment to secondary school	2.522	1.201	5	2.600	1.183	6	2.414	1.268	6	2.045	1.257	4
33.	Cooperation from classroom teachers	2.609	1.373	6	1.933	1.033	3.5	2.324	1.301	5	2.227	1.309	6
34.	The effectiveness of the assistance provided by the supervisor	2.348	1.112	4	1.600	.632	1	1.892	.947	1	1.727	1.086	2

Note: The lower the mean, the higher the degree of preparation, on a scale from 1 = excellent to 5 = poor.

31.5 percent "excellent," 46.8 percent "good," 16.2 percent "average," 4.5 percent "fair," and only 1.0 percent "poor" ratings.

Table 4.19.--Evaluation of the student teaching experience by 1976 graduates at four teaching levels.

Level of Preparation	Item No.	Kinder-garten (N=23) Rank	Elemen-tary (N=15) Rank	Inter-mediate (N=111) Rank	Secon-dary (N=44) Rank
1.0-2.0 (Excellent to Good)	29		2	2	3
	30	1	3.5	3	1
	31		5		
	33		3.5		
	34		1	1	2
2.01-2.5 (Good to High Average)	29	2			
	31	3		4	5
	32			6	4
	33			5	6
	34	4			
2.51-4.0 (Average to Less Than Average)	32	5	6		
	33	6			

In general, Table 4.18 shows there was no consensus among the graduates at different teaching levels in how they ranked various aspects of their student teaching experience.

The responses to question 35 are shown in Table 4.20. In general, 84.55 percent of the 1976 graduates who held teaching positions had taught one class a week during student teaching. Moreover, 13.6 percent of the secondary teachers and about 2.0 percent of the

intermediate teachers only taught one class in every two weeks of student teaching.

Table 4.20.--The number of classes the 1976 graduates taught during student teaching in the secondary school.

		Kinder-garten (N=23)	Elemen-tary (N=15)	Inter-mediate (N=111)	Secon-dary (N=44)
One class a week	N	23	13	80	35
	%	100.0	86.7	72.0	79.5
Two classes a week	N		2	20	2
	%		13.3	18.0	4.5
Three classes a week	N			9	1
	%			8.1	2.3
One class every two weeks	N			2	6
	%			1.9	13.6

As shown in Table 4.21, more than 50 percent of the graduates at the different teaching levels had been observed one time by their supervising teachers. Twenty-six percent of the kindergarten teachers, 35.1 percent of the intermediate teachers, and 38.7 percent of the secondary teachers had had one observation in more than two weeks.

The graduates teaching at the different levels thought the number of times they had been observed by supervisors was inadequate to prepare them effectively in their subjects. Moreover, the highest percentage of positive responses to this question was among secondary teachers (56.8 percent), perhaps because they saw their present

occupation as an extension of student teaching in the secondary school, more so than did graduates at other educational levels. (See Table 4.22.)

Table 4.21.--Frequency of supervisory observation during student teaching, by teaching level of 1976 graduates.

		Kindergarten (N=23)	Elementary (N=15)	Intermediate (N=111)	Secondary (N=44)
One time	N	17	9	63	26
	%	73.9	60.0	56.7	59.0
Two times	N		1	8	1
	%		6.7	7.2	2.3
Three times	N			1	
	%			.9	
Once in more than two weeks	N	6	5	39	17
	%	26.1	3.3	35.1	38.7

Table 4.22.--The adequacy of the number of observations for preparing effective teachers.

		Kindergarten (N=23)	Elementary (N=15)	Intermediate (N=111)	Secondary (N=44)
Yes	N	10	5	37	25
	%	43.5	33.3	33.3	56.8
No	N	13	10	74	19
	%	56.5	66.7	66.7	43.2

In their responses to question 38, about 53 percent of the graduates thought there was a consistency between what they had learned in their professional courses and the instructions of their student teaching supervisors. Intermediate school teachers were especially in agreement, with 62.2 percent positive response. (See Table 4.23.)

Table 4.23.--The consistency between what the 1976 graduates learned in education courses and the instructions of their supervising teachers.

		Kinder-garten (N=23)	Elemen-tary (N=15)	Inter-mediate (N=111)	Secon-dary (N=44)
Yes	N	13	7	69	21
	%	56.5	46.7	62.2	47.7
No	N	6	4	24	13
	%	26.1	26.7	21.6	29.5
Undecided	N	4	4	18	10
	%	17.4	26.7	16.2	22.7

Professional courses in education.--In general, elementary teachers showed more satisfaction with their education courses than did other respondents. They evaluated nine courses in education as "very valuable" to "valuable"; this represented 69 percent of the required courses at TPPKU. (See Table 4.24.)

All graduates, regardless of teaching level, considered their student teaching experience, both in intermediate and secondary schools, as "very valuable" to "valuable." However, "student teaching in

Table 4.24.--Graduates' ratings of the value of their education courses, by present teaching level.

Item No.	Professional Courses in Education	Kindergarten (N=23)			Elementary Level (N=14)			Intermediate Level (N=111)			Secondary Level (N=44)		
		Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank
39.	Foundations of Education	2.652	1.191	12	2.800	1.265	12	3.396	1.154	12	2.795	1.340	12
40.	Educational Psychology (1)	1.348	.573	1	1.400	.632	2	1.495	.699	3	1.477	.698	4.5
41.	Audio-visual	1.913	1.203	8	1.867	.743	9	1.838	1.187	8	2.136	1.357	8
42.	Teaching Methods (1)	1.652	.714	5	1.200	.414	1	1.459	.772	1	1.386	.841	1
43.	Curriculum	2.609	.988	11	2.733	1.033	11	2.874	1.259	9	2.545	1.229	10
44.	Student Teaching (in intermediate school)	1.783	.998	7	1.533	.834	4	1.676	.906	6	1.841	.914	7
45.	Development of Educational Thought	3.348	1.152	13	2.867	.990	13	3.414	1.424	13	3.545	1.337	13
46.	Educational Psychology (2)	1.478	.511	2	1.733	1.100	7	1.477	.616	2	1.477	.664	4.5
47.	Teaching Methods (2)	1.739	.541	6	1.600	.632	6	1.523	.872	4	1.409	.844	2.5
48.	Student Teaching (in secondary school)	1.565	.728	3	1.533	.743	4	1.631	.785	5	1.409	.622	2.5
49.	Educational Sociology*	2.357	1.082	10	2.250	.754	10	2.974	1.013	11	2.389	.916	9
50.	Health Education*	2.182	1.079	9	1.857	.378	8	2.558	1.078	10	2.632	1.212	11
51.	Mental Hygiene	1.609	1.076	4	1.533	1.125	4	1.820	1.037	7	1.773	1.255	6

Note: The lower the mean, the higher the degree of preparation, on a scale from 1 = very valuable to 5 = of no value.

*Elective course.

secondary school" ranked ahead of "student teaching in intermediate school."

The educational psychology (1) course offered in the third academic year was evaluated by kindergarten teachers as more valuable than other education courses; 69.5 percent rated it "very valuable," 26.1 percent "valuable," and 4.3 percent were "uncertain." The teaching methods (1) course offered during the same academic year was considered by elementary, secondary, and intermediate teachers as highest in value, whereas kindergarten teachers ranked it fifth, as shown in Table 4.25.

Table 4.25.--The value of education courses as perceived by 1976 graduates, by teaching level.

Level of Preparation	Item No.	Kinder-garten (N=23) Rank	Elemen-tary (N=15) Rank	Inter-mediate (N=111) Rank	Secon-dary (N=44) Rank
1.0-2.0	40	1	2	3	4.5
(Very Valuable	41	8	9	8	
to Valuable)	52	5	1	1	1
	44	7	4	6	7
	46	2	7	2	4.5
	47	6	6	4	2.5
	48	3	4	5	2.5
	50		8		
	51	4	4	7	6
2.01-2.5	41				8
(Valuable to	49	10	10		9
Uncertain)	50	9			
2.51-4.0	39	12	12	12	12
(Uncertain to	43	11	11	10	10
Of Little	45	13	13	13	13
Value)	49			11	
	50			9	11

Three education courses ranked in the 2.01-2.5 category ("valuable" to "uncertain); these courses were health education, educational sociology, and an audiovisual course (Table 4.25).

As can be seen in Table 4.25, intermediate school teachers were more dissatisfied with some education courses than were other groups of teachers. Intermediate teachers ranked 38 percent of the education courses as having below average value.

Finally, foundations of education and development of educational thought were considered by all graduates as below average in value. For instance, intermediate teachers rated the foundations of education course as follows: 1.8 percent "very valuable," 32.4 percent "valuable," 6.3 percent "uncertain," 43.2 percent "of little value," and 16.3 percent "of no value." The same group of graduates rated the development of educational thought course as below average in value: 13.5 percent "very valuable," 18.9 percent "valuable," 9.0 percent "uncertain," 29.7 percent "of little value," and 28.8 percent "of no value."

Summary.--In their responses concerning preparation in specific teaching skills, the 1976 graduates rated their preparation in these skills differently, depending on the level at which they were teaching. Only "dealing with different departments in the Ministry of Education" was ranked the same (nineteenth) by all graduates, as shown in Table 4.17.

Elementary teachers ranked seven of nine education courses as "excellent" to "good," whereas kindergarten teachers rated "student

teaching in the secondary school" in this manner. Only two courses were ranked the same by all graduates, regardless of teaching level; foundations of education was ranked twelfth, and the development of educational thought course was ranked thirteenth (Table 4.25).

Hypothesis II (the graduates at different levels will rate differently their preparation) was judged to be supported by the data and was accepted as true.

Research Hypothesis III

This hypothesis stated: "The graduates with different academic specializations (Arabic language, English language, geography, history, sociology, social work, psychology, philosophy, chemistry, biology, geology, mathematics, and physics) besides education will rate differently their preparation in teaching skills, student teaching, and professional courses in education."

Teaching skills.--As mentioned at the beginning of this chapter, education graduates with arts and science majors were regrouped into four groups: Arabic language, English language, social sciences, and science.

In the evaluation of their preparation in teaching skills by TPPKU, the 1976 graduates in four majors rated their preparation in six skills as "excellent" to "good," as shown in Table 4.27. All graduates evaluated their preparation in "handling classroom discussions" and "constructing an appropriate lesson plan" at such a level.

Graduates in all majors except Arabic language rated their preparation in "using teaching methods" and "using audiovisual

Table 4.26.--Responses of graduates to their preparation in teaching skills, according to major.

Item No.	Teaching Skills	Arabic Language (N=27)			English Language (N=43)			Social Sciences (N=119)			Science (N=32)		
		Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank
10.	Working with different abilities	2.000	.832	3	2.047	.899	5	1.941	.905	5	2.063	.948	6.5
11.	Motivating the pupils	2.444	1.050	9	2.488	1.099	12	2.252	.976	12	2.312	1.061	11
12.	Handling discipline problems	2.074	1.035	4.5	2.326	1.322	8	2.176	1.086	10	2.125	1.238	9
13.	Creating interest in the existing subjects	2.407	1.083	8	2.744	1.364	13.5	2.277	1.057	13	2.469	1.164	12.5
14.	Dealing with different departments in the Ministry of Education	3.148	1.406	17	3.116	1.434	18	2.916	1.211	19	3.563	1.243	19
15.	Using teaching methods	2.074	.874	4.5	1.744	.902	3	1.756	.929	2	1.812	.821	2
16.	Using additional activities besides textbooks	2.704	1.295	13.5	2.372	1.291	9.5	2.084	1.046	6	2.094	1.118	8
17.	Using audiovisual equipment	2.815	1.272	15	1.651	.720	2	1.933	1.162	4	1.938	1.014	5
18.	Evaluating pupils	2.333	1.209	7	2.302	1.206	7	2.168	.977	8.5	1.937	1.014	4
19.	Dealing with school administration	3.185	1.360	18	3.140	1.320	19	2.630	1.220	17	3.062	1.268	17
20.	Outlining objectives and accomplishing them	2.556	1.121	11.5	2.419	1.096	11	2.168	.960	8.5	2.219	1.263	10
21.	Handling classroom discussions	1.667	.920	2	1.837	.814	4	1.773	.786	3	1.875	1.100	3
22.	Working with faculty members	2.556	1.340	11.5	2.372	1.328	9.5	2.160	1.235	7	2.469	1.436	12.5
23.	Working with students' parents	2.852	1.460	16	3.047	1.573	17	2.513	1.358	15.5	3.281	1.464	18
24.	Utilizing community resources	3.481	1.252	19	3.023	1.336	16	2.647	1.183	18	3.031	1.425	16
25.	Acquiring research skills in the major field	2.704	.993	13.5	2.744	1.197	13.5	2.513	1.057	15.5	2.812	1.424	14
26.	Using library resources	2.481	.893	10	2.837	1.271	15	2.286	1.026	14	2.906	1.254	15
27.	Constructing an appropriate lesson plan	1.630	.792	1	1.558	.700	1	1.588	.764	1	1.531	.718	1
28.	Exploring and meeting the actual needs of pupils	2.259	1.196	6	2.163	1.174	6	2.202	1.022	11	2.063	1.014	6.5

Note: The lower the mean, the higher the degree of preparation, on a scale from 1 = excellent to 5 = poor.

