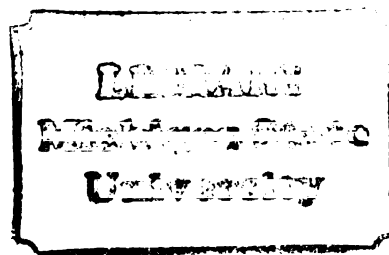


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THE PROFESSIONAL DEVELOPMENT OF IN-SERVICE
TEACHERS IN SAUDI ARABIA: A STUDY OF THE
PRACTICE AND NEEDS

By

Abdulrahim Mashni Al-Ghamdi

A DISSERTATION

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ABSTRACT

THE PROFESSIONAL DEVELOPMENT OF IN-SERVICE TEACHERS IN SAUDI ARABIA: A STUDY OF THE PRACTICE AND NEEDS

By

Abdulrahim Mashni Al-Ghamdi

Purpose

This study examined some issues and practices surrounding the professional development of in-service teachers in Saudi Arabia. Specifically, the study attempted to identify the in-service training needs of Saudi teachers in selected areas of teaching skills and competencies as perceived by school teachers, administrators, and supervisors.

Procedure

To determine the perceived in-service training needs of Saudi teachers, schools in Jeddah City school district were stratified by gender and by school level. Thirty-six elementary, intermediate, and secondary schools were randomly selected to comprise the sample. Responses used in this research were obtained from 373 teachers, 73 administrators, and 29 supervisors. The investigative instrument consists of 48 items representing varieties of teaching skills and competencies and focuses upon seven major categories: (1) developing pupil self-concept, (2) handling classroom problems; (3) planning

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instruction, (4) developing personal self, (5) individualized instruction, (6) managing classroom instruction, and (7) evaluating and assessing achievements.

Major Findings

In general, the Saudi teachers, administrators and supervisors--in the Jeddah City school district--indicated that teachers need in-service training in virtually all teaching skills and competencies specified in this study.

There was an affirmative agreement among role groups as to the ranking in importance of the seven categories. All respondents identified competencies related to pupil self-concepts as the greatest priority of needs, and they perceived the least needs in skills associated with individualized instructions.

However, the three groups tended to differ slightly in their perceptions regarding the degree to which each cluster was needed. School administrators and supervisors, for instance, rated all competencies somewhat higher than did the teachers. While teachers and administrators perceived the greatest in-service needs in developing pupil self-concept, the supervisors considered the teacher's greatest needs in skills related to the teacher's personal development, followed by the area dealing with the teacher's abilities to evaluate and assess students' achievements. As their second greatest in-service training needs, teachers identified the area "managing classroom instruction" as the most important. The school administrators, on the other hand, appeared to be more concerned with competencies

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related to "planning instruction" which they regarded as the teachers' second greatest inservice training priority.

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1982

DEDICATION

This work is dedicated to the memory of my mother

Mrs. Sharifa Daifalla Al-Ghamdi

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CHAPTER I

INTRODUCTION AND BACKGROUND

Professional development for practicing teachers is a very important process by which teachers' skills and knowledge could be enhanced. It has been recognized, however, by many educators that the most effective and beneficial in-service activities are those originating from the real needs of teachers to be served.

This study is an attempt to identify the needs of Saudi teachers for in-service teacher education activities in the school system of Saudi Arabia. This is a crucial issue in a society which is developing rapidly and in great need for well-qualified personnel, especially in the fields of learning and instruction. As Judith Christensen (1981, p. 81) said: "In any rapidly changing society, the schools are often asked to be a vehicle for assimilating and transmitting changes. Therefore, to help teachers respond to the demands on schools, it is important to examine what teachers' needs are."

In the recent past, the process of change has led to a worldwide revolution of development in many countries. Saudi Arabia which was, prior to 1920 A.D., isolated almost totally from the rest of the world, is no exception. After the tribal society was unified by Adulaziz Ibn-Saud, the Kingdom of Saudi Arabia came into existence

as a unified, sovereign state in 1932. The struggle to enter the twentieth century began when Saudi Arabia came into contact with the rest of the world in 1933, the year which marked its discovery of oil. The wheels of modernization and change started to roll immediately when revenues from oil began to pour into the treasury of the newly formed nation.

Although governed by its traditional and very rigid, conservative principles, and resistant to change, the country found that western technology brought in by oil interests made social, cultural, and economic changes unavoidable. David Long remarks on this conflict in the following citation:

In Saudi Arabia, a traditional conservative Islamic society has suddenly been confronted with the full force of twentieth century western technology and thought (Long, 1976, p. 12).

For Saudi Arabia, therefore, the question was not how to resist--even though there were some who advocated such an approach--but rather where to start working with change and how to indentify the institution which would carry the responsibility for meeting the challenge.

Saudi Education

The Kingdom of Saudi Arabia (1974, p. 10, Article #28) recognized that education was the process which had the most potential ability "to develop the society economically, socially, and culturally, and to prepare the individual to become a useful member in the building of his community." Ghamdi (1977, p. 1) emphasized the

importance of education in developing countries and its popularity as an agent of change. In Saudi Arabia, he maintained that:

Education is one of the major factors contributing to the change that has already taken place in Saudi Arabia. In fact, it is considered to be the most powerful tool in making the achievement of individual and social goals a reality of modern times. For Saudi Arabia, as well as for all of the Third World, education is an essential factor in social progress and a prerequisite for the development of modern societies, it is the most profitable of social investments.

Before 1926 when the General Directorate for Education was founded, formal schooling did not exist in Saudi Arabia, except in the cities of Makkah, Jeddah, and Medina in the western region, where some private elementary and secondary education was offered by Hijazi merchants.¹ As Lipsky pointed out:

Until twenty-five years ago, formal education in Saudi Arabia was entirely in the Islamic tradition of religious and classical learning, and was available only to a tiny segment of the country's youth. Public education was nonexistent until the 1930's when, with Egyptian advice and personnel, a small government school system was established (Lipsky, 1959, p. 227).

The first educational program was introduced in the year 1928. By the year 1952, the number of schools all over the Kingdom reached 206 (Hassan, 1979, p. 16).

One of the major and significant developments in the history of education in Saudi Arabia came about in 1953 with the

¹"Hijazi" refers to the western region, consisting of Makkah, Jeddah, and Medina. Those cities were in contact with the Moslem world ever since Islam was established in 622 A.D. Jeddah was the port of entry and Medina has the prophet's mosque. The Islamic faith requires that every able Moslem should visit the Holy Land (Makkah) on a pilgrimage at least once in his/her lifetime.

establishment of the Ministry of Education (MOE). Upon its foundation, the MOE's emphasis was placed on elementary and secondary education, and because of the need of the government for more qualified personnel to run its daily operations, scholarships were granted to those who wanted to pursue higher degrees in the neighboring Arab countries, such as Egypt and Lebanon, where higher education was provided.

In Saudi Arabia the first modern secular institution of higher learning was established in Riyadh, the capital city, in 1957. It was named King Saud University after the monarch who ruled the country from 1953 to 1962.

Now there are all levels of education from kindergartens to universities, offering almost all types and kinds of studies. Even doctoral studies are now available in some disciplines.

As shown in Table 1.1, the quantitative growth of education in Saudi Arabia has been tremendous. The number of schools increased from 460 in 1954 to 6,536 in 1976. During the same period, the number of students grew from 52,839 to 1,057,994, while the number of teachers increased from 2,288 to 51,176. By the year 1980, the total number of schools reached 11,071 in which 1,452,856 students were enrolled in all types and levels of education. In 1980 the number of teachers serving in the educational system of Saudi Arabia was reported by MOE (1981) at the 78,335 mark.

According to the MOE's statistical report (1981), student enrollment in higher education (Universities and Girl's Colleges)

TABLE 1.1.--Growth in the Number of Schools, Students, and Teachers in Saudi Arabia from 1954 to 1980

Year	No. of Schools*	No. of Pupils**	No. of Teachers**
1954	460	52,839	2,288
1976	6,536	1,057,994	51,176
1980	11,071	1,452,856	78,335

Source: 1. MOE, Educational Statistics in Saudi Arabia, No. 12, 1978-1979, Data Center, Riyadh, Saudi Arabia, 1980.

2. MOE, Summary Statistics on Education in Saudi Arabia for 1979-80, Data Center, Riyadh, Saudi Arabia, 1981.

*Including K-12, Professional and Vocational Schools, Special Education, Adult Education, Teacher Preparation Institutions, Girls' Colleges, and University Education.

**Including foreigners.

in 1980 accounted for 43,056 or 3 percent of the total number of students in the country. On December 30, 1981, Dr. Sulaima B. Sindi (Director of Higher Education Development at the Ministry of Higher Education) reported to the Saudi Press Agency that students' enrollment in higher education institutions rose to 54,509 students, or 21.6 percent over the previous year (Table 1.2).

Despite prodigious progress in the quantitative aspects of educational development in Saudi Arabia, the quality of education, in general, and of instruction, in particular, have been relatively poor. To this fact, the Saudi Ministry of Planning (MOP) pointed out that: "the physical development of the system have impeded adequate qualitative improvement of education and instruction" (MOP, 1980, p. 289).

According to MOP's Third Development Plan (1980-1985, p. 293), quality education has received less attention by Saudi educational planners, and therefore, remained weak in several important areas. Among the areas (affecting quality education) which have been overlooked were identified in the third development plan to include the following:

. . . organizational capacity for conceptualizing, designing, appraising, and evaluating qualitative programs, particularly those relating to instruction. Additionally, the requisite data base on the achievement of Saudi students and on the operational skills they have acquired via training is absent. The lack of appropriate mechanisms to permit adequate monitoring of students and evaluation of programs lie behind these deficiencies. Also, the quality of teacher training--at both pre-service and in-service levels--is one of the major issues confronting the development of the educational system in S.A. (3rd Development Plan 1980-85, p. 293).

TABLE 1.2.--Higher Education Institutions in Saudi Arabia, Including Dates of Establishment, Number of Colleges, and Student Enrollment

Higher Education Institutions	Date Founded	No. of Colleges	Faculty Members 1980-81	No. of Students 1980-81
King Saud University	1957	13	1,539	14,042
Islamic University	1961	6	250	2,729
King Abdulaziz University	1967	12	1,424*	22,053*
University of Petroleum and Minerals	1975	5	621	3,054
Imam Muhammed Ibn-Saud Islamic University	1975	8	692	5,870
King Faisal University	1975	5	505	1,430
Umm Al-Quar University**	1981	4	--	--
Girls' Colleges	--	7	710	5,221

Source: Saudi Press Agency, Riyadh News, No. 3405, December 30, 1981.

*Including number of students and faculty members of Umm-Al-Qura University.

**Prior to 1981, Umm Al-Qur University was affiliated with King Abdulaziz University.

Another major constraint hindering educational progress in Saudi Arabia, specifically in the aspect of quality education, is the severe teacher shortages. This problem is a result of the lack of manpower, not only in the field of education, but also in practically all other fields of endeavor in the Kingdom. Hobday details the problem of lacking educated professionals:

Saudi Arabia has one of the best equipped medical centers in the world but not yet enough doctors to serve the population. They are building schools at a tremendous rate, but must rely mostly on foreign teachers and professors to educate the population . . . it will be foreigners who will have to build the roads, schools, houses, and ports (Hobday, 1978, p. 39).

Manpower restraint was described by the MOP (1980, p. 14) as the most acute and sensitive issue to affect the planning of developmental programs in Saudi Arabia in all sectors. The problems of manpower deficiencies, in general, and the lack of skilled labor, in particular, are caused by the scarcity of population, and by the low literacy rate.

The Saudi government asserted that in September, 1974, the population was slightly more than 7 million, but most foreign observers considered the Saudi figure too high. Many analysts estimate that in early 1976 the population was about 5.6 million. Of these, between 1 million and 1.5 million were foreigners. The estimates of other reputable observers were as low as 4.6 million and of these, only about 3.2 million were Saudis (Nyrop, et al., 1977, p. 45). According to Nyrop (p. 92), and Salameh (1980, p. 15) only 5 to 15 percent of the population is literate.

Teacher Education in Saudi Arabia

Educational planners in Saudi Arabia are faced with one of the most difficult and pressing problems, namely, the very acute shortages of well-trained native teachers. This problem has persisted ever since modern education in Saudi Arabia was established.

Hobday (1978) estimated that 95 percent of the Saudi school age children were in school in 1975. According to the MOE (1979) statistics, Saudi student enrollment in public schools grew from about 50,000 in 1954 to 995,701 in 1979, but the number of trained native teachers did not keep pace. The statistical figures reported by MOE in 1979 (see Table 1.3) indicated that of the 64,134 teachers in Saudi schools during 1978-79 academic year, only 31,871 or 49.7 percent were indigenous teachers. More than half of the total force of teachers are foreigners, mostly from other Arab countries such as Jordan and Egypt. Al-Marsougi (1980, p. 30) indicated that most of these foreigners were not trained as teachers and generally they were graduated from colleges other than teacher colleges. He maintained that:

Since they are not familiar with the Saudi culture and values, foreign teachers find it very difficult and, in most cases, unpleasant to teach in Saudi Arabia, because they do not participate in the decision-making process in the school operation (Al-Marsougi, 1980, p. 33).

To overcome the problem of teacher shortage, efforts were intensified, and many steps to train native teachers were taken by Saudi educational authorities. In 1953, when the MOE was established,

TABLE 1.3.--Number of Schools, Students, Saudi and Non-Saudi Teachers, and Percentage of Saudi Teachers in the Public School System of Saudi Arabia during 1978-1979 School Year

Type of Education	No. of Schools	No. of Students (Saudis)	No. of Teachers		
			Natives and Non-Natives	Natives	Percentage of Natives
Kindergarten	150	14,615	770	221	28.7
Elementary	4,983	697,163	41,998	27,256	64.8
Intermediate	1,210	193,422	14,684	3,386	23.1
Secondary	407	69,239	4,836	760	15.7
Teacher Training	<u>93</u>	<u>21,262</u>	<u>1,846</u>	<u>248</u>	<u>13.4</u>
Grand Total	6,843	995,701	64,134	31,871	49.7

Source: Ministry of Education, Center for Statistical Data, Educational Statistics in Saudi Arabia, 1978-1979.

the first teacher training program was put into operation. During that particular year, the MOE opened thirty teacher training institutes (for males) known as the Elementary Teacher Training Institute (ETTI). The objective of such an institute was to prepare Saudi natives to teach at the elementary school level. The only requirements for the prospective teachers to be certified were to spend three consecutive academic years beyond six years of primary education, and to pass the final exam. The courses of study in such institutes were composed of a variety of academic subjects, and of professional preparation for teaching, which include courses in education, psychology, and teaching methods. Similar institutes were open for females in 1960. However, the quality of teacher training programs at the ETTI was poor. The Deputy educational minister remarked to this fact when he said:

We were dissatisfied with the low level of training offered to teachers in primary schools, but had to accept that this was an expedient dictated by need (Wasia, 1970, p. 48).

In 1961 a limited number of secondary teacher training institutes for males were established; holders of the intermediate education certificate were admitted and trained for four years to teach, upon graduation, in intermediate schools.

By 1964 these institutions were declared unfit, and therefore, were phased out and replaced by the new Elementary Teacher Training Institutes for Males and the Secondary Teacher Training Institutes for Females, to prepare teachers for the elementary schools. The prospective teacher in this case is required to complete the

ninth grade successfully before he or she could be admitted to the teacher training program. The students have spent three years and take courses in academic subjects and professional preparation. Upon successful completion of the terminal examination, the student is awarded the certificate of the Elementary Teacher Training Institute or Secondary Teacher Training Institute which qualifies him or her to teach in elementary schools.

To improve the standard of teachers and the quality of teaching, the government of Saudi Arabia established a network of Junior Teacher Colleges in 1975 to train Saudi nationals to teach at the elementary school level. Holders of the General Secondary Education Certificate (High School Diploma) or equivalent are admitted to these colleges. Also admitted are the actual teachers who were graduated from Elementary Teacher Training Institute or Secondary Teacher Training Institute and teach at the elementary schools as a way of upgrading. The duration of study at the Junior Teacher College is two years. Each academic year is divided into two main semesters of 17 weeks each: a fall semester and a spring semester. An optional summer session of nine weeks may be organized. The Junior Teacher College awards the student who successfully completes 75 semester hours the Junior College Diploma. These colleges are intended to replace the Secondary Teacher Training Institute and Elementary Teacher Training Institute in the future.

In order to improve the abilities and standards of elementary teachers who were graduated from the old Elementary Teacher Training

Institute, the MOE established what is known as Teacher's Upgrading Centers in 1967. Only two of such centers are in operation today. The duration of study is two years made in three equal periods of seven and a half months. Applicants for admission to these centers have to sit for a written exam in Arabic, mathematics, and science. Evening courses are offered in all districts to study these subjects in preparation for admission to these centers. After the two-year period, the successful students in the terminal exam may resume their teaching jobs, but with higher salary.

As for teachers at the intermediate and secondary school levels, the responsibility of teacher training and preparation was vested in the Universities and Colleges of Education. Today there are seven Universities and fourteen Colleges of Education in the country. According to the Ministry of Higher Education (1981), there are 54,509 students enrolled in these colleges and universities during the academic year of 1980-81, as noted earlier in this chapter.

In addition to the above-mentioned teacher preparation institutions which produce teachers for the public schools in academic subjects, there are a number of other types of teacher preparation institutions such as: (1) Physical Education Institute for Men Teachers, (2) Art Education Institute for Men Teachers, (3) English-language center for Men Teachers, and (4) Science and Mathematic Centers. Each of these institutes was established to train teachers for the particular subject for which it is named. Students are admitted in the first two institutions (PEI or AET) if they have

completed the ninth grade successfully. After three years of study, the student is awarded a teaching certificate which qualifies him to teach physical education or art education in elementary or intermediate schools.

Only elementary teachers who have taught for at least three years and who have a high school diploma with some proficiency in English are admitted to the English Language Center for Men Teachers established in 1974. According to MOE (1977), the number of students accepted in this program is limited. Therefore, students are selected from among those who excel in their work. The study is a specialized one and lasts for one year divided into three equal periods. Successful students in the final exam are sent to study for 100 weeks in British universities upon completion of which they are awarded a diploma in the teaching of English in intermediate schools.

The Science and Mathematics Centers were established in 1975 to cope with the great shortages in the number of Saudi teachers specialized in the teaching of science and math. Applicants to this institution are required to have had the General Secondary Education Certificates or equivalent. The prospective teacher has to spend three years of studies, two years of which are devoted to academic subjects, and the third year is devoted to professional preparation courses including student teaching.

Despite the efforts and the moderate increasing number of Saudi teachers, teaching as a vocational choice is unpopular in Saudi Arabia for the following reasons:

1. The economic boom resulting from the huge revenue of oil has opened great opportunities in the world of business for young Saudis. Time Magazine Middle East Bureau Chief William Stewart, who recently visited Saudi Arabia, reports:

Many schools find it hard to keep students, because going into business has become a national pastime. Reports a western businessman: "Officials of Aramco (Arabian-American Oil Company) and Saudi, the national airline, complain that Saudi employees stay only until they have learned how to make money, then they leave" (1981, p. 45).

Because of such rapid economic development, Saudi teachers are also leaving the profession for business or other governmental jobs, where the opportunities are more rewarding.

2. The attractiveness of the secondary general education [is] seen [by the society] as leading to more remunerative public service jobs (MOP, 1980, p. 295).

3. The teaching profession enjoys a low social status. It is not prestigious to be a teacher in Saudi Arabia today, despite the fact that the Islamic principles to which people adhere place a high regard on teaching and learning.

4. The profession yields a low income relative to what could be made in other professions.

5. The poor teacher preparation programs resulted in inadequately prepared teachers who found it difficult to cope with the responsibilities assigned to them. This situation made the job of the teacher stressful and therefore encouraged teachers to leave the profession.

6. Pupil achievements have been criticized by many segments of the society as very poor. The low achievements are attributed to the unqualified, ill-prepared teachers who have been under attack. This situation makes it even more difficult for the teacher to perform the role assigned in the society.

7. There is a lack of in-service teacher education activities. Comprehensive and well-designed programs for the continuous professional development of in-service teachers are not available.

Statement of the Problem

This research is an attempt to study the needs of Saudi school teachers for in-service education as perceived by them and by those who have an immediate involvement with the school teachers.

The responsibility of teaching is one of the most difficult and complex of responsibilities. It deals with the development of human minds and skills, and the translation of the society's morals and values. Therefore, it requires efforts, devotion, clear planning, and continuous development. Said (1976, p. 12) in his study of the Jordanian in-service program asserts that

the teaching profession, as other professions, finds itself under continuing challenge to cope with social and technological changes. Due to the increased rate at which new knowledge is being produced, teaching effectiveness depends not only on keeping in touch with substantive developments but also on being aware of and able to implement new curricula.

Teachers need to acquire whatever expertise is deemed necessary for better performance. The maintenance of such expertise, as Said

further noted, depends largely on in-service teacher training throughout the individual's career.

In Saudi Arabia, as well as in the other Third World countries, the supply of teachers is far below the demand and the initial preparation of teachers is ineffective and inadequate. Therefore, teachers now in service need to acquire more skills and keep abreast with new developments and changes in their field. Rubin emphasized that

The professional development of teachers now in service seems to be a central element for reforms in education. . . . It is the teacher already in the school who must serve as the agent of reform. Since practitioners rarely adapt instantly to an innovation, the evaluation of teaching must go hand in hand with new developments in the process of education (1971, p. 4).

The Saudi educational authorities have stressed the importance of in-service education. The Educational Policy in the Kingdom of Saudi Arabia, published for the first time in 1970 and republished in 1974, has referred to the professional development of teachers in two articles:

Article 170: Teachers' training is a continuous operation. A plan is set up to train and rehabilitate professionally disqualified ones, and another plan is set up to re-orient and improve the standards of qualified ones.

Article 171: Teachers are given every opportunity to pursue academic training that qualifies them for higher posts in their fields of specialty.

However, it is the conviction of this author that, even though the educational policy has promoted and called for professional development activities for the in-service teacher, the programs have

been of minimal value. In fact, the planned programs apply only to the new curriculum adopted recently by the MOE, such as the adoption of what is called "Modern Mathematics."

Also, based on personal observations, initial contacts with some Saudi teachers and educators, the review of some educational documents and literature, the conclusion is that in-service activities for teachers on the job have not materialized and are not available for all teachers. It should be mentioned here that the MOE, in cooperation with the two major universities, has on-going programs to upgrade school administrators' skills and knowledge. These programs, which started in 1972, may not have been planned carefully and may not have been based on the needs of the participants. According to MOP (1980, p. 293), in-service training of teachers and headmasters was conducted with moderate success. In fact, many of those who have participated in in-service activities have expressed to this researcher their dissatisfaction with the programs, but said it was a good source of income, since they are paid to attend.

Planning for in-service programs should be based on comprehensive studies of the real needs of the teachers as they, the teachers, perceive them and not as they are perceived by the central educational authorities who are removed from the practical experience of teachers and might not be in a good position to dictate what would be best. Teachers and those who are in immediate contact with them, such as principals, assistant principals, and supervisors, are perhaps the only ones who could express the needs with much accuracy. After all, they are the ones who face the challenges inside and

outside the schools. They bear the responsibilities of educating the young, implementing the curriculum, and enforcing the reforms.

Need for the Study

The severe shortages of native teachers in Saudi Arabia, noted earlier, justified the adoption of an emergency plan to fill the gap. The plan has been successful in meeting the objective of increasing the number of teachers for the elementary schools. In preparing teachers for the intermediate and secondary levels, the plan has resulted in increasing the number of teachers. Nonetheless, the plan may have created an even worse problem, that is, the production of poor-quality teachers at all levels.

Educators and educational authorities alike have recognized the inadequacy of the teacher preparation programs and have called for some significant and revolutionary changes in the whole process. The first recommendations for change came from the First Convention on Teacher Preparation held in Makka in 1974 (Al-Jallal, et al., 1971), under the supervision of the College of Education¹ at King Abdulaziz University (KAU). The convention also voiced the urgent need for in-service teacher education for those who are already on the job. Advocates of in-service at the convention stressed the importance of continuing education for teachers, repeating what Bill J. Fullerton (1968) asserted earlier as cited below:

A teacher's professional preparation does not terminate when his first degree has been earned or when he receives his

¹In 1981 this college became part of Umm Al-Quara University.

first teaching certificate. In retrospect, most teachers would agree that their professional competence is just, at this point, being challenged (Wells, 1978, p. 5).

They also emphasized the significance of in-service education, as did Ashley, "The rapid acceleration of the phenomenon of change in modern society makes in-service education a more significant and challenging problem than ever before" (1958, p. 270).

Since 1974 some efforts have been made to provide in-service education for Saudi teachers. However, in spite of those efforts and despite the recognition of its importance, it appears that what has been achieved is minimal and not based on the real needs of the teachers. The professional development programs available for in-service teachers are limited in their objectives and scope and based on the need of the MOE to meet the requirements for its newly introduced curricula, as mentioned previously, and not on the practical needs of the teachers.

A needs assessment for in-service teacher education has not been conducted in Saudi Arabia by either the MOE or by individual researchers. In fact, a comprehensive study about or for in-service education in Saudi Arabia has not been undertaken as far as this author knows. Therefore, as the first study of its kind to be devoted to the study of in-service teacher education in terms of the existing practices and in regard to the real needs of teachers, this study is very much needed. Findings of this study may provide information concerning the nature and extent of teacher perceived needs, which, in turn, may be very valuable for the educational planners who are

serious about implementing comprehensive in-service programs for teachers.

Purpose of the Study

The purposes of the study are as follows:

1. To assess the needs of school teachers for in-service education by identifying skills and competencies perceived by teachers, school administrators, and supervisors as important for continued professional development.
2. To describe the existing in-service teacher education practices in Saudi Arabia, in terms of the process and goals.
3. To make recommendations pertinent to the improvement of in-service education for the practicing teachers in the Saudi Arabian school system.

Questions

This study will attempt to answer the following major questions:

For the first (and major) purpose--

1. How do elementary, intermediate, and secondary school teachers, principals, assistant principals, and supervisors in all three levels perceive the teachers' needs for in-service education in the selected areas of teaching competencies?
2. Do female teachers, principals, assistant principals, and supervisors differ from males in their perceptions of the need for in-service education in the selected areas of teaching

competencies? (Female and male teachers are trained separately and teach in single-sex schools.)

3. What is the effect of selected personal and demographic variables such as age, sex, level of education, years of experience, and past experience with in-service education on the perception of those groups regarding the needs for in-service education in the selected areas of teaching competencies?

For the second purpose--

4. To what extent does in-service activity for practicing teachers exist in the school system of Saudi Arabia?

5. What purposes and practices of in-service teacher education presently exist in Saudi Arabia?

6. On what bases are the in-service teacher education programs in Saudi Arabia planned?

7. What barriers to in-service teacher education are being experienced, such as time, cost, attitude of personnel toward in-service, and lack of expertise?

Hypotheses

The following null hypotheses will be tested by this study:

- H₁: There are no significant differences in the perception of teachers, administrators, and supervisors in regard to the selected areas of teaching competencies, in which teachers of elementary, intermediate, and secondary school levels have in-service needs.
- H₂: There are no significant differences between male and female teachers, administrators, and supervisors in regard to their perceptions of teacher's in-service education needs in the selected areas of teacher competencies.

