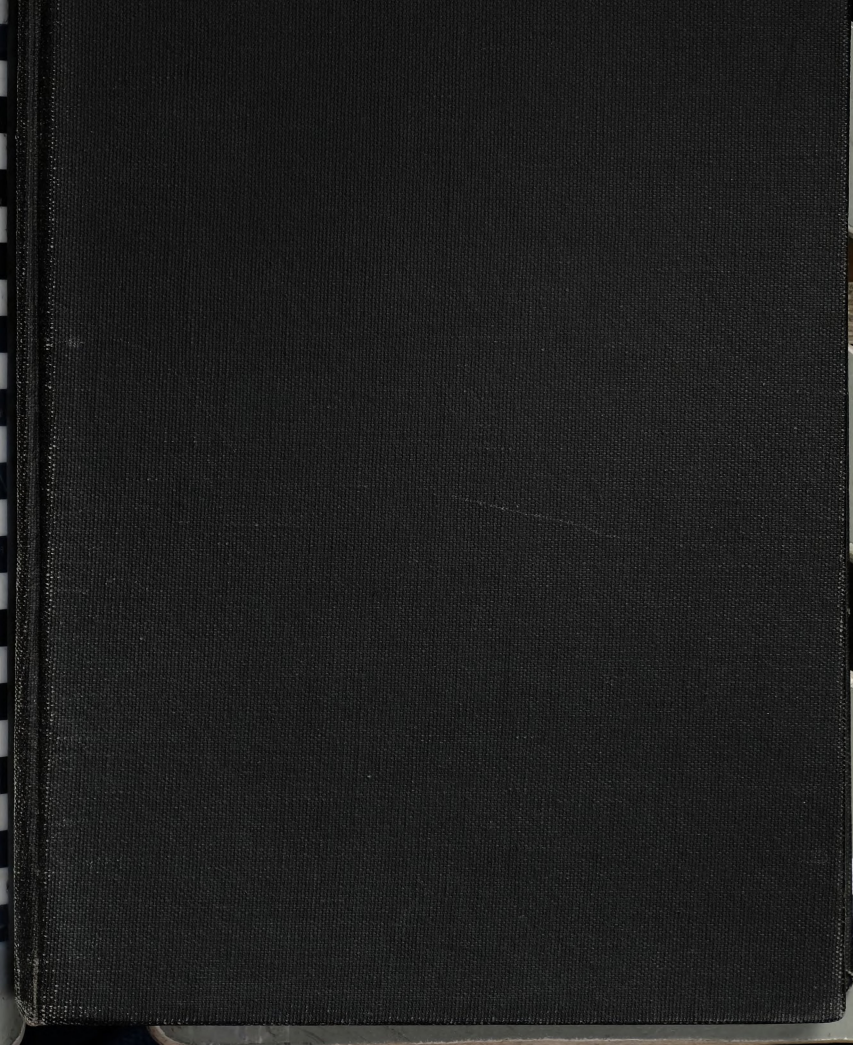






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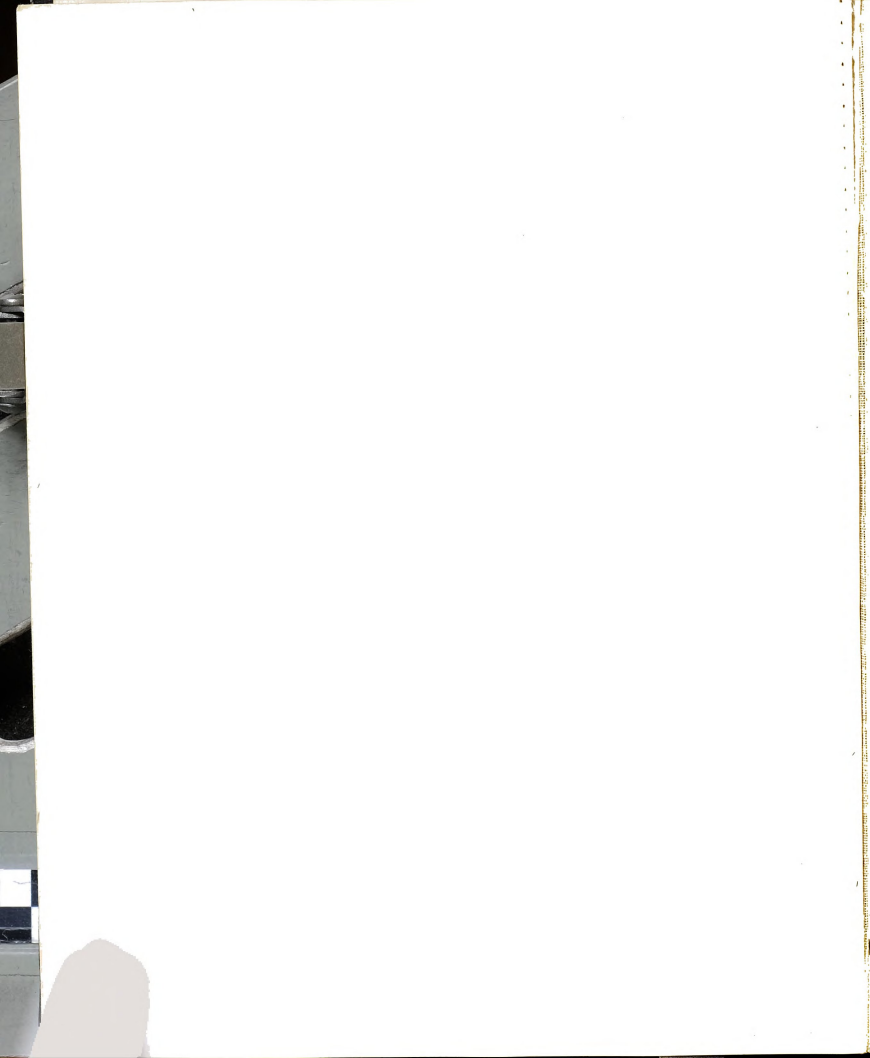
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AN EVALUATION OF SELECTED ASPECTS OF THE
SECONDARY TEACHER PREPARATION PROGRAM AT
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BASED ON A FOLLOW-UP OF 1978 - 79 GRADUATES

By

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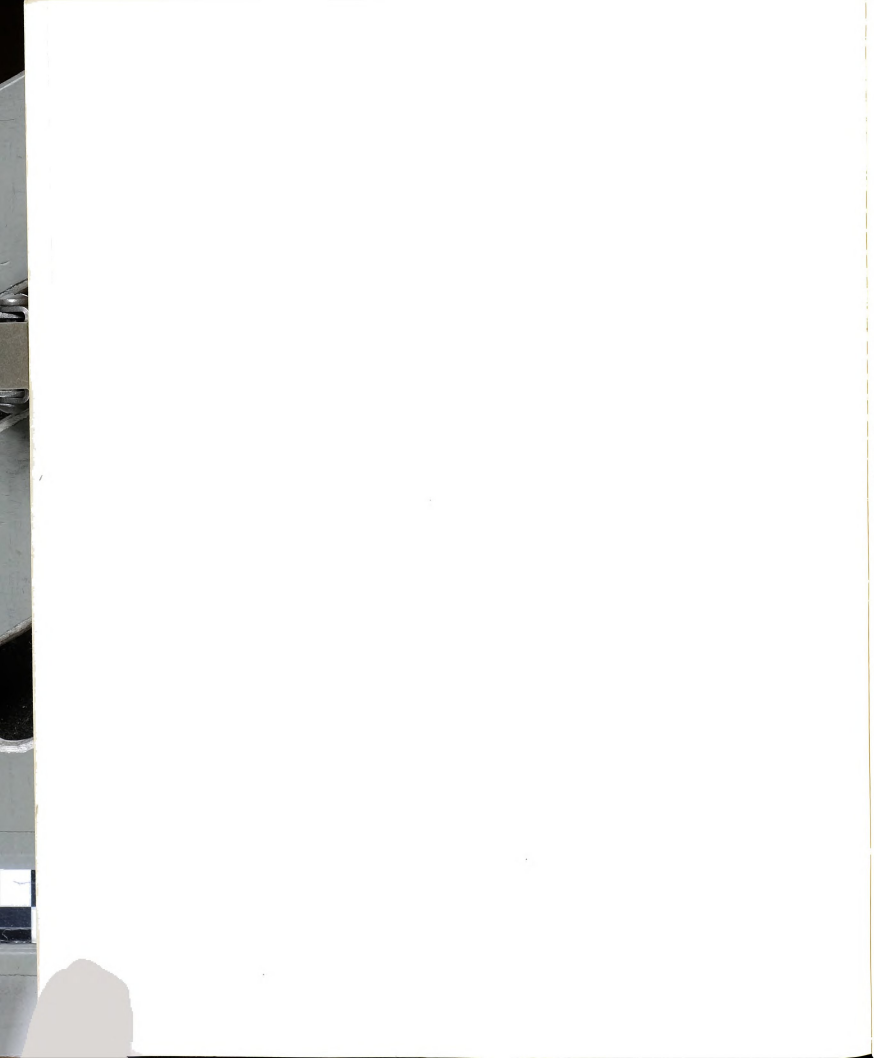
A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Teacher Education

1982



ABSTRACT

AN EVALUATION OF SELECTED ASPECTS OF
THE SECONDARY TEACHER PREPARATION PROGRAM AT
THE UMM AL-QURA UNIVERSITY, MAKKAH, SAUDI ARABIA,
BASED ON A FOLLOW-UP OF 1978-79 GRADUATES

By

Sulaiman Mohammed Al-Wabli

Purpose

The purpose of this study was to obtain an evaluation of the secondary teacher preparation program at Umm Al-Qura University, Makkah, Saudi Arabia, from recent (1978-79) graduates; to analyze this evaluation as a means of determining the extent to which the program was meeting the needs of its graduates; and to use the results to recommend changes for the improvement of the program.

Procedures

The questionnaire utilized in gathering data for this research consisted of five parts: general information, teaching skills, professional-preparation courses, student-teaching experience, and proposed recommendations.

The population of this study comprised all the 1978-79 Saudi Arabian graduates from The Umm Al-Qura University Teacher Preparation program. Out of 205

questionnaires distributed, 188 were completed and used in this study.

Frequency distributions of the numbers, percentages, means, standard deviations, and rank orders were computed in order to describe thoroughly the graduates' overall evaluations regarding the three aspects of the program. The Multivariate Analysis of Variance (MANOVA) technique was used to test the six null hypotheses. The significance level was set at 0.05. In addition, the means, rank order, and overall means were employed as descriptive statistics to compare and analyze the graduates' evaluations when grouped according to the independent variables.

Findings

1. The 1978-79 graduates considered themselves well-prepared in six of 15 teaching skills, whereas they felt ineffectively prepared in two teaching skills. Preparation in the remaining seven skills was evaluated as average.

2. Seven education courses of 13 were evaluated highly by the graduates, whereas only one course was evaluated as below average. Preparation in the remaining five education courses was ranked as average.

3. The graduates were satisfied with six

experiences they had had in student teaching. No student-teaching experience was evaluated as being above or below average by the graduates.

4. With regard to the research hypotheses, analysis of the data indicated that there was a significant difference between the two sexes in their evaluation of the three aspects of the program. By comparing the overall means for the three aspects of the program, it was found that females evaluated teaching skills and student-teaching experience more negatively than did males, while there was no sex-based difference in their evaluation of the education courses.

5. A significant difference was found between the graduates who taught at the secondary level and the graduates who taught at the intermediate level regarding their evaluation of the three aspects of the program. By comparing the overall means for the three aspects of the program, it was found that the graduates who taught at the secondary level evaluated teaching skills, professional-preparation courses, and student-teaching experiences more negatively than did the graduates who taught at the intermediate level.

6. The results drawn from the investigation of the remaining hypotheses (3, 4, 5, and 6), which were concerned with the effects of teaching field, type of degree, year

of graduation, and average grade on the graduates' evaluations of the three aspects of the program, did not indicate any significant differences regarding any of the four hypotheses on the three aspects of the program. Even though there were no significant differences among these independent variables, the results did show that some groups seemed to be slightly more favorable in their evaluation of the three aspects of the program than did others, particularly when we compared the overall means of their evaluations.

7. Regarding the twelve recommendations proposed by the investigator, the graduates supported eleven recommendations and offered an additional thirteen suggestions to improve the secondary teacher preparation program at the Umm Al-Qura University, Makkah.

This dissertation is dedicated to
the memory of my parents, Mohammed and Monirah,
and to my son, Yasir.

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CHAPTER I
INTRODUCTION AND STATEMENT OF PROBLEM

Introduction

"Concerned educational authorities shall give special attention to the training of scientifically and morally qualified teachers for all stages of education under a time-table aimed ultimately at self-sufficiency."¹

The above quotation is one of the policy goals accepted in 1974 by the Saudi Arabian Kingdom Board of Education. This goal and others were developed by a group of Saudi educators who believed that the shortage of native teachers and inadequate training institutions for the education of teachers was among the most significant problems facing education in Saudi Arabia. This concern continues to the present day. Al-Marsouqi stated:

Clearly, there is a need to train native teachers and the Ministry of Education has intensified its program to solve this problem. Success, though, has been limited. While teaching positions are plentiful in Saudi Arabia, unfortunately teaching does not have very high social status. Therefore, many students tend to study medicine, engineering or business.²

Teacher education is currently blamed for preparing the prospective teacher to be no more than a staff member of the public school. This is because teacher education is concerned mostly with the requirements for the certificate the teacher needs to obtain in order to find a job.

Friedman and his associates state that:

Many teacher training institutions have been accused of preparing teachers for students and schools that no longer exist. These institutions have lost contact with their constituency and continue to prepare teachers as they did twenty years ago. Thus, the preparation teachers receive has become less and less relevant³ to actual on-the-job performance requirements.

The teacher preparation program at the Umm Al-Qura University in Makkah has been the major supplier of secondary native teachers, administrators and educators of the Saudi educational system. Any teacher preparation program can consider its training program adequate if there exists a visible relationship between the teacher education program and the job of teaching. Beaty stated:

There are many individuals who can provide judgments regarding the adequacy of a program of teacher education. One group is the graduates themselves.⁴

In 1974-75, the semester system at Umm Al-Qura University was implemented, replacing the annual system. The first class in Education under the new system was graduated in 1978-79.⁵

Saudi Arabia's teacher preparation program is constantly evaluated in order to incorporate improvements. This study evaluates selected aspects of the secondary teacher preparation program at Umm Al-Qura University, Makkah, as viewed by the program's 1978-79 graduates. Areas of research will include: (1) teaching skills, (2) professional preparation courses, and (3) the student teaching experience. Graduates' suggestions for future

improvement in the program will be considered. Also included is information concerning 1978-79 graduates who are in the teaching profession.

Statement of the Problem

Evaluation is central to the process of change in education. Any teacher-preparation program must be continuously evaluated to provide a basis for improvement. Among the most serious problems facing Saudi Arabian teacher education today is the lack of research on graduates of the teacher-preparation programs. The problem to which this study is addressed is evaluation of selected aspects of the present secondary teacher preparation program at the Umm Al-Qura University, Makkah. This evaluation is based on data gathered in a follow-up study of the 1978-79 graduates.

Purposes of the Study

The major purposes of this study are:

1. To determine how many of the 1978-79 graduates are actually teaching.
2. To determine how the 1978-79 graduates evaluate their preparation at the Umm Al-Qura University, Makkah, in regard to these aspects of the secondary teacher preparation program: teaching skills, professional preparation courses, and student teaching experience.
3. To determine the value of professional preparation courses and adequacy of the student teaching experience

as seen by the graduates.

4. To compare the graduates' evaluation of these aspects--teaching skills, professional preparation courses, and student teaching experience by characteristics of sex, teaching level, teaching field, type of degree, year of graduation and average grade, as independent variables.

5. To consider the 1978-79 graduates' recommendations for the improvement of the present secondary teacher preparation program at the Umm Al-Qura University, Makkah.

Justification of the Study

It has been suggested by many researchers in the field of teacher education (e.g., Lehrer) that:

The College of Education should maintain contact with every graduate; those who spend four to seven years in an institution usually develop a lifelong interest in it. Furthermore, they are an invaluable source of data for improving the college's program and also can provide opportunities for field research.⁶

In addition, in 1974 the first teacher preparation conference in Saudi Arabia recommended that:

Teacher preparation programs should be continually evaluated by graduates, institution directors, teacher educators, college supervisors, educational planners, principals, students and parents in order to improve these programs or design new ones.⁷

Basically, the key to improving any teacher preparation program is continued assessment of program effectiveness, which means follow-up of graduates from their schools. Accordingly, Huber and Williams stated that:

A follow-up study of graduates is one source of data that can be useful in evaluating a curriculum. It may not provide immediate answers

regarding the effectiveness of a program, but it does yield information about the educational product that is essential for continuous evaluation.⁸

However, as of this writing, no follow-up of secondary teacher graduates of this type had ever been made at the Umm Al-Qura University in Makkah. Therefore, data must be collected to determine the effectiveness of our present secondary teacher preparation programs. The need for evaluation of these programs is imperative in order to effectively revise them and design or implement new ones. Mattson stated:

The survey of different methods of evaluation involving graduates of programs indicates that the most practical means of gathering data is through feedback from the graduates.⁹

At the end of 1980, a committee of teacher educators, headed by Dr. Mohammed Al-Ghamdi, was formed to study the project for a new College of Education in Taif City. In its report to the Umm Al-Qura University Council, the committee proposed the establishment of a College of Education, preparing teachers of high academic standards for secondary level (7-12). This college should be started in 1982.¹⁰

However, the evaluation of teacher preparation programs in Saudi Colleges of Education in general and in Umm Al-Qura University, Makkah, in particular seems important at this time for the following reasons:

1. Current enrollment is more than ten times as large as it was when the College of Education and College

of Islamic Law were established.

2. As a result of the lack of research on graduates in the teacher education programs in Saudi Arabia, it is imperative that all aspects of the graduating professional teachers be researched.

3. There was a lack of evaluation of teacher preparation programs at the Umm Al-Qura University, Makkah, which leads to improvement of teacher education programs.

Hopefully, the information and results obtained from this study will be of assistance in correcting some of these deficiencies: It is useful to both faculties (College of Education and College of Islamic Law) to review the study in order to modify the secondary teacher preparation program at Umm Al-Qura University, Makkah, where necessary. The findings of this study will be made available to the staff of the new College of Education in Taif City, opening in 1982.

Research Questions

This study is designed to answer the following questions:

1. How do the 1978-79 graduates evaluate their preparation regarding the following aspects of the secondary teacher preparation program: teaching skills, professional preparation courses, and student teaching experience?

2. What are the effects of sex, teaching level, teaching field, type of degree, year of graduation and average grade on the evaluation of these aspects: teaching skills, professional preparation courses and student

teaching experience?

3. What recommendations do the graduates have for improving the present secondary teacher preparation program, including the student teaching experience at the Umm Al-Qura University in Makkah?

Research Hypotheses

The following six null hypotheses were tested by MANOVA, using the probability of 0.05 as the level of significance for rejection of the hypotheses.

2 → 1. There will be no significant difference between male graduates' and female graduates' evaluations in respect to the following three aspects of the program: teaching skills, professional-preparation courses and student-teaching experiences.

2. There will be no significant difference between the graduates who taught at the secondary level and the graduates who taught at the intermediate level with respect to their evaluation of the three aspects of the program named in Hypothesis No. 1.

3. There will be no significant difference between College of Islamic Law graduates who taught in their major teaching fields and College of Education graduates who taught in their major teaching fields with respect to their evaluation of the three aspects of the program named in Hypothesis No. 1.

4. There will be no significant difference between the graduates who received their B.S. degrees in science and the graduates who received their B.A. degrees in art

with respect to their evaluation of three aspects of the program named in Hypothesis No. 1.

5. There will be no significant difference between graduates who completed their programs at the end of the first semester (late 1978) and graduates who completed their programs at the end of the second semester (early 1979) with respect to their evaluation of the three aspects of the program named in Hypothesis No. 1.

6. There will be no significant difference between graduates whose average grade is the equivalent of "good" or acceptable and graduates whose average grade is the equivalent of "very good" or better with respect to their evaluation of the three aspects of the program named in Hypothesis No. 1.

Definition of Terms

1. Graduates: Students who have completed all the requirements for graduation from the secondary teacher preparation program at the Umm Al-Qura University, Makkah.

2. Secondary teacher preparation program: The term refers to the total experience provided for students to enable them to fulfill the requirements of the teacher education programs at Umm Al-Qura University, Makkah. It includes the teaching field, the general education and the professional preparation courses provided to train the student to meet the needs of the secondary classrooms (7-9 intermediate school and 10-12 high school) in the Saudi educational system.

3. Student teaching: The period of guided teaching when the student takes increasing responsibility for work with a given group of learners over a period of consecutive weeks.¹¹

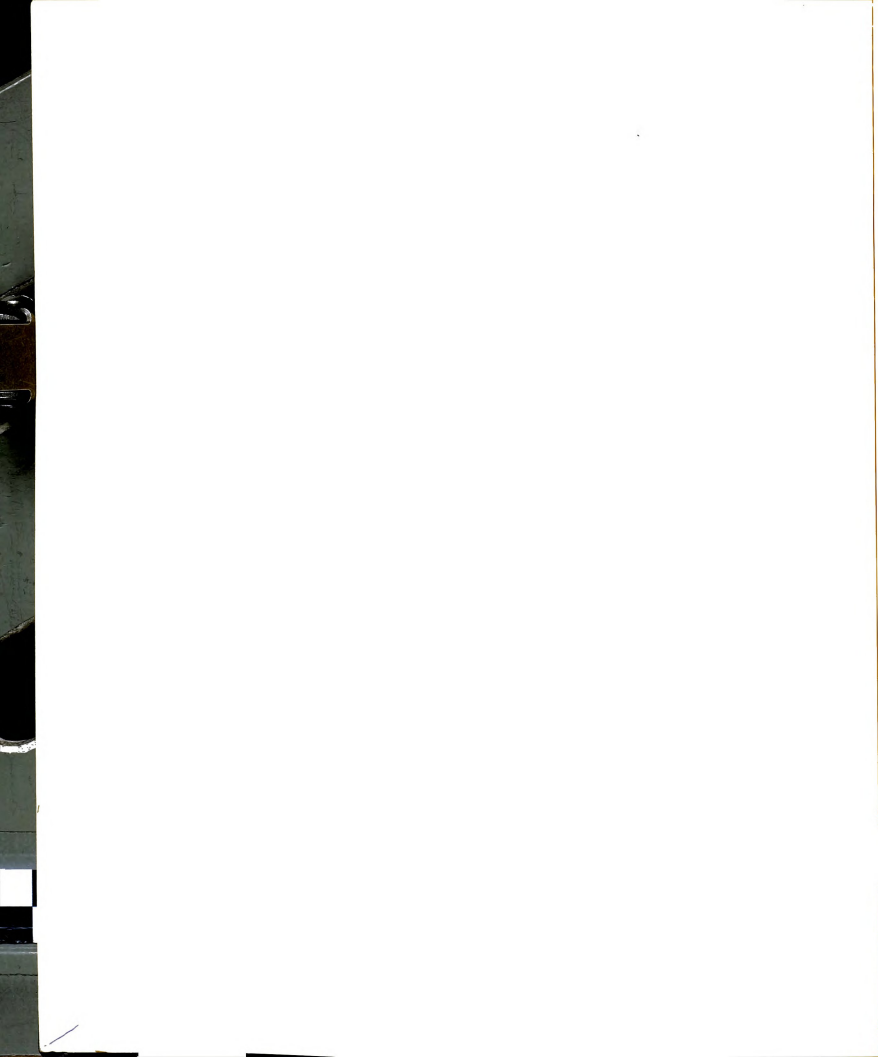
4. Teaching field: The term refers to the area of the secondary teacher preparation program in which the graduate majors or specializes. It may also refer to the subject or subjects taught by the graduate if teaching at the intermediate or high school.

5. Teaching level: The term refers to the grade level at which the graduate is assigned to one of the two secondary education levels (intermediate 7-9 and high school 10-12).

6. The professional preparation courses: Sequence of courses designed to prepare the student who wants to devote himself or herself to teaching professionally in the secondary education. These courses are offered by the Curriculum and Methods of Teaching Department at the College of Education, Makkah.

7. Type of degree: the term refers to the degree for which the graduate is qualifying. The teacher preparation program at the Umm Al-Qura University in Makkah confers two types of degrees: B.A. Ed. in the Arts and B.S. Ed in the Sciences.

8. College supervisor: A college staff member who is responsible for coordinating the efforts of the cooperating teacher and the institution of higher learning.¹²



This person is also responsible for supervising student teachers during the period of student teaching.

9. Supervising teacher: A classroom teacher who teaches children or youth in public schools in addition to his/her work with the student teacher during the period of student teaching.

10. Teaching skill: This term is defined by Good as "the ability to promote learning, developed through appropriate preparation and experience and facilitated by natural aptitude."¹³

Limitations of the Study

Limitations of this study include the following:

1. This study is limited to the graduates of Umm Al-Qura University teacher education program who (a) received their B.A. or B.S. degrees in 1978-79; (b) majored in secondary education; and (c) completed their entire secondary teacher preparation program at the College of Education or the College of Islamic Law in Makkah.

2. Foreign graduates will be excluded from this study, because no information was available concerning their addresses since graduation.

3. The questionnaire is designed to consider the following research areas: (a) general information; (b) teaching skills; (c) professional preparation courses; (d) the student teaching experience; and (3) recommendations.



Education in Saudi Arabia

It is necessary to first deal with basic information about the educational system and the teacher education program in Saudi Arabia. It is felt that this will help those who are not familiar with these areas to better understand the characteristics of the present undergraduate secondary teacher preparation curriculum.

Brief Background on the Educational
System in Saudi Arabia

Prior to the formation of the present state of Saudi Arabia, the situation in the Arabian Peninsula was no better than in the other Arab and Moslem countries. Educational institutions were limited, consisting of widely scattered literacy "Kuttab" which were frequented by a minority of the people. These institutions were an adjunct of the mosques and were first attended by the child when he reached six years of age. The curriculum taught by the "Umams" (holy men) of these mosques centered upon the Koran as a reading textbook as well as a text for Arabic grammar, stories about prophets, and poems. Throughout the curriculum, memory work was especially emphasized.

Early in this century, a movement toward formal education appeared in the western part of the country (Al-Hejaz), where some schools were established as a result of the efforts of a few individuals and Islamic missions. Abdel-Wassia stated that:

In 1903, Mohhamed Ali Zeynel founded a regular Arab school in Jeddah and another in Mecca, known till this day under the name of the "Al-Falah School." In addition, "Dar Al-Hadith School" was founded by Shaikh Abou-Al-Samh in Mecca in 1932 and the "Desert School" was founded near Medina in 1941 by Ali and Osman Hafex for the children of the Bedouin Arabs. . . . In 1924, the Hachemite rulers in the western part established the "Hachemite School" in Jeddah and in Mecca.¹⁴

Saudi Arabia took its recent form and name in 1932 when King Abdulaziz Al-Saud, who had unified the country seven years earlier, issued a royal decree renaming the country "The Kingdom of Saudi Arabia."¹⁵ A serious problem facing the government of Saudi Arabia was illiteracy among its people. Efforts of the new government to educate illiterate people have been expanded to the places where Bedouins gather. Formal and informal classes are conducted to combat illiteracy among these people.¹⁶ The exact percentage of illiteracy in the country is not known, because accurate statistics on certain population segments are not available yet.

On March 15, 1926, the General Directorate of Education was initiated to organize and direct formal education at all levels in the country. However, only a few students were enrolled in the available schools at that time. Nyrop stated that:

The first Saudi government elementary school for boys was established in 1925, but not until 1939 did the government elementary schools offer a full range of subjects.¹⁷

Schools were then opened in an organized form. But elementary education was only slightly different from the

tradition "Kuttab" system. Trial and Winder state that:

The curriculum shows that over eighty-two percent of the total class hours are spent on religious disciplines and the Arabic language, the other eighteen percent being divided between history, geography, arithmetic, and geometry. Such a schedule is certainly far more than elementary school pupils can assimilate with any degree of understanding.¹⁸

Secondary education was based upon the Egyptian system, consisting of a five-year course. This system has since been changed to a six-year course, because the curriculum of these schools suffered from lack of variety and flexibility. In addition to the regular secondary schools, there were religious secondary schools; both had even less diversified curricula.¹⁹ Hammad, in his assessment of this period, points out that:

The educational system before the 1950s was so imitative and narrow that even those most able to afford education would send their sons to study abroad. The majority of the population was deprived of education by its complex administrative structure as well as lack of public expenditures to support it. The government's first budget covered the financial year November 26, 1942 to November 13, 1948 and allocated 7,022,224 Saudi Riyals for public education from a total national expenditure of 214,586,500 Saudi Riyals.²⁰

The total number of schools, students and budgets allocated for education expenditure before the establishment of the Ministry of Education is shown in Tables 1.1, 1.2, and 1.3. The organizations of the General Directorate of Education during 1931-1951 is shown in Figure 1.

Since the end of World War II, there has been increased interest in education.

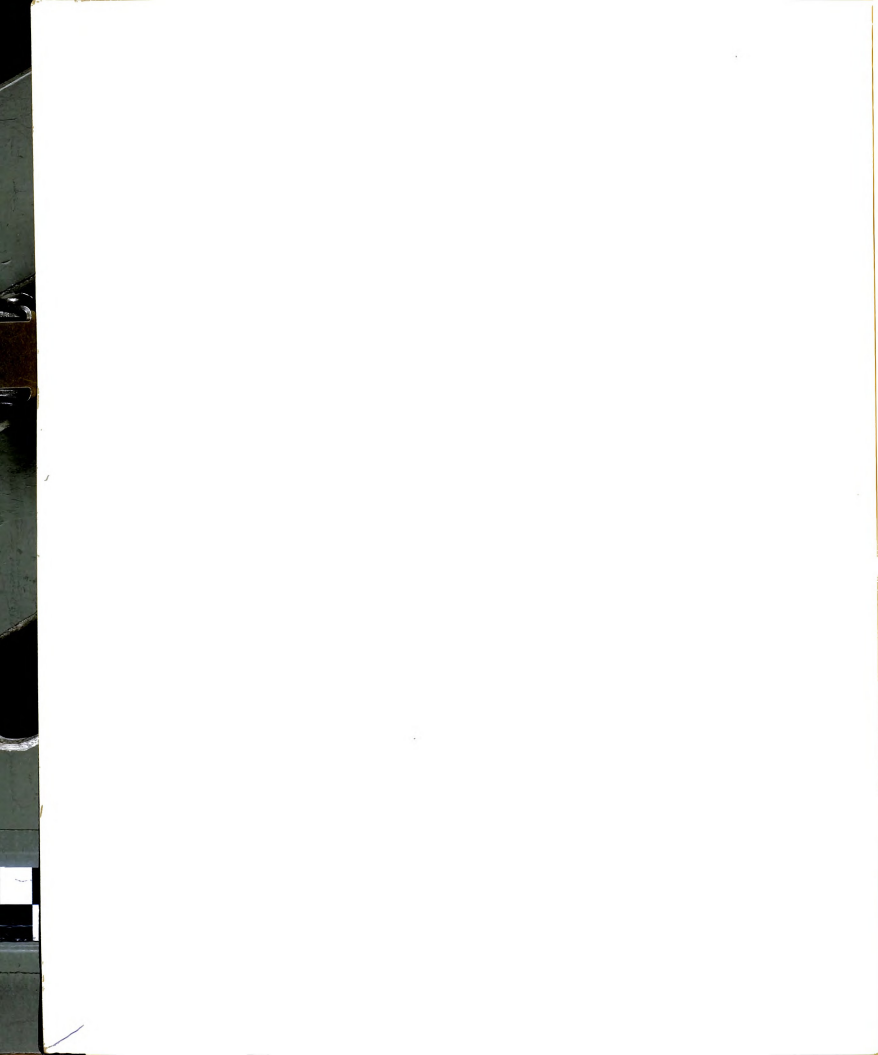


TABLE 1.1
 DISTRIBUTION OF ELEMENTARY AND SECONDARY SCHOOLS
 IN SAUDI ARABIA AMONG THE DIFFERENT PROVINCES
 AT THE END OF THE SECOND WORLD WAR

Province	Elementary	Secondary	Total
Western Province	22 ^a	7 ^b	29
Eastern Province	6	--	6
Southern Province	5	--	5
Central and Northern Provinces	6	--	6
TOTALS	39	7	46

SOURCE: M. Hamud, "The Educational System and Planning for Manpower Development in Saudi Arabia" (Ph.D. dissertation, Indiana University, 1974), p. 86.

^aThis figure includes ten private schools.

^bThis figure includes three private schools.

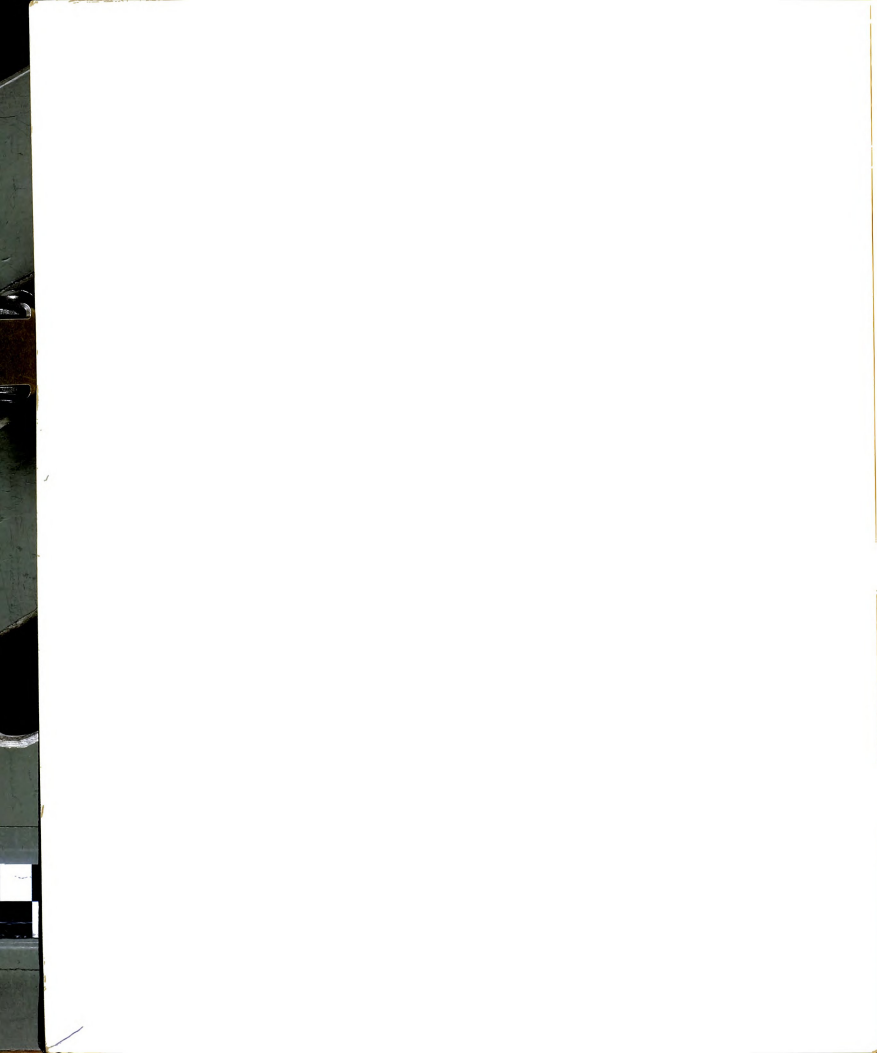


TABLE 1.2
ESTIMATED NUMBER OF SAUDI ARABIAN STUDENTS
AND TEACHERS IN EACH SCHOOL LEVEL
OR TYPE IN 1950

	Number of Schools	Students Enrolled	Teachers Employed
Elementary Schools ^a	127	22,431	839
Village Schools	70	2,622	101
High Schools ^b	13	1,135	122
Evening Schools ^c	12	415	22
Students Abroad (college level)	--	121	--
Students Abroad (below college level)	--	112	--
Boarding Sections ^d	--	297	--
TOTALS	222	27,133	1,084

SOURCE: M. Hammad, "The Educational System and Planning for Manpower Development in Saudi Arabia" (Ph.D. dissertation, Indiana University, 1974), p. 89.

^aIn cities and towns.

^bIncluding all post-elementary schools.

^cFor teacher education, English and typing.

^dThese are special sections for poor students such as orphans and are not included in the other columns.



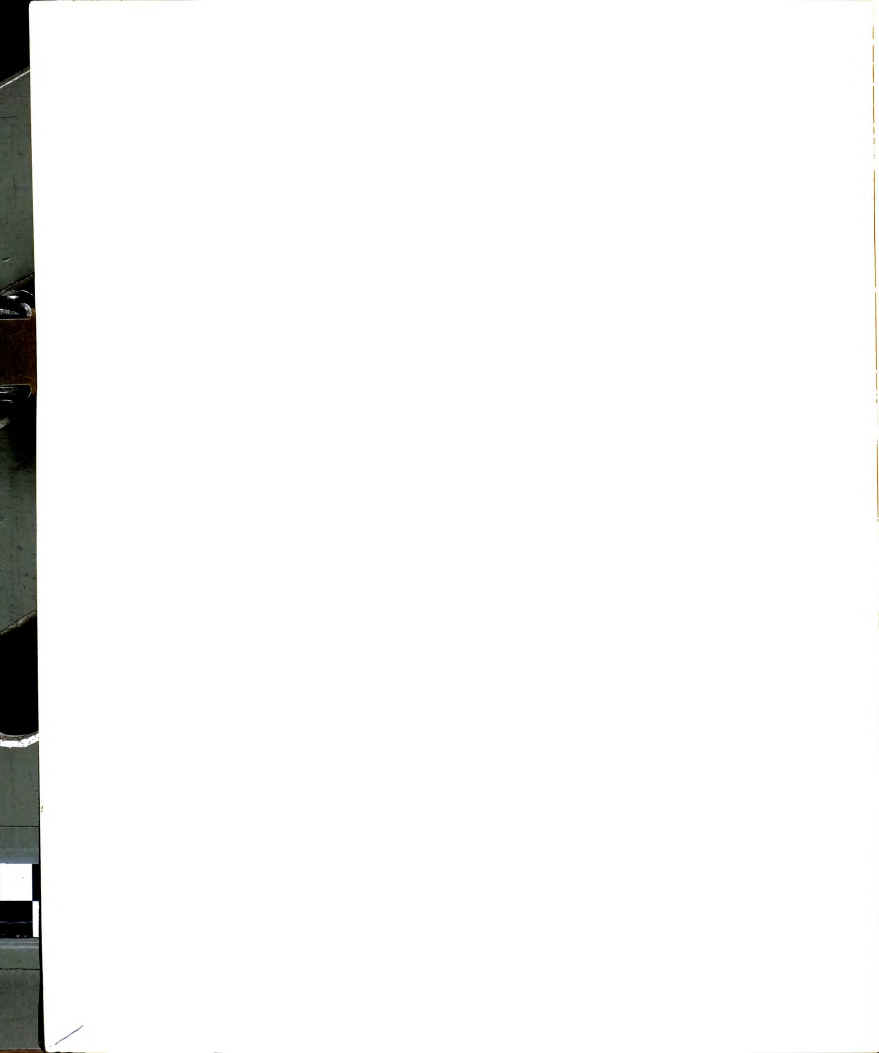
TABLE 1.3
 PERCENTAGE OF TOTAL GOVERNMENT EXPENDITURE REPRESENTED
 BY EDUCATIONAL BUDGET APPROPRIATIONS BEFORE THE
 ESTABLISHMENT OF THE MINISTRY OF EDUCATION

Fiscal Year	Educational Appropriations ^a	Total Government Appropriations	Percentage of Total Government Expenditures Represented by Education Appropriations
1947-1948	7,022,000	214,587,000	3.0
1951-1952	9,875,000	490,000,000	2.0
1952-1953	12,817,000	758,960,000	1.7

SOURCE: George Lipsky, Saudi Arabia: Its People, Its Society, Its Culture
 (New Haven: Hraf Press, 1959), p. 318.

^aAll figures are in Saudi Riyals.





Oil revenues have made it possible for the Saudi government to expand its public education, and the General Directorate of Education was elevated to the Ministry of Education on December 24, 1953. Ghamdi states:

Since the establishment of the Ministry of Education in 1953, the change in educational standards of Saudi Arabia has been remarkable. Schools on all levels have been of the highest caliber. They have been built in private palaces and in converted residences, with teaching staff and almost all necessary facilities provided to serve the students.²¹

However, as of this time, not all elementary-age youths are in school. In 1966, the Saudi delegation to the thirty-first International Conference on Education indicated that:

Education is not compulsory in Saudi Arabia for three reasons: firstly, the population is vitally concerned with education and the children are sent to school without any compulsion being required; secondly, if the government made education compulsory, it would run up against difficulties, such as that arising from the large number of Bedouin nomads. To meet this problem, the government has organized mobile schools, with satisfactory results. Finally, in Saudi Arabia the shortage of teachers is such that recruitment has to be made from fellow Arab countries, but even there recruitment possibilities are limited.²²

The philosophical base of education in Saudi Arabia centers around Islamic beliefs. As stated in Article II of the conference's Educational Policy statement:

Religious education is a basic element in all the primary, intermediate, and secondary stages of education in all their branches. Islamic culture is a basic course in all the years of higher education.²³

The Saudi educational system is not controlled by a single agency, although centralization is a main feature of the government system. Snyder pointed out that:



It is paradoxical that in a country where government functions tend to be highly centralized, control of some educational functions should be split between several agencies.²⁴

Education in Saudi Arabia is not coeducational.

The Ministry of Education controls boys' schools. The General Directorate of Girls' Education controls schools for female students at all levels, including the Colleges of Girls' Education. The General Directorate of Religious Institutes and Colleges supervises its school system, which is mainly concerned with religious and Arabic studies. The Ministry of Labor and Social Affairs supervises vocational training in a number of skilled trades. The Ministry of Defense operates schools for military dependents. The universities and the missions abroad are under the authority of the Ministry of Higher Education. Marsouqi stated:

All of these come together and are represented in the Supreme Educational Councils. The Supreme Educational Councils are a coordinating body that has the authority to set up policies and approve curriculum for every school. All of the aforementioned groups promulgate their own policies and programs, but they have to first be approved by the Supreme Educational Councils.²⁵

Educational Stages

The Saudi educational system consists of four stages: a two-year kindergarten; a six-year elementary school; a three-year intermediate school; and a three-year secondary school. Higher education is also provided. Education for boys and girls is separate at all stages, except in



kindergarten, as shown in Figure 2. All these stages are briefly described below.

Kindergarten (ages four to six). Until recently, this stage was not part of the public education system. Today it is limited to the big cities and offered, for the most part, by private institutions. The main objective of this stage, as recognized by the Saudi educational policy, is to "familiarize the child with the school atmosphere, preparing him for school life and transferring him tenderly from the stages of self-centralization to join social life with his schoolmates."²⁶ The total number of kindergartens, classes, children, teachers and administrators during the period from 1969-70 to 1974-75 is given in Table 1.4.

Elementary (ages six to eleven). Article 72 of the educational policy defines this stage as:

The foundation on which rests the preparation of youth for the following stages of their life. It is an important stage which covers all the members of the nation and provides them with the fundamentals of sound ideology and trends, and with experience, information and skills.²⁷

The curriculum in this stage remains traditionally oriented and emphasizes classical Arabic and Islamic religion, as well as some modern subjects such as geography, mathematics, science, general health, and physical education. In the sixth year of this stage, pupils take a general examination given by their own district. They move to the next stage by passing the examination. Table 1.5 explains the development of this stage.



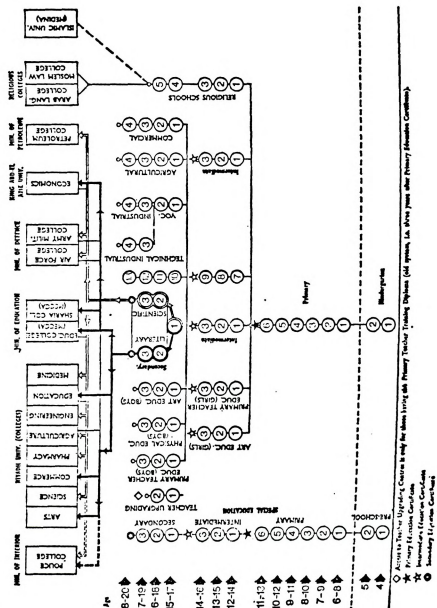


Fig. 2. Educational stages in Saudi Arabia, 1974-75.

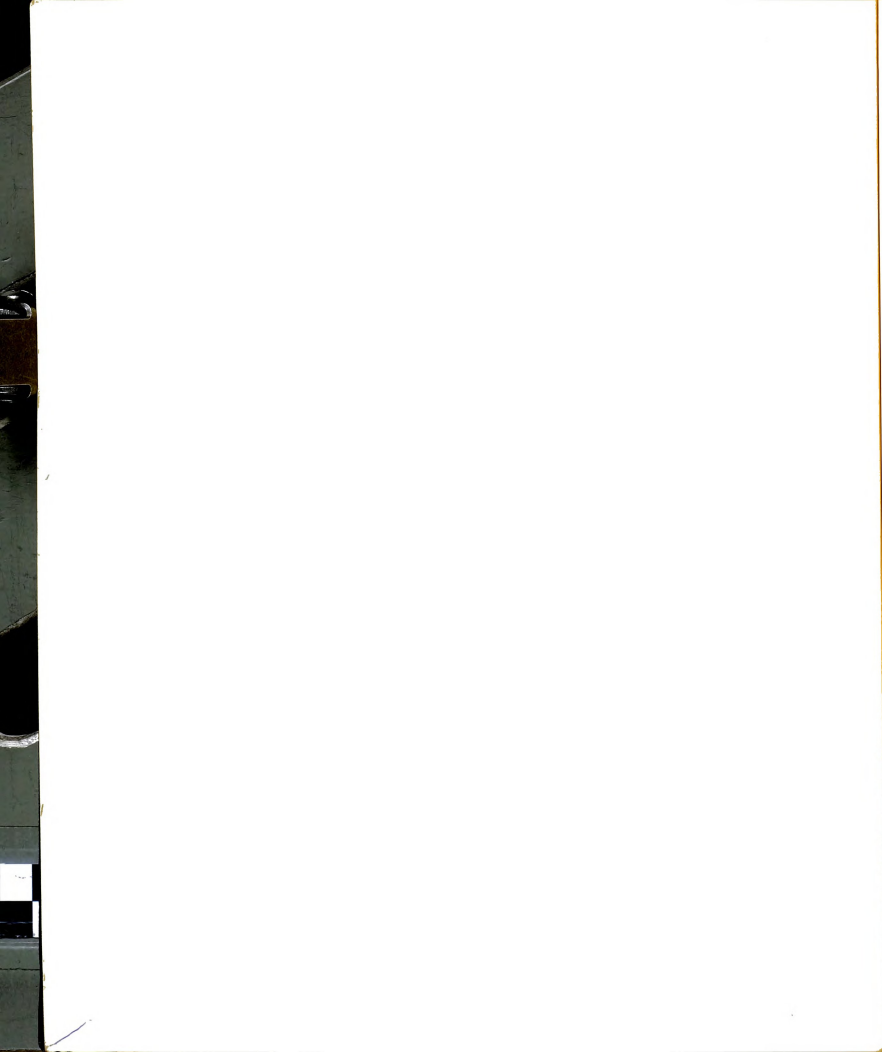


TABLE 1.4
KINDERGARTEN: SCHOOLS, CLASSES, CHILDREN,
TEACHERS, AND ADMINISTRATORS, 1969-70 TO 1974-75

School Year	Administrators		Teachers		Children		Classes			Schools							
	Female	Male	Total	Female	Male	Total	Girls	Boys	Total	Co-ed	Girls	Boys	Total				
1969/70	33	-	33	66	-	66	2689	1480	4169	2	126	48	176	1	32	12	45
1970/71	27	-	27	190	1	191	2332	3726	6058	138	-	43	181	37	-	12	49
1971/72	30	-	30	194	-	194	2400	4069	6469	149	-	43	192	34	-	12	46
1972/73	37	-	37	229	3	232	3132	5099	8231	160	12	49	221	38	10	17	65
1973/74	47	6	53	270	17	287	3831	6336	10167	220	-	47	267	52	-	13	65
1974/75	78	2	80	383	9	392	5573	8330	13903	324	-	50	374	76	-	12	88

SOURCE: Statistics of Education in the Kingdom of Saudi Arabia.