Table 4.27.--Ratings of preparation in specific teaching skills by the 1976 education graduates in four majors.

Level of Preparation	Item No.	Arabic Language (N=27) Rank	English Language (N=43) Rank	Social Science (N=119) Rank	Science (N=32) Rank
1.0-2.0	10	3		5	
(Excellent	15		3	2	2
to Good)	17		2	4	5
	18				4
	21	2	4	3	3
	27	1	1	1	1
2.01-2.5	10		5		6.5
(Good to	11	9	12	12	11
High Average)	12	4.5	8	10	9
	13	8		13	12.5
	15	4.5			
	16		9.5	6	8
	18	7	7	8.5	
	20		11	8.5	10
	22		9.5	7	12.5
	26	10		14	
	28	6	6	11	6.5
2.51-4.0	13		13.5		
(Average to	14	17	18	19	19
Less Than	16	13.5			
Average)	17	15			
	19	18	19	17	17
	20	11.5			
	22	11.5			
	23	16	17	15.5	18
	24	19	16	18	16
	25	13.5	13.5	15.5	14
	26		15		15

equipment" as "excellent" to "good." Graduates with an Arabic language major considered their preparation in "using teaching methods" as "good" to "average" (mean of 2.074, standard deviation of .874), whereas they gave their preparation in "using audiovisual equipment" a below-average rating: 14.8 percent "excellent," 29.6 percent "good," 29.6 percent "average," 11.2 percent "fair," and 14.8 percent "poor."

Graduates in the four majors evaluated their preparation in 11 teaching skills as "good" to "average." All 1976 graduates in the four majors evaluated the following three teaching skills:

1. "Motivating the pupils who are uninterested"
2. "Handling discipline problems in the classroom"
3. "Exploring and meeting the actual needs of pupils"

Each skill was rated differently by the respondents, depending on their major (Arabic language, English language, social sciences, or science).

All graduates except those with an Arabic language major rated their preparation in "using additional activities besides textbooks," "outlining objectives and accomplishing them," and "working with faculty members" as "good" to "high-average." Respondents with Arabic language majors evaluated their preparation in those skills as below average. They believed TPPKU had been ineffective in preparing them in these teaching skills, as shown in Tables 4.26 and 4.27.

The 1976 education graduates in four majors believed they had been ineffectively prepared by TPPKU in the following teaching skills:

1. "Dealing with different departments in the Ministry of Education"
2. Dealing with school administration"
3. "Working with students' parents"
4. "Utilizing community resources"
5. "Acquiring research skills in the major field"

Only graduates with an English major were not satisfied with their preparation in "creating interest in the existing subject"; their ratings of this item were: 16.3 percent "excellent," 37.2 percent "good," 23.3 percent "average," 2.3 percent "fair," and 20.9 percent "poor." Their ratings of preparation in "using library resources" were also below average: 14.0 percent "excellent," 32.5 percent "good," 23.3 percent "average," 16.2 percent "fair," and 14.0 percent "poor."

Student teaching.--In their evaluations of student teaching experiences, graduates with Arabic and English language majors ranked "student teaching in the intermediate school" first, as shown in Table 4.29. The same student teaching experience was ranked third by graduates with social science and science majors, with a mean of 2.00 for both groups.

Only graduates with a social science major evaluated "student teaching in the secondary school" as "excellent" to "good"; their

Table 4.28.--The evaluation of student teaching experiences by graduates in four majors.

Item No.	Items Dealing With Student Teaching Experience	Arabic Language (N=27)			English Language (N=43)			Social Sciences (N=119)			Science (N=32)		
		Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank
29.	Evaluation of student teaching (in intermediate school)	1.963	.808	1	1.977	1.012	1	2.000	.813	3	2.000	.842	3
30.	Evaluation of student teaching (in secondary school)	2.074	.829	3	2.070	.936	3	1.689	.851	1	2.094	.964	4
31.	Evaluation of the supervision of student teaching (in secondary school)	2.296	.912	4.5	2.233	.972	5	2.084	.917	4	1.906	.856	2
32.	Evaluation of department's assignment to secondary school	2.296	1.068	4.5	2.116	1.179	4	2.336	1.223	6	3.156	1.439	6
33.	Cooperation from classroom teachers	2.741	1.457	6	2.372	1.363	6	2.235	1.267	5	2.156	1.051	5
34.	Effectiveness of the assistance provided by the supervisor	2.040	.889	2	2.056	1.094	2	1.806	.950	2	1.828	1.104	1

Note: The lower the mean, the higher the degree of preparation, on a scale from 1 = excellent to 5 = poor.

specific ratings were as follows: 50.4 percent "excellent," 34.4 percent "good," 12.7 percent "average," .8 percent "fair," and 1.7 percent "poor." In addition, only graduates with a science major evaluated "supervision of student teaching in the secondary school" as "excellent" to "good"--specifically, 37.5 percent "excellent," 37.5 percent "good," 21.9 percent "average," and 3.1 percent "fair."

Table 4.29.--Ranking of the evaluation of the student teaching experience by education graduates in four majors.

Level of Preparation	Item No.	Arabic Language (N=27) Rank	English Language (N=43) Rank	Social Science (N=119) Rank	Science (N=32) Rank
1.0-2.0 (Excellent to Good)	29	1	1	3	3
	30			1	
	31				2
	34			2	1
2.01-2.5 (Good to High Average)	30	3	3		4
	31	4.5	5	4	
	32	4.5	4	6	
	33		6	5	5
	34	2	2		
2.51-4.0 (High Average to Less Than Average)	32				6

Graduates with a science major evaluated "the department's assignment of student teachers to secondary schools" as below average in terms of usefulness. Sixteen percent of them rated it "excellent,"

21.9 percent "good," 18.8 percent "average," 18.8 percent "fair," and 24.5 percent "poor."

In regard to question 36, Table 4.30 shows that more than 80 percent of graduates with English language, social science, and science majors had taught one class a week during student teaching. On the other hand, 59.3 percent of the Arabic major graduates had taught two classes a week and 33.3 percent had taught three classes a week during student teaching in secondary schools. The main reason behind this result was that there were more available classes in the Arabic language in which to teach than in other majors. In fact, secondary school pupils have more classes in Arabic than in any other subject.

Table 4.30.--The number of classes the graduates in four majors taught each week during student teaching.

		Arabic Language (N=27)	English Language (N=43)	Social Science (N=119)	Science (N=32)
One class	N	2	36	105	28
	%	7.4	83.7	88.3	87.5
Two classes	N	16	6	4	2
	%	59.3	13.9	3.3	6.3
Three classes	N	9		2	1
	%	33.3		1.7	3.1
One class in every two weeks	N		1	8	1
	%		2.4	6.7	3.1

About 50 percent of the graduates in all four majors had been observed by their supervisors once a week during student teaching. (See Table 4.31.) The table also shows that 18.5 percent of the graduates with an Arabic language major had been observed two times a week, whereas only 3.7 percent had been observed three times weekly. The number of observations was different from the number of classes they had taught (Table 4.30). Although no graduates with an Arabic major had taught one class every two weeks, 22.3 percent of them had been observed once every two weeks (see Table 4.31). About 39 percent of the graduates with English language, social science, and science majors had been observed once every two weeks.

Table 4.31.--The number of times the graduates in four different majors had been observed each week during their student teaching in secondary schools.

		Arabic Language (N=27)	English Language (N=43)	Social Science (N=119)	Science (N=32)
One time	N	15	28	75	15
	%	55.5	65.1	63.0	46.8
Two times	N	5	1	3	1
	%	18.5	2.3	2.5	3.2
Three times	N	1			
	%	3.7			
Once in every two weeks	N	6	14	41	16
	%	22.3	32.6	34.5	50.0

Graduates in the four majors did not think the number of times they had been observed each week during student teaching had prepared them adequately to teach in their respective majors. Science teachers, especially, noted this concern, with 75.0 percent negative response to the question (Table 4.32).

Table 4.32.--Adequacy of the number of observations during student teaching, as perceived by graduates in four majors.

		Arabic Language (N=27)	English Language (N=43)	Social Science (N=119)	Science (N=32)
Yes	N	13	16	49	8
	%	48.1	37.2	41.2	25.0
No	N	14	27	70	24
	%	51.9	62.8	58.8	75.0

As shown in Table 4.33, more than 50 percent of the graduates in different majors thought there was a consistency between what they had learned in the professional courses in education and the instructions of their student teaching supervisors. Graduates with English language majors were more satisfied with the instructions of their supervisors than were graduates in other majors.

Professional courses in education.--In their evaluation of education courses, all graduates in the four majors believed six courses to have been "very valuable." These courses were:

1. "Educational psychology (1)"
2. "Teaching methods (1)"

3. "Student teaching (in intermediate school)"
4. "Educational psychology (2)"
5. "Teaching methods (2)"
6. "Student teaching (in secondary school)"

These courses were ranked differently by each group of graduates; no education course was ranked the same by graduates in all four majors (see Table 4.34).

Table 4.33.--The consistency between education courses and instruction of student teaching supervisors, as perceived by graduates in four majors.

		Arabic Language (N=27)	English Language (N=43)	Social Science (N=119)	Science (N=32)
Yes	N	16	31	62	20
	%	56.3	72.1	52.1	62.5
No	N	5	9	32	6
	%	18.5	20.9	26.9	18.8
Undecided	N	6	3	25	6
	%	22.2	7.0	21.0	18.8

All graduates except those who had majored in Arabic language evaluated audiovisual and mental hygiene courses as "very valuable" to "valuable." Graduates with an Arabic language major considered these courses "valuable" or were uncertain about their value, as shown in Table 4.35.

Table 4.34.--The evaluation of the professional courses in education by graduates in four majors.

Item No.	Professional Courses in Education	Arabic Language (N=27)			English Language (N=43)			Social Sciences (N=119)			Science (N=32)		
		Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank
39.	Foundations of Education	3.185	1.145	13	3.279	1.141	13	2.958	1.330	12	3.094	1.201	12
40.	Educational Psychology (1)	1.407	.694	2	1.419	.731	2	1.462	.686	2	1.656	.701	5.5
41.	Audio-visual	2.370	1.245	8	1.535	.984	5	1.941	1.216	8	1.969	1.231	8
42.	Teaching Methods (1)	1.333	.679	1	1.372	.725	1	1.496	.769	3	1.469	.671	1.5
43.	Curriculum	2.741	1.130	9	2.930	1.404	10	2.655	1.131	11	2.719	1.143	10
44.	Student Teaching (in intermediate school)	1.667	.920	5	1.698	.939	7	1.748	.913	7	1.656	.827	5.5
45.	Development of Educational Thought	2.889	1.281	11	3.233	1.445	12	3.454	1.213	13	3.656	1.405	13
46.	Educational Psychology (2)	1.444	.641	3	1.488	.668	4	1.513	.711	4	1.594	.712	4
47.	Teaching Methods (2)	1.481	.893	4	1.465	.827	3	1.546	.778	5	1.500	.718	3
48.	Student Teaching (in secondary school)	1.815	.962	6	1.767	.922	8	1.445	.647	1	1.469	.507	1.5
49.	Educational Sociology*	2.833	1.267	10	3.053	1.026	11	2.382	.805	10	2.784	.893	11
50.	Health Education*	2.937	1.063	12	2.278	1.074	9	2.380	1.123	9	2.400	1.056	9
51.	Mental Hygiene	2.333	1.177	7	1.674	1.040	6	1.655	1.123	6	1.937	.982	7

Note: The lower the mean, the higher the degree of preparation, on a scale from 1 = very valuable to 5 = of no value.

*Elective course.

Table 4.35.--The value of education courses, as perceived by graduates in four majors.

Level of Preparation	Item No.	Arabic Language (N=27) Rank	English Language (N=43) Rank	Social Science (N=119) Rank	Science (N=32) Rank
1.0-2.0 (Very Valuable to Valuable)	40	2	2	2	5.5
	41		5	8	8
	42	1	1	3	1.5
	44	5	7	7	5.5
	46	3	4	4	4
	47	4	3	5	3
	48	6	8	1	1.5
	51		6	6	7
2.01-2.5 (Valuable to Uncertain)	41	8			
	49			10	
	50		9	9	9
	51	7			
2.51-4.0 (Uncertain to Little Value)	39	13	13	12	12
	43	9	10	11	10
	45	11	12	13	13
	49	10	11		11
	50	12			

Graduates in all four majors reported a lower than average level of preparation in the following three education courses:

1. "Foundations of education"
2. "Curriculum"
3. "Development of educational thought"

In addition, all graduates except those who had majored in social science gave the "educational sociology" course a below-average evaluation. Only graduates with an Arabic language major evaluated the "health education" course as below average, with ratings of 12.5

percent "excellent," 18.8 percent "good," 31.2 percent "average," and 37.5 percent "fair."