- H₃: There are no significant differences among respondents in different job positions (teachers, administrators, and supervisors) in regard to their perceptions of teachers' in-service education needs in the selected areas of teaching competencies.
- H₄: There are no significant differences among respondents from different school levels (elementary, intermediate, and secondary) in regard to their perceptions of teachers' in-service education needs in the selected areas of teaching competencies.
- H₅: There are no significant differences among teachers, administrators, and supervisors with different pre-service qualifications in their perceptions of in-service teacher education needs in the selected areas of teaching competencies.
- H₆: There are no significant differences in the perceptions of teachers with various degrees of experience in regard to in-service teacher education needs in the selected areas of teaching competencies.
- H₇: There are no significant differences in the perception of administrators with various degrees of experience in regard to in-service teacher education needs in the selected areas of teaching competencies.
- H₈: There are no significant differences in the perception of supervisors with various degrees of experience in regard to in-service teacher education needs in the selected areas of teaching competencies.
- H₉: There are no significant differences regarding the perception of in-service education needs for teachers, in the selected areas of teaching competencies, between respondents who have had some in-service training and respondents who have had not.

Assumptions

It is assumed, by this writer, that:

1. Most of the teaching skills and competencies specified by the Teacher Need Assessment Survey (TNAS) developed by Gary Ingersoll at Indiana University (1975) are applicable to the teaching practices in Saudi Arabia (see Chapter IV).

2. Responses to this study (in regard to the Saudi teacher's in-service education needs) are reflective of the respondent's perceptions of their needs. And that the responses from the female and male subjects are equally reflective of their real in-service needs.

Limitations

When interpreting and/or generalizing the findings of this study, the following points should be taken into account.

1. There was no attempt to study the relationship among demographic variables as they effect the perceptions of respondents. The effect of each demographic variable, however, was studied separately.
2. The conclusions and recommendations appearing in Chapter VI are based on results of both survey responses and the interviews.
3. Saudi teachers' in-service needs are identified according to the perceptions of a sample of school teachers, administrators and supervisors from Jeddah City School District. Although the findings may have applications to the rest of the country, the conclusions were not generalized to include the larger population.

Definition of Terms

For clarity of interpretation, the following terms which will be used in this study are defined:

Professional development--A comprehensive network of planned and organized effort designed to develop and enhance the knowledge, skills, and attitudes of a practitioner to improve and facilitate his/her performance in order to obtain better pupil achievements.

In-service teacher education--"Any professional development activity that a teacher undertakes singly or with other teachers after receiving his or her initial teaching certificate and after beginning professional practice" (Edelfelt and Johnson, 1975, p. 5).

Need--The discrepancy between "what is" and "what ought to be," or between the existing situation and the desired outcomes.

Needs assessment--A process or procedure that identifies the perceived or expressed needs of school teachers.

School administrator--In this study, the term refers to the school principal and assistant principal.

Teaching competencies--The knowledge, skills, and attitudes used in the instruction of students by teachers (Grandgenett, 1978, p. 10).

Organization of the Study

This study consists of six chapters. The first chapter is an introduction and background to the study, including a brief overview of the Saudi educational system and the teacher preparation process, statement of the problem, need for the study, purpose of the study, research questions and hypotheses, and definition of terms. Chapter II is devoted to the review of literature on in-service education, including an overview of need assessment concept and procedures. A concise description of in-service training practices in Saudi Arabia is given in the third chapter, while the fourth chapter describes the methodology and procedures utilized in this study, including the sampling selection, questionnaire design, data collection, and treatments of the data. Results of the study are reported in Chapter V. Finally, the study is summarized in Chapter VI. Also, this chapter concludes the study, and includes recommendations for improvement of

in-service training in Saudi Arabia, and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Because of the realized importance for the professional growth of school personnel, and the effect of such growth on pupils and, in turn, on the whole society, in-service education has been of great concern to educators and educational agencies for some time. Marsha Ream (1966) contends that the topic of in-service education has always been of great interest to professional educators.

The literature on in-service education is very ample and still growing. In 1976 Nicholson, with others, found that the literature on in-service teacher education is voluminous. They reviewed more than two thousand books, periodicals, and published papers which have been written since 1957. By 1981 the literature on the subject has increased dramatically. Hundreds of documents are catalogued in the ERIC system alone, along with books, periodicals, articles in professional journals, dissertations, unpublished papers and materials. As Wells (1978, p. 16) maintains, the vastness of in-service education makes the task of reviewing the literature on the subject a difficult one. However, in reviewing the literature on in-service education, Nicholson et al. (1976) concluded that only a few publications deal with research on in-service teacher education. Five

years later, Huston (1981, p. 1) reviews the general education literature on in-service and found it "most and yet surprisingly convergent." He declared that "there is near unanimous agreement that (a) the current status of in-service practices is deplorable, (b) hard research in in-service is meager, (c) broad-based conceptualizations of in-service are lacking, and (d) the very meaning of the word 'in-service' is problematic."

Some critics observed that most in-service teacher education lacks clarity of concept and definition including the definition of in-service teacher education and the absence of facts and conditional propositions (Hassey, 1979, p. 17). Cruickshank et al. (1979, p. 27) claimed that although much has been written about in-service teacher education, the literature provides little direction for decision makers responsible for that aspect of professional education. These authors further assert that there is not even agreement on what constitutes in-service education.

In any case, literature relating to the professional development of in-service teachers, as King (1978, p. 35) asserted, has been carried out in four areas: history, trends, criticism, and programs.

It is beyond the scope of this endeavor to try to review all that has been written about the subject of in-service education and its different components. However, the following areas are appropriate for the purpose of this study, and will be dealt with concisely:

- Definition, purpose and importance of in-service education

- In-service teacher education--teachers' perceptions and needs
- Content of in-service programs and delivery mechanism
- The professional development of in-service teachers in various parts of the world
- Needs assessment--a brief overview
- Needs assessment procedures

Definition, Purpose, and Importance of In-Service Education

What Is In-Service Education?

In the fifty-sixth yearbook of the National Society for the Study of Education, considered by Harris and Bessent (1969) as a milestone publication on in-service education, Hass (1957, p. 13) maintained that in-service education includes all activities engaged in by professional personnel during their service and designed to contribute to improvement on the job. This is a broad conceptualization of the term "in-service education." In the same vein, Harris and Bessent (1969, p. 2) declared that in-service education must include all activities aimed at the improvement of professional staff members. When they tried to narrow the term, they defined in-service education as planned activities for the instructional improvement of professional staff members. A little over a decade later, Harris used the term in-service education to mean:

Any planned program of learning opportunities afforded staff members of schools, colleges, or other educational agencies for purposes of improving the performance of the individual in already assigned positions (1980, p. 21).

According to Harris, a planned program is specified, eliminating a wide variety of events that accidentally or incidentally contribute to the purpose of in-service education. In prescribing in-service education as planned and programmatic, the emphasis is placed on designing learning experiences, assessing needs, projecting expectations, budgeting, assigning responsibilities, and evaluating.

In the work of Freidman et al. (1980, p. 162), the term in-service program refers to a planned, coordinated series of activities which contribute to professional development.

The preceding definitions deal mostly with in-service education in general. It appears that any one definition of those previously mentioned could apply to any type of professional development activities, whether those activities relate to the improvement of pupils' achievements in the schools or to some other specific interests and concerns such as in the business world.

Since this endeavor deals with the professional development of practicing teachers in the schools, it is necessary to consider some of those definitions pertinent to the task.

In the United Kingdom, the Department of Education and Science (1970) has defined in-service training as "any activities which a teacher undertakes after he had begun to teach, which is concerned with his professional work" (Henderson, 1978, p. 11).

For administrative convenience, however, narrower definitions are often adopted. For example, in 1965 the United States Department of Health, Education and Welfare described in-service training as

A program of systematized activities promoted or directed by the school system, or approved by the school system, that contribute to the professional or occupational growth and competence of staff members during the time of their service to the school system (Henderson, 1978, p. 11).

Edelfelt and Johnson (1975, p. 5) defined in-service education of teachers as "any professional development activities that a teacher undertakes singly or with other teachers after receiving her or his initial teaching certificate and after beginning professional practice." They used the term in-service education as a synonym with the terms "staff development," "continuing education," and "professional development."

The definition that seems more appropriate and suitable for this study was given by Patricia A. Orrange and Mike Van Ryn:

In-service education is that portion of professional development that should be publicly supported and includes a program of systematically designed activities planned to increase the competencies--knowledge, skills, and attitudes --needed by school personnel in the performance of their assigned responsibilities (1975, p. 47).

The Importance and Purpose of In-Service Education

The importance of in-service education has been recognized since formal education began. Some researchers indicated that in-service education activities were offered for teachers in the United States in the 1800s. Wells (1978, p. 16) noted that the development of in-service education parallels the development of teacher education.

Tyler (1971) examined the history of in-service education in America during the past century. He stated that because of the lack

of certification requirements for teachers, many teachers did not have an adequate knowledge of content areas. For this reason, programs of two or three days' duration and courses in the evenings were held to provide in-service education for teachers. In-service education up to 1944, noted Post (1975, p. 26), was viewed as a remedial process for teachers. The primary goal was to make up deficits in teacher knowledge.

Post (1975, p. 25) in reviewing the history of in-service education in America prior to 1944, finds that from 1880 until World War I, summer courses held in the normal school were the main resources for in-service education for teachers. The emphases, she noted, were on the acquisition of knowledge and skills thought to be important in teaching. When the certification requirements were established during the 1930s, the bachelor's degree was required for all teachers. In-service education again focused on remediation and helping teachers to make up their educational deficits in order to be certified.

According to Tyler (1971) at the end of the 1930s, the old curriculum was no longer adequate in fulfilling the needs of the pupils so colleges of teacher education in the United States began to look at teacher training practices, both at the pre-service and in-service levels. They began to develop new programs for training and new ways of working with schools and teachers. Then, the objectives of in-service education began to change from upgrading the teachers with educational deficiencies to the issue of how to best serve the students enrolled in the public schools.

The emphasis on programmed and systematic approaches to in-service took place only after World War II in America. The teacher shortage, the Sputnik era, and the vast developments in technology have promoted more roles of and duties for education, and as a result, increased the need for in-service education.

Social changes and economic developments in the United States have demanded more from the society's educational establishments, making the need for more quality in education greater than ever. In the late 1960s and early 1970s, the question of teachers' competencies and the issue of accountability have also influenced the efforts for the professional development of school teachers and teacher education in general.

In-service education is very essential for the professional development of the practitioners in all fields. It is even more important for those who are involved with schools and the education of the young.

Harris and Bessent (1969, p. 3-4) gave four reasons for the importance of in-service education:

1. Pre-service preparation of professional staff members is rarely ideal and may be primarily an introduction to professional preparation, rather than professional preparation as such.

2. Social and educational change makes current professional practices obsolete or relatively ineffective in a very short period of time. This applies to methods and techniques, tools, and substantive knowledge itself.

3. Coordination and articulation of instructional practices require changes in people. Even when each instructional staff member is functioning at a highly professional level, employing an optimum number of the most effective practices such as instructional program, might still be relatively uncoordinated from subject to subject and poorly articulated from year to year.

4. Other factors argue for in-service education activities of rather diverse kinds. Morale can be stimulated and maintained through in-service education, and is a contribution to instruction in itself, even if instructional improvement of any dynamic kind does not occur.

According to Hass (1957, p. 14), there are a number of facts and factors which make clear the need for in-service education:

1. The continuing cultural and social changes which create need for curriculum change
2. Pre-service education cannot adequately prepare members of the public school professional staff for their responsibilities
3. Increase in pupil enrollment
4. The present and continuing increase in the number of teachers
5. The present and continuing shortages of adequately-prepared teachers
6. The present and continuing need for improved school leaders

Ben Harris (1980, p. 13) added that significant improvement of education cannot be accomplished, it would seem, without major programmatic efforts at the in-service education of personnel in all elementary and secondary schools. In-service education is to the school operation what good eating habits and a balanced diet are to human growth and vitality.

Without substantial continuing growth in competence in personnel serving in elementary and secondary schools, the entire concept of accountability has little meaning. The heavy reliance on people to perform nearly all tasks required for building and maintaining quality educational programs is a reality that cannot be treated lightly. It is this reality that gives in-service education both its importance and its urgency.

Faloughi (1980, p. 5-6) quoted Kenneth R. Howey (1977) who identified six categories of reasons why there is a need for in-service education activities for teachers:

1. "Transitional"--as introductory activities to allow teachers to move from generalized, pre-service education to a specific role
2. "Job-Specific"--as a response to typically recurring needs and problems in a particular situation
3. "System-Related"--as a response to dramatic changes in society and in the schools. Because of these changes, teachers must reorient or redefine their roles

4. "General Professional Development"--as a means of staying current professionally without regard to applying the information to one's specific situation
5. "Career Progression"--as a means of changing roles or responsibilities
6. "Personal Development"--as a process of understanding and enhancing the individual in a professional role

The concept of professional development for school teachers and administrators is a continuing process because knowledge is a continuing process. B. O. Smith et al., commented on continuous teacher development:

As long as knowledge about education continues to increase and new techniques and devices are contrived, there will be something new for the teacher to learn regardless of his degree or years of experience. The continuum of preparation can therefore, cover the teacher's entire career (1969, p. 151).

The ultimate goal of in-service education is directed toward obtaining better achievement for the students. Educators here in America and elsewhere have recognized that in order to reach that objective, in-service activities should aim at creating a positive change in the behavior of teachers and school administrators. The purpose of professional development for teachers is to enhance their knowledge and skills so that they are able to respond positively to changes imposed on them from within and from without their specific settings, and to make their performances better and more beneficial. It should also try to make their experience more satisfactory.

Hass saw the need to keep the professional up to date:

The major reason for in-service education is to promote the continuous improvement of the total professional staff of the school system. All teachers, administrators, and supervisors must constantly study in order to keep up with advances in subject matter and in the theory and practice of teaching. Continuous in-service education is needed to keep the profession abreast of new knowledge and to release creative activities (1957, p. 13-14).

In-Service Teacher Education--Teachers' Perceptions and Needs

The professional development of in-service teachers has gained much attention, especially in the last two decades. In-service activities are being pursued by teachers and administrators virtually in all American school districts. Many states in the United States require in-service education for teachers. Although governance, time, and costs of in-service activities have constituted barriers to the concept, there are many different programs given via many types of delivery systems in which teachers are engaged. (In-service programs' contents and types of delivery systems will be dealt with later in this chapter.)

The concern here will be devoted to answering the following question: "What do teachers need from in-service education?"

Many researchers have addressed themselves to this question. In 1957 Hass (p. 21) identified some typical in-service education needs of teachers, summarized below:

1. Maintenance of familiarity with new knowledge and
subject matter.

Teaching social studies requires continuous study. Information about the world is changing and growing. The social studies teacher must study the never-ending flow of current affairs--local,

national, and international. He/she must try to keep his/her finger on the pulse of the changing economic, social, and political scenes and experiment with new ways of communicating to his students the effect of new knowledge on man and his civilization.

Science teachers, too, must grow and study continuously because science and scientific facts are growing and changing. The new discoveries in science are affecting all courses of our life and they must be communicated to the pupils in schools.

2. Human growth and learning.

The study and understanding of how learning occurs is central to the work of teachers. Child growth and development is recognized today as one of the most important of the specialized branches of psychological research.

3. Improved knowledge of teaching methods.

Classroom teachers can rarely employ any teaching method or device without modifying it to fit their particular situation, the need and interests of pupils, and their own personalities. Certain problems and situations require skill in classroom management, in selecting and organizing teaching materials, and in planning group activities.

4. Increased skill in providing for the individual differences among students.

Children differ in physical, emotional, and mental characteristics. They live under a wide variety of conditions in homes varying from assembled packing boxes to mansions.

5. Improved attitudes and skills involved in cooperative action research.

School practices can be improved as a result of research. It is very important for teachers to do research so that they are able to study their problems scientifically in order to guide, correct, assess, and evaluate their decisions.

6. Greater skills in using resources and in working with adults.

One of the important tasks of modern education is the development of intelligent civic loyalties and understandings. Schools must be related to the community if this is to happen. Greater understanding and new approaches to the relationship between schools and communities have evolved during recent years. Interviews, field trips, surveys, and work experience activities have all been used by schools as methods of relating their programs of instruction to community problems.

7. How to learn a new job.

New teachers rarely begin their teaching service at the peak of efficiency. After a few years in college, beginning teachers are often able to do little more than toddle through their new world of baffling student personalities and unfamiliar subject matter. New teachers need an orientation program designed to help them with their most pressing problems--social, personal, and professional. They need to be familiar with the organization and the policies of the school system.

8. The development and refinement of common values and goals.

Teachers are working with colleagues and with superiors such as principals and supervisors. If their efforts are to be effective, then the development of common goals and values between them are very important.

9. The building of professionalism and high morale.

To be professional, teachers need to have a profound conviction of the worth of their work. For this feeling to exist, the individual must have a sense of greatness about his/her profession, of its significance for society, and its power to benefit the students. The climate of professional stimulation provided by a good in-service education program can give teachers pride in their achievements and stimulation to surpass their previous best efforts.

The Detroit Center for Professional Growth and Development conducted a survey of teachers' in-service needs. Their findings appeared in their Annual Report, 1976-77, Part I. The following problem areas which were identified by teachers at various levels appeared in Wells' doctoral dissertation (1978, p. 54):

- Individualizing instruction
- Humanizing instruction
- Stimulating student motivation
- Teaching of reading
- Teaching strategies

In England and Wales, the National Foundation for Educational Research completed a study called "In-service Training--A Study of Teachers' Views and Preferences." The study was reported by Brian

Cane in a volume published by the Foundation in 1969. The study surveyed three counties. An important part of the survey was concerned with establishing the topics that teachers considered should form the content of future in-service training programs.

On page 21 the following nine topics were listed as the most needed topics by teachers:

1. Learning difficulties that any child might have, and methods of dealing with them
2. Pros and cons of new methods of school/class organization
3. Operation and application of new apparatus and equipment, with practice opportunities
4. Short courses on most recent findings of educational research in teachers' areas of teaching
5. Planning and developing syllabi in detail so that content relevant to the modern child and arranged in teachable units
6. Description and demonstration of methods of teaching "academic" subjects to "non-academic" children
7. Methods of dealing with large classes of varied abilities with little equipment or space
8. Practical details and aims of recently introduced schemes of work and discussion of teaching results and demonstrations
9. Construction, marking and interpretation of school exams and assessment tests

The professional attitudes and concerns of beginning and experienced teachers were expressed in response to the Purdue Teacher Opinionnaire used by Walker (1972) for his doctoral dissertation research. Among his findings were the following:

1. Teachers felt there were not sufficient opportunities to discuss common concerns, problems, and ideas with their colleagues
2. The major sources of difficulty for beginning teachers were classroom discipline, diagnosis of reading problems, and individualization of learning experiences to meet pupil needs
3. The major area of difficulty experienced teachers reported was planning learning experiences to meet individual pupil needs
4. According to teachers' responses the major contributions of the in-service program were that it served as a source of educationally worthwhile ideas and that it brought together teachers to resolve professional problems

In studying the perceptions of elementary teachers' professional concerns and in-service needs, Wells (1978, p. 99) found that the total sample of superintendents, in-service coordinators, principals and teachers choose individualizing instruction as the number one priority for in-service education. The slow learner in the classroom received the second highest number of priority ratings,

while motivation of pupils followed as the number three priority. In this study Wells identified the top priorities for in-service education topics as seen by each professional group. They were:

<u>Superintendents</u>	-- Individualizing instruction Motivation of Pupils Metric Education Classroom Management
<u>In-Service Coordinators</u>	-- Individualizing Instruction Teaching Reading Utilization of Test Data Motivation of Pupils
<u>Teachers</u>	-- Individualizing Instruction Slow Learners in the Classroom Motivation of Pupils

Grandgenett (1978, p. 101) concluded that in-service needs among teachers seem to be greatest in developing pupil self-concept, handling classroom problems, and individualizing instruction, and least in competencies related to developing personal self and managing classroom instruction. In between, there is a need to evaluate programs and achievements, and to plan instructional programs.

Brimm and Tollett (1974, p. 521) indicated that in-service education has long been recognized as a vital part of the educational process for the classroom teacher. They claimed that a perusal of the literature revealed that few research efforts have been undertaken to determine the types of in-service programs which would be most beneficial to teachers as they carry out their daily classroom duties. They ascertained that the professional preparation of teachers is a continuing process, and self-renewal must occur if teachers are to stay in tune with the changing needs of their students.

In their mind, as it is in the minds of many educators, effective in-service programs should help the teacher meet these changing needs.

Brimm and Tolett (1974) conducted a state-wide research study in Tennessee in which they sought the opinions of teachers about in-service education. The instrument used was the "Teacher Attitude Toward In-Service Education Inventory." The inventory consisted of 34 statements. Each item was analyzed and a mean value was determined for each item. The most important needs of the teachers reported by the study were:

1. The teacher should have the opportunity to select the kind of in-service activities which he/she feels will strengthen his/her professional competence
2. In-service programs must include activities which allow for the different interests which exist among individual teachers
3. Special orientation activities for the new classroom teachers
4. Classroom teachers felt strongly (90 percent) that one of the primary purposes of in-service programs should be to help the teacher up-grade his/her classroom performance
5. In-service programs should help the teachers cope more successfully with their professional tasks
6. Teachers recognize the need for continuing improvement and are anxious to participate in conferences and workshops which offer

an opportunity to augment as well as strengthen their abilities and skills

7. Teachers need to be involved in the developing of purposes, activities, and methods of evaluation for in-service programs

8. Teachers need release time for involvement in activities beyond those regularly scheduled during an in-service program

9. Teachers still want some group in-service programs to be conducted. Of the respondents, 76 percent felt that attendance at system-wide in-service activities is beneficial

10. Participation in university classes, original research, and professional readings, traveling and writing are among the activities needed by teachers.

The results obtained by Charles Thomas King (1978, p. 169) in his study of the professional development needs of full-time teachers not pursuing advanced study revealed that the primary needs reported were:

1. Improving the efficiency and productivity of students
2. Developing pupil self
3. Detecting and treating emotional and adjustment problems
4. Individualizing instruction
5. Classroom management

Content of In-Service Programs and Delivery Mechanisms

The content of in-service programs is one of the major crucial issues confronting its development. Edelfelt (1981, p. 115) in his

observation of in-service progress over the past six years, contended that "Most programs are short-term. They usually address specific problems (mainstreaming, multicultural and/or bilingual education, teacher stress and burnout, improving basic skills, etc.). Very often they are three-hour, one-shot activities. Teachers get together to learn the use of manipulative materials in math, a new approach to discipline, or better ways to make and use tests."

Nicholson et al. (1976, p. 72) reviewed the literature on in-service education and noted that "the primary emphasis on in-service education efforts in the past has been on information-gathering activities rather than improvement of performance." In 1967 Asher's research suggested that the content of in-service programs should concentrate on four areas: information gathering, attitude change, self-improvement, and skill training (p. 7). But, as Warnat (1976, p. 127) indicated, the emphasis of in-service programs were directed toward the development of skills to improve competence and meeting of requirements for certifications.

In his study on the continuing education of teachers, Rubin (1969, p. 11) maintained that in-service education should be directed to: "increasing subject matter knowledge, improving teaching competencies, and developing valid beliefs about learners." Lawrence (1974, p. 52) found that "in-service programs have been more successful in changing knowledge than performance. Further, they have been more successful in changing performance than attitudes."

Nicholson's research (1976, pp. 15-20) of in-service education revealed that in-service programs have focused on five areas:

1. Job-embedded, in which in-service programs are directed to teacher's immediate needs in their current teaching positions. "It is embedded on the job, with the emphasis on 'hands on' experience to improve teaching skills while working with children. Analysis of television tapes of one's own teaching is an example" (Yarger, 1980, p. 14).

2. Job-related, in which in-service programs are "closely related to the job, but does not take place while teaching is going on. For example, a team of teachers can take a workshop on team teaching" (Yarger, 1980, p. 15). Activities in this type of program "are designed to improve teaching competencies in general and are not necessarily limited to program topics related to immediate teaching positions" (Grandgenette, 1978, p. 20).

3. Credential-oriented, in which in-service emphases are placed on meeting teachers' needs for certifications or professional advancement. This type of program "is organized to help one obtain a new credential or to prepare for a new role" (Yarger, 1980, p. 15).

4. Professional organization-related, in which "programs generally have one of two purposes: they are channeled towards teachers' needs as members of a specific discipline or they focus on teachers' needs as employees of school systems. Forms used in this context include conventions, workshops and professional journals" (Grandgenette, 1978, p. 21).

5. Self-directed, or as labeled by Yarger (1980, p. 15) as "Personal," in which in-service activities facilitate personal

development which may or may not relate to teaching. This form of in-service involves release time, sabbaticals, general education courses, professional readings, and travel" (Grandgenette, 1978, p. 21).

In their survey of in-service teachers' education, Yarger et al. (1980, p. 37) asked the teachers and teacher educators to identify those curricular areas which need to be addressed as priorities in in-service teacher education. The researchers claimed that "neither respondent group clearly identified any one curricular concern as most pressing at the current time." However, the professors did tend to believe that there is a need for in-service directed toward meeting the special needs of "exceptional children" and the teachers tended to believe that there should be more in-service targeted at addressing the needs of "gifted" children. Yarger et al. added that other curricular areas that were identified by teachers and teacher educators as important included multi-cultural education, moral education, career education, environmental education and education for the economically disadvantaged (Yarger et al., 1980, p. 37).

Despite the recognition of its importance, in-service education activities and the availabilities of programs by which varieties of contents are being offered, Yarger et al. (1980, p. 17) found that:

Not only do teachers perceive little activities in in-service education directed toward addressing contemporary curricular concerns; teachers do not perceive that they

receive regular exposure to in-service which emphasized innovative ways of organizing the schools or new teaching strategies.

Howey (1980, p. 108) argues that:

Staff development programs are often too narrowly conceived. Often they only focus on curriculum matters or teaching methodologies. And yet, professional development is considerably affected by both one's pattern of psychological development and a variety of conditions within the school environment. At times, it may be necessary to focus specifically on promoting and sustaining individual psychological growth or on the organizational and sociological development of the school and its collective faculty. A well-conceived staff development plan will attend to all three domains: curricular improvement, individual change, and organizational development.

In addition to Howey's conception, Huston (1981, p. 7) in his suggestion for in-service best practices asserted that in-service content should be derived from assessed needs and directed toward changing teaching, not student behavior. His rationale is that "in-service education is for professional staff members not students." The content of in-service should be designed for those most directly involved--the teachers--and it should be evaluated accordingly. Huston maintained that "there remains a nagging question, largely unexplored in the literature, that must be appended, namely, how does in-service affect changes in children? The conceptual issue is therefore, Who should be the ultimate beneficiaries of in-service?" (p. 7).

In regard to in-service delivery systems, Edelfelt (1975, p. 1) identified several types. Among them are: courses, workshops, seminars, curriculum development projects, conferences, teacher centers and clinics, sabbaticals, institutional visitings,

educational travel, exchange programs, mini courses, micro-teaching, independent study, tutorial sessions, simulations, role playing, videotaping and television lessons. In addition to these types of activities, the NEA (1966, pp. 6-10) included other types of delivery mechanisms such as: field trips, camping, work experience outside of education, professional writings, professional organization work, cultural experience, and involvement in community organizations.