TABLE 1.5
ELEMENTARY STAGE: SCHOOLS, CLASSES, PUPILS,
TEACHERS, AND ADMINISTRATORS, 1969-70 TO 1974-75

School Year	Administrators		Teachers		Pupils		Classes		Schools	
	Female	Male	Total	Female	Male	Total	Girls	Boys	Total	Total
1969/70	954	2959	3913	4330	12251	17181	115789	277364	397153	
1970/71	1044	2911	3955	4716	12719	17435	132277	295520	427797	
1971/72	1281	3123	4404	5466	14111	19577	153964	321043	475007	
1972/73	1563	3366	4929	6467	15663	22130	174194	346928	521122	
1973/74	1751	2533	4284	7653	18731	26384	197448	380286	577734	
1974/75	1894	2711	4605	8864	20892	29756	223304	411194	634498	
							6178	16051	22229	
							5304	14418	19722	
							3861	12065	15926	
							3530	11334	14864	
							4548	13058	17606	
							390	1518	1908	
							488	1666	2154	
							587	1880	2467	
							721	1990	2711	
							881	2147	3028	

SOURCE: Statistics of Education in the Kingdom of Saudi Arabia.



Intermediate (ages 12 to 14). Article 82 indicates that the objective of this stage is:

To give the child a comprehensive Islamic education covering his creed, body and character, taking into consideration his level of growth and the characteristics of the stage he is in. Together with other stages, it achieves the general objective of education.²⁸

At the end of this stage, pupils must take a general examination. Those who pass may go to regular school, vocational school, or any teacher training institute. Table 1.6 shows the development of this stage.

Secondary (ages 15 to 17). This stage is preparation for college or a professional career. The education policy indicates that the function of this stage is "to open opportunities to competent students, enabling them to continue their studies at all levels in higher institutes and universities of all specialties."²⁹

The first year of this stage is general; the last two years are divided into literary and scientific emphases. At the end of this stage, students must take a comprehensive examination held by the Ministry of Education for boys, or by the General Directorate of Girls' Education for girls. Students who pass the examination may go to higher vocational institutes, or elementary institutes for teacher training or any one of seven universities. Table 1.7 summarizes the growth of this stage.

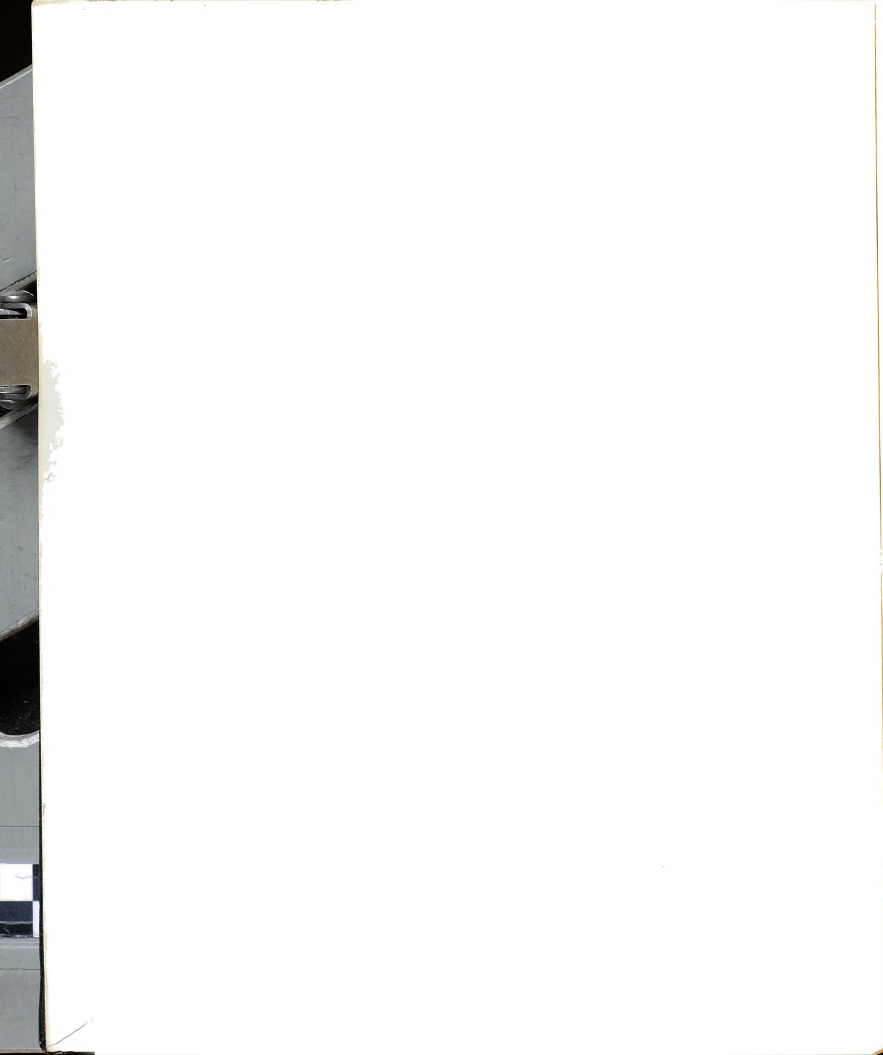


TABLE 1.6

INTERMEDIATE STAGE: SCHOOLS, CLASSES, PUPILS,
TEACHERS, AND ADMINISTRATORS, 1969-70 TO 1974-75

School Year	Administrators		Teachers		Pupils		Classes		Schools	
	Female	Male	Total	Female	Male	Total	Girls	Boys	Total	Total
1969/70	43	1099	1142	199	3271	3460	5305	55271	60576	171 1863 2034 22 330 352
1970/71	64	1050	1114	348	2991	3339	8645	60283	68928	255 2027 2282 27 368 395
1971/72	135	1123	1258	669	3517	4186	13546	70135	83681	405 2294 2699 69 415 484
1972/73	245	1349	1594	1035	4227	5262	20518	78233	98751	631 2656 3287 95 462 557
1973/74	278	1407	1685	1388	4783	6171	29478	85872	115350	851 3032 3883 98 488 586
1974/75	331	1581	1912	1771	5647	7418	38544	98339	136883	1136 3488 4624 117 530 647

SOURCE: Statistics of Education in the Kingdom of Saudi Arabia.



TABLE 1.7
SECONDARY STAGE: SCHOOLS, CLASSES, PUPILS,
TEACHERS, AND ADMINISTRATORS, 1969-70 TO 1974-75

School Year	Administrators			Teachers			Pupils			Classes			Schools		
	Female	Male	Total	Female	Male	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
1969/70	-	187	187	14	498	512	1487	13798	15285	45	515	560	6	73	79
1970/71	8	235	243	21	629	650	1856	17903	19759	53	603	656	6	81	87
1971/72	18	304	322	127	817	944	2979	20053	23032	84	711	795	15	126	141
1972/73	54	343	397	190	1147	1337	4009	22767	26776	123	802	925	18	134	152
1973/74	101	380	481	294	1356	1650	6412	26774	33186	185	908	1093	19	141	160
1974/75	141	411	552	449	1683	2132	10206	31333	41539	298	1068	1366	26	156	182

SOURCE: Statistics of Education in the Kingdom of Saudi Arabia.



Higher education. Although, in most cases, institutes of higher education are run by independent bodies, there is minor supervision by the Ministry of Higher Education which was organized in 1974 to oversee colleges, universities, and missions abroad. Al-Badr states:

Admission to the institutions of higher learning depends on the successful completion of high school diploma. Competitive examinations are set up to select the qualified students to be admitted to most colleges. Screening committees are set up every year to meet with the prospective students to see if they are qualified or not.³⁰

Article 108 of the educational policy in Saudi Arabia defines higher education as:

The stage of academic specialization, in all its forms and at all its levels, for competent and gifted students, in order to develop their talents and fulfill the various present and future needs of the society in compliance with useful progress which achieves the objectives of the nation and its noble goals.³¹

Subjects taught in Saudi universities include science, engineering, pharmacy, medicine, commerce, business, economics, agriculture, education, liberal arts, and a wide range of religious subjects. Since religion remains an important emphasis of Saudi higher education, one quarter of 1980 university students are expected to be enrolled in religious universities. Walpole described the Saudi institutions of higher learning and their curricula in the following statement:

Institutions of higher learning are of two sorts: traditionally oriented Islamic colleges and modern, western-type colleges. The curricula of most are being modified to the demands for



administrators, teachers, and technicians to become capable of coping with the problems confronting the country.³²

The first institution of higher education to be opened in the country was the College of Islamic Law in Makkah in 1949. The second was the College of Teachers in Makkah, which had been set up in 1952 to prepare teachers for post-elementary school. Since this latter College of Teachers suffered from small enrollment, the Ministry of Education closed it in 1959. However, in 1962, the College of Education was set up to replace the College of Teachers. Both the College of Islamic Law and the College of Education were under the control of the Ministry of Education until 1971, when the two colleges became part of the King Abdulaziz University in Jeddah.³³ At this time, there are seven major universities in the country, as well as other colleges, each with different functions.

Descriptions of Saudi Universities

Below is a brief description of each institute in the country:

The University of Riyadh. This was the first modern institution of higher learning to be established in the Arabian peninsula. It was founded on November 6, 1957 with a single Faculty of Arts. By 1980, the University of Riyadh had the Faculties of Commerce, Pharmacy, Science, Engineering, Agriculture, Education and Medicine. This made Riyadh the largest university in Saudi Arabia.



King Abdulaziz University. This university was founded in 1967 in Jeddah, started as a private institution with three colleges: (1) Economics and Administration, (2) Arts and Human Science, and (3) Science. By the end of 1971, the two oldest Saudi colleges in Makkah, (the College of Islamic Law and the College of Education) had been consolidated with the King Abdulaziz University. Thus, they became five colleges on two campuses: the first in Jeddah, and the second in Makkah. In 1979, King Abdulaziz University expanded by establishing colleges of Engineering and Medicine.

The University of Petroleum and Minerals. Located in Dhahran, this university was founded on September 30, 1963. It is the first higher institution in the country which follows the American system of higher education. All its programs deal with three general areas: science, engineering, and applied engineering. The language of lecture is English, except in religious subjects.

The Islamic University of Medina. It was founded in 1961, with an emphasis on Islamic studies. This university prepares its students to propagate the teachings of Islam around the world. Most of its students come from the Islamic countries. The university has two colleges: the College of Islamic Law and the College of the Propagation of Islam. It also has its own secondary institute with grades 7-11.



The University of Al-Umam Mohammed Ibn-Saud. Located in Riyadh, this university was founded in 1975, with an emphasis on Islamic studies. It has two colleges: the College of Islamic Law and the College of Arabic Language. Ghamdi indicated that "the main objective of this university is to train judges in Shariah Law and teachers in Islamic studies, and Arabic language and literature for the secondary schools."³⁴

The University of King Faisal. It was founded in 1975 in the eastern part of the country. It has two campuses, one in Dammam and the other in Hufuf. This university offers programs in three general areas: architecture, agriculture and medicine. Two more colleges, Science and Education, are being planned.

Umm Al-Qura University. This institution of higher education is located in Makkah. In 1980, it was decided that this would be the seventh university in the country. It was also decided that the Umm Al-Qura University would be started by the two oldest colleges (College of Education and the College of Islamic Law), which had been consolidated with the King Abdulaziz University since 1971. There is a plan to open another College of Education in Taif City in 1982. It would be three colleges on two campuses, the first in Makkah and the second in Taif.

In addition to these universities, there are a number of colleges which have been expanded throughout the country, especially in the major cities. These include the



Military College, King Faisal's Air Force College, the Police College and the Colleges of Education (for girls).

Ghamdi stated that:

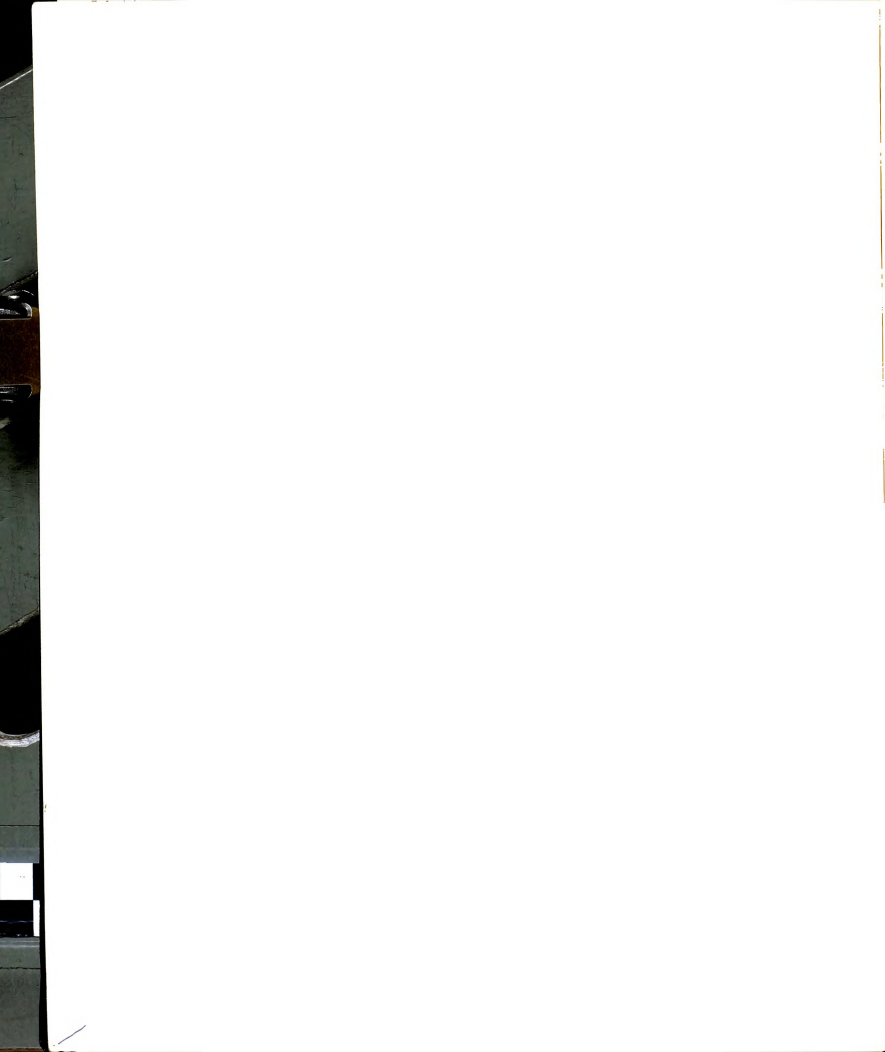
Public schools, including higher institutions, are all government funded. The government's annual budget, which has no special taxation earmarked for education, always has enough educational allowance to maintain the existing facilities and allow for decided expansion. All stages and kinds of education are free; so, too, are textbooks and other necessary materials. In addition, students in higher education, teacher training institutions, and vocational education, as well as those in religious secondary institutes, receive monthly allowances ranging from 350 to 400 Saudi Riyals.³⁵

A Brief Background of the Secondary Teacher
Preparation Program at the Umm Al-Qura
University, Makkah

Historical Perspective

The College of Islamic Law was the first Saudi institution of higher learning. It was founded in 1949, with three departments: (1) Sharia (religion); (2) Arabic Language; and (3) History. In 1952, the second Saudi institution of higher education was the College of Teachers, with a single Department of Arabic Language. But encouraging Saudi students to study abroad or to attend Riyadh University caused the College of Teachers to suffer from small enrollment.

The Ministry of Education decided to close the College of Teachers in 1959. In 1962, the College of Education was founded to replace the College of Teachers. It had three departments: (1) Arabic Language, (2) Social



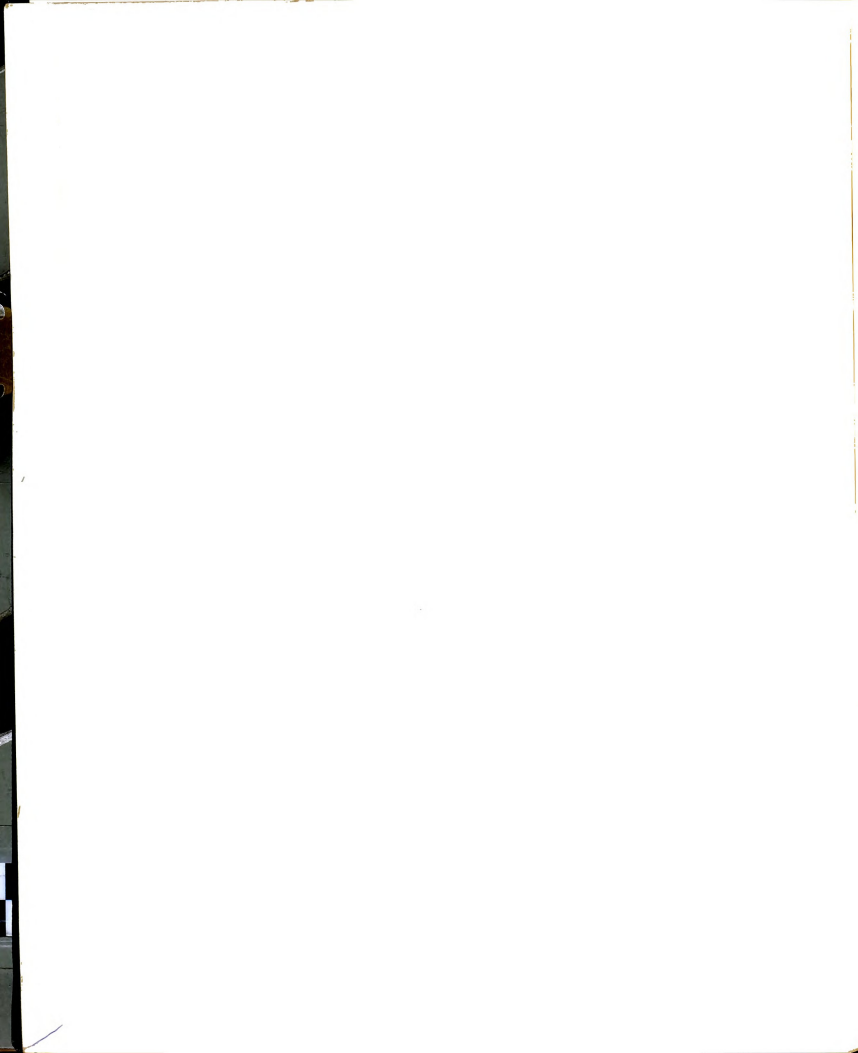
Studies, and (3) English Language. The main purpose of both colleges is to prepare teachers for post-elementary schools. Both colleges were under the control of the Ministry of Education until 1971, when they consolidated with the King Abdulaziz University in Jeddah.

Since 1975, the semester system has replaced the annual system which had required a student to complete 9-month terms of study. As mentioned before, the Saudi government had plans for a seventh university, Umm Al-Qura University at Makkah. In 1980, the decision was made and, in the meantime, it was decided that Umm Al-Qura University would be started by the two oldest Saudi colleges in the country, the College of Education and the College of Islamic Law, which had been previously consolidated with King Abdulaziz University.

Teacher Education Program Objectives

In addition to the objectives of Saudi universities, both education colleges have formulated their own objectives. They are:

1. To prepare--educationally, scientifically, and professionally--qualified teachers for the intermediate and secondary levels in different fields.
2. To prepare the qualified teacher for the two-year Teacher Training Colleges, whose function is to train elementary school teachers.
3. To prepare the necessary, non-teacher manpower for public schools (such as school principals, supervisors



and counselors), as well as the necessary manpower for the school administration.

4. To improve professional standards, the College of Education provides in-service sessions for teachers, school principals, supervisors and counselors. These sessions acquaint them with new theories, methods, innovations and trends in educational and psychological fields.

5. To be a research center in education and psychology; to develop new research which may improve previous educational and psychological research; and to attempt to apply their results in the Saudi environment.

6. To provide graduate studies in different educational and psychological fields, so students will be qualified in their specialization.

7. To participate with other educational institutions, such as universities and colleges of education, in studies related to education and provide them with scientific consultations.³⁶

Organization of the Colleges

Legislative Body. The dean of the college and his staff execute the decisions made by the legislative body of the college. The legislative body of the college is the highest authority in the college. It consists of the department chairmen and more than two professors appointed by the dean of the college of represent the faculty members. Of course, the dean of the college represents the college in the university legislative body. Consequently, the dean

should be elected by the department chairmen; each department chairman should be elected by the faculty members of his department.³⁷

Teacher Preparation Departments. Presently, the College of Education, as well as the College of Islamic Law, offers a variety of programs and areas of study through their departments. These are shown in the following list:

College of Education	College of Islamic Law
1. Educational Foundations	1. Sharia (religion)
2. Psychology	2. Arabic Language
3. Curriculum and Methods	3. History
4. of Teaching	
5. English Language	
6. Geography	
7. Mathematics	
8. Physics	
9. Biology	
10. Physical Education	
11. Art Education	

SOURCE: King Abdulaziz University Catalog, Part One, p. 107.

Basically, the purpose for establishing these different departments under both colleges is to prepare qualified teachers for post-elementary school in specialized subjects and to provide background in educational foundations. Therefore, all teachers who teach in these departments should be qualified in the teacher education field. Each department is responsible for offering the courses which fit its requirement as a major. and a few courses which fit other departments' requirements as a minor.

Instructional Media Center. The Instructional Media Center of the College of Education is responsible for offering practical and theoretical courses for the college departments. This center also provides the college's teachers and student teachers with all audio-visual materials they require.

Educational and Psychological Research Center. In 1976, the College of Education established this center to develop new research. The center was to also improve the educational and psychological research which was done previously and try to apply their results to the Saudi environment.

Graduate Studies. So far, the College of Education has three departments authorized to offer programs leading to the master's degree:

1. Curriculum department
2. Psychology department
3. Educational Foundations department

Admission Policy of the
Teacher Preparation Program

The teacher preparation program at the Umm Al-Qura University requires the following for every freshman applicant. The applicant should:

1. have a high-school diploma or an equivalent degree.
2. be a Saudi citizen or any foreign student who has a scholarship from the Saudi Arabian government.

3. be healthy and should be 18-24 years old.
4. not have been convicted of any crime.
5. have permission to be a full-time student if he or she is an official of the government.
6. pass the interview provided by the faculty.³⁸

Advantages of the Teacher Education Program

Each student (citizen or foreigner) who gains admission into this program will have the benefit of the following advantages:

1. No tuition--education is free for all grade levels as well as undergraduate and graduate education.
2. The college gives its students a monthly allowance (approximately \$200).
3. Free textbooks, residence and medical care.
4. Upon completing college, a job will be guaranteed by the Ministry of Education.³⁹

Graduation Requirements for B.A. or B.S. Degrees

Both colleges applied the new semester system in 1975. Under this system, students are required to take 130 semester credit-hours in the College of Education and 136 semester credit-hours in the College of Islamic Law toward the fulfillment of the requirements for the B.A. or B.S. degree in Education. The credit-hours distribution is as follows:

Course Area	Semester Credit-Hours	
	College of Education	College of Islamic Law
A. University Requirements	14	14
B. College Requirements	12	12
C. Professional Preparation Requirements	32	32
D. General Elective Requirements	12	12
E. Major and Minor Requirements	60	66
Total	130	136

SOURCE: King Abdulaziz University Catalog, Part One, p. 101.

University Requirements (14 semester credit hours).

Students must take the following courses:

Course No.	Title	Semester Credit Hours
101	Arabic Language	3
101	English Language	3
101	Islamic Culture	2
102	Islamic Culture	2
103	Islamic Culture	2
104	Islamic Culture	2
Total		14

SOURCE: King Abdulaziz University Catalog, Part One, p. 102.

College Requirements (12 semester credit hours).

1. Students must take the following courses:

Course No.	Title	Semester Credit Hours
111	Fundamentals of Islamic Education	2
202	An Introduction to Methods of Research	2
281	Training for Classroom Situation	2
Total		6

SOURCE: King Abdulaziz University Catalog, Part One, p. 102.

2. Students must elect six semester credit hours from the following courses, provided these courses are not required in their majors:

Course No.	Title	Semester Credit Hours
190	Mathematics	2
101	Art Education	2
102	Arabic Language	2
102	English Language	2
109	Chemistry at Service of Man	2
112	Physical Education	2
131	Geography of the Muslim World	2
282	General Physics Culture	2
304	Personal Hygiene	2
341	Principles of Statistics in Psychology and Education	2

Only 6 credits from the above

SOURCE: King Abdulaziz University Catalog, Part One, p. 102.

Professional Preparation Requirements (32 semester credit hours). Students must take the following courses:

1. Theoretical courses in Education (28 semester credit hours):

Course No.	Title	Semester Credit Hours
101	Introduction to Education and Psychology	2
211	Social and Philosophical Foundations of Education	2
212	Development of Educational Thought	2
231	Developmental Psychology (Childhood and Adolescence)	3
334	Educational Psychology	3
351	Curriculum Principles	2
361	Teaching Methods I	2
371	Education Media	2
413	Education in Saudi Arabia and the Arab World	2
421	Educational Administration and Planning	2
442	Introduction to Counseling and Mental Hygiene	2
451	Curriculum Development	2
461	Teaching Methods II	2
TOTAL		28

SOURCE: King Abdulaziz University Catalog, Part One, p. 103.

2. Student teaching (4 semester credit hours):

Course No.	Title	Semester Credit Hours
381	Teaching Practice (for all majors)	1
481	Teaching Practice (for all majors)	3
TOTAL		4

SOURCE: King Abdulaziz University Catalog, Part One, p. 103.

General Elective Requirements (12 semester credit-hours). The student must elect twelve semester credit-hours from his department, provided that twelve semester credit-hours are not required in his major or minor, as shown in the following list:

No.	Elective Courses	Credits
101	The Holy Qura'an	1
103	English Language	2
101	French	3
336	Rhetoric	2
413	History of the Kingdom of Saudi Arabia	2
116	History of the Prophets	2
437	Geography of the Arab World	3
361	History of Europe in the Middle Ages	3
116	Ancient History of Egypt	2
113	Early Islamic History (Rashidun's Era)	2
361	Islamic Economy	2
427	Political Geography	3
231	Principles of Statistics	3
241	Principles of Algebra	3
261	Principles of Geometry	3
101	General Physics	4
101	General Biology	4
101	General Chemistry	4
112	Physical Education	2
101	Art Education	2

SOURCE: King Abdulaziz University Catalog, Part One, pp. 41, 56, 70, and 152-217.

Major and Minor Requirements. While the student under the College of Islamic Law regulations must complete sixty-six semester credit-hours as a major and minor, the student under the College of Education regulation is required to complete only sixty semester credit-hours as a major and minor. In other words, for a student whose area of interest is geography, his minor should be social studies.

Finally, students must graduate with at least a 2.00 grade point average.

Student Teaching as Part of the Secondary
Teacher Preparation Program at the
Umm Al-Qura University, Makkah

Student teaching is offered by the Curriculum and Methods of Teaching Department at the College of Education. The shortage of native teachers in the secondary levels (7-12) caused the teacher preparation program to admit over 90 percent of the applicants. Students' preparation consists of the following items: approximately 46.15 percent in a major and minor requirement; 21.53 percent in professional preparation requirements; 10.76 percent in university requirements; 9.23 percent as college requirements; and 9.23 percent as general elective requirements. Student teaching represents a small percentage of their preparation --only 3.0 percent.

Student teachers are assigned to the intermediate and secondary schools twice: the first time in their junior

year, the second time in their senior year. This is part of their preparation for the teaching profession.

In their junior year, students are allowed to enroll for student teaching (course #381) if they have finished all the professional (theoretical courses) preparation requirements, as well as at least 80 percent of the other group of requirements. During the semester, one day per week is devoted to student teaching. This is done under supervision of either methods instructors or academic advisors.

In the next stage, the Curriculum and Methods of Teaching Department provides sixteen consecutive weeks for its student teachers in the last semester of their senior year. During this stage, the student teacher is allowed to enroll in no more than sixteen semester credit hours, including student teaching experience, because student teaching is not full-time work. In these sixteen weeks, the student observes for the first week a class which he or she is going to teach. Then he or she must take full responsibility for that class for fifteen weeks.⁴¹ The following steps must be taken in this stage:

1. There is a general orientation for all student teachers.
2. Student teachers have to observe the regular teacher when they teach their classes.
3. There are discussion meetings after the observation between student teachers and their college supervisors.

4. Some student teachers have to participate in teaching and the others must observe them.

5. There are second discussion meetings between students and the regular teachers who participate with them.

6. Each student has to teach lessons in his or her field of specialization as part of the final evaluation in student teaching.⁴²

The supervisory loads are held at twenty to thirty student teachers for each college supervisor. The supervisor is selected by the Curriculum and Methods of Teaching Department. Student teaching assignments are generally made in Makkah City and sometimes in Jeddah and Taif.⁴³ The College of Education sometimes finds difficulty in placing its students in particular schools, because the number of intermediate and secondary schools are few and also communication between the College of Education and the public schools is weak. A final report is written by the college supervisors with letter grades (A, B, C, D).

Organization of the Study

This study will be organized into five chapters.

Chapter I is an introduction to the study, including the statement of the problem, the purpose of the study, the hypotheses, and brief backgrounds of the educational system in Saudi Arabia and the undergraduate secondary teacher preparation program at Umm Al-Qura University, Makkah. Chapter II is a review of the literature related to the

study. A description of the procedures used in conducting the study is contained in Chapter III. Chapter IV presents the data. Finally, Chapter V summarizes the study and presents findings, conclusions, recommendations, and implications for further research.

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CHAPTER II

REVIEW OF RELATED LITERATURE

There is ample evidence indicating that the follow-up technique implementing the questionnaire has been used in teacher education evaluation over the past forty years. Barr and Singer reviewed teacher training evaluations conducted over a ten-year period between 1940 and 1950 and found numerous studies utilizing the questionnaire in follow-up surveys. Most of the evaluations which had been done during this period had been concerned with particular aspects of teacher preparation programs rather than with each teacher training program as a whole.¹

With the coming of the 1950s, 1960s and 1970s, the follow-up technique, employed often by researchers in evaluation of the effectiveness of the education programs, was found to be a sound approach to curriculum development and the improvement of teacher preparation programs.

Kessinger stated that:

Since the launching of Sputnik I there has been a rapid increase in the number of follow-up studies and also in the many values accruing from past collegiate follow-up studies.²

By using the follow-up technique, the research literature has given clear indication of three basic sources that can be useful in evaluating teacher education programs:

(1) evaluation by staff members; (2) evaluation by student teachers; and (3) evaluation by graduates of the programs. The lack of supportive research and the negative reactions to the first two sources of evaluation made some educators such as Troyer and Pace,³ Cyphert and Walter,⁴ Stiles,⁵ and Jordan⁶ criticize them. These criticisms compelled this researcher to eliminate them and use the third source alone.

There is general agreement among educators that follow-up surveys of graduates utilizing the questionnaire have been a valuable tool in teacher education evaluation. Beaty introduces the idea when he says:

There are many individuals who can provide judgments regarding the adequacy of a program of teacher education. One group is the graduates themselves.⁷

Best concurs with the prevalent opinion when he states:

The follow-up survey investigates individuals who have left an institution after having completed a program, a treatment, or course of study. The study is concerned with what has happened to them, and what has been the impact of the institution and its program upon them. By examining their status or seeking their opinions, one may get some idea of the adequacy or inadequacy of the institution's program, which courses, experiences, or treatments proved to be of value: Which proved to be ineffective or of limited value? Studies of this type enable an institution to evaluate various aspects of its program in light of the actual results.⁸

The literature reviewed for this study is grouped into the following sections:

1. Pre-service Teacher Education Programs in the United States
2. Teacher Preparation in the Arab World
3. Professional Preparation Courses

4. Student Teaching Experiences

This study's major concern is to evaluate the following aspects of the Secondary Teacher Preparation Program at the Umm Al-Qura University, Makkah, Saudi Arabia: teaching skills, professional preparation courses and student teaching experience. An effort is made by the writer, in presenting and analyzing some of the reserach findings and reports available in the literature, to determine the most appropriate instrument to use in obtaining data for this study.

Pre-Service Teacher Education Programs in the United States

The relevant literature reviewed in this section represents a number of studies which have been conducted to evaluate the secondary teacher preparation programs as seen by their graduates. Some criticisms and suggestions presented by American educators for improving these programs are included.

In a 1969 study of how graduates evaluated their teacher preparation program, Mikel found that a majority of the respondents had encountered the most difficulty, during their first year of teaching, with these three classroom problems:

1. Adapting materials of instruction to the needs, interests and abilities of pupils.
2. Handling problems of pupil control and discipline.

3. Budgeting time and controlling tempo.⁹

The study of certain skills and competencies which are useful to first year secondary teachers was conducted by Pharr in 1973. Among the conclusions listed, from 50 to 76.7 percent of 232 beginning teachers indicated high or extreme degrees of difficulty in these areas:

1. Available time for interaction with students
2. Classroom management and organization
3. Available time for classroom preparation
4. Ability to elicit feedback from students
5. Understanding psychological needs of students
6. Evaluation of students' progress
7. Understanding the use of special services
8. Skills in using permanent and cumulative records
9. Ability to relate and communicate with students
10. Oral and written competency in English

expression¹⁰

In 1975, in an appraisal of the teacher education program at the University of South Dakota, Kessinger concluded that:

Eighty-five of the 148 graduates who responded to the study had remained in the profession teaching. The utilization of audio-visual aids in general education courses was rated slightly below average. There was some indication for the need of additional courses in the areas of specialization. All other professional preparation courses were rated below average in importance. The appraisal of the effectiveness of the professional program to develop instructional competencies was rated somewhat below average, while most aspects of their student teaching experience were highly rated.¹¹

In regard to the teacher education program at Michigan State University, in 1976 Radcliffe concluded from her study of graduates who taught in Michigan public schools in 1972-73 that:

Respondents reported their student teaching assignments and additional internships as being the most valuable and worthwhile part of their preparation. Weaknesses of the program were viewed to be the theoretical and general . . . rather than practical . . . nature of the course content, too limited and delayed classroom exposure and contact with young people, inadequate instruction in areas of reading, classroom management and disciplines, and inadequate preparation for exposure to the "real-world" of teachers.¹²

Graff's study of the opinion of 927 graduates who completed student teaching in the secondary teacher education program at the University of Iowa between January 1971 and May 1976 showed that:

A typical respondent would indicate that he/she received "less preparation than needed," or "almost no preparation," for handling the following situations between 60 and 80 percent of the time:

- 1) Utilizing computer service
- 2) Supervising extracurricular activities
- 3) Establishing rapport with parents
- 4) Working with administration
- 5) Working with students of different socioeconomic classes (sic).¹³

A study of selected aspects of teacher education programs at institutions of higher education in Louisiana was conducted by Stafford. The questionnaire was administered to deans of colleges of education at the twenty-two colleges and universities in Louisiana and to a weighted random sample of cooperative teacher trainers, college supervisors, and directors of teacher training who were involved in the process of teacher education. He found that:

The respondents' reactions revealed general satisfaction with the teacher education, including ability to establish disciplinary control, varied instructional techniques, daily preparation, ability in stimulating thought, ability in organizing subject matter, classroom management, making assignments, adapting to varying situations, caring for individual needs, teacher-pupil planning, stimulating creativity, and ability in using various teaching media.¹⁴

In a Nebraska study conducted with Schaefer,¹⁵ it was found that the graduates seemed to be "well satisfied" with their general education background and felt their major field preparation was "adequate." More than half the graduates felt their professional preparation was "adequate," but many graduates indicated the need for "specific methods courses" in each field. The need for more practical material and less theory was expressed frequently. In their evaluations of student teaching, the graduates pointed to a need for more personal contacts between the student teachers, supervising teacher and college supervisor.

A considerable number of critics have become increasingly aware of the lack of relevancy of the training to actual teaching experience. Horton, viewing the four-year undergraduate bachelor's degree curriculum as inadequate and irrelevant, warns that unless these teacher training institutions consider alternative styles of preparing teachers to function in schools likely to be far different from those which have served in the past, the preparation of teachers may well be turned over to agencies that will implement bold and imaginative training programs.¹⁶

A similar point of view has been expressed by Danemark with his concern for the future of teacher education in American colleges and universities. He states that:

The challenge of American teacher education today is that of building into its structure the capacity for adaptability to the rapidly changing needs of our schools and communities. Rather than a monolithic resisting force irrelevant to current problems and ultimately a stimulus for irrational violent change, teacher education must find ways of anticipating orderly change for the years ahead. On reforming itself, it can help to reform all education.¹⁷

Also, this kind of challenge has been further advanced by Thompson¹⁸ and Campbell¹⁹ by their indication that the schools and colleges must catch up with the mission imposed upon them. Although they feel that training programs have improved, the rate of improvement has not kept pace with the rate of change in the requirements of teaching or with changes in the expectations of those directly involved in or affected by teacher education. Basically, evidence of this inability to meet the needs of a changing society is expressed by Allen and Hawkins²⁰ after a study of ghetto school education. They sympathized with the opinion that colleges and universities are bringing on criticism for their failure to prepare teachers to function effectively in large inner city schools among children of minority cultures. Further, Kessinger states that:

Education cannot be changed, however, if the personnel who serve it are not prepared to operate schools differently. It would be difficult to call for change in schools if there is no substantial change in the institutions that educate teachers. Such change demands new innovative

methods of training students in our teacher preparatory institutions.²¹

Many such features of teacher education programs in the future are viewed by Taylor,²² Coppedge,²³ Gallegos,²⁴ Hanson²⁵ and others as appropriate methods of meeting the challenge of a changing society.

Many valuable suggestions have been made by American educators to overcome the weaknesses in teacher training programs in the United States. In 1978, Dejnozka set forth six specific suggestions as a prescription for the improvement of teacher education in America. These prescriptions are:

1. Close those departments, schools or colleges either unable or unwilling to sponsor academically viable preparation programs.
2. Make requirements for admission into teacher education programs more rigorous.
3. Recruit and retain the best professors possible.
4. Identify and employ those instructional methods, and strategies which research and empirical knowledge tell us are best suited for the teaching of specific concepts or skills and which make thinkers of our students.
5. Work to insure that the professional school or college of education is funded adequately.
6. Reconstruct and expand teacher education programs as necessary to insure that they are knowledge-based and professionally useful.²⁶

Sheehan lists the following expressed needs of secondary school teachers following their entrance into the teaching field. They provide valuable suggestions for the strengthening of the preparation program:

1. Ways of accommodating individual differences in the classroom.
2. Methods of evaluating one's own teaching effectiveness.
3. Special teaching techniques appropriate to secondary school.
4. Availability of texts appropriate for low ability students.
5. Methods of evaluating pupil progress.
6. Availability of resource materials.
7. Training in curriculum development and/or evaluation.
8. Instruction in developing valid and reliable teacher-made tests.
9. Guidance in selection and use of audio-visual materials and equipment.
10. Better understanding of the pre-adolescent child.²⁷

In conclusion, based on the finding of McCommons' study of teacher preparation programs at the University of Georgia, it was recommended that:

more practical methods of instruction, more realistic or practical courses, more specific helps in problem situations, more practical experience in student teaching, more emphasis on subjects in

major fields, improving the quality of college teaching, more specialization instead of general education, introducing professional work earlier in the program, and more emphasis on understanding children²⁸

be introduced into teacher preparation programs.

Teacher Preparation in the Arab World

In this section, emphasis is put upon the research and reports which have been done on teacher preparation inside the Arab world. Suggestions presented by Arab educators are included.

The Arab world, which consists of twenty-two countries, was colonized by Britain, France, Italy and Spain. Currently, most teacher preparation programs in the Arab countries are influenced by the old colonial educational systems. These programs have been criticized by Arab educators because of this influence. The recent criticism was expressed by Kardaman when he stated:

The present system of education failed to fulfill its purposes. It is an imported version and an imitation of the traditions and practices of the United Kingdom of many, many years ago and it has to change. New models from other countries of the world must be studied and the practical, useful and suitable must be adopted and adapted.²⁹

Studies and projects conducted by the UNESCO team in Bahrain aiming at the analysis of that training program for prospective teachers have revealed that there is an urgent need for designing a new program. According to these studies, the main weaknesses of the present program are the following:

1. The training curriculum is overcrowded with subjects taught in a short period of time.
2. The courses in general education are taught with no integration either among or within the courses.
3. The time allotted to student teaching is not sufficient.
4. The quality of instruction is poor.
5. The college is small with limited facilities and an inadequate library.³⁰

Because of the above weaknesses, Layla Mahmoud has designed a proposed program for the improvement of teacher education in Bahrain. Among her recommendations are the following:

1. The identification of teaching skills required of students.
2. The development of a clinical experience program which provides students with both simulated and real teaching situations.
3. The provision of incentives in order to attract new students.
4. The provision of a student advisement program.
5. The evaluation of graduates.
6. The continuation of pre-service and in-service education.³¹

Al-Khateeb studied the perceptions of all faculty members, 140 student teachers and 140 alumni of the College of Education at the University of Jordan toward the needed

teaching competencies of prospective teachers in the public secondary schools in Jordan. These competencies include planning instruction, motivational skills, presentation and communication skills, questioning skills, individualized instruction skills, developing pupil thinking skills, classroom management, disciplinary skills and evaluative skills. He arrived at the following conclusions.

1. Teaching competencies included in this study do not receive the degree of emphasis in the program which is warranted by their importance as teaching competencies needed by prospective secondary teachers.

2. A high degree of emphasis should be placed on the selected teaching competencies in the program as a means for the professional training of prospective secondary teachers in Jordan.

3. The groups included in this study tend to agree that greater attention and emphasis should be given in the program to the competency approach in teacher education.

4. There is a tendency among the groups included in this study to agree on the priority of the major teaching competencies which actually are and should be in the program.³²

In his Kuwait study, Al-Ahmad asked 23 kindergarten teachers, 15 elementary teachers, 111 intermediate teachers and 44 secondary teachers about their perceptions regarding the teacher preparation program they had gone through at Kuwait University. He reported that:

The majority of graduates highly rated their preparation in these five teaching skills: constructing an appropriate lesson plan, handling classroom discussions, using a variety of teaching methods, working with students with different abilities, and using audio-visual equipment.³³

He further reported that:

Preparation in a group of these six teaching skills was rated less than average by the graduates: using a wide range of library resources, acquiring research skills in their major field, working with the students' parents, dealing with school administration, utilizing the community resources effectively and dealing with different department in the Ministry of Education.³⁴

At the end of Spring term in 1969, there were only 27 students graduated from the College of Education, Makkah, Saudi Arabia, to be teachers in four subjects in secondary schools: Physics, English Language, Geography and Education, and Psychology. Zafer³⁵ conducted a study to find out how those students felt about their training program. It was found that the majority of the students, twenty of twenty-seven, were "just satisfied" about their teaching preparation in the College. Five of them were "not satisfied," while two were "very satisfied." The majority of them felt they still needed more courses in the subjects which they were to teach. Zafer indicated, without detail, that in their evaluation of student teaching they indicated they faced fifty-six different problems during their student teaching period.

As a result of the study of physical education curriculums of American schools, along with an appraisal of the Higher Institute of Physical Education in Iraq,



Sabie formulated a suggested four-year curriculum, plus thirty-six principles, for the proposed College of Physical Education at the University of Baghdad. He summarized his proposal in this way:

The 134 semester hours required by the proposed curriculum for attainment of the Bachelor of Arts degree in physical education and health fall into the following six categories: 16 hours of languages; 20 hours of education; 3 hours of psychology; 17 hours of history and social science; 28 hours of natural and applied science; and 50 hours of physical education.³⁶

Al-Dayil's study to identify ways of increasing the enrollment of Saudi male school teachers in the teacher training programs and of improving the quality of instruction in those programs concluded that:

Teachers should be admired and respected. The more considerations the teacher receives, the more effective he will be in his profession. In addition to increasing the present teachers' salary and equalizing with other governmental jobs and obtaining the same treatment as foreign teachers as to salary and other benefits, long term plans should be adopted by all educational authorities concerning the problems in the above areas.³⁷

He further added:

There is a great need to increase the supply of Saudi teachers. All educational authorities should cooperate and share the responsibility of providing ways of attracting male Saudis to the teacher training program and design specialized training, degree programs, summer school programs and inservice work to meet their needs and to improve their quality.³⁸

In 1972, the Arab Organization for Education, Culture and Science put more emphasis on teacher preparation programs in the Arab world. A conference held in Cairo, called "The Preparation of Arab Teachers," made

recommendations that teacher preparation programs should contain the following essential elements:

1. General education dealing with the Arab world in particular and contemporary global issues in general, in addition to other subjects.

2. Major fields of specialization in a number of allied educational disciplines.

3. Education fields of theoretical studies such as educational psychology, counseling, educational administration, teaching methodology and supervised teaching.

4. Practicum programs where the student teachers focus on the application of theoretical preparation to practical problems in pedagogy.³⁹

To improve the present teacher training programs which have been established in the Arab world, a resolution adopted by the Cultural Department of Arab League Secretariate suggested the following:

It is important to carry out a follow-up of graduate teachers from colleges and institutions by observing them directly at work, by evaluating their cultural impact on the community at large The ultimate objective is to improve the existing standards of teaching by staffing the faculty with well-qualified teachers.⁴⁰

Finally, the lack of research in teacher preparation programs in the Arab world caused the Arab experts, educators and administrators who attended the Cairo conference to present these recommendations:

1. There is a need for continuous review and evaluation of programs and techniques of preparing teachers

in order to meet the demands of development in Arab societies and to improve existing programs and techniques.