Summary.--In their evaluations of the preparation they had received in different teaching skills, 1976 education graduates in four majors responded differently, as seen in Tables 4.26 and 4.27. Only "constructing an appropriate lesson plan" was ranked the same (first) by all graduates, regardless of major.

Graduates with social science and science majors evaluated three student teaching experiences as being "excellent" to "good," whereas those with Arabic and English language majors rated only one such experience this highly. No student teaching experience was ranked the same by graduates in all four majors.

All graduates, regardless of major, ranked six education courses as being "very valuable" to "valuable." In addition, as shown in Tables 4.34 and 4.35, graduates ranked three education courses as ineffective in terms of teacher preparation. No education courses were ranked the same by graduates in all four majors.

Hypothesis III (the graduates in different majors besides education will rate differently their preparation) was judged to be supported by the data and was accepted as true.

Research Hypothesis IV

This hypothesis stated: "The graduates who are teaching only in their field of specialization will respond differently from those who are not, to items regarding their preparation in teaching skills, student teaching, and professional courses in education."

Seventy-four graduates out of 193 who were teaching were not teaching solely in their specialty area, whereas the remaining 119 subjects were teaching only the subject matter in which they had been prepared by TPPKU. The latter group comprised most of the graduates who were teaching in intermediate schools, and all of the graduates who were teaching in secondary schools, because of the nature of the secondary-level educational system in Kuwait.

Teaching skills.--Evaluations by the graduates who were teaching only in their field of specialization and by those who were not revealed that they were satisfied with their preparation by TPPKU in these teaching skills (see Tables 4.37 and 4.37). Both groups highly rated their preparation in the following teaching skills:

1. "Constructing an appropriate lesson plan"
2. "Handling classroom discussions"
3. "Using a variety of teaching methods"
4. "Dealing with students with different abilities"
5. "Using audiovisual equipment and materials"

Both groups ranked "constructing an appropriate lesson plan," "dealing with different abilities," and "using audiovisual equipment and materials" the same--first, fourth, and fifth, respectively.

Nine teaching skills, or about 47 percent of all the skills listed, were congregated in the "good" to "high-average" group, as shown in Table 4.37. Graduates who were not teaching only in their field of specialization rated their preparation in "using a wide range of library resources" as follows: 17.6 percent "excellent," 44.6

Table 4.36.--Ratings of their preparation in specific teaching skills by graduates who were teaching only in their field of specialization (yes) and those who were not (no).

Item No.	Teaching Skills	Yes (N=119)			No (N=74)		
		Mean	S.D.	Rank	Mean	S.D.	Rank
10.	Dealing with different abilities	1.966	.911	4	1.959	.801	4
11.	Motivating the uninterested students	2.328	1.042	12	2.270	.969	12
12.	Handling discipline problems	2.185	1.164	8	2.189	1.167	9.5
13.	Creating interest in the existing subjects	2.462	1.247	13	2.297	.975	13
14.	Dealing with different departments in the Ministry of Education	3.109	1.358	19	2.919	1.191	19
15.	Using teaching methods	1.866	1.033	3	1.635	.694	2
16.	Using additional activities besides textbooks	2.235	1.212	9	2.122	1.046	6.5
17.	Using audiovisual equipment and materials	2.000	1.153	5	1.973	1.146	5
18.	Evaluating pupils' progress	2.143	1.174	6	2.189	.917	9.5
19.	Dealing with school administration	2.882	1.316	17	2.676	1.218	17
20.	Outlining objectives and accomplishing them	2.286	1.129	10	2.243	.934	11
21.	Handling classroom discussions	1.706	.857	2	1.836	.777	3
22.	Working with faculty members	2.319	1.327	11	2.176	1.297	8
23.	Working with students' parents	2.857	1.497	16	2.635	1.381	16
24.	Utilizing community resources	2.891	1.326	18	2.797	1.238	18
25.	Acquiring research skills in the major field	2.655	1.160	15	2.514	.983	15
26.	Using library resources	2.571	1.218	14	2.324	.938	14
27.	Constructing an appropriate lesson plan	1.563	.744	1	1.527	.687	1
28.	Exploring and meeting the actual needs of pupils	2.160	1.127	7	2.122	.906	6.5

Note: The lower the mean, the higher the degree of preparation, on a scale from 1 = excellent to 5 = poor.

Table 4.37.--Rankings of teaching skills by graduates who were teaching only in their major field and those who were not.

Level of Preparation	Item No.	Yes (N=119) Rank	No (N=74) Rank
1.0-2.0 (Excellent to Good)	10	4	4
	15	3	2
	17	5	5
	21	2	3
	27	1	1
2.01-2.5 (Good to High Average)	11	12	12
	12	8	9.5
	13	13	13
	16	9	6.5
	18	6	9.5
	20	10	11
	22	11	8
	26		14
	28	7	6.5
2.51-4.0 (Average to Less Than Average)	14	19	19
	19	17	17
	23	16	16
	24	18	18
	25	15	15
	26	14	

percent "good," 28.3 percent "average," 6.8 percent "fair," and 2.7 percent "poor." On the other hand, the graduates who were teaching only in their major field believed TPPKU had not prepared them effectively in this skill. Their ratings of preparation in the skill fell in the lower level of preparation ("less than average"), with 19.3 percent "excellent," 36.1 percent "good," 22.7 percent "average," 11.8 percent "fair," and 10.1 percent "poor" ratings.

Both groups felt TPPKU had ineffectively prepared them in five teaching skills. These skills were as follows:

1. "Acquiring research skills in the major field and being familiar with them"
2. "Working with students' parents"
3. "Dealing with school administration effectively"
4. "Utilizing the community resources effectively"
5. "Dealing with different departments in the Ministry of Education"

Only graduates who were teaching solely in their major area rated their preparation in "using library resources" as "less than average." Both groups, though, evaluated their preparation in "dealing with different departments in the Ministry of Education" as "less than average." Graduates who were teaching only in their major area rated this item as follows: 13.4 percent "excellent," 23.5 percent "good," 24.4 percent "average," 16.0 percent "fair," and 22.7 percent "poor." The other respondent group gave the item 8.1 percent "excellent," 33.8 percent "good," 32.4 percent "average," 9.5 percent "fair," and 16.2 percent "poor" ratings.

Student teaching.--In their evaluation of the experiences they had had during student teaching, both groups considered the "assistance provided by their supervisors" and "student teaching in the secondary school" to be "excellent" to "good," as shown in Table 4.39. In addition, only the graduates who were teaching solely in their major field evaluated "student teaching in the intermediate school" as "excellent" to "good," with 33.6 percent "excellent,"

Table 4.38.--The evaluation of student teaching experiences by graduates who were teaching only in their major field and those who were not.

Item No.	Items Dealing With Student Teaching Experience	Yes (N=119)			No (N=74)		
		Mean	S.D.	Rank	Mean	S.D.	Rank
29.	Evaluation of student teaching in the intermediate school	1.916	.859	3	2.095	.847	3
30.	Evaluation of student teaching in the secondary school	1.832	.914	2	1.932	.881	1
31.	Evaluation of the supervision of student teaching in the secondary school	2.025	.916	4	2.162	.907	4
32.	Evaluation of department's assignment to the secondary school	2.235	1.313	5	2.554	1.136	6
33.	Cooperation from classroom teachers	2.303	1.305	6	2.311	1.281	5
34.	The effectiveness of the assistance provided by the supervisor	1.790	.973	1	2.041	1.013	2

Note: The lower the mean, the higher the degree of preparation, on a scale from 1 = excellent to 5 = poor.

47.9 percent "good," 12.7 percent "average," 5.0 percent "fair," and .8 percent "poor" ratings.

Table 4.39.--Rankings of evaluations of student teaching by graduates who were teaching only in their major field and those who were not.

Level of Preparation	Item	Yes (N=119) Rank	No (N=74) Rank
1.0-2.0 (Excellent to Good)	29	3	
	30	2	1
	34	1	2
2.01-2.5 (Good to High Average)	29		3
	31	4	4
	32	5	
	33	6	5
2.51-4.0 (Average to Less Than Average)	32		6

Both groups ranked two student teaching experiences as "good" to "high-average." These experiences were "supervision of student teaching in the secondary school" and "cooperation from classroom teachers."

Finally, only "the department's assignment to the secondary school" was evaluated by graduates who were not teaching only in their major as being below average. This item received the following ratings: 20.3 percent "excellent," 31.1 percent "good," 25.7 percent "average," 18.9 percent "fair," and 4.0 percent "poor."

In response to question 35, 72.2 percent of the graduates who were teaching only in their major and 87.8 percent of those who were teaching other subjects besides their major said they had taught one class a week during student teaching. In addition, 6.7 percent of the graduates who did teach only in their major had taught one class every two weeks during student teaching.

Fifty-nine percent of the graduates who taught only in their majors had been observed once a week during student teaching, whereas 35.3 percent of them had been observed once in more than two weeks. At the same time, 60.8 percent of the graduates who taught other subjects in addition to their majors had had one observation by their supervising teachers each week during student teaching, whereas 33.8 percent of them had been observed only once in more than two weeks of student teaching.

Question 37 dealtwith the adequacy of the number of observations in preparing effective teachers in their respective subjects. Fifty-seven percent of the graduates who taught only in their major and 64.7 percent of those who did not teach only in their major believed there was no relationship between the number of observations and the effectiveness of the teacher preparation.

Finally, most of the graduates in both groups thought there was consistency between the professional courses in education and the instruction of their student teaching supervisors; 64.7 percent of the graduates who taught solely in their major field responded positively to this question, as did 44.6 percent of the graduates who did not teach solely in their majors.

Professional courses in education.--Concerning specific education courses, eight courses were highly evaluated ("very valuable" to "valuable") by both groups of graduates (see Tables 4.40 and 4.41). The courses were:

1. "Teaching methods (1)"
2. "Educational psychology (1)"
3. "Educational psychology (2)"
4. "Student teaching (in secondary school)"
5. "Teaching methods (2)"
6. "Student teaching (in intermediate school)"
7. "Mental hygiene"
8. "Audiovisual"

Graduates who were teaching only in their majors evaluated just the "health education" course as "very valuable" to "valuable"; their ratings were: 18.4 percent "very valuable," 38.8 percent "valuable," 20.4 percent "uncertain," 20.4 percent "of little value," and 2.0 percent "of no value."

On the other hand, graduates in both groups considered three education courses to be below average. These courses were:

1. "Foundations of education"
2. "Curriculum"
3. "Development of educational thought"

In addition, only the graduates who did not teach solely in their major fields evaluated "educational sociology" as less than average in terms of preparation, with 8.1 percent "very valuable," 43.2 percent "valuable," 32.4 percent "uncertain," 10.8 percent "of little value," and 5.4 percent "of no value" ratings.

Table 4.40.--Evaluation of education courses by graduates who were teaching only in their major field and those who were not.

Item No.	Education Courses	Yes (N=119)			No (N=74)		
		Mean	S.D.	Rank	Mean	S.D.	Rank
39.	Foundations of Education	3.126	1.246	12	3.122	1.249	12
40.	Educational Psychology (1)	1.437	.659	3	1.514	.707	1
41.	Audiovisual	1.882	1.229	8	1.973	1.158	8
42.	Teaching Methods (1)	1.387	.782	1	1.541	.725	2
43.	Curriculum	2.739	1.231	11	2.784	1.174	11
44.	Student Teaching (in intermediate school)	1.765	.980	7	1.635	.786	5
45.	Development of Educational Thought	3.361	1.382	13	3.446	1.294	13
46.	Educational Psychology (2)	1.420	.575	2	1.622	.771	4
47.	Teaching Methods (2)	1.445	.831	4	1.662	.781	6
48.	Student Teaching (in secondary school)	1.563	.755	5	1.568	.723	3
49.	Educational Sociology*	2.652	1.037	10	2.622	.982	10
50.	Health Education*	2.490	1.082	9	2.419	1.119	9
51.	Mental Hygiene	1.731	1.063	6	1.811	1.155	7

Note: The lower the mean, the higher the degree of preparation, on a scale from 1 = very valuable to 5 = of no value.

*Elective course.

Table 4.41.--Rankings of education courses by graduates who were teaching only in their major field and those who were not.

Level of Preparation	Item	Yes (N=119) Rank	No (N=74) Rank
1.0-2.0 (Very Valuable to Valuable)	40	3	1
	41	8	8
	42	1	2
	44	7	5
	46	2	4
	47	4	6
	48	5	3
	50	9	
	51	6	7
2.01-2.5 (Valuable to Uncertain)	49	10	
	50		9
2.51-4.0 (Uncertain to Of Little Value)	39	12	12
	43	11	11
	45	13	13
	49		10

Summary.--Tables 4.36 and 4.37 showed that both groups of graduates ranked their preparation in two teaching skills as "excellent" to "good." In addition, both groups rated their preparation in "motivating uninterested pupils" and "creating interest in the existing subjects" as "good" to "high-average." All five teaching skills that were evaluated below average in terms of preparation were ranked the same by both groups. "Using library resources" was ranked below average only by graduates who were teaching solely in their majors.