However, in 1981 Edelfelt claimed that:

In-service education still takes place largely in locations away from school and at times off school hours. It is more often about education and teaching than of teaching . . . in-service education does not take place close to the scene of teaching; a teaching strategy is not tried, and observed, evaluated, and then restudied for another try (Edelfelt, 1981, p. 117).

Although research findings (Nicholson et al., 1976; McLaughlin and Marsh, 1978; and Yarget et al., 1980) have revealed that teachers prefer to have in-service activities conducted at schools, on school time, and be closely related to the teachers' responsibilities, the above claim by Edelfelt indicates otherwise. That is to say, most programs are not job-embedded. Yarger et al. (1980) study found that teachers expressed dissatisfactions with in-service activities being offered to them because teachers claimed that they are ineffective and not related to their immediate work (p. 42). Such claims by teachers was supported by the McLaughlin and Marsh (1978, p. 89) study which revealed that "it was important that professional learning be related to on-going classroom activities." Staff development activities undertaken in isolation from teachers' day-to-day responsibilities seldom had much impact.

In a recent review of the literature on in-service education state of the art, Swenson (1981, p. 5) identified three types of in-service delivery mechanisms being used by some school districts. There are summarized below:

1. After-school courses or workshops. In this type, activities occur during non-school day hours, and deal with general educational topics, but sometimes, they are designed to relate to specific classroom needs.

2. Release-time activities. School districts provide release-time staff development opportunities either by dismissing students from school or by providing substitute teachers.

3. On-site college or university courses. Such courses are typically planned and conducted by a college or university faculty member; in some instances, the course is planned and taught collaboratively with school district personnel and is designed to deal with specific needs of the school district.

The Professional Development of In-Service Teachers in Various Parts of the World

Education plays a dominant role in any society. If it is to carry its duties in the development of good, responsible, and productive citizens as it should, then much attention must be devoted to the continuous professional development of those who are going to deliver it. As mentioned earlier, the importance and the need for in-service education has been recognized by educators, governments, and educational planners and agencies as a vital part of the total

education of teachers. The Ministry of Education of India stressed the need for continuing teacher training:

In all professions, there is need to provide further training and special courses of study on a continuing basis, after initial professional preparation. The need is most urgent in the teaching profession because of the rapid advances in all fields of knowledge and continuing evolution of pedagogical theory and practice (1966, p. 84).

A concise account of the differences of emphasis in the field of in-service education in various countries follows.

Western Europe

Henderson (1978, p. 17) indicated that the Council for Cultural Cooperation in Europe has twice surveyed in-service training (1965, 1971). The findings showed that the emphasis is system-centered, rather than teacher-centered. In the approach to in-service, training is examined in relation to the overall development of educational services.

There are wide variations in the extent and pattern of training in Western European countries. As Henderson (1978, p. 18) noted, some countries (e.g., Greece) concentrate their courses in school time, others (e.g., the Netherlands) take advantage of evenings, weekends, and vacations. In some, courses organized during school hours are compulsory (e.g., Sweden). In Austria the system is highly centralized, while in the Federal Republic of Germany the system is completely decentralized, though in the majority both central and local organizations are involved.

In Sweden two main agencies are involved, the National Board and the County Boards. The first works through six senior teacher

training institutes, which act as a consortium. Each has a Department of Continued Teacher Training which takes responsibility for particular areas of study, and together they mount a consolidated program of summer schools. Members of the teaching profession are called upon to make proposals for needed courses to be provided in the summer and the program emerges as a result of consultation between the National Board and the six colleges, the latter being funded as required by the central authority. Applications to enroll are processed centrally and at the conclusion of each course, participants complete a form on which every aspect is rated.

Each of the twenty-four County Boards have a team of senior administrators led by an in-service training officer, together with consultants in various specialist fields who also spend some of their time teaching in schools. The County Boards' staff play a major role in organizing, in consultation with the schools, three to five compulsory study days each year when teachers are on duty but no pupils are present. These study days make possible a varied and well-coordinated in-service training program for all teachers, to which the teacher training institutes also contribute by preparing study handbooks.

The in-service training of teachers in Western Europe is generally envisaged in terms of a median between the specialized education of the teacher in his own field and preparedness to teach. It is expected to be largely a voluntary effort, with teachers accepting the provision made by central and local authorities.

Eastern Europe

Countries such as the USSR, East Germany, Poland, and Czechoslovakia are taking in-service training for teachers very seriously. Henderson (1978, p. 19) noted that the principal agencies for in-service training in the USSR are some hundred institutes for the improvement of qualifications, maintained by local authorities and a local inspectorate, members of which spend a proportion of their time teaching in one district, as well as inspecting in another.

The beginning teacher must attend between 40 and 60 hours at his institute immediately following initial training, mainly to improve his knowledge of his own teaching subject. All teachers follow a course of one full day per week for a year at an institute after their first three years of teaching, and again every five years after that.

When major innovations are decreed by the central or state ministers of education, an elaborate in-service program comes into action. Institute staff and the local inspectorate undergo a course of retraining. Teachers affected are involved in a full year of private reading and study, together with seminars at an institute and with inspectors, and during the following year they attend a full-time course between two weeks and one month. The emphasis of the in-service training is on subject matter, general knowledge, and teaching skills.

Developing Countries

The mainsprings of in-service training in developing countries are substantially different from those in Europe and North America. Pires (n.d.) in a survey of the in-service training of primary teachers in Asia carried out for UNESCO, summarized the three most important objectives as upgrading the competence of teachers, extending their general education and enhancing their qualifications. Whereas in more developed countries the teaching profession has, in general, the background of a fairly extensive post-primary education (ten to twelve years in most cases), a significant proportion of teachers in developing countries, particularly primary teachers, may have only had as few as four or five years of post-primary education. Frequently, therefore, emphasis is first placed on upgrading basic education and only secondarily on the improvement of professional skills (Henderson, 1978, p. 20).

Needs Assessment--A Brief Overview

The major purpose of this study deals with the professional development of the practicing teachers in the Saudi Arabian schools. Specifically, the objective is to determine in what areas of knowledge, experience, and skills the Saudi teachers need in-service education.

In order to reach the goal of this endeavor, a needs assessment procedure will be utilized mainly through the written format. The National Education Association, Washington, D.C., in its publication entitled Needs Assessment for Inservice Education (1975, p. 30)

asserted that "a needs assessment for inservice education can be handled either by a written or oral form, or even a combination of both." It is appropriate at this point to examine the idea and procedures of the needs assessment concept.

As Philip J. Berrie (1976, p. 1) said, "the process popularly (or unpopularly) called 'needs assessment' is a big item on the education circuit today. It is mandated by law, demanded by school boards, encouraged by university educators and requested by community groups." Assessments of educational needs have been conducted by state, local, and commercial agencies since the mid-1960s, and scholarly reports and discussions on methodology have also appeared in the literature since then. However, Kaufman's presentation determining educational needs in Educational System Planning in 1972 is generally recognized as one of the early standards for operational definitions and procedural guidelines (Kominski, 1978, p. 3).

Identifying needs is not new in education, declared Grandgenett (1978, p. 30). Informal needs assessments have long been conducted to determine gaps between learning and performance. However, traditional needs assessments in in-service education have generally relied almost entirely on input from administrators or depended solely on the insights of teachers (Firth, 1977, p. 215).

Needs assessment aimed at determining the needs that exist among a certain group of people. Sometimes these needs are obvious and readily observable; other times these needs are hidden and not able to be perceived without fine instrumentation (Spitzer, 1979, p. 4).

There is almost a total agreement among researchers and interested agencies on the definition of the needs assessment process (Kaufman, 1972; Kominski, 1978; Yuskiewicz, 1975; New Jersey State Department of Education, 1974; Spitzer, 1979; and Berrie, 1976).

The most common interpretation of the word "need" in needs assessment is the discrepancy between "what is" and "what ought to be" (Berrie, 1976, p. 4).

Like Berrie, Yuskiewicz (1975, p. 2) states a need is a measurable discrepancy between "what should be" and "what is," the differential between an acceptable standard and an observed level of performance. He defined needs assessment as a systematic procedure by which educational needs are identified and ranked in order of priority. The process involves the use of both objective (achievement test scores) and subjective (attitudinal measures) information to identify and rank educational needs.

Berrie (1979, p. 4) suggests that needs assessment in education may be thought of as the process of assessing or determining the extent of the discrepancies that exist in educational operations as related to student outcomes.

Stufflebeam (1977) as cited by Kominsky (1978, pp. 4-5) presents four perspectives on the definition of need: the discrepancy view--the difference between desired and observed performance; the democratic view--a change desired by a majority of some reference group; the diagnostic view--something whose absence or deficiency proves harmful; the analytic view--the direction in which improvement

can be predicted to occur. He emphasizes the importance of changing a clearly formulated purpose and design prior to implementing the process or collecting information.

The definition which is closest to the major purpose of this study was given by the New Jersey Department of Education:

A needs assessment is a procedure or process that identifies the perceived or expressed needs of a school district. The process involves the use of various measurements and activities to obtain the data needed to define the goal between "what is" and "what should be" (1974, p. 11).

Some educators view the needs assessment process as an information gathering unit of the planning function which, in turn, is a central component of the whole system. This view is asserted by Campbell (1974, p. 34), who added that when assessment is granted its proper position in the system context, it can make a substantial contribution to changing the educational scene.

Campbell defined two types of assessments. "Facilitative assessment," which is concerned with resources, such as staff, buildings, and special programs. These resources are assumed to provide the results toward which the second type of assessment is directed--student attainment or output. Both types are essential to the overall planning function (ERIC Clearinghouse, 1976, p. 3, ED. 125 064).

Needs assessment should be a part of any good planning procedure. The New Jersey State Department of Education (1974) in the planning manual asserted that needs assessment is an important element of comprehensive planning in education. In some planning

models, assessment even precedes goal development. Needs assessment is a necessary prerequisite to the rest of the planning process, which includes problem analysis, generation and selection of alternatives, implementation of the selected program, and evaluation (ERIC Clearinghouse, 1976, p. 3, ED 125 069).

Needs assessment is used for many reasons. As maintained by Kominski (1978, p. 13) needs assessment is a continuing process that should be employed during each planning-development-implementation-evaluation-revision cycle of a program. It is a means for obtaining data that is most advantageous when used frequently. It is used for:

- Identification of problem areas
- Prioritization of educational goals
- Compliance with state laws
- Soliciting of public opinion (Kominski, 1978, p. 7)

Berrie (1976, p. 2) declared that, if the needs assessment process is internalized by the local school personnel, there are essentially no limits to the benefits that can be derived. Better planning, increased involvement, and communication among different societal groups; better information for decision making, more meaningful feedback and evaluation; closer coordination; better definition of district, building, classroom and individual goals; and much more could result from a "properly" done needs assessment.

Needs Assessment Procedures

Before conducting a needs assessment, there are, according to Spitzer (1979, p. 7), some essential questions which should be addressed when developing any needs assessment plan:

1. For whom is the needs assessment intended? Information should be collected in an appropriate form for this person or persons.
2. Who is part of the target population?
3. What data collection methods should be used?
4. Should sampling techniques be used?
5. Who should be involved and how should they be involved?
6. What are the anticipated costs and who needs to approve the plan?
7. What constraints might hinder the needs assessment?

Kominski (1978, p. 3) noted that Kaufman and Harsh in 1969 postulated the existence of two important models in needs assessment:

1. The inductive model--existing conditions are evaluated prior to development of goals so that the subsequently identified needs may be more relevant to an educational agency's overall objectives.
2. The deductive approach--where goals are first determined and then needs are derived by measuring the discrepancies between existing conditions and these goals.

The procedures of needs assessment have been described by Kaufman (1972, p. 42) as a five-step cycle:

1. Determining the desired result or outcome
2. Evaluating present conditions
3. Identifying discrepancies between desired outcomes and present conditions
4. Seeking causes for the discrepancies
5. Prioritizing needs and planning remedies

Such procedures have been used for a variety of purposes such as improving curriculum planning, aiding in evaluation of programs and providing documentation for needs in an age of increased accountability (Grandgenett, 1978, p. 31).

In the opinion of Yuskiewicz (1975, p. 6), the needs assessment procedure has six steps:

1. Identify goals
2. Identify objectives
3. Prioritize objectives
4. Assess actual status
5. Determine discrepancies
6. Prioritize needs

There are different types of instruments which could be used to aid in collecting data. The National Education Association (1975, p. 5) indicated that there are generally four types of instruments:

- I. Open-ended, subjective responses
- II. Checklist variety:
 1. General attitude/interest perception
 2. Highly detailed checklist covering scope of area (e.g., in-service)

3. Specific provisions of components (e.g.,
leaves for in-service)
4. Priority ranking

III. Scales

1. Expectations/perceptions
2. Evaluation (e.g., conditions)

IV. Discrepancies model

Needs assessment procedures have been subject to criticism by many educators. Grandgenett (1978, p. 32) noted that Ruth Witkins (1975), after a comprehensive review of needs assessment approaches and instruments, generalized that the models most likely to generate enthusiasm among users were characterized by short periods of involvement among participants and lively group interaction, as well as simple systems of identifying discrepancies and communicating results. Witkins warned that data gathered by the use of such models are susceptible to superficial results, lack of long-range thought about "what should be" and an overemphasis on present needs.

Davis (1976, p. 3) claimed that most recent needs assessment questionnaires have dealt solely with either identifying the level of interest which prospective participants have for attending an in-service program centered about a particular topic, or identifying which among a number of topics generates the most enthusiasm for holding a program. That is, most needs assessments are topic-oriented; consequently, little beyond the topic of concern is

ascertained and decisions as to all other details of the program are made on the basis of distinctly limited knowledge as to what participants will find most attractive and/or educationally profitable.

Despite the criticism directed toward needs assessment procedures, they seem to be an approach to educational planning which uses systematic techniques to gather input from a wide variety of sources. The data which are obtained could provide a basis for planning programs which meet identified needs or they could provide still another example of ineffectively used information (Grandgenett, 1978, p. 33).

Summary

In summary, the review of literature revealed that in-service education and training has been of great concern to teachers, educators and, also, governments. The importance of in-service education is inherent in the beliefs that it has the potential for stimulating professional development of practitioners, improving school practices, and may assist in implementing social change.

In order to be more effective, however, writings on in-service education seem to suggest that program activities for in-service teacher education "should be planned in response to assessed needs" (Huston, 1981, p. 5).

The literature on in-service education and staff development, including research studies, indicates that teachers' in-service needs are great and varied. Teachers need continuous in-service training on job-embedded and job-related areas such as knowledge of subject

matters, teaching skills, and classroom management. They need more training in developing pupils' self-concepts, as well as developing their own personal selves.

Further, the literature revealed that needs assessment procedures are the cornerstone of successful in-service programs. As pointed out by Ingersoll and Schneider (1978, p. 26), "needs assessments should be an integral component of a general framework within which in-service programs can be built and modified to meet the perceived training needs of . . . teachers."

This undertaken need assessment study is an attempt to assist the Saudi in-service teacher education planners to identify the areas of needs in which the Saudi school teachers need in-service training, as perceived by the teachers themselves and by those who are directly involved with the work of these teachers, namely, the school administrators and supervisors.

CHAPTER III

IN-SERVICE TRAINING IN SAUDI ARABIA

Introduction

The general pattern of the teacher preparation process in Saudi Arabia has been outlined in Chapter I. This chapter is devoted to an examination of in-service teacher training and a concise description of in-service education (ISE) activities for public education personnel in Saudi Arabia. Before proceeding with such consideration, however, it should be noted that the information presented here regarding ISE practices in Saudi Arabia is based primarily on interviews conducted by this researcher with Saudi educators and education authorities who were directly involved with teacher training programs during the Spring of 1981. (See the next chapter on Methods and Procedures.)

Extensive interviews were found to be necessary because written documents and literature on this subject were scarce. Only two documents were obtained by the investigator from the General Directorate of Teacher Preparation and Training (GDTPT) at the Ministry of Education (MOE). The first was a report on ISE in Saudi Arabia, which was prepared by the MOE for presentation at a conference conducted in the Arab State of Bahrim by the Arab Educational, Cultural, and Scientific Organization (AECSOC) from November 23 to 29,

1975, for in-service education experts in the Arab world. The second was also a report on in-service training programs in Saudi Arabia, which outlined the types of training activities. This report was prepared by the GDTPT at MOE, and appeared in the October, 1977, issue of The Journal of Educational Documentation, published periodically by the MOE.

Policy and Objectives

Though no national policy for ISE seems to exist at the present time in Saudi Arabia, the need for one is strongly felt. ISE has been emphasized in the general "Educational Policy of the Kingdom of Saudi Arabia," published in 1974. Two articles dealing with the professional development of practicing teachers were included in that publication. (See Statement of the Problem in Chapter I of this dissertation for the text of the two articles.)

The sequential five-year development plans for Saudi Arabia (particularly the Second (1975-80) plan and the Third (1980-85) plan) have considered ISE an integral part of human resource development programs and incorporated some planning for it. The second development plan, for example, singled out ISE as the most promising process by which the competencies and skills of public school teachers and administrators could be enhanced. The developmental plans for Saudi Arabia maintain that if the quality of education and training is to improve, some qualitative measures need to be undertaken. Some of the measures suggested deal with up-grading educational staff members, specifically instructors and administrators.

To respond to this concern with upgrading educators, the MOE created, in 1975, a new department in the GDTPT, the Educational Training Directorate (ETD) which is shown in Figure 1. The tasks assigned to ETD are prescribed by Ministerial Ordinance Number 825/8, issued upon its foundation in 1975, as follows:

The ETD shall participate with other responsible agencies and educational institutions in the creation, execution, and evaluation of in-service training programs for public school personnel, in order to develop and improve their professional capabilities, to enhance their competencies (whether in teaching skills and methods for teachers, or in administrative skills for administrators), to up-grade their standards, to up-date their knowledge of academic subjects, and enrich their understanding of cultural, scientific, and educational concepts (MOE, 1975, p. 7).

In Saudi Arabia ISE policy is jointly formulated and drawn through cooperation between several governmental agencies, namely, the MOE, the General Presidency for Girl's Education (GPGE), the Ministry of Planning (MOP), and the Civil Service Bureau for government employees (CSB). However, the training of educational personnel is the responsibility of MOE and GPGE. ISE programs and activities are initiated, designed, organized, and delivered by these two authorities through their training departments. Other in-service programs are conducted by the two major colleges of education in the country--the College of Education at King Saud University (KSU) in Riyadh, and the College of Education at Umm Al-Qure University (UAU) in Makkah.

The goals of in-service education and training in Saudi Arabia has been identified by the MOE as follows:

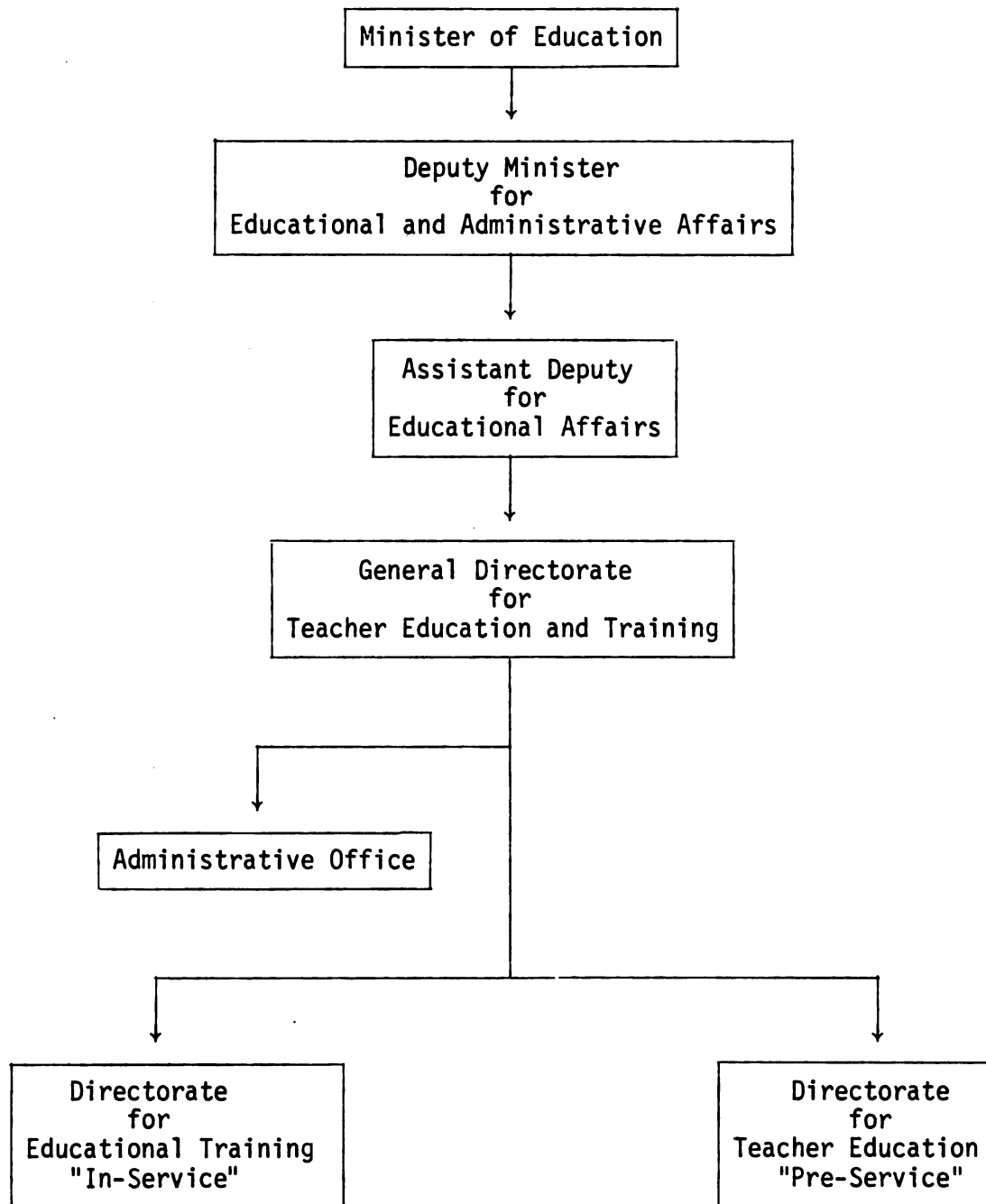


Figure 3.1.--Organizational Chart of the Ministry of Education
Showing the General Directorate for Teacher Education
and Training.

1. To train unqualified teachers already in the teaching force.
2. To retrain and rehabilitate those teachers and school administrators who have been inadequately prepared, and/or those who possess low-level educational certificates.
3. To provide for public school personnel opportunities to up-grade their skill levels and raise their standards.
4. To provide for the development of the whole person as an individual member of the society at large.
5. To provide the teacher with an opportunity to keep abreast of development in his subject matter area, and to acquire new teaching skills and methodology.
6. To help the public school personnel develop their capabilities in relating theory to practice.

Planning for ISE

The history of in-service education in Saudi Arabia is as short and recent as that of the Saudi educational system itself. Significant development in education began in 1953 when the MOE was founded. One year later, planning for ISE began when the MOE found itself in a position where recruiting unqualified teachers was necessary if education was to be provided for all.

To cope with severe teacher shortages, the MOE had to hire people who were not trained teachers, but who could read, write,

and do simple mathematics to teach in the schools. At the same time the Ministry established a network of Elementary Teacher Preparation Institutes (ETPI) to train teachers for primary schools. (Refer to Chapter I for more details on teacher education in Saudi Arabia.)

The unqualified teachers and the teachers in training were two groups for whom in-service education programs were planned. Therefore, in-service education in Saudi Arabia has mainly been influenced by the absence and inadequacy of pre-service preparation, and by the severe teacher shortage.

Historically, ISE in Saudi Arabia can be divided into three periods. The first was the compensatory period in which in-service education was designed to train teachers who had had no pre-service teacher preparation. This period extended from 1954 to 1965.

The second is a remedial period in which in-service education is designed to retrain those teachers who have been inadequately prepared, especially those who have been trained by the old ETPI. (See Teacher Education in Saudi Arabia in the first chapter.) This period began in 1966 when two teacher up-grading centers were established.

The third period may be considered an up-dating and growth period in which the objective of in-service education is to enhance the professional development of public school personnel. This period began in 1972.

ISE ProgramsThe Compensatory Programs
(1954-1965)

In-service programs in this phase were comprised of summer sessions, night classes, and short training sessions.

Summer sessions were organized by the MOE and conducted in Taif City to compensate for the absence of pre-service training. Trainees were required to attend two consecutive summer sessions of 50 days each. The program of study was spread over 36 hours per week and consisted of courses in academic subjects, educational foundations, psychology, and teaching methods. Teachers were brought to the summer sessions from all over the country at full pay, plus expenses and housing accommodations. In 1965 these sessions were eliminated after 1,035 teachers had been trained.

In 1955 the MOE established several Teacher Training Centers which operated in the evenings during the academic year. The purpose of these centers was the same as the summer sessions. In-service teachers were required to attend the program for three academic years. Upon graduation each teacher was granted a teaching certificate and a salary raise. The contents of the Teacher Training Centers program were similar to the programs offered in the summer sessions with more emphasis on subject matter and teaching methods. These centers provided services for unqualified teachers in the big cities and were discontinued in 1965 after 373 teachers had been trained.

Simultaneous with these programs, short training sessions were conducted in the local school districts for those teachers who

attended the above programs for reorientation and enhancement. Such sessions extended for two to three weeks at the beginning of the school year. When the summer and evening programs were phased out, the short training sessions were also cancelled.

Remedial Programs (1966 to Present)

According to the MOE's reports on in-service education (1975, 1977), there are three kinds of remedial programs. These are: programs offered by the Teacher Up-Grading Centers (TUC), in-service programs for school administrators, and in-service programs for intermediate and secondary school teachers.

When educational authorities realized that teachers who had graduated from ETPI were inadequately prepared, two TUCs were founded to make up for the deficiencies remaining after the teacher training process. The ultimate purpose of the TUCs is to improve the qualifications and raise the professional standards of the ETPI graduates who have served as teachers for at least three years. Teachers admitted to this program are required to be released from their teaching duties for the two years which constitute the duration of the program. The TUCs program is made up of three periods of seven and a half months each. The first two periods are devoted entirely to subject matter, including the arts and sciences, while the last period is directed to professional education, including student teaching. The programs of studies are heavily concentrated. Each trainee is required to engage in all that is offered with no

exceptions because the teachers are expected to teach all subjects and be involved in all primary school activities.

As incentives, the teacher trainees are paid generously to attend the program. In fact, each trainee receives the base salary of a regular teacher plus 75 percent extra for living expenses and as a reward. Upon graduation, the TUC certificate qualifies teachers for salary increments, and to steps up in the teacher cadre. In addition, the graduates of TUC are eligible to continue their post-secondary education at the junior teacher colleges or at the colleges of education after serving in the public school system for at least three years.

Since their establishment in 1966, TUC certificates had been granted to 4200 teachers by 1976 (MOE, 1977, p. 21).

In 1973 the MOE, in cooperation with the two major colleges of education at KSU and UAU, started in-service programs for public school principals and assistant principals. The programs are conducted on the campuses of both universities, and their objective are to raise the qualifications and competencies of school administrators. The program provides special courses in school administration, elementary and secondary school education, educational foundations and philosophy, educational psychology, and supervision. These in-service programs last for two semesters of 15 weeks each, during which the trainees are required to attend as full-time participants. The prospective trainees are selected or nominated for the program by the MOE and granted sabbatical leaves with full pay, plus expenses.