2. Evaluation should include all aspects of the educational process such as planning, curriculum development, preparation of textbooks and the development of facilities for teacher preparation. For this kind of evaluation the staff should be specialized in its techniques.

3. This organization, the Arab League, will facilitate regular contacts among the representatives of Arab countries for study and exchange of experiences in regard to teacher preparation.

4. The follow-up of teacher graduates from colleges and institutions of education should be through visits, meetings and questionnaires that should be answered by graduates, institution directors and teacher educators in order to improve teacher education programs and to help improve the efficiency of graduate teachers.⁴¹

Professional Preparation Courses

The literature, whether in the United States or in the Arab world, revealed that the professional preparation sequence has traditionally been a controversial issue among educators. The criticism of professional preparation courses is directed at the ineffectiveness of these courses in the content, organization or techniques that are utilized in instruction.

In his study of education courses, Lemons criticized the current education courses being taught in teacher training programs in this way:

There is a distressing gap between what is taught in the education courses and the real world of teaching. There is unnecessary overlapping and duplication. There are classes that are poorly taught by instructors who are not sufficiently experienced or have been too long away from the classroom situation. There are failures to make future teachers aware of the value of what is being taught.⁴²

A similar point of view has been expressed by Clifford in his concern for the professional preparation courses. He implied that the gap exists between what is taught in these courses and the real world of teaching because most professional preparation courses are taught by professors who are out of touch with the classrooms of today.⁴³ Clifford further reported that:

If these professors have ever been classroom teachers, they have probably been school administrators more recently. Worse yet, some have worked for advanced degrees, worked as graduate assistants and then accepted positions on college faculties.⁴⁴

With regard to the student teachers' views toward their education courses, Robinson reviewed the major studies which have been centered around that part of the course related to the preparation of student teachers for the classroom--their professional training. He stated that:

Most of the surveys undertaken to assess student attitudes to the professional elements of the course showed a very high degree of concern with the education course itself. Taken by all, and essential to all, it receives prime consideration

from college of education students. At one particular college, 75 percent of the students felt that they received insufficient professional training. Other students surveyed claimed that the course places insufficient emphasis on the fact that you are training to teach. Similarly, another complaint is that "general teaching method" is given too little time in most courses.⁴⁵

To some extent, a similar opinion about teaching methods courses was expressed by Borg in his book, Moving Toward Effective Teacher Education, when he stated:

There appeared to be two important deficiencies in the typical methods course. One was that these courses tended to deal with generalities rather than identifying specific behavior that teachers could employ to bring about specific outcomes. The second deficiency was that most of the courses were taught primarily using lecture and discussion techniques.⁴⁶

In the Arab world, the professional preparation sequence has been subject to similar criticism. Al-Roushad and Abdulatif, in their paper which was presented at the Conference on Islamic Education held in Saudi Arabia in April, 1977, stated that:

It is noticeable that the problems of the colleges of education are so overloaded that the situation makes students suffer and complain. This situation is due to the constant competition among the subject teachers and teacher educators; each group thinks that their field of work is the only core of teacher preparation. We believe, therefore, that the time has come when a balance among the three essential cores of teacher preparation must be initiated: (1) preparation in general education subjects; (2) preparation in a specialized field; and (3) professional preparation training.⁴⁷

Al-Ahmad's study of the effectiveness of teacher preparation at Kuwait University, based on a follow-up of 1976 graduates, showed that "the courses in education

rated to be ineffective by the graduates were Development of Educational Thought, Foundation of Education, Curriculum, and Educational Sociology."⁴⁸

Critics of courses in the foundation of education are abundant. The argument against the foundation of education courses by Conant, Brauner and Shields has been summarized by Urban like this:

Foundation of education courses are too general and vagues and have no place in the preparation of teachers or anywhere in a university setting.⁴⁹

Another critic, Goodlad, concluded in his article that:

When the first course in education is a general "eclectic" introduction to teaching or a so-called "social foundations" course, it is almost universally disliked by students . . . in fact, it seems that the first course is a troublesome one, no matter what its substance.⁵⁰

A rational approach has been presented by Shields as a solution to the problems that are facing the foundation of education courses. He says:

If these courses are to be the true foundations of teacher education, they must be more relevant, more analytical, and more integrative. Basically, they must give greater attention to our metropolitan society, make better use of the analytical tools developed by modern science, and utilize the research findings of the humanities and the social sciences relevant to education.⁵¹

Other prescriptions for the problems raised by the preceeding educators concerning the social and humanistic foundations of education have been presented by Nash, Shiman and Conrad. They say these foundation courses:

1. Should be taught by genuine interdisciplinarians, or at least by faculty who have an interest in more

than one narrow knowledge area.

2. Should demonstrate how concepts and procedures link, and how all practice is ultimately and unmistakably based on theory.

3. Should be down-to-earth rather than esoteric.

4. Should be problem-based.

5. Should help students to appreciate the value of original and bold policy formulation in education.

6. Should enable students to do considerable values- and beliefs-clarifying.

7. Will have to be taught with a sense of social purpose and conviction.

8. Must be delivered within an instructional context that is more varied than lecture-discussion.⁵²

Although the above criticism of education courses exists, there are studies done by another group which is satisfied with the existing professional preparation courses as a part of teacher training programs. One of these studies, conducted by Preston, surveyed the attitudes of graduates from the school of education in an eastern university in respect to the education and academic courses. The graduates were asked to rate both education and academic courses on a five-point scale with regard to the following nine attributes frequently associated by critics with education courses: undesirable repetition of the content, inadequate content, overemphasis on teaching techniques, overemphasis on theory, unsuitable organization of content

uninspiring and dull, shallow and superficial, too much lecturing, and too much discussion. On the basis of that study, Preston concluded that:

Most students did not label all education courses as inferior: in fact, only a minority of education courses were judged to be inferior. Also, while the differences between the ratings of Education courses and Academic courses were generally significant, the absolute differences were small. Moreover, in answer to the question, "Do you believe you could teach as well without any courses in education as with them?" Eighty-two percent responded with "No," 12 percent with "Yes," and 6 percent were undecided.⁵³

In the study conducted by the committee of the professional preparation of educators in Michigan State, 851 classroom teachers, representative of elementary, junior and senior high school teachers throughout the state, were asked to identify the strengths and weaknesses of their undergraduate programs regarding professional preparation courses. The committee found that:

The most helpful education course was student teaching, as reported by 87 percent of all the teachers. Several other courses--psychology, educational psychology, child growth and development, teaching methods (both elementary and secondary), the use of A.V. materials, and tests and measurements--were called helpful by half or more of the teachers.⁵⁴

Finally, Joyce and other educators surveyed heads of education units, faculty, and students in United States' institutions of higher learning which train teachers. Only 147 of the 240 institutions completed all of the four types of questionnaires that were mailed to them in April, 1976. The researchers concluded that between 1973 and 1975 more

professional courses were added than dropped and clinical experience has been added steadily over the last several years.⁵⁵

Student Teaching Experience

The literature in this section deals with the research, articles and reports which have been done in the United States and in the Arab world with regard to student teaching experience.

Historically, the ideas and practices employed in early student teaching programs, whether in the United States or in the Arab world, were transplanted from Europe. Recently these programs have evolved from simple apprenticeships to complex programs which offer unique learning experiences. As a result of this rapid evolution, many educators who are involved in preservice teacher preparation programs have regarded the student teaching experiences as "the heart of the program."⁵⁶ During the sixties, the literature reviewed by Cosper was grouped into two major categories:

1. Early studies which dealt with desirable characteristics and traits of teachers. Some special emphasis was also given to the study of student teaching and the development of its programs, the student teacher, the cooperative teacher and the status of and trend in student teaching.

2. Recent studies have dealt with the major aspects of teacher competency, selection and admission of student

teachers, cooperating teachers, evaluation, recent developments in student teaching and recommendations in regard to the student teaching programs.⁵⁷

Bledsoe, in his study of personality characteristics and teaching performance of beginning teachers as related to certification status, revealed that student teaching was the one experience in the teacher education program perceived to be most effective by the beginning teacher.⁵⁸

In the book, Research on Teacher Education, Peck and Arthur indicated that "there is ample and impressive testimony that student teaching tends to be the most practical and useful part of preservice education in the minds of prospective teachers."⁵⁹

The same conclusion has been reached by other educators such as McCommons: "The student teaching experience appeared the most satisfactory area of their teacher preparation program."⁶⁰ Furthermore, Morris, in her study of an alternative secondary teacher education program at Michigan State University, believed that "the influence of the preservice program method courses on positive attitudes and openness appears to be altered by the student teaching experience."⁶¹

Harvard, in his follow-up study of the 1961 to 1968 graduates certified to teach, gave other evidence to show the value of student teaching in the teacher training programs. He stated:

648, or over 80 percent of the total respondents from Howard Payne College, indicated that student teaching was the strongest feature of the program.⁶²

On the other side, Silberman, in his book, Crisis in the Classroom, had a different idea about student teaching. He stated that "although student teaching is generally cited as the most valuable aspect of the professional education, these beliefs do not provide a basis for complacency. In fact, student teaching in some respects may be doing more harm than good."⁶³

With regard to the supervision of student teaching, student teachers are supervised in a variety of ways. For the most part they are under the supervision of the college supervisor and the cooperating teachers. The relative roles of these supervisory personnel are a topic of much debate. In his evaluation of the supervision of student teaching, Reese concluded that:

Secondary student teachers felt their cooperating teachers did not give adequate attention to activities involving initial rapport; informing pupils of the student teacher's duties and responsibilities; orientation to school and community; guidance with housekeeping and bookkeeping responsibilities; assistance in short- and long-term planning; exposure to the demonstration of a variety of teaching methods; systematic observation and analysis of the student's teaching behavior; praise and encouragement; provision for and effective use of supervisory conferences; specific, objective feedback on teaching performance; and sharing final evaluation and recommendation information with the student teacher and college supervisor.⁶⁴

Based on the findings of his study of the views of the secondary school cooperating teachers, Holt concluded:

Cooperating teachers are very dissatisfied with student teaching programs as they now exist. They hold strong animosities toward the colleges for inadequate preparation of student teachers for the practicum experience, and for insufficient concern for the student's welfare while he is engaging in the student teaching experience. The strongest antipathies are expressed toward the college supervisor who is viewed as lacking in time, interest, and expertise.⁶⁵

Freed, in his attempt to determine the role expectation of the college supervisor of student teaching as seen by college supervisors, principals, cooperating teachers and student teachers, came up with the following information:

Role expectations which related to the supervisor's relationship with the student teacher were the most highly rated in importance by those responding to the survey. The respondents indicated that the supervisor should be mainly concerned with the professional development of the student teacher. There were significant differences as to expected roles related to the supervisor and the cooperating teacher. Supervisors and student teachers indicated a strong desire for more supervisory input into the selection and evaluation of cooperating teachers and schools. Principals and cooperating teachers indicated that the supervisor should not be concerned with these aspects of the practicum. Student teachers commented that this difference in opinion created many problems for them.⁶⁶

Student teaching has also been studied by some Arab researchers. Al-Ahmad, in his study of the effectiveness of the teacher preparation program at Kuwait University, found that "the graduates were satisfied with the experiences they had had in student teaching. They rated highest their student teaching at the secondary level."⁶⁷

In an attempt to investigate practices related to assignment of student teachers, Salem conducted his study in

three Egyptian five-year general teacher training colleges. Student teachers, their college supervisors, the teachers whose classrooms were used for student teaching, and the headmasters of the cooperating schools all participated in this study. The findings of this study were that:

1. Professional laboratory experiences are not an integral part of the teacher education program.

2. Student teachers are assigned to laboratory situations without consideration of their readiness.

3. The nature of the assignment is determined by the college policy of providing certain experiences for all student teachers.

4. Student teacher responsibilities are limited to the routine classroom work with children.

5. The senior teacher assigns students to cooperating schools and classrooms without consultation with parties concerned.

6. A good working relationship between the colleges and cooperating schools is lacking.⁶⁸

Based on the findings, he recommended:

1. Involving the classroom teachers in the supervision and guidance of student teachers.

2. Preparing college supervisors for student teaching responsibilities and evaluating their work with the students.

3. Using both urban and rural schools for student teaching.

4. Making optimum use of the experimental primary schools for students' observation and participation.

5. Maintaining good working relationships between the colleges and the cooperating schools.

In a study of how the student teachers, the college supervisors and the cooperating teachers evaluated the student teaching program at Cairo Teachers College, Abul-Azm found that:

1. Professional laboratory experiences are not an integral part of the work of each of the four years of college, and student teaching is not planned according to the student's needs, abilities and interests.

2. Student teachers do not participate in any kind of activities within the school or the classroom other than their assigned teaching periods.

3. There is little or no cooperation between the different individuals involved in the student teaching program--the college supervisor, school headmaster, and the Ministry's inspector--regarding supervising and guiding the student teacher and evaluating his work.

4. The classroom teachers in whose rooms the student teachers work have no role in the program, although many would like to participate.

5. Neither the student teaching aspect of the college program or the program as a whole reflects the educational problems facing Egyptian society.⁷⁰

Finally, the Arab educators who attended the conference on Preparing Arab Teachers in Cairo in 1972, which consisted of twenty-two representatives of the Arab Organization For Education, Culture and Science, agreed on the importance of student teaching in teacher preparation programs. They made the following suggestions:

1. The emphasis on practical training and student teaching should be transforming the theories and basics of teaching skills into the teacher's competent performance in his profession. This should be achieved by the following field experiences:

- (a) short visits to training schools
- (b) more frequent observations of student teachers
- (c) concurrent, not separate, implementation of student teaching and training.
- (d) seminar for discussing pedagogical problems
- (e) visits to other colleges of education within the country

2. Utilization of current research findings in all the preceding areas, and updating of the pedagogical practices of the teachers.

3. Utilization of the current research findings in evaluation of the professional growth of teachers is vital in preparing prospective teachers.⁷¹

Chapter Summary

The major purpose of this chapter is to present and analyze some of the research findings and reports available

in the literature, to determine the most appropriate instrument to use in obtaining data for this study.

The first and second sections of this chapter were devoted to reviewing some aspects of teacher preparation programs in the United States and in the Arab world. These included teaching skills, classroom problems, attitudes of the graduates toward their teacher education programs, and the criticism raised by educators about the lack of relevance of the training programs to actual teaching experiences and the future of teacher education. These were analyzed, including the recommendations that were made to improve the teacher preparation programs.

The third section of this chapter dealt with the professional preparation courses which are part of the teacher preparation program in both the United States and the Arab world. The criticism of the ineffectiveness of these courses in their content, organization and technique, and the attitudes of graduates toward these courses, have been reviewed and analyzed, including the recommendations that were made to reform or revise these professional preparation courses.

The final section of this chapter was concerned with student teaching as the major part of teacher preparation programs in both societies. The major events that took place in the evolution of student teaching, the supervision of student teaching, the assignment of student teachers, and the attitudes of the graduates, student teachers, college

supervisors and cooperating teachers toward the student teaching programs, have been reviewed, including the recommendations that were made to improve that part of teacher education programs.

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Chapter III

RESEARCH PROCEDURES

Introduction

After the proposal for this study was approved by the advisory committee, the committee chairman wrote a letter to the Saudi Arabian Educational Mission in Houston, Texas to obtain permission for the return of the investigator to Saudi Arabia in order to collect data for the study during the spring quarter, for three months, beginning early in May, 1981. (See Appendix A.)

The procedures involved in this study included a review of literature; development of an evaluation instrument to assess certain aspects of the present secondary teacher preparation program at Umm Al-Qura University, Makkah, Saudi Arabia; and administration of the evaluation instrument to the total population of this research.

The research procedures were categorized as follows: (1) the population; (2) questionnaire design; (3) translation of the questionnaire; (4) location of the graduates; (5) methods of distributing and collecting the questionnaire; and (6) procedures for analyzing the data.

The Population

The population studied consisted of graduates of the Umm Al-Qura University Teacher Preparation Program who:

(a) received their Bachelor of Arts or Bachelor of Science degrees in 1978-79; (b) majored in secondary teacher education; and (c) completed their entire secondary teacher preparation program at the College of Education and the College of Islamic Law in Makkah and were actively engaged in the teaching profession.

The entire group consisted of 214 Saudi Arabian graduates who were categorized in the study according to their colleges, majors, sex, and semester of graduation. (See Table 3.1.) There were also 56 foreign graduates.

The graduates were divided into three types: (1) 205 Saudi Arabians who were actually engaged in teaching; (2) nine Saudi Arabians who were studying abroad and had not taught since they graduated; and (3) 56 foreigners who left Saudi Arabia after graduation. Since this study was mainly concerned with Saudi Arabian graduates actually engaged in teaching, the others were excluded for reasons previously mentioned. This group on which the study focused was further divided into 130 male and 75 female graduates.

Questionnaire Design

The questionnaire used to collect data for the evaluation of the teacher preparation program at Umm Al-Qura University was devised using various sources. First, the literature concerning teaching skills, professional preparation courses, and student teaching experience was reviewed. Second, unpublished Ph.D. and Ed.D dissertations were

TABLE 3.1

THE DISTRIBUTION OF THE TOTAL POPULATION OF THE STUDY ACCORDING
TO COLLEGE, MAJOR, SEX, AND SEMESTER OF GRADUATION

Colleges and Major Field	Male		Female		Total Male and Female	Sub- Total
	First Semester 1978	Second Semester 1979	First Semester 1978	Second Semester 1979		
College of Islamic Law:						
1. Religion	6	6	-	-	12	
2. Arabic Language	8	3	-	1	12	
3. History	3	19	3	9	34	
Islamic Law totals	17	28	3	10	58	
College of Education:						
1. Geography	12	11	3	11	37	
2. English Language	2	16	4	12	34	
3. Biology	6	9	1	12	28	
4. Mathematics	5	4	4	4	17	
5. Physics	3	3	-	7	13	
6. Physical Educa.	-	6	-	-	6	
7. Art Education	-	2	-	-	2	
8. Chemistry	12	3	-	4	19	
Education totals	40	54	12	50	156	
Totals, both colleges	57	82	15	60	214	

Source: Dept. of Registration, Umm Al-Qura University, 1979

examined in order to discover all available follow-up studies concerning evaluations of teacher preparation programs. The questionnaires in these studies, particularly the instruments used by Al-Ahmad¹ and Craff² in their follow-up studies in teacher preparation programs, were analyzed to determine what type of questions would be most pertinent for this study.

The questionnaire was developed in three stages. The initial stage was the first draft which concerned three aspects of the program. Secondly, the questionnaire was submitted to the Education Department research consultant for review as to possible changes and additions. Finally, the members of the committee examined the questionnaire critically and suggested some changes which were incorporated into the final version. This was approved by the investigator's advisory committee.

The final form of the questionnaire consisted of sixty-six items, which were divided into the following parts (see Appendix A):

Part I was designed to obtain general information on the graduate such as sex, college graduated from, semester of graduation, teaching level, teaching field, type of degree and average grades. Thus, there was a total of seven items in this section.

Part II consisted of sixteen items. Fifteen dealt with teaching skills listed in the Curriculum and Methods of Teaching Department Bulletin of 1979-80.³

The last question in this section requested the graduate to evaluate the program by listing any teaching skills not covered in the program but which the graduate feels he or she needs as a teacher at the secondary level.

Part III contained thirteen questions on professional preparation courses required of university students in the secondary level teaching program. The graduates were asked to evaluate the usefulness of these courses in preparing for teaching on a secondary level.

Part IV consisted of sixteen questions. Graduates were asked to evaluate different aspects of their student-teaching experiences which were part of the teaching program.

Part V consisted of fourteen items, most of which requested suggestions on improving different aspects of the teaching program. The questions were derived from literature reviewed by the investigator in Chapter II. The remaining questions asked the graduates to discuss problems encountered in teaching for which the program did not adequately prepare them and ways the program could be improved to deal with those problems.

Translation of the Questionnaires

Translating the final form of the approved questionnaire from English into Arabic was done in four stages: first, two copies of the Arabic translations were completed by the investigator. Next, the Arabic translations were

submitted to two English language and Arabic language experts at Umm Al-Qura University. They were asked to translate the Arabic version back into English to revise it and verify the translation. The third stage of translation was to have two faculty members in the Educational and Psychological Research Center at the College of Education, who have had experience in translating questionnaires examine both forms. They made suggestions which were incorporated into the final version approved by them. Finally, both forms of the Arabic translations were administered to two groups: eight male teachers and seven female teachers who had graduated from the program in 1979-80. This was done as a pre-test for readability and clarity of the Arabic version. The results of that test were positive. The questionnaire was then sent to graduates accompanied by a cover letter from the investigator explaining the purpose of the questionnaire in relation to this study. (Appendix B contains a document showing the translation approval, an Arabic version of the questionnaire by the Educational and Psychological Research Center, and two copies of the Arabic version in its original forms for male and female graduates.)

Location of the Graduates

To determine the location of the 1978-79 Saudi Arabian graduates, the following five sources were employed:

1. Nine official letters were sent from the director of the Scholarship Department at Umm Al-Qura

University to personnel at the university in charge of placing Umm Al-Qura University graduates in governmental institutions. The letters urged their help in distributing the questionnaire. (See Appendix C.)

2. The Department of Admissions and Registration at Umm Al-Qura University was contacted to secure the names and the total number of the 1978-79 graduates.

3. The General Office of Civil Service, a governmental agency supervising the affairs of all government employees, was contacted and given the list of 214 Saudi graduates in order to determine the graduates' positions. It was determined that 130 male graduates were working in the Ministry of Education as intermediate and secondary school teachers, 75 female graduates were working in the General Directorate of Girls' Education as intermediate and secondary school teachers, and nine male graduates were studying abroad.

4. The director of Appointment Department in the Ministry of Education was contacted. He provided the investigator with a list of the 1978-79 male graduates and the school districts in which they were presently teaching.

5. The General Directorate of Girls' Education was contacted to secure the names of 1978-79 female graduates and school districts they were employed in. The 75 female graduates were distributed in three school districts. Each district was contacted to secure the names of the schools employing the female graduates and the number in each

school. The school districts contacted were:

- (a) Jeddah school district
- (b) Makkah school district
- (c) Taif school district

Methods of Distributing and Collecting
the Questionnaire

After arriving in Saudi Arabia, the investigator spent all of May 1981 obtaining information on the secondary teacher education graduates of 1978-79 at Umm Al-Qura University. At the time of the research, 205 of 214 Saudi Arabian graduates were engaged in teaching and were supervised by ten school districts. (See Table 3.2.) The rest went abroad to study.

The questionnaire was designed to collect data from those who were actually engaged in teaching. All questionnaires were coded so that each returned questionnaire could be identified for response checking and classification.

The 205 questionnaires were distributed to ten school districts on June 5 and collected on July 25, 1981. Personal distribution and mailing of the questionnaire were the methods used to collect data for this study. To assure the anonymity of respondents and to assure effective distribution and collection, the 194 questionnaires were personally distributed to each male respondent and to the school district superintendents of female respondents. Individual and/or group sessions were held when necessary to explain and clarify the questionnaires to the male

TABLE 3.2

THE DISTRIBUTION OF THE TOTAL NUMBER OF
GRADUATES TEACHING CONTACTED ACCORDING
TO THEIR SCHOOL DISTRICTS AND SCHOOLS

School Districts	Number of Schools		No. of Grads Contacted	
	Intermediate	Secondary	Intermediate	Secondary
<u>A. Boys'</u>				
<u>Schools:</u>				
Jeddah	12	3	29	6
Makkah	16	4	32	7
Medina	4	2	6	3
Taif	16	2	30	4
Al-Baha	7	2	7	1
Bisha	1	-	2	-
Abha	3	-	3	-
Total	59	11	109	21
<u>B. Girls'</u>				
<u>Schools</u>				
Jeddah	5	2	8	3
Makkah	14	7	23	24
Taif	8	3	12	5
Total	27	12	43	32
NET TOTAL	86	23	152	53

respondents, whereas two specially-trained assistants helped the investigator to collect the questionnaire from the female respondents.

On June 5, 1981, the questionnaire, along with a personal letter and a stamped, return addressed envelope,

was mailed to eleven male graduates who were living in the cities of-Al Baha, Bisha, and Abha. By July, all eleven questionnaires had been returned and by July 25, 193 graduates had responded out of the total population of 205. This was a 94 percent response rate. (See Table 3.3.) However, five questionnaires were discarded because of incomplete responses. The remaining 188 (91.7 percent) completed questionnaires were used in this study.

TABLE 3.3
RESPONSES RECEIVED FROM ALL GRADUATES STUDIED

Methods of Collecting Data	Total Number of Graduates	Number of Respondents	Number Not Responding
A. Questionnaires distributed by personal contact	194	182	12
B. Questionnaires distributed by mail	11	11	-
TOTAL	205	193	12

Procedures for Analyzing the Data

The data collected from the questionnaires provided the basis for the study's analysis. Data were coded by the researcher and sent to the Scoring Center at Michigan State University (MSU) for keypunching. The punched cards were then sent to the Computer Center at MSU for analysis using the Statistical Package for the Social Sciences (SPSS).

As previously mentioned, the questionnaire is composed of five parts. The frequencies and percentages of the graduates responding to questions 1-7 were used to analyze the demographic characteristics of the population of this study. To evaluate three aspects of the program--teaching skills (Part Two), professional-preparation courses (Part Three), and student-teaching experience (Part Four)--a five-point rating scale (Likert scale) was selected. The rating scale showed the following:

Major Aspects of the Program	Lowest Rank		Average	Highest Rank	
Teaching Skills (items 8-22)	Very poorly	Poorly	Average	Well	Very Well
	1	2	3	4	5

Professional Preparation Courses (items 24-36)	Lowest Rank		Average	Highest Rank	
	Of No Value	Of Little Value	Uncertain	Valuable	Very Valuable
	1	2	3	4	5

Student Teaching Experience (items 37-42)	Lowest Rank		Average	Highest Rank	
	Very Unsatisfactory	Unsatisfactory	Uncertain	Satisfactory	Very Satisfactory
	1	2	3	4	5

Data analysis was conducted to find answers to the research questions used in the study. To answer the first research question, on how the 1978-79 graduates evaluate their preparation regarding teaching skills, professional preparation courses, and student-teaching experience, the collected data were tabulated and analyzed by frequency, percentage, mean, standard deviation, and ranking.

On the five-point rating scale, the items with scores from 3.9 to 5.00 are in the highest-ranking group; those with scores from 3.0 to 3.89 are in the average group; and items with scores of 2.0 to 2.99 are in the lowest group.

To test the research hypotheses which were derived from the second research question, Multivariate Analysis of Variance (MANOVA) was used for analysis of the data gathered by the questionnaire. A significance level of 0.05 was set for rejection or nonrejection of the null hypotheses. In addition, the mean, rank order, and the overall means were employed as descriptive statistics to compare the graduates' evaluations when they were grouped according to the independent variables.

The following six null hypotheses were tested at the 0.05 level of significance:

1. There will be no significant difference between male graduates' and female graduates' evaluations

in respect to the following three aspects of the program: teaching skills, professional-preparation courses, and student-teaching experience.

2. There will be no significant difference between the graduates who taught at the secondary level and the graduates who taught at the intermediate level in respect to their evaluation of the three aspects of the program named in Hypothesis No. 1.

3. There will be no significant difference between College of Islamic Law graduates who taught in their major teaching fields and College of Education graduates who taught in their major teaching fields in respect to their evaluation of the three aspects of the program named in Hypothesis No. 1.

4. There will be no significant difference between the graduates who received their B.S. degrees in science and the graduates who received their B.A. degrees in art in respect to their evaluation of the three aspects of the program named in Hypothesis No. 1.

5. There will be no significant difference between graduates who completed their programs at the end of the first semester (late 1978) and graduates who completed their programs at the end of the second semester (early 1979) in respect to their evaluation of the three aspects of the program named in Hypothesis No. 1.

6. There will be no significant difference between graduates whose average grade is the equivalent of "good" or acceptable and graduates whose average grade is the

equivalent of "very good" or better in respect to their evaluation of the three aspects of the program named in Hypothesis No. 1.

To answer the third research question, on what recommendations the graduates have for improving the secondary teacher preparation program at Umm Al-Qura University in Makkah, the frequency and percentage counts were used to present the responses of the graduates with respect to the five parts of the questionnaire. The five-point rating scale was used to measure the graduates responses and the results are as follows:

	<u>Not Recommended</u>		<u>Uncertain</u>	<u>Recommended</u>	
Recommendations (items 53 to 64)	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
	1	2	3	4	5

For items 23, 65, and 66 in the questionnaire (the open-ended questions), the narrative method was used to categorize the graduate responses.

Closer examination of the data presented in this study is made in Chapter IV.

Footnotes--Chapter III

¹Abdulrahman Al-Ahmad, "A Study of the Effectiveness of the Teacher Preparation Program at Kuwait University, Based on a Follow Up of 1976 Graduates" (Ph.D. Dissertation, Michigan State University, 1978).

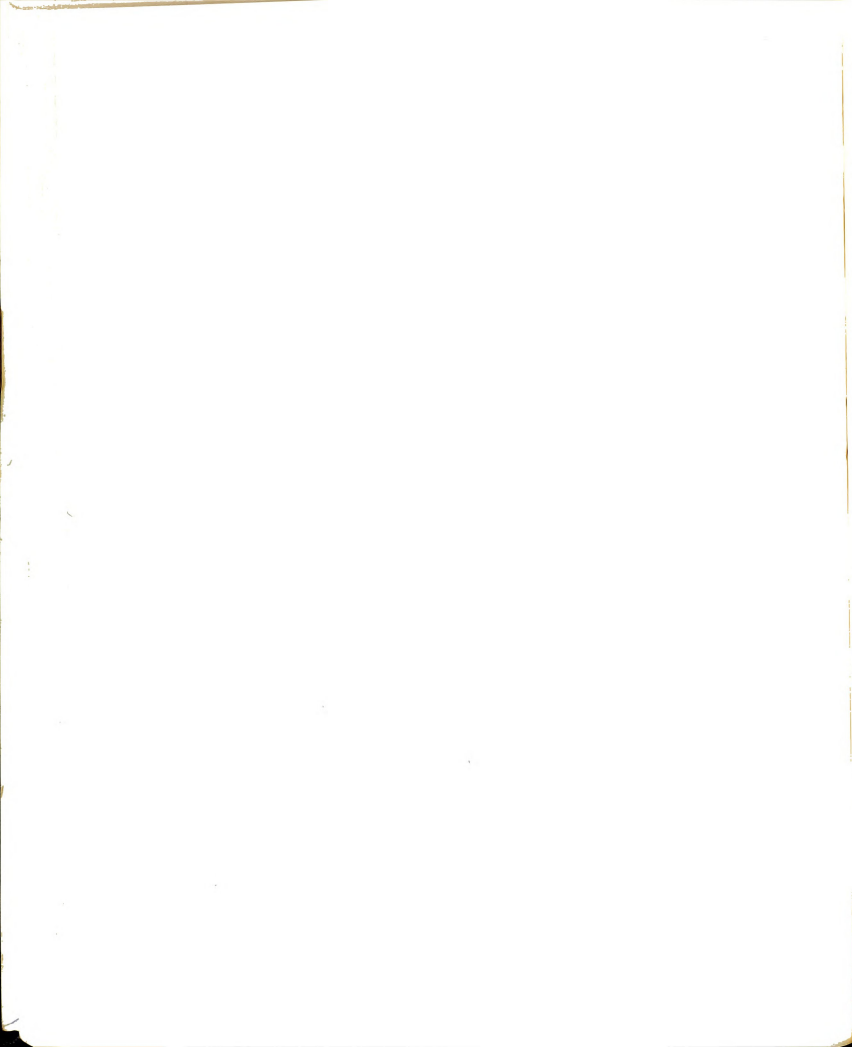
²Paul Craff, "A Follow-Up Study of Graduates and Their Opinions of the Secondary Teacher Education Program of the University of Iowa 1970-76" (Ph.D. Dissertation, University of Iowa, 1976).

³Curriculum and Methods of Teaching Department Bulletin of 1979-80 (College of Education, King Abdulaziz University Press, 1980), pp. 6-10.

CHAPTER IV

PRESENTATION OF DATA

The purpose of this chapter is to present the data submitted by the graduates in the investigation, along with an analysis of such data. This chapter reports the findings of the study in four sections. The first section deals with the demographic characteristics of the graduates participating in this study with respect to sex, college from which they graduated, semester and year of graduation, teaching level, teaching field, type of degree, and average grade. The second section looks into the graduates' evaluations concerning: teaching skills; professional preparation courses; and student-teaching experience--three aspects of the secondary teacher program at Umm Al-Qura University in Makkah. This section addresses Research Question 1. Presented in the third section are results of tests, using Multivariate Analysis of Variance (MANOVA), performed on the research hypotheses which were derived from the second research question. In addition, the means, rank order, and the overall means were employed as descriptive statistics in comparing the graduates' evaluations when they were grouped according to the independent variables. In the fourth section, the data for answering Research Question 3 are presented.



Demographic Characteristics

Analysis of the general information obtained through the administration of the questionnaire revealed much regarding graduates that is relevant to the variables of this study. In this section is provided a description of the data which gives basic information in regard to sex, year of graduation, teaching level, teaching field, type of degree, average grade, and the colleges in which the graduates completed their programs.

The total number of graduates responding to the questionnaire was 188, or 91.7 percent of the 205 graduates contacted. Answers to the first part of the questionnaire were analyzed, yielding the following information.

As shown in Table 4.1, 114 graduates (60.5 percent) were males, and 74 (39.5 percent) were females.

TABLE 4.1

DISTRIBUTION OF THE GRADUATES
ACCORDING TO SEX

Sex	Number	Percentage
Males	114	60.5
Females	74	39.5
TOTAL	188	100.0

With regard to the colleges in which the graduates completed their program, 134 (71.3 percent) graduated from the College of Education, and the remaining 54 (28.7 percent) graduated from the College of Islamic Law, as shown in Table 4.2. The large number of respondents from the College of Education results from the fact that this College offers a program for preparing teachers for the secondary level (grades 7-12).

TABLE 4.2

DISTRIBUTION OF THE GRADUATES ACCORDING TO
THE COLLEGE FROM WHICH THEY GRADUATED

Name of the College	Number	Percentage
College of Education	134	71.3
College of Islamic Law	54	28.7
TOTAL	188	100.0

Table 4.3 presents the distribution of graduates according to semester and year of graduation. As shown, a little more than two-thirds of the graduates (126, or 67 percent) graduated during the second semester (early 1979), whereas the remaining 62 (33 percent) graduated during the first semester (late 1978).

TABLE 4.3

DISTRIBUTION OF THE GRADUATES ACCORDING TO
THE SEMESTER AND THE YEAR OF GRADUATION

Semester and Year of Graduation	Number	Percentage
First semester, 1978 (1398)	62	33
Second semester, 1979 (1399)	126	67
TOTAL	188	100

The grade levels at which the respondents were teaching during the survey are presented in Table 4.4. This table shows that 135 of the graduates (71.8 percent) were teaching in the intermediate schools, while 53 (28.2 percent) were holding teaching jobs in secondary schools. It is interesting to note that the graduates from teacher-preparation programs at the Colleges of Education in Saudi Arabia are usually assigned to intermediate schools in their first year of teaching, but the shortage of indigenous teachers in the secondary schools is forcing the Ministry of Education and the General Directorate of Girls' Education to assign some of the graduates to the secondary schools.

TABLE 4.4
DISTRIBUTION OF THE GRADUATES
ACCORDING TO GRADE LEVEL TAUGHT

Grade Level	Number	Percentage
Intermediate	135	71.8
Secondary	53	28.2
TOTAL	188	100

The distribution of graduates according to teaching field is presented in Table 4.5. The majority of the graduates are concentrated in the humanities rather than in the sciences. This phenomenon, still present at Umm Al-Qura University, where there is a smaller enrollment of high-school graduates in the science departments than in the arts in the teacher-preparation program, has been causing a shortage of science teachers in Saudi Arabia.

For analysis of the data, eleven teaching-field specializations offered in the secondary teacher preparation program at Umm Al-Qura University were regrouped into two categories according to the college offering these major teaching fields. Three major teaching fields (Religion, Arabic Language and History) are offered by the College of Islamic Law. Eight major teaching fields (Geography, English Language, Biology, Physics, Mathematics, Physical Education, Art Education and Chemistry) are

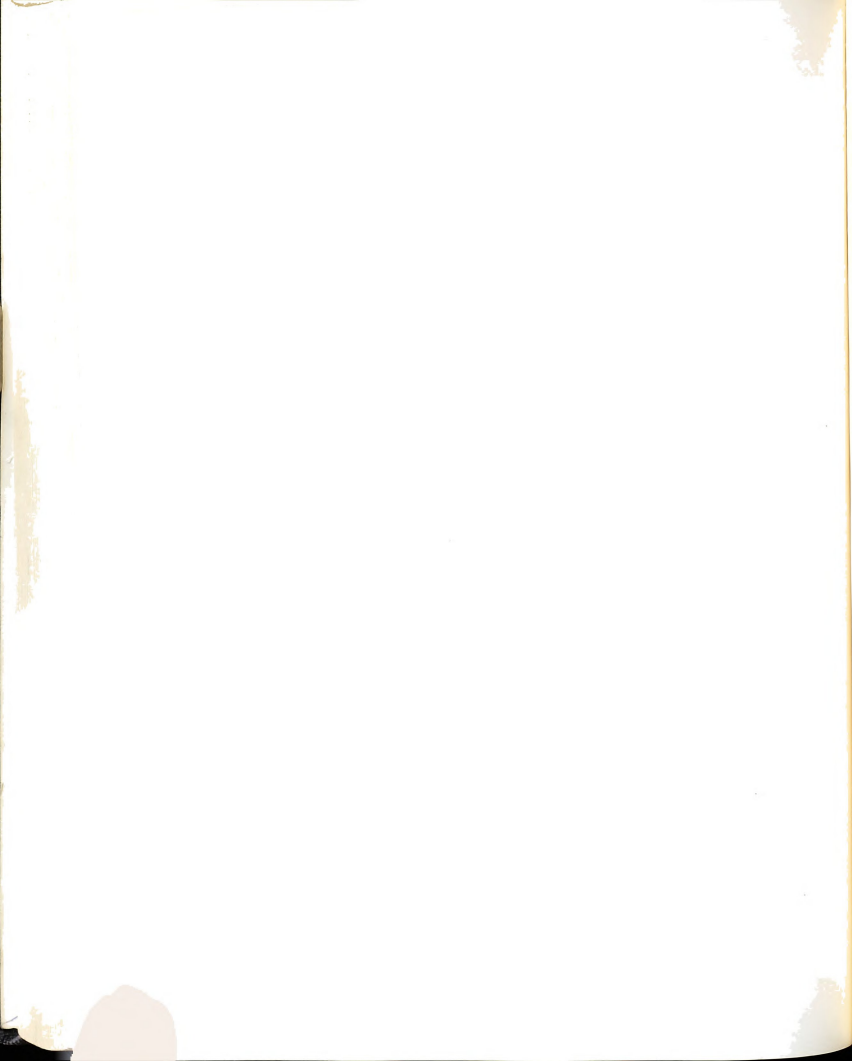
offered by the College of Education. The reason why the investigator chose to regroup these major teaching fields into two categories is that some of the individual departments are too small for analysis. For instance, in Art Education there were just two graduates (1.1 percent of the total sample); in Physical Education there were four graduates (2.1 percent); in Physics, eight graduates (4.3 percent), and in Religion, ten graduates (5.3 percent).

TABLE 4.5

DISTRIBUTION OF THE GRADUATES ACCORDING TO TEACHING FIELD

Teaching Field	No.	Percentage of Sample	*	Percentage of Sample
College of Islamic Law			54	28.7
Religion	10	5.3		
Arabic Language	12	6.4		
History	32	17.0		
College of Education			134	71.3
Geography	24	12.8		
English Language	31	16.5		
Biology	29	15.4		
Mathematics	19	10.1		
Physics	8	4.3		
Physical Education	4	2.1		
Art Education	2	1.1		
Chemistry	17	9.0		
TOTAL	188	100	188	100

*Total Graduates Responding According To College



In investigating the types of degree for which the graduates were qualified, it was found that the Bachelor of Arts in Education and the Bachelor of Science in Education were the only two types of degree obtained by the respondents. In all, 115 of the graduates (61.2 percent) received Bachelor of Arts in Education degrees, while 73 (38.8 percent) obtained Bachelor of Science in Education degrees. Table 4.6 presents the frequency distribution and percentages of the graduates in relation to the degrees obtained.

TABLE 4.6

DISTRIBUTION OF GRADUATES ACCORDING TO TYPE OF DEGREE

Type of Degree	Number	Percentage
B.A.Ed. Degree	115	61.2
B.S.Ed. Degree	73	38.8
TOTAL	188	100

As is noted in Table 4.7, 127 of the graduates (67.5 percent) achieved an average grade of B, "very good." Fifty (26.6 percent) obtained an average grade of C, "good," while 11 (5.9 percent) achieved an average grade of A, "excellent."

TABLE 4.7

DISTRIBUTION OF THE GRADUATES ACCORDING TO AVERAGE GRADE

Average Grade	No.	%	Total After Regrouping	%
Excellent	11	5.9	138	73.4
Very Good	127	67.5		
Good	50	26.6	50	26.6
TOTAL	188	100	188	100

As a first step in analysis of the data, the three average grades obtained by the graduates were regrouped into two categories. Graduates whose average grades were "very good" or better were replaced in the first category, and graduates whose average grades were "good" or acceptable became the second category. The reason for regrouping these three average grades into two categories is that one of the three categories contained too small a number of students for analysis (11 of the graduates, or 5.9 per cent, had an average grade of "excellent").

In summary, 61.5 percent of the 188 graduates responding to the questionnaire were males. More than two-thirds of the total graduated from the College of Education; a little more than two-thirds graduated during the second semester (early 1979); more than two-thirds taught at intermediate schools; and about three-fifths concentra-

ted on humanistic, as opposed to scientific, studies. Of the entire group, 115 graduates obtained the degree of B.A. in Education. The majority of graduates achieved average grades of "very good."

The Graduates' Evaluation of the Teacher-Preparation Program

The graduates were asked in the questionnaire to express their views regarding various aspects of the secondary teacher preparation program at Umm Al-Qura University, Makkah, Saudi Arabia. This section deals with the first research question.

Research Question 1

"How do the 1978-79 graduates evaluate their preparation regarding the following aspects of the secondary teacher preparation program: teaching skills, professional preparation courses, and student teaching experience?"

To answer this question, the evaluation of the 188 graduates regarding the fifteen teaching skills, the thirteen professional preparation courses, and six different aspects of the student-teaching experience were tabulated in rank order according to mean. Frequency and percentage were employed in tabulating the responses to the open-ended question (No. 23) and the remaining ten questions on different aspects of the student-teaching experience.

Teaching skills. Table 4.8 shows the raw numbers, percentages, means, standard deviations, and ranks of the graduates in regard to teaching skills. As can be seen in

Table 4.9, the evaluation scores for the fifteen teaching skills ranged from a mean of 4.245 to a mean of 2.743.

The skills have been categorized into three groups according to their effectiveness scores. The first group consists of six teaching skills evaluated highly by the majority of the graduates. "Ability to use teaching materials effectively" was the highest-ranked teaching skill. In all, 45.4 percent of the respondents said they were taught this skill "very well"; 33.5 percent said they were taught "well"; 13.3 percent said "average"; 3.7 percent said "poorly"; and 1.1 percent said "very poorly" (see Table 4.8). As Table 4.9 reveals, this teaching skill was followed in rank order by "skill in evaluating the students' academic progress," which was evaluated by 39.4 percent as having been taught "very well"; by 39.4 percent as "well"; by 11.7 percent as "average"; by 8.5 percent as "poorly"; and by 1.1 percent as "very poorly" taught.

Five of the six highest-ranked teaching skills, which ranged from a mean score of 4.245 to a mean score of 3.910, are related to classroom activities of the teacher. The sixth skill is related to the relationship between teacher and school administration.

In the second group are seven teaching skills ranked as having been taught with average effectiveness. These teaching skills ranged from a mean of 3.802 to a mean of 3.473. Basically, they are related to the day-to-day classroom activities of teachers.

TABLE 4.8

GRADUATES' EVALUATIONS OF THEIR PREPARATION
IN TEACHING SKILLS

Item Number	Teaching Skill	Below Average		Average		Above Average		Mean	Standard Deviation	Rank
		Very Poorly	Poorly			Well	Very Well			
		N %	N %	N %	N %	N %	N %			
8	Ability to communicate with students with different levels of ability	5 7.7	18 9.6	21 11.2	74 39.4	70 37.2		3.989	1.055	4
9	Ability to work effectively with the school administration	4 2.1	13 6.9	35 18.6	64 34.0	72 38.3		3.995	1.021	3
10	Ability to use the Arabic language effectively	13 6.9	16 8.5	38 20.2	60 31.9	58 30.9		3.724	1.195	8
11	Skill in handling discipline problems in the classroom	18 9.5	34 18.1	24 12.8	48 25.5	64 34.0		3.564	1.369	11
12	Skill in motivating students who are uninterested	20 10.5	25 13.3	33 17.6	66 35.1	44 23.4		3.473	1.277	13
13	Skill in using a variety of teaching methods	18 9.5	20 10.5	28 14.9	56 29.8	66 35.1		3.702	1.307	9
14	Ability to construct appropriate tests	6 3.2	17 9.0	27 14.4	64 34.0	74 39.4		3.973	1.092	5
15	Ability to use teaching materials effectively	2 1.1	7 3.7	25 13.3	63 33.5	91 45.4		4.245	.865	1
16	Ability to construct an appropriate lesson	14 7.4	13 6.9	24 12.8	62 33.0	75 39.9		3.910	1.214	6
17	Skill in using audiovisual aids	11 5.9	15 8.0	35 18.5	65 34.5	63 32.4		3.802	1.154	7
18	Skill in budgeting time in the classroom	22 11.7	23 12.2	23 12.2	72 38.3	48 25.5		3.537	1.310	12
19	Skill in evaluating the students' academic progress	2 1.1	16 8.5	22 11.7	74 39.4	74 39.4		4.074	.973	2
20	Skill in keeping official records	11 5.9	24 12.8	41 21.8	66 35.1	46 24.5		3.596	1.159	10
21	Ability to use school resources	30 16.0	41 21.8	45 23.9	38 20.2	31 16.5		2.995	1.325	14
22	Ability to use school library resources	50 26.5	38 20.2	37 19.7	34 18.1	28 14.5		2.743	1.414	15

TABLE 4.9

RANKING OF GRADUATES' EVALUATION OF THEIR
PREPARATION IN TEACHING SKILLS

Level of Evaluation	No.	Teaching Skill	Mean	Rank
3.9 - 5.00 Highest Ranking Group	15	Ability to use teaching materials effectively	4.245	1
	19	Skill in evaluating the students' academic progress	4.074	2
	9	Ability to work effectively with the school administration	3.995	3
	8	Ability to communicate with students with different levels of ability	3.989	4
	14	Ability to construct appropriate tests	3.973	5
	16	Ability to construct appropriate lessons	3.910	6
3.0 - 3.89 Average Ranking Group	17	Skill in using audiovisual aids	3.802	7
	10	Ability to use the Arabic language effectively	3.724	8
	13	Skill in using a variety of teaching methods	3.702	9
	20	Skill in keeping official records	3.596	10
	11	Skill in handling discipline problems in the classroom	3.564	11
	18	Skill in budgeting time in the classroom	3.537	12
	12	Skill in motivating students who are uninterested	3.474	13
2.0 - 2.99 Lowest Ranking Group	21	Ability to use school resources	2.995	14
	22	Ability to use school library resources	2.743	15

In the third group, two teaching skills--"ability to use school resources" and "ability to use school library resources"--received the lowest evaluations by the graduates, with means of 2.995 and 2.743, respectively. Although these teaching skills are not directly related to the graduates' performance in the classroom, they are related to their overall professional development.