Regarding student teaching experiences, both groups of graduates ranked "the supervision of student teaching in the secondary

school" the same (fourth); other experiences were ranked differently by the two groups.

Both respondent groups evaluated their preparation in eight education courses as "very valuable" to "valuable"; only the "audio-visual" course was ranked the same (eighth) by both groups. On the other hand, both groups evaluated their preparation in three education courses as below average, with the same rankings given by both groups.

Hypothesis IV (the graduates who are teaching only in their field of specialization will respond differently from those who are not, regarding their preparation) was judged to be supported by the data and was accepted as true.

Research Question 3

It was asked: "What recommendations do the 1976 education graduates have regarding the proposed change in the teacher education program?"

Discussion of the findings for Research Question 3 is presented in Chapter V, Conclusions and Recommendations.

Summary of Findings

Chapter IV contained a presentation of the data gleaned from respondents' answers to questionnaire items. The chapter was divided into two sections: (1) a description of the population, based on an analysis of responses to nine general information questions asked at the beginning of the questionnaire; and (2) a presentation of data in response to two research questions posed by the investigator.

Each research question was stated and findings in three areas of interest (teaching skills, student teaching, and education courses) were presented. The first question dealt with the responses of all 1976 education graduates concerning their preparation by TPPKU. The second research question was asked to determine whether the graduates' evaluations had been affected by the following four variables:

1. Sex
2. Teaching level
3. Academic majors besides education
4. Teaching or not teaching solely in one's major field

In relation to the preceding variables, four research hypotheses were tested to determine if there was a difference between the responses of the subgroups on each variable (e.g., between males and females in evaluations of teaching skills, student teaching, and education courses).

In summarizing the findings presented in Chapter IV in answer to Research Question 2 (Research Hypotheses I-IV), a brief discussion of the findings is presented in the following sections, categorized by the three main areas of interest: teaching skills, student teaching, and education courses.

Teaching Skills

In their evaluations of preparation in 19 teaching skills, males responded differently than did females. Only two skills were ranked the same by both sexes, as shown in Table 4.11.

Graduates who held teaching jobs at different teaching levels (kindergarten, elementary, intermediate, and secondary) ranked their preparation in specific teaching skills differently, as shown in Table 4.17. The only exception was "dealing with different departments in the Ministry of Education," which all graduates, regardless of teaching level, ranked the same.

Also, the 1976 graduates with majors other than education (Arabic language, English language, social sciences, and science) ranked differently their preparation in specific teaching skills, as shown in Table 4.27. "Constructing an appropriate lesson plan" was the only skill ranked the same (first) by all graduates, regardless of major.

Finally, ten teaching skills were ranked the same by the graduates who were teaching only in their majors and those who were not. In contrast, the two groups ranked nine skills differently, as shown in Table 4.37.

Student Teaching

Of six student teaching experiences evaluated by male and female graduates, two were ranked the same and the others were ranked differently (Tables 4.12 and 4.13).

The 1976 graduates who were teaching at four educational levels ranked the student teaching experiences differently, as shown in Tables 4.18 and 4.19.

No one student teaching experience was ranked the same by the 1976 graduates in majors besides education (Arabic language,

English language, social sciences, and science). On the other hand, two of the four groups ranked five student teaching experiences the same (see Tables 4.28 and 4.29).

Finally, only "supervision of student teaching in the secondary school" was ranked the same (fourth) by the graduates who were teaching only in their majors and those who were not. Other experiences in student teaching were ranked differently by both groups (Tables 4.38 and 4.39).

Professional Courses in Education

In their evaluations of the 11 required and 2 elective courses in education, male and female graduates ranked all but one course differently; both sexes ranked "teaching methods (1)" number one (Table 4.11).

Only three education courses were ranked the same by 1976 graduates who were teaching at different levels (Table 4.25). They rated their preparation in these courses as below average in value. On the other ten courses their rankings differed.

No one course in education was ranked the same by all graduates in majors other than education (Arabic language, English language, social sciences, and science), as shown in Table 4.34.

Finally, Table 4.41 shows that, with the exception of four courses, there were differences in the rankings of education courses by graduates who taught only in their majors and those who did not. Both groups of graduates agreed on the rankings of their preparation

in the "audiovisual" course as "excellent" to "good," and rated their preparation in "foundations of education," "curriculum," and "development of educational thought" as "below average" or "of little value."

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of: (1) conclusions that were reached by the investigator as a result of conducting this study, (2) recommendations for improving the teacher preparation program at Kuwait University (TPPKU), and (3) suggestions for future studies.

Conclusions

1. All of the research hypotheses were supported by the data, which indicated that there were differences, in general, in the responses of 1976 graduates concerning the stated four hypotheses as presented in Chapter IV.

2. The questionnaire as an instrument for the study served the purpose for which it was developed.

3. The 1976 graduates in education from Kuwait University were, in general, satisfied with TPPKU. The lowest-rating skill had a response mean of 3.077 on the five-point scale, and the lowest-rated student teaching experience had a mean of 2.407 (Table 4.7). All but two of the education courses drew mean responses better than 3.0, the mid-point of the scale (Table 4.9).

4. Foundations of Education and the Development of Educational Thought courses were rated by all graduates as of little or

no value in their preparation. The same rating was given by male and female graduates, graduates in four levels of teaching, graduates in four majors, and the graduates who were teaching in their majors or not. The investigator concluded that the 1976 graduates felt they had been ineffectively prepared by these two courses to perform their function as teachers. Moreover, these findings support other research reported in Chapter II (Review of Related Literature) concerning the universal dislike of these courses by prospective teachers.

5. Student teaching was rated as very valuable to valuable by all graduates of 1976 in education. In addition, males and females, graduates in four levels of teaching, graduates in four majors, and graduates who were teaching only in their majors as well as those who were not, rated student teaching courses as very valuable to valuable in their preparation as teachers. This finding gives additional evidence of the universal preference of student teaching by education graduates in the literature reviewed in Chapter II.

6. The graduates believed that the number of observations provided was inadequate for preparing effective teachers in their majors and that the student teaching period should be lengthened.

Recommendations for Improving TPPKU

This section consists of graduates' responses to recommendations proposed by the investigator, additional recommendations to educational planners who have been involved in teacher preparation at the university level, and proposals for further studies.

The investigator stated the following research question to solicit the 1976 graduates' agreement or suggested proposals for improving TPPKU.

Research Question 3: "What recommendations do the 1976 education graduates have regarding the proposed change in the teacher preparation program?"

Based on the findings reported in Table 5.1, the graduates' responses were divided into two groups. The recommendations strongly supported by the graduates with more than 50 percent of the responses in the strongly agree and mostly agree columns, in order from highest to lowest, are:

1. Having more classroom observations by the supervising teacher in the first student teaching period (in the intermediate schools).

2. Having a written evaluation after every observation of student teaching.

3. Constructing teaching methods courses around expected field problems in schools.

4. Selecting schools for students in the residential districts where prospective teachers live.

5. Setting up teacher preparation programs for elementary, intermediate, and secondary levels.

6. Having a semester of full-time student teaching in schools, including seminars on related student teaching problems.

7. Placing more emphasis on the practical than the theoretical portion in the teacher preparation program.

Table 5.1.--Responses of the 1976 graduates in education from Kuwait University to proposed recommendations.

Item No.	Recommendation		Strongly Recommended			Not Recommended	
			Absolutely Agree	Mostly Agree	Partially Agree	Mostly Disagree	Absolutely Disagree
52.	Having more classroom observations by the supervising teacher in the first student teaching period (in intermediate school)	N	110	81	29	1	
		%	49.8	36.7	13.0	.5	
53.	Having a semester of full-time student teaching in schools that would include seminars on related student teaching problems.	N	131	50	27	8	5
		%	59.3	22.6	12.2	3.6	2.3
54.	Selecting schools for student teaching in the residential districts where the prospective teachers live.	N	133	50	27	6	5
		%	60.3	22.6	12.2	2.7	2.2
55.	Setting up a weekly seminar for students of each major in student teaching to discuss relevant issues.	N	115	62	40	3	1
		%	52.0	28.0	18.1	1.4	.5
56.	Conducting mini-teaching (4-5 students, 10 minutes long) prior to student teaching.	N	38	43	67	38	35
		%	17.2	19.5	30.3	17.2	15.9

Table 5.1.--Continued.

Item No.	Recommendation		Strongly Recommended			Not Recommended	
			Absolutely Agree	Mostly Agree	Partially Agree	Mostly Disagree	Absolutely Disagree
57.	Setting up in-service education by the same supervising teachers and methods instructors on campus to help the beginning teachers.	N	70	55	54	18	24
		%	31.7	24.9	24.4	8.1	10.9
58.	Retaining of the present teacher preparation program that I have had without any change.	N	8	29	61	71	52
		%	3.6	13.1	27.6	32.1	23.5
59.	Placing more emphasis on the practical approach rather than the theoretical approach in the teacher preparation program.	N	120	60	20	17	4
		%	54.3	27.1	9.0	7.7	1.8
60.	Inviting school principals and classroom teachers to give orientations to student teachers who are assigned to their schools.	N	60	64	54	17	26
		%	27.1	29.0	24.4	7.7	11.8

Table 5.1.--Continued.

Item No.	Recommendation		Strongly Recommended			Not Recommended	
			Absolutely Agree	Mostly Agree	Partially Agree	Mostly Disagree	Absolutely Disagree
61.	Constructing teaching methods courses around expected field problems in schools.	N	92	95	31	2	1
		%	41.6	43.0	14.0	.9	.5
62.	Setting up teacher preparation program for elementary, intermediate, and secondary levels.	N	126	57	27	7	4
		%	57.0	25.8	12.2	3.2	1.8
63.	Having a written evaluation after every observation of student teaching.	N	105	86	21	6	3
		%	47.5	38.9	9.5	2.7	1.4
64.	Assigning supervision to the classroom teacher instead of the college supervisor by the University Department of Education.	N	13	20	28	51	109
		%	5.9	9.0	12.7	23.1	49.3

8. Setting a weekly seminar for students of each major in student teaching to discuss relevant issues.

9. Setting up in-service education by the same supervising teachers and methods instructors on campus to help the beginning teachers.

10. Inviting school principals and classroom teachers to give orientations to student teachers assigned to their schools.

On the other hand, two proposed recommendations for improving TPPKU were not supported by 1976 graduates. They were:

1. Supervision is to be done by the classroom teacher instead of the supervisor assigned by the University Department of Education.

2. Retention of the present teacher preparation program that I have had without change.

The 1976 graduates' responses to "conducting mini-teaching (4-5 students, 10 minutes long) prior to student teaching" were distributed between strongly recommended, which received 36.7 percent; not recommended, which received 33.1 percent; and partially agree, with 30.3 percent, as shown in Table 5.1. Educators at Kuwait University and the Ministry of Education overwhelmingly supported this proposal when interviewed. Their recommendations were made on the basis of previous experience they had had with mini-teaching at the teacher training institute, especially the decision makers in the Ministry of Education. They assume the introduction of mini-teaching in TPPKU will be successful as it has been in the teacher training institute.

In regard to the last open-ended question (no. 65 in the questionnaire), "What other suggestions in addition to the above

would you like to make in order to improve the present teacher preparation program at Kuwait University?" three spaces were provided to add more suggestions. Thirty-one out of 221 graduates responded to this question.

As shown in Table 5.2, the additional suggestions were more substantially related to student teaching experience than anything else in the TPPKU.

Recommendations for Decision Makers at TPPKU

The Department of Education.--

1. An introductory course in educational administration should be provided as an elective course in TPPKU.

2. Teacher educators should put more emphasis on the following teaching skills: dealing with pupils' parents, utilizing community resources, and using library resources in their instruction.

3. The Department of Education should maintain contact with education graduates. This contact could be by consulting the beginning teachers in the problems they face, a monthly newsletter, or having lectures in education in order to keep the graduates updated with new trends in education.

4. Degrees in teaching social studies and science should replace the present system, especially for education majors who do not teach only their majors.

5. The assignment of prospective teachers in the full-time student teaching period ought to be in the same education level that

Table 5.2.--Additional suggestions by the graduates to improve TPPKU.

	Suggestion	Number of Graduates Suggesting Item
1.	More than one source of evaluation in student teaching.	7
2.	More freedom should be given to prospective teachers to use teaching methods in student teaching experience.	3
3.	The department of education should be more careful in selecting supervising teachers from the Ministry of Education (subject matter supervisors).	10
4.	Establishing centers for the graduates in education to discuss their problems.	2
5.	The supervising teachers should have the same majors as the prospective teachers.	5
6.	There should be coordination between available jobs in teaching and teacher preparation.	1
7.	Student teaching should be only at the intermediate level.	2
8.	Provide training in school administration.	2
9.	Only the University instructors should be in charge of supervision in student teaching.	2
10.	More restrictions are needed for admitting University students in TPPKU.	2
11.	Increasing the number of education courses.	1
12.	More emphasis should be given to educational systems in other states in the Arabian Gulf.	1
13.	Exchanging vistas with other countries in order to get acquainted with their educational systems.	1

they will be appointed to as full-time teachers. This will save the graduates time by retraining them, and will save the Ministry of Education a lot of money.