Upon completion of the program the administrators are required to go back to their schools and resume their administrative responsibilities.

The third type of in-service remedial program is offered by the College of Education at KSU for intermediate and secondary school teachers who were graduated from colleges other than colleges of education, and were hired as teachers with no initial professional education in teaching. Participants in this program are required to spend two semesters of 15 weeks each, and attend special courses designed for them. The program components include classes in teaching methods, educational psychology and foundations. During the second semester the trainees engage in activities such as observation of classes and student teaching. At the end of the program, the teacher is awarded a teaching diploma which will qualify him for salary increases and promotion in the teachers' cadre.

The Up-dating and Growth Programs (1972 to Present)

For the purpose of improving the quality of teaching and, as a consequence, the quality of education in Saudi Arabia, two types of ISE program activities were planned by the MOE. These programs are classified as short-range and long-range programs (Figure 3.2). Some in-service activities are conducted domestically, either by the central office at the ETD, or by the local school districts, while others are conducted abroad--mainly in other Arab countries as Egypt, Lebanon, Jordan, and Syria; and in foreign countries such as the

United States and Great Britain. ISE program activities in this phase are described in Figure 3.2 and Tables 3.1 and 3.3.

Short-Range Programs

In-service activities in these types of programs extend from one to twenty days and, in some cases, may last for sixty days, especially in the summer. As the reader may recall, all in-service education activities are initiated and planned, centrally, by the ETD at the MOE, however, some activities are conducted by the local school districts rather than the central department.

The local programs executed by school districts are designed, basically, for first-year teachers. Their purpose is to introduce a new teacher to the school environment in general and to his/her new responsibilities in particular. The popular delivery scheme for these arrangements includes seminars, discussions, and lectures, all of which are conducted by the school supervisors, either in the school building or in the district headquarters.

Central activities conducted by ETD are planned to meet curricular needs and designed for subject matter teachers. Emphasis is placed on introducing the new subject matter to the teacher, and on methods of teaching that particular subject. Lectures are the delivery procedure used here. Activities are introduced by supervisors, college instructors, and university professors, depending on the subject being introduced and the availability of experts in the field.

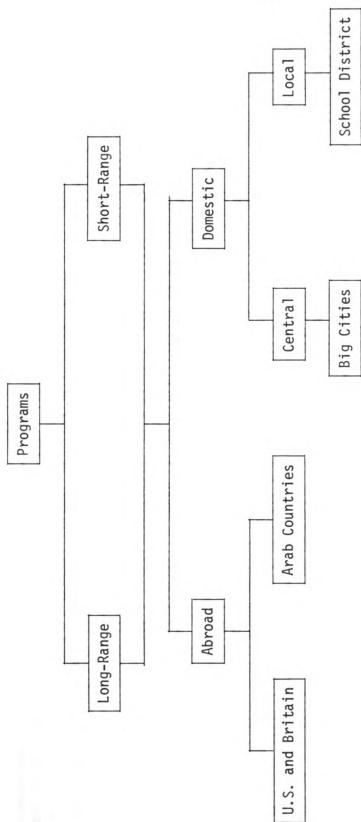


Figure 3.2.--Up-Dating and Growth Programs.

SOURCE: Journal of Educational Documentation, Ministry of Education, Data Center (Riyadh, Saudi Arabia: October 1977), pp. 19-23.

TABLE 3.1.--Types of Programs Executed During 1974-1975.

Types of Programs	Duration	Place	Trainees
Elementary School Administration	30 Weeks	Colleges of Education	Principals and Assistant Principals
<u>Professional Education Diploma</u>	30 Weeks	College of Ed. at KSU	Intermediate & Secondary Teachers
Social Studies Supervision	3 Days	Riyadh City	Social Studies Supervisors
English Language Supervision	3 Days	Riyadh City	Supervisors
Educational Statistics	4 Weeks	Public Administration Institute--Riyadh	District's Statisticians
Special Education (Masters Degree)	2 Years	United States	Educational Leaders
Physical Education	10 Days	School Districts	Teachers
English Language Teaching	1 Year	England	Teachers
Boy Scouts	10 Days	School Districts	Scout Leaders
Educational Training	2 Years	United States	Educational Leaders X
Science Teaching (night program)	2 Months	KAU	Teachers
Math Teaching (night program)	2 Months	KAU	Teachers
English Teaching (night program)	2 Months	KAU	Teachers

SOURCE: Report on ISE in Saudi Arabia prepared by The General Directorate of Teacher Preparation and Training, November 23-29, 1975, p. 7.

TABLE 3.2.--In-Service Programs Executed in the Summer of Academic Year 1974-75.

Program	Duration	Place	Trainees
School Administration	18 Weeks	Lebanon	School Principals and Assistant Principals
Teaching the Adults	2 Months	Riyadh City	Teachers
English Teaching	4 Weeks	Britain	Teachers
Modern Math Teaching	4 Weeks	Syria	Teachers ✓
Biology Teaching	4 Weeks	Egypt	Teachers ✓

SOURCE: Report on In-service education in Saudi Arabia prepared by The General Directorate of Teacher Preparation and Training, November 23-29, 1975, p. 7.

TABLE 3.3.--Types of Programs Planned for 1981-1982 School Year.

Programs	Objective	Duration	Place	Trainees
Professional Education	Compensatory	36 Weeks	College of Education at KSU	Intermediate and Secondary Teachers
School Administration	Up-dating	36 Weeks	UAU and KSU	School Administrators
Teaching English	Up-grading	36 Weeks	England	Teachers
School Supervision	Remedial	36 Weeks	College of Education at KSU	Supervisors
Laboratory for English	Remedial	2 Weeks	Not decided	Teachers
Teaching Math and Science	Up-dating	2-4 Weeks	Riyadh City	Teachers and Supervisors
Teaching English (Summer)	Up-dating	6 Weeks	England	Teachers

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SOURCE: MOE, tabulated Report on Planned Training Programs for 1981-82. The Planning Department, Riyadh, Saudi Arabia, 1981, p. 6.

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Short-range ISE programs conducted outside the country are planned primarily for Saudi educational leaders, such as school administrators, supervisors, and MOE personnel. The objectives of such programs are to give leaders opportunities to become familiar with and to study the educational practices and experiences of educational systems in other nations and cultures. Activities include attending conferences and workshops, laboratory training, visits to schools and other educational institutions and trips.

As shown in Tables 3.2 and 3.3, some short-range in-service activities conducted abroad are designed for school teachers. Such programs are concentrated on academic subjects and teaching methods, with emphasis on the sciences and foreign languages. The reason for conducting this type of teacher training outside the country is that the training was not available within the country--up to 1975--because of shortages of trainers and training facilities. By 1980 short-range in-service training provided for teachers outside Saudi Arabia was limited to foreign language training, basically English which is conducted in Britain during summers.

Long-Range Programs

In these programs in-service activities are planned, almost exclusively, for Saudi educational leaders and conducted domestically by colleges of education (see remedial in-service programs above) or abroad. Programs in this phase extend from one to three years and lead to higher diplomas. Participants in the programs abroad are encouraged to acquire higher level degrees (Masters or Doctorate).

The programs concentrate on educational studies, including professional education, and consist of educational planning, administration, comparative education and educational systems, curriculum construction and design, educational philosophies and foundations, educational psychology, and teacher education. Types of delivery include: university courses, lectures, seminars, conferences, workshops, trips, and visits to educational institutions. Long-range programs conducted abroad are offered mainly in the United States by the University of Oklahoma in Norman, Oklahoma, and by Indiana University in Bloomington, Indiana. These programs began in 1972 as a result of contracts signed between the MOE of Saudi Arabia and each of these universities, but were terminated in 1980.

Program Evaluation

Plans for ISE in Saudi Arabia include components of program evaluations. The purpose of the evaluation process is identified by the MOE as:

Systematic appraisals of all educational ISE training should be undertaken in order to evaluate the effectiveness of a particular program on the educational process, and to see whether or not the training program meets the objectives and goals defined for ISE (MOE, 1975, p. 12).

According to the MOE report on in-service education (1975, p. 12), the methods of evaluation include:

1. Opinion questionnaires.
2. Feed-back from school administrators and district directors.
3. Supervisors' reports on trained teachers.
4. Follow-up procedures.

Interviews conducted by this author with educational authorities at MOE and some local districts, however, revealed that the only written evaluation materials available are the reports of school supervisors.

Barriers to ISE

Prior to 1975 the major obstacle to in-service education was the absence of a specialized department responsible for coordinating ISE programs. Equally important was the fact that in-service training was neither popular nor urgent in Saudi Arabia, due to severe teacher shortages and the fact that educational quality development was still in its infancy.

Since its establishment in 1975, the ETD has faced several difficulties impeding its efforts to develop ISE as a continuous process. Among these impediments are the following:

1. The absence of a national policy for ISE.
2. Negative attitudes of teachers toward the idea of retraining, despite generous incentives.
3. Locations in which most programs are conducted.
4. Shortages of native teachers make it difficult for the schools to grant them leaves of absence or sabbaticals to attend programs, especially the long-range programs.
5. Deficiencies in training experts and in facilities.
6. Allocation of funds for in-service programs is sometimes obstructed by administrative bureaucracies which

include the MOE, the Ministry of Planning, and the Ministry of Finance and National Economy.

Summary

The above description indicates that there are several varieties of in-service education programs and activities provided by the MOE for the Saudi educational personnel--including teachers, school administrators, and educational leaders. Some of the in-service programs are offered on a short-range basis which extend from one to sixty days, while others are offered on a long-range basis and extend from one to three academic years. ISE activities are conducted domestically and abroad. Domestic programs are offered by the central training department at MOE and by local school districts--depending on the type and duration of the program. The short-range programs abroad are planned mostly for teachers and conducted in other Arab countries and in Great Britain. Long-range programs abroad were designed for educational leaders and offered in the United States from 1972 to 1980.

Participation in the short-range programs is mostly voluntary, except in programs designed to introduce school teachers to newly adopted curricula; in this case attendance is required for all responsible teachers. Participants for the long-range programs are selected, exclusively, by the MOE from all educational districts.

In order to encourage participation and to motivate participants, generous incentives are provided for most of the programs,

particularly the long-range types. However, the attitudes of personnel toward in-service training, especially teachers and school administrators, are not favorable. In exploring these negative attitudes in interviews, it was found that the main reason appears to be the contents of the program activities. Some of those who have participated in in-service programs expressed dissatisfaction with the programs' contents. Others indicated that the programs offered were not seriously planned to meet the teachers' needs.

It should be noted that some of the above training activities may not be regarded by Western standards as in-service programs. Saudi educational authorities' classification of these programs as in-service is justified by the fact that all the program beneficiaries are MOE employees, whether teachers or administrators.

CHAPTER IV

METHODS AND PROCEDURES

This chapter describes the procedures used in this study. Included are discussions of the population, the sample, and sampling methods. Also described are the instruments used in collecting the data--its construction, translation, and pilot testing--the process of collecting the data and finally, the methods used for analysis.

Population

The target population for this study consisted of elementary, intermediate, and secondary school teachers, administrators (principals and assistant principals) and supervisors in the Jeddah City School District (JCSD). Jeddah City--located in the Western Region of Saudi Arabia--is the second largest city in the country with a total population believed to have exceeded the one million mark by 1980, according to the Ministry of Municipal and Rural Affairs (STRD, 1980). Jeddah City School System, as indicated by the latest statistical reports (1980-1981) secured by this researcher from the Educational Directorate for the Western Region (EDWR) and from the Directorate for Girls' Education in Jeddah (DGE), has a total of 222 public schools in all three levels (see Table 4.1).¹ There are

¹This number did not include professional vocational public schools, the special education schools, and the night public schools.

TABLE 4.1.--Total Population of Schools and of Saudi Native Teachers in Jeddah City School District

Level of School	Male		Female	
	No. of Schools	Teachers	No. of Schools	Teachers
Elementary	82	1,564	75	1,661
Intermediate	24	224	20	211
Secondary	<u>11</u>	<u>118</u>	<u>10</u>	<u>111</u>
TOTAL	117	1,906	105	1,982

Source: Educational Statistics for Jeddah City School District, 1980-81. Department of Statistics, Educational Directorate for the Western Region, 1981; Summary Statistics for Girl's Education in Jeddah City School District, 1980-81. The Directorate for Grils' Education in Jeddah, 1981.

3,888 native teachers, males and females, at all three levels, representing 73.4 percent of the total number of teachers serving in the district. The remaining 26.6 percent, or 1407, are non-Saudi teachers, but nevertheless, they are mostly Arab nationalities from different Arab countries. Most of those non-indigenous teachers are serving in the intermediate and secondary school levels. Each school in the system has a principal and assistant principal. Some schools, however, have more than one assistant principal depending on the size of a given school. This case is especially found at the secondary level and in some cases at the intermediate level. According to the above-mentioned statistical reports, there are 472 administrators serving in the district's schools.

The 62 academic supervisors in the population serve the teachers in the district. Supervisors formally known as (school inspectors) are based in the headquarters of each directorate. Of the total number of supervisors, 37 are males serving at the EDWR, and 25 are females serving at DGE.

Sample Selection

Prior to sampling selection and design, the researcher, once arrived in Saudi Arabia, consulted with research experts from the Educational and Psychological Research Center (EPRC) at Umm Al-Quara University (UAU), Makkah, Saudi Arabia, to finalize the sampling procedures and size. Several meetings were held at EPRC to discuss issues relating to the nature of this study, the implementations of survey research in Saudi Arabia, and factors regarding the characteristics of the population. The discussions resulted in agreement on the following sampling procedure.

Selection of Teachers and Administrators

The population of teachers was stratified by two variables--gender and school level. As a result of the stratification process, teachers were classified into six strata: (1) male elementary teachers, (2) female elementary teachers, (3) male intermediate teachers, (4) female intermediate teachers, (5) male secondary teachers, (6) female secondary teachers. Accordingly, all schools in the district were stratified and classified into six units (or clusters). In each cluster, six schools from one level were randomly selected to be

included in the sample. The total number of selected schools was 36, divided equally by school level and by gender. Then every Saudi teacher in each of the randomly selected schools was included in the sample. The total number of teachers in all 36 schools was 485 males and females. This total was determined to comprise the sample of teachers.

Since each public school in the district has a principal and at least one assistant principal, each principal and each assistant principal in each of the 26 selected schools was considered a potential respondent and hence, was included in the sample to represent the population of administrators in the districts. The total number of administrators in all 36 schools was 84 subjects, out of which 36 were principals, and 48 were assistant principals.

Selection of Supervisors

As noted earlier in this chapter, the total number of supervisors was small in both directorate (EDWR) and (DGE). Of the 62 supervisors serving in the district, 50 percent, or 31 supervisors were determined to be an appropriate proportion to compose the sample. Then 16 male and 15 female supervisors were selected at random and were included in the sample.

Instrumentation

A two-section questionnaire was used as the primary instrument for collecting data necessary for this exploratory study (see Appendix A).

Section One

In the first section of the instrument, a set of nine questions was designed to collect demographic and personal data about the respondents. This section was intended to provide data regarding participants' general characteristics. Also, information relating to subjects' age, gender, level of education, type of job responsibility, school level in which a respondent works, years of experience, and experience with in-service education, were collected in this section as independent variables which might have had an effect on the respondents' perception of the professional development needs for in-service teachers.

Section Two

Section two included the Teacher Needs Assessment Survey (TNAS) instrument. In this section a questionnaire consisting of 48 items was constructed to collect the desired data for the major purpose of this study--that is, to assess and identify the needs of Saudi teachers for in-service education in selected teaching skills and competencies.

After an extensive review of the literature on in-service education and on need assessment, the investigator judged that the Teacher Need Assessment Survey--a 43-item instrument, using a Likert Scale, developed by Gary M. Ingersoll in 1975 at Indiana University, to tap teachers' self-perceived needs--is the most appropriate instrument for the purpose of this study. The items in the TNAS "describe a variety of teaching skills" (Ingersoll, 1975, p. 3). This instrument

was generated from two primary resources, according to Ingersoll (1975, pp. 2-3). First, categories of teaching skills were abstracted from the existing catalog of teacher competencies. Second, studies' results and findings reported in previous attempts to classify teacher concerns or needs, were surveyed. The studies investigated by Ingersoll and, therefore, which appeared to have had a significant impact upon the design and development of his instrument were summarized by Greene as follows:

1. Abelson's instrument asked teachers to rate themselves for (1) mastery of given skills, (2) their need to study it, (3) applicability to the teaching process, and (4) the extent to which they felt it should be in pre- or in-service training. The items in his instrument came from educational psychology topics, the teaching process, and from teaching ability lists.
2. The Adult Basic Education Need Study used items from a review of the literature.
3. Franc studied the needs of inexperienced elementary teachers and identified control and attention; use of time, materials, and space; interpersonal relations and instruction as their most pressing needs for in-service.
4. Harrow, Dzuibon, and Rathborg analyzed responses to fifty variables perceived as problem areas by student teachers and specified five major areas: discipline, school policy, administration, student, peer groups, and student motivation.
5. Fuller set up a model consisting of six categories of teacher concerns: role orientation, self-perception, self-adequacy, improvement of the system, whether student needs are being met, and if students are learning what is being taught.
6. Howell had teachers express the most important areas for self-improvement and they rated techniques of discipline and motivation as most important (Green, pp. 55-56).

The purpose of the instrument, as Ingersoll (1975, pp. 6-7) asserted, was to provide a reliable and convenient form through which a variety of schools could gather data on in-service needs and use that data to augment in-service planning.

The 43 items selected by Ingersoll to comprise his assessment instrument were sorted into seven clusters using factor analysis techniques: (1) interpersonal communication and administration, (2) classroom management, (3) individualized instruction, (4) assessment, (5) discipline, (6) developing personal self, and (7) developing pupil self-concept. Ingersoll, also, included in the instrument one group of items labeled as non-factor items.

Ingersoll's TNAS has been used several times in different studies about the in-service education needs of teachers by such authors as Ingersoll, himself (1975), Pitts (1975), Greene (1977), Evans (1978) and Grandgenett (1978). Some of these authors utilized slightly different groupings of clusters in an attempt to incorporate the items which Ingersoll had identified as non-factor related. For example, Pitts (1975) and Greene (1977) grouped the 43 items into seven clusters which had commonality as: (1) asserting and evaluating student behavior, (2) planning instruction, (3) conducting and implementing instruction, (4) performing administrative duties, (5) communicating and interacting, (6) developing pupil self-concept, and (7) developing personal skills.

To determine the degrees of similarity and differences between the previous clustering patterns, Grandgenett conducted a factor

analysis of responses and sorted the 43 items into seven clusters. Her descriptors were: (1) developing pupil self-concept, (2) handling classroom problem, (3) individualized instruction, (4) evaluating program and achievement, (5) planning instructional programs, (6) developing personal self, (7) managing classroom instruction (Grandgenett, 1978, p. 59).

For the purpose of this study, five items determined by this researcher as unrelated to the teaching activities in Saudi Arabia were deleted from the original TNAS developed by Ingersoll. However, ten items selected from the literature were added by this writer, as they apply to the intended objective of this study (see Appendix A). The final version of the instrument used for this investigation consisted of 48 statement items which were randomly arranged on the questionnaire to avoid creating a response set among participants. The 48 items in the TNAS were grouped into seven areas, or clusters, of competencies according to their commonality and the author's logical interpretation. However, factor analysis techniques were not used in this process because of the previous use of it on the original instrument. The descriptors used in this study are:

1. Developing pupil self-concept--10 items
2. Managing classroom instruction--7 items
3. Individualized instruction--5 items
4. Planning instruction--5 items
5. Handling classroom instruction--5 items
6. Evaluating and assessing achievements--7 items
7. Developing personal self--4 items

Respondents to the TNAS questionnaire were asked to indicate the degree of needs for in-service training in the specified areas on a Likert-type scale of five points (1-5), in which "1" represented strong disagreement with the statement as not being a need for professional development, and "5" represented strong agreement with the statement as being a definite need for in-service education. On the questionnaire, the teachers were instructed to respond according to their perceptions of their own personal-professional needs, while the principals, assistant principals, and supervisors were asked to respond according to their perceptions of in-service education needs among teachers.

Translation of the TNAS

The instrument (48 items) together with the nine-item questionnaire on demographic data, were translated from the original English into Arabic language by the author. Upon arrival in Saudi Arabia in May, 1981, both versions of the questionnaire were presented to the Educational and Psychological Research Center (EPRC) at Umm Al-Qura University (UAU) for verification. The EPRC formed a team of experts who translated the Arabic version back into English and then compared it with the original English form. The team reviewed the terminology the author used in his translation to determine its conformity with educational concepts in the Arabic Language. After some slight changes and revisions which were incorporated in the questionnaire, the investigator's Arabic translation of the two

sections of the questionnaire was verified as being complete and accurate.

Pilot Testing of the Instrument

After the translation of the TNAS was approved by EPRC at UAU, a pilot test was conducted to obtain an appraisal of the clarity of items, the applicability of skills and competencies to teaching activities and practices in Saudi Arabia, and to measure the approximate completion time. The questionnaire was presented to 25 elementary, intermediate, and secondary school teachers and administrators. The pilot group comprised 15 males and 10 females. The result of the test indicated that the questionnaire was clear and straightforward.

Questionnaire Distribution and Data Collection

Data analyzed in this study in respect to its major purpose were collected from 475 elementary, intermediate, and secondary schools, teachers, administrators, and supervisors in Jeddah City School district (JCSD). Before the process of questionnaire distribution started on June 1, 1981, the Ministry of Education (MOE) and the General Presidency for Girls' Education (GPGE) in Saudi Arabia were officially contacted by UAU to grant the investigator permission to conduct his research in JCSD. When such permissions were obtained and the Educational Directorate for the Western Region (EDWR) and the Directorate for Girls' Education (DGE) in Jeddah City, were notified by both authorities (MOE and GPGE), the researcher traveled to Jeddah to acquire the following documents.

1. Lists of names and addresses of all boys' and girls' schools in the district.
2. Updated lists of the total number of teachers, principals, assistant principals, and supervisors who were actually on the job at the time of the research, including their names, addresses, and the names and addresses of their schools.
3. When the sampling procedures and size were determined, both directorates were asked by the researcher to officially notify the selected schools of the upcoming events. Official letters were sent directly to each of the 36 schools informing them of the researcher's intentions and urging their support and full cooperation.

Distributing Questionnaire to Teachers and Administrators

The planned sample comprised 36 schools, 485 teachers, and 84 administrators in all three levels of schooling. After the official arrangements were made and the necessary documents were obtained, a team composed of 18 graduate students from the College of Education at UAU was formed under the supervision of EPRC to help the investigator with the process of distribution and collection of the questionnaire. The team members (nine males and nine females) were school administrators from JCSD who were at the time of this research on one year sabbatical leaves to attend classes on professional education and administration at the College of Education. The team was divided into two groups--male and female. Each group was divided into three subgroups, each of which composed of three individuals. Each of the

three male subgroups was assigned to collect data from one level of school--elementary, intermediate, or secondary. The six selected schools in each level were divided equally among the three individuals of the subgroup. The same process was followed with respect to the female members of the team.

Before members of the team started their voluntary assignment, the male groups met several times with the researcher at EPRC to discuss the procedure of questionnaire distribution and collection and to introduce the questionnaire contents and purpose to the team members. Importance of the research and of in-service education in general were discussed in those meeting so that members of the team would be able to be prepared to explain and answer any questions which might be raised by respondents.

At the girls' campus, similar sessions were held with members of the female groups by the director of Girls' Graduate Studies Department who volunteered to assist the researcher in coordinating and directing the female subgroup members' assignments. Communications and contacts between the female coordinator of the female subgroups, and the investigator were held exclusively via telephone conversations. All questionnaires were distributed to school teachers and administrators, males and females, during the first week of June 1981, and by June 25, 1981, all completed questionnaires were collected and returned to the EPRC.

Transportation was provided for the investigator and for the female team members and coordinator by Umm Al-Qura University. Each

of the male team members had his own means of transportation and volunteered to use it.

Distributing Questionnaire to Supervisors

There were 31 supervisors randomly selected to comprise the sample, 16 of which were males and 15 were females. The male supervisors were contacted directly by this investigator in their offices at DEWR. The sampled supervisors were handed the questionnaire on June 5, 1981, and by June 15 the completed forms were collected. The female supervisors were contacted by the female coordinator in their offices at DGE headquarters. The questionnaire was distributed to 15 female supervisors on June 5, 1981, and collected by June 12, 1981.

The total number of distributed questionnaires was 600 copies divided between the potential three groups of respondents in the following manner: 485 questionnaires to teachers, 84 questionnaires to administrators, and 31 questionnaires to supervisors. All questionnaires were accompanied by cover letters explaining the purpose of the research, urging the participants to respond to all items as accurately and truthfully as possible, and assuring the anonymity of respondents. Each of the two sections comprising the questionnaires was introduced by instructions to each of the three groups of respondents as to how the responses to each item should be recorded. In the instructions, the teachers were asked to base their responses according to their own personal professional needs. The administrators were instructed to respond according to their perceptions of the in-service needs of the teachers in their schools. And, the supervisors were asked to

respond according to their perceptions of in-service needs among the school teachers with whom they work.

Data were collected from 489 respondents representing 81.5 percent of the total number of questionnaires distributed. From the 489 responses, 2.9 percent, or 14 questionnaires, were discarded because of incomplete answers. The total number of completed questionnaires used for analysis in this study was 475 or 79.2 percent of the total sample. Teachers' responses accounted for 78.5 percent, or 373 respondent teachers. Responses from school administrators included in the sample accounted for 86.9 percent of the total number of administrators contacted, or 73 respondent administrators. The responding administrators accounted for 15.4 percent of the total usable responses. The total number of supervisors who contributed to this study was 29 or 93.5 percent of the total number of supervisors included in the sample. Responses from supervisors accounted for 6.1 percent of the total usable questionnaires (Table 4.2).

TABLE 4.2.--Number of Questionnaires Distributed to the Sample and Number of Completed Responses

Role Group	No. of Sample	No. of Responses	Response %
Teacher	485	373	78.5
Administrators	84	73	86.9
Supervisors	<u>31</u>	<u>29</u>	<u>93.5</u>
TOTAL	600	475	79.2

Descriptive Data

The second purpose of this study was to describe the existing in-service teacher training in Saudi Arabia. Data for this purpose were collected from several Saudi and international agencies such as the Ministry of Education, Ministry of Planning, General Presidency for Girls' Education, King Saud University, Umm Al-Qura University, United Nations Educational Scientific and Cultural Organization (UNESCO), and the Arab Nation Educational, Cultural, and Scientific Organization (ANECSO). Although all of these agencies and institutions were contacted, information on the subject was very scarce. Only a few written documents, records, and papers were obtained. Therefore, the descriptive section appeared in the third chapter of this study was based in some part on the available literature, but most of it was based on interviews. Many interviews were held by the researcher with personnel directly involved with the in-service training of teachers in Saudi Arabia, to gather information related to the subject. Among those who were interviewed: the general director of the training and supervision department of MOE, his counterpart at GPGE, Dean of the College of Education at King Saud University, the director of the teacher training programs at the College of Education at UAU, and the two superintendents of JCSD.

Treatment and Analysis of the Data

Data collected for this study were first coded and translated into computer program sheets. Coded responses were sent to the scoring center at Michigan State University (MSU) computer center for

keypunching. Prior to the process of analyzing the data, the research consultants at MSU's College of Education were contacted to determine with the researcher the statistical procedures and type of tests suitable for this study. Then, the punched cards were sent to MSU's Computer Center for Analysis using the Statistical Package for Social Science (SPSS) model.