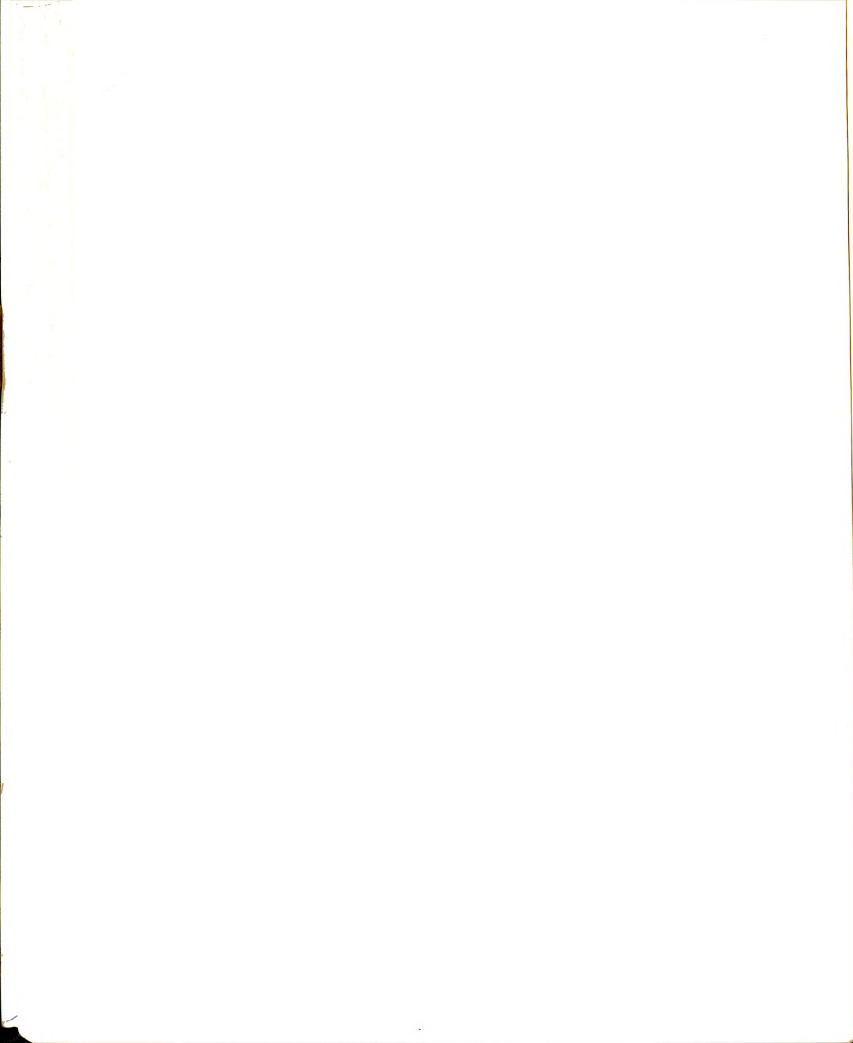
On the open-ended question (No. 23) on the questionnaire--"Are there any teaching skills the program did not provide that you feel you need as a teacher?"--three spaces were provided for the graduates to list any teaching skills they feel they need as a teacher in the secondary level (7-12), but did not get in college. Table 4.10 shows that 43 out of 188 graduates responded to this question.

TABLE 4.10

TEACHING SKILLS WHICH HAVE NOT BEEN PROVIDED BY THE
AL-QURA UNIVERSITY TEACHER-PREPARATION PROGRAM AND
ARE PERCEIVED BY RESPONDENTS AS BEING NEEDED
BY SECONDARY TEACHERS

Teaching Skills Needed	Number of Graduates Suggesting Each Skill
1. Ability to help students to understand their assignments	12
2. Ability to work with students' parents	8
3. Ability to handle routine duties in the classroom	7
4. Ability to obtain information about students	7
5. Skill in asking for help or ideas from other teachers or administration	6
6. Ability to handle classroom discussion	4
7. Ability to get to know other teachers	1
8. Skill in group work	1
9. Ability to use school laboratories	1
10. Ability to apply educational psychology	1
TOTAL	48

Professional preparation courses. For the purposes of evaluating responses regarding professional-preparation courses, percentages, means, standard deviations and ranks were computed for the graduates' responses on each of the thirteen courses. These figures are



shown in Table 4.11. Graduates response scores re these courses ranged from a mean of 4.676 to a mean of 2.957. According to these values, the items were categorized into three groups, as shown in Table 4.12.

Examination of the first group shows that more than three-fourths of the graduates gave high marks to their preparation in seven courses. "Teaching Methods II" and "Teaching Methods I" were ranked highest by the graduates, with means of 4.676 and 4.574, respectively. These two courses were offered in the senior and the junior academic years as introductory courses in teaching methods, and both include techniques to be used in teaching specific subjects. The two courses were followed in rank by "Developmental Psychology (Childhood and Adolescence)," which 64.4 percent evaluated as "very valuable," 25.0 percent considered "valuable," 1.6 percent were "uncertain" about, 6.4 percent felt was "of little value," and 2.7 percent considered "of no value." The mean and standard deviation were computed as 4.420 and .991, respectively. All seven of these courses are required in the teacher-preparation program at Umm Al-Qura University.

EVALUATION OF THE PROFESSIONAL-PREPARATION COURSES BY THE 1978-79 GRADUATES

114

Item No.	Professional Preparation Course	Below Average		Uncertain		Above Average		Mean	Std. Dev'n					
		No Value	Little Value	Value	Valuable	Very Valuable								
		N	%	N	%	N	%							
24	Introduction to Education and Psychology	7	3.7	28	14.3	7	3.7	63	33.5	83	44.1	3.995	1.190	6
25	Social and Philosophical Foundations of Education	34	18.1	23	12.2	65	34.6	49	26.1	17	9.0	2.957	1.214	13
26	Development of Education Thought	15	8.0	24	12.8	54	28.7	60	31.9	34	18.1	3.396	1.161	12
27	Developmental Psychology (Childhood and Adolescence)	5	2.7	12	6.4	3	1.6	47	25.0	121	64.4	4.420	.991	3
28	Educational Psychology	5	2.7	15	8.0	2	1.1	71	37.8	95	50.5	4.225	1.007	5
29	Curriculum Principles	16	8.5	20	10.6	8	4.3	63	33.5	81	43.1	3.920	1.291	7
30	Teaching Methods I	4	2.1	6	3.2	3	1.6	40	21.3	135	71.8	4.574	.853	2
31	Education Media	4	2.1	14	7.4	2	1.1	50	26.6	118	62.8	4.404	.985	4
32	Education in Saudi Arabia and the Arab World	15	8.0	35	18.6	8	4.3	75	39.9	55	29.3	3.638	1.295	10
33	Educational Administration and Planning	21	11.2	33	17.6	18	9.6	73	38.8	43	22.9	3.447	1.317	11
34	Introduction to Counseling and Mental Hygiene	22	11.7	25	13.3	15	8.0	59	31.4	67	35.6	3.660	1.384	9
35	Curriculum Development	14	7.4	21	11.2	25	13.3	72	38.3	56	29.8	3.718	1.215	8
36	Teaching Methods II	3	1.6	4	2.1	2	1.1	33	17.6	146	77.7	4.676	.750	1

The graduates' evaluations of the second group of professional preparation courses in terms of perceived degree of value are given in Table 4.12. Five courses were ranked as being of average value by the graduates; their evaluation scores ranged from a mean of 3.718 to a mean of 3.396. Four of the five courses were required in the senior year of the program, except for "The Development of Educational Thought," which was required in the sophomore year.

The required "Social and Philosophical Foundations of Education" course was ranked lowest in value by the graduates. It was evaluated by 9.0 percent as "very valuable," by 26.1 percent as "valuable," by 34.6 percent as of "uncertain" value, by 12.2 percent as "of little value," and by 18.1 percent as "of no value." The standard deviation was 1.214.

TABLE 4.12

GRADUATES' RANKED EVALUATION OF THEIR PREPARATION
IN THE PROFESSIONAL-PREPARATION COURSES

Level of Evaluation	Item No.	Professional Preparation Courses	Mean	Rank
3.9-5.00 Highest Ranking Group	36	Teaching Methods (2)	4.676	1
	30	Teaching Methods (1)	4.574	2
	27	Developmental Psychology (Childhood and Adolescence)	4.420	3
	31	Education Media	4.404	4
	28	Introduction to Education and Psychology	3.995	6
3.0-3.89 Average Ranking Group	29	Curriculum Principles	3.920	7
	35	Curriculum Development	3.718	8
	34	Introduction to Counseling and Mental Hygiene	3.660	9
	32	Education in Saudi Arabia and the Arab World	3.638	10
	33	Educational and Administration Planning	3.447	11
2.0-2.99 Lowest Ranking Group	26	Development of Educational Thought	3.396	12
	25	Social and Philosophical Foundations of Education	2.957	13

Student-teaching Experience. In their responses to Part IV of the questionnaire, the graduates expressed their views regarding many different aspects of their student-teaching experiences. [They were queried in reference to the assignments they had, their satisfaction with student teaching in the junior and the senior year, the effectiveness of their college supervisors and supervising teachers, and other aspects of their experiences.

Table 4.13 shows the percentages, means, standard deviations and ranks of the graduates in regard to six student-teaching experiences. Table 4.14 shows that no student-teaching experience was ranked in the highest category by the graduates. The experiences were ranked from a mean of 3.830 to a mean of 3.303. The student-teaching experience in the senior year was ranked higher, overall, than the student-teaching experience in the junior year. It was evaluated by 45.7 percent of the respondents as being "very satisfactory"; by 27.1 percent as being "satisfactory"; by 2.1 percent as being of "uncertain" value; by 16.5 percent as being "unsatisfactory"; and by 9.5 percent as a "very unsatisfactory" experience.

The student-teaching experience in the junior year and the graduates' assignments to the secondary level (grades 7-12) were tied for a second-place ranking among the factors evaluated. Regarding effectiveness in working with the graduates student teaching in the senior year, the college supervisor was ranked higher than the supervising teacher by the graduates.

TABLE 4.13

GRADUATES' EVALUATIONS OF THEIR STUDENT-TEACHING EXPERIENCES

Item No.	Professional Preparation Course	Below Average		Uncertain		Above Average		Mean	Std. Dev'n	Rank
		No Value N	Little Value %	Value N	%	Valu- able N	Very Valuable %			
37	How did you find the Curriculum and Methods of Teaching Dept. assignment to the secondary level (grades 7-12) for student teaching, in terms of convenience?	12 6.4	31 16.5	7	3.7	69 36.7	69 36.7	3.809	1.269	2.5
38	How did you find your student-teaching experience in the junior year?	9 4.8	19 10.1	25 13.3	81 43.1	54 28.7	54 28.7	3.809	1.107	2.5
39	How did you find your student-teaching experience in the senior year?	18 9.5	31 16.5	2 1.1	51 27.1	86 45.7	86 45.7	3.830	1.404	1
40	How did you find the overall supervision of your student-teaching experience in the senior year?	27 14.4	46 24.5	19 10.1	52 27.7	44 23.4	44 23.4	3.213	1.413	6
41	How did you find the effectiveness of your college supervisor in working with you in student teaching in the junior year?	24 12.8	46 24.5	8 4.3	63 33.5	47 25.0	47 25.0	3.335	1.410	4
42	How did you find the effectiveness of your supervising teacher in working with you in student teaching in the senior year?	37 19.7	35 18.6	8 4.3	50 26.6	58 30.9	58 30.9	3.303	1.547	5



TABLE 4.14

GRADUATES' RANKED EVALUATIONS OF
THEIR STUDENT-TEACHING EXPERIENCES

Level of Evaluation	Item No.	Items Related to Student Teaching Experience Gained	Mean	Rank
3.9-5.00 Highest Ranking Group		(none)		
3.0-3.89	39	How did you find your student teaching experiences in the <u>senior</u> year?	3.830	1
3.0-3.89 Average	38	How did you find your student teaching experiences in the <u>junior</u> year?	3.809	2.5
	37	How did you find the Curriculum and Methods of Teaching Dept. assignment to a secondary level (grades 7-12) for student teaching in terms of convenience?	3.809	2.5
	41	How did you find the effectiveness of your <u>college supervisor</u> in working with you in student teaching in the <u>senior</u> year?	3.335	4
	42	How did you find the effectiveness of your <u>supervising teacher</u> in working with you in student teaching in the <u>senior</u> year?	3.303	5
	40	How did you find the overall supervision of your student teaching experience in the <u>senior</u> year?	3.203	6
2.0-2.99 Lowest Ranking Group		(none)		

The overall supervision of student teaching in the senior year (Item 40) was evaluated by respondents as the least effective of the six experiences they had had in student teaching. No student-teaching experience was evaluated as belonging in the below-average category, which means that the 1978-79 graduates were satisfied with their student teaching experiences.

In answer to Question 43--"Did the teacher preparation program at Umm Al-Qura University offer any kind of orientation to your student teaching?"--94 of the graduates (50 percent) responded yes and the remainder said no. The investigator then asked the graduates who responded yes, "Do you consider this orientation adequate?" and 77.7 percent responded no.

The answers to Question 45, the number of days a week the graduates taught students in the senior year, revealed that 36 of the graduates (19.1 percent) taught one day a week, 101 (53.7 percent) taught two days, 13 (6.9 percent) taught three days, 33 (17.6 percent) taught four days, and 5 (2.7 percent) taught five days a week. The responses to Question 46 showed that 115 of the graduates (61.2 percent) worked full school days during their student teaching in the senior year and the remainder worked half school days.

When the graduates were asked the number of classes they student-taught weekly in the senior year, 11 (5.9 percent) said they had one class every two weeks; 17 (9.0



percent) said they had one class a week; 48 (25.5 percent) said they had two classes a week; 19 (10.1 percent) said they had three classes a week; 46 (24.5 percent) said they had four classes a week; 23 (12.2 percent) said they had five classes a week; and 24 (12.8 percent) said they had more than five classes a week.

Of the graduates responding to Question 48, which was concerned with the adequacy of their experience observing teaching before they started actually teaching, 131 (69.7 percent) had "inadequate" observation experiences, and the remainder had "adequate" observation experiences.

With regard to the number of times the college supervisor observed the graduates student teaching in the senior year (Question 49), 51 of the graduates (27.1 percent) were observed once by the college supervisor, 56 (29.8 percent) had two observations, 29 (15.4 percent) had three, 10 (5.3 percent) had four, and 42 (22.3 percent) had more than four observations. The responses to question 50 disclosed that 133 of the graduates (70.7 percent) thought that the number of observations was not adequate for preparing them to be effective teachers.

* Question 51 involved the consistency between what the graduates have learned in the professional-preparation courses and the instruction of the supervisor of student teaching. Of the graduates, 123 (65.4 percent) responded negatively, while 34.6 percent said there was consistency.

In answer to the final question in this section--

"Did you feel free to discuss student-teaching problems with your college supervisor?"--the majority of the graduates responded positively, while 45.2 percent responded with no.

In summary, the items related to the first research question provided the following results: The 1978-79 graduates consider themselves well prepared in six teaching skills, whereas they feel deficient in seven teaching skills (Table 4.9). The graduates' evaluation of the professional preparation courses (Table 4.12) shows that seven courses were highly evaluated, while one course was evaluated as below average in value. Finally, no student-teaching experience was evaluated highly by the graduates. As shown in Table 4.14, the student-teaching experience in the senior year was ranked first, while the student-teaching experience in the junior year and the graduates' assignments to the secondary level (grades 7-12) were ranked second. The overall supervision of student teaching in the senior year was evaluated as the least effective of the six experiences in student teaching. No student-teaching experience was evaluated as being of less-than-average value, which means that the graduates were satisfied with their student teaching experiences.

Test of the Hypotheses

This section's emphasis is on testing the research hypotheses which were derived from the second research question. Multivariate Analysis of Variance (MANOVA) was

performed upon the data gathered via the questionnaire. A significance level of 0.05 was set for rejection or non-rejection of the null hypotheses. In addition, the means, rank order, and overall means were employed as descriptive statistics to compare the graduates' evaluations when grouped according to the independent variables.

Hypothesis 1

"There will be no significant difference between male graduates' and female graduates' evaluations in respect to the following three aspects of the program: teaching skills, professional-preparation courses and student-teaching experiences."

To test this hypothesis, MANOVA statistics were used. The multivariate Wilks F-test was 7.56259, which is significant at the 0.05 level ($P=0.00009$). Hence, Hypothesis 1 is rejected.

Table 4.15 presents the results of the Univariate F-tests (with 1.184 degrees of freedom) to identify the significant difference between males' and females' evaluation on the three aspects of the program. The results indicate that there is a sex effect on perceptions of teaching skills and student-teaching experience. The F-tests were significant at the 0.05 level ($P=0.00579$ and $P=0.00003$, respectively).



TABLE 4.15

UNIVARIATE F-TESTS FOR MEAN EVALUATIONS
ACCORDING TO SEX, WITH 1.184 DEGREES OF FREEDOM

Aspects of the Program	Hypothesis Mean Square	Error Mean Square	F	Signifi- cance of F
Teaching skills	930.91050	119.34431	7.80026	0.00579*
Professional- preparation courses	1.04601	72.17488	0.01449	0.90431
Student-teaching experience	515.17121	27.70766	18.59310	0.00003*

*Significant at the 0.05 level

Table 4.16 presents the rank order based upon the means for individual items and the overall means of the fifteen teaching skills as evaluated by male and female graduates. Males ranked preparation in seven teaching skills (items 15, 16, 9, 8, 19, 14 and 13) as highest in effectiveness; preparation in the remaining teaching skills was ranked as average. (There were no teaching skills for which preparation was evaluated by males as being below average.) On the other hand, females ranked preparation in three teaching skills (items 15, 19 and 14) as highest in effectiveness, while items 9, 8, 17, 10, 20, 16, 13, 11 and 12 were ranked as average, and preparation in two teaching skills (items 21 and 22) was evaluated as being below average. Females believed that they were ineffectively prepared by the program in two teaching skill areas.

In comparing the overall means for teaching skills

it can be seen that females evaluated their preparation in teaching skills more negatively than did males. Overall, there was a significant difference between males' and females' evaluations of their preparation in the fifteen teaching skill areas.

TABLE 4.16

MEANS AND RANK ORDER OF MALES' AND FEMALES'
EVALUATION OF THEIR PREPARATION IN FIFTEEN TEACHING SKILLS

Item No.	Teaching Skill	Males		Females	
		Mean	Rank	Mean	Rank
		(N=114)		(N=74)	
8	Ability to communicate with students with different levels of ability	4.053	4	3.892	5
9	Ability to work effectively with the school administration	4.061	3	3.892	4
10	Ability to use the Arabic language effectively	3.746	11	3.690	7
11	Skill in handling discipline problems in the classroom	3.789	10	3.216	11
12	Skill in motivating students who are uninterested	3.711	12	3.108	12
13	Skill in using a variety of teaching methods	3.930	7	3.351	10
14	Ability to construct appropriate tests	3.965	6	3.986	3
15	Ability to use teaching materials effectively	4.132	1	4.419	1
16	Ability to construct an appropriate lesson	4.105	2	3.608	9
17	Skill in using audiovisual aids	3.842	8	3.740	6
18	Skill in budgeting time in the classroom	3.816	9	3.108	13
19	Skill in evaluating students' academic progress	4.044	5	4.122	2
20	Ability to use school resources	3.221	14	2.648	14
22	Ability to use school library resources	3.018	15	2.315	15
OVERALL MEANS		3.799		3.517	

Table 4.17 presents means for individual items, rank order, and overall means of the evaluations of thirteen professional preparation courses by male and female graduates. Both sexes ranked six courses (items 24, 25, 28, 30, 32 and 36) in the same order. Six courses (items 36, 30, 31, 27, 28 and 24) were evaluated highly by both sexes. Item 29 was ranked highly only by males, whereas Item 25 was evaluated as below average by females. When we examine the items separately, we see that there is a strong consistency between males' and females' averages.

Comparing the overall means for evaluations of professional-preparation courses, we see that the sexes show no differences in their evaluations of education courses. Basically, this comparison demonstrates that there was no significant difference between males and females in their evaluation of the education courses (see Table 4.15).

TABLE 4.17

MEANS, RANK ORDER, AND OVERALL MEANS OF THE EVALUATIONS
OF THE PROFESSIONAL PREPARATION COURSES, BY SEX

Item No.	Professional Courses	Males		Females	
		Mean	Rank	Mean	Rank
		(N=114)		(N=74)	
24	Introduction to Education and Psychology	4.000	6	3.986	6
25	Social and Philosophical Foundations of Education	3.040	13	2.833	13
26	Development of Educational Thought	3.265	12	3.595	10
27	Developmental Psychology (Childhood and Adolescence)	4.351	4	4.527	3
28	Educational Psychology	4.281	5	4.216	5
29	Curriculum Principles	4.000	7	3.797	8
30	Teaching Methods I	4.465	2	4.743	2
31	Education Media	4.386	3	4.432	4
32	Education in Saudi Arabia and the Arab World	3.649	9	3.622	9
33	Educational Administration and Planning	3.509	11	3.351	12
34	Introduction to Counseling and Mental Hygiene	3.816	8	3.418	11
35	Curriculum Development	3.640	10	3.838	7
36	Teaching Methods II	4.614	1	4.770	1
OVERALL MEANS		3.924		3.933	

With regard to the six different aspects of student-teaching experiences (Table 4.18), no student-teaching experiences were ranked the same in males' and females' evaluations. Males evaluated their student-teaching experience in the senior year as of the highest quality, and they ranked the remaining experiences as average. On the

other hand, females evaluated four experiences (items 37, 38, 39 and 42) as average, and two (items 41 and 40) as below average. Females were not satisfied with the help provided by the college supervisor or with the overall supervision of student teaching in the senior year.

TABLE 4.18

MEANS AND RANK ORDER OF THE MALES' AND FEMALES' EVALUATION OF THEIR EXPERIENCE STUDENT TEACHING

Item No.	Items Related to Student-Teaching Experience	Males (N = 114)		Females (N = 74)	
		Mean Rank		Mean Rank	
37	Evaluation of the department's assignment to the secondary level (grades 7-12) in terms of convenience	3.851	3	3.743	1
38	Evaluation of student teaching in the junior year	3.868	2	3.716	2
39	Evaluation of student teaching in the senior year	4.123	1	3.378	3
40	Evaluation of the overall supervision of the student-teaching experience in the senior year	3.614	5	2.595	6
41	The effectiveness of assistance provided by the college supervisor in the senior year	3.737	4	2.716	5
42	The effectiveness of assistance provided by the supervising teacher in the senior year	3.429	6	3.095	4
OVERALL MEANS		3.772		3.207	

By comparing the overall means for the six different aspects of student teaching experiences, we find that females evaluated these experiences more negatively than did males. As a consequence, this comparison reveals that there was a significant difference between males and

females in their evaluation of the six experiences. Since data analysis through the MANOVA statistics showed this significant difference between males' and females' evaluations regarding the three aspects of the program, Hypothesis 1 is rejected.

Hypothesis 2

"There will be no significant difference between the graduates who taught at the secondary level and the graduates who taught at the intermediate level with respect to their evaluation of the three aspects of the program named in Hypothesis 1."

In testing this hypothesis, the multivariate Wilks F-test was used to measure the three aspects of the program. The result of the F-test was 15.32663, which is significant at the 0.05 level ($P=0.00001$). Consequently, Hypothesis 2 is rejected.

Table 4.19 presents the results of the Univariate F-tests (with 1.184 degrees of freedom) to identify the significant difference between the two groups of graduates--those who taught at the secondary level, and those who taught at the intermediate level. The results indicate there is a teaching-level effect on evaluations of teaching skills, professional-preparation courses, and student-teaching experience. F-tests were significant at 0.05 level ($P=0.00001$, $P=0.00012$, and $P=0.00001$, respectively).

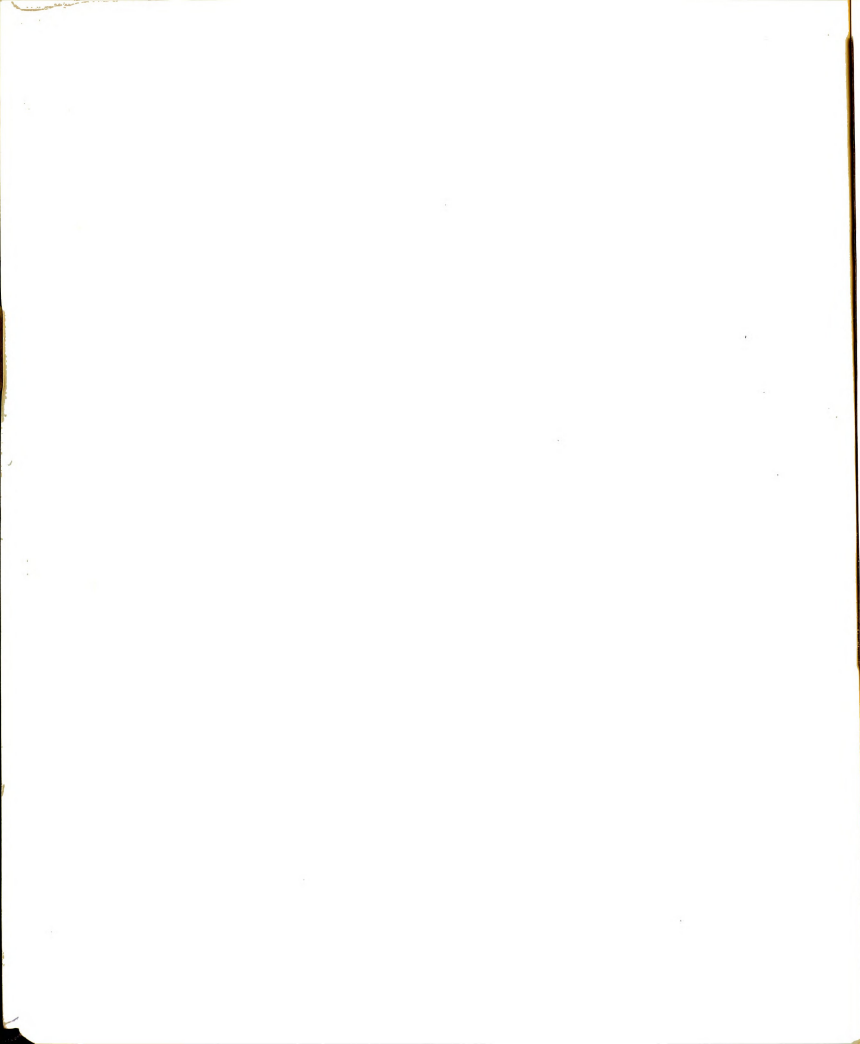


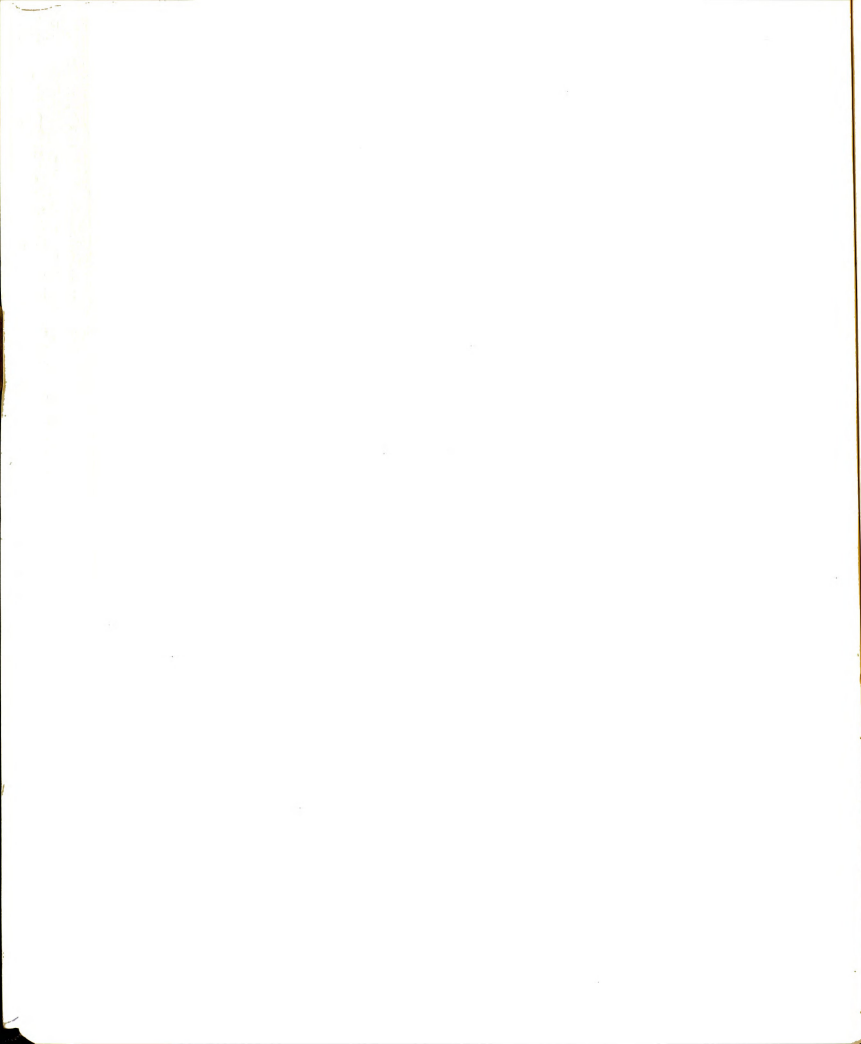
TABLE 4.19

UNIVARIATE F-TEST FOR MEAN EVALUATIONS ACCORDING
TO TEACHING LEVEL, WITH 1.184 DEGREES OF FREEDOM

Aspects of the Program	Hypothesis Mean Square	Error Mean Square	F	Signifi- cance of F
Teaching skills	3947.13856	103.55820	38.11517	0.00001*
Professional preparation courses	1032.75643	66.63144	15.49954	0.00012*
Student-teaching experience	811.93802	26.66779	30.44639	0.00001*
*Significant at the 0.05 level				

Table 4.20 presents the results for each teaching level, showing individual-item means, rank order, and over-all means for respondents' evaluations of their preparation in the fifteen teaching skills. Comparing these evaluations, we see that the graduates who taught at the intermediate level gave high marks for their preparation in nine teaching skills (items 15, 8, 19, 16, 14, 9, 13, 17 and 11). Preparation in the rest of the skills was ranked as average. In none of the skill areas did the graduates rank their preparation as below average.

In contrast, preparation in only one teaching skill--"ability to use teaching materials effectively"--was evaluated as belonging at the highest level of evaluation by the graduates who taught at the secondary level. Preparation in eight teaching skills (items 19, 9, 14, 10,



17, 8, 20 and 16) was ranked as of average effectiveness. Preparation in the other six skills was ranked as below average.

TABLE 4.20

MEANS AND RANK ORDER OF THE EVALUATIONS OF
PREPARATION IN FIFTEEN TEACHING SKILLS
BY GRADUATES, DIVIDED INTO THOSE WHO
TAUGHT AT THE INTERMEDIATE LEVEL AND
THOSE WHO TAUGHT AT THE SECONDARY LEVEL

Item No.	Teaching Skills	Intermediate Level (N = 135)		Secondary Level (N = 53)	
		Mean	Rank	Mean	Rank
3	Ability to communicate with students with different levels of ability	4.230	2	3.377	7
9	Ability to work effectively with the school administration	4.089	6	3.755	3
10	Ability to use the Arabic language effectively	3.813	11	3.490	5
11	Skill in handling discipline problems in the classroom	3.926	9	2.642	13
12	Skill in motivating students who are uninterested	3.807	12	2.623	14
13	Skill in using a variety of teaching methods	4.044	7	2.830	10
14	Ability to construct appropriate tests	4.126	5	3.585	4
15	Ability to use teaching materials effectively	4.289	1	4.132	1
16	Ability to construct an appropriate lesson	4.126	4	3.358	9
17	Skill in using audiovisual aids	3.955	8	3.415	6
18	Skill in budgeting time in the classroom	3.830	10	2.792	11
19	Skill in evaluating the students' academic progress	4.148	3	3.887	2
20	Skill in keeping official records	3.689	13	3.358	8
21	Ability to use school resources	3.105	14	2.712	12
22	Ability to use school library resources	3.000	15	2.094	15
OVERALL MEANS		3.879		3.203	

By comparison of the overall means for graduates' evaluations of their preparation in the teaching skills reveals that the graduates who taught at the secondary level evaluated their preparation in teaching skills more negatively than did those who taught at the intermediate level. In fact, this comparison showed a significant difference between the graduates who taught at the secondary level and the graduates who taught at the intermediate level in their evaluation of preparation in teaching skills.

Regarding the professional-preparation courses, Table 4.21 presents means for individual items, rank order, and overall means of the evaluations of thirteen education courses by the graduates, divided into groups based on whether they taught at the secondary or the intermediate level. Seven courses (items 36, 30, 31, 27, 28, 29 and 24) were ranked highest in value by the graduates who taught at the intermediate level. The other six courses were evaluated as being of average value. No professional preparation courses were evaluated as being below average. On the other hand, the graduates who taught at the secondary level gave high evaluations to five courses (items 36, 28, 30, 27 and 31), ranked six courses (items 24, 35, 34, 26, 29 and 32) as of average value, and labeled two courses (items 25 and 33) as below average.

Comparing the overall means for the evaluations of professional-preparation courses, the graduates who taught at the secondary level evaluated more negatively

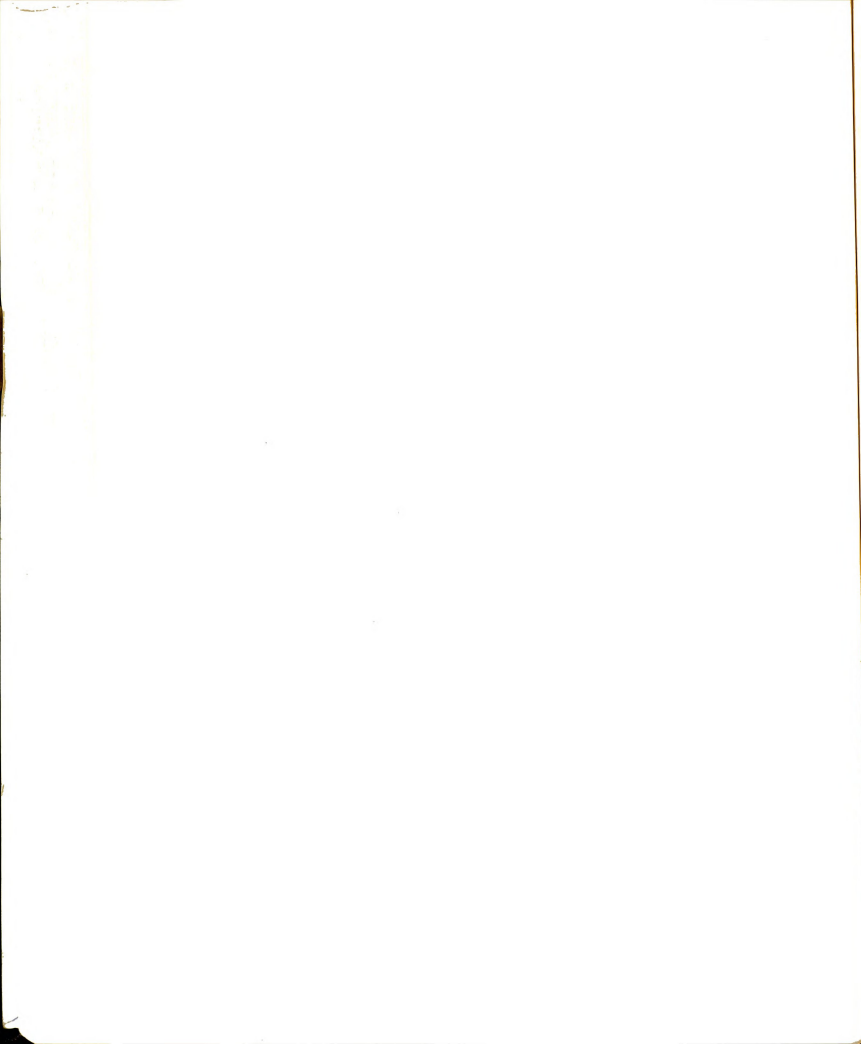
their preparation in education courses than did the graduates who taught at the intermediate level. This comparison revealed a significant difference between the two groups in their evaluations of professional-preparation courses.

TABLE 4.21

MEANS AND RANK ORDER OF THE EVALUATIONS OF THE PROFESSIONAL PREPARATION COURSES BY THE GRADUATES, DIVIDED INTO THOSE WHO TAUGHT AT THE INTERMEDIATE LEVEL AND THOSE WHO TAUGHT AT THE SECONDARY LEVEL

Item No.	Professional-Preparation Course	Intermediate Level		Secondary Level	
		(N = 135)		(N = 53)	
		Mean	Rank	Mean	Rank
24	Introduction to Education and Psychology	4.119	7	3.679	6
25	Social and Philosophical Foundations of Education	3.081	13	2.642	13
26	Development of Educational Thought	3.410	12	3.358	9
27	Developmental Psychology (Childhood and Adolescence)	4.496	4	4.226	4
28	Educational Psychology	4.222	5	4.340	2
29	Curriculum Principles	4.148	6	3.340	10
30	Teaching Methods I	4.667	2	4.340	3
31	Education Media	4.563	3	4.000	5
32	Education in Saudi Arabia and the Arab World	3.822	9	3.170	11
33	Educational Administration and Planning	3.681	11	2.849	12
34	Introduction to Counseling and Mental Hygiene	3.756	10	3.415	8
35	Curriculum Development	3.830	8	3.434	7
36	Teaching Methods II	4.741	1	4.509	1
OVERALL MEANS		4.041		3.639	

Table 4.22 presents the results for both groups--those who taught at the intermediate level and those who taught at the secondary level--showing individual-item means, rank order, and overall means for evaluations of



the six different aspects of student-teaching experiences.

Both student-teaching experience in the senior year and student-teaching experience in the junior year were evaluated as being of the highest value by the graduates who taught at the intermediate level. These graduates were very satisfied with their student teaching in both years. The remaining four experiences (items 37, 40, 41 and 42) were ranked as of average value. None of the six experiences was evaluated as being below average.

The graduates who taught at the secondary level ranked three experiences (items 37, 38 and 39) as of average value in their preparation. The remaining three experiences (items 42, 41 and 40) were evaluated as below average. In short, these graduates were not satisfied with the assistance provided by their college supervisors and their supervising teachers; they were also unhappy with the overall supervision of student teaching in the senior year.

A comparison of the overall means of the two groups reveals that the graduates who taught at the secondary level evaluated their preparation in the six student-teaching experiences more negatively than did the graduates who taught at the intermediate level. This comparison, in fact, reveals a significant difference between the graduates who taught at the intermediate level and those who taught at the secondary level in their evaluations of the six experiences.

Since the Multivariate F-test on the data showed

significant differences between the two groups of graduates (those who taught at the secondary level and those who taught at the intermediate level) in their evaluations of the three aspects of the program, Hypothesis 2 is rejected.

TABLE 4.22

MEANS AND RANK ORDER OF THE EVALUATION OF THE STUDENT-TEACHING EXPERIENCE BY GRADUATES WHO TAUGHT AT THE INTERMEDIATE AND THE SECONDARY LEVELS

Item No.	Items Related to Student-Teaching Experience	Intermediate Level (N = 135)		Secondary Level (N = 53)	
		Mean Rank		Mean Rank	
37	Evaluation of the department's assignment to the secondary level (grades 7-12) in terms of convenience	3.830	3	3.755	1
38	Evaluation of student teaching in the junior year	3.963	2	3.415	2
39	Evaluation of student teaching in the senior year	4.156	1	3.000	3
40	Evaluation of the overall supervision of the student-teaching experience in the senior year	3.519	5	2.434	6
41	The effectiveness of assistance provided by the college supervisor in the senior year	3.630	4	2.585	5
42	The effectiveness of assistance provided by the supervising teacher in the senior year	3.504	6	2.792	4
OVERALL MEANS		3.767		2.997	

Hypothesis 3

"There will be no significant difference between College of Islamic Law graduates who taught in their major teaching fields and College of Education graduates who taught in their major teaching fields with respect to

their evaluation of the three aspects of the program named in Hypothesis 1."

To test this hypothesis, MANOVA was used. The Multivariate Wilks F-test was 2.10119, which is not significant at the 0.05 level ($P=0.10175$). Therefore, Hypothesis 3 is not rejected.

Table 4.23 presents the Univariate F-tests (with 1.184 degrees of freedom) conducted to determine whether there was a significant difference between College of Islamic Law graduates and College of Education graduates who taught in their respective major teaching fields on the three aspects of the program. The results indicated that there is not a teaching-field effect on evaluations of teaching skills, professional-preparation courses, or student-teaching experience. The F-tests were not significant at the 0.05 level ($P=0.70299$, $P=0.46335$, and $P=0.07135$, respectively).

TABLE 4.23

UNIVARIATE F-TESTS FOR MEAN EVALUATION ACCORDING TO
TEACHING FIELD WITH 1.184 DEGREES OF FREEDOM

Aspects of the Program	Hypothesis Mean Square	Error Mean Square	F	Significance of F
Teaching skills	17.40531	119.34431	0.14584	0.70299
Professional- preparation courses	38.93110	72.17488	0.54009	0.46335
Student-teaching experience	91.16983	27.70766	3.29042	0.07135

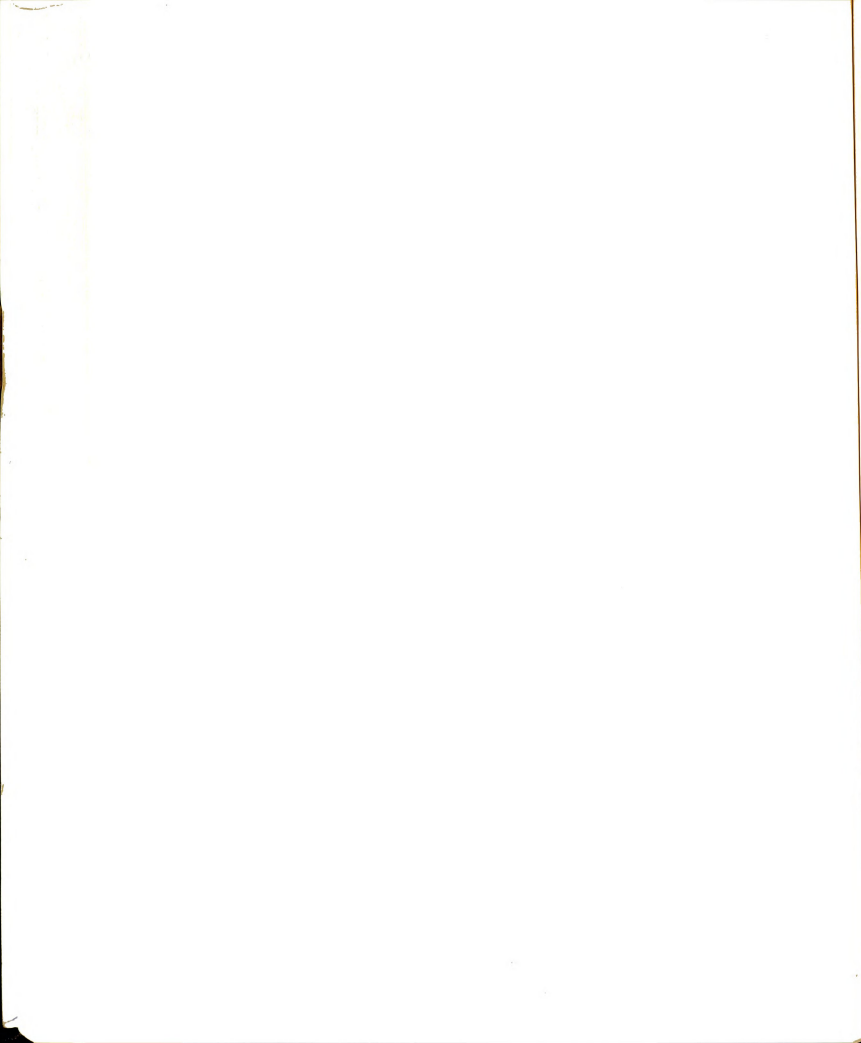
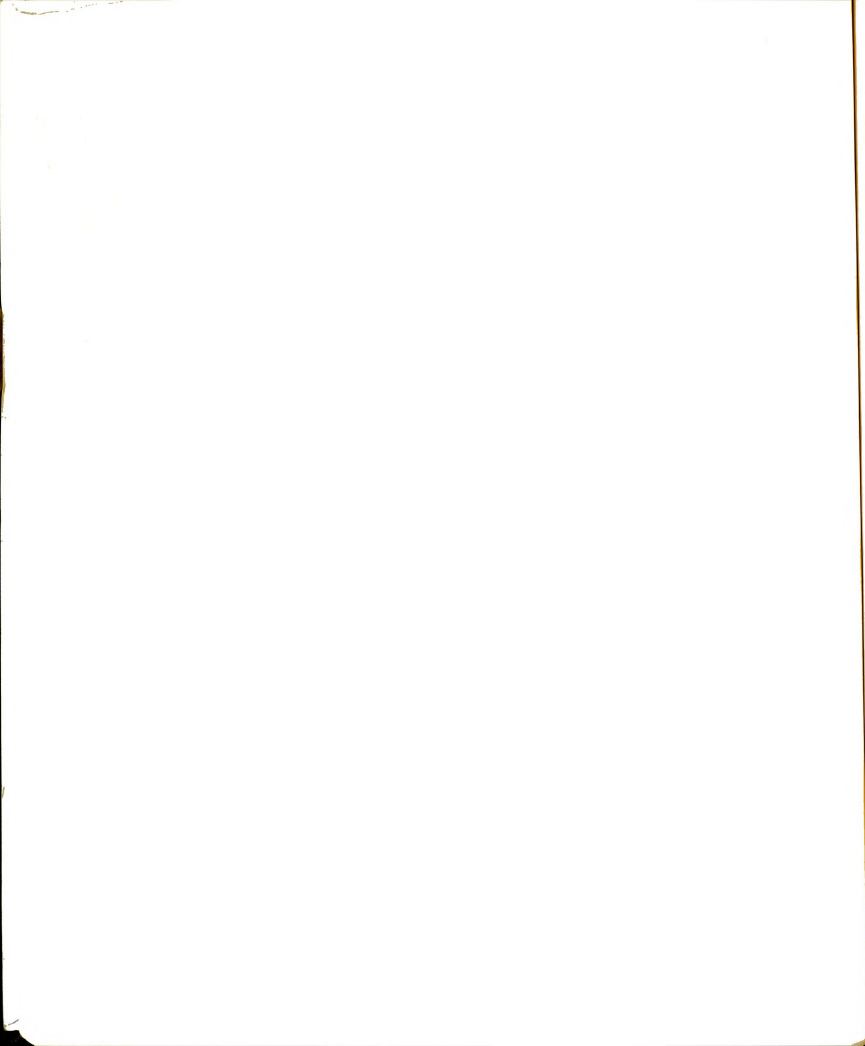


Table 4.24 presents means for individual items, rank order, and overall means for the evaluations of fifteen teaching skills by College of Islamic Law graduates and College of Education graduates who taught in their respective major teaching fields.