The Student Teaching Office.--

1. Supervising teachers should be selected from those who had TPPKU and showed distinguished performance as teachers in their schools. On the other hand, orientation and workshop methods should be used for those supervising teachers who did not have TPPKU.

2. A handbook for student teaching should be provided in order to give the prospective teachers a clear picture of their rights and responsibilities and to answer their questions regarding the student teaching experience.

The Ministry of Education.--

1. An office for teachers' affairs should be established in order to help the researchers in their studies that are related to the teachers, since there is no specific department in charge of locating the teachers' addresses and communicating with them.

2. To make in-service education more effective, motivations should be considered in organizing any in-service education program.

3. In designing an in-service education program for teachers, there should be a real need for this program. Also, there should be many resources for evaluating this need--instead of relying only on the academic supervisors' reports.

Recommendations for Further Studies

On the basis of the experience and knowledge acquired by conducting this study, these additional studies are recommended:

1. Similar follow-up studies in the future should attempt to show the effectiveness of a teacher preparation program at Kuwait University.

2. The evaluation of professional courses in education in order to see if there is repetition in the content.

3. The evaluation of professional courses in education in terms of whether or not they are actually providing the prospective teachers with competencies that are needed in the schools to enable them to function effectively.

4. A comprehensive examination of the competencies that are needed by the teachers.

5. There is a need to study foundations of education, development of education, and curriculum courses to discover the reasons why these courses are not liked by the education graduates, and to improve them.

6. There is a need for an extensive study of the motives behind the teacher drop-out rate from the teaching profession.

APPENDICES

APPENDIX A

THE UNIVERSITY COUNCIL RESOLUTION TO CONSTITUTE A COMMITTEE FOR THE COLLEGE OF EDUCATION PROJECT

APPENDIX A

THE UNIVERSITY COUNCIL RESOLUTION TO CONSTITUTE A COMMITTEE FOR THE COLLEGE OF EDUCATION PROJECT

جامعة الكويت
ادارة المعلومات والسكرتارية

مستخـرج
مـن قـــرارات مجلـــــس الجامعة
الجلسة الثانية والتسعون فى ٢٤ من ديسمبر سنة ١٩٧٥

تقرير لجنة الميزانية في شأن مشروع ميزانية الجامعة للعام ٧٦/١٩٧٧ .

القرار: الموافقة على تقرير اللجنة فى شأن مشروع ميزانية الجامعة للعام ٧٦/١٩٧٧ ، مع الموافقة على ما يأتي :

١ــ . . . . . .

٢ــ . . . . . .

٣ــ تشكيل لجنة لدراسة موضوع انشاء كلية التربية وتحويل كلية البنات الجامعية الى كلية تربية للبنات ، وذلك من السادة :

الأستاذ الدكتور / محمد جواد رضا	عميد كلية الآداب والتربية
السيد / يعقوب الغنيم	وكيل وزارة التربيـــــة
الأستاذ الدكتور / محمد ناصر	رئيس قســـم التربيـــة
الدكتورة شفيقه بستكـــى	عميدة كلية البنات الجامعية بالوكالة
السيد / محمد الصـــانع	وكيل وزارة التربيـة المساعـــد
السيد / سليمان المطوع	عضو مجلـس الجامعـــة

على أن تعرض اللجنة ماتنتهي اليه من دراسة على مجلس الجامعه في أقرب فرصة .

APPENDIX B

QUESTIONNAIRE

APPENDIX B

QUESTIONNAIRE

Dear Graduate:

This questionnaires is an instrument for a doctoral dissertation that is entitled, "A Study of the Effectiveness of the Teacher Preparation Program at Kuwait University Based on the Follow-up of the 1976 Graduates." It consists of the following five parts:

I. General Information

II. Teaching Skills

III. Student Teaching

IV. Professional Courses in Education

V. Recommendations

Your carefully considered responses to the questions will assist in the accurate and clear formulation of the conclusions of this research. I gratefully solicit your cooperation toward that end.

The Researcher,

Abdul Rahman Al-Ahmad

GENERAL INFORMATION

DIRECTIONS: Please answer the following questions by placing a check mark (✓) on the line before the correct statement. Choose only one answer for each question.

1. What is your sex?

   ____ (1) Male

   ____ (2) Female

2. Are you working as a full-time teacher?

   ____ (1) Yes

   ____ (2) No

3. If you are not working as a full-time teacher, check the one statement which best describes the reason for not being in the teaching profession.

   ____ (1) A teaching job was not available in the geographical area where I had hoped to be assigned.

   ____ (2) After graduation I was convinced that I was not adequately prepared for the teaching profession.

   ____ (3) I was offered a job outside education which carried greater benefits and priveleges than a teaching job.

   ____ (4) Specify if you have any reason other than those listed above._____

   _____

DIRECTIONS: If you are not working presently as a teacher, please do not answer items 4, 5, 7, 8, 9, and 34.

4. Do you work in a Day School ( ), or in an Evening School ( )?

5. At what level are you teaching now?

   ____ (1) Kindergarten

   ____ (2) Elementary

   ____ (3) Intermediate

   ____ (4) Secondary

6. Other than education, what is your academic major?

____ (1) Arabic language

____ (2) English language

____ (3) Geography

____ (4) History

____ (5) Sociology

____ (6) Social Work

____ (7) Psychology

____ (8) Philosophy

____ (9) Chemistry

___ (10) Biology

___ (11) Geology

___ (12) Mathematics

___ (13) Physics

___ (14) Specify any other major_____

7. Do you only teach in your field of specialization?

____ (1) Yes

____ (2) No

8. If your answer to question 7 is NO, what subject/subjects other than your major do you teach?

(1) _____

(2) _____

(3) _____

9. Are you involved in any administrative duties in addition to teaching?

____ (1) Yes ____ (2) No

	Excellent	Good	Average	Fair	Poor
24. Utilizing the community resources effectively.	1	2	3	4	5
25. Acquiring research skills in one's major field and familarizing oneself with contemporary development.	1	2	3	4	5
26. Using a wide range of library resources.	1	2	3	4	5
27. Constructing an appropriate lesson plan.	1	2	3	4	5
28. Exploring and meeting the actual needs of the students.	1	2	3	4	5

II. STUDENT TEACHING

DIRECTIONS: Please answer the following questions concerning the student teaching you have had as part of your preparation for the teaching profession. Please circle the number that best describes your evaluation of each area.

	Excellent	Good	Average	Fair	Poor
29. What is your evaluation of the student teaching experience in the intermediate school?	1	2	3	4	5
30. How do you evaluate your student teaching experience in the secondary school?	1	2	3	4	5
31. How do you evaluate the supervision of the student teaching experience that you have had in the secondary school?	1	2	3	4	5

	Excellent	Good	Average	Fair	Poor
32. How do you evaluate the department's assignment of you to a secondary school for student teaching in terms of convenience?	1	2	3	4	5
33. How do you evaluate the classroom teacher's cooperation with you during your student teaching period in the secondary school?	1	2	3	4	5
34. How effective was the assistance provided by your student teaching supervisor in your present job?	1	2	3	4	5

35. How many classes did you teach during your weekly student teaching in the secondary school?

____ (1) One class a week.
____ (2) Two classes a week.
____ (3) Three classes a week.
____ (4) Four classes a week.
____ (5) Five classes a week.
____ (6) More than five classes a week.
____ (7) One class in every two weeks.

36. How many times, in general, did your supervisor observe your teaching during the weekly student teaching?

____ (1) One time.
____ (2) Two times.
____ (3) Three times.
____ (4) Four times.
____ (5) More than four times.
____ (5) Once in more than two weeks.

37. Do you think the number of observations were adequate for preparing an effective teacher in your subject area?

____ (1) Yes
____ (2) No

38. Do you think that there is a consistency between what you have learned in the professional courses in education and in the instructions of the supervisor of student teaching?

____ (1) Yes
____ (2) No
____ (3) Undecided

III. PROFESSIONAL COURSES IN EDUCATION

DIRECTIONS: Please indicate your opinion of the following professional courses in education that you have had at Kuwait University concerning their value in preparing you for your teaching job. Please circle the number that best describes your opinion.

	Very Valuable	Valuable	Uncertain	Of Little Value	Of No Value
39. Foundations of Education	1	2	3	4	5
40. Educational Psychology (1)	1	2	3	4	5
41. Audio-Visual	1	2	3	4	5
42. Teaching Methods (1)	1	2	3	4	5
43. Curriculum	1	2	3	4	5
44. Student Teaching (in the intermediate school)	1	2	3	4	5
45. Development of Educational Thought	1	2	3	4	5
46. Educational Psychology (2)	1	2	3	4	5
47. Teaching Methods (2)	1	2	3	4	5
48. Student Teaching (in the secondary school)	1	2	3	4	5
49. Educational Sociology	1	2	3	4	5
50. Health Education	1	2	3	4	5
51. Mental Hygiene	1	2	3	4	5

IV. RECOMMENDATIONS

DIRECTIONS: As you consider future improvement in the teacher preparation program at Kuwait University, how would you respond to the following proposals? Please circle the number that best describes your agreement.

	Absolutely Agree	Mostly Agree	Partially Agree	Mostly Disagree	Absolutely Disagree
52. Having more classroom observations by the supervising teacher in the first student teaching period (in intermediate schools).	1	2	3	4	5
53. Having a semester of full-time student teaching in schools that would include seminars on related student teaching problems.	1	2	3	4	5
54. Selecting schools for student teaching in the residential districts where the prospective teachers live.	1	2	3	4	5
55. Setting up a weekly seminar for students of each major in student teaching to discuss relevant issues.	1	2	3	4	5
56. Conducting mini-teaching (4-5 students, 10 minutes long) prior to student teaching.	1	2	3	4	5
57. Setting up in-service education by the same supervising teachers and methods instructors on campus to help the beginning teachers.	1	2	3	4	5
58. Retaining of the present teacher preparation program without any change.	1	2	3	4	5

	Absolutely Agree	Mostly Agree	Partially Agree	Mostly Disgree	Absolutely Disagree
59. Placing more emphasis on the practical approach rather than theoretical approach in the teacher preparation program.	1	2	3	4	5
60. Inviting school principals and classroom teachers to give orientation to student teachers who are assigned to their school	1	2	3	4	5
61. Constructing teaching methods, courses around expected field problems in the school.	1	2	3	4	5
62. Setting up teacher preparation programs for elementary, intermediate, and secondary levels.	1	2	3	4	5
63. Having a written evaluation after every observation of student teaching.	1	2	3	4	5
64. Assigning supervision to the classroom teacher instead of the college supervisor by the University Department of Education.	1	2	3	4	5

65. What other suggestions, in addition to the above, would you like to make in order to improve the present teacher preparation program at Kuwait University?

(1) _____

_____

_____

(2) _____

_____

_____

(3) _____

_____

_____

APPENDIX C

LETTER OF VERIFICATION OF THE READABILITY AND UNDERSTANDABILITY OF THE ARABIC VERSION OF THE QUESTIONNAIRE

APPENDIX C

LETTER OF VERIFICATION OF THE READABILITY AND UNDERSTANDABILITY OF THE ARABIC VERSION OF THE QUESTIONNAIRE

بسم الله الرحمن الرحيم

KUWAIT UNIVERSITY
College of Arts & Education
Department of Education
KUWAIT P.O. Box No. 23558

جامعة الكويت
كلية الآداب والتربية
الكويت ـ ص.ب رقم ٢٣٥٥٨
قسم التربية

No.: رقم :

Date: March 30, 1978 تاريخ:

To whom it may concern

We hereby certify that Mr. Abdul Rahman Ahmad Al-Ahmad has translated into Arabic language the English version of the questionnaire used as a tool in his research for his Ph.D. dissertation entitled "A Study of the Effectiveness of the Teacher Preparation Program at Kuwait University Based on the Follow up of 1976 Graduates".

We hereby verify that the translation is honest, accurate and valid.

It gives us great pleasure to state that during the period he spent among us in Kuwait from December 1977 to the end of March 1978 collecting his data for the dissertation he made tremendous effort to accomplish his objectives that he came for. We are looking forward to benefit from his findings and to have him as a colleague.

We do wish him the best of luck.

Prof. Fathy El-Dib,
Professor of Education,
Kuwait University.

Prof. M.S. Mogawer,
Professor of Education,
Kuwait University.

Prof. Fikri H. Rayyan,
Professor of Education,
Kuwait University.