The statistical analysis of the data utilized descriptive statistics (mean and standard deviation), frequencies, multivariate analysis of variance tests (MANOVA), and the Univariate F-tests. ✓X

Mean and standard deviation ratings were used to analyze the overall perceptions of respondents on each item of the 48-item statements included in the TNAS instrument. Also, mean ratings were used to rank order the selected competencies in regard to perceived importance for in-service education needs. The seven clusters of competencies were rank-ordered according to the mean as perceived by all three groups of respondents and by each role group.

To determine significant differences among groups of respondents for each cluster and for all seven clusters, the nine hypothesis devised for the study were tested by utilizing the multivariate analysis of variance tests. The alpha level of significance was set at .05 percent.

The Univariate F-tests were employed to determine the area(s) of competency cluster(s) in which significant differences on perceptions of in-service needs occurred.

The following chapter presents the results of these analyses.

CHAPTER V

PRESENTATION OF THE STUDY RESULTS

The primary purpose of this exploratory research was the assessment of the Saudi teachers' in-service education needs, by identifying skills and competencies perceived by teachers, administrators, and supervisors, as important for continued professional development.

In this chapter, findings related to that purpose are reported in five sections. The first section describes the respondents who participated in the study in terms of their distributions among the variables of gender, age, job responsibilities, level of school in which they work, years of experience, type of degrees or level of education, and experience with in-service training. The second section reports findings regarding the perceived importance of the selected competencies, and how they were rated by all respondents. Findings related to respondents' perception of in-service education needs in all 48 competency statements, are presented in the third section. The fourth section reports findings related to the respondents' perceptions of needs in all seven clusters of teaching competencies. Differences on perceptions are reported in the fifth and final section. Also, in this section, findings resulted from hypotheses testings are presented.

Description of Respondents

The first part of the instrument used for this study consisted of a set of questions designed to obtain some specific personal and demographic information about the respondents. As mentioned in the previous chapter, 600 questionnaires were distributed to the potential subjects. The number of returned responses totaled 489 or 81.5 percent. Fourteen responses or 2.91 percent of the total returns were found to be unusable, and therefore, were eliminated. The total number of completed and usable responses was 475, or 79.2 percent of the total number distributed.

All 475 people who participated in this endeavor by responding to the questionnaire were elementary, intermediate, and secondary school teachers, administrators (principals and assistant principals) and supervisors. As can be seen from Table 5.1 below, male subjects were slightly in the majority.

TABLE 5.1. Distribution by Sex

Sex	N	Percent
Female	221	46.5
Male	<u>254</u>	<u>53.5</u>
TOTAL	475	100.0

Question on age revealed that the majority of subjects involved in this study were in their youth. Of the total respondents,

62.2 percent were between the ages of 20 and 30 years, as indicated by Table 5.2 below.

TABLE 5.2.--Distribution by Age

Age Group	N	Percent
20 - 25	142	29.9
26 - 30	156	32.3
31 - 35	47	9.9
36 - 40	37	7.8
41 and above	32	6.7
No reply	<u>61</u>	<u>12.8</u>
TOTAL	475	100.0

Since the main concern of the present study was related to teachers' needs for professional development on the job, the majority of those who responded to this investigation were teachers. Table 5.3 below showed that the total number of respondent teachers was 373 or 78.5 percent of the total responses.

TABLE 5.3.--Distribution by Job Responsibilities

Type of Work	N	Percent
Teachers	373	78.5
Administrators	73	15.4
Supervisors	<u>29</u>	<u>6.1</u>
TOTAL	475	100.0

The greatest number of respondents were from the elementary school level, with a total number of 197 or 41.5 percent. This was followed by 152 respondents from the secondary school level who accounted for 32 percent of the grand total. Respondents from the intermediate level totaled 126 or 26.5 percent of the total responses.

Table 5.4 below indicates that the majority of teachers who participated in this study were elementary school teachers, followed by the secondary school teachers. The majority of administrators who responded to the questionnaire were from the intermediate school level, while the greatest number of supervisors' responses came from those who serve in the secondary school level.

TABLE 5.4.--Distribution by School Level and Type of Work

Type of Work	Teachers		Administrators		Supervisors	
School Level	N	%	N	%	N	%
Elementary	165	44.6	22	30.6	7	25.0
Intermediate	93	25.1	27	37.5	3	10.7
Secondary	109	29.5	22	30.6	17	60.7
No reply	<u>3</u>	<u>.8</u>	<u>1</u>	<u>1.3</u>	<u>1</u>	<u>3.6</u>
TOTAL	370	100.0	72	100.0	28	100.0

Subjects were asked to indicate the number of years of experience in teaching. Table 5.5 showed the distribution of respondents according to years of experience as teachers. More than half of the

respondents, 60.6 percent, had between 1 and 5 years of teaching experience. One hundred twelve subjects, or 23.6 percent, fell in the 6 to 10 years of experience category, while 15.8 percent or 75 respondents had more than ten years of teaching experience.

TABLE 5.5.--Distribution According to Years of Experience in Teaching

Experience in Teaching	N	Percent
1 - 5 years	288	60.6
6 - 10 years	112	23.6
11 - 15 years	43	9.1
16 and above	<u>32</u>	<u>6.7</u>
TOTAL	475	100.0

As we have seen earlier in Table 5.3, the majority of respondents were teachers, many of whom have had experience neither in administration nor in supervision. However, Table 5.6 showed that a small number of teachers have held some administrative job, and a few others were engaged in supervisory responsibilities. Distribution of subjects according to years of experience in school administration and supervision is presented in Table 5.6.

The respondents' level of education ranged from Elementary Teacher Preparation Institute (ETPI) diploma to master degrees. More than half of the subjects included in the sample, 56.6 percent or 269 respondents, were Bachelor degree holders. The second largest group,

TABLE 5.6.--Distribution According to Years of Experience in Administration and Supervision

Experience	Administration		Supervision	
	N	%	N	%
1 - 5 years	82	17.3	23	4.8
6 - 10 years	28	5.9	8	1.7
11 and above years	17	3.5	5	1.1
No experience	<u>348</u>	<u>73.3</u>	<u>439</u>	<u>92.4</u>
TOTAL	475	100.0	475	100.0

25.9 percent or 123 respondents, were graduates of the Secondary Teacher Preparation Institute (STPI). Table 5.7 shows that 5.7 percent of 27 respondents were graduates of the ETPI, and only 4.0 percent or 19 subjects had master degrees. Among the respondents, there were 17 people or 3.6 percent, who had only a regular high school diploma, and 1.7 percent or 8 respondents with a teaching certificate from the Teacher Upgrading Center (TUC). The remaining 2.5 percent or a total of 12 respondents were graduates of the Junior College.¹

Table 5.8 revealed that a thin majority of all subjects included in the sample, 51.2 percent, or 243 respondents, have had some experience with in-service training. The table shows that 6.3 percent of 30 subjects offered no reply to the question of in-service

¹Refer to the section on teacher education in Saudi Arabia, in the first chapter, for information about the different levels of education, duration of study for each diploma, and kind of job each degree qualifies for.

TABLE 5.7.--Distribution by Level of Education

Level of Education	N	%
E.T.P.I. diploma	27	5.7
S.T.P.I. diploma	123	25.9
T.U.C. Certificate	8	1.7
High School diploma	17	3.6
Junior College degree	12	2.5
Bachelor degree (B.A./B.S.)	269	56.6
Master degree (M.S./M.S.)	<u>19</u>	<u>4.0</u>
TOTAL	475	100.0

TABLE 5.8.--Distribution by In-Service Experience

Experience with In-Service Education	N	%
Had In-Service Training	243	51.2
Had No In-Service Training	202	42.5
No Reply	<u>30</u>	<u>6.3</u>
TOTAL	475	100.0

education experience, but nearly half of the respondents, 42.5 percent or 202 subjects indicated that they have had no in-service training.¹

Skills and Competencies Perceived Important
for the Professional Development of In-
Service Teacher

This section deals with the perception of school teachers, administrators, and supervisors, in regard to the importance of the selected 48 skills and competencies for the professional development of in-service teachers. As may be recalled, the major purpose of this study required that important skills and competencies be identified as perceived by respondents.

When the instrument for this research was distributed to the participant respondents who were included in the sample, between May and July of 1981, they were asked, as mentioned earlier in the previous chapter, to record their responses on a five-point scale. The weight on the scale ranged from point (1) to point (5), point (3) was the mid- or neutral point. Points (4) and (5) on the scale were assigned to indicate the positive or favorable perception, and point (2) and (1) the negative or the unfavorable perception. Therefore, the competency statement(s) which were given a majority score of above (3) were designated as important competencies, and statement(s) given a majority score of below point (3) were considered as unimportant or not favorable.

¹See Chapter III on in-service education in Saudi Arabia.

In order to depict the importance of the selected skills and competencies, responses to each competency statement by the total number of subjects included in the sample were recorded and tabulated in rank order according to the descriptive statistics (Means and Standard deviations). The outcome of this process was presented in Table 5.9. The observed frequencies for the 48 competency statements are presented in Appendix B.

Table 5.9 showed that the majority of respondents gave high ratings for all 48 statements. Mean ratings revealed by Table 5.9 provided strong evidences that teachers, administrators, and supervisors who participated in this study, regarded those selected skills and competencies as greatly important for the professional development of in-service teacher. As could be seen from Table 5.9, the average mean ratings ranged from ($\bar{X} = 4.609$) to ($\bar{X} = 3.148$). The grand mean for the total number of statements given by the total number of subjects was ($\bar{X} = 4.214$), indicating that the subjects' scores were above the average or mid-point on the scale for perceived importance.

Respondents' Perceptions of Needs

Responses for the first research question will be reported in this section. The first research question asked:

How do elementary, intermediate, and secondary school teachers, administrators, and supervisors perceive the teachers' needs for in-service education in the selected areas of teaching competencies?

TABLE 5.9.--Order of Importance by Mean Ratings for all 48 Statements

Item No.	Competency Statement	$\bar{X}$	S.D.
15	Keeping abreast of developments in your own subject matter area	4.609	.656
17	Using questioning procedures that promote discussion	4.557	.931
18	Utilizing of audio-visual equipment and other mechanical aids	4.544	.776
12	Creating useful remedial materials for slow learner	4.537	.655
2	Diagnosing basic learning difficulties	4.473	.741
36	Finding ways to develop and encourage student independence and responsibilities	4.458	.840
37	Stimulating growth of pupil attitudes and values	4.453	.837
5	Identifying student disabilities that need referral or special remedial work	4.448	.711
20	General presentation of information and direction	4.429	.945
38	Instilling in the student the will to learn on his/her own initiative	4.428	.879
4	Constructing and using tests for evaluating academic progress	4.409	.798
34	Facilitating pupil self-concept and worth	4.406	.892
24	Arranging the physical environment (e.g., seating arrangements)	4.390	.976
30	Counseling and conferring with students	4.382	.939
10	Planning teaching activities with other teachers, supervisors, or administrators	4.370	.767

TABLE 5.9.--Continued

Item No.	Competency Statement	$\bar{X}$	S.D.
23	Managing classroom affairs in order to get maximum benefit from supervising aids, tutors, etc.	4.370	.866
44	Learning methods to stimulate creativity	4.364	.835
14	Developing or modifying instructional procedures to suit your own strengths	4.355	.981
35	Facilitating pupil social interaction	4.353	.794
28	Maintaining classroom control without appearing as an ogre to students	4.353	1.038
40	Learning about individual differences	4.348	.932
19	Gearing instruction to problem solving	4.340	.906
1	Deciding what teaching technique is best for a particular outcome	4.299	.912
29	Communicating and interacting with parents	4.279	.932
25	Constructively using evaluation in helping students progress	4.265	.852
43	Identifying gifted and talented students	4.265	.946
6	Identifying student attitudes in order to better relate to problems	4.253	.798
33	Developing a capacity for accepting others' feelings	4.248	1.075
45	Learning methods for handling teacher stress	4.245	.898
32	Developing a broad acceptance of self	4.225	1.004
27	Useful methods of classroom discipline and when to use them	4.216	.931

TABLE 5.9.--Continued

Item No.	Competency Statement	$\bar{X}$	S.D.
39	Determining ways in which students learn (learning styles, motivation, reinforcement)	4.209	.827
13	Evaluating instruction and instructional design	4.192	.996
31	Developing a personal self-evaluation method	4.188	.981
26	Knowing where to refer student problems beyond what can be handled by the teacher	4.168	.943
21	Providing for reinforcement	4.149	1.048
7	Establishing appropriate performance standards	4.147	.845
41	Managing of time during the school day	4.146	.961
46	Useful methods to deal with children's emotional problems	4.115	.909
11	Selecting and specifying performance goals and objectives	4.078	.961
9	Coping with the task of assigning grades	4.069	1.098
3	Maintaining professional relationships with other teachers and administrators	4.059	1.022
42	Identifying the emotional needs of children	4.002	.956
8	Involving student in self-evaluation	3.823	1.094
16	Selecting and developing materials and activities appropriate for individualized instruction	3.475	1.302
22	Deciding on appropriate pupil-grouping procedures for instruction	3.343	1.207

TABLE 5.9.--Continued

Item No.	Competency Statement	$\bar{X}$	S.D.
47	Knowledge and capability of supervising individualized instruction	3.293	1.224
48	Skills to implement individualized instruction	3.148	1.254

To answer the above question, item analysis was employed by using the descriptive statistical procedures (Mean and Standard Deviation). The Mean ratings for each item, or competency statement, were obtained from each role group in each school level. The results were summarized in the following paragraphs. [Average mean ratings and standard deviations for all 48 statements by role groups in each school level were presented in Appendix C.]

Perception of Teachers

Elementary teachers.--The average mean ratings by elementary teachers ranged from ($\bar{X}$ = 4.594) to ($\bar{X}$ = 2.868). Of the total number of items, 86.5 percent, or 42 statements received a mean rating equal or above ($\bar{X}$ = 4.0) by this group of respondents. Only five items--10.4 percent--were rated less than ($\bar{X}$ = 4.0) but not below ($\bar{X}$ = 3.0). The lowest rated statement, by elementary teachers, received a rating of ($\bar{X}$ = 2.868) which was given to the competency statement stated as "skills to implement individualized instruction."

According to the average mean ratings, elementary teachers perceived high needs for in-service education in all but one of the 48 skills and competencies selected by this study. The most needed competencies, as identified by elementary teachers, were the following.

- Using questioning procedures that promote discussion.
- Keeping abreast of developments in your subject matter area.

- Utilizing of audio-visual equipment and other mechanical aids.
- Creating useful remedial materials for slow learner.
- Identifying student disabilities that need referral or special remedial work.

Intermediate teachers.--Teachers in intermediate schools perceived a high need for in-service training in all skills and competencies selected in this investigation. Their mean ratings ranged from ($\bar{X} = 4.602$) to ($\bar{X} = 3.091$) with a grand mean of 4.115. Thirty-six items or 75.0 percent of the total number of items were rated by this group as high as ($\bar{X} = 4.0$) or more. The remaining 25.0 percent received an average mean rating of no less than ($\bar{X} = 3.10$). The five most needed competencies, as perceived by this group of respondents were the following:

- Keeping abreast of developments in your own subject matter area.
- Creating useful remedial materials for slow learner.
- Using questioning procedures that promote discussion.
- Utilizing of audio-visual equipment and mechanical aids.
- Finding ways to develop and encourage student independence and responsibilities.

Secondary teachers.--Secondary teachers held relatively higher perceptions of in-service needs in the selected areas of competencies than teachers in elementary and intermediate school levels. Their

average mean ratings ranged from ($\bar{X} = 4.639$) to ($\bar{X} = 3.220$) with a grand mean of ($\bar{X} = 4.142$). Thirty-eight statements or 79.2 percent received a rating of more than ($\bar{X} = 4.0$) while ten statements or 20.8 percent were rated above ($\bar{X} = 3.2$). The mean ratings, by subjects in this group, indicated that the five most needed competencies for in-service education of secondary teachers were the following:

- Keeping abreast of developments in your own subject matter area.
- Identifying student disabilities that need referral or special remedial work.
- Utilizing of audio-visual equipment and other mechanical aids.
- Creating useful remedial materials for slow learners.
- General presentation of information and direction.

Perception of Administrators

Elementary administrators.--This group of respondent's average mean ratings ranged from ($\bar{X} = 4.762$) to ($\bar{X} = 3.318$) with a grand mean of ($\bar{X} = 4.328$). The mean rating of administrators at the elementary level indicated that their perceptions of in-service education for teachers in the selected areas of needs were greatly favorable. Forty-two competency statements, or 87.5 percent of the total number of items, were rated by subjects in this group, equal or higher than ($\bar{X} = 4.1$). The remaining 12.5 percent were rated less than ($\bar{X} = 4.0$), but higher than ($\bar{X} = 3.3$). The five competencies which received the highest rating were the following:

- Planning teaching activities with other teachers, supervisors, or administrators.
- Using questioning procedures that promote discussion.
- Utilizing of audio-visual equipment and other mechanical aids.
- Managing classroom affairs in order to get maximum benefit from supervising aids, tutors, etc.
- Diagnosing basic learning difficulties.

Intermediate administrators.--The average mean ratings for this group of respondents ranged from ($\bar{X} = 4.815$) to ($\bar{X} = 3.407$), with a grand mean of ($\bar{X} = 4.397$). The perceptions of administrators in this level toward the teachers' needs for in-service education in the selected skills and competencies, were also highly favorable. Only 12.5 percent, or six items, received a rating of lower than ($\bar{X} = 4.0$), however, they were rated higher than ($\bar{X} = 3.4$). Intermediate school administrators perceived the greatest needs for in-service teacher education in the following five competencies:

- Diagnosing basic learning difficulties.
- Keeping abreast with development in your own subject matter area.
- Instilling in the student the will to learn on his/her own initiative.
- Constructing and using tests for evaluating academic progress.
- Using questioning procedures that promote discussion.

Secondary administrators.--Mean ratings average of respondents from the secondary school level, ranged from ($\bar{X} = 4.818$) to ($\bar{X} = 3.409$) with a grand mean of ($\bar{X} = 4.488$). Forty-four competency statements or 91.7 percent of the total number of statements, were rated equal or higher than ($\bar{X} = 4.2$). The remaining four statements or 8.3 percent, received rating of ($\bar{X} = 3.409$) or higher. Responses of secondary school administrators--as measured by mean ratings--indicated that their perceptions of need for in-service education for teachers in the selected areas, were even greater than their counterparts at the intermediate and the elementary levels. Administrators at this level identified the greatest needs in the following five competencies:

- Utilizing of audio-visual equipment and other mechanical aids.
- Diagnosing basic learning difficulties.
- Deciding what teaching techniques is best for a particular outcome.
- Stimulating growth of pupils' attitudes and values.
- Maintaining classroom control without appearing as an ogre to the students.

Perception of Supervisors

Elementary supervisors.--The mean ratings for supervisors at the elementary level ranged from ($\bar{X} = 5.0$) to ($\bar{X} = 3.143$), with a grand mean of ($\bar{X} = 4.566$). Only three statements or 6.25 percent were rated below ($\bar{X} = 4.0$) but not less than (3.143). While 45

statement items, or 93.75 percent received a rating of ($\bar{X} = 4.0$) or above. The highest rated competencies by this group of respondents were the following five statements:

- Learning about individual differences.
- Facilitating pupil self-concept and worth.
- Diagnosing basic learning difficulties.
- Identifying student disabilities that need referral or special remedial work.
- Using questioning procedures that promote discussion.

Intermediate supervisors.--The average mean ratings for supervisors at the intermediate school level ranged from ($\bar{X} = 5.0$) to ($\bar{X} = 2.3$) with a grand mean of ($\bar{X} = 4.229$). Two competency statements or 4.7 percent of the total number of statements received a rating of ($\bar{X} = 2.3$). This indicates that supervisors in this group did not perceive a need for in-service training of teachers in the following two competencies:

- Skills to implement individualized instruction.
- Knowledge and capability of supervising individualized instruction.

Three competency statements or 6.25 percent of the total number of items were rated as low as ($\bar{X} = 3.0$). The remaining 89.58 or 45 items received a rating of ($\bar{X} = 4.0$) or more. The supervisors at the intermediate school level perceived the greatest needs for in-service teacher education in the following five competencies:

- Finding ways to develop and encourage student independence and responsibilities.
- Stimulating growth of pupil attitudes and values.
- Using questioning procedures that promote discussion.
- Selecting and specifying performance goals and objectives.
- Learning methods to stimulate creativity.

Secondary supervisors.--The mean ratings for this group of respondents ranged from ($\bar{X} = 4.765$) to ($\bar{X} = 3.477$), with a grand mean of ($\bar{X} = 4.351$). Forty-three competency statements, or 89.6 percent, were rated by secondary school supervisors as high as ($\bar{X} = 4.0$) and above. The remaining 10.4 percent or five competencies received a rating of no less than ($\bar{X} = 3.47$). The highest perceived needs for in-service training of teachers, as identified by this group of supervisors, were the following:

- Maintaining classroom control without appearing as an ogre to students.
- Developing or modifying instructional procedures to suit your own strengths.
- Constructing and using tests for evaluating academic progress.
- Utilizing of audio-visual equipment and other mechanical aids.
- Coping with task of assigning grades.

Mean ratings--reported in this section--provided a strong evidence that the Saudi school teachers, administrators, and

supervisors, held high perceptions in regard to the needs of teachers for in-service training in the selected teaching skills and competencies. The results of calculating the mean averages showed high agreement among the three groups of respondents about the needs of teachers in almost all the 48 competencies. However, elementary teachers along with intermediate supervisors appeared to differ in their perceptions from the other groups in that they identified two competencies as being not needed in an in-service training program for teachers. The two competency statements, which received a rating of below point 3.0 on the scale were:

- Skills to implement individualized instruction.
- Knowledge and capability of supervising individualized instruction.

Analyzing Respondents' Perceptions of Needs on the Seven Clusters

As may be recalled from the previous chapter, the survey instrument chosen for this study consisted of 48 items, of which each item represents a teaching skill or competency. The instrument was divided into seven major categories (or clusters) of teaching competencies. Each of the seven clusters was made up of several items as shown in Table 5.10.

In the following two sections, perceptions of in-service teacher education needs on the seven clusters were reported. First, the mean ratings for the seven clusters in terms of their perceived importance were computed for the entire sample of 475 subjects, and

TABLE 5.10.--Items Making Up Each Cluster

Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6	Cluster 7
DPSC	HCP	II	EAA	PI	DPS	MCI
6	26	2	4	1	31	10
8	27	5	7	3	32	14
17	28	12	9	11	33	15
21	42	16	13	19	45	18
30	46	40	25	23		20
34		47	39	29		22
35		48	43	41		24
36				44		
37						
38						

DPSC = Developing Pupil Self-Concept

HCP = Handling Classroom Problems

II = Individualized Instruction

EAA = Evaluating and Assessing Achievements

PI = Planning Instruction

DPS = Developing Personal Self

MCI = Managing Classroom Instruction

then, tabulated in rank-order as shown in Table 5.11. Second, mean ratings and standard deviations for each of the seven clusters were obtained to find out how each role group (teachers, administrators, and supervisors) perceived the in-service education needs in each cluster, Table 5.12. Finally, the second section reported the results of using the multivariate analysis of variance tests which were employed to determine if there were significant differences among respondents regarding their perceptions of in-service education needs in the seven major areas of teaching competencies.

TABLE 5.11.--Rank-order by Mean Ratings for the Seven Clusters
According to Their Perceived Importance

Name of Cluster	$\bar{X}$	S.D.
1. DPSC	4.297	.673
2. MCI	4.250	.624
3. DPS	4.170	.848
4. PI	4.164	.686
5. HCP	4.115	.771
6. EAA	4.112	.712
7. II	3.884	.682

TABLE 5.12.--Average Mean Ratings for the Seven Clusters by Each Role Group

Name of Cluster	Teacher		Administrators		Supervisors	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
DPSC	4.255	.731	4.475	.345	4.382	.371
MCI	4.207	.669	4.417	.388	4.393	.370
DPS	4.095	.910	4.434	.478	4.482	.456
PI	4.091	.731	4.464	.378	4.353	.389
HCP	4.056	.822	4.350	.472	4.293	.540
EAA	4.031	.752	4.407	.439	4.423	.372
II	3.805	.704	4.169	.516	4.194	.452

Respondents' Perception

Table 5.11 revealed that all respondents perceived the greatest in-service needs of teachers in competencies related to developing pupil self-concept. Competencies related to individualized instruction were rated by all subjects as the least important in-service priority. The average mean ratings for all seven clusters in terms of their perceived importance ranged from ($\bar{X}$ = 4.297) to ($\bar{X}$ = 3.884). All respondents ordered clusters from the greatest to least perceived need for in-service education in the following manner: (1) DPSC ($\bar{X}$ = 4.297), (2) MCI ($\bar{X}$ = 4.250), (3) DPS ($\bar{X}$ = 4.170), PI ($\bar{X}$ = 4.164), HCP ($\bar{X}$ = 4.115), (6) AEE ($\bar{X}$ = 4.112), and II ($\bar{X}$ = 3.884).

Teachers perception.--Teachers perceived the greatest in-service needs in competencies related to DPSC which received an average mean

ratings of ($\bar{X} = 4.255$). They considered the area of II as the least in-service needs with an average mean rating of ($\bar{X} = 3.805$). As shown in Table 5.12, teachers ordered clusters in the same manner as that of all respondents. Their average mean ratings for all clusters ranged from ($\bar{X} = 4.255$) to ($\bar{X} = 3.805$).

Administrators perceptions.--Table 5.12 indicated that administrators perceived the greatest in-service needs in competencies related to DPSC, also. They perceived the least needs in competencies, related to individualized instruction. However, they agreed with teachers in regard to the most and least important clusters, they held a different opinion in regard to their order of importance of the remaining five clusters. As measured by mean ratings, the perceptions of administrators in regard to in-service education needs was even greater than that of teachers. Administrators average mean ratings as shown in Table 5.12, ranged from ($\bar{X} = 4.475$) to ($\bar{X} = 4.169$) They ordered clusters from the greatest to least perceived need for in-service education as follows: (1) DPSC ($\bar{X} = 4.475$), (2) PI ($\bar{X} = 4.464$), (3) DPS ($\bar{X} = 4.434$), (4) MCI ($\bar{X} = 4.417$), (5) EAA ($\bar{X} = 4.407$), (6) HCP ($\bar{X} = 4.350$), and (7) II ($\bar{X} = 4.169$).

Supervisors perceptions.--Supervisors seemed to be more concerned with teacher's personal self-development. They perceived the greatest in-service education needs in competencies related to developing personal self (DPS), followed by competencies related to evaluating and assessing achievements (EAA). The least in-service education

needs perceived by supervisors were in competencies related to individualized instruction (II). They ordered clusters from greatest to least in-service needs as follows: (1) DPS ($\bar{X} = 4.482$), (2) EAA ($\bar{X} = 4.423$), (3) MCP ($\bar{X} = 4.393$), (4) DPSC ($\bar{X} = 4.382$), (5) PI ($\bar{X} = 4.353$), (6) HCP ($\bar{X} = 4.293$), and (7) II ($\bar{X} = 4.194$). As shown in Table 12, the supervisors' average mean ratings ranged from ($\bar{X} = 4.482$) for the greatest perceived needs to ($\bar{X} = 4.194$) for the least need.