When we compare results from graduates of the two colleges, we find that graduates from both colleges who taught in their respective major teaching field gave the same high evaluation of their preparation in six teaching skills (items 8, 9, 14, 15, 16 and 19). There were some differences: Item 10 was highly ranked by College of Islamic Law graduates, while Item 17 was highly ranked by College of Education graduates. In all, then, graduates of each college evaluated their preparation in seven teaching skills as being at the highest level of effectiveness.

The graduates were not exclusively positive in their assessments. Graduates of each college who taught in their major teaching fields evaluated preparation in one teaching skill as being below average. The rest of the items were evaluated as being of average quality by graduates of each college.

Although there was no significant difference in overall mean evaluations between graduates of the two colleges who taught in their major teaching fields, College of Islamic law graduates were slightly more positive in their evaluation of preparation in the teaching skills

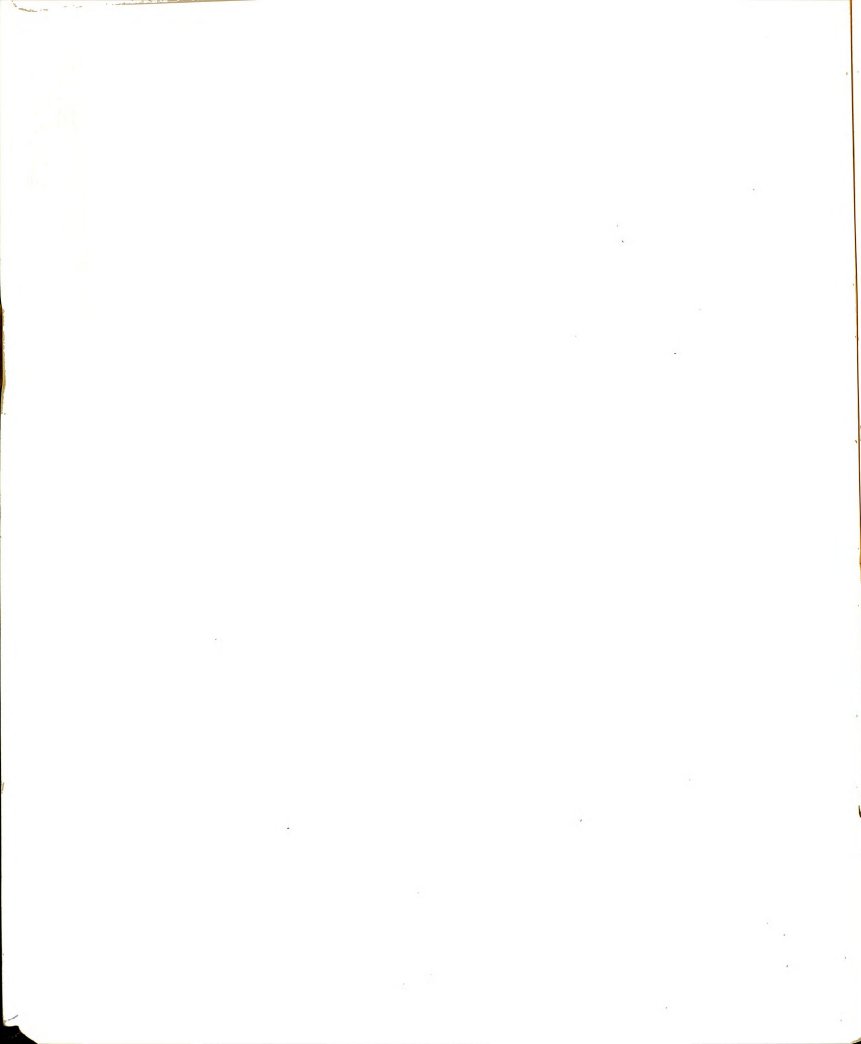


than were the College of Education graduates.

TABLE 4.24

MEANS AND RANK ORDER FOR THE EVALUATIONS OF THE TEACHING SKILLS BY COLLEGE OF EDUCATION AND COLLEGE OF ISLAMIC LAW GRADUATES WHO TAUGHT IN THEIR RESPECTIVE MAJOR TEACHING FIELDS

Item No.	Teaching Skill	College of Education		College of Islamic Law	
		Tch.Flds. (N = 134)	Mean Rank	Tch.Flds. (N = 54)	Mean Rank
8	Ability to communicate with students with different levels of ability	3.985	3	4.000	6
9	Ability to work effectively with the school administration	3.925	6	4.167	2
10	Ability to use the Arabic language effectively	3.603	9	4.019	4
11	Skill in handling discipline problems in the classroom	3.552	11	3.593	10
12	Skill in motivating students who are uninterested	3.478	13	3.463	12
13	Skill in using a variety of teaching methods	3.701	8	3.704	9
14	Ability to construct appropriate tests	3.963	5	4.000	5
15	Ability to use teaching materials effectively	4.216	1	4.315	1
16	Ability to construct an appropriate lesson	3.918	7	3.902	7
17	Skill in using audiovisual aids	3.963	4	3.396	13
18	Skill in budgeting time in the classroom	3.560	10	3.481	11
19	Skill in evaluating the student's academic progress	4.090	2	4.037	3
20	Skill in keeping official records	3.545	12	3.722	8
21	Ability to use school resources	3.114	14	2.698	15
22	Ability to use school library resources	2.624	15	3.037	14
OVERALL MEANS		3.683		3.703	



Regarding the professional-preparation courses, Table 4.25 presents the mean for each item, rank order, and overall means of course evaluations by College of Islamic Law graduates and College of Education graduates who taught in their respective major teaching fields. Both College of Islamic Law graduates and College of Education graduates ranked seven courses (items 24, 25, 28, 29, 30, 34 and 36) the same. Only "Social and Philosophical Foundations of Education" was evaluated as being of below average quality by both colleges' graduates. Comparing their evaluations of the twelve education courses, we find that graduates of both colleges who taught in their major teaching fields gave high marks to the preparation they received in seven education courses (items 24, 27, 28, 29, 30, 31 and 36). The remaining five education courses were evaluated by both groups as being of average value. ~~As~~ As a matter of fact, when we examine the evaluations of the thirteen education courses individually we see that there is a strong degree of consistency between average evaluations by graduates of the two colleges. Though there was no significant difference by college between graduates of the two colleges who taught in their major teaching fields, College of Islamic Law graduates were slightly more favorable in their evaluations of education courses than were College of Education graduates, when we compare their overall mean evaluations.

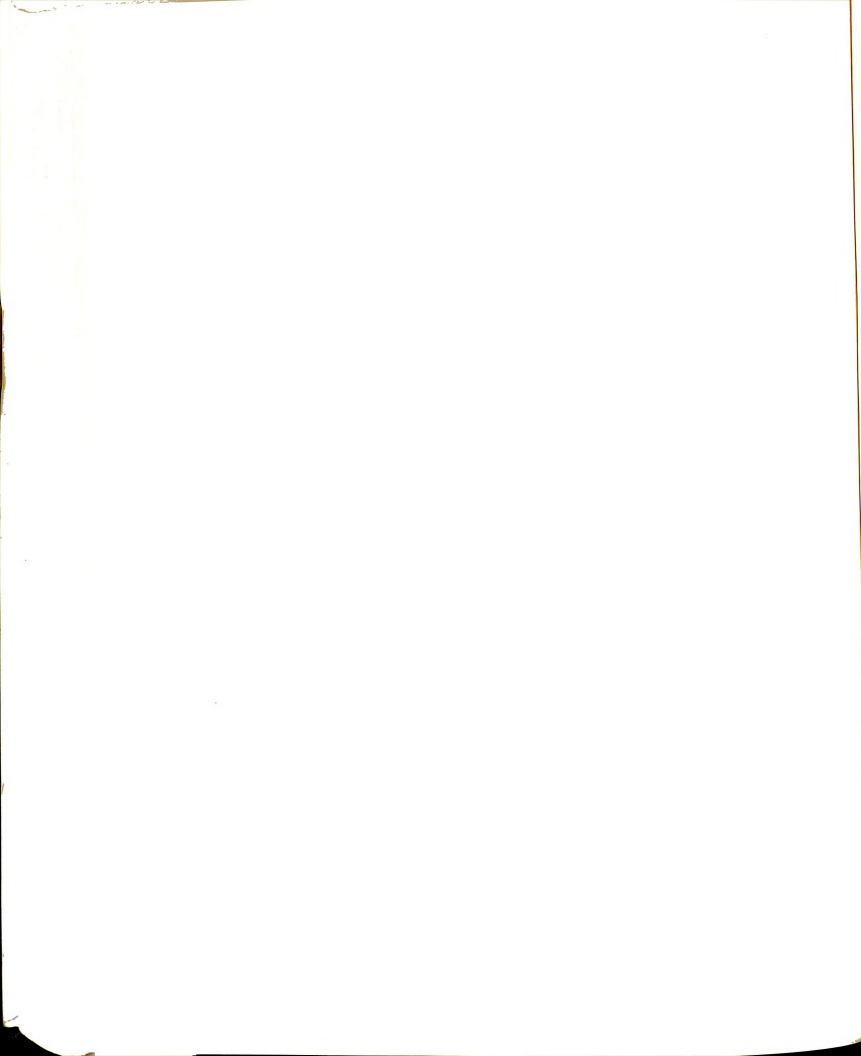


TABLE 4.25

MEANS AND RANK ORDER FOR THE EVALUATIONS OF THE
PROFESSIONAL-PREPARATION COURSES BY COLLEGE OF
EDUCATION AND COLLEGE OF ISLAMIC LAW GRADUATES
WHO TAUGHT IN THEIR RESPECTIVE MAJOR TEACHING FIELDS

Item No.	Professional-Preparation Course	C. of Ed.		C. of I.L.	
		Tch. Fld. (N = 134)	Mean Rank	Tch. Fld. (N = 54)	Mean Rank
24	Introduction to Education and Psychology	3.963	6	4.074	6
25	Social and Philosophical Foundations of Education	2.963	13	2.944	13
26	Development of Educational Thought	3.291	12	3.660	11
27	Developmental Psychology (Childhood and Adolescence)	4.403	4	4.463	3
28	Educational Psychology	4.261	5	4.241	5
29	Curriculum Principles	3.903	7	3.963	7
30	Teaching Methods I	4.575	2	4.574	2
31	Education Media	4.425	3	4.352	4
32	Education in Saudi Arabia and the Arab world	3.560	10	3.833	8
33	Educational Administration and Planning	3.358	11	3.667	10
34	Introduction to Counseling and Mental Hygiene	3.627	9	3.741	9
35	Curriculum Development	3.791	8	3.537	12
36	Teaching Methods II	4.649	1	4.741	1
OVERALL MEANS		3.905		3.984	

In Table 4.26 can be found individual means, rank order and overall means for evaluations of six different aspects of the student-teaching experience by College of Islamic Law graduates and College of Education graduates who taught in their respective major teaching fields. Contrasting their evaluations, we find that College of Islamic Law graduates evaluated five experiences (items 37, 38, 39, 40 and 41) as being of average quality, while

the effectiveness of assistance provided by the supervising teacher in the senior year was evaluated as below average.

TABLE 4.26

MEANS AND RANK ORDER OF THE EVALUATION OF THE STUDENT-TEACHING EXPERIENCE BY COLLEGE OF EDUCATION AND COLLEGE OF ISLAMIC LAW GRADUATES WHO TAUGHT IN THEIR RESPECTIVE MAJOR TEACHING FIELDS

Item No.	Items Related to Student-Teaching Experience	C. of Ed. Tch.Fld. (N = 134)		C. of I.L. Tch. Fld. (N = 54)	
		Mean Rank		Mean Rank	
37	Evaluation of the department's assignment to the secondary level (grades 7-12) in terms of convenience	3.896	1	3.593	3
38	Evaluation of student teaching in the junior year	3.836	2	3.741	2
39	Evaluation of student teaching in the senior year	3.836	3	3.815	1
40	Evaluation of the overall supervision of the student-teaching experience in the senior year	3.179	6	3.296	5
41	The effectiveness of assistance provided by the college supervisor in the senior year	3.336	5	3.333	4
42	The effectiveness of assistance provided by the supervising teacher in the senior year	3.440	4	2.963	6
OVERALL MEANS		3.587		3.457	

In other words, College of Islamic Law graduates, overall, were not satisfied with the assistance provided by the supervising teacher during their student-teaching experiences in the senior year.

Meanwhile, College of Education graduates who taught in their major teaching fields evaluated their preparation in the six experiences as being of average quality. No student-teaching experience was evaluated as belonging in either the highest or the lowest category.

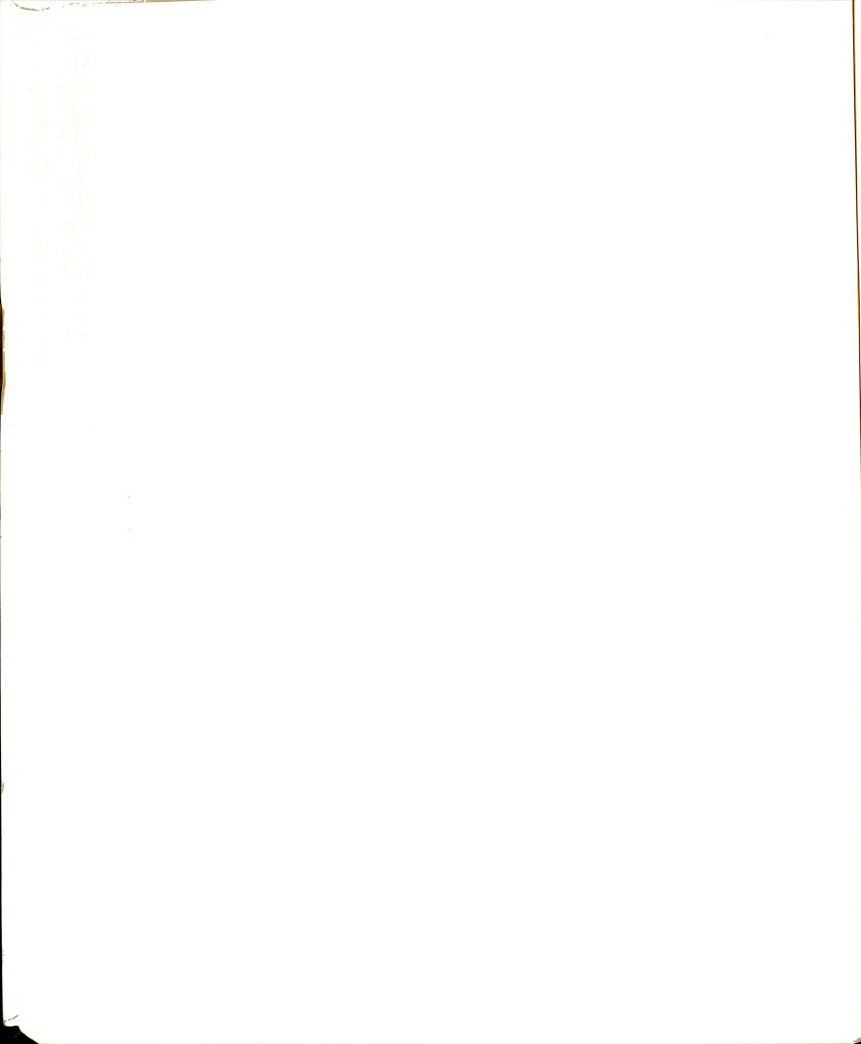
When the overall means are taken into account, it seems that College of Education graduates gave slightly higher evaluations than did College of Islamic Law graduates. This difference was not at a significant level, though.

Since the Multivariate F-test revealed that differences in the evaluations of none of the three aspects of the program met the standard of significance set at 0.05, Hypothesis 3 is not rejected.

Hypothesis 4

"There will be no significant difference between the graduates who received their B.S. degrees in science and the graduates who received their B.A. degrees in art with respect to their evaluation of the three aspects of the program named in Hypothesis No. 1."

MANOVA was used to test this hypothesis. The Multivariate Wilks F-test result was 1.12884, which is not significant at the 0.05 level ($P=0.33987$). Hence,



Hypothesis 4 is not rejected.

Table 4.27 presents the Univariate F-tests (with 1.184 degrees of freedom) conducted to determine if there is a significant difference between the graduates who received Bachelor of Science degrees and those who received Bachelor of Arts degrees in their evaluations of the three aspects of the program. The results indicated that there is no type-of-degree effect on graduates' evaluations of teaching skills, professional-preparation courses, and student-teaching experience: F-test results were not significant at the 0.05 level ($P=0.96616$, $P=0.19755$, and $P=0.45620$, respectively).

TABLE 4.27

UNIVARIATE F-TESTS FOR MEAN EVALUATION
ACCORDING TO TYPE OF DEGREE OBTAINED,
WITH 1.184 DEGREES OF FREEDOM

Aspect of the Program	Hypothesis Mean Square	Error Mean Square	F	Significance of F
Teaching skills	0.22907	126.76479	0.00181	0.96616
Professional- preparation courses	107.74004	64.24607	1.67699	0.19755
Student- teaching experience	17.44396	31.23695	0.55844	0.45620

Table 4.28 presents the mean and rank order for each item, and overall means, of the graduates' evaluations of their preparation in fifteen teaching skills, divided into those graduates who received Bachelor of Science degrees and those graduates who received Bachelor of Arts degrees. Both groups--graduates who received B.S. degrees and those who received B.A. degrees--gave the same rank to three teaching skills (items 12, 15 and 16). While the graduates with B.A. degrees gave high evaluations of their preparation in five teaching skills (items 15, 9, 19, 8 and 14), the graduates with B.S. degrees evaluated their preparation in seven teaching skills (items 15, 20, 8, 14, 17, 16, and 9) as at the highest level of evaluation. Both graduates with B.A. degrees and those with B.S. degrees evaluated Item 22 as below average. In addition, the graduates with B.A. degrees evaluated another teaching skill (Item 21) as below average. Preparation in other teaching skills was ranked as average by the two groups of graduates.

Although there were no significant differences between the groups (B.A. graduates and B.S. graduates) in their evaluations of their preparation in the fifteen teaching skills, the graduates with B.S. degrees seemed to be slightly more positive in their evaluations than did the graduates with B.A. degrees, particularly when we compare the overall means of their evaluations.

Turning now to the professional-preparation courses, we find in Table 4.29 means for individual items, their

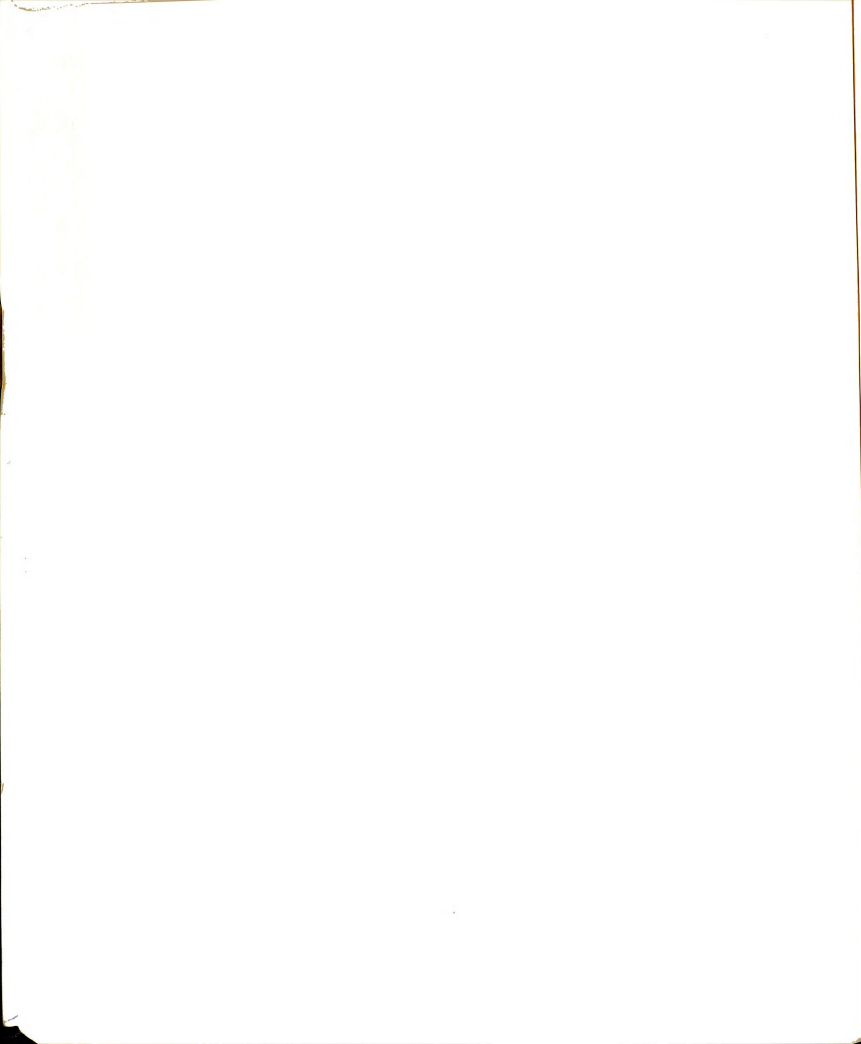
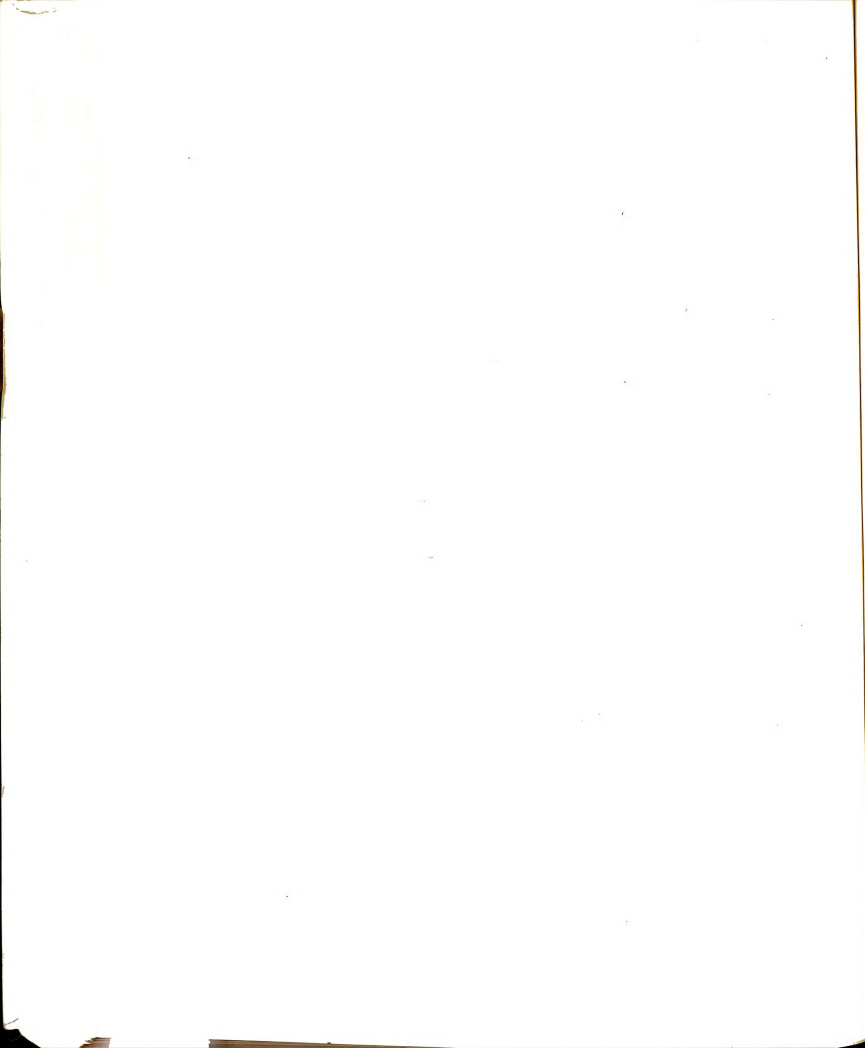


TABLE 4.28

MEANS AND RANK ORDER OF THE EVALUATION OF THE
TEACHING SKILLS BY THE GRADUATES WHO RECEIVED B.A. IN
EDUCATION DEGREES AND THOSE WHO RECEIVED B.S.
IN EDUCATION DEGREES

Item No.	Teaching Skill	B.A. Ed. Degree (N = 115) Mean Rank		B.S. Ed. Degree (N = 73) Mean Rank	
8	Ability to communicate with students with different levels of ability	3.948	4	4.055	3
9	Ability to work effectively with the school administration	4.043	2	3.918	7
10	Ability to use the Arabic language effectively	3.768	7	3.658	10
11	Skill in handling discipline problems in the classroom	3.470	12	3.712	8
12	Skill in motivating students who are uninterested	3.478	11	3.644	11
13	Skill in using a variety of teaching methods	3.722	8	3.571	12
14	Ability to construct appropriate tests	3.948	5	4.014	4
15	Ability to use teaching materials effectively	4.261	1	4.219	1
16	Ability to construct an appropriate lesson	3.870	6	3.973	6
17	Skill in using audiovisual aids	3.675	10	4.000	5
18	Skill in budgeting time in the classroom	3.452	13	3.671	9
19	Skill in evaluating the students' academic progress	4.043	3	4.123	2
20	Skill in keeping official records	3.704	9	3.425	13
21	Ability to use school resources	2.726	15	3.417	14
22	Ability to use school library resources	2.757	14	2.722	15
OVERALL MEANS		3.658		3.741	



rank order, and overall means of the thirteen professional-preparation courses as evaluated by the graduates who received their Bachelor of Science degrees and the graduates who received their Bachelor of Arts degrees.

Comparing their evaluations, we see that both groups of graduates (those with B.S. degrees and those with B.A. degrees) gave the same rank to six education courses (items 25, 26, 28, 30, 33, and 36). The graduates with B.S. degrees gave one course, "Social and Philosophical Foundations of Education," a rank of below average. Both graduate groups evaluated six education courses (items 27, 28, 29, 30, 31, and 36) as being of the highest value. In addition, graduates with B.A. degrees ranked another course (Item 24) as being of the highest value. Other education courses were ranked as being of average value by the two groups of graduates. Basically, when we examine the items separately, we see that there is a strong degree of consistency between the graduates with B.S. degrees and the graduates with B.A. degrees in terms of average evaluations of the courses.

Even though there was no significant difference between the two groups in their evaluations of the thirteen education courses, the graduates with B.A. degrees showed slightly more positive regard in their evaluations than did the graduates with B.S. degrees, particularly when this comparison is further analyzed by scrutiny of the overall means.

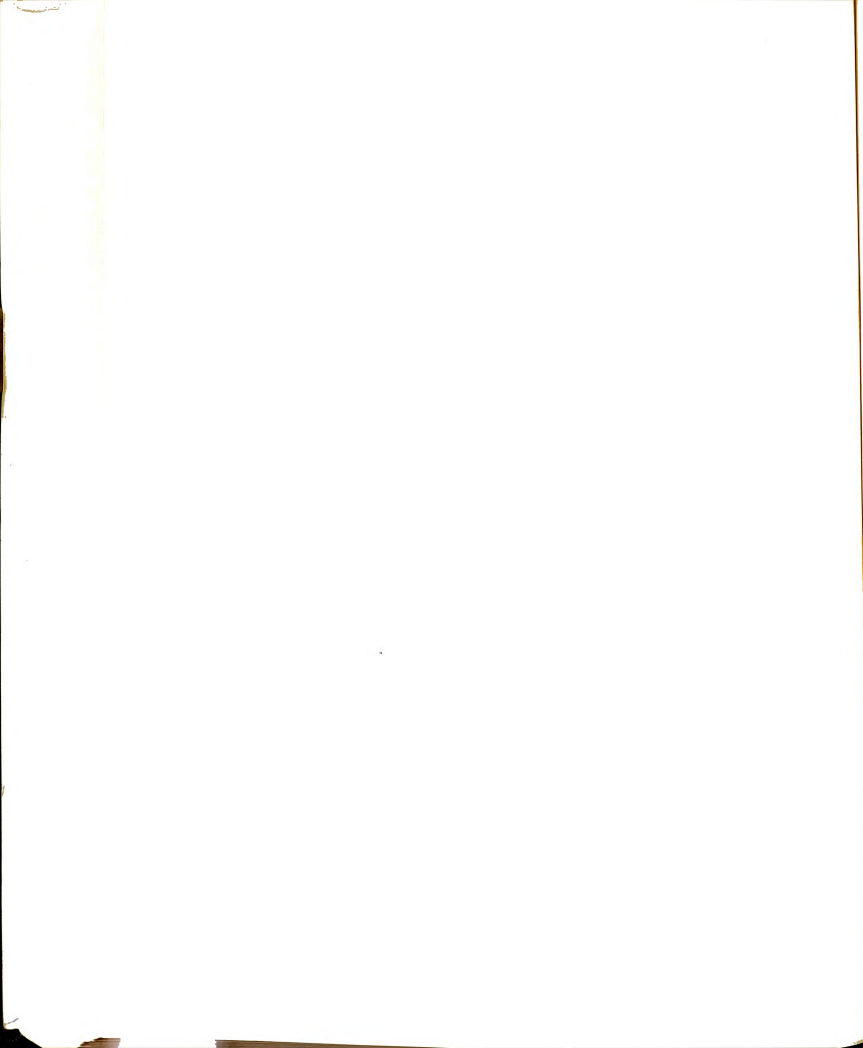


TABLE 4.29

MEANS AND RANK ORDER FOR THE EVALUATION OF THE
PROFESSIONAL-PREPARATION COURSES BY THE
GRADUATES WHO RECEIVED B.A. IN EDUCATION DEGREES
AND THOSE WHO RECEIVED B.S. IN EDUCATION DEGREES

Item No.	Professional-Preparation Course	B.A. Degree (N = 115)		B.S. Degree (N = 73)	
		Mean	Rank	Mean	Rank
24	Introduction to Education and Psychology	4.104	6	3.822	7
25	Social and Philosophical Foundations of Education	3.096	13	2.740	13
26	Development of Educational Thought	3.509	12	3.219	12
27	Developmental Psychology (Childhood and Adolescence)	4.452	3	4.370	4
28	Educational Psychology	4.313	5	4.164	5
29	Curriculum Principles	3.913	7	3.932	6
30	Teaching Methods I	4.591	2	4.548	2
31	Education Media	4.383	4	4.438	3
32	Education in Saudi Arabia and the Arab World	3.713	8	3.521	10
33	Educational Administration and Planning	3.513	11	3.342	11
34	Introduction to Counseling and Mental Hygiene	3.643	10	3.685	9
35	Curriculum Development	3.704	9	3.740	8
36	Teaching Methods II	4.748	1	4.562	1
OVERALL MEANS		3.976		3.853	

Turning now to the graduates' evaluations of student teaching, we see that Table 4.30 presents individual-item means, rank order, and overall means for the evaluation of six different aspects of student-teaching experiences by the graduates who received B.S. degrees and the graduates who received B.A. degrees.

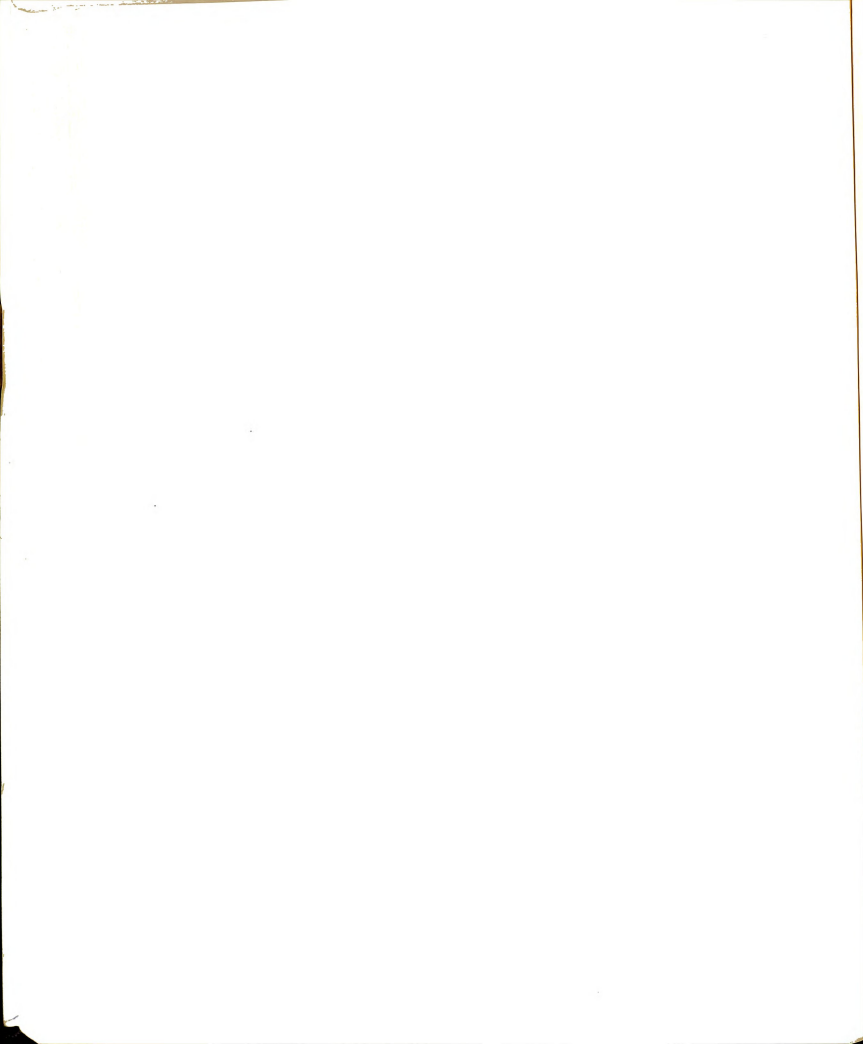
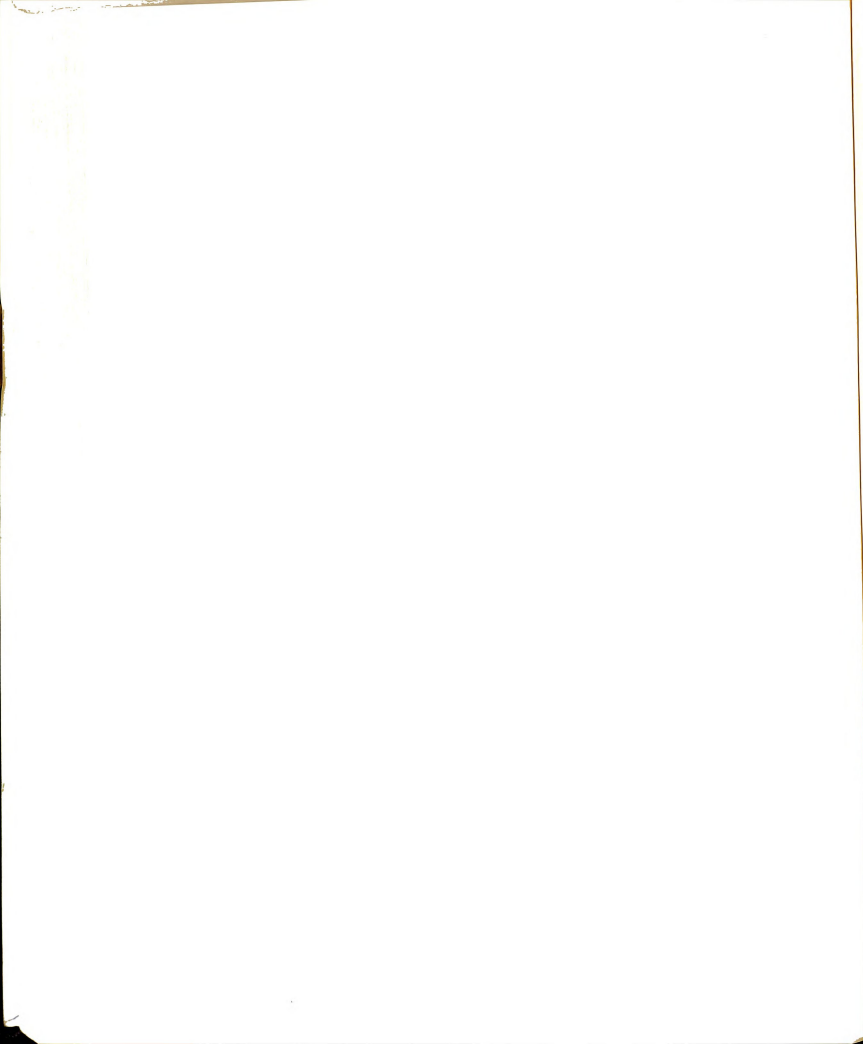


TABLE 4.30

MEANS AND RANK ORDER FOR THE EVALUATIONS OF
THE ITEMS RELATED TO STUDENT-TEACHING EXPERIENCE OF
GRADUATES WHO RECEIVED B.A. IN EDUCATION DEGREES AND
THOSE WHO RECEIVED B.S. IN EDUCATION DEGREES

Item No.	Items Related to Student-Teaching Experience	B.A. Ed. Degree (N = 115)		B.S. Ed. Degree (N = 73)	
		Mean Rank		Mean Rank	
37	Evaluation of the department's assignment to the secondary level (grades 7-12) in terms of convenience	3.670	3	4.027	1
38	Evaluation of student teaching in the junior year	3.722	2	3.945	2
39	Evaluation of student teaching in the senior year	3.757	1	3.945	3
40	Evaluation of the overall supervision of the student-teaching experience in the senior year	3.209	5	3.219	6
41	The effectiveness of assistance provided by the college supervisor in the senior year	3.296	4	3.397	5
42	The effectiveness of assistance provided by the supervising teacher in the senior year	3.070	6	3.671	4
OVERALL MEANS		3.454		3.701	

The graduates with B.S. degrees considered three experiences--"the department's assignment to the secondary level (grades 7-12)"; "student-teaching experience in the junior year"; and "student-teaching experience in the senior year"--as worthy of the highest rank, and the remaining three experiences were evaluated as



average. No student-teaching experience was ranked below average. These results indicate that the graduates with B.S. degrees are very satisfied with three experiences (items 37, 38, and 39), and satisfied with the others.

On the other hand, B.A. graduates ranked no student-teaching experience as of the highest value or of the lowest value. All six experiences were evaluated as of average usefulness in their preparation to become educators.

Basically, these comparisons, and review of the overall means, showed that the graduates with B.S. degrees gave more favorable evaluations of the six experiences than did the graduates with B.A. degrees. However, since data analysis by the Multivariate F-test showed no significant difference between the graduates with B.S. degrees and the graduates with B.A. degrees regarding their evaluations of the three aspects of the program, Hypothesis 4 is not rejected.

Hypothesis 5

"There will be no significant difference between graduates who completed their programs at the end of the first semester (late 1978) and graduates who completed their programs at the end of the second semester (early 1979) with respect to their evaluation of the three aspects of the program named in Hypothesis No. 1."

In testing this hypothesis, MANOVA was used. The Multivariate Wilks F-test was 1.38035, which is not

significant at the 0.05 level ($P = 0.25034$). Consequently, Hypothesis 5 is not rejected.

Table 4.31 presents the results of Univariate F-tests (with 1.184 degrees of freedom) conducted to identify if there is a significant difference between graduates of the first semester (late 1978) and graduates of the second semester (early 1979) regarding their evaluation of the three aspects of the program. The results indicate that there is no year-of-graduation effect on graduates' evaluations of teaching skills, professional-preparation courses, and student-teaching experience: F-tests were not significant at the 0.05 level ($P = 0.12973$, $P = 0.98162$, and $P = 0.07669$, respectively).

TABLE 4.31

UNIVARIATE F-TESTS FOR MEAN EVALUATION
ACCORDING TO YEAR OF GRADUATION, WITH
1.184 DEGREES OF FREEDOM

Aspect of the Program	Hypothesis Mean Square	Error Mean Square	F	Significance of F
Teaching skills	276.51170	119.34431	2.31692	0.12973
Professional- preparation courses	0.03840	72.17488	0.00053	0.98162
Student-teaching experience	87.83271	27.70766	3.16998	0.07669

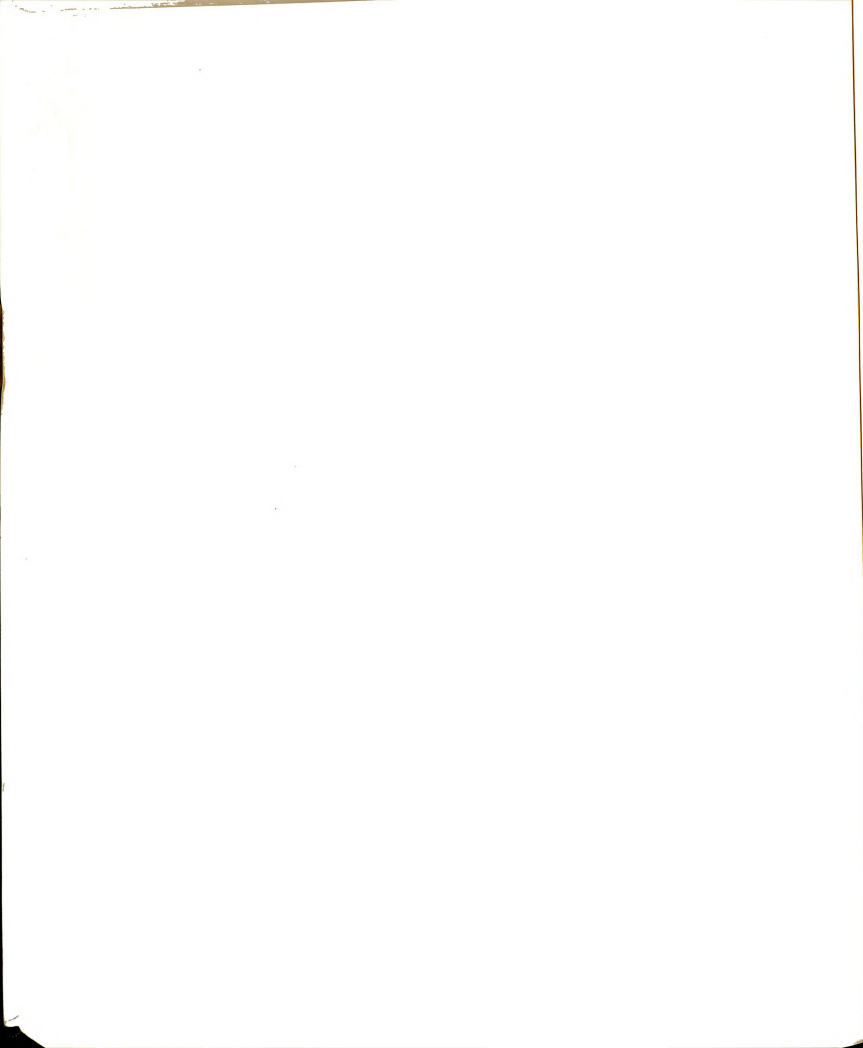


Table 4.32 presents the mean for each item, the rank order, and the overall means for the graduates' evaluations of the fifteen teaching skills, divided by respondents' semester of graduation.

To compare their evaluations: Both groups ranked their preparation in five teaching skills (items 8, 9, 12, 21, and 22) the same. Preparation in two skills (items 21 and 22) was evaluated as being below average by second-semester graduates, while no teaching skills were ranked below average by the first-semester graduates. Both groups of graduates evaluated five teaching skills (items 8, 9, 14, 15, and 19) as being at the highest level of effectiveness, and first-semester graduates placed one additional teaching skill (Item 16) in that category. Other teaching skills were ranked at the average level of evaluation by both groups.

Although there was no significant difference between the graduates of the first semester and the graduates of the second semester in their evaluation of the fifteen teaching skills, the graduates of the first semester did show slightly higher opinions of their preparation in the teaching skills than did the graduates of the second semester, particularly when we compare the overall means of their evaluations.