Prof. Ali F. Shaltout,
Professor of Education,
Kuwait University.
(Former Dean of College of Education,
Alexandria University, Rep. of Egypt)

APPENDIX D

ARABIC VERSION OF THE QUESTIONNAIRE

APPENDIX D

ARABIC VERSION OF THE QUESTIONNAIRE

عزيزتي الخريجـــــــــــة

ان الاستفتاء الذى بين يديك هو اداة لأطروحة دكتـــــــــوراه بعنوان " دراسة فعالية برنامج اعداد المعلمين / المعلمات بجامعة الكويـــــت بمتابعة خريجى ١٩٧٦م. " وهو يتكون من خمسة أقسام ، هـــــى :

أولا : معلومات عامـــــــــــة .
ثانيا : مهارات التدريـــــــس .
ثالثا : التربية العمليـــــــــة .
رابعا : المواد المهنية فى التربيـــة .
خامسا : التوصيـــــــــــات.

ان تحرى الدقة فى الاجابة على كل نص له أثره فى نتيجـــــــــة البحث ، ولهذا فان التأنى والاجابة الصحيحة مطلوبة .

شكـــــــرا لتعاونكـــم ،،،

الباحـــث

(عبد الرحمن أحمد الأحمـــد)

معلومات عامـــــــة

توجيـــــــــه :

الرجاء الاجابة على الأسئلة التالية بوضع علامة (✓) على الخط المواجـــــه للعبارة الصحيحة . الرجاء اختيار اجابة واحدة فقط لكل سؤال

١ــ ما جنســـــــــــك ؟

ـــــ (١) ذكـــــر
ـــــ (٢) أنثـــــى

٢ــ هل تعملين كمدرســـــــة ؟

ـــــ (١) نعم
ـــــ (٢) لا

٣ــ اذا كان الجواب لا ، رجاء ضعي علامة أمام العبارة التي تجدى أنها تصف بصـــــورة أفضل السبب الذى جعلك لا تجعلين التدريس مهنة لك :

ـــــ (أ) الوظيفة كمدرسة لم تكن متوفرة فى المنطقة الجغرافية التى كنت آمـــــل أن أعين بها .

ـــــ (ب) بعد التخرج أصبحت مقتنعة بأننى لم أكن معدة بما فيه الكفايـــــــة لمهنة التدريس .

ـــــ (جـ) عرض على عمل خارج التعليم حيث به فوائد ومزايا أكثر من مهنـــــــة التدريس .

ـــــ (د) حدد ى أى سبب آخر

توجيـــــــــه :

أرجو من الخريجات اللاتى لا تعملن فى مهنة التدريس فى فترة الاجابة علـــــى الاستفتاء عدم الاجابة على السؤال رقم ٤ ، ٥ ، ٧ ، ٨ ، ٩ ورقم ٣٤ .

٤ــ هل تعملين فى المدارس النهارية ( ) أو مدارس الدوام الثانى ( )

٥ــ فى أى مرحلة تعليمية أنت الآن تدرسين بها ؟

ـــــ (١) رياض الأطفـــــال
ـــــ (٢) المرحلة الابتدائيـــة
ـــــ (٣) المرحلة المتوسطـــة
ـــــ (٤) المرحلة الثانويـــة

٦ــ ما هو تخصصك الأكاديمي بجانب التربيـــــــة ؟

ـــــ ١ اللغة العربيـــــــة
ـــــ ٢ اللغة الانجليزيـــــة
ـــــ ٣ جغرافيـــــــا
ـــــ ٤ تاريـــــــخ
ـــــ ٥ اجتمـــــــاع
ـــــ ٦ خدمة اجتماعيـــــة
ـــــ ٧ علم نفـــــــس
ـــــ ٨ فلسفـــــــة
ـــــ ٩ كيميـــــــاء
ـــــ ١٠ علم الأحيـــــاء
ـــــ ١١ جيولوجيـــــا
ـــــ ١٢ رياضيـــــات
ـــــ ١٣ فيزيـــــاء
ـــــ ١٤ أخـــــرى

٧ــ هل تدرسين فقط في حقل تخصصـــــك ؟

ـــــ نعـــم ـــــ لا

٨ــ اذا كان الجواب لا ، ما هي المادة/المواد الاضافية التي تدرسينها

(١) ----------

(٢) ----------

(٣) ----------

٩ــ هل أنت تقومين بوظائف ادارية بجانب تدريســـــك ؟

ـــــ نعـــم

ـــــ لا

أولا : مهارات التدريس

توجيه :

كمدرسة متخرجة من جامعة الكويت، لأى مدى تعتقدين أن هذا البرنامج يعدك لمهنة التدريس فى النواحى التربوية التالية. الرجاء وضع دائرة حول الرقم الأفضل الذى يصف تقييمك لهذه الناحية .

	ممتاز	جيد	متوسط	مقبول	ضعيف
١٠ العمل مع تلميذات ذوات قدرات مختلفة .	١	٢	٣	٤	٥
١١ اثارة اهتمام التلميذات اللائى ليس لديهن ميول للتعلم .	١	٢	٣	٤	٥
١٢ معالجة مشكلات النظام فى الفصل .	١	٢	٣	٤	٥
١٣ تكوين الاهتمام بالموضوعات التربوية الموجودة والتى لها علاقة ببيئة المدرسة وفهم هذه الموضوعات .	١	٢	٣	٤	٥
١٤ تزويد الطالبات اللاتى يعددن للتدريس بالمهارات اللازمة للتعامل الفعال مع الادارات المختلفة بوزارة التربية .	١	٢	٣	٤	٥
١٥ استخدام طرق تدريس متنوعة .	١	٢	٣	٤	٥
١٦ استخدام أنشطة تعليمية بالاضافة للكتاب المدرسى المقرر .	١	٢	٣	٤	٥
١٧ استخدام الوسائل التعليمية .	١	٢	٣	٤	٥
١٨ تقويم التحصيل الدراسى للتلميذات .	١	٢	٣	٤	٥
١٩ تزويد الطالبات اللاتى يعددن لمهنة التدريس بالمهارات اللازمة للتعامل مع الادارة المدرسية .	١	٢	٣	٤	٥
٢٠ القدرة على تحديد الأهداف التربوية وتخطيط الانشطة اللازمة لتحقيقها .	١	٢	٣	٤	٥
٢١ اكتساب المهارات اللازمة لادارة المناقشة فى الفصل .	١	٢	٣	٤	٥
٢٢ العمل مع عضوات هيئة التدريس .	١	٢	٣	٤	٥
٢٣ التعامل مع أولياء أمور التلميذات .	١	٢	٣	٤	٥
٢٤ الاستفادة من مصادر البيئة بفعالية .	١	٢	٣	٤	٥
٢٥ اكتساب مهارات البحث فى مادة التخصص والتعرف على البحوث التى أجريت فيها .	١	٢	٣	٤	٥
٢٦ القدرة على استخدام المصادر المتعددة التى تهيئها المكتبة .	١	٢	٣	٤	٥

	ممتاز	جيد	متوسط	مقبول	ضعيف
٢٧ القدرة على وضع خطة مناسبة للدرس .	١	٢	٣	٤	٥
٢٨ اكتساب المهارات اللازمة لاكتشاف الحاجات الحقيقية للتلميذات والعمل على تحقيقها .	١	٢	٣	٤	٥

* * * * * *

ثانيا : التربية العملية

توجيه :

الرجاء الاجابة على الأسئلة التالية المتعلقة بالتربية العملية التي مارستيها كجزء من اعدادك لمهنة التدريس . الرجاء ضعي دائرة حول الرقم الافضل الذى يصف تقييمك لهذه الناحية من التربية العملية.

	ممتاز	جيد	متوسط	مقبول	ضعيف
٢٩ ما تقويمك للخبرة التي اكتسبتيها في التربية العملية أثناء المرحلة المتوسطة ؟	١	٢	٣	٤	٥
٣٠ ما تقويمك للخبرة التي اكتسبتيها في التربية العملية الثانوية ؟	١	٢	٣	٤	٥
٣١ ما تقويمك للاشراف على التربية العملية بالنسبة للخبرات التي اكتسبتيها بالمرحلة الثانوية ؟	١	٢	٣	٤	٥
٣٢ ما تقويمك لقرار القسم بتحديد المدرسة الثانوية التي قمت بالتدريب فيها في أثناء التربية العملية من حيث الراحة ؟	١	٢	٣	٤	٥
٣٣ ما تقويمك لتعاون مدرسات الفصل معك في أثناء التربية العملية بالمرحلة الثانوية ؟	١	٢	٣	٤	٥
٣٤ ما مدى فعالية المساعدة التي قدمها لك المشرف على التربية العملية بالنسبة لعملك الذى تمارسينه الآن ؟	١	٢	٣	٤	٥

٣٥ ـ كم حصة كنت تقومين بتدريسها أسبوعيا خلال فترة التربية العملية بالمدرسة الثانوية ؟

ـــــ (١) حصة واحدة بالأسبوع.
ـــــ (٢) حصتان بالأسبوع.
ـــــ (٣) ثلاث حصص بالأسبوع.
ـــــ (٤) أربع حصص بالأسبوع.
ـــــ (٥) خمس حصص بالأسبوع.
ـــــ (٦) أكثر من خمس حصص بالأسبوع.
ـــــ (٧) حصة كل أسبوعين .

٣٦ ـ كم مرة زارك المشرف داخل الفصل خلال اليوم المخصص أسبوعيا للتربية العملية ؟ (بصورة عامة) .

ـــــ (١) مرة واحدة .
ـــــ (٢) مرتان .
ـــــ (٣) ثلاث مرات .
ـــــ (٤) أكثر من ثلاث مرات .
ـــــ (٥) مرة كل أسبوعين .
ـــــ (٦) مرة كل أكثر من أسبوعين .

٣٧ ـ هل تعتقدين أن هذا العدد من الزيارات يكفي لاعداد مدرسة فعالة في مجال تخصصك ؟

ـــــ نعم
ـــــ لا

٣٨ ـ هل تعتقدين أن هناك توافقا بين ما درستيه في المقررات التربوية النظرية وتوجيهات المشرف على التربية العملية ؟

ـــــ (١) نعم
ـــــ (٢) لا
ـــــ (٤) غير متأكدة .

ثالثا : المواد المهنية فى التربية

توجيه :

الرجاء أن تبين رأيك فيما يلى من مواد مهنية فى التربية التى درستيها فى جامعة الكويت ، من حيث فعاليتها فى اعدادك لمهنة التدريس .
بضع دائرة حول الرقم الأفضل الذى يصف رأيك .

	مفيد جدا	مفيد	غير مفيد	ذو فائدة قليلة	ليس له فائدة
٣٩ الأصول التربوية .	١	٢	٣	٤	٥
٤٠ علم النفس التعليمى (١) .	١	٢	٣	٤	٥
٤١ الوسائل التعليمية .	١	٢	٣	٤	٥
٤٢ طرق التدريس (١) .	١	٢	٣	٤	٥
٤٣ المناهج .	١	٢	٣	٤	٥
٤٤ التربية العملية (بالمرحلة المتوسطة) .	١	٢	٣	٤	٥
٤٥ تطور الفكر التربوى .	١	٢	٣	٤	٥
٤٦ علم النفس للتعليمى (٢) .	١	٢	٣	٤	٥
٤٧ طرق التدريس (٢) .	١	٢	٣	٤	٥
٤٨ التربية العملية (المرحلة الثانوية) .	١	٢	٣	٤	٥
٤٩ علم اجتماع تربوى .	١	٢	٣	٤	٥
٥٠ التربية الصحية .	١	٢	٣	٤	٥
٥١ الصحة النفسية .	١	٢	٣	٤	٥

ثالثـا : المواد المهنية فى التربيـة

توجيـــــه :

الرجاء أن تبينى رأيك فيما يلى من مواد مهنية فى التربية التى درستيهـــا فى جامعة الكويت ، من حيث فعاليتها فى اعدادك لمهنة التدريس .
ضعى دائرة حول الرقم الأفضل الذى يصف رأيك .

	مفيد جدا	مفيـــد	غير متأكـــد	ذو فائدة قليلة	ليس له فائدة
٣٩ الأصول التربويـــــــة .	١	٢	٣	٤	٥
٤٠ علم النفس التعليمـــــى (١) .	١	٢	٣	٤	٥
٤١ الوسائل التعليميـــــة .	١	٢	٣	٤	٥
٤٢ طرق التدريـــــس (١) .	١	٢	٣	٤	٥
٤٣ المناهـــــــج .	١	٢	٣	٤	٥
٤٤ التربية العملية (بالمرحلة المتوسطة) .	١	٢	٣	٤	٥
٤٥ تطور الفكـــــر التربـــوى .	١	٢	٣	٤	٥
٤٦ علم النفس للتعليمـــــى (٢) .	١	٢	٣	٤	٥
٤٧ طـــرق التدريـــــس (٢) .	١	٢	٣	٤	٥
٤٨ التربية العملية (المرحلة الثانويـــة) .	١	٢	٣	٤	٥
٤٩ علم اجتمـــــاع تربـــــوى .	١	٢	٣	٤	٥
٥٠ التربية الصحيـــــــة .	١	٢	٣	٤	٥
٥١ الصحة النفسيـــــــة .	١	٢	٣	٤	٥

رابعـــا : التوصيـــــات

توجيـــــــه :

عند التفكير حول تطوير برنامج اعداد المعلمات بجامعة الكويت في المستقبـــل ما هـــي استجابتك للمقترحات التالية ؟ الرجاء وضع دائرة حول الرقم الأفضل الـــــذي يصف اتفاقك مع هذا المقترح .