Differences in Perception

In this section, the study's research hypotheses were tested to determine if there were significant differences among respondents in regard to their perceptions of in-service education needs in the seven clusters of competencies.

Hypothesis 1: There are no significant differences in the perception of teachers, administrators, and supervisors in regard to the selected areas of teaching competencies in which teachers of elementary, intermediate and secondary school levels have in-service needs.

This hypothesis corresponds to the first research question which asked to identify how respondents perceived the in-service education needs.

To test the above hypothesis, the multivariate analysis of variance tests were used to determine the effect of job position by school level, and the interaction between those two independent variables on respondents' perceptions of needs, Table 5.13.

Table 5.13 revealed that there were no significant interactions between respondent's job position and the levels of school in

TABLE 5.13.--Wilk's Multivariate Analysis of Variance of In-Service Needs Rating According to Job Position by School Level

Source of Variance	Approx. F	Degrees of Freedom	p *
Job position by School Level	.94680	28.1620	.54538

*All hypothesis were tested at .05 level.

which they work. The value of the overall F test with degrees of freedom (D.F. = 28.1620) was (approx. of F = .94680), and the value of p was ($p \geq .54538$). This indicated that there were no significant differences among respondents, in regard to their perceptions of in-service education needs, when they were grouped by school level--elementary, intermediate, and secondary. Mean ratings and standard deviations were computed for job positions by school level, and were presented in Table 5.14.

Further discussions of those two independent variables--job position and school level--are considered later in this chapter when testing for Hypotheses 3 and 4.

Hypothesis 2. There are no significant differences between male and female teachers, administrators, and supervisors in regard to their perceptions of teachers' in-service education needs in the selected areas of teacher competencies.

This hypothesis corresponds to the second research question which asked to identify how male and female respondents perceived the in-service education needs.

TABLE 5.14.--Mean Ratings and Standard Deviations of Respondents, Grouped According to Their Job Position by School Level, for the Seven Clusters of Needs

Position School Level	Teachers			Administrators			Supervisors		
	Elem.	Inter.	Sec.	Elem.	Inter.	Sec.	Elem.	Inter.	Sec.
Name of Cluster	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
DPSC (S.D.)	4.316 .653	4.233 .719	4.189 .849	4.000 .313	4.496 .320	4.518 .409	4.629 .345	4.300 .265	4.288 .376
HCP (S.D.)	4.128 .714	3.974 .879	4.024 .907	4.236 .274	4.296 .626	4.527 .378	4.686 .414	4.667 .611	4.082 .505
II (S.D.)	3.810 .624	3.744 .734	3.861 .792	4.104 .353	4.153 .636	4.253 .512	4.592 .364	3.810 .360	4.134 .393
EAA (S.D.)	4.103 .693	3.935 .784	4.008 .810	4.351 .344	4.429 .499	4.429 .467	4.599 .416	4.381 .412	4.361 .361
PI (S.D.)	4.155 .623	4.008 .796	4.069 .824	4.358 .350	4.431 .406	4.585 .339	4.429 .483	4.375 .545	4.316 .357
DPS (S.D.)	4.232 .714	3.829 1.077	4.115 .986	4.330 .312	4.417 .632	4.557 .393	4.714 .419	4.083 .804	4.485 .369
MCI (S.D.)	4.266 .624	4.115 .693	4.201 .714	4.396 .363	4.423 .415	4.442 .399	4.327 .552	4.190 .218	4.445 .311

NOTE: Based on five-point scale with 1 = strongly not a need for in-service and 5 = strongly needed in-service competency.

To test Hypothesis 2, multivariate analysis of variance tests were used to determine if there were significant differences on the perception of male and female respondents in the seven clusters, Table 5.15.

TABLE 5.15.--Wilk's Multivariate Analysis of Variance of In-Service Needs Ratings According to Gender

Source of Variance	Approx. F	Degrees of Freedom	p
Gender	4.55013	7.465	.00006*

*Significant at .05 level.

Table 5.15 revealed that when responses were grouped according to gender of subjects, there were significant differences on their perceptions of needs. The value of the overall F-test for gender, as an independent variable --with (D.F. = 7.465) was (approx. $F = 4.55013$) which was significant at ($p \leq .0006$). Therefore, the univariate F-Tests were employed to find in which cluster(s) the differences occurred, Table 5.16.

By testing the univariate at .007 level, the results showed in Table 5.16 indicated that the perceptions of respondents were not significantly different. However, the area of evaluating and assessing achievement received a low rating of .04. Therefore, average mean ratings and standard deviations were computed and tabulated for responses grouped according to subjects' gender, Table 5.17.

TABLE 5.16.--Univariate F-Tests for Mean Ratings According to Subjects' Gender with (1,471 D.F.)

Source of Variance	Hypothesis Mean Sq.	Error Mean Sq.	F	p
DPSC	.00847	.45116	.01878	.89107
HCP	1.25520	.58865	2.13232	.14489
II	.54392	.46203	1.17723	.27848
EAA	2.16517	.50040	4.32687	.03805*
PI	.00540	.46838	.01153	.91452
DPS	1.92944	.71132	2.71248	.10023
MCI	.03332	.38779	.08592	.76956

*Significant at .007 level.

TABLE 5.17.--Mean Ratings and Standard Deviation for Male and Female Respondents in Seven Clusters

Areas of Competencies	Males		Females	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
DPSC	4.301	.649	4.293	.697
HCP	4.069	.749	4.173	.788
II	3.917	.640	3.849	.723
EAA	4.175	.654	4.040	.765
PI	4.168	.648	4.162	.724
DPS	4.234	.748	4.106	.942
MCI	4.244	.642	4.261	.600

Note: Based on five-point scale with 1 = strongly not a need for in-service, and 5 - strongly needed in-service competency.

By examining the average mean ratings and the standard deviations of male and female respondents, Table 5.17 indicated that the perceptions of both groups regarding in-service education needs were high in all seven clusters of teaching competencies. However, male respondents rated the area of EAA somewhat higher than the female respondents.

The third research question of this study aimed to identify the effect of some selected demographic variables on subjects' responses regarding their perceptions of in-service education needs.

To answer Question III, seven corresponding research hypotheses were tested. Responses were grouped according to respondents' job positions, school levels in which they work, level of education, years of experience in the job, and past experience with in-service education, if any. The effect of those four independent variables was reported in this section.

Hypothesis 3: There are no significant differences among respondents in different job positions (teachers, school administrators, or supervisors) in regard to their perceptions of teacher's in-service education needs in the selected areas of teaching competencies.

To test the above hypothesis responses were compared according to the effect of respondents' job position--as an independent variable --on the perceptions of teachers' in-service needs. The multivariate analysis of variance tests revealed that there were significant differences on the perceptions of responding teachers, administrators, and supervisors, Table 5.18.

TABLE 5.18.--Wilk's Multivariate Analysis of Variance of In-Service Needs Rating According to Job Position

Source of Variance	Approx. F	Degrees of Freedom	p
Job Position	3.14608	14.898	.00008*

*Significant at .05 level.

The above table (5.18) showed that the value of the overall F test for job position with degrees of freedom (D.F. = 14.898) was (approx. of F - 3.14608) which was significant at ($p \leq .0008$).

Since the overall F test for job position was significant, the Univariate F Tests were employed to identify the area(s) which contributed to such results, Table 5.19.

TABLE 5.19.--Univariate F-tests for Mean Ratings According to the Effect of Respondents' Job Position with (2,455) D.F.

Source of Variance	Hypothesis Mean Sq.	Error Mean Sq.	F	p
Area 1 (DPSC)	1.48200	.45315	3.27046	.03888
Area 2 (HCP)	2.90752	.58597	4.96190	.00738*
Area 3 (II)	5.42482	.44554	12.17597	.00001*
Area 4 (EAA)	5.50343	.48993	11.23320	.00002*
Area 5 (PI)	4.43696	.45614	9.72713	.00007*
Area 6 (DPS)	4.93954	.69082	7.15028	.00088*
Area 7 (MCI)	1.59873	.38829	4.11733	.01690

*Significant at the .007 level.

By testing the Univariate F-tests at .007 (.05 level of significance ÷ seven clusters) level, Table 5.19 revealed that the effect of job position was significant on five competency clusters: (HCP, II, EAA, PI, and DPS).

The mean ratings and standard deviations were, then, computed according to respondents' job position and presented in Table 5.20.

TABEL 5.20.--Mean Ratings and Standard Deviations Given by Respondents according to Their Job Positions

Position	Teachers		Administrators		Supervisors	
Cluster	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
DPSC	4.255	.731	4.475	.345	4.382	.371
HCP	4.056	.822	4.350	.472	4.293	.540
II	3.805	.704	4.169	.516	4.194	.452
EAA	4.031	.752	4.407	.439	4.423	.372
PI	4.097	.731	4.464	.378	4.353	.389
DPS	4.095	.910	4.434	.478	4.482	.456
MCI	4.207	.669	4.417	.388	4.393	.370

Mean ratings shown in Table 5.20 revealed that the responding teachers rated the areas of HCP, II, EAA, PI, and DPS, somewhat lower than the responding school administrators and supervisors.

Hypothesis 4: There are no significant differences among respondents from different school levels (elementary, intermediate, or secondary) in regard to their perceptions of teachers' in-service education needs in the selected areas of teaching competencies.

To test the above hypothesis, multivariate analysis of variance tests were used to determine if there were significant differences on the perceptions of respondents who work at the elementary, intermediate, or secondary school levels, regarding teachers' in-service education needs in the seven clusters of teaching competencies. The result of such tests is presented in Table 5.21.

TABLE 5.21.--Wilk's Multivariate Analysis of Variance of In-Service Needs Rating According to School Level

Source of Variation	Approx. F	Degrees of Freedom	p
School Level	2.06678	14.898	.01159*

*Significant at .05 level.

When responses were compared according to the effect of respondents' levels of school in which they work, as an independent variable, Table 5.21 showed that there were significant differences on perceptions of in-service education needs.

The value of the overall F-test for school level with degrees of freedom (D.F. = 14.898) was (approx. of $F = 2.06678$), which was significant at ($p \leq .01159$). Thus, by testing the univariate F-tests at .007 level of significance, results showed that significant differences occurred on just one cluster (DPS), as shown in Table 5.22.

Mean ratings and standard deviations were, therefore, computed as they were given by respondents from different levels of school, Table 5.23.

TABLE 5.22.--Univariate F-Tests for Mean Ratings According to the Effect of School Level, with (2,465) D.F.

Source of Variation	Hypothesis Mean Sq.	Error Mean Sq.	F	p
Area 1 (DPSC)	.28298	.45463	.62244	.53708
Area 2 (HCP)	.37575	.59534	.63116	.53243
Area 3 (II)	.53611	.46408	1.15522	.31589
Area 4 (EAA)	.37921	.50873	.74539	.47511
Area 5 (PI)	.20630	.47105	.43797	.64561
Area 6 (DPS)	3.53586	.70755	4.99735	.00712*
Area 7 (MCI)	.34651	.39052	.88729	.41247

*Significant at .007 level.

TABLE 5.23.--Mean Ratings and Standard Deviations According to Respondents from Different Levels of School--Elementary, Intermediate, and Secondary

School Level	Elementary		Intermediate		Secondary	
Clusters	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
DPSC	4.334	.616	4.298	.651	4.253	.760
HCP	4.160	.675	4.062	.847	4.107	.823
II	3.872	.612	3.836	.721	3.956	.731
EAA	4.149	.663	4.049	.751	4.117	.744
PI	4.188	.594	4.116	.740	4.173	.750
DPS	4.263	.676	3.970	1.012	4.225	.881
MCI	4.281	.596	4.189	.644	4.270	.645

By examining the mean ratings of respondents from each school level, Table 5.23 indicated that the perceptions of all subjects regarding teachers' in-service education needs were high in all seven clusters. However, subjects from the intermediate school level rated the area of DPS somewhat lower than subjects from elementary and secondary levels.

Hypothesis 5: There are no significant differences among teachers, administrators, and supervisors, with different pre-service qualifications in their perceptions of in-service teacher education needs in the selected areas of teaching competencies.

To test the above hypothesis, multivariate analysis of variance were used to determine if there were significant differences in perceptions when responses were grouped according to subjects' educational level, Table 5.24.

TABLE 5.24.--Wilk's Multivariate Analysis of Variance Tests for Ratings of In-service Needs According to the Effect of Subjects' Educational Level

Source of Variation	Approx. F	Degrees of Freedom	P
Level of Education	1.25283	21.1327	.19837

The above table revealed no significant differences on respondents' perceptions of in-service needs attributable to the effect of their levels of education. The mean ratings of in-service

needs in the seven clusters were obtained and computed for all subjects according to their type of degrees (educational level) as shown in Table 5.25.

TABLE 5.25.--Mean Ratings and Standard Deviations of Responses by Educational Level

		Levels of Education*							
		1		2		3		4	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1.	DPSC	4.348	.619	4.368	.634	4.239	.707	4.547	.317
2.	HCP	4.144	.756	4.180	.689	4.064	.823	4.379	.421
3.	II	3.851	.691	3.851	.612	3.879	.715	4.271	.557
4.	EAA	4.017	.692	4.150	.685	4.074	.733	4.511	.448
5.	PI	4.160	.495	4.231	.625	4.115	.739	4.388	.397
6.	DPS	4.290	.695	4.257	.732	4.085	.918	4.697	.378
7.	MCI	4.291	.455	4.296	.612	4.206	.645	4.496	.493

*Levels of Education are:

- 1 = Elementary School Diploma, Intermediate School Diploma and Elementary Teacher Preparation Institute Diploma.
- 2 = Upgrading Teacher Institute (for elementary teachers), Secondary Teacher Preparation Institute (for Elementary Teachers, and High School Diploma).
- 3 = Junior College, and College Degrees, B.S., or B.A.
- 4 = Master's Degree.

Hypothesis 6: There are no significant differences in the perception of teachers with various degrees of experience in regard to in-service teacher education needs in the selected areas of teaching competencies.

To test the above hypothesis, responses were grouped according to respondents' years of experience in teaching. Then multivariate analysis of variance tests were used to determine if there were significant differences on the perception of teachers regarding the in-service education needs which could be attributed to the effect of teachers' years of experience as an independent variable. The result is shown in Table 5.26, which indicates no significant

TABLE 5.26.--Wilk's Multivariate Analysis of Variance Tests for In-Service Needs Ratings by Teachers' Years of Experience in Teaching

Source of Variance	Approx. F	Degrees of Freedom	p
Teaching Experience	.60996	14.714	.85817

differences in teachers' perception of in-service education needs related to the effect of independent variable (years of experience in teaching). The value of the overall F tests with degrees of freedom (D.F. = 14.714) was approximately ($F = .60996$) which was not significant ($p \leq .85817$). The mean ratings of in-service education needs in the seven clusters were obtained and tabulated according to the responding teachers' years of experience in teaching, Table 5.27.

TABLE 5.27. Mean Ratings of Perceived Needs in the Seven Clusters by Teachers' Years of Experience

Name of Cluster	Years of Experience in Teaching					
	1-5 Years		6-10 Years		11 Years & +	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
DPSC	4.255	.733	4.248	.735	4.268	.747
HCP	4.051	.844	4.068	.800	4.055	.779
II	3.796	.716	3.897	.664	3.684	.712
EAA	4.024	.746	4.040	.781	4.052	.753
PI	4.102	.738	4.082	.709	4.048	.753
DPS	4.097	.905	4.113	.908	4.043	.970
MCI	4.216	.648	4.213	.733	4.140	.674

Hypothesis 7: There are no significant differences in the perception of administrators with various degrees of experience in regard to in-service teacher education needs in the selected areas of teaching competencies.

Responses were grouped by administrators, who were included in the sample, according to their years of experience as school principals and/or assistant principals, to test the above hypothesis. Multivariate analysis of variance tests were employed to determine if there were significant differences on the perceptions of administrators regarding the in-service teacher education needs. Table 5.28 showed the main effect of the independent variable--years of experience in school administration--on the grand mean.

TABLE 5.28.--Wilk's Multivariate Analysis of Variance Tests for
In-Service Education Needs Ratings by Subjects' Years
of Experience in Administration

Source of Variation	Approx. F	Degrees of Freedom	P
Experience in School Administration	1.28924	14.124	.22326

The above table showed no significant differences on administrators' perceptions of teachers' in-service education needs in the seven clusters, which could be attributed to the effect of respondent administrators' years of experience. The value of the overall F tests with degrees of freedom (D.F. = 14.124) was approximately ($F = 1.28924$) which was not significant ($p \leq .22326$). The mean ratings, and standard deviations, for in-service needs in the seven clusters were computed according to subjects' years of experience as school administrators, Table 5.29.

Hypothesis 8: There are no significant differences in the perception of supervisors with various degrees of experience in regard to in-service teacher education needs in the selected areas of teaching competencies.

Responses were grouped by supervisors, who were included in the sample, according to their years of experience as school supervisors to test the above hypothesis. The multivariate analysis of variance tests were used to determine if there were significant differences on the perception of supervisors regarding the in-service Teacher education needs. Table 5.30 showed the main effect of the

TABLE 5.29.--Mean Ratings of Perceived Needs in the Seven Clusters by Administrators' Years of Experience

Name of Cluster	Years of Experience in Administration					
	1-5 Years		6-10 Years		11 years & Over	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
DPSC	4.482	.336	4.481	.353	4.467	.391
HCP	4.359	.452	4.356	.354	4.333	.775
II	4.130	.506	4.135	.420	4.444	.716
EAA	4.480	.374	4.413	.424	4.238	.714
PI	4.486	.348	4.458	.303	4.444	.600
DPS	4.477	.399	4.458	.386	4.222	.879
MCI	4.397	.390	4.540	.323	4.397	.483

TABLE 5.30.--Wilk's Multivariate Analysis of Variance Tests for In-Service Education Needs Ratings by Subjects' Years of Experience in Supervision

Source of Variation	Approx. F	Degrees of Freedom	P
Experience in School Supervision	.68331	14.396	.79115

independent variable--years of experience in school supervision--on the grand mean.

Table 5.30 showed no significant differences on supervisors' perceptions of teachers' in-service education needs in the seven clusters, which could be attributed to the effect of the responding supervisors' years of experience. The value of the overall F tests with degrees of freedom (D.F. = 14.396) was approximately ($F = .68331$) which was not significant ($p \leq .79115$). The average mean ratings and the standard deviations for in-service education needs in the seven clusters were computed according to the supervisor respondents' years of experience in school supervision, Table 5.31.

TABLE 5.31.--Mean Ratings of Perceived Needs in the Seven Clusters by Supervisors' Years of Experience

Name of Clusters	Years of Experience in Supervision					
	1-5 Years		6-10 Years		11 Years & Over	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
DPSC	4.297	.685	4.463	.316	3.980	.402
HCP	4.094	.766	4.214	.544	4.102	.753
II	3.929	.652	4.214	.587	3.857	.303
EAA	4.140	.686	4.411	.385	4.086	.501
PI	4.166	.686	4.469	.388	3.925	.456
DPS	4.179	.840	4.656	.400	4.300	.411
MCI	4.212	.648	4.554	.337	4.029	.638

Hypothesis 9: There are no significant differences regarding the perceptions of in-service education needs for teachers in the selected areas of teaching competencies, between respondents who had some in-service training and respondents who had not.

Responses were grouped according to respondents' past experience with in-service education, to test the above hypothesis. The multivariate analysis of variance tests were used to determine if there were significant differences among responses of both groups of respondents (subjects who had in-service training, and subjects who had not). Table 5.32 showed the main effect of the independent variable--past experience with in-service education--on the grand mean.

TABLE 5.32.--Wilk's Multivariate Analysis of Variance Tests for In-Service Needs Ratings According to Respondents' Past Experience with In-Service

Source of Variation	Approx. F	Degrees of Freedom	p
Experience with In-Service	1.72977	7.435	.10019

Results revealed in Table 5.32 above showed no significant differences in regard to the perceived needs for in-service education in the seven clusters, when responses were grouped according to subjects' past experience with in-service training. The value of the overall F tests with degrees of freedom (D.F. = 7.435) was

approximately ($F = 1.72977$) which was not significant ($p \leq .10019$). The mean ratings and standard deviations for perceived in-service needs in the seven clusters were computed according to responses of subjects who had in-service training and subjects who had not, Table 5.33.

TABLE 5.33.--Mean Rating of Perceived Needs in the Seven Clusters According to Subjects' Experience with In-Service Education

Name of Cluster	Experience with In-Service Education			
	Had		Had Not	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
DPSC	4.257	.675	4.346	.635
HCP	4.069	.788	4.160	.725
II	3.824	.680	3.945	.666
EAA	4.022	.718	4.215	.663
PI	4.110	.678	4.237	.657
DPS	4.124	.855	4.250	.802
MCI	4.226	.600	4.278	.621

Subjects' mean ratings (shown in Table 5.31 above) of in-service training needs in all seven clusters indicate that both groups of respondents (those who had had in-service training and those who had had none) perceive high needs for in-service teacher training in the selected areas of teaching skills and competencies, regardless of their past experiences with in-service education.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In recent years education in Saudi Arabia has been under some thoughtful attacks by many segments of the society. Quality education, in general, and teachers' quality, in particular, are the focus upon which criticisms by educators, parents, and students have surfaced. Many articles have appeared in the Saudi press and periodicals pointing to the growing concerns that educational development is not comparable with the unprecedented social, economic, and technological changes sweeping the country, especially since the mid-1970s.

The Saudi development planners and educational authorities have--to a certain extent--intensified efforts to overcome the many obstacles impeding quality education. Some attention has been devoted to in-service education and training as a process by which quality education could be improved.

But despite recognition of the importance of in-service training by the Saudi educational authorities, in-service activities afforded educational personnel--and specifically teachers--seem to lack direction, organization, and careful planning. In-service program activities appeared to be planned and conducted without forethought, as revealed in the interviews obtained by this researcher

with some Saudi educational authorities. The same interviews also exposed that the participants' needs for whom in-service training activities are planned--were not systematically assessed. Such needs, therefore, may have not been adequately realized.

The rapid economical and social changes taking place in Saudi Arabia have created new demands on schools. Such demands have furthered the complications of the teachers' work and responsibilities. Therefore, to help teachers respond to the demand on schools through in-service activities, it is important to identify what teacher's needs are. And to make such process as effective as possible, the teachers' needs should be determined by examining the teachers' perceptions of their in-service education priorities and the perceptions of those who are in direct contact with the job of teachers, namely, the school administrators and supervisors.

This study attempted to identify the in-service education needs of the Saudi teacher, as perceived by the teachers themselves, school principals, assistant principals, and supervisors at the elementary, intermediate, and secondary school levels. It is intended that the findings of this research may serve as basis for establishing a framework of understanding by which in-service education in Saudi Arabia could improve. The study specifically sought answers to the following three major questions:

1. How do elementary, intermediate, and secondary school teachers, principals, assistant principals, and supervisors in all three levels perceive the teachers' needs for in-service education in the selected areas of teaching competencies?

2. Do female teachers, principals, assistant principals, and supervisors differ from males in their perceptions of the need for in-service education in the selected areas of teaching competencies? (Female and male teachers are trained separately and teach in single-sex schools.)

3. What is the effect of selected personal and demographic variables such as age, sex, level of education, years of experience, and past experience with in-service education on the perception of those groups regarding the needs for in-service education in the selected areas of teaching competencies?

To probe teachers', administrators', and supervisors' perceptions of teacher in-service needs, schools in Jeddah City school district were stratified by gender and by school level. Thirty-six schools were randomly selected from all three levels of schools (elementary, intermediate, and secondary) to comprise the sample. Teachers and administrators in the selected schools were included in the sample, while a proportionate sample was determined to randomly select the supervisors. Respondents to this study included 373 teachers, 73 administrators, and 29 supervisors. The total number of subjects participated in the study was 475 or 79.2 percent of the number contacted which was 600.

In order to identify teachers' in-service needs, a forty-eight item instrument representing varieties of teaching skills and competencies was used. The instrument (TNAS) was originally developed by Gary Ingersoll (1975) at the Indiana University. Ingersoll's instrument consists of 43 competency items, five of

which were determined by this researcher to be unrelated to the teaching practices in Saudi Arabia. Hence, those items were deleted from the original TNAS (see Appendix A). The researcher, then, selected ten items, suitable for the purpose of this exploratory research, from the literature on in-service education and teaching competencies. The final form of TNAS comprised of 48 items which have been sorted into seven major areas (clusters) of teaching competencies. They are:

1. Developing Pupil Self-Concept (DPSC)--10 items.
2. Managing Classroom Instruction (MCI)--7 items.
3. Individualized Instruction (II)--7 items.
4. Planning Instruction (PI)--8 items.
5. Handling Classroom Problems (HCP)--5 items.
6. Evaluating and Assessing Achievements (EAA)--7 items.
7. Developing Personal Self (DPS)--4 items.

The TNAS instrument was the second of two parts questionnaire utilized to collect data for this study. The first part of the questionnaire included nine items designed for gathering demographic and personal data regarding subjects' gender, job position, level of school in which respondent works, years of experience on the job, highest level of education, and past experience with in-service training.

Data collected for purpose of this study were analyzed by utilizing descriptive statistics (mean and standard deviations), multivariate analysis of variance tests, and the univariate F-tests.

Summary of Major Findings

Findings Regarding Demographic Data

Of the total number (N=475) of subjects who participated in this endeavor, 53.5 percent were males. Teachers made up the greatest number of respondents, the majority of whom hold the rank of elementary teachers. The majority of respondents were young, 72.1 percent of all subjects were between the ages of 20 and 35 years. Most of the participants (288) have only from one to five years of experience in teaching. While all administrators and supervisors who responded to this research had some experience in teaching, only a few teachers have held some administrative and/or supervision duties.

Data collected for this study indicated that the majority of respondents (56.6 percent or 269) have bachelor degrees, mostly from teacher's colleges. While only 5.7 percent of all subjects have the Elementary Teacher Preparation Institute diplomas (equal to ninth grade) as their highest educational level of achievements, 123 respondents or 25.9 percent were graduates of the Secondary Teacher Preparation Institute which is equivalent to the twelfth grade. Finally, it was found that a slight majority of respondents have engaged in some kind of in-service activities.

Findings Regarding the Perceptions of Needs in All 48 Competencies

In general, the Saudi teachers, administrators, and supervisors regarded each of the 48 competencies as important for the

professional development of the practicing teachers. Respondents' mean ratings of all statements were above the mid-point on the scale. The grand mean for all 48 competencies was 4.2. Such high ratings indicate that the Saudi teacher needs in-service training in virtually all of the selected competencies. This may mean that the pre-service training received by teachers was either inadequate or had no relation to teaching practices in the school.

The competencies which were perceived by the majority of respondents as the most important, and therefore, the most needed of all, were the following:

- Keeping abreast of developments in your own subject matter area
- Using questioning procedures that promote discussion
- Utilizing of audio-visual equipment and other mechanical aids
- Creating useful remedial materials for slow learner
- Diagnosing basic learning difficulties
- Finding ways to develop and encourage student independence and responsibilities
- Stimulating growth of pupil attitudes and values

1 2 3 4

A close look at the above statements seem to suggest that the Saudi teachers lack the professional ability or skills to deal with different situations that exist in the classroom. These competencies deal directly with the art of teaching which teachers need to master.