Looking at the results regarding the professional-preparation courses, we see in Table 4.33 individual means, rank order, and overall means of thirteen education courses as evaluated by graduates of the first semester and

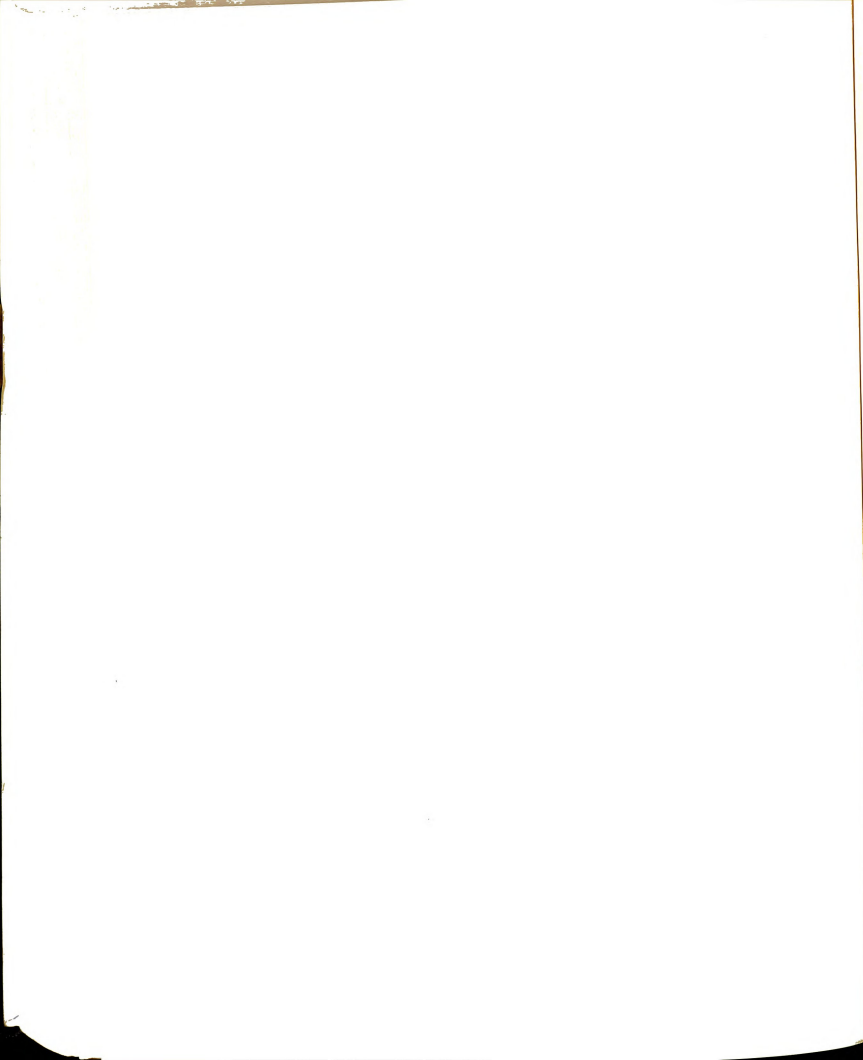


TABLE 4.32

MEANS AND RANK ORDER FOR THE EVALUATIONS OF THE
TEACHING SKILLS BY GRADUATES OF THE FIRST
SEMESTER (1978) AND GRADUATES OF THE
SECOND SEMESTER (1979)

Item No.	Teaching Skill	1st Sem. 1978 (N = 62) Mean Rank		2nd Sem. 1979 (N = 126) Mean Rank	
8	Ability to communicate with students with different levels of ability	4.113	4	3.929	4
9	Ability to work effectively with the school administration	4.129	3	3.929	3
10	Ability to use the Arabic language effectively	3.738	10	3.718	8
11	Skill in handling discipline problems in the classroom	3.774	9	3.460	11
12	Skill in motivating students who are uninterested	3.661	13	3.381	13
13	Skill in using a variety of teaching methods	3.887	7	3.611	9
14	Ability to construct appropriate tests	4.097	6	3.913	5
15	Ability to use teaching materials effectively	4.194	2	4.270	1
16	Ability to construct an appropriate lesson	4.097	5	3.817	7
17	Skill in using audiovisual aids	3.887	8	3.860	6
18	Skill in budgeting time in the classroom	3.726	11	3.444	12
19	Skill in evaluating the student's academic progress	4.194	1	4.016	2
20	Skill in keeping official records	3.694	12	3.548	10
21	Ability to use school resources	3.164	14	2.911	14
22	Ability to use school library resources	3.081	15	2.576	15
OVERALL MEANS		3.829		3.626	

TABLE 4.33

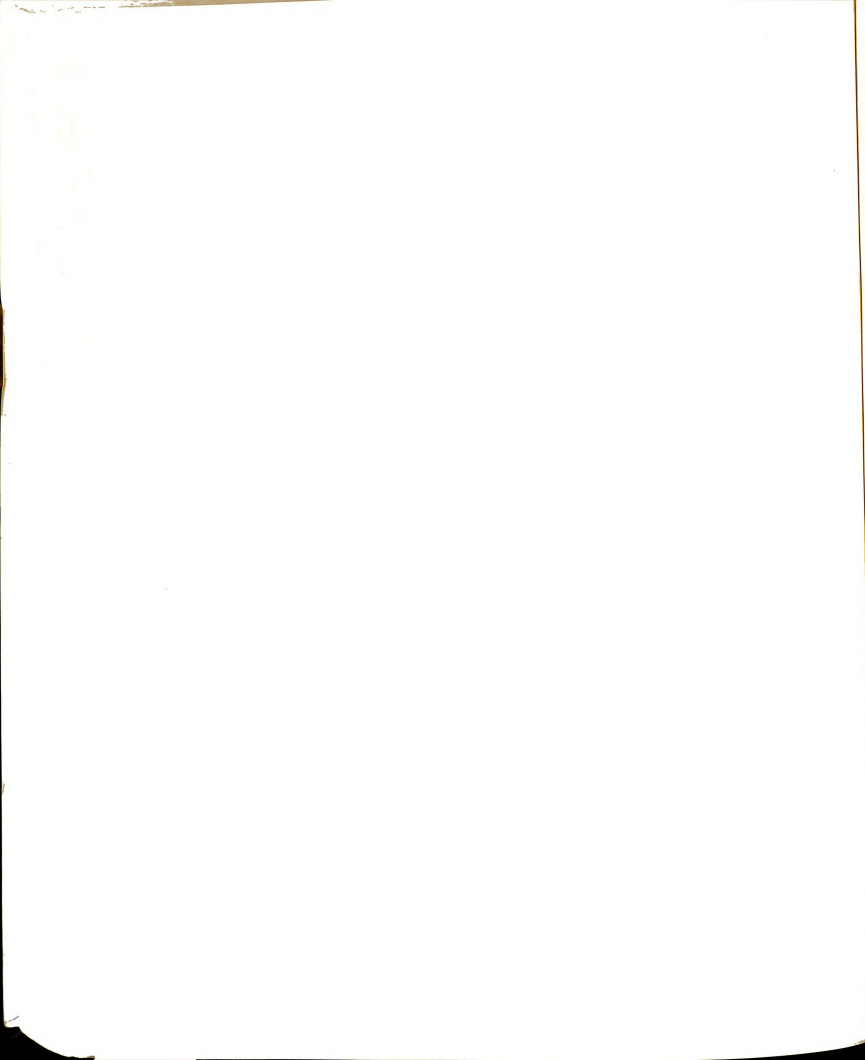
MEANS AND RANK ORDER FOR THE EVALUATIONS OF THE
PROFESSIONAL-PREPARATION COURSES BY GRADUATES
OF THE FIRST SEMESTER (1978) AND GRADUATES
OF THE SECOND SEMESTER (1979)

Item No.	Professional-Preparation Course	1st Sem. 1978 (N = 62) Mean Rank		2nd Sem. 1979 (N = 126) Mean Rank	
24	Introduction to Education and Psychology	3.790	7	4.095	6
25	Social and Philosophical Foundations of Education	3.081	13	2.897	13
26	Development of Educational Thought	3.410	12	3.389	11
27	Developmental Psychology (Childhood and Adolescence)	4.387	4	4.437	3
28	Educational Psychology	4.194	5	4.286	5
29	Curriculum Principles	4.097	6	3.833	7
30	Teaching Methods I	4.677	2	4.524	2
31	Education Media	4.419	3	4.397	4
32	Education in Saudi Arabia and the Arab World	3.565	11	3.675	10
33	Educational Administration and Planning	3.629	8	3.357	12
34	Introduction to Counseling and Mental Hygiene	3.613	9	3.683	9
35	Curriculum Development	3.597	10	3.778	8
36	Teaching Methods II	4.694	1	4.667	1

OVERALL MEANS

graduates of the second semester.

Graduates of the first semester and those of the second semester gave the same ranking to five education courses (items 25, 28, 30, 34, and 36). Second-semester graduates evaluated only Social and Philosophical



Foundations of Education as being below average. Both graduates of the first semester and those of the second semester evaluated five education courses (items 27, 28, 30, 31, and 36) as being of the highest value.

In addition, the first-semester graduates placed Item 29 in the highest category, and the second-semester graduates placed Item 24 in the highest category. The remaining education courses were evaluated as of average value by both groups.

This analysis, and analysis of the overall means, reveal that first-semester graduates were slightly more favorable in their evaluation of the education courses than were second-semester graduates. This difference was not significant, though.

Table 4.34 presents the means for individual items, their rank order, and overall means of the six different aspects of student teaching as evaluated by first-semester graduates and second-semester graduates. To compare their evaluations: Graduates of the first semester evaluated their preparation in two experiences ("student-teaching experience in the senior year" and "student-teaching experience in the junior year") as of the highest value, while the graduates of the second semester evaluated only one experience ("the department's assignment to the secondary level (grades 7-12)") as belonging in the highest category. No student-teaching experience was ranked below average by either group of graduates. The remaining experiences were evaluated as average by both groups.

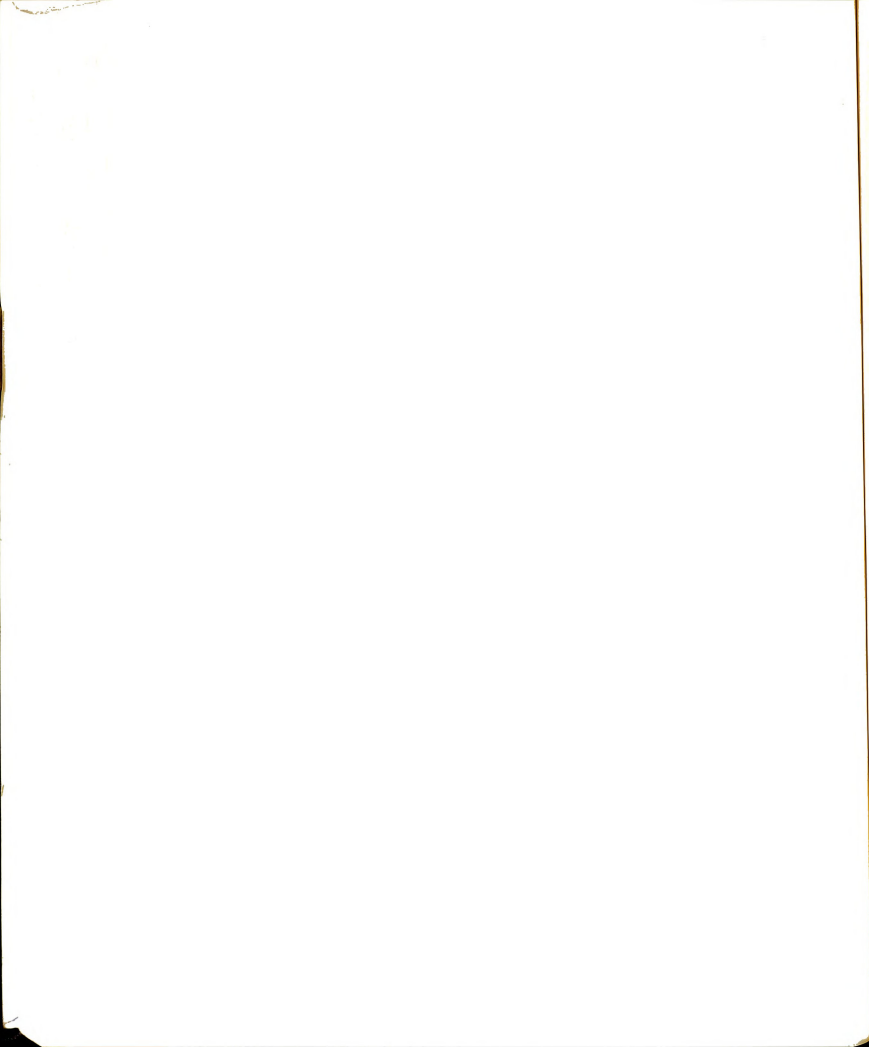
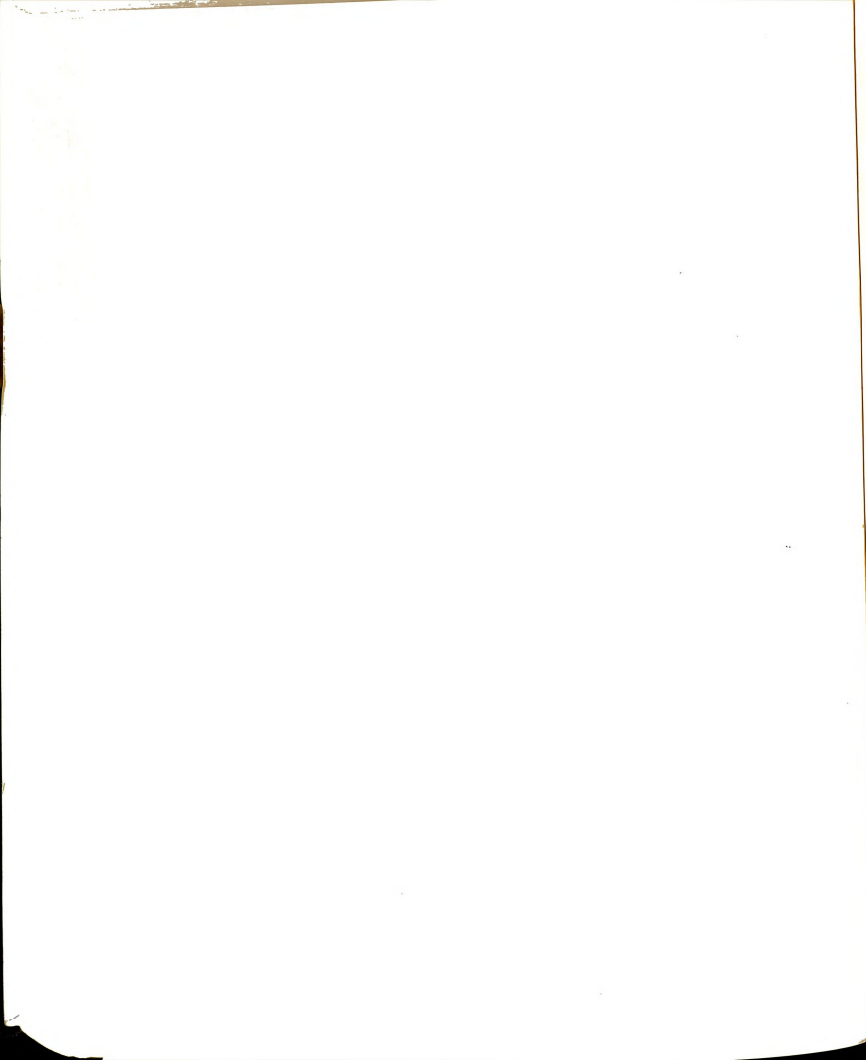


TABLE 4.34

MEANS AND RANK ORDER FOR THE EVALUATIONS OF THE
ITEMS RELATED TO STUDENT-TEACHING EXPERIENCE
BY GRADUATES OF THE FIRST SEMESTER (1978)
AND GRADUATES OF THE SECOND SEMESTER (1979)

Item No.	Items Related to Student-Teaching Experience	1st Sem. 1978 (N = 62) Mean Rank		2nd Sem. 1979 (N = 126) Mean Rank	
37	Evaluation of the department's assignment to the secondary level (grades 7-12) in terms of convenience	3.581	4	3.921	1
38	Evaluation of student teaching in the junior year	4.081	2	3.675	2
39	Evaluation of student teaching in the senior year	4.210	1	3.643	3
40	Evaluation of the overall supervision of the student-teaching experience in the senior year	3.565	5	3.040	4
41	The effectiveness of assistance provided by the college supervisor in the senior year	3.597	3	3.206	5
42	The effectiveness of assistance provided by the supervising teacher in the senior year	3.500	6	3.206	6
OVERALL MEANS		3.756		3.449	

Basically, this analysis showed that the first-semester graduates were very satisfied with their student-teaching experiences in both periods, while second-semester graduates were very satisfied with their assignment to the secondary level during student teaching. In general, both groups were satisfied with the experiences



they had had in the teacher-preparation program in Makkah. But although this comparison, and review of the overall means, reveal that first-semester graduates give a slightly better evaluation of the six experiences than do the graduates of the second semester, there was no significant difference between the two groups of graduates. Since data analysis by the Multivariate F-test revealed no significant difference between the graduates of the first semester and the graduates of the second semester in their evaluation of the six student-teaching experiences, Hypothesis 5 is not rejected.

Hypothesis 6

"There will be no significant difference between graduates whose average grade is the equivalent of 'good' or acceptable and graduates whose average grade is the equivalent of 'very good' or better with respect to their evaluation of the three aspects of the program named in Hypothesis No. 1."

MANOVA was used to test this hypothesis. The Multivariate Wilks F-test result was 0.16780, which is not significant at the 0.05 level ($P = 0.91794$). Hence, Hypothesis 6 is not rejected.

Table 4.35 presents the Univariate F-tests (with 1.184 degrees of freedom) performed to identify any significant difference between the graduates whose average grade is the equivalent of "good" or acceptable and the graduates whose average grade is the equivalent of "very good"

or better in terms of their evaluations of the three aspects of the program. The results indicated that there is no average-grade effect on evaluations of preparation in teaching skills, professional-preparation courses, or student-teaching experience. The F-test results were not significant at the 0.05 level ($P = 0.61361$, $P = 0.76633$, and $P = 0.98540$, respectively).

TABLE 4.35

UNIVARIATE F-TESTS FOR MEAN EVALUATION ACCORDING
TO AVERAGE GRADE, WITH 1.184 DEGREES OF FREEDOM

Aspect of the Program	Hypothesis Mean Square	Error Mean Square	F	Significance of F
Teaching skills	32.47126	126.76479	0.25615	0.61361
Professional- preparation courses	5.69701	64.24607	0.08867	0.76633
Student- teaching experience	0.01050	31.23695	0.00034	0.98540

Table 4.36 presents individual-item means, rank order, and overall means for the evaluations of fifteen teaching skills by graduates whose average grade is the equivalent of "good" or acceptable and the graduates whose average grade is the equivalent of "very good" or better.

TABLE 4.36

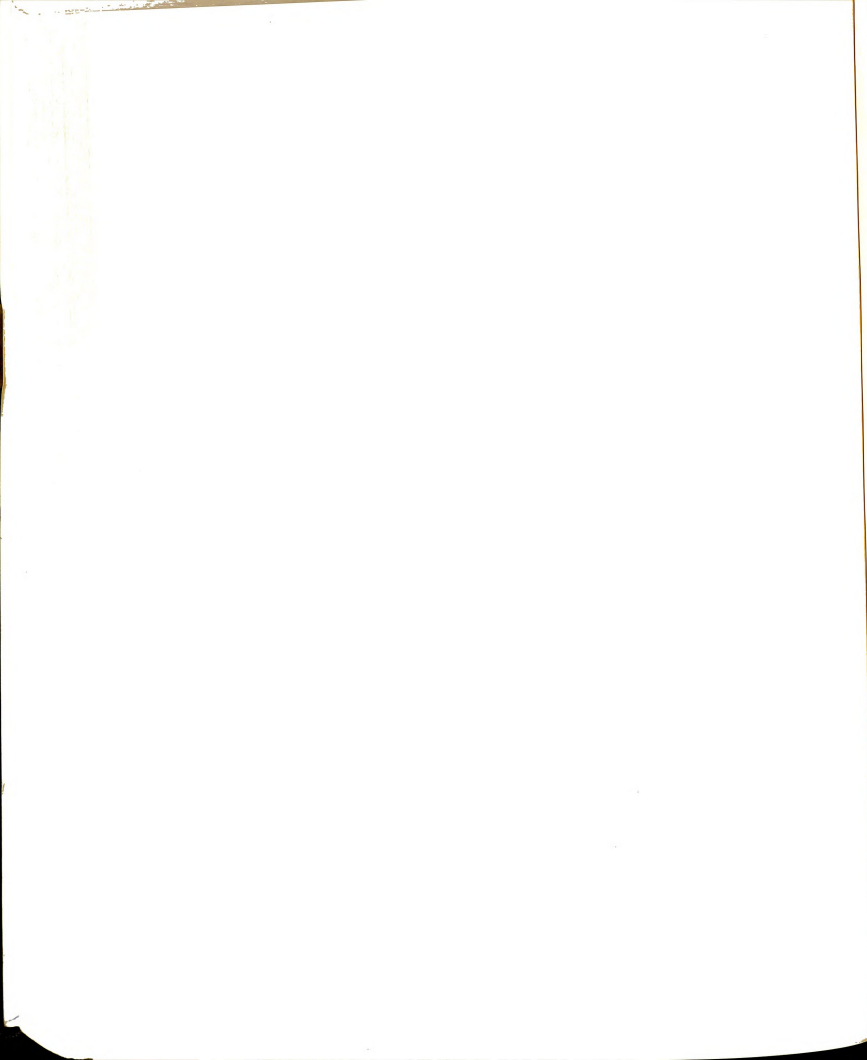
MEANS AND RANK ORDER FOR THE EVALUATIONS OF
THEIR PREPARATION IN TEACHING SKILLS BY GRADUATES
WHOSE AVERAGE GRADE IS THE EQUIVALENT OF "VERY GOOD" OR
BETTER AND THOSE WHOSE AVERAGE GRADE IS THE EQUIVALENT OF
"GOOD" OR ACCEPTABLE

Item No.	Teaching Skill	Average Grade "Very Good" or Better (N = 138) Mean Rank		Average Grade "Good" or Acceptable (N = 50) Mean Rank	
8	Ability to communicate with students with different levels of ability	3.957	5	4.080	4
9	Ability to work effectively with the school administration	3.993	4	4.000	5
10	Ability to use the Arabic language effectively	3.837	6	3.420	13
11	Skill in handling discipline	3.449	11	3.880	7
12	Skill in motivating students who are uninterested	3.377	13	3.740	11
13	Skill in using a variety of teaching methods	3.674	9	3.780	9
14	Ability to construct appropriate tests	4.007	3	3.880	6
15	Ability to use teaching materials effectively	4.217	1	4.320	1
16	Ability to construct an appropriate lesson	3.819	7	4.160	3
17	Skill in using audiovisual aids	3.810	8	3.780	10
18	Skill in budgeting time in the classroom	3.428	12	3.840	8
19	Skill in evaluating the students' academic progress	4.043	2	4.160	2
20	Skill in keeping official records	3.609	10	3.560	12
21	Ability to use school resources	2.985	14	3.020	14
22	Ability to use school library resources	2.688	15	2.898	15
OVERALL MEANS		3.660		3.768	

Comparison of the two groups' evaluations shows that both groups of graduates gave the same rank to five teaching skills (items 13, 15, 19, 21 and 22). Preparation in two teaching skills (items 21 and 22) was evaluated as being below average by the graduates whose average grade was "very good" or better, whereas the other graduates evaluated their preparation in only one teaching skill (Item 22) as below average. Both groups of graduates ranked their preparation in five teaching skills as highly effective. Preparation in other teaching skills was ranked as average by both groups of graduates.

Although there was no significant difference between the two groups of graduates in their evaluations of their preparation in the teaching skills, the graduates whose average grade was "good" or acceptable seemed to be slightly more favorable in their evaluation of teaching skills than were the other graduates, particularly when we compare the overall means of their evaluations.

Regarding the professional-preparation courses, Table 4.37 presents individual means, rank order, and overall means for thirteen education courses as evaluated by the graduates whose average grade was "good" or acceptable and the graduates whose average grade was "very good" or better. The graduates whose average grade was "good" or acceptable ranked 8 education courses (items 30, 36, 31, 27, 29, 28, 32, and 24) as being of the highest value, whereas they considered two education courses (items 25 and 26) to be below average. Three education courses



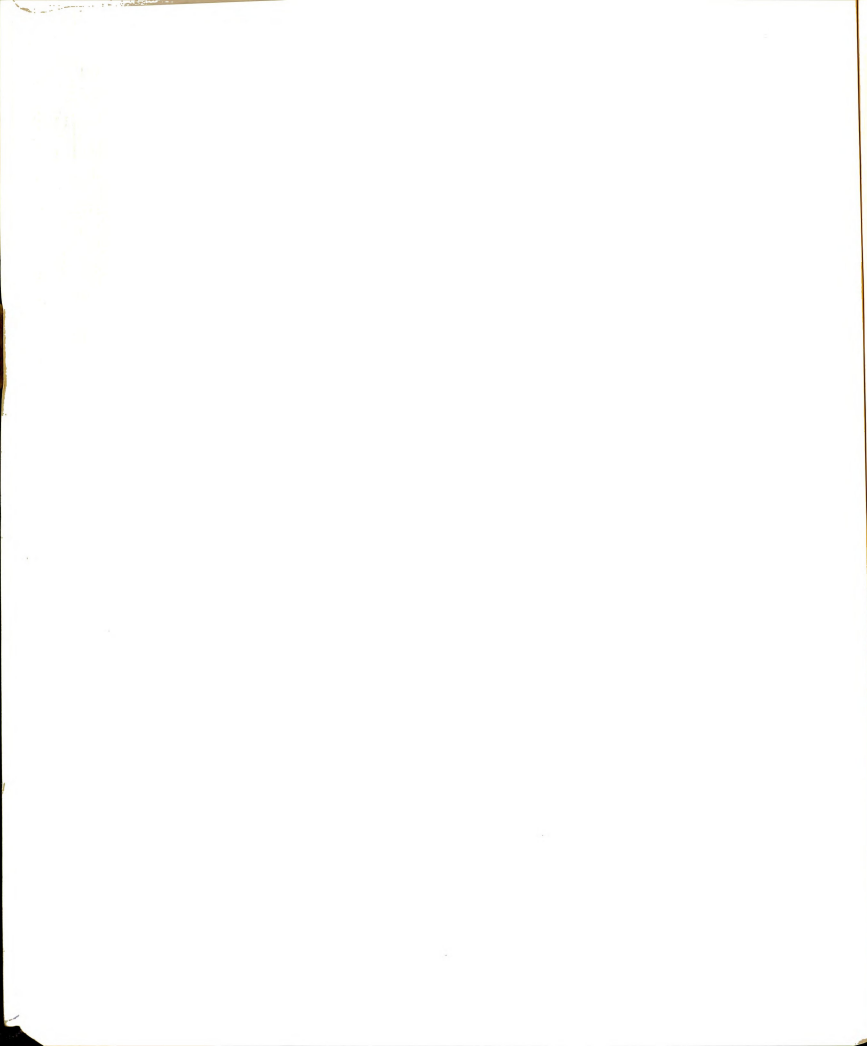
(items 33, 34, and 35) were evaluated as of average value.

On the other hand, graduates whose average grade was "very good" or better ranked six education courses (items 36, 30, 27, 31, 28, and 24) as highest in value. They saw the remaining seven education courses as of average effectiveness (they did not rank any education course as below average).

TABLE 4.37

MEANS AND RANK ORDER FOR THE EVALUATIONS OF THE
PROFESSIONAL-PREPARATION COURSES BY GRADUATES
WHOSE AVERAGE GRADE IS THE EQUIVALENT OF "VERY GOOD"
OR BETTER AND THOSE WHOSE AVERAGE GRADE IS THE
EQUIVALENT OF "GOOD" OR ACCEPTABLE

Item No.	Professional-Preparation Course	Average Grade "Very Good" or Better (N = 138) Mean Rank		Average Grade "Good" or Acceptable (N = 50) Mean Rank	
24	Introduction to Education and Psychology	4.029	6	3.900	8
25	Social and Philosophical Foundations of Education	3.022	13	2.780	13
26	Development of Educational Thought	3.555	10	2.960	12
27	Developmental Psychology (Childhood and Adolescence)	4.449	3	4.340	4
28	Educational Psychology	4.297	5	4.140	6
29	Curriculum Principles	3.819	7	4.200	5
30	Teaching Methods I	4.551	2	4.640	1
31	Education Media	4.377	4	4.480	3
32	Education in Saudi Arabia and the Arab World	3.543	11	3.900	7
33	Educational Administration and Planning	3.435	12	3.480	11
34	Introduction to Counseling and Mental Hygiene	3.638	9	3.720	9
35	Curriculum Development	3.768	8	3.580	10
36	Teaching Methods II	4.688	1	4.640	2
OVERALL MEANS		3.936		3.905	



When this analysis is complemented by review of the overall means, it is apparent that the graduates whose average grade was "very good" or better gave a slightly higher evaluation of the education courses than did the other graduates. However, this difference was not statistically significant.

Table 4.38 presents individual means, rank order, and overall means for the evaluation of six different aspects of the student-teaching experience by graduates whose average grade was "good" or acceptable and graduates whose average grade was "very good" or better. To compare their evaluations: Graduates with average grades of "good" or acceptable evaluated their preparation in the student-teaching experience in the senior year as of the highest value. The remaining five experiences were evaluated as average. On the other hand, the graduates whose average grade was "very good" or better evaluated their preparation in six experiences (items 37, 38, 39, 40, 41, and 42) as average. Neither group evaluated any of the teaching experiences as below average. They were satisfied with the six experiences they had in the program.

Although there was no significant difference between the two groups of graduates, the graduates with average grades of "good" or acceptable seemed to be slightly more satisfied with the six experiences than did the graduates with average grades of "very good" or better. This result is reinforced when we compare the overall means of their evaluations. But since the data analysis by the

Multivariate F-test revealed no significant difference between the graduates whose average grade was "very good" or better and the graduates whose average grade was "good" or acceptable regarding their evaluations of the three aspects of the program, Hypothesis 6 is not rejected.

TABLE 4.38

MEANS AND RANK ORDER OF THE EVALUATIONS OF THE
ITEMS RELATED TO STUDENT-TEACHING EXPERIENCE
BY GRADUATES WHOSE AVERAGE GRADE IS THE
EQUIVALENT OF "VERY GOOD" OR BETTER AND
THOSE WHOSE AVERAGE GRADE IS THE EQUIVALENT
OF "GOOD" OR ACCEPTABLE

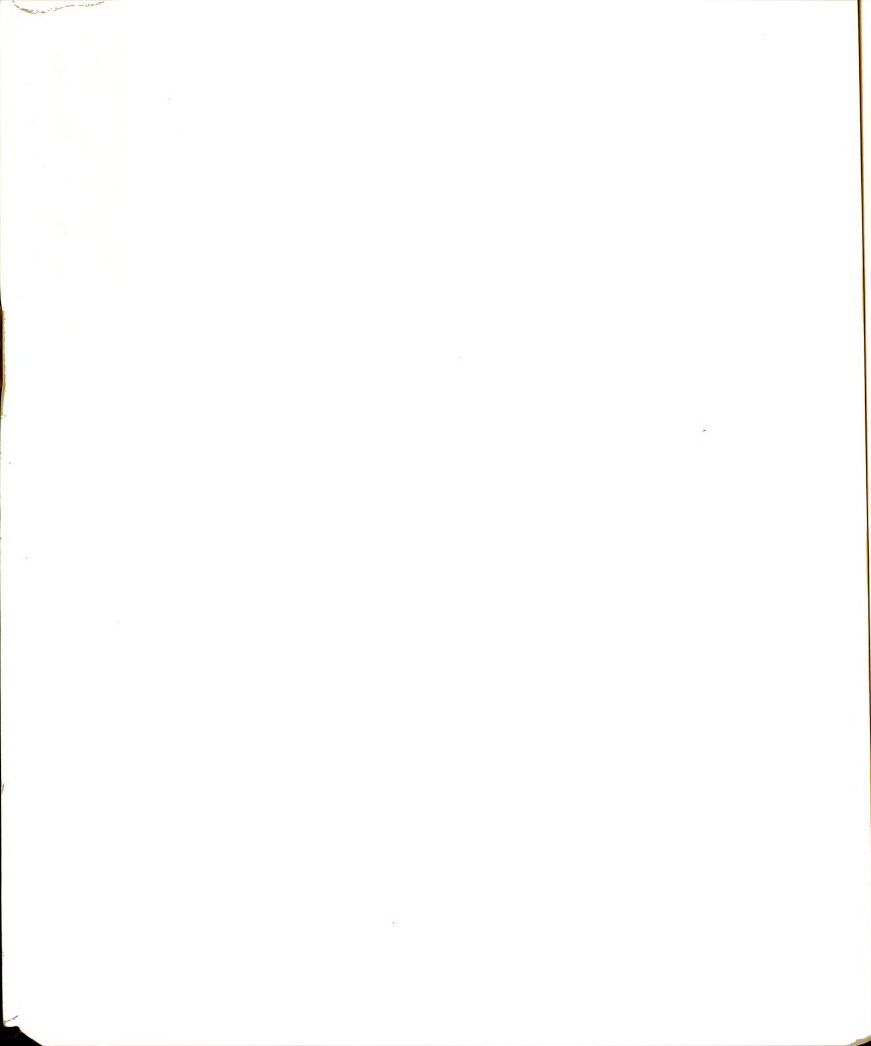
Item No.	Items Related to Student-Teaching Experience	Average Grade		Average Grade	
		"Very Good" or Better (N = 138) Mean Rank		"Good" or Acceptable (N = 50) Mean Rank	
37	Evaluation of the department's assignment to the secondary level (grades 7-12) in terms of convenience	3.884	1	3.300	3
38	Evaluation of student teaching in the junior year	3.826	2	3.760	2
39	Evaluation of student teaching in the senior year	3.732	3	4.100	1
40	Evaluation of the overall supervision of the student-teaching experience in the senior year	3.188	6	3.280	6
41	The effectiveness of assistance provided by the college supervisor in the senior year	3.297	4	3.440	5
42	The effectiveness of assistance provided by the supervising teacher in the senior year	3.225	5	3.520	4
OVERALL MEANS		3.525		3.617	

Summary

This section was concerned with the findings on the research hypotheses which were derived from the second research question. Multivariate Analysis of Variance (MANOVA) was used to test the significance of six null hypotheses related to the effects of sex, teaching level, teaching field, type of degree, year of graduation, and average grade on the respondents' evaluations of the following three aspects of the education program: teaching skills, professional-preparation courses, and student-teaching experience. In addition, the means for individual items, their rank order, and overall means were employed to analyze and to compare the graduates' evaluations regarding the three aspects of the program.

Hypothesis 1 tested the effect of sex on the evaluation of the three aspects of the program. The data analysis by Multivariate F-test showed a significant difference between males and females in respect to the three aspects of the program. Therefore, Hypothesis 1 was rejected. By comparing the data analysis and the overall means for the three aspects of the program, it was found that females evaluated their preparation in teaching skills and student-teaching experience more negatively than did males, whereas the sexes showed no differences in their evaluation of the professional-preparation courses.

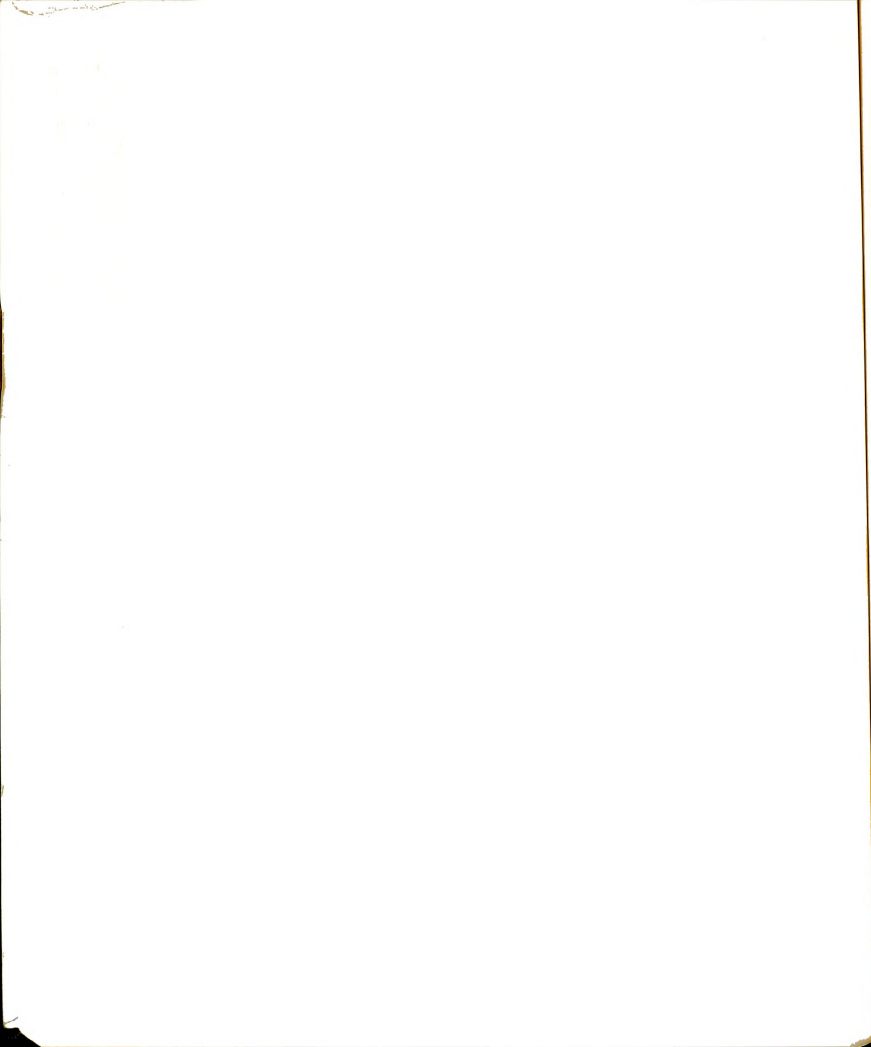
Hypothesis 2 concerned the effect of teaching level



on the evaluation of the three aspects of the program. The data analysis by Multivariate F-test revealed a significant difference between the graduates who taught at the secondary level and the graduates who taught at the intermediate level. Consequently, Hypothesis 2 was rejected. Comparison of the data analysis and the overall means for the three aspects of the program showed that graduates who taught at the secondary level evaluated their preparation in teaching skills, professional-preparation courses, and student teaching more negatively than did the graduates who taught at the intermediate level.

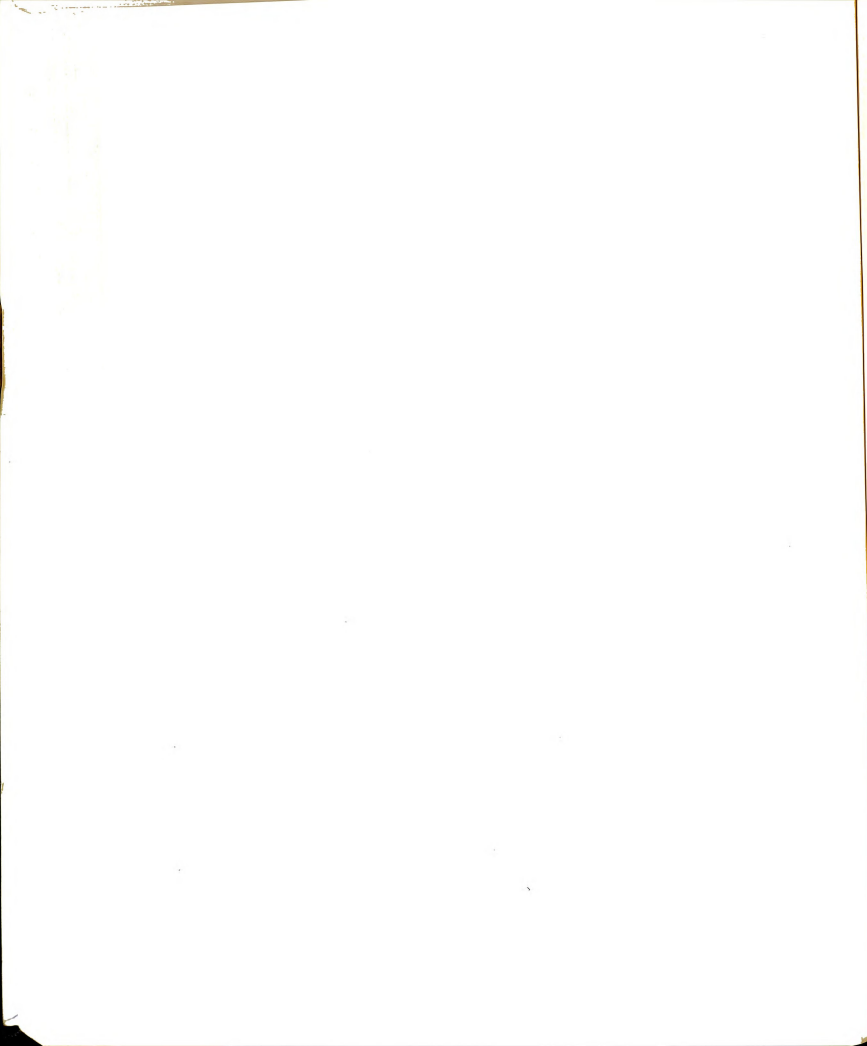
Hypothesis 3 tested the effect of teaching field on the respondents' evaluations of the three aspects of the program. The Multivariate F-test was used to analyze the data. The results showed no significant difference between College of Islamic Law graduates and College of Education graduates who taught in their major teaching fields. Hence, Hypothesis 3 was not rejected. Though there was no significant difference between graduates of the two colleges who taught in their respective major teaching fields, College of Islamic Law graduates seemed to be slightly more positive in their evaluation of teaching skills and professional-preparation courses than were College of Education graduates, while College of Education graduates were slightly more positive in their evaluation of the student-teaching experience than were College of Islamic Law graduates, according to the overall means.

Hypothesis 4 tested the effect of type of degree



attained on the respondents' evaluations of the three aspects of the program. The data analysis by Multivariate F-test revealed no significant difference between the graduates who received B.S. degrees and graduates who received B.A. degrees. So, Hypothesis 4 was not rejected. Although there was no significant difference between the graduates with B.S. degrees and those with B.A. degrees, the graduates with B.S. degrees seemed slightly more positive in their evaluation of their preparation in teaching skills and of their student-teaching experience than did the graduates with B.A. degrees. On the other hand, graduates with B.A. degrees were slightly more favorable in their evaluation of the education courses than were the graduates with B.S. degrees. This finding was reinforced when we compared the overall means of their evaluations.

Hypothesis 5 looked at the effect of year of graduation on the graduates' evaluations of the three aspects of the program. The data analysis by Multivariate F-test showed no significant difference between the respondents who graduated at the end of the first semester and the respondents who graduated at the end of the second semester. Consequently, Hypothesis 5 was not rejected. Although the difference was not significant, the graduates of the first semester seemed to be slightly more positive in their evaluation of their preparation in teaching skills, professional-preparation courses, and student-teaching experience than did the graduates of the

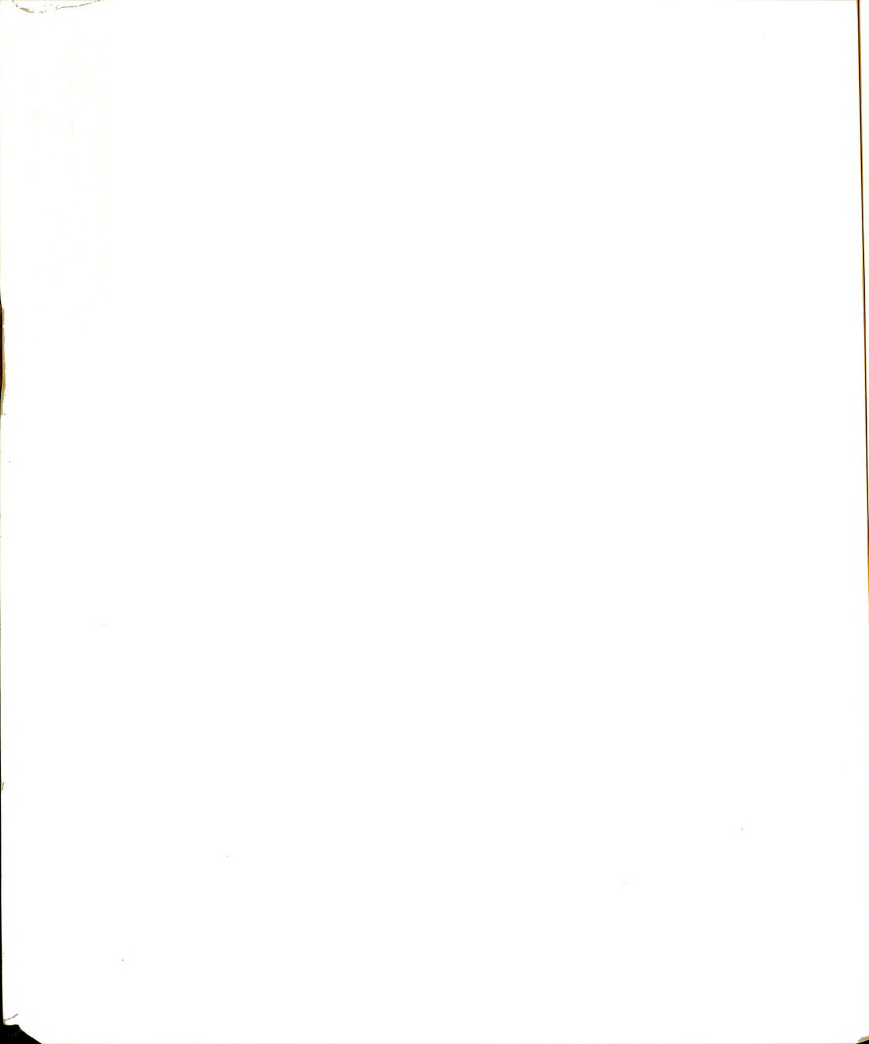


second semester. This conclusion was reinforced when we compared the overall means of their evaluations.

Hypothesis 6 tested the effect of average grade on the graduates' evaluations of the three aspects of the program. Multivariate F-test analysis was performed on the data; it revealed no significant difference between the graduates whose average grade was "good" or acceptable and the graduates whose average grade was "very good" or better. Consequently, Hypothesis 6 was not rejected. But while there was no significant difference between the two groups of graduates, the graduates whose average grade was "good" or acceptable seemed to be slightly more favorable in their evaluation of their preparation in teaching skills and their student-teaching experience than did the graduates with average grades of "very good" or better; the graduates with average grades of "very good" or better showed slightly more favorable evaluations of the professional-preparation courses than did the graduates whose average grade was "good" or acceptable. Again, when we compared the overall means of their evaluations, this finding was reinforced.

The Graduates' Recommendations

This final section is devoted to answering Research Question 3. The graduates' perceptions of the recommendations proposed by the investigator, and additional suggestions made by the graduates, to address the problems encountered in teaching for which the program did not adequately prepare



them, are examined in this section.

Research Question 3

"What recommendations do the graduates have for improving the present secondary teacher preparation program, including the student teaching experience at the Umm Al-Qura University in Makkah?"

Based upon the findings reported in Table 4.39, we can conclude that graduates' perceptions showed agreement with eleven out of twelve recommendations. The eleven recommendations supported by more than 50 percent of the graduates (in the "strongly agree" and "agree" columns), in rank order from highest level of support to lowest, are:

1. There should be more emphasis on subjects in the teaching fields.
2. There should be more emphasis on recent trends in curriculum and methods.
3. There should be more emphasis on understanding children and/or adolescents.
4. There should be more emphasis on a semester of full-time student teaching in schools that would include seminars on related student-teaching problems.
5. There should be a written evaluation after every observation of student teaching.
6. There should be more instruction in evaluation of student behavior (tests and measurements).