		أوافق مطلقـــا	أوافق غالبـــا	أوافق الى حدما	لا أوافق غالبا	لا أوافق مطلقا
٥٢	توفير فرص أكثر لملاحظة مشرف التربية العملية في أثنـــاء فترة التدريب الأولى بالمدرسة المتوسطة .	١	٢	٣	٤	٥
٥٣	تخصيص فصل دراسي كامل للتربية العملية بالاضافـــة الى حلقات لمناقشة مشكلات التربيـــة العملية خـــلال هذه الفترة.	١	٢	٣	٤	٥
٥٤	اختيار المدارس التي يتم بها التدريب بحيث تكـــون في المنطقة التي تسكن فيها طالبات التربية العملية.	١	٢	٣	٤	٥
٥٥	اقامة حلقة دراسية أسبوعية تلتقي فيها طالبات التربية العملية بكل تخصص لمناقشة مشكلات التربيـــــــة العمليـــــة .	١	٢	٣	٤	٥
٥٦	التدريب على التدريس لمجموعة من التلميذات (حوالي ٤—٥ تلميذات) ولمدة قصيرة (حوالي ١٠ دقائـــق) داخل الجامعة قبل التربية العملية .	١	٢	٣	٤	٥
٥٧	عقد دورات تدريبية للمدرسات الجدد بحيث يشـــرف عليها المشرف على التربية العملية وأساتذة طـــــرق التدريس بالجامعة .	١	١	٣	٤	٥
٥٨	الابقاء على البرنامج الحالي لاعداد المعلمـــــــات دون تغييـــــر .	١	٢	٣	٤	٥
٥٩	الترتيز على الجانب العملي أكثر من النظري فـــــي برنامج اعداد المعلمات .	١	٢	٣	٤	٥
٦٠	دعوة ناظرة المدرسة والمدرسات لاعطاء توجيهـــات لطالبات التربيـــة العملية في المدارس التـــــي تتمرن بها .	١	٢	٣	٤	٥

	أوافق مطلقا	أوافق غالبا	أوافق الى حد ما	لا أوافق غالبا	لا أوافق مطلقا
٦١ بناء مقرر طرق التدريس حول المشكلات الميدانية المتوقعة في المدارس .	١	٢	٣	٤	٥
٦٢ وضع برامج مخصصة لاعداد المعلمات لكل مرحلة تعليمية مثل الابتدائية ، المتوسطة والثانوية .	١	٢	٣	٤	٥
٦٣ أن يكون هنالك تقويم مكتوب بعد كل زيارة في التربية العملية .	١	٢	٣	٤	٥
٦٤ يتم الاشراف بواسطة مدرسات الفصل بدلا من المشرف الذى يخصصه قسم التربية (بالجامعة) .	١	٢	٣	٤	٥

٦٥ ما المقترحات الأخرى التي ترين تقديمها لتحسين البرنامج الحالي الذى يتبع لاعداد المعلمات بجامعة الكويت ؟

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٢ ..

٣ ..

" بسم الله الرحمن الرحيم "

عزيزي الخريج

ان الاستفتاء الذي بين يديك هو اداة لأطروحة دكتوراه بعنوان " دراسة فعالية برنامج اعداد المعلمين/ المعلمات بجامعة الكويت بمتابعة خريجي ١٩٧٦م. وهو يتكون من خمسة أقسام ، هي :

أولا : معلومات عامة .
ثانيا : مهارات التدريس.
ثالثا : التربية العملية .
رابعا : المواد المهنية في التربية .
خامسا : التوصيات .

ان تحري الدقة في الاجابة على كل نص له أثره في نتيجة البحث ، ولهذا فان التأني والاجابة الصحيحة مطلوبة .

شكرا لتعاونكم ،،،

الباحث

"عبد الرحمن احمد الاحمد"

معلومـــــات عامـــــة

توجيـــــــه :

الرجـاء الاجابـة على الاسئلة التاليـة بوضـع علامـــة ( ) على الخط المواجـــه للعبارة الصحيحة . الرجاء اختيار اجابة واحدة فقط لكل ســـؤال .

١ ـ ماجنســـــــك ؟

ـــ (١) ذكـــر

ـــ (٢) انثـــى

٢ ـ هل تعمـل كمـدرس؟

ـــ (١) نعـــم

ـــ (٢) لا .

٣ ـ اذا كان الجواب لا ، رجاء ضع علامة امام العبارة التى تجد انها تصف بصـورة افضـل السبب الذى جعلك لاتعمل التدريس مهنه لك :

ـــ (أ) الوظيفة كمدرس لم تكن متوفرة فى المنطقة الجغرافية التى كنـت آمـل ان اعين بهـا .

ـــ (ب) بعد التخرج اصبحت مقتنعا باننى لم اكن معد بما فيه الكفايـة لمهنـة التدريس.

ـــ (ـ) عرض على عمل خارج التعليم حيث به فوائد ومزايا اكثر من مهنـة التدريـس.

ـــ (د) حدد أى سبب آخـر

توجيـــه :

ارجو من الخريج الذى لايعمل فى مهنة التدريس فى فترة الاجابة على الاستفتاء عدم الاجابة على السؤال رقم ٤ ، ٥ ، ٧ ، ٨ ، ٩ ورقم ٣٤ .

٤ ـ هل تعمل فى المدارس النهارية ( ) أو مدارس الثانى ( )

٥ ـ فى أى مرحلة تعليمية أنت الآن ؟

— (١) رياض الاطفـــال .
— (٢) المرحلة الابتدائية .
— (٣) المرحلة المتوسطة .
— (٤) المرحلة الثانويـــة .

٦ — ماهو تخصصك الأكاديمي بجانب التربيـــة ؟

— ١ اللغة العربية
— ٢ اللغة الانجليزية
— ٣ جغرافيـــا
— ٤ تاريـــخ
— ٥ اجتمـــاع
— ٦ خدمة اجتماعيـة
— ٧ علم نفـــس
— ٨ فلسفـــة
— ٩ كيميـــاء
— ١٠ علم الاحيـــاء
— ١١ جيولوجيـــا
— ١٢ رياضيـــات
— ١٣ فيزيـــاء
— ١٤ اخـــرى .

٧ — هل تدرس فقـــط في حقـــل تخصصك ؟

— نعـــم — لا .

٨ — اذا كان الجواب لا ، ماهي المادة/ المواد الاضافية التي تدرسها .

(١) .....
(٢) .....
(٣) .....

٩ — هل انت تقوم بوظائف اداريـــة بجانب تدريســـك ؟

— نعـــم

— لا .

أولا : مهارات التدريس

توجيه :

كمدرس متخرج من جامعة الكويت ،لأى مدى تعتقد أن هذا البرنامج يعدك لمهنة التدريس فى النواحى التربوية التالية. الرجاء وضع دائرة حول الرقم الافضل الذى يصف تقييمك لهذه الناحية.

	ممتاز	جيد	متوسط	مقبول	ضعيف
١٠ العمل مع تلاميذ ذوى قدرات مختلفة.	١	٢	٣	٤	٥
١١ اثارة اهتمام التلاميذ الذين ليس لديهم ميول للتعليم.	١	٢	٣	٤	٥
١٢ معالجة مشكلات النظام فى الفصل.	١	٢	٣	٤	٥
١٣ تكوين الاهتمام بالموضوعات التربوية الموجودة والتى لها علاقة ببيئة المدرسة وفهم هذه الموضوعات.	١	٢	٣	٤	٥
١٤ تزويد الطالب الذى يعد للتدريس بالمهارات اللازمة للتعامل الفعال مع الادارات المختلفة بوزارة التربية.	١	٢	٣	٤	٥
١٥ استخدام طرق تدريس متنوعة.	١	٢	٣	٤	٥
١٦ استخدام أنشطة تعليمية بالاضافة للكتاب المدرسى المقرر.	١	٢	٣	٤	٥
١٧ استخدام الوسائل التعليمية.	١	٢	٣	٤	٥
١٨ تقويم التحصيل الدراسى للتلاميذ.	١	٢	٣	٤	٥
١٩ تزويد الطالب الذى يعد لمهنة التدريس بالمهارات اللازمة للتعامل مع الادارة المدرسية.	١	٢	٣	٤	٥
٢٠ القدرة على تحديد الأهداف التربوية وتخطيط الانشطة اللازمة لتحقيقها.	١	٢	٣	٤	٥
٢١ اكتساب المهارات اللازمة لادارة المناقشة فى الفصل	١	٢	٣	٤	٥
٢٢ العمل مع أعضاء هيئة التدريس.	١	٢	٣	٤	٥
٢٣ التعامل مع أولياء امور التلاميذ.	١	٢	٣	٤	٥
٢٤ الاستفادة من مصادر البيئة بفعالية.	١	٢	٣	٤	٥
٢٥ اكتساب مهارات البحث فى مادة التخصص والتعرف على البحوث التى اجريت فيها.	١	٢	٣	٤	٥
١٦ القدرة على استخدام المصادر المتعددة التى تهيئها المكتبة.	١	٢	٣	٤	٥

	ممتاز	جيد	متوسط	مقبول	ضعيف
٢٧ القدرة على وضع خطة مناسبة للدرس.	١	٢	٣	٤	٥
٢٨ اكتساب المهارات اللازمة لاكتشاف الحاجات الحقيقية للتلاميذ والعمل على تحقيقها.	١	٢	٣	٤	٥

ثانيا : التربية العملية

توجيه :

الرجاء الاجابة على الأسئلة التالية المتعلقة بالتربية العملية التي مارستها كجزء من اعداد لمهنة التدريس. الرجاء وضع دائرة حول الرقم الذي هو أفضل يصف تقييمك لهذه الناحية من التربية العملية.

	ممتاز	جيد	متوسط	مقبول	ضعيف
٢٩ ماتقويمك للخبرة التي اكتسبتها في التربية العملية اثناء المرحلة المتوسطة؟	١	٢	٣	٤	٥
٣٠ ماتقويمك للخبرة التي اكتسبتها في التربية العملية بالمرحلة الثانوية.	١	٢	٣	٤	٥
٣١ ماتقويمك للاشراف على التربية العملية بالنسبة للخبرات التي اكتسبتها بالمرحلة الثانوية؟	١	٢	٣	٤	٥
٣٢ ماتقويمك للقرار المتسم بتحديد المدرسة الثانوية التي تمت بالتدريب فيها في اثناء التربية العملية من حيث الرغبة؟	١	٢	٣	٤	٥
٣٣ ماتقويمك لتعاون مدرسي الفصل معك في اثناء التربية العملية بالمرحلة الثانوية؟	١	٢	٣	٤	٥
٣٤ ماهي فعالية المساعدة التي تقدمها لك المشرف على التربية العملية بالنسبة لعملك الذي تمارسه الآن؟	١	٢	٣	٤	٥

٢٥ – كم حصة تقوم بتدريسها اسبوعيا خلال فترة التربية العملية بالمدرسة الثانوية ؟

— (١) حصة واحدة بالاسبوع.
— (٢) حصتان بالاسبوع.
— (٤) اربع حصص بالاسبوع.
— (٥) خمس حصص بالاسبوع.
— (٦) اكثر من ٥ حصص بالاسبوع.
— (٧) حصة كل اسبوعين .

٢٦ – كم مرة زارك المشرف داخل الفصل خلال اليوم المخصص اسبوعيا للتربية العملية ؟ (بصورة عامة) .

— (١) مرة واحدة .
— (٢) مرتان .
— (٣) ثلاث مرات.
— (٤) اكثر من ثلاث مرات.
— (٥) مرة كل اسبوعين .
— (٦) مرة كل اكثر من اسبوعين .

٢٧ – هل تعتقد ان هذا العدد من الزيارات يكفي لاعداد مدرس فعال في مجال تخصصك ؟

— نعم
— لا .

٢٨ – هل تعتقد أن هناك توافقا بين مادرسته في المقررات التربوية النظرية وتوجيهات المشرف على التربية العملية ؟

— (١) نعم .
— (٢) لا .
— (٣) غير متأكد .

ثالثا : المواد المهنية فى التربية

توجيه :

الرجاء أن تبين رأيك فيما يلى من مواد مهنية فى التربية التى درستها فى جامعة الكويت، من حيث فعاليتها فى اعدادك لمهنة التدريس. ضع دائرة حول الرقم الأفضل الذى يصف رأيك.