Two of the 48 competencies included in the survey received a rating below the midpoint on the scale. Elementary school teachers,

along with supervisors at the intermediate school level, indicated that there is no need for in-service training in the following teaching skills:

- Knowledge and capability of supervising individualized instruction
- Skills to implement individualized instruction

The above two statements relate to the teachers' skills in the area of individualized instruction which will be discussed in the forthcoming section.

Findings Regarding Perception of Needs on the Seven Clusters

In this section, findings regarding the respondents' ordering of competency clusters in terms of importance are presented. Also, this section reports the findings related to the respondents' perceptions of teachers' in-service education needs in each of the seven clusters.

1. All respondents indicated that teachers definitely need in-service training in all seven clusters. In regard to the importance and priorities of perceived needs, they order the cluster in the following manner: (1) developing pupil self-concept, (2) managing classroom instruction, (3) developing personal self, (4) planning instruction, (5) handling classroom problems, (6) evaluating and assessing achievements, and (7) individualized instruction.

The above ordering showed that respondents perceived the greatest teachers' in-service needs in the area related to the development of pupil self-concept, while they perceived the least

needs in the cluster related to individualized instruction. This latter cluster was rated low by all participants, but nevertheless, the data revealed that it is also needed by the teachers since its mean rating was above the mid-point on the scale. This area was perceived the lowest because of the fact that the concept of individualized instruction is not common in the educational practice in Saudi Arabia. However, this concept has started to receive considerable attention and advocacy by many Saudi educators. Teachers are somewhat familiar with the concept, but they may not have been trained to practice it in their classes. The respondents' perception of needs for in-service training in this cluster, although moderate, indicates that they recognize its importance for pupils' educational development.

2. The responding teachers ordered the seven clusters in the same manner as that of all three groups of respondents (see Table 5.12). They perceived their greatest in-service needs in competencies related to developing pupil self-concept. As Grandgenett (1978, p. 93) noted, "this greater need may be linked to the teachers' constant contact with problems which hinder students' personal and educational development. The teachers' direct association with these problems may be linked to their concern that in-service activities have a relatively direct application to students." In regard to the teachers' ordering of the remaining six competency clusters, they seem to indicate their in-service needs priorities in competencies which may be characterized as program-oriented areas. Such

areas included managing classroom instruction, developing personal self, and planning instruction. Teachers expressed their least in-service needs in areas relating to classroom problems (such as discipline), evaluation of achievement, and individualized instruction.

3. School administrators perceived greater needs for in-service teacher training in the seven clusters than did teachers as measured by the mean ratings. They seemed to agree with teachers by considering the teachers' greatest needs in competencies associated with developing pupil self-concept, and the least in-service needs in skills related to individualized instruction. But, the responding principals and assistant principals differed from teachers and from the supervisors in their perceptions of in-service needs priorities in the remaining five competency clusters. They perceived the second greatest teachers' needs in competencies related to planning instruction, followed by the area associated with the teachers' personal development and their abilities in managing classroom instruction. Assessing pupils' achievement, handling classroom problems, and individualizing instruction were ordered last by the administrators but they were rated as highly needed skills.

This ordering scheme of in-service needs priorities and the high ratings given to them, seems to reflect the administrators' degree of concerns for the whole process of educational development.

4. Supervisors responding to this survey seemed to be more concerned with teachers' own personal growth as it relates to the teaching tasks. The supervisors perceived the teachers' greatest in-service training needs in competencies associated with teachers'

stress, self-evaluation, self-acceptance, and teachers' relationships with others. Such emphasis seems to reflect the type of problems supervisors encounter in their work with the school teachers.

Competencies related to teachers' skills in evaluating and assessing students' performances were perceived by the supervisors as the second most important area in which teachers need in-service training. This finding suggests that teachers are, perhaps, more aware of their responsibilities as subject matter instructors and program content deliverers than their awareness of other aspects of the educational process. The teachers' emphases on academic subjects seem to reflect the type of training they received before becoming teachers.

The responding supervisors agreed with the other two groups by perceiving the least needed skills in the area related to individualizing instruction. However, they differed in their perceptions from teachers and administrators in regard to the ordering of DPSC cluster. While teachers and administrators rated the area of DPSC as the highest needed competencies for teachers' in-service training, the supervisors put it in the fourth place after DPS, EAA, and MCI clusters. Such consideration could mean that the supervisors may think that the teachers' professional development in program related skills could enhance the development in pupil-related competencies.

Findings Related to Difference in Perceptions

In this section, findings resulted from testing the study's hypotheses are presented. (All hypotheses were tested at 0.05 level of significance.)

H₁: There are no significant differences in the perception of teachers, administrators, and supervisors in regard to the selected areas of teaching competencies in which teachers of elementary, intermediate, and secondary school levels have in-service needs.

By testing this hypothesis, results showed that there were no significant differences among the three groups of respondents who work in three different levels of schools regarding their perceptions of teachers' in-service needs. Respondents' mean ratings of needs in all seven clusters of competencies indicated that the perceptions of teachers, administrators, and supervisors were not affected by the level of schools in which they work. Hence, there is no interaction between respondents' job position and the school level. Therefore, the above hypothesis was accepted.

H₂: There are no significant differences between male and female teachers, administrators, and supervisors in regard to their perceptions of teachers' in-service education needs in the selected areas of teacher competencies.

The above hypothesis was rejected as significant differences in perception of needs between male and female groups were observed. The univariate F-tests for mean ratings among males and females revealed that the difference occurred in competencies associated with evaluating and assessing achievements. The responding male subjects

perceived greater in-service needs in the area of EAA than did the female subjects.

- H₃: There are no significant differences among respondents in different job positions regarding their perceptions of teachers' in-service education needs in the selected areas of teaching competencies.

This hypothesis was rejected as significant differences appeared among the mean ratings of teachers, administrators, and supervisors in five of the seven competency clusters. The responding teachers rated the areas related to HCP, II, EAA, PI, and DPS somewhat lower than these areas received from administrators and supervisors. School administrators perceived significantly greater teachers' in-service needs in competencies associated with planning instruction and handling classroom problems than the needs in these two areas were perceived by the other two groups. The supervisors seem to perceive the greatest needs in competencies related to teachers' personal development. No other differences among respondents attributable to different roles were significant. ✓

- H₄: There are no significant differences among respondents from different school level (elementary, intermediate, and secondary) in regard to their perceptions of teachers' in-service needs in the selected areas of teaching skills and competencies.

This hypothesis was rejected as significant differences among respondents' mean ratings were identified in the cluster associated with teachers' personal development. The mean ratings indicated that respondents from the intermediate school level perceived less in-service needs in the area of DPS, than such area was perceived by participants from the elementary and secondary school levels.

- H₅: There are no significant differences among teachers, administrators, and supervisors with different pre-service qualifications in their perceptions of in-service teacher education needs in the selected areas of teaching competencies.

This hypothesis was accepted. Level of education as an independent variable seems to have no effect on respondents' high perceptions of teacher's in-service education needs. Respondents to this study have varieties of educational diplomas, some of them is as low as ninth grade diploma while others are as high as master degrees. Despite such variation, respondents seem to agree on the importance of teachers' needs for in-service training in the selected competencies.

- H₆: There are no significant differences in the perceptions of teachers with various degrees of experience in regard to in-service teacher education needs in the selected areas of teaching competencies.

This hypothesis could not be rejected. Teachers' various degrees of experience did not affect their perceptions of in-service education needs. The mean ratings of each of the seven clusters indicated that teachers with as low as one year of experience and as high as 16 years or more, perceived high needs for in-service teacher education in the selected areas of teaching competencies.

- H₇: There are no significant differences in the perception of administrators with various degrees of experience in regard to in-service teacher education needs in the selected areas of teaching competencies.

Administrators responded to the study with various degrees of experience in school administration expressed high needs for in-service teacher training in all clusters. Their mean ratings

showed that the effect of the degree of experience on perception of needs was not significant. Therefore, the above hypothesis was accepted.

- H₈: There are no significant differences in the perception of supervisors with various degrees of experience in regard to in-service teacher education needs in the selected areas of teaching competencies.

Responding supervisors with various degrees of experience in teaching supervision expressed high needs for in-service teacher education in all clusters. Their mean ratings of competency clusters indicated that degrees of experience as a factor did not affect their perception of needs for teachers' in-service training in the selected areas. Therefore, the above hypothesis was accepted.

- H₉: There are no significant differences regarding the perception of in-service education needs for teachers, in the selected areas of teaching competencies, between respondents who had some in-service training and respondents who had not.

This hypothesis was accepted as significant differences on perception among respondents were not observed. Participants with previous in-service training and those who had no such experiences indicated high needs for in-service training in the selected areas as measured by mean ratings. Past experience with in-service training seems to have no relation with the respondents' perception of needs identified in this study.

Findings Related to In-Service Practices in Saudi Arabia

This section reports the major findings related to in-service education practices in Saudi Arabia. Findings are presented in outline form:

- There is no national policy drawn specifically for in-service education in Saudi Arabia at the present time.

- Until 1975, there was no specialized department that would plan, organize, coordinate, and conduct in-service activities, in either the MOE or the school districts. The newly created directorate at the MOE which is now in charge of in-service training seems to lack sufficient and qualified staff.

- In-service training does not exist as a continuous process. The programs offered are all one-shot activities, specially the ones classified as long-term programs.

- There is a severe shortage of in-service planners and expertise.

- School administrators and educational leaders are offered more in-service opportunities than teachers.

- In-service activities are not available for all teachers in the country, particularly those in rural and remote areas.

- Most in-service activities concentrate on introducing the newly adopted curricula to the teacher.

- Many in-service trainees have expressed dissatisfaction with the offered programs because such programs were not based on the perceived needs of participants.

- Some in-service activities are conducted by the two major colleges of education--at King Saud University, and Umm Al-Qura University.

- Limited numbers of in-service activities are provided by some school districts for purposes of introducing new subject matters

to the teachers or as an orientation session for the new teachers. These activities are, almost exclusively, conducted by the districts' supervisors.

- In-service activities provided in the past have never been systematically evaluated.

- In-service program activities seem to be very limited in their objectives and scope. In most programs--if not all--emphases are directed to content of subject matters and methods of teaching.

- Participants in most activities are provided with very generous incentives; however, the attitudes toward in-service training are not encouraging. Most teachers seem to have no enthusiasm for in-service activities, except those programs which offer good incentives.

Conclusions

This study revealed that there is an affirmative consensus among Saudi teachers, administrators, and supervisors--in the Jeddah City school district--in regard to their perceptions of teachers' in-service education needs in teaching skills and competencies selected for the purpose of this research. All three groups of respondents who participated in this endeavor indicated that the Saudi teachers are in great need for in-service training in all competency clusters.

The responding teachers, school administrators and supervisors identified competencies related to developing pupil self-concept

as the greatest priority of needs while they perceived the least needs in competencies associated with individualized instruction.

The three groups seemed to agree on ordering in-service needs in terms of clusters' overall importance. However, they tended to differ slightly in their perceptions regarding the degree to which each competency cluster was needed for in-service teacher training.

In general, school administrators and supervisors rated all competencies somewhat higher than did teachers.

Responding teachers along with school administrators perceived the greatest needs in pupil-related cluster. In contrast, the supervisors viewed the area related to teachers' personal development as the most important. The supervisors also differed from the other two groups by considering competencies associated with teachers' abilities to evaluate and assess achievements as the second major in-service needs. Competencies related to managing classroom instruction were identified by teachers as their second most important in which in-service training is needed. And, the administrators appeared to be more concerned with planning instruction which they identified as the teachers' second most important in-service need.

The study yielded some differences among respondents in regard to their perceptions of teachers' in-service needs, however, such differences were of minimal significance as indicated by mean ratings. For example, male and female respondents differed slightly in their ratings of in-service need in the cluster associated with

evaluating and assessing achievement. The male group rated this cluster somewhat higher than did the female group.

Some differences in perception between respondents from different levels of schools were noted. The intermediate teachers, for instance, rated three competency clusters relating to handling classroom problems, evaluating and assessing achievement, and developing personal self somewhat lower than these clusters were perceived by other group of respondents.

Finally, this study revealed that the perceptions of participants regarding teachers' in-service needs were not affected by factors related to respondents' educational level, years of experience on the job, and past experience or inexperience with in-service activities.

In regard to in-service education practices in Saudi Arabia until the present time, it may be concluded that such practices seem to be far from perfect. In-service program activities provided for educational personnel appear to have been planned, organized, and conducted without forethought.

Recommendations for Possible Implementation

In Saudi Arabia today, quality education is the issue upon which the future educational innovation and development depends. The Saudi development planners have expressed views that quality education, which has been overlooked in the past decades, is the only process by which social, economic, and technological progress would be achieved. If this is the case, then it is the opinion of

this writer, as it is of many others, that quality education begins with quality teachers. Therefore, in order for the teacher to meet the needs of the unprecedented responsibilities, it is very important that in-service training be provided for all Saudi teachers on a continuous basis.

On the basis of the information presented in this study, it seems that Saudi teachers are in great need for in-service training in almost all teaching skills and competencies. The study contended that in-service education practices in Saudi Arabia at the present time are not comparable with the challenging role the teacher has to encounter.

To improve teachers' in-service education and training in Saudi Arabia, the following points are strongly recommended:

1. A national commission for in-service teacher education must be established. Such a commission should be linked directly to the supreme educational council and staffed with highly qualified personnel with expertise in in-service training.

2. The present in-service programs and activities must be reconsidered following an extensive evaluation of practices provided in the past five years.

3. An in-depth study of in-service teacher training practices in some of the advanced countries such as the United States, England, and France, should be undertaken before any major efforts are taken. This objective could be achieved by sending a team of educators who at least have a master's degree, to such countries for one year to learn whatever is possible about their in-service teacher

education programs. At the same time, a reasonable number of educators with at least a bachelor's degree should be sent abroad for higher degrees in educational staff development.

4. A nation-wide in-service need assessment survey should be undertaken in order to identify the needs of all teachers, including those in rural schools. The survey should explore the opinions of teachers, educators, and parents!

5. A coherent national policy for in-service teacher training should be formulated to guide efforts and delegate priorities.

6. In-service education should be seriously considered as a continuous process available for all teachers throughout the school years. This objective may seem impossible at the present time because of the scarcity of resources and facilities, but it should be esteemed in the near future.

7. In order to be effective, in-service activities should be geared to the teachers' needs, the goals of the school, the need of the child, and the national educational policy.

8. When planning for in-service programs, it is strongly recommended that the prospective participants, for whom activities are intended, be a part of the planning, the organization, and the conducting process. Research studies on in-service education have indicated that the best in-service practices are those in which the participants have been involved directly with the planning schemes.

9. The concept of a teacher center is perhaps the most appropriate method by which in-service education could be provided. It is recommended therefore that teacher centers be established to

conduct in-service activities. Such centers may be founded in the beginning in big cities and for large school districts around the country.

10. Summer sessions should be reconsidered to provide in-service activities for rural and remote school teachers until in-service activities become available to them in their schools.

11. The universities and colleges of education around the country should play major roles in conducting in-service activities for teachers on their campuses, and certainly it would be more effective if some activities are provided for teachers in the school buildings by college instructors and university professors.

Recommendations for Further Research

1. This study needs to be replicated to identify the in-service needs of teachers in other school districts, and especially in the rural and remote schools.

2. Research to determine the effectiveness of in-service programs afforded teachers at the present time, in Saudi Arabia, is greatly needed.

3. Research study is also needed to determine the best and the most effective ways by which in-service education programs in Saudi Arabia could be administered, especially for school teachers in remote areas where in-service activities have never been provided.

4. Further research is needed to explore the relationship between teacher preparation programs offered for the prospective

teachers by teacher preparation institutions, and the school curricula and practices. Such research should concentrate on investigating whether or not the teachers were prepared for the actual school situations.

APPENDICES

APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE COVER LETTER

(English Version)

June 1, 1981

Dear Teachers, Administrators, Supervisors:

As you surely know, in-service training of teachers is a process by which teachers' skills and competencies could be improved. However, in-service program activities can only be best if they were geared to the needs of teachers as perceived by teachers themselves and by those who are directly involved with the work of teachers, namely, the school principals, assistant principals, and supervisors.

Therefore, the attached questionnaire is designed for a study which intends to identify the Saudi teachers' in-service training needs by examining the perceptions of teachers, administrators, and supervisors regarding teachers' needs in selected varieties of teaching skills and competencies, without which teachers' job may not be very effective. The study for which this questionnaire is designed, also intends to help the Saudi educational authorities establish a framework of understanding the teachers' needs when planning for in-service teacher training programs.

The questionnaire consists of two parts: first part includes several questions designed to solicit some personal and demographic data about you and your professional experiences. This part should not take more than five minutes of your valuable time. The second part includes 48 statements which represent varieties of teaching skills and competencies important for the professional development of teachers. This part may take about 30 to 35 minutes to be completed.

Please answer all questions in both parts as truly and accurately as you can. There is no need for you to write your name on the questionnaire, and there is no way by which your personality could be identified. The information you give is intended to be used exclusively for the purpose of this research, specified above, only.

Your patience and cooperation are greatly appreciated.

Truely yours,

Abdulrahim M. Al-Ghamdi
Ph.D. Candidate at
Michigan State University

QUESTIONNAIRE

PART I

Demographic and Personal Data

Please answer all questions. Indicate your answer by using (✓) in the appropriate place.

1. Gender: Male _____ Female _____
2. Your Age _____ (indicate year)
3. What is your present responsibility?
Teacher _____
Administrator _____
Supervisor _____
4. In what school level do you work now?
Elementary School _____
Intermediate School _____
Secondary School _____
5. Years of experience in teaching _____
6. Years of experience in school administration _____
7. Years of experience in supervision _____
8. What is your highest level of education?
Elementary school diploma _____
Intermediate school diploma _____
Secondary school diploma _____
Elementary Teacher Institute diploma _____
Secondary Teacher Institute diploma _____

8. Continued

Upgrading Teacher Institute Diploma ____

Junior College diploma ____

University or College degree ____

Masters degree, M.A. ____ M.S. ____

9. Have you had any in-service training?

Yes ____ No ____

PART II

InstructionsA. To Teachers

Each of the following 48 statements represents a teaching skill or competency important for effective teaching. The teacher definitely needs in-service training in some of these skills, while he or she might not need to be in-serviced in some other competencies.

Please read each statement and examine it carefully; then, look at the five choices:

1. If you believe that you definitely need in-service training in that particular statement, put (✓) mark below the phrase (Strongly Agree).
2. If you feel that the statement is important to you and you would like to have more training for it, put (✓) mark below the word (Agree).
3. If you do not know whether or not you need in-service in a certain statement, put (✓) mark below the phrase (Not Sure).
4. If you do not see a particular competency(ies) as needed, put (✓) below the word (Disagree).
5. If you are sure that a certain statement is not needed at all, put (✓) below the phrase (Strongly Disagree).

B. To Administrators and Supervisors

Administrators and supervisors are kindly asked to indicate their answers according to their perceptions of teachers' in-service needs. Please read the statements and see whether or not such skills or competencies are needed to be acquired by your teachers so that they could be more effective in their job.

C. An Example

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Not</u> <u>Sure</u>	<u>Dis-</u> <u>agree</u>	<u>Strongly</u> <u>Disagree</u>
Teachers' in-service training should be conducted in English	_____	_____	_____	_____	_____✓_____

Teacher Needs Assessment Survey

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Teachers need in-service training in:	5	4	3	2	1
1. Deciding what teaching technique is best for a particular outcome.	_____	_____	_____	_____	_____
2. Diagnosing basic learning difficulties.	_____	_____	_____	_____	_____
3. Maintaining professional relationships with other teachers and administrators.	_____	_____	_____	_____	_____
4. Constructing and using tests for evaluating academic progress. ✓	_____	_____	_____	_____	_____
5. Identifying student disabilities that need referral or special remedial work.	_____	_____	_____	_____	_____
6. Identifying student attitudes in order to better relate to problems.	_____	_____	_____	_____	_____
7. Establishing appropriate performance standards. ✓	_____	_____	_____	_____	_____
8. Involving student in self-evaluation. ✓	_____	_____	_____	_____	_____
9. Coping with the task of assigning grades.	_____	_____	_____	_____	_____
10. Planning teaching activities with other teachers, supervisors, or administrators	_____	_____	_____	_____	_____
11. Selecting and specifying performance goals and objectives.	_____	_____	_____	_____	_____
12. Creating useful remedial materials.	_____	_____	_____	_____	_____

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Teachers need in-service training in:		1	2	3	4	5
13.	Evaluating instruction and instructional design.	—	—	—	—	—
14.	Developing or modifying instructional procedures to suit your own strengths.	—	—	—	—	—
✓ 15.	Keeping abreast of developments in your own subject matter area.	—	—	—	—	—
16.	Selecting and developing materials and activities appropriate for individualizing instruction.	—	—	—	—	—
17.	Using questioning procedures that promote discussion.	—	—	—	—	—
✓ 18.	Utilizing of audio-visual equipment and other mechanical aids.	—	—	—	—	—
19.	Gearing instruction to problem solving.	—	—	—	—	—
20.	General presentation of information and direction.	—	—	—	—	—
21.	Providing for reinforcement.	—	—	—	—	—
22.	Deciding on appropriate pupil-grouping procedures for instruction.	—	—	—	—	—
23.	Managing classroom affairs in order to get maximum benefit from supervising aids, tutors, etc.	—	—	—	—	—
24.	Arranging the physical environment (e.g., seating arrangements).	—	—	—	—	—

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Teachers need in-service training in:		1	2	3	4	5
✓	25. Constructively using evaluation in helping students progress.	✓ —	—	—	—	—
	26. Knowing where to refer student problems beyond what can be handled by the teacher.	—	—	—	—	—
	27. Useful methods of classroom discipline and when to use them.	—	—	—	—	—
	28. Maintaining classroom control without appearing as an ogre to students.	—	—	—	—	—
	29. Communicating and interacting with parents.	—	—	—	—	—
✓	30. Counseling and conferring with students.	✓ —	—	—	—	—
	31. Developing a personal self-evaluation method.	—	—	—	—	—
	32. Developing a broad acceptance of self.	—	—	—	—	—
	33. Developing a capacity for accepting others' feelings.	—	—	—	—	—
✓	34. Facilitating pupil self-concept and worth.	—	—	—	—	—
✓	35. Facilitating pupil social interaction.	—	—	—	—	—
✓	36.* Finding ways to develop and encourage student independence and responsibilities.	—	—	—	—	—

*These items were selected from the literature and added to the original TNAS to replace the omitted items.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Teachers need in-service training in:	1	2	3	4	5
✓ 37. Stimulating growth of pupil attitudes and values.	—	—	—	—	—
✓ 38. Instilling in the student the will to learn on his/her own initiative.	—	—	—	—	—
39.* Determining ways in which students learn (learning styles, motivation, reinforcement).	—	—	—	—	—
40.* Learning about individual differences.	—	—	—	—	—
41.* Managing of time during the school day.	—	—	—	—	—
42.* Identifying of the emotional needs of children.	—	—	—	—	—
43.* Identifying gifted and talented students.	—	—	—	—	—
44.* Learning methods to stimulate creativity.	—	—	—	—	—
45.* Learning methods for handling teacher stress.	—	—	—	—	—
46.* Determining useful methods to deal with children's emotional problems.	—	—	—	—	—
47.* Knowledge and capability of supervising individualized instruction.	—	—	—	—	—
48.* Skills to implement individualized instruction.	—	—	—	—	—

The following are omitted or restated items from the original TNAS developed by Ingersoll:

1. Compromising personal administrative practices with directives from the principal, etc.
2. Representing the school and school programs at meetings.
3. Involving others in the school program.
4. Facilitating development of pupil responsibility.
5. Accepting personal responsibility.

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مركز البحث التربوي والنفسي
مكة - المملكة العربية السعودية

Date: June 1, 1981

تاريخ

TO WHOM IT MAY CONCERN

Mr. Abdul Rahim Ghamdi who has carried his pilot study on "TEACHER NEEDS ASSESSMENT SURVEY" under the supervision and guidance of this Center; submitted the Arabic translation of the study before the "Educational & Psychological Research Center" of Umm Al-Qura University at Makkah, Saudi Arabia, for the purpose of checking the accuracy of translation into Arabic.

It is hereby certified that the translation is found accurate and is approved.



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شطبوت :

مسئول سير العمل : ١٠٢
مكتبة : ١٠٢
مكتبة : ١٠٢
مكتبة : ١٠٢

QUESTIONNAIRE
(Arabic Translation)

استفتاء
احتياجات المعلم للتدريب أثناء الخدمة

اعداد
عبد الرحيم مشنى الغامدى
جامعة ولاية ميتشجن - الولايات
المتحدة الامريكىة

مكة المكرمة ١٤٠١هـ / ١٩٨١م

بسم الله الرحمن الرحيم

اخواتى وأخواتى الأكارم

السلام عليكم ورحمة الله وبركاته - وبعد

فيما يلى من صفحات .. استفتاء مكون من جزئين .. الجزء الاول يتكون من ١١ سؤالا للحصول على بعض المعلومات العامة تستغرق الاجابة عليها حوالى خمس دقائق من الوقت ... أما الجزء الثانى فيتكون من ٤٨ عبارة تفشل بعض المهارات والقدرات والكفاءات التى يجب أن تتوفر لدى المعلم اذا قدر له أولها أن يكون معلما ناجحا . والعرض من هذا الجزء من الاستفتاء هو تحديد احتياجات المعلم لمزيد من هذه المهارات والقدرات والكفاءات - كما يراها هو وكما يراها أولئك الذين هم على اتصال مستمر ومباشر معه - ولعل الهدف من تحديد احتياجات المعلم هو معرفة أفضل السبل وخلق أنجح البرامج لتوفير نشاط مايسمى بالتدريب أثناء الخدمة للمعلم لرفع كفاءاته باعتبار أن المعلم هو أهم العناصر فى العملية التعليمية على الإطلاق ، والاهتمام به وتطوير قدراته ومهاراته بشكل مستمر سيكون له أكبر الاثر من حيث جودة المردود على مجمل العملية التربوية وبالتالى على المجتمع . سوف يستغرق هذا الجزء حوالى ٢٥ - ٣٥ دقيقة من الوقت .

اخواتى .. أخواتى ..

ان هذا الاستفتاء هو جزء من رسالة الدكتوراه التى يعمل الباحث للحصول عليها من جامعة ولاية ميشجن بالولايات المتحدة الامريكية غير أن نتائج هذا البحث قد تكون مرجعا علميا للجهات المختصة فى شئون المعلم عنـدد التخطيط لتطوير العملية التعليمية ، وحين يعقد العزم على توفير برامج تـختـم بالتدريب المستمر للمعلم أثناء الخدمة . تلك البرامج الذى يجـب أن تنبع من احتياجات المعلم والذى لايسطيع تحديدها بصيقة جيدة أفـصـل من المعلم نفسه .

لذا فان الاجابة الصريحة الصادقة هى المرجوة ، لان نوع الاجابة سيحدد نوع الحاجة . وتأكد عزيزى المجاوب أن اجابتك ستكون محل عناية كبرى ولن تدل على الاطلاق لامن قريب ولامن بعيد على هويتك فليس مطلوب منك أن تكتب اسمك على الاستفتاء وليس هناك على صفحات الاستفتاء أية اشارة تدل على شخصيتك . فأمل توخي الصراحة والصدق والادلاء بالحقيقة .. فهدفنا الاول والاخير هو خدمة الوطن والامة .