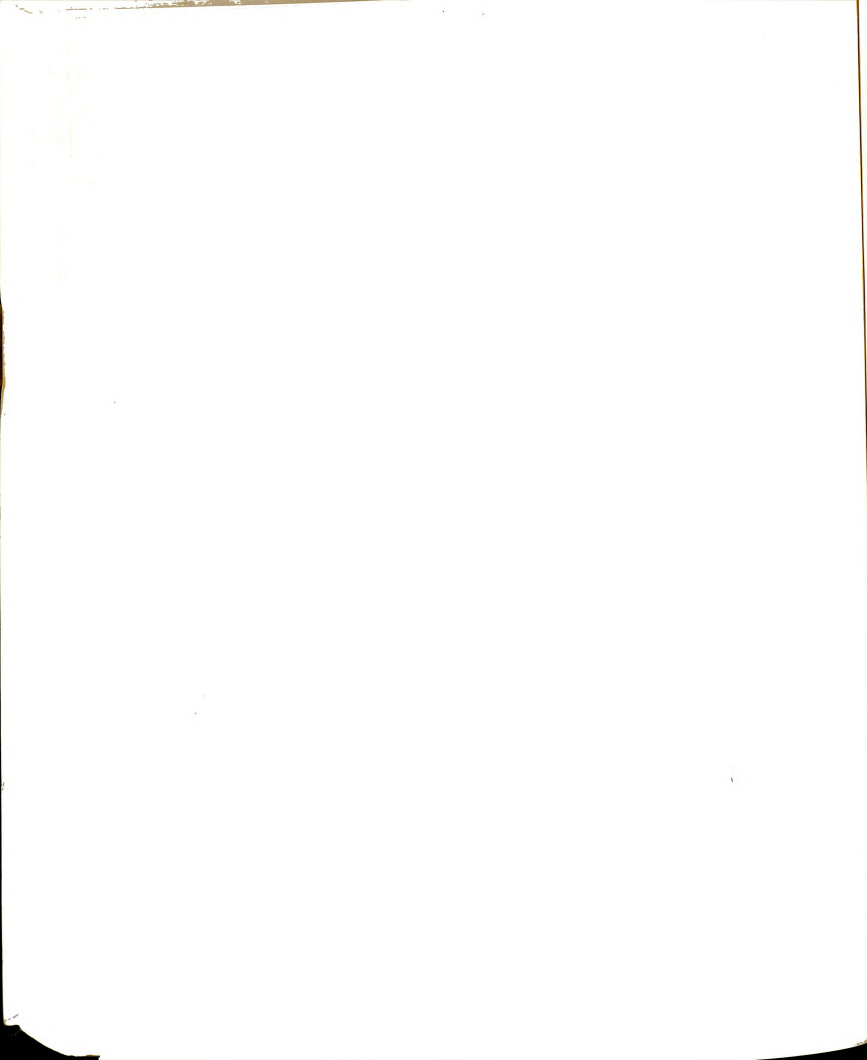


TABLE 4.39

GRADUATES' PERCEPTIONS OF THE PROPOSED RECOMMENDATIONS

Item No.	Recommendation	Not Recommended		Uncertain	Recommended	
		Strongly Disagree	Disagree		Agree	Strongly Agree
53	There should be more emphasis on subjects in the teaching fields.	N -	2 1.1	1 0.5	49 26.1	136 72.3
54	There should be more emphasis on practical rather than theoretical approaches in the teacher-preparation program.	N 2 1.1	13 6.9	7 3.7	50 26.6	116 61.7
55	There should be more emphasis on recent trends in curriculum and methods.	N -	2 1.1	5 2.7	64 34.0	117 62.2
56	There should be more emphasis on understanding children and/or adolescents.	N -	1 0.5	10 5.3	72 38.3	105 55.9
57	There should be more instruction in evaluation of student behavior (tests and measurements).	N 2 1.1	6 3.2	11 5.9	66 35.1	103 54.8
58	Cooperating schools should be selected for student teaching in the residential districts where the prospective teacher lives.	N 3 1.6	20 10.6	11 5.9	59 31.4	95 50.5

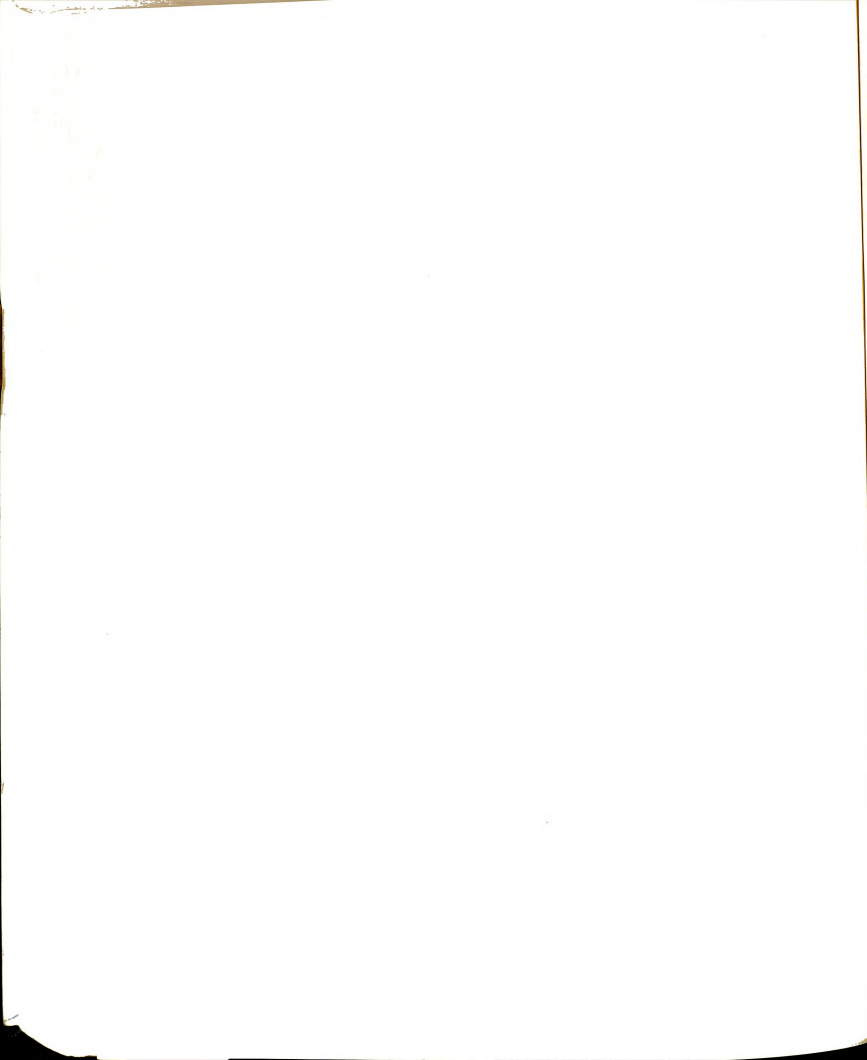


TABLE 4.39--continued

Item No.	Recommendation	Not Recommended			Recommended	
		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
59	School principals and classroom teachers should be invited to orient student teachers who are assigned to their schools.	N 4 % 2.1	7 3.7	9 4.8	65 34.6	103 54.8
60	There should be more emphasis on a semester of full-time student teaching in schools that would include seminars on related student-teaching problems.	N 5 % 2.7	8 4.3	2 1.1	56 29.8	117 62.2
61	There should be more classroom observations by the classroom teacher during the first student teaching experience in the <u>junior</u> year.	N 12 % 6.4	35 18.6	16 8.5	67 35.6	58 30.9
62	Supervision should be assigned to the classroom teacher in- stead of the college supervisor by the Curriculum and Methods of Teaching Department.	N 53 % 28.2	63 33.5	26 13.8	21 11.2	25 13.3

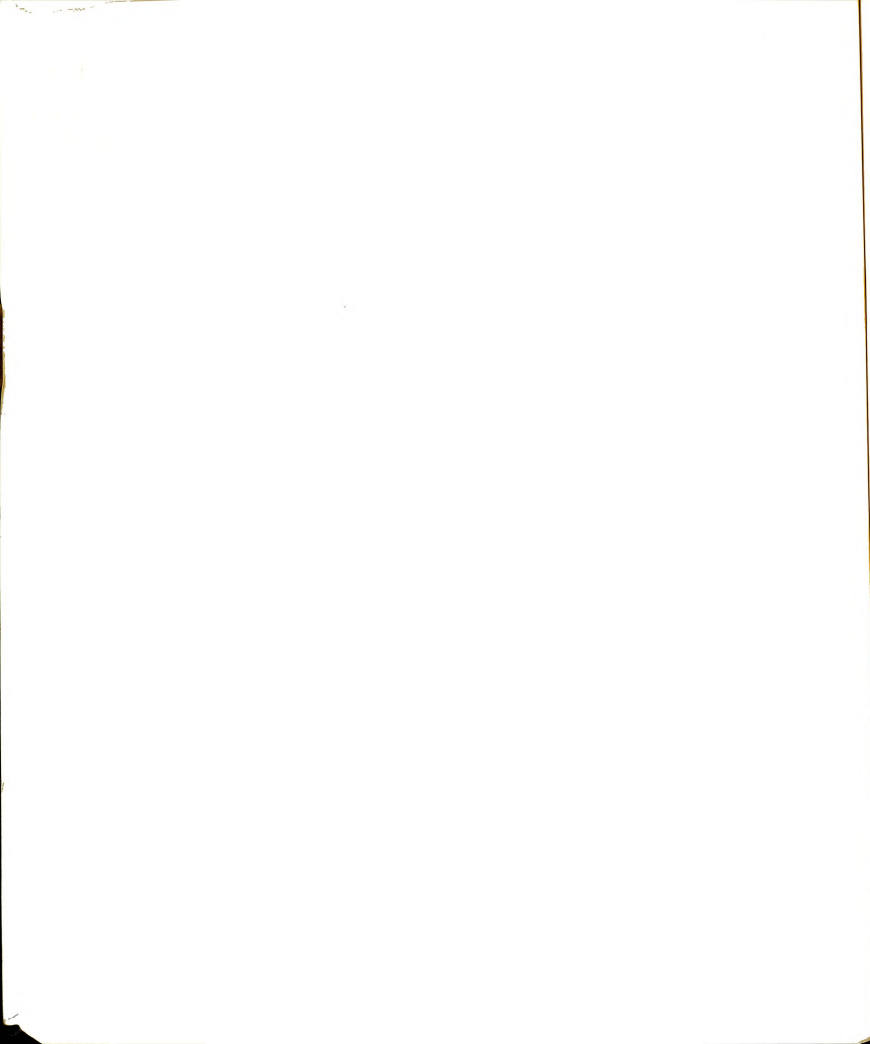


TABLE 4.39---continued

Item No.	Recommendation	N	Not Recommended		Uncertain	Recommended	
			Strongly Disagree	Disagree		Agree	Strongly Agree
63	There should be a written evaluation after every observation of student teaching.	$\frac{N}{\%}$	-	9 4.8	8 4.3	92 48.9	79 42.0
64	There should be in-service education by the same classroom teachers and methods instructors who teach on campus to help beginning teachers.	$\frac{N}{\%}$	27 14.4	21 11.2	29 15.4	56 29.8	55 29.3



7. School principals and classroom teachers should be invited to orient student teachers who are assigned to their schools.

8. There should be more emphasis on practical rather than theoretical approaches in the teacher-preparation program.

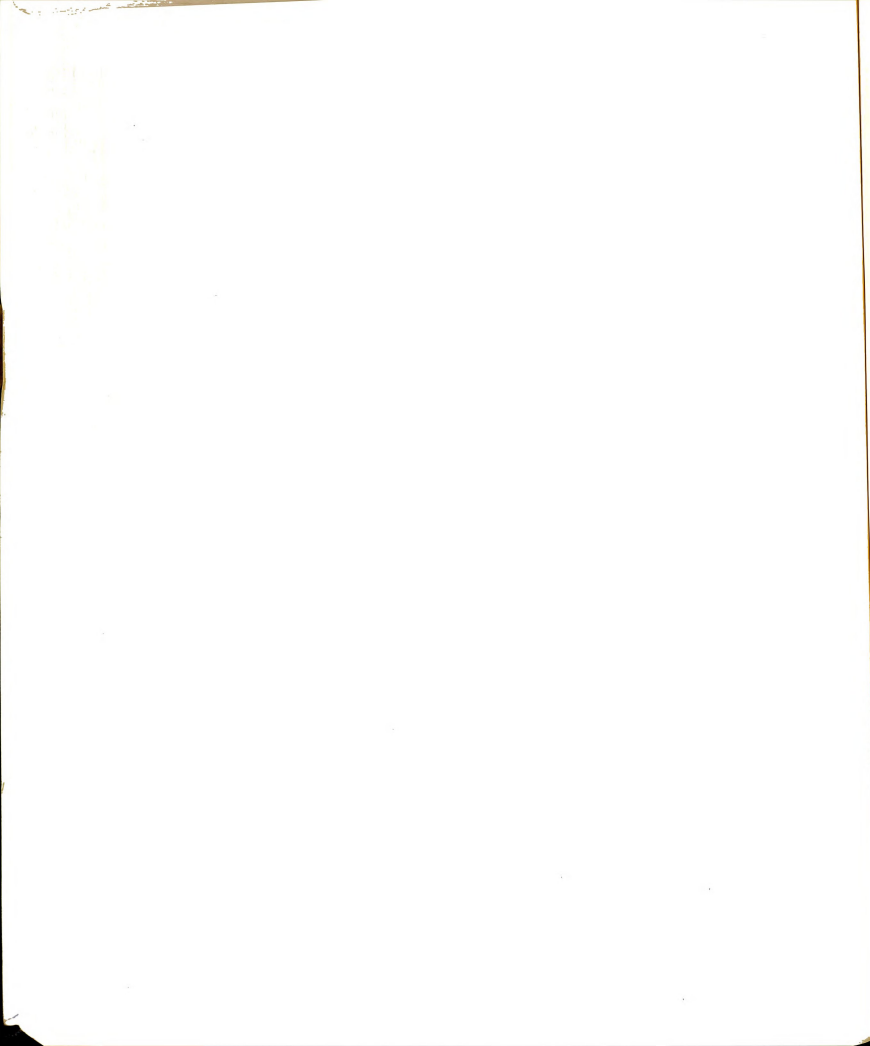
9. Cooperating schools should be selected for student teaching in the residential districts where the prospective teachers live.

10. There should be more classroom observations by the classroom teacher during the first student-teaching experience in the junior year.

11. There should be in-service education by the same classroom teacher and methods instructors who teach on campus to help beginning teachers.

On the other hand, one proposed recommendation for improving the secondary teacher preparation program was not supported by the graduates, i.e.: Supervision should be assigned to the classroom teacher instead of the college supervisor by the Curriculum and Methods of Teaching Department.

After the open-ended question (no. 65 on the questionnaire), which was concerned with the problems encountered in teaching for which the program did not adequately prepare the graduates, three spaces were provided to list those problems. Eighty-seven of the 188 respondents answered this question. The listed problems encountered in teaching were grouped by the investigator into the following five categories:



1. Thirty-two graduates listed problems encountered in teaching that centered on inconsistencies between what they learned in their major teaching fields and the curriculum offered by the public intermediate and secondary schools.

2. Twenty-seven graduates indicated problems encountered in teaching that centered on gaps between what they learned in their professional-preparation courses and their experience in the classroom climate.

3. Eleven graduates who received B.S. degrees found difficulty in teaching four sciences--Physics, Biology, Geology, and Chemistry--which are combined in one course at the intermediate level, since they were prepared only in one specialized area.

4. Nine graduates had difficulty in teaching some of the topics because they considered the topics to be beyond the understanding of intermediate-school students.

5. Eight graduates attributed their difficulties using audiovisual aids, laboratories, and other school facilities to inadequate preparation by the college program.

After the open-ended question (no. 66 on the questionnaire), which solicited additional suggestions by the graduates to improve the secondary teacher preparation program at Umm Al-Qura University in Makkah, seven spaces were provided to list such suggestions. Ninety-two out of the 188 responded to this question. Table 4.40

presents these suggestions offered by the respondents, as grouped by the researcher.

TABLE 4.40

ADDITIONAL SUGGESTIONS BY THE GRADUATES TO
IMPROVE THE TEACHER-PREPARATION PROGRAM AT
UMM AL-QURA UNIVERSITY

Suggestions	Number of Graduates Suggesting Item
1. There should be a full-time semester of student teaching.	35
2. There should be coordination between the College of Education in Saudi Arabia and the Ministry of Education regarding the subject-matter taught in the Colleges of Education and that taught in the public schools.	28
3. The Biology, Physics and Chemistry Departments should be combined under the Science Department, and the Geography and History Departments should be combined under the Social Studies Department.	18
4. College Supervisors should be in charge of the supervision of student teaching.	25
5. There should be more emphasis on the major subjects.	22
6. There should be at least three audiovisual aide courses offered by the program.	18
7. The content of professional-preparation courses should include study of the classroom environment, school problems, and the effects of Saudi Arabian culture, education, and social life.	17
8. More freedom should be given to the student teacher to use various teaching methods in student teaching.	12
9. More emphasis should be given to the process of selecting student teachers.	9

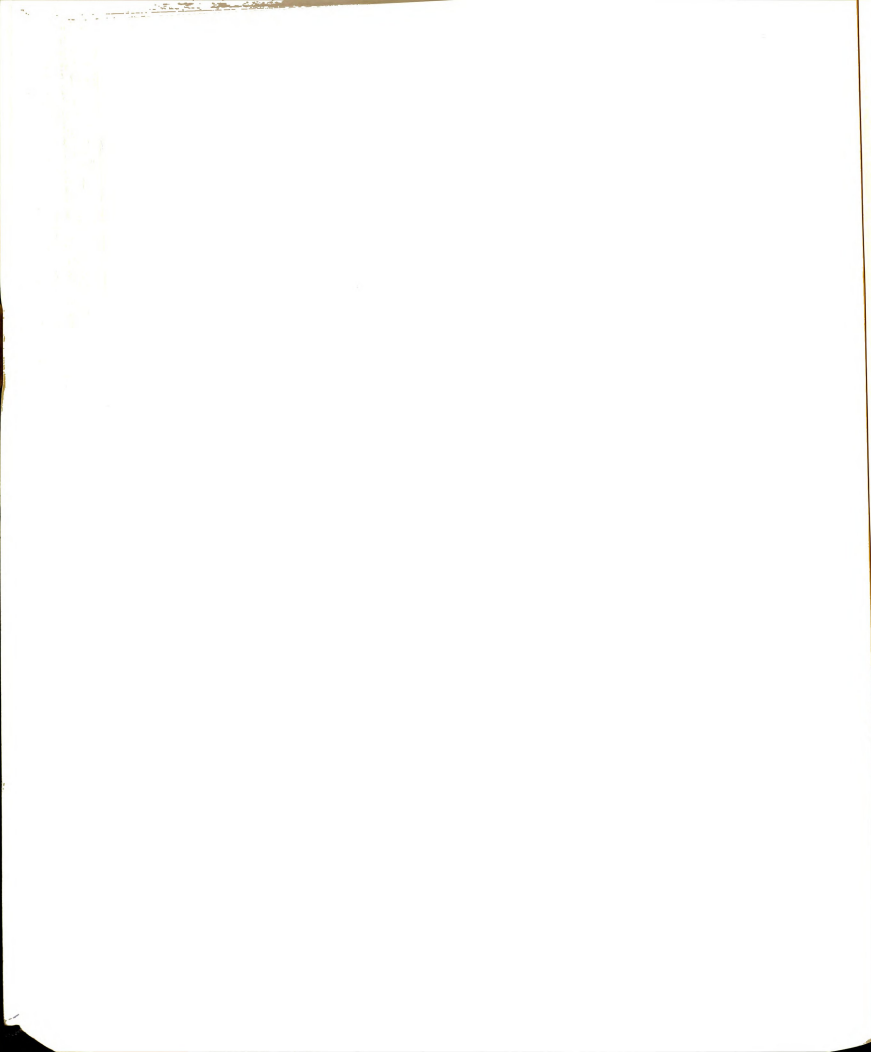
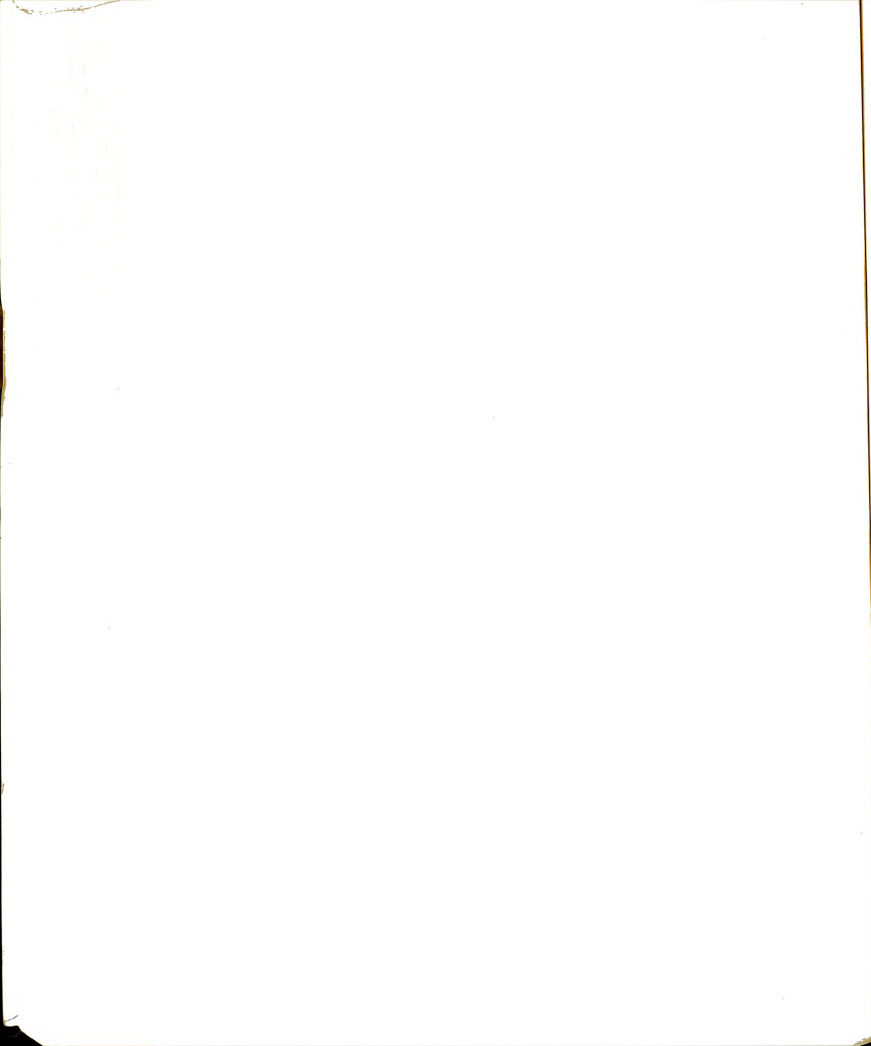


TABLE 4.40--continued

Suggestions	Number of Graduates Suggesting Item
10. The student teacher should practice teaching in different schools.	7
11. The supervisory load should be held at 10-15 student teachers for each college supervisor in order to allow an increase in the number of classroom observations by the supervisors.*	4
12. Mini-teaching sessions (6-8 students, 15 minutes long) should be conducted prior to full-blown student teaching.	3
13. Some of the previous student teachers should be invited to orient the new student teachers by talking about their experiences and the problems they faced during student teaching.	2

*The present load is 20-30 student teachers.



CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

The Problem

Any teacher-preparation program must be continuously evaluated to provide a basis for improvement. Among the most serious problems facing Saudi Arabian teacher education today is the lack of research on graduates of the teacher-preparation programs. The problem to which this study is addressed is evaluation of selected aspects of the secondary teacher preparation program at Umm Al-Qura University, Makkah. This evaluation is based on data gathered in a follow-up of the 1978-79 graduates.

The Purpose of the Study

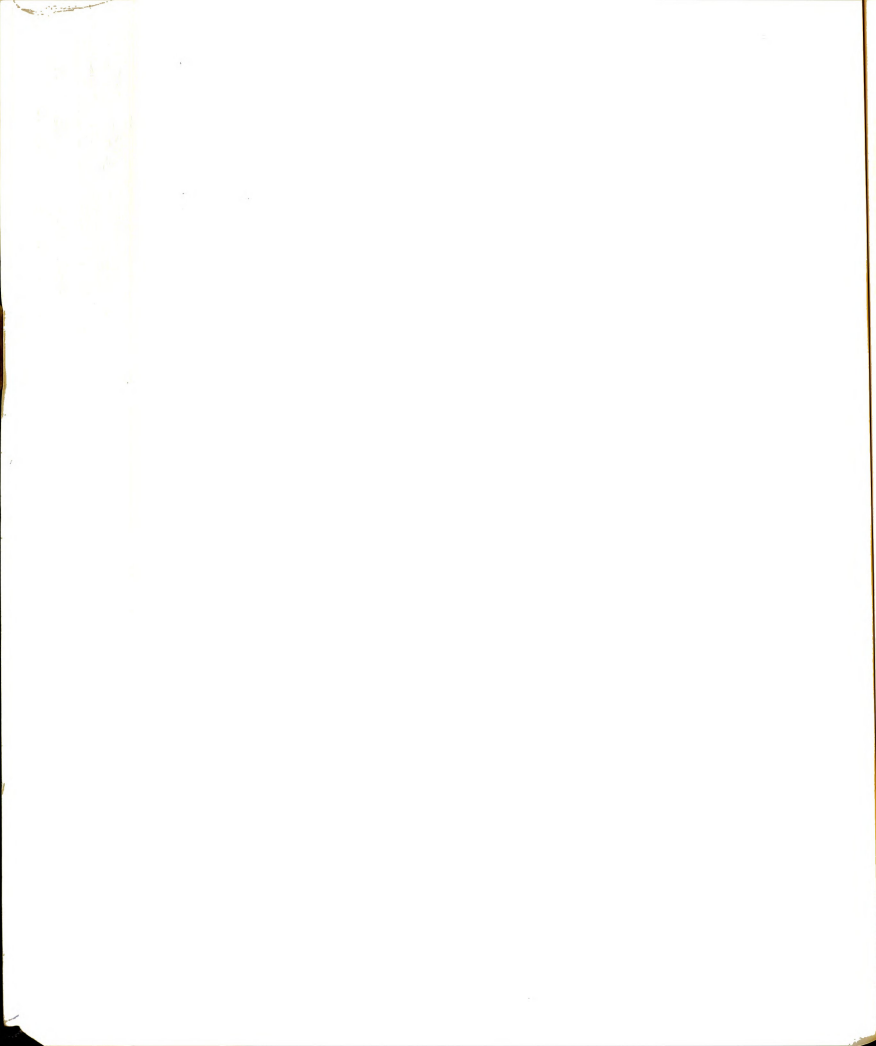
This study was designed to obtain an evaluation of the secondary teacher preparation program at Umm Al-Qura University from recent (1978-79) graduates; to analyze this evaluation as a means of determining the extent to which the program was meeting the needs of its graduates; and to use the results to recommend changes for the improvement of the program.

The major purposes of this study were: (1) to determine how many of the 1978-79 graduates are actually teaching; (2) to determine how the graduates evaluate

their preparation at the Umm Al-Qura University in regard to the following: teaching skills, professional-preparation courses, and student-teaching experience; (3) to determine the value of professional-preparation courses and the adequacy of the student-teaching experience as seen by the graduates; (4) to examine the graduates' evaluations of these aspects (teaching skills, professional-preparation courses, and student-teaching experience) on the basis of sex, teaching level, teaching field, type of degree, year of graduation, and average grade (as independent variables); and (5) to solicit the 1978-79 graduates' recommendations for the improvement of the present secondary teacher preparation program at the Umm Al-Qura University, Makkah.

The Population

The population studied consisted of graduates of the Umm Al-Qura University Teacher Preparation Program who: (a) received Bachelor of Arts and Bachelor of Science degrees in 1978-79; (b) majored in secondary teacher education; and (c) had completed their entire secondary teacher preparation program at the College of Education or the College of Islamic Law in Makkah and had become actively engaged in the teaching profession. Of the 205 Saudi Arabian graduates comprising this population, the 188 graduates returning the questionnaire administered to them formed the population for the study.



The Questionnaire

The questionnaire utilized in gathering data for this research consisted of five parts:

Part I: General information concerning sex, college graduated from, semester of graduation, teaching level, teaching field, type of degree, and average grade. Thus, there was a total of seven items in this part.

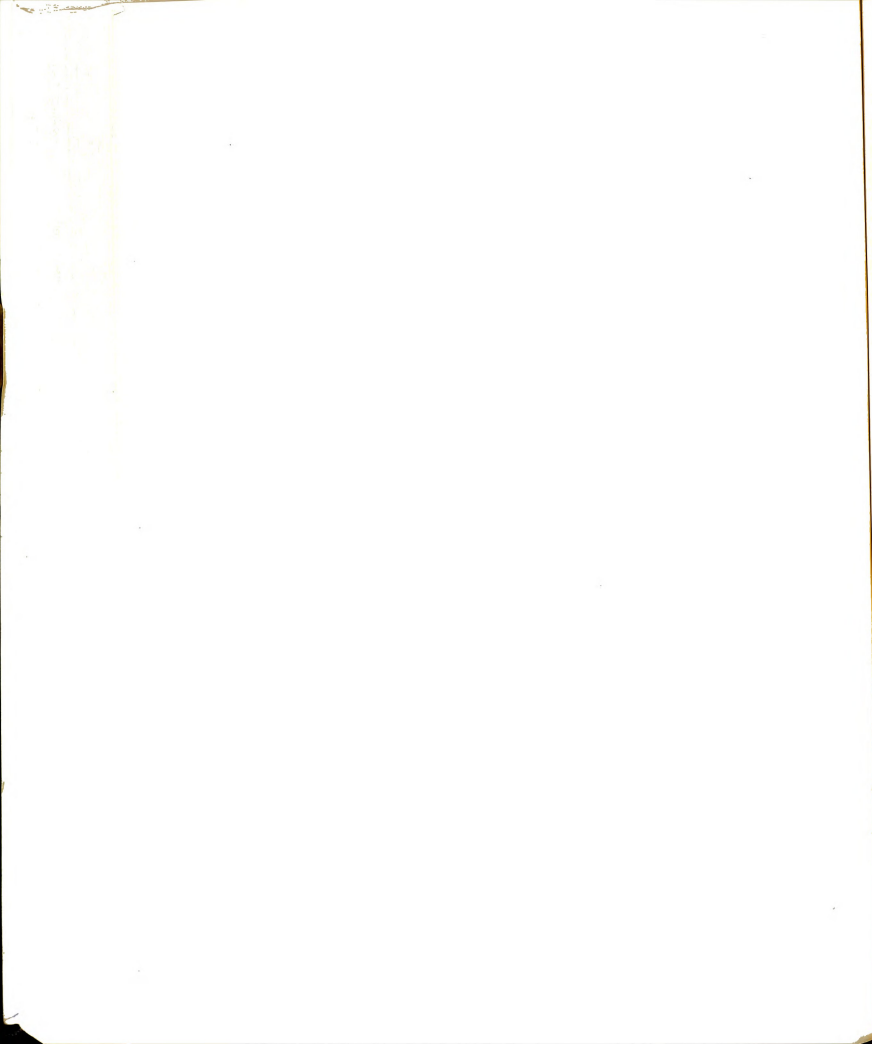
Part II: There were 16 items. Fifteen dealt with teaching skills, and one open-ended question requested that the graduates list any teaching skills not covered in the program but which the graduates felt they needed as teachers at the secondary level.

Part III: This part contained 13 items on the professional-preparation courses required of university students in the secondary level teaching program. The graduates were asked to evaluate the usefulness of these courses in preparing them for teaching at the secondary level.

Part IV: This section consisted of 16 questions. Graduates were asked to evaluate different aspects of the student-teaching experiences which were part of the teaching program.

Part V: Most of the 14 items in this part requested suggestions on improving different aspects of the teaching program.

The original version of the questionnaire was written in English. The questionnaire was translated into the Arabic language by the investigator. Then, two faculty



members of the Department of Arabic Language and the Educational and Psychological Research Center at Umm Al-Qura University, Makkah, Saudi Arabia, translated the Arabic version back into English to verify the translation.

Collection and Analysis of Data

Of the 205 questionnaires distributed in ten school districts on June 5 and collected on July 25, 1981, 193 questionnaires were collected. Five questionnaires were discarded because of incomplete responses. The remaining 188 completed questionnaires (91.7 percent of the 205 questionnaires distributed) were used in this study.

Frequency distributions of the numbers, percentages, means, standard deviations and rank orders were computed in order to describe thoroughly the graduates' overall evaluations regarding the three aspects of the teacher-preparation program. The Multivariate Analysis of Variance (MANOVA) technique was used to test the six null hypotheses related to the effects of sex, teaching level, teaching field, type of degree, year of graduation, and average grade on the respondents' evaluations of the following three aspects of the program: teaching skills, professional-preparation courses, and student-teaching experience. The significance level was set at 0.05. In addition, individual-item means, rank orders, and overall means were employed to analyze and to compare the graduates evaluations regarding the three aspects of the program.



Findings

Demographic Characteristics

Of the 188 graduates responding to the questionnaire, the majority, 61.5 percent, were males. More than two-thirds of the total population graduated from the College of Education; a little more than two-thirds graduated during the second semester (early 1979); more than two-thirds taught at intermediate schools; and about three-fifths concentrated on humanistic studies (as opposed to science). Of the total population, 115 graduates obtained the degree of Bachelor of Arts. The majority of graduates had achieved an average grade of "very good."

Graduates' Overall Evaluation of the Teacher-Preparation Program

1. The 1978-79 graduates considered themselves well-prepared in six of 15 teaching skills, whereas they felt ineffectively prepared in two teaching skills. Preparation in the remaining seven teaching skills was evaluated as average.

2. Seven education courses of 13 were evaluated highly by the graduates, whereas only one education course was evaluated as below average. Preparation in the remaining five education courses was ranked as average.

3. The graduates were satisfied with six experiences they had had in student teaching. No student-teaching experience was evaluated as being above or below average by the graduates.

Research Hypotheses

1. Hypothesis 1 concerned the effect of sex on the respondents' evaluation of the three aspects of the program. The Multivariate F-test data analysis showed a significant difference between males and females in respect to their evaluations of the three aspects of the program. Therefore, Hypothesis 1 was rejected.

Comparing the evaluations offered by the two sexes by using the overall means of the three aspects of the program, we found that females evaluated preparation in teaching skills and student teaching experience more negatively than did males, while the sexes showed no difference in their evaluation of the professional-preparation courses.

2. Hypothesis 2 concerned the effect of respondents' teaching level on their evaluations of the three aspects of the program. The data analysis by Multivariate F-test revealed a significant difference between the graduates who taught at the secondary level and the graduates who taught at the intermediate level. Consequently, Hypothesis 2 was rejected.

Comparing the evaluations by respondents at each teaching level by using the overall means on the three aspects of the program, we found that graduates who taught at the secondary level evaluated preparation in teaching skills, professional-preparation courses, and student-teaching experience more negatively than did the graduates



who taught at the intermediate level.

3. Hypothesis 3 involved the effect of teaching field on the respondents' evaluations of the three aspects of the program. The Multivariate F-test was used to analyze the data. It showed no significant difference between College of Islamic Law graduates and College of Education graduates who taught in their respective major teaching fields. Hence, Hypothesis 3 was not rejected.

Though there was no significant difference between graduates of each college who taught in their respective major teaching fields, College of Islamic Law graduates seemed to be slightly more favorable in their evaluations of preparation in teaching skills and professional-preparation courses than did College of Education graduates, while College of Education graduates showed slightly more favorability in their evaluations of their student-teaching experience than did College of Islamic Law graduates, particularly when we compared the overall means of their evaluations.

4. Hypothesis 4 concerned the effect of the type of degree obtained by respondents on their evaluations of the three aspects of the program. The data analysis by Multivariate F-test revealed no significant difference between the graduates who received B.S. degrees and the graduates who received B.A. degrees. Consequently, Hypothesis 4 was not rejected.

Although there was no significant difference based

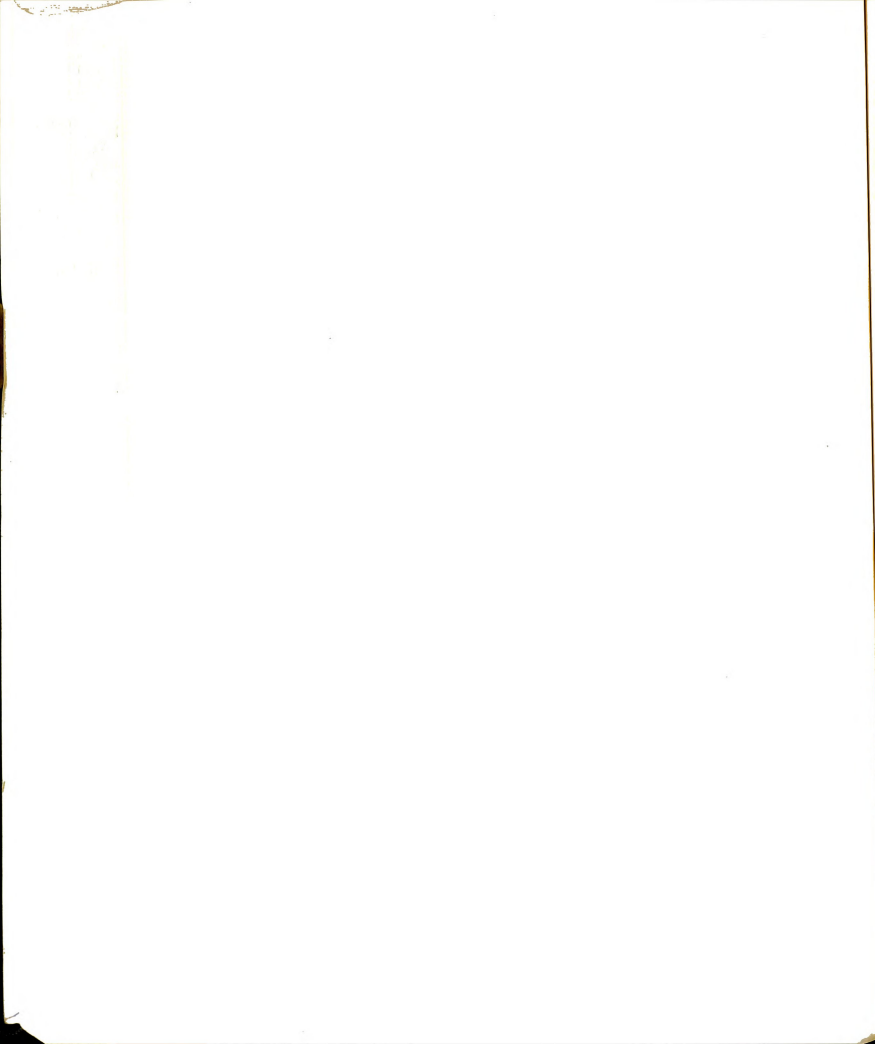


on type of degrees, the graduates with B.S. degrees seemed to be slightly more favorable in their evaluation of preparation in teaching skills and student-teaching experience than did the graduates with B.A. degrees, while the graduates with B.A. degrees showed a slightly more positive attitude on the education courses than did the graduates with B.S. degrees. This conclusion was bolstered by comparison of the overall means of their evaluations.

5. Hypothesis 5 was related to the effect of year of graduation on the respondents' evaluations of the three aspects of the program. The Multivariate F-test was used to analyze the data. There was no significant difference between the first-semester graduates and the second semester graduates. Hence, Hypothesis 5 was not rejected.

But while there was no significant difference between graduates of the first and graduates of the second semester, graduates of the first semester (late 1978) seemed to give slightly higher evaluations of their preparation in teaching skills, professional-preparation courses, and student-teaching experience than did the graduates of the second semester (early 1979). Again, comparison of the overall means of their evaluations further supported this finding.

6. Hypothesis 6 tested the effect of average grade on the evaluation of the three aspects of the program. The data analysis by Multivariate F-test revealed no significant difference between the graduates whose



average grade was "good" or acceptable and the graduates whose average grade was "very good" or better. So, Hypothesis 6 was not rejected.

Nonetheless, the graduates whose average grade was "good" or acceptable seemed to be slightly more favorable in their evaluation of preparation in teaching skills and student-teaching experience than were the graduates with an average grade of "very good" or better. The graduates with average grades of "very good" or better showed slightly better attitudes on the education courses than did the graduates whose average grade was "good" or acceptable, particularly when we compared the overall means of their evaluations.

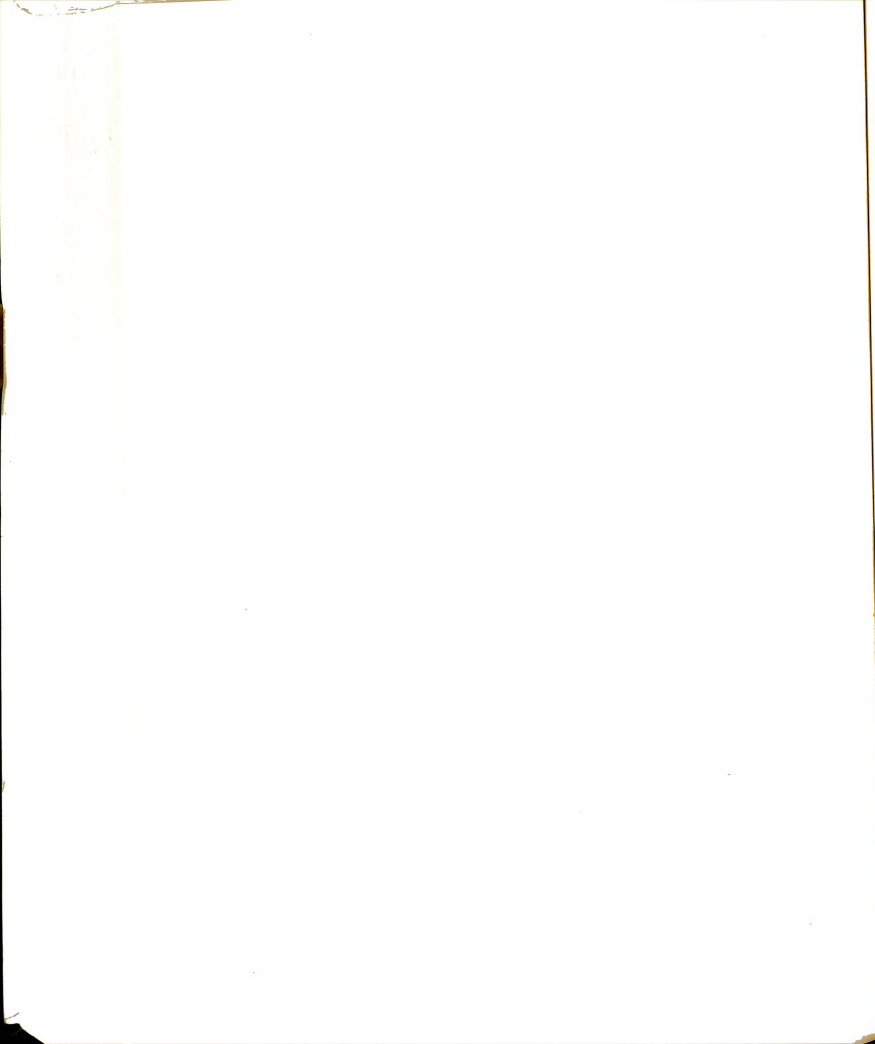
Graduates' Recommendations

Regarding the twelve recommendations proposed by the investigator, the graduates supported eleven recommendations and offered an additional thirteen suggestions to improve the secondary teacher preparation program at the Umm Al-Qura University, Makkah.

Conclusions

Based on analysis of the findings, the more significant conclusions of this study appear to be the following:

1. A majority of the 1978-79 graduates indicated that the teacher preparation they received was fairly satisfactory or adequate in most respects. The student-



teaching experience appeared to be the most satisfactory area of their preparation, since no student-teaching experience was evaluated as below average.

2. There is a strong indication that the majority of the graduates surveyed in this study did not feel adequately prepared in two teaching skills: "ability to use school resources" and "ability to use school library resources."

3. There is a strong indication by the majority of the graduates that, of the thirteen education courses evaluated, one--Social and Philosophical Foundations of Education--was perceived as being ineffective in helping them become prospective teachers. This finding supports other research reported in Chapter 11 ("Review of Related Literature") concerning the apparent universal dislike of this course by prospective teachers.

4. A majority of the graduates believed that the number of observations of their student-teaching experience by instructors and supervisors was inadequate for preparing effective teachers in their major fields and they were in agreement with the trend toward a longer student-teaching period at the Umm Al-Qura University in Makkah.

5. With regard to the research hypotheses, analysis of the data indicated that there was a significant difference between male and female graduates in their evaluation of the three aspects of the program. By com-

paring the overall means for the three aspects of the program, it was found that females evaluated teaching skills and student-teaching experience more negatively than did males, while there was no sex-based difference in their evaluation of the education courses.

6. A significant difference was found between the graduates who taught at the secondary level and the graduates who taught at the intermediate level regarding their evaluation of the three aspects of the program. By comparing the overall means for the three aspects of the program, it was found that the graduates who taught at the secondary level evaluated teaching skills, professional-preparation courses, and student-teaching experiences more negatively than did the graduates who taught at the intermediate level.

7. The results drawn from investigation of the remaining hypotheses (3, 4, 5 and 6), which were concerned with the effects of teaching field, type of degree, year of graduation, and average grade on the evaluation of preparation in teaching skills, professional-preparation courses, and student-teaching experience, did not indicate any significant differences regarding any of the four hypotheses on the three aspects of the program. Even though there were no significant differences among these independent variables, the results did show that some groups seemed to be slightly more favorable in their evaluation of the three aspects of the program than did others, par-

ticularly when we compared the overall means of their evaluations.

8. With regard to the twelve proposed recommendations, the graduates did not support the recommendation that "supervision should be assigned to the classroom teacher instead of the college supervisor," but did support the other proposed recommendations to improve the secondary teacher preparation program at Umm Al-Qura University, Makkah.

Recommendations

On the basis of the findings and conclusions of this study, the following recommendations are presented:

1. The academic departments which are involved in the teacher-preparation program at Umm Al-Qura University should examine the graduates' evaluation of the required core curriculum to determine whether or not the most prevalent suggestions and criticisms of the graduates might be implemented in the program in order to effect an overall improvement.

2. The College of Education and teacher educators responsible for the secondary teacher preparation program should put more emphasis on the following:

- a. More attention should be given to these two teaching skills: ability to use school resources, and ability to use library resources.

- b. Efforts should be made to evaluate carefully the Social and Philosophical Foundations of Education

course and to strengthen this course to satisfy student needs.

c. Content courses should provide more emphasis on the public intermediate and secondary school curricula.

d. More effort should be made to integrate theory and practice in all courses.

e. More involvement with real teaching situations before the senior year appears desirable.

f. Increased emphasis on the number of college supervisor observations during the student teaching is desired.

3. Provisions should be made for the development of the necessary competencies not presently being provided for the graduates. In addition, the constructive criticisms and suggestions of the graduates should be considered in order to effect any possible revisions in the three aspects of secondary teacher preparation program that may lead to increased efficiency and improvement of the program.

4. Degrees in teaching social studies and science should replace the present system, especially for those who will teach at the intermediate level.

5. Full-time, full-semester student teaching should replace the present part-time system, and the assignment of student teachers should be at the same teaching level that they will be appointed to as full-time teachers after graduation.



6. A handbook for student teaching should be prepared in order to give the student teachers a clear picture of their responsibilities and to answer their questions regarding the student-teaching experience.

7. The teacher-preparation program or the Curriculum and Teaching Methods Department at Umm Al-Qura University should be more careful in selecting supervising teachers from the public intermediate and secondary schools. Further, orientations and workshops should be used for those supervising teachers who have not experienced them before.

8. The teacher education program at Umm Al-Qura University and school districts should work out a cooperative arrangement to provide in-service assistance to beginning teachers graduating from the program.

9. Student-teaching centers should be established by the teacher-preparation program at Umm Al-Qura University in the cities close to Makkah in order to find more cooperative schools and to assign the student teachers in convenient locations.

Implications for Further Research

The results of this study would seem to suggest the following further research in the area of the secondary teacher education program:

1. Continued research designed to evaluate the secondary teacher preparation program at Umm Al-Qura University through the perceptions of the graduates should



be encouraged.

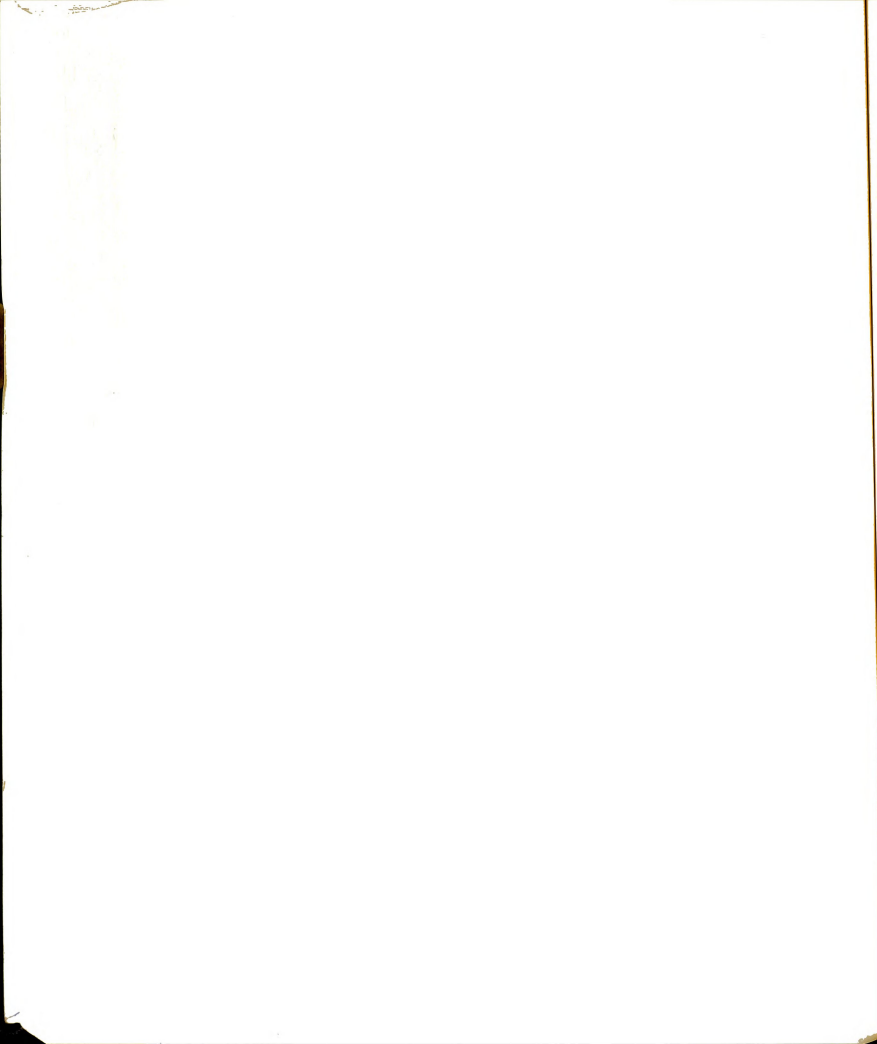
2. The evaluation form used in this study, with possible modifications, should be adopted by the College of Education and the College of Islamic Law as one aspect of an ongoing evaluation of the secondary teacher preparation program at Umm Al-Qura University.

3. Evaluation of professional-preparation courses should be conducted to determine whether or not they are actually providing the prospective teachers with competencies that are needed in the public intermediate and secondary schools to enable them to function effectively.

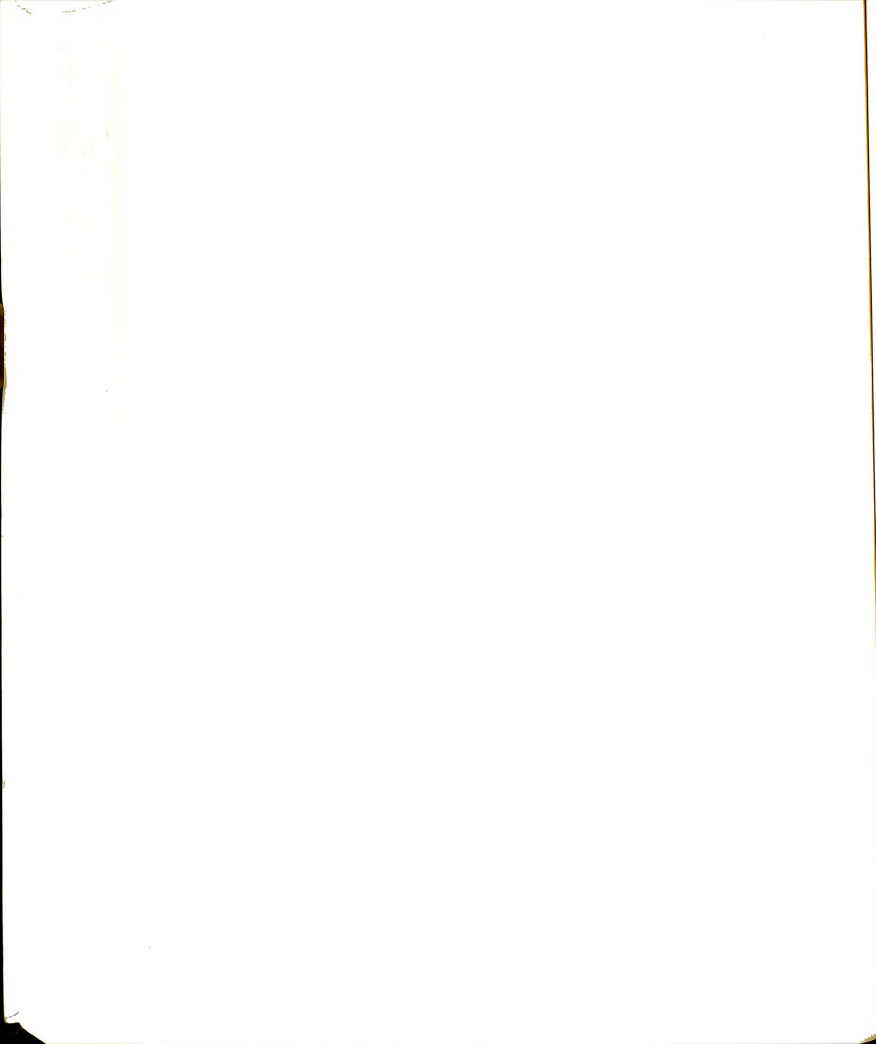
4. There is a need to evaluate other aspects of the secondary teacher preparation program at Umm Al-Qura University (such as the processes of student-teacher selection, the choice of teaching as a career, and so on) that were not evaluated by the graduates in this study.

5. There is a need for extensive evaluation of the secondary teacher preparation program at Umm Al-Qura University by different groups (such as student teachers, college supervisors, supervising teachers, and the same graduates) in order to discover the differences among those groups in their evaluation of the three aspects of the program.

6. The 56 foreign students who graduated in 1978-79 should be followed up for their evaluations of the secondary teacher education program, since information about their addresses is available.



APPENDICES



APPENDIX A
LETTERS AND QUESTIONNAIRE

APPENDIX A
LETTERS AND QUESTIONNAIRE

MICHIGAN STATE UNIVERSITY

MULTIPLAS REGIONAL TEACHER EDUCATION CENTER

April 13, 1981

Saudi Arabian Educational Mission
2425 West Loop South
Houston, Texas 77027

Dear Sir:

I am writing to you on behalf of Mr. Sulaiman M. Al-Wabli, who is at present a graduate student working on his Ph.D. in the Division of Student Teaching and Professional Development under my direction.

In addition to required course work, we require that all students write a dissertation based on original research. Mr. Al-Wabli has proposed a study of "The Evaluation of Selected Aspects of the Secondary Teacher preparation program at the Umm Al-Qura University, Makkah," based on a follow up of the 1978-1979 graduates.

He plans to return to Saudi Arabia to do his research during the Spring quarter of this academic year, for three months, beginning early in May, 1981.

I strongly recommend that Mr. Al-Wabli's request be approved as soon as possible. Also, we have just received the ratings for Mr. Al-Wabli's Comprehensive Examination and you may be pleased to hear that he passed all areas.

Sincerely,



Judd F. Field
Associate Professor and
Doctoral Advisor

JFF/dr

cc: Dr. Hatfield
Mr. Al-Wabli

Address: Room 224, BCCE, 746 Purdy Street, Birmingham, MI 48009
Telephone: (313) 646-8530
MSU IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION

QUESTIONNAIRE

Dear Graduate:

Follow-up study of the graduates of teacher-preparation programs is one of the methods employed in working toward improvement of such programs. This questionnaire is an instrument for a doctoral dissertation entitled "An Evaluation of Selected Aspects of the Secondary Teacher Preparation Program at the Umm Al-Qura University, Makkah, Based on a Follow-up of the 1978-1979 Graduates." It consists of the following five parts:

- I. General Information
- II. Teaching Skills
- III. Professional Preparation Courses
- IV. Student Teaching Experience
- V. Recommendations

Your thoughtful response to the items and questions on the following pages will be of great help and will be much appreciated. I solicit your cooperation toward that end.

Gratefully,

Sulaiman M. Al-Wabli
Researcher



I. General Information

On each of the following items, please choose only one answer.

1) Your sex:

_____ a) Male

_____ b) Female

2) College from which you graduated:

_____ a) College of Education

_____ b) College of Islamic Law

3) Semester during which you graduated:

_____ a) First semester, 1978 (1398)

_____ b) Second semester, 1979 (1399)

4) Level you are teaching now:

_____ a) Intermediate

_____ b) Secondary

5) Field you prepared to teach:

_____ a) Religion

_____ b) Arabic Language

_____ c) History

_____ d) Geography

_____ e) English Language



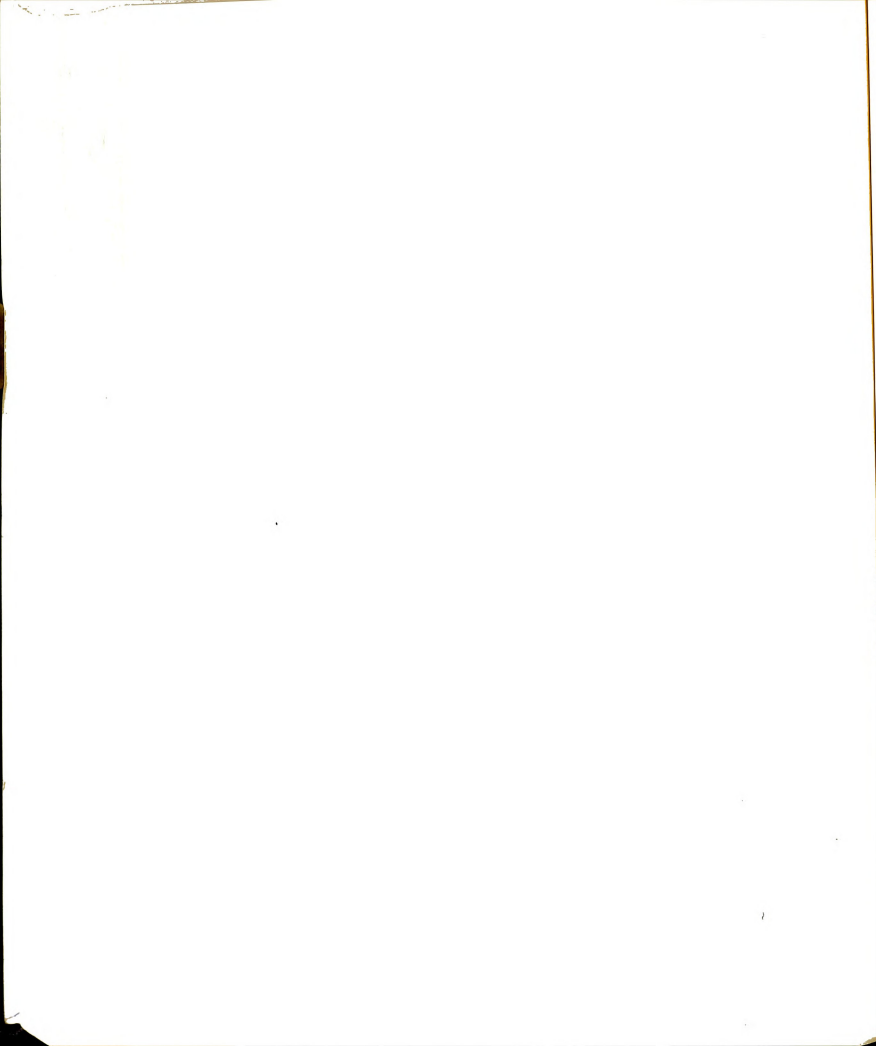
- _____ f) Biology
- _____ g) Mathematics
- _____ h) Physics
- _____ i) Physical Education
- _____ j) Art Education
- _____ k) Chemistry
- _____ l) Specify any other teaching field: _____

6) Type of degree you received:

- _____ a) B. A. Ed. degree
- _____ b) B. S. Ed. degree

7) Your average grade upon graduation:

- _____ A
- _____ B
- _____ C
- _____ D

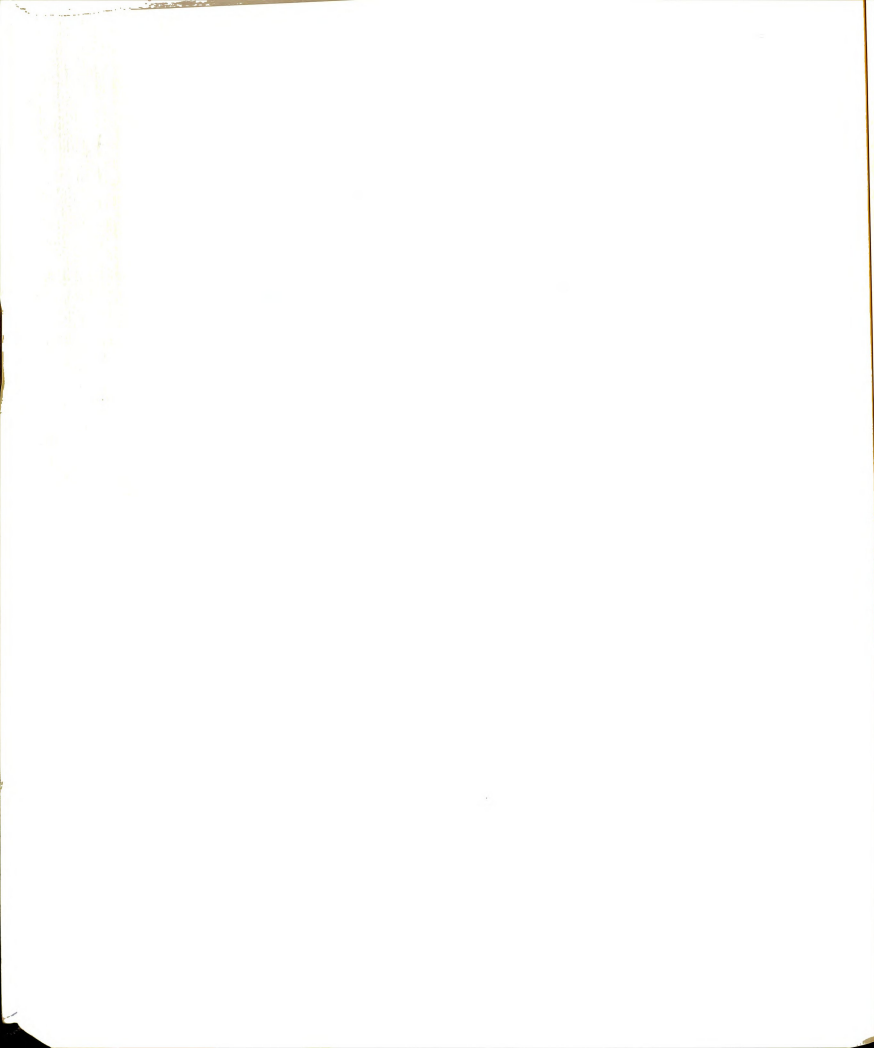


II. Teaching Skills

Directions: To what extent did the secondary teacher education program at the Umm Al-Qura University, Makkah, prepare you as a prospective teacher in relation to the following skills and abilities? Please circle the number that best describes your evaluation of how well you were prepared in each skill area according to the following scale?

- 1) Very poorly
- 2) Poorly
- 3) Average
- 4) Well
- 5) Very well

	Very poorly	Poorly	Average	Well	Very Well
8) Ability to communicate with students with different levels of ability.	1	2	3	4	5
9) Ability to work effectively with the school administration	1	2	3	4	5
10) Ability to use the Arabic language effectively.	1	2	3	4	5
11) Skill in handling discipline problems in the classroom.	1	2	3	4	5
12) Skill in motivating students who are uninterested.	1	2	3	4	5
13) Skill in using a variety of teaching methods.	1	2	3	4	5



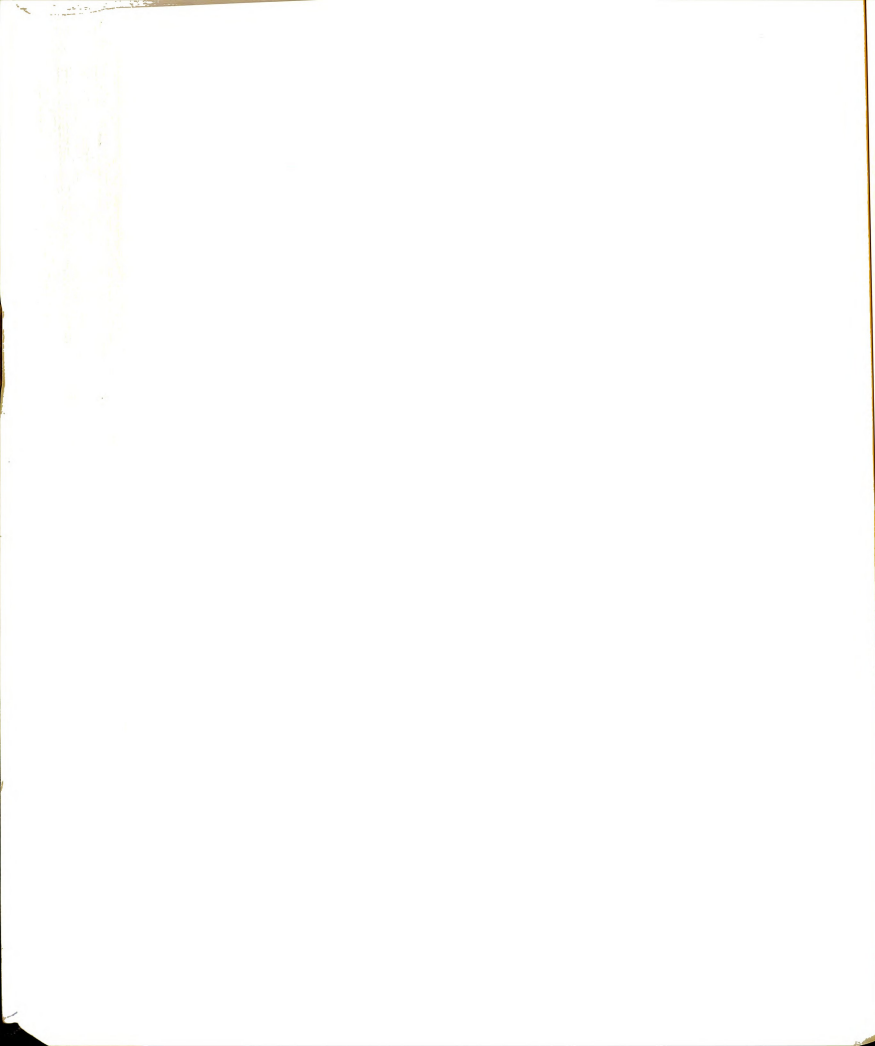
	Very poorly	Poorly	Average	Well	Very well
14) Ability to construct appropriate tests.	1	2	3	4	5
15) Ability to use teaching materials effectively.	1	2	3	4	5
16) Ability to construct an appropriate lesson.	1	2	3	4	5
17) Skill in using audiovisual aids.	1	2	3	4	5
18) Skill in budgeting time in the classroom.	1	2	3	4	5
19) Skill in evaluating the students' academic progress.	1	2	3	4	5
20) Skill in keeping official records.	1	2	3	4	5
21) Ability to use school resources.	1	2	3	4	5
22) Ability to use school library resources.	1	2	3	4	5
23) Are there any teaching skills the program did <u>not</u> provide that you feel you need as a teacher? If so, please describe:					
a)					
b)					
c)					

III. Professional Preparation Courses

Directions: Indicate your evaluation of how valuable each of the following professional-preparation courses that you have had at the Umm Al-Qura University, Makkah, was in helping you become an effective teacher. Please circle the number that best describes your evaluation of each course according to the following scale:

- 1) Of no value
- 2) Of little value
- 3) Uncertain
- 4) Valuable
- 5) Very valuable

	Of no value	Of little value	Uncertain	Valuable	Very valuable
24) Introduction to Education and Psychology	1	2	3	4	5
25) Social and Philosophical Foundations of Education	1	2	3	4	5
26) Development of Educational Thought	1	2	3	4	5
27) Developmental Psychology (Childhood and Adolescence)	1	2	3	4	5
28) Educational Psychology	1	2	3	4	5
29) Curriculum Principles	1	2	3	4	5



	Of no value	Of little value	Uncertain	Valuable	Very Valuable
30) Teaching Methods I	1	2	3	4	5
31) Education Media	1	2	3	4	5
32) Education in Saudi Arabia and the Arab world	1	2	3	4	5
33) Educational Administration and Planning	1	2	3	4	5
34) Introduction to Counseling and Mental Hygiene	1	2	3	4	5
35) Curriculum Development	1	2	3	4	5
36) Teaching Methods II	1	2	3	4	5

IV. Student Teaching Experience

Directions: Please indicate your evaluation in response to each of the following questions concerning the student teaching you have undertaken as part of your preparation for the teaching profession. Please circle the number that best describes your evaluation in response to each question according to the following scale:

- 1) Very unsatisfactory
- 2) Unsatisfactory
- 3) Uncertain
- 4) Satisfactory
- 5) Very Satisfactory

	Very unsatisfactory	Unsatisfactory	Uncertain	Satisfactory	Very satisfactory
37) How did you find the Curriculum and Methods of Teaching Department assignment to a secondary school (grades 7-12) for student teaching, in terms of convenience?	1	2	3	4	5
38) How did you find your student-teaching experience in the <u>junior</u> year	1	2	3	4	5
39) How did you find your student-teaching experience in the <u>senior</u> year?	1	2	3	4	5
40) How did you find the overall supervision of your student-teaching experience in the <u>senior</u> year?	1	2	3	4	5
41) How did you find the effectiveness of your <u>college supervisor</u> in working with you in student teaching in the <u>senior</u> year?	1	2	3	4	5
42) How did you find the effectiveness of your <u>supervising teacher</u> in working with you in student teaching in the <u>senior</u> year?	1	2	3	4	5

- 43) Did the teacher-preparation program at the Umm Al-Qura University, Makkah, offer any kind of orientation to your student-teaching experience?
- _____ a) Yes
- _____ b) No
- 44) If your answer to question 43 is Yes, do you consider this orientation adequate?
- _____ a) Yes
- _____ b) No
- 45) How many days a week did you teach (part-time) in your senior year?
- _____ a) One day _____ d) Four days
- _____ b) Two days _____ e) Five days
- _____ c) Three days
- 46) How long did you work in the school, part-time student teaching, during the senior year?
- _____ a) Full school day
- _____ b) Half school day
- 47) How many classes did you teach during your student-teaching experience in the senior year?
- _____ a) One class every two weeks _____ d) Three classes a week
- _____ b) One class a week _____ e) Four classes a week
- _____ c) Two classes a week _____ f) Five classes a week
- _____ g) More than five classes a week

- 48) Evaluating your experience observing teaching before you started actually teaching, yourself, do you feel this observation experience was adequate?
- _____ a) Yes
- _____ b) No
- 49) How many times did your college supervisor observe your student teaching in the senior year?
- _____ a) Once _____ d) Four times
- _____ b) Twice _____ e) More than
four times
- _____ c) Three times
- 50) Do you think the number of these observations was adequate for preparing you to be an effective teacher in your field?
- _____ a) Yes
- _____ b) No
- 51) Do you think that there is a general consistency between what you have learned in professional-preparation courses and the instruction you received from the supervisor of student teaching?
- _____ a) Yes
- _____ b) No
- 52) Did you feel free to discuss student-teaching problems with your college supervisor?
- _____ a) Yes
- _____ b) No

V. Recommendations

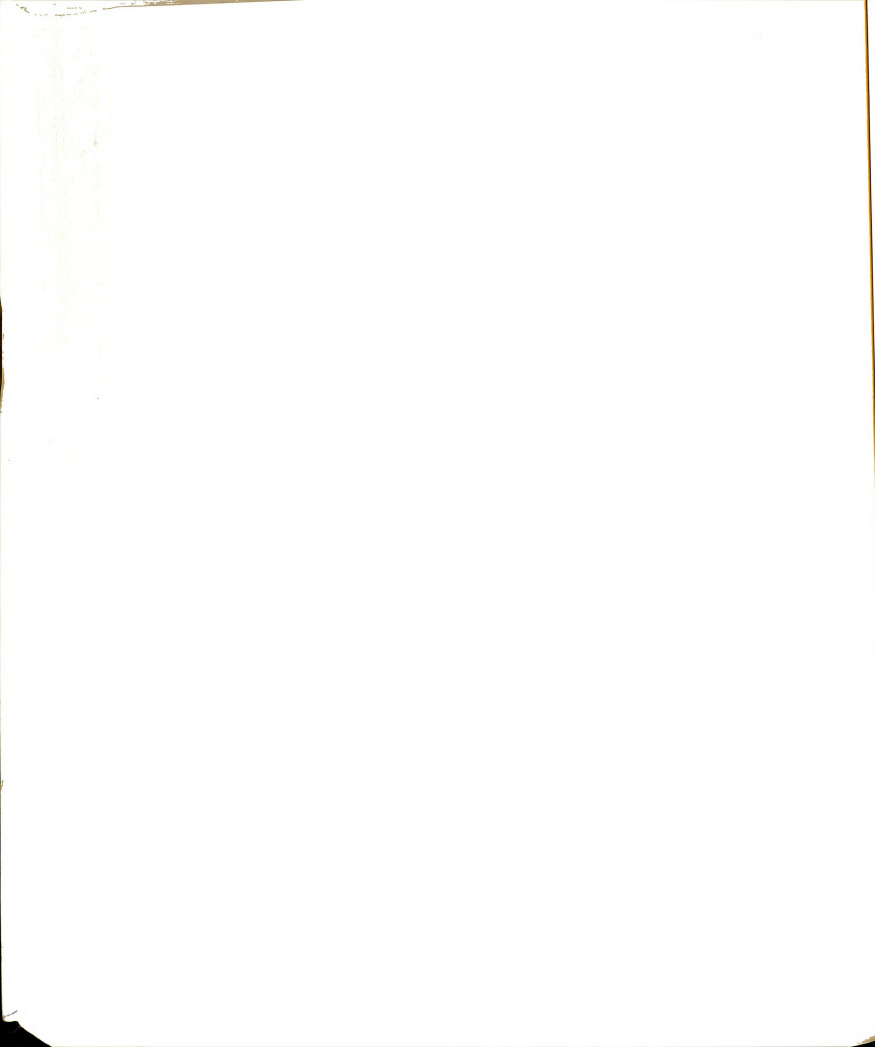
Directions: As you consider improvements in the secondary teacher preparation program at the Umm Al-Qura University, Makkah, please indicate your responses to the following recommendations for improving this program, including student teaching. Please circle the number that best describes your feelings about each item according to the following scale:

- 1) Strongly disagree
- 2) Disagree
- 3) Undecided
- 4) Agree
- 5) Strongly agree

- 53) There should be more emphasis on subjects in the teaching fields.
- 54) There should be more emphasis on practical rather than theoretical approaches in the teacher-preparation program.
- 55) There should be more emphasis on recent trends in curriculum and methods.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
56) There should be more emphasis on understanding children and/or adolescents.	1	2	3	4	5
57) There should be more instruction in evaluation of student behavior (tests and measurements).	1	2	3	4	5
58) Cooperating schools should be selected for student teaching in the residential district where the prospective teacher lives.	1	2	3	4	5
59) School principals and classroom teachers should be invited to orient student teachers who are assigned to their schools.	1	2	3	4	5
60) There should be more emphasis on a semester of full-time students teaching in schools that would include seminars on related student-teaching problems.	1	2	3	4	5
61) There should be more classroom observations by the classroom teacher during the first student teaching experience in the <u>junior</u> year.	1	2	3	4	5
62) Supervision should be assigned to the classroom teacher instead of the college supervisor by the Curriculum and Methods of Teaching Department	1	2	3	4	5
63) There should be a written evaluation after every observation of student teaching.	1	2	3	4	5



Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

- 64) There should be in-service education by the same classroom teachers and methods instructors who teach on campus to help beginning teachers.

- 65) Did you encounter any problems in teaching for which the program did not adequately prepare you? If so, please describe:

a) _____

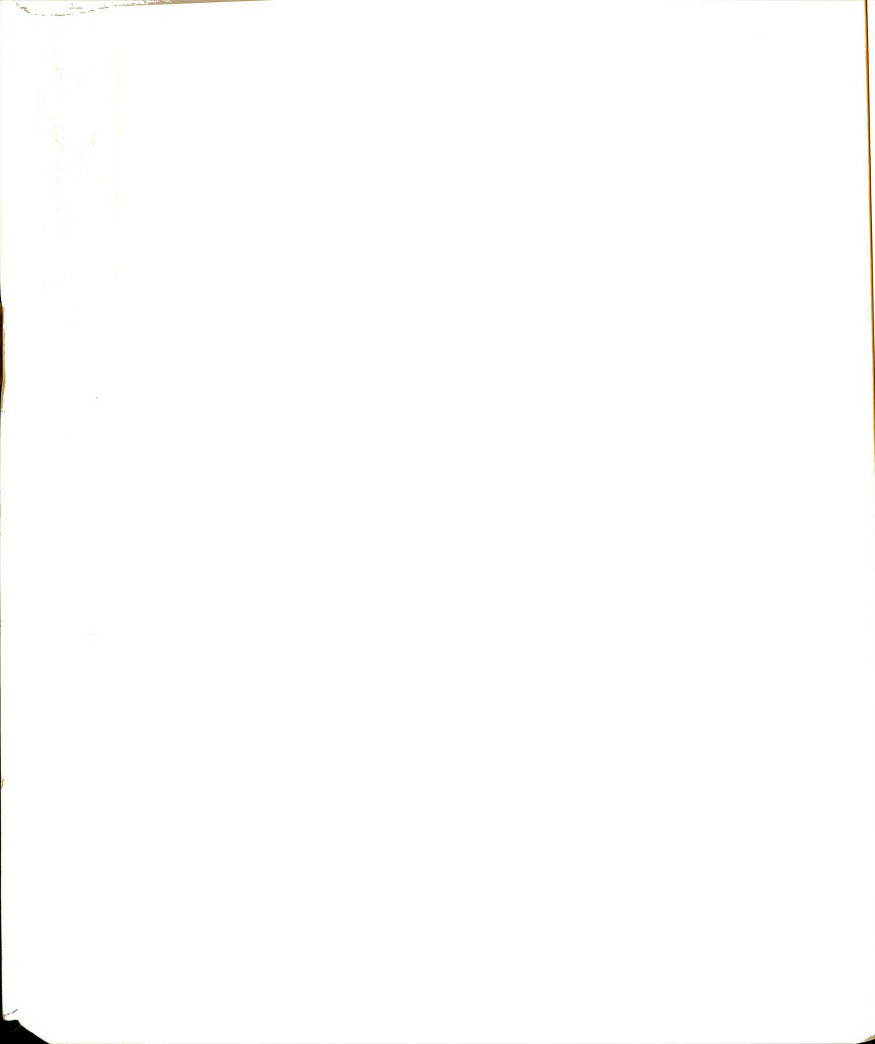
b) _____

c) _____

- 66) What additional suggestions would you make in order to improve the teacher education program at the Umm Al-Qura University, Makkah?

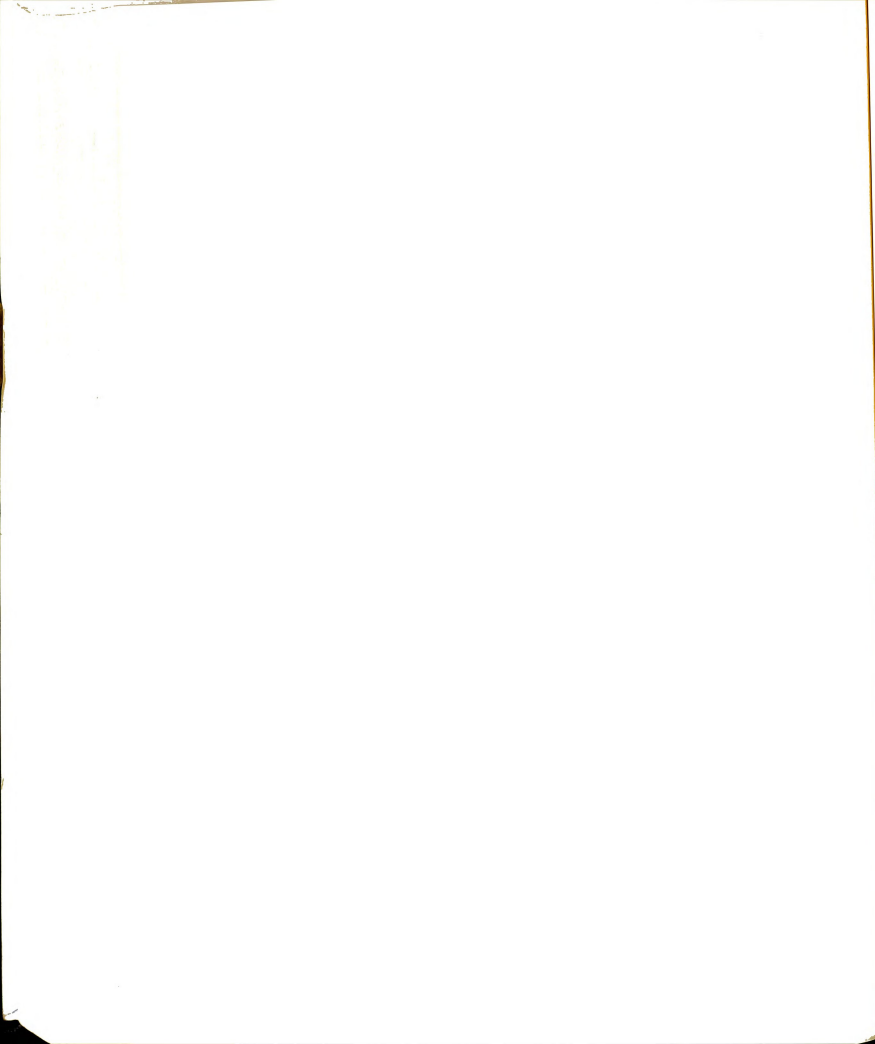
a) _____

b) _____



APPENDIX B

TRANSLATION APPROVAL AND ARABIC
VERSION OF QUESTIONNAIRE



APPENDIX B
TRANSLATION APPROVAL AND ARABIC
VERSION OF QUESTIONNAIRE

King Abdulaziz University
Educational & Psychological
Research Center
Makkah, Saudi Arabia



جامعة الملك عبد العزيز
مركز البحوث التربوية والنفسية
مكة المكرمة - المملكة العربية السعودية

Ref. _____
Date: _____

الرجاء
التاريخ

TO WHOM IT MAY CONCERN

We hereby certify that Mr. Sulaiman M. Al-Nabli has translated into Arabic language the English version of the questionnaire used as a tool in his research for his Ph.D. dissertation entitled "An Evaluation of Selected Aspects of the Secondary Teacher Preparation Program at the Umm Al-Qura University, Makkah: Based on a follow up of 1978-1979 Graduates".

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

It gives us great pleasure to state that during the period he spent among us in Saudi Arabia from June 1981 to the end of August 1981 collecting his data for the dissertation he made tremendous effort to accomplish his objectives that he came for. We are looking forward to benefit from his findings and to have him as a colleague.

We do wish him the best of luck.

M. Ghamdi

Dr. M. A. Ghamdi,
Director: Educational &
Psychological Research Center,
Umm Al-Qura University,
Makkah, Saudi Arabia

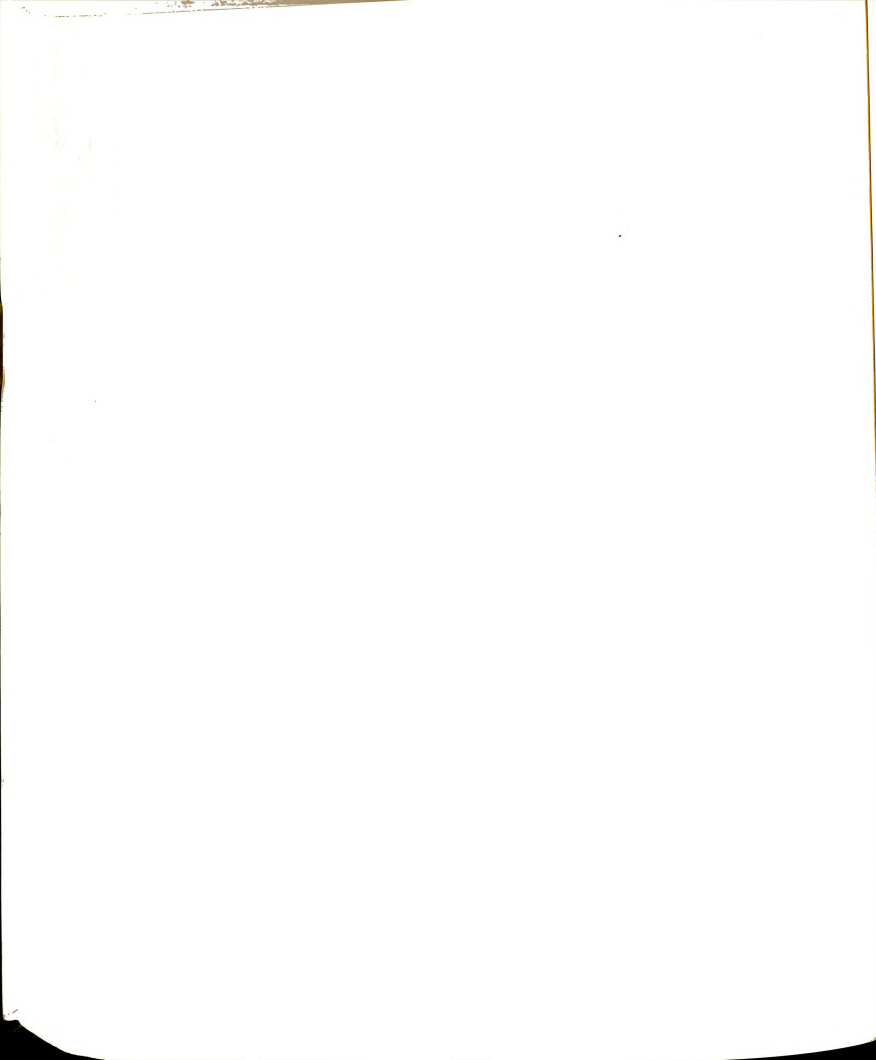
Farouk S. Abdulhalam

Dr. Farouk S. Abdulhalam,
Associate Professor,
Educational & Psychological
Research Center,
Umm Al-Qura University,
Makkah, Saudi Arabia.



P.O. BOX : 407 & 715
CABLE : JAMEAT ABDULAZIZ - MAKKAH
TELEX : 440026 JAMMKA SJ

مركز البحوث التربوية والنفسية
جامعة الملك عبد العزيز - مكة المكرمة
ص.ب. 407 و 715
كابل: جامع عبد العزيز - مكة
تيلكس: 440026 جممكا س.ج.



بسم الله الرحمن الرحيم

" استفتاء "

عزيزتي الخريجة ...
السلام عليكم ورحمة الله وبركاته ...

تعتبر طريقة تقييم البرامج التعليمية لاعداد المعلمين / المعلمات بواسطة خريجها واحده من أهم الطرق المستخدمة في تحسين وتنقيح هذه البرامج. ان الاستفتاء الذى بين يديك هو أداة لاطروحة دكتوراة بعنوان " تقييم لبعض سمات برنامج اعداد المعلمين والمعلمات للمرحلتين الثانوية والمتوسطة فسي جامعة ام القرى (كلية التربية/كلية الشريعة الاسلامية) بمكة المكرمة بمتابعة خريجي ١٣٩٩/٩٨ هـ (١٩٧٩/٧٨ م) " وهو يتكون من خمسة أقسام ، هي :-

- أولا : معلومات عامة
- ثانيا : مهارات التدريس
- ثالثا : مواد الاعداد التربوى
- رابعا : التربية العملية
- خامسا : التوصيات

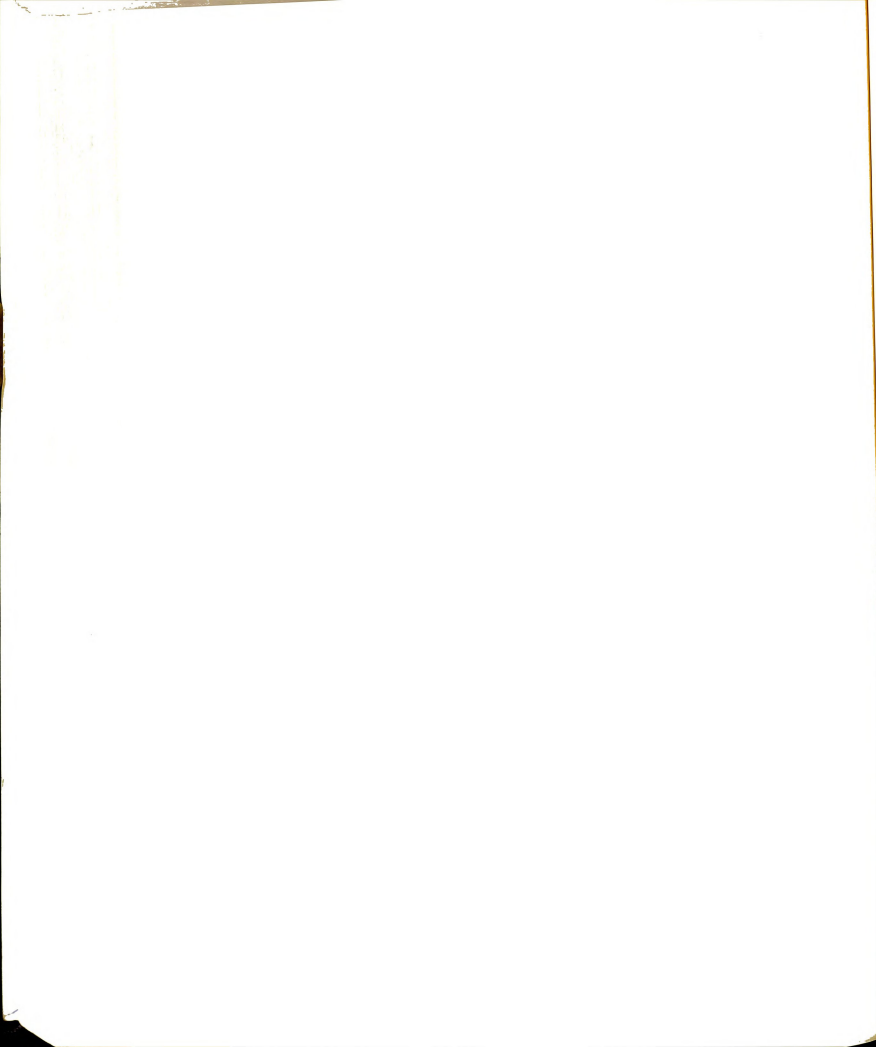
ان تعاونك في الاجابة على كل الفقرات والاسئلة في هذا الاستفتاء بدقة وأمانة وموضوعية سيكون له الاثر في نتيجة البحث مع ملاحظة ان اجابتك على هذا الاستفتاء ستكون سرية ولن يطلع عليها سوى الباحث .

شكرا على تعاونك (((

الباحث

سليمان محمد الوابلي

م. منصور



- ١ -

أولا : معلومات عامة

في الإجابة عن المعلومات التالية . الرجاء اختيار اجابة واحدة فقط لكل سؤال بوضع علامة (/) على الخط المواجه للعبارة المناسبة :-

هذا الفراغ خاص بالباحث			
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10			
11			

١- الجنس :

— (١) ذكر — (٢) أنثى

٢- الكلية التي تخرجتي منها :

— (١) كلية التربية — (٢) كلية الشريعة الاسلامية

٣- الفصل الدراسي الذي تخرجتي فيه :

— (١) ان فصل الاول (١٣٩٩/٩٨) هـ — (٢) الفصل الثاني (١٣٩٩/٩٨) هـ

٤- المرحلة التي تدرسين بها الان :

— (١) المتوسطة — (٢) الثانوية

٥- حقل التخصصي المعدة لتدريسة :

— (١) دين — (٧) رياضيات

— (٢) لغة عربية — (٨) فيزياء

— (٣) تاريخ — (٩) تربية رياضية

— (٤) جغرافيا — (١٠) تربية فنية

— (٥) لغة انجليزية — (١١) كيمياء

— (٦) علم الاحياء — (١٢) اخرى

٦- الدرجة العلمية التي حملتي عليها :

— (١) درجة البكالوريوس (أديي) في التربية

— (٢) درجة البكالوريوس (علمي) في التربية