	مفيد جدا	مفيد	غير متأكد	قليلا فائدة	ليس له فائدة
٣٩ الاصول التربوية .	١	٢	٣	٤	٥
٤٠ علم النفس التعليمى (١)	١	٢	٣	٤	٥
٤١ الوسائل التعليمية .	١	٢	٣	٤	٥
٤٢ طرق التدريس (١) .	١	٢	٣	٤	٥
٤٣ المناهج .	١	٢	٣	٤	٥
٤٤ التربية العملية (بالمرحلة المتوسطة) .	١	٢	٣	٤	٥
٤٥ تطور الفكر التربوى .	١	٢	٣	٤	٥
٤٦ علم النفس التعليمى (٢) .	١	٢	٣	٤	٥
٤٧ طرق التدريس (٢) .	١	٢	٣	٤	٥
٤٨ التربية العملية (المرحلة الثانوية) .	١	٢	٣	٤	٥
٤٩ علم اجتماع تربوى .	١	٢	٣	٤	٥
٥٠ التربية الصحية .	١	٢	٣	٤	٥
٥١ الصحة النفسية .	١	٢	٣	٤	٥

رابعا : التوصيـــــات

توجيـــــه :

عند التفكير حول تطوير برنامج اعداد المعلمين بجامعة الكويت في المستقبل ماهي استجابتك للمقترحات التالية؟ الرجاء وضع دائرة حول الرقم الأفضل الذي يصف اتفاقك مع هذا المقترح .

		موافق مطلقا	موافق غالبا	موافق الى حد ما	لا موافق غالبا	لا موافق مطلقا
٥٢	توفير فرص اكثر لملاحظة مشرف التربية العملية في اثناء فترة التدريب الاولى بالمدرسة المتوسطة .	١	٢	٣	٤	٥
٥٣	تخصيص فصل دراسي كامل للتربية العملية بالاضافة الى حلقات لمناقشة مشكلات التربية العملية خلال هذه الفترة .	١	٢	٣	٤	٥
٥٤	اختيار المدارس التي يتم بها التدريب بحيث تكون في المنطقة التي يسكن فيها طالب التربية العملية .	١	٢	٣	٤	٥
٥٥	اقامة حلقة دراسية اسبوعية يلتقي فيها طلاب التربية العملية بكل تخصص لمناقشة مشكلاتها .	١	٢	٣	٤	٥
٥٦	التدريب على التدريس لمجموعة من التلاميذ . (حوالى ٤ – ٥ تلاميذ) ولمدة قصيرة (حوالى ١٠ دقائق) داخل الجامعة قبل التربية العملية .	١	٢	٣	٤	٥
٥٧	عقد دورات تدريبية للمدرسين الجدد بحيث يشرف عليها المشرف على التربية العملية واساتذة طرق التدريس بالجامعة .	١	٢	٣	٤	٥
٥٨	الابقاء على البرنامج الحالي لاعداد المعلمين دون تغيـــــير .	١	٢	٣	٤	٥
٥٩	التركيز على الجوانب العملي اكثر من النظري في برنامج اعداد المعلمـــــين .	١	٢	٣	٤	٥
٦٠	دعوة ناظر المدرسة والمدرسين لاعطاء توجيهات للطلبة التربية العملية في المدارس التي يتمرنون بها .	١	٢	٣	٤	٥

	اوافق مطلقا	اوافق غالبا	اوافق الى حدما	لا اوافق غالبا	لا اوافق مطلقا
٦١ بناء مقرر طرق التدريس حول المشكلات الميدانية المتوقعة في المدارس.	١	٢	٣	٤	٥
٦٢ وضع برامج مخصصة لاعداد المدرسين لكل مرحلة تعليمية مثل الابتدائية المتوسطة والثانوية.	١	٢	٣	٤	٥
٦٣ ان يكون هنالك تقويم مكتوب بعد كل زيارة في التربية العملية.	١	٢	٣	٤	٥
٦٤ يتم الاشراف بواسطة مدرس الفصل بدلا من المشرف الذى يخصصه قسم التربية (بالجامعة).	١	٢	٣	٤	٥

٦٥ ما المقترحات الأخرى التى ترى ان تقدمها لتحسين البرنامج الحالى الذى يتبع لاعداد المعلمين بجامعة الكويت؟

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APPENDIX E

CORRESPONDENCE

APPENDIX E

CORRESPONDENCE

Official Letters in Arabic:

1. From the Chairman of the Department of Education to the Dean of the College of Arts and Education, Kuwait University.
2. From the Dean of the College of Arts and Education to the General Secretary of Kuwait University.
3. From the General Secretary of Kuwait University to the Under-secretary of the Ministry of Education, Kuwait.
4. From the Director of the Department of Kindergarten, Kuwait, to the principals of the kindergarten schools to permit me to meet with the teachers at the schools.
5. From the Director of the Department of Elementary Education, Kuwait, to the principals of the elementary schools to permit me to meet with the teachers at these schools.
6. From the Director of the Department of Intermediate Education, Kuwait, to the principals and the assistant principals of the schools to permit me to meet with the teachers at the schools.
7. From the Director of the Department of Secondary Education, Kuwait, to the principals and the assistant principals to permit me to meet with the teachers at the schools.

بسم الله الرحمن الرحيم

KUWAIT UNIVERSITY
College of Arts & Education
Department of Education
KUWAIT P. O. Box No. 23558

جامعة الكويت
كلية الآداب والتربية
الكويت ص.ب رقم ٢٣٥٥٨
قسم التربية

No.: ٧٢٤
Date: ١٤ محرم ١٣٩٨ هـ
٢٥ ديسمبر ١٩٧٧ م

السيد الاستاذ الدكتور عميد كلية الآداب والتربية المحترم

تحية طيبة وبعده ،

حضر الى الكويت السيد / عبد الرحمن أحمد الأحمد - معيد بعثة بقسم التربيه بالولايات المتحده الأمريكية لاجراء دراسة لا طروحة الدكتوراه بعنوان

A STUDY OF THE EFFECTIVENESS OF TEACHER PREPARATION PROGRAM AT KUWAIT UNIVERSITY BASED ON 1976 GRADUATES.

على خريجي جامعه الكويت تخصص تربوى والعاملين حاليا فى المدارس بمراحلها المختلفة التابعه لوزاره التربية .

لذا يرجى التكرم بمخاطبة السيد أمين عام الجامعه لتسهيل المهمة العلميه للسيد المذكور فى وزاره التربية .

شاكرين لكم حسن تعاونكم ،،،،

رئيس قسم التربيه
الدكتور صادق اسماعيل

السيد درويش
سكرتير الاجتماع
١٢/٢٦

بسم الله الرحمن الرحيم

KUWAIT UNIVERSITY
TEL : 821269
P. O. Box : 23559
COLLEGE OF ARTS AND EDUCATION
DEAN'S OFFICE

جامعة الكويت
تلفون : ٨٢١٢٦٩
ص.ب : ٢٣٥٥٩
كلية الآداب والتربية
مكتب العميد

١٦ محرم ١٣٩٨ هـ
٢٦ ديسمبر ١٩٧٧ م

السيد الأستاذ الأمين العام للجامعة المحترم .

الموضوع : تسهيل المهمة العلمية للسيد / عبد الرحمن أحمد الأحمد معيد بعثة بقسم التربية

تحية طيبة وبعد ،

يرجى التفضل بالاحاطة علما بأن السيد عبد الرحمن أحمد الأحمد (معيد بعثة بقسم التربية) ولايات المتحدة قد حضر الى الكويت لاعداد أطروحته لنيل درجة الدكتوراة في التربية موضوعها :

" A STUDY OF THE EFFECTIVENESS OF TEACHER PREPARATION PROGRAM AT KUWAIT UNIVERSITY BASED ON 1976 GRADUATES"

على الخريجين التربويين بجامعة الكويت ، العاملين حاليا في المدارس بمراحلها المختلفة بوزارة التربية .

يرجى التفضل بمخاطبة الجهات المختصة بوزارة التربية نحو تسهيل مهمته العلمية المذكورة.

وتفضلو بقبول أطيب التحية والتقدير ،،

العميد بالنيابة
(الدكتور خلدون حسن النقيب)

المرفقات :
(١)

نسخة الى :
- السيد الدكتور رئيس قسم التربية المحترم
خطابكم الرقم ٧٣٤ المؤرخ ٢٥/١٢/١٩٧٧ .
- مكتب العميد -

بسم الله الرحمن الرحيم

جامعة الكويت

ادارة العلاقات العامة والاعلام

مكتب المدير

٣٣١٠..

السيد المحترم / وكيل وزارة التربية

الموضوع : تسهيل المهمة العلمية للسيد/

عبد الرحمن احمد الاحمد

تحية طيبة وبعد ،

يرجى التفضل بالاحاطة علما بأن السيد / عبد الرحمن احمد الاحمد معيد بعثة بقسم التربية بالولايات المتحدة قد حضر الى الكويت لاعداد اطروحته لنيل درجة الدكتوراه في التربية وموضوعها

"A STUDY OF THE EFFECTIVENESS OF TEACHER PREPARATION PROGRAM AT KUWAIT UNIVERSITY BASED ON 1976 GRADUATES"

على الخريجين التربويين بجامعة الكويت ، العاملين حاليا في المدارس بمراحلها المختلفة بوزارة التربية .

يرجى التكرم بالايعاز للجهات المختصة نحو تسهيل مهمته العلمية المذكورة .

وتفضلوا بقبول فائق الاحترام ،

د. اميين عام الجامعة

١٢٠٠٠/٧٦/٣٧٧ م

وزارة التربية

ادارة رياض الاطفـــال

رقم الاشارة وت/ر٩/

التاريخ ٢٤/١/٩٨هـ

الموافق / ٣/١/١٩٧٨م

حضرات المحترمات ناظرات رياض الاطفـــال

بعد التحيـــــة ...

يرجى تسهيل المهمة العلمية للسيد / عبد الرحمن أحمد الاحمـــد ، الذى سيقوم شخصيا بزيارة مدارسكم والاجتماع بالمدرسات الجامعيات اللـــواتـــى تخرجن من جامعة الكويت فى عام ١٩٧٦ ، فى سبيل اعداد أطروحة لنيل درجـــة الدكتوراه فى التربيـــة .

مع خالص الشكر والتحيـــة ...

مديرة ادارة الرياض

نسخة للسيد وكيل الوزارة المساعد لشئون التعليم العام .

نسخة للسيد مدير ادارة التعليم الثانوى

نسخة للملف

٢٧٧/٧٥/٦٠٠٠م

بسم الله الرحمن الرحيم

وزارة التربية

ادارة التعليم الابتدائي

رقم الاشارة وت /ت أ/ ٢/ ٧٨

التاريخ ٢٤/ ١/ ٩٨هـ
الموافق ٣/ ١/ ٧٨م

حضرات المحترمات ناظرات المدارس الابتدائية والمشتركة

بعد التحيـــة ،

يرجى تسهيل المهمة العلمية للسيد /عبد الرحمن أحمـــد الأحمد ، الذى سيقوم شخصيا بزيارة مدارسكم والاجتماع بالمدرّسات الجامعيات اللواتى تخرجن من جامعة الكويت فى عام ١٩٧٦ ، في سبيل اعـــداد أطروحته لنيل درجة الدكتوراة في التربيـــة .

مع خالص الشكر والتحيـــة ،،،

مدير التعليم الابتدائي

نسخة للسيد وكيل الوزارة المساعد لشئون التعليم العام .
نسخة للسيد مدير ادارة التعليم الثانوى .
نسخة للطف .

بسم اللـه الرحمـن الرحـيم

دولة الكويت

وزارة التربيـــــة

ادارة التعـليم المتوسـط

==

التاريخ ٢٣محرم ١٣٩٨ هـ

٣ يناير ١٩٧٨ م

==========

حضرات المحترمين نظار وناظرات المدارس المتوسطة والمشتركة

تحية طيبة وبعد ،

يرجى تسهيـــل المهمة العلمية للسيد / عبد الرحمن أحمد الأحمد ، والتعاون معه ليقوم بالدراسة التي يجريها في مدارس المرحلة المتوسطـــة لاعداد أطروحته لنيل درجة الدكتوراه في التربية .

مع خالص التحيـــــــة ،،،

مدير ادارة التعليم المتوسط

نسخة للملف .

بسم الله الرحمن الرحيم

دولة الكويت
وزارة التربيـــة
ادارة التعليم الثانـوى

الرقم : و ت / ت ث / ٣٠٧٣٨ التاريخ : ١٣٩٨/١/٢٥ هـ
١٩٧٨/١/٥ م

السيد المحترم / ناظر ثانويـــة
تحية طيبة - وبعـــد ،،

يقوم السيد / عبد الرحمن أحمـد الأحمد معيد بعثة بقسم التربيـــة بجامعة الكويت باعداد اطروحته لنيل درجة الدكتوراه فى التربيـة وموضوعهـا :-

" A STUDY OF THE EFFECTIVENESS OF TEACHER PREPARATION PROGRAM AT KUWAIT UNIVERSITY BASED ON THE FOLLOW UP OF 1976 GRADUATES.

على الخريجين التربويين بجامعة الكويت ، العاملين حاليا فى المـــدارس بمراحلها المختلفة بوزارة التربيـــة .

يرجى تسهيل مهمته وتقديم العون اللازم له عند زيارته للمدرســـة .

مع خالص التحيـــة ،،،

مدير التعليم الثانـوى

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