شـكـرا على تعاونك ،،،

عبدالرحيم مشنى الغامدى

- ٣ -

الجزء الاول : معلومات عامة :

الرجاء الاجابة على جميع الاسئلة :

- ١- النوع ☐ ذكر ☐ أنثى
- ٢- العمر بالسنوات الكاملة ()
- ٣- ما الوظيفة التي تؤديها الآن : " ضع علامة (✓) في المربع الموجود أمام الوظيفة التي تقوم بها "

☐ مدرس ☐ موجه تربوي

☐ وكيل مدرسة ☐ مدير مدرسة

- ٤- ما المرحلة الدراسية التي تعمل بها : " ضع علامة (✓) في المربع الموجود أمام المرحلة الدراسية التي تعمل بها "

☐ المرحلة الابتدائية .

☐ المرحلة المتوسطة .

☐ المرحلة الثانوية .

- ٥- مامدة الخدمة التي قضيتها في التدريس ؟
- " في حالة أن تكون المدة أقل من سنة اعتبرها سنة واحدة " .

- ٦- مامدة الخدمة التي قضيتها في العمل الإداري بالسنوات ؟

- ٧- مامدة الخدمة التي قضيتها في التوجيه التربوي بالسنوات ؟

- ٨- ما المواد التي تقوم بتدريسها الآن ؟ " للمدرسين فقط " .

.....-	-	-
.....-	-	-
.....-	-	-

- ٩- ما أعلى شهادة علمية حصلت عليها ؟ " ضع علامة (✓) في المربع الموجود أمام مسمى أعلى شهادة حصلت عليها .

☐ الابتدائية .	☐ الكفاءة المتوسطة .
☐ الثانوية العامة .	☐ معهد اعداد المعلمين الابتدائي .
☐ الكلية المتوسطة .	☐ معهد اعداد المعلمين المتوسط .
☐ البكالوريوس .	☐ معهد الدراسات التكميلية .
☐ الماجستير .	

١٠- هل استركت في دورات تدريبية تربية ؟ " ضع علامة (✓) داخل السريـع
الدى يـمـلـ حـالـتـك .

لا ☐ نعم ☐

" اذا كانت الاجابة بنعم .. أجب على س ١١ "

- ١١- اسم الدورة :
الفرص منها :
المواد التى تم تقديمها :
.....
.....
.....
المدة :
الجهة التى قامت بها :
.....

* * *

م.ح

بعدة

- ٢ -

البرء الساسى : ارسادات عامه :

ا) كل عبارة من العبارات التالية تستل مهارة أوقدره يساجها المعلم لأداء مهمته بنجاح . والتدريب أثناء الخدمة يهدف الى زيادة معلومات المعلم حول هذه المهارات لتتوفر لديه وبالتالي جعل عمله أكثر سهولة وفاعلية . بعض هذه المهارات يحتاج المعلم الى التدريب لاكتسابها دون أدنى شك بينما البعض الآخر قد لا يحتاج المعلم الى زيادة معلوماته حولها . بعضها سدو الحاجة الى كسبه بينما لايدرى المعلم عما اذا كان يحتاج الى تدريب فى بعض منها .

- اقرأ العبارة وبعضها جيدا ثم انظر فى الاختيارات الخمسة المعدة للاجابة .
- ١- اذا كنت تعتقد بأنك تحتاج دون أدنى شك الى كسب هذه المهارات أوزيادة المعلومات حولها فضع علامة (✓) فى مربع (أوافق بشدة) .
 - ٢- اذا كنت تحتاجها أو تود الاستزادة حولها فضع العلامة فى مربع (أوافق) .
 - ٣- اذا كنت لاتدرى هل تحتاج الى تدريب فى هذه المهارة أم لا فضع العلامة فى مربع (غيرمؤكد) .
 - ٤- اذا كنت تشعر بأن مهارة ما موجوده لديك ولاتحتاج بالنالى الى تدريب حولها فضع العلامة فى مربع (لا أوافق) .
 - ٥- اذا أنت متأكد تماما بأنك لاتحتاج الى هذه أولئك المهارة فضع العلامة فى مربع (لا أوافق قطعيا) .

..

ب) بالنسبة لغير المعلمين .. (المدير ، الوكيل ، المشرف) .. فالمطلوب هو اعطاء وجهة نظرك حول حاجة المعلم الى هذه المهارة . فبحكم علاقتك المباشرة بالمعلم فى مدرستك أو المعلم الذى تشرف عليه . هل تعتقد أنه يحتاج الى تدريب أكثر - أقل - بين بين - لا يحتاج - أولا يحتاج أبدا لهذه المهارة أو المهارات .

والآن .. أرجو الاحابة على جميع العبارات كما أرجو وضع علامه وادعده فقط فى الاختيار المناسب أمام كل عبارة .

..

ممال :
 أوافق بشدة أوافق غير متأكد لا أوافق قطعيا لا أوافق
☐ ☐ ☐ ☐ ☐ * أن يكون تدريب المعلم باللغة الانجليزية

..

والآن الى الاسئلة

..

الجزء الثانى :

يحتاج المعلم الى زيادة معلوماته ومهاراته فى :

لا أوافق قطعياً	لا أوافق	غير مؤكد	أوافق	أوافق بشدة	
☐	☐	☐	☐	☐	١) اختيار طريقة التدريس المناسبة لغرض تعليمى معين .
☐	☐	☐	☐	☐	٢) تشخيص الصعوبات الأساسية التى تواجه التلميذ فى عملية التعلم .
☐	☐	☐	☐	☐	٣) إقامة علاقات مهنية مع المدرسين والاداريين فى المدرسة .
☐	☐	☐	☐	☐	٤) وضع الاختبارات الجيدة واستخدامها لقياس النمو الدراسى .
☐	☐	☐	☐	☐	٥) تحديد نواحى القصور العقلى والجسمى عند التلاميذ التى تحتاج الى اجراءات علاجية خاصة .
☐	☐	☐	☐	☐	٦) تحديد اتجاهات الطالب الفكرية والعاطفية من أجل اتخاذ الخطوات المناسبة لحل مشاكله .
☐	☐	☐	☐	☐	٧) القدرة على تكوين مقاييس (معايير) الاداء والتحميل المناسبة التى يرغب المدرس والمدرسة أن يحققها للطالب .
☐	☐	☐	☐	☐	٨) اشرار التلاميذ فى تقييم تحصيلهم المدرسى بأنفسهم .
☐	☐	☐	☐	☐	٩) التغلب على مشكلة تعيين ووضع الدرجات عند تصحیح امتحانات التلاميذ بتجرد وموضوعية .
☐	☐	☐	☐	☐	١٠) تخطيط النشاط المدرسى بالتعاون مع المدرسين التربيين أو الاداريين فى المدرسة .
☐	☐	☐	☐	☐	١١) تحديد اختيار (أهداف التعليم "الدرس" وأغراض الموجهين) بوضوح .
☐	☐	☐	☐	☐	١٢) تكوين وسائل علاجية تربوية ملائمة للتلاميذ الذين يواجهون صعوبات فى التعلم .
☐	☐	☐	☐	☐	١٣) القدرة على تقييم الدرس وتقييم خطته .
☐	☐	☐	☐	☐	١٤) التطوير والتعديل المستمر فى عملية التدريس بما يتلاءم مع مقدرة المدرس فى الاداء .
☐	☐	☐	☐	☐	١٥) متابعة ما يحدث من تطورات علمية جديدة فى المواد التى يقوم المعلم بتدريسها .
☐	☐	☐	☐	☐	١٦) اختيار وتطوير الادوات المساعدة والنشاطات التعليمية المختلفة لكى تلائم عملية التدريس المنفرد (التدريس المنفرد يعنى تدريس كل تلميذ على حده اذا لزم الامر) .

لا	لا	غير متأكد	أوافق	أوافق بشدة	
أوافق قطعا	أوافق				
☐	☐	☐	☐	☐	١٧) استخدم الام الاسئلة في الفصل لتشجيع التلاميذ على المناقشة .
☐	☐	☐	☐	☐	١٨) الاستعمال المناسب للوسائل والاجهزة التعليمية .
☐	☐	☐	☐	☐	١٩) اعد اد الدرس بطريقة تجعل التلميذ قادرا على الوصول الى حل المشكلات.
☐	☐	☐	☐	☐	٢٠) تقديم الدرس الى التلاميذ وادارة الحصة بأسلوب واضح بحيث تسهل عملية الاستيعاب .
☐	☐	☐	☐	☐	٢١) الاستخدام المناسب والفعال لاساليب الشبواب والاطراء والعقوبات.
☐	☐	☐	☐	☐	٢٢) تقسيم التلاميذ الى مجموعات أثناء الحصة بشكل يناسب مع موضوع الدرس.
☐	☐	☐	☐	☐	٢٣) ادارة شئون الصف واستخدام الوسائل التعليمية بطريقة تضمن الحصول على أكبر قدر ممكن من الفائدة .
☐	☐	☐	☐	☐	٢٤) ترتيب وتنظيم غرفة الدراسة (من حيث البيئة كوضع المقاعد والتهوية والاضاءة) .
☐	☐	☐	☐	☐	٢٥) الاستخدام الايجابي للتقييم بشكل يساعد التلميذ على التقدم في التحصيل.
☐	☐	☐	☐	☐	٢٦) معرفة الجهة التي يجب احالة الطالب اليها عندما يعجز المدرس عن حل مشكلة .
☐	☐	☐	☐	☐	٢٧) معرفة الطرق والاساليب الفعالة في التعامل مع مشكلات النظام والضبط في الفصل ومنى يجب استخدامها .
☐	☐	☐	☐	☐	٢٨) القدرة على ضبط الفصل والتحكم فيه دون أن يسيء المدرس مصدرا للخرق.
☐	☐	☐	☐	☐	٢٩) القدرة على التفاعل والانتمال المباشر مع أولياء أمور الطالب .
☐	☐	☐	☐	☐	٣٠) القدرة على تقديم النصح والارشاد والتوجيه الفعال والمناسب للتلاميذ .
☐	☐	☐	☐	☐	٣١) ايجاد طريقه فعالة تمكن المدرس من تقييم نفسه وعمله .
☐	☐	☐	☐	☐	٣٢) تنمية قدرة المدرس على تقبل ذاته والتحكم في انفعالاته وعواطفه وتحمل المسؤولية .
☐	☐	☐	☐	☐	٣٣) بسند قدرة المدرس على قبول الآخرين واحترام آرائهم ومشارعتهم .

(٣٤) القدرة على مساعدة التلميذ وتيسير الطرق أمامه لتطوير مفهومه أو فكره عن نفسه واستشعاره لقيمته كإنسان وكعضو مهم في المجتمع .

(٣٥) مساعدة التلميذ على التفاعل مع المجتمع وتكوين علاقات اجتماعية ايجابية .

(٣٦) معرفة وايجاد الطرق الفعالة في توجيه الطالب وتشجيعه على الاعتماد على النفس وتحمل المسؤولية .

(٣٧)حث التلاميذ ومساعدتهم على تنمية المواهب والاتجاهات والقيم والمبادئ البنّاءة .

(٣٨) غرس الرغبة لدى الطالب لمواصلة الدراسة والبحث خارج اطار المدرسة والكتاب المدرسي .

(٣٩) القدرة على تحديد الطرق المختلفة لدى التلاميذ فى التعلم وفى اكتساب المعارف والمهارات .

(٤٠) تنمية القدرة لدى المعلم على تفهم الفروق والاختلافات الفردية بين التلاميذ .

(٤١) ادارة الوقت واستغلاله بفاعلية خلال اليوم المدرسى .

(٤٢) تحديد احتياجات التلاميذ العاطفية ومعرفتهم أحاسيسهم وانفعالاتهم .

(٤٣) تحديد طرق التعرف على التلاميذ العباقرة أو ذوي المواهب الخلاقة .

(٤٤) تعلم طرق تشجيع التلاميذ على الابداع والابتكار .

(٤٥) تعلم طرق التغلب على الاجهاد والضغوط التى يواجهها المـبـدس .

(٤٦) معرفة الطرق والأساليب المستخدمة فى التعامل مع انفعالات التلاميذ وعواطفهم .

(٤٧) القدرة على التوجيه والإشراف على التلاميذ أثناء التدريس المنفرد " يعنى تدريس كل تلميذ على حده اذا لزم الامر " .

(٤٨) المهارة فى تطبيق أساليب التدريس المنفرد (التدريس المنفرد يعنى تدريس كل تلميذ على حده اذا لزم الامر) .

APPENDIX B

FREQUENCY DISTRIBUTION TABLES

TABLE B-1.--Observed Frequency Distributions Regarding Perceived In-Service Needs of Teachers for the Forty-Eight Teaching Competencies

Degree of Importance		5	4	3	2	1	Item Cluster
Item No.		S.A.	A.	N.C.	Diss.	S. Diss.	
1	N %	222 46.7	195 41.1	10 2.1	18 3.8	13 2.7	PI
2	N %	266 56.0	166 34.9	12 2.5	15 3.2	2 0.4	II
3	N %	181 38.1	182 38.3	42 8.8	41 8.6	10 2.1	PI
4	N %	257 54.1	168 35.4	20 4.2	20 0.4	2 0.4	EAA
5	N %	256 53.9	174 36.6	27 5.7	7 1.5	2 0.4	II
6	N %	191 40.2	235 49.5	24 5.1	15 3.2	6 1.3	DPSC
7	N %	169 35.6	223 46.9	46 9.7	20 4.2	5 1.1	EAA
8	N %	136 28.6	211 44.4	38 8.0	71 14.9	13 2.7	DPSC
9	N %	200 42.1	156 32.8	35 7.4	46 9.7	14 2.9	EAA
10	N %	233 49.1	200 42.1	17 3.6	18 3.8	2 0.4	MCI
11	N %	176 37.1	195 33.5	56 11.8	27 5.7	10 2.1	PI
12	N %	282 59.4	166 34.9	15 3.2	3 0.6	3 0.6	II
13	N %	210 44.2	188 39.6	25 5.3	24 5.1	16 3.4	EAA

TABLE B-1.--Continued

Degree of Importance		5	4	3	2	1	Item Cluster
Item No.		S.A.	A.	N.C.	Diss.	S. Diss.	
14	N %	269 56.6	153 32.2	10 2.1	22 4.6	16 3.4	MCI
15	N %	319 67.2	131 27.6	12 2.5	7 1.5	2 0.4	MCI
16	N %	129 27.2	147 30.9	63 13.3	93 19.6	40 8.4	II
17	N %	346 72.8	91 19.2	2 0.4	18 3.8	15 3.2	DPSC
18	N %	306 64.4	140 29.5	8 1.7	9 1.9	8 1.7	MCI
19	N %	251 52.8	164 34.5	22 4.6	23 4.8	8 1.7	PI
20	N %	296 62.3	122 25.7	16 3.4	23 4.8	11 2.3	MCI
21	N %	213 44.8	180 37.9	26 5.5	33 6.9	17 3.6	DPSC
22	N %	85 17.9	166 34.9	59 12.4	131 27.6	23 4.8	MCI
23	N %	251 52.8	175 36.8	16 3.4	19 4.0	8 1.9	PI
24	N %	282 59.4	144 30.0	12 2.5	16 3.4	18 3.7	MCI
25	N %	205 43.2	205 43.2	26 5.5	18 3.7	7 1.5	EAA
26	N %	189 39.8	216 45.5	26 5.5	24 5.1	13 2.7	HCP
27	N %	203 42.7	204 42.9	20 4.2	25 5.3	11 2.3	HCP

TABLE B-1.--Continued

Degree of Importance		5	4	3	2	1	Item Cluster
Item No.		S.A.	A.	N.C.	Diss.	S. Diss.	
28	N %	280 58.9	139 29.0	10 2.1	19 4.0	22 4.6	HCP
29	N %	232 48.8	180 37.9	24 5.1	22 4.6	11 2.3	PI
30	N %	265 55.8	167 35.2	4 0.8	17 3.6	16 3.4	DPSC
31	N %	213 44.8	182 38.3	33 6.9	28 5.9	12 2.5	DPS
32	N %	223 46.9	184 38.7	20 4.2	22 4.6	18 3.7	DPS
33	N %	248 52.2	164 34.5	15 3.2	19 4.0	26 5.5	DPS
34	N %	272 57.3	156 32.8	16 3.4	16 3.4	11 2.3	DPSC
35	N %	229 48.2	203 42.7	19 4.0	13 2.7	6 1.3	DPSC
36	N %	279 58.7	160 33.7	5 1.1	16 3.4	9 1.9	DPSC
37	N %	280 58.9	154 32.4	13 2.7	15 3.2	8 1.9	DPSC
38	N %	282 59.4	146 30.7	16 3.4	20 4.2	8 1.9	DPSC
39	N %	184 38.7	220 46.3	39 8.2	15 3.2	6 1.3	EAA
40	N %	254 53.5	170 35.8	12 2.5	20 4.2	13 2.7	II
41	N %	185 38.9	221 46.5	18 3.7	30 6.3	13 2.7	PI

TABLE B-1.--Continued

Degree of Importance		5	4	3	2	1	Item Cluster
Item No.		S.A.	A	N.C.	Diss.	S. Diss.	
42	N %	147 30.9	228 60.6	47 9.9	33 6.9	11 2.3	HCP
43	N %	229 48.2	177 37.3	18 3.7	32 6.7	8 1.9	EAA
44	N %	241 50.7	191 40.2	13 2.7	18 3.7	7 1.5	PI
45	N %	209 44.0	193 40.6	35 7.4	14 29.5	11 2.3	DPS
46	N %	168 35.4	230 48.4	37 7.8	22 4.6	11 2.3	HCP
47	N %	80 16.8	160 33.7	75 15.8	114 38.3	35 7.4	II
48	N %	74 15.6	129 27.2	97 20.4	111 23.4	49 10.3	II

S.A. = Strongly Agree

A. = Agree

N.C. = Not Certain

Diss. = Disagree

S. Diss. = Strongly Disagree

APPENDIX C

MEAN SCORES AND STANDARD DEVIATION TABLES

TABLE C-1.--Mean Scores and Standard Deviations for all Forty-Eight Competencies by Teachers in each School Level (N=373)

Item No.	Elementary Teacher		Intermediate Teacher		Secondary Teacher	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1	4.314	.843	4.080	1.085	4.136	1.085
2	4.421	.783	4.402	.706	4.353	.852
3	4.122	.953	4.034	.970	3.925	1.193
4	4.387	.811	4.467	.767	4.302	.886
5	4.491	.697	4.407	.856	4.443	.677
6	4.323	.886	4.293	.749	4.159	.848
7	4.182	.818	3.967	.971	4.019	.940
8	3.926	1.046	3.758	1.129	3.729	1.170
9	4.076	1.092	3.816	1.206	3.941	1.176
10	4.411	.822	4.261	.783	4.250	.775
11	4.025	.965	4.034	1.083	3.954	1.036
12	4.528	.723	4.582	.579	4.421	.714
13	4.180	1.060	4.034	1.044	4.056	1.097
14	4.433	.928	4.130	1.160	4.340	1.013
15	4.562	.630	4.602	.796	4.639	.703
16	3.272	1.410	3.455	1.295	3.587	1.249
17	4.594	.930	4.484	.935	4.385	1.216
18	4.539	.728	4.440	.859	4.426	.969
19	4.762	.885	4.278	.972	4.269	1.047
20	4.383	.960	4.333	1.028	4.394	1.045
21	3.951	1.099	4.256	1.055	4.183	1.132
22	3.463	1.237	3.209	1.179	3.220	1.242

TABLE C-1.--Continued

Item No.	Elementary Teacher		Intermediate Teacher		Secondary Teacher	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
23	4.293	.893	4.348	.880	4.275	.980
24	4.376	1.026	4.341	1.035	4.376	1.070
25	4.158	.892	4.273	.881	4.213	.958
26	4.207	.930	4.067	1.020	3.982	1.071
27	4.194	.915	4.089	1.077	4.167	1.019
28	4.321	1.071	4.300	1.054	4.176	1.229
29	4.354	.958	4.198	.872	4.103	1.055
30	4.406	.956	4.333	1.006	4.206	1.147
31	4.278	.865	3.833	1.211	4.147	1.017
32	4.256	.963	3.898	1.204	4.185	1.153
33	4.279	1.063	3.967	1.286	4.110	1.197
34	4.418	.877	4.253	1.018	4.352	1.035
35	4.400	.802	4.297	.796	4.278	.946
36	4.448	.869	4.402	.890	4.374	.995
37	4.476	.868	4.374	1.865	4.324	.984
38	4.418	.863	4.370	1.045	4.361	.952
39	4.209	.781	4.023	.947	4.159	.933
40	4.424	.864	3.067	1.206	4.327	.988
41	4.080	.949	4.044	.953	4.140	1.136
42	4.079	.913	3.911	1.013	3.916	1.158
43	4.315	.888	4.180	1.018	4.189	1.114
44	4.376	.760	4.222	1.003	4.352	.930

TABLE C-1.--Continued

Item No.	Elementary Teacher		Intermediate Teacher		Secondary Teacher	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
45	4.270	.868	4.091	1.013	4.250	.993
46	4.043	.801	4.034	1.027	4.065	1.130
47	3.000	1.232	3.307	1.235	3.368	1.275
48	2.868	1.278	3.091	1.238	3.274	1.313

TABLE C-2.--Mean Scores and Standard Deviations for all Forty-Eight Competencies by School Administrators in Each School Level (N=73)

Item No.	Elementary Administrators		Intermediate Administrators		Secondary Administrators	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1	4.591	.503	4.667	.480	4.773	.429
2	4.682	.477	4.815	.396	4.818	.395
3	3.864	1.037	4.077	.796	4.409	1.054
4	4.227	.752	4.741	.447	4.455	.739
5	4.364	.581	4.436	.745	4.619	.498
6	4.227	.612	4.259	.656	4.182	.588
7	4.273	.550	4.407	.636	4.545	.596
8	3.955	.844	3.519	1.122	4.136	1.167
9	4.455	.800	4.185	1.111	4.450	.605
10	4.762	.436	4.556	.698	4.636	.492
11	4.429	.598	4.111	.847	4.364	.581
12	4.682	.477	4.741	.447	4.636	.492
13	4.455	.510	4.593	.694	4.591	.503
14	4.636	.492	4.185	1.145	4.318	.894
15	4.545	.510	4.815	.396	4.636	.492
16	3.682	.995	3.556	1.219	3.818	1.097
17	4.727	.456	4.778	.424	4.727	.456
18	4.727	.550	4.778	.424	4.818	.395
19	4.409	.796	4.593	.844	4.727	.456
20	4.545	.510	4.778	.641	4.636	.727

TABLE C-2.--Continued

Item No.	Elementary Administrators		Intermediate Administrators		Secondary Administrators	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
21	4.318	.477	4.630	.565	4.409	.796
22	3.409	1.098	3.407	1.185	3.409	1.098
23	4.682	.477	4.667	.620	4.727	.456
24	4.364	.492	4.444	.974	4.636	.492
25	4.364	.492	4.444	.641	4.500	.598
26	4.182	.664	4.407	.747	4.591	.503
27	4.273	.456	4.500	.906	4.455	.739
28	4.500	.512	4.481	1.014	4.727	.456
29	4.318	.894	4.593	.694	4.591	.503
30	4.318	.477	4.704	.465	4.682	.477
31	4.273	.767	4.259	.984	4.591	.734
32	4.273	.456	4.519	.700	4.591	.503
33	4.455	.510	4.630	.688	4.682	.477
34	4.591	.590	4.593	.636	4.591	.503
35	4.455	.510	4.370	.629	4.500	.512
36	4.545	.510	4.667	.555	4.591	.503
37	4.364	.492	4.704	.542	4.727	.456
38	4.500	.512	4.741	.447	4.636	.790
39	4.318	.568	4.296	.724	4.667	.483
40	4.500	.512	4.593	.636	4.591	.503
41	4.409	.503	4.370	.884	4.545	.510
42	4.045	.375	3.889	.892	4.318	.568

TABLE C.2.--Continued

Item No.	Elementary Administrators		Intermediate Administrators		Secondary Administrators	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
43	4.364	.492	4.333	.877	4.409	.796
44	4.364	.492	4.519	.700	4.545	.510
45	4.318	.568	4.259	.903	4.364	.658
46	4.182	.501	4.370	.565	4.545	.510
47	3.500	.964	3.556	1.188	3.818	1.053
48	3.318	.894	3.630	1.115	3.682	1.041

TABLE C-3.--Mean Scores and Standard Deviations for all Forty-Eight Competencies by School Supervisors in Each School Level (N=29)

Item No.	Elementary Supervisors		Intermediate Supervisors		Secondary Supervisors	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1	4.571	.535	4.667	.577	4.529	.514
2	5.000	0	4.667	.577	4.588	.507
3	3.857	1.069	4.000	1.732	4.353	.702
4	4.429	1.134	4.333	.577	4.647	.493
5	4.857	.378	4.333	.577	4.176	.728
6	4.571	.535	3.667	1.155	4.059	.659
7	4.429	.535	4.333	.577	4.353	.606
8	3.857	1.069	3.000	1.732	3.824	1.015
9	4.714	.756	4.667	.577	4.625	.500
10	4.000	1.155	4.000	0	4.412	.507
11	4.429	1.134	5.000	0	4.176	.636
12	4.714	.756	4.333	.577	4.412	.618
13	4.429	.535	4.667	.577	4.176	.883
14	4.857	.378	4.333	.577	4.647	.493
15	4.714	.488	4.667	.577	4.588	.507
16	4.143	.900	4.000	1.000	4.000	1.173
17	4.857	.378	5.000	0	4.588	.507
18	4.857	.378	4.333	.577	4.647	.493
19	4.857	.378	4.667	.577	4.500	.516
20	4.429	1.134	4.000	1.732	4.588	.618

TABLE C-3.--Continued

Item No.	Elementary Supervisors		Intermediate Supervisors		Secondary Supervisors	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
21	4.286	.756	4.333	.577	3.941	1.088
22	3.143	1.464	3.333	1.155	3.647	1.057
23	4.714	.488	4.333	.577	4.412	.795
24	4.286	1.254	4.667	.577	4.588	.507
25	4.571	.787	4.333	.577	4.529	.624
26	4.714	.488	4.333	1.155	4.125	.885
27	4.571	.535	4.667	.577	4.313	.602
28	4.257	.378	4.667	.577	4.765	.437
29	4.571	.787	3.333	.577	4.294	.588
30	4.857	.378	4.333	.577	4.294	.470
31	4.714	.756	4.000	1.000	4.588	.507
32	4.571	.535	4.333	.577	4.588	.507
33	4.857	.378	4.000	1.000	4.529	.514
34	5.000	0	4.000	1.732	4.412	.618
35	4.714	.477	4.333	.577	4.235	.664
36	4.714	.488	5.000	0	4.529	.514
37	4.857	.378	5.000	0	4.471	.624
38	4.571	.787	4.000	0	4.529	.624
39	4.857	.378	4.000	1.000	4.294	.588
40	5.000	0	4.667	.577	4.471	.514
41	4.167	1.169	4.333	.577	4.118	.600

TABLE C-3.--Continued

Item No.	Elementary Supervisors		Intermediate Supervisors		Secondary Supervisors	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
42	4.429	.787	4.000	1.000	4.000	.756
43	4.714	.488	4.333	.577	4.176	.728
44	4.857	.378	4.667	.577	4.412	.618
45	4.714	.488	4.000	1.000	4.235	.831
46	4.857	.378	4.667	.577	4.176	.636
47	4.429	.535	2.333	.577	3.824	.883
48	4.000	1.414	2.333	.577	3.471	.717

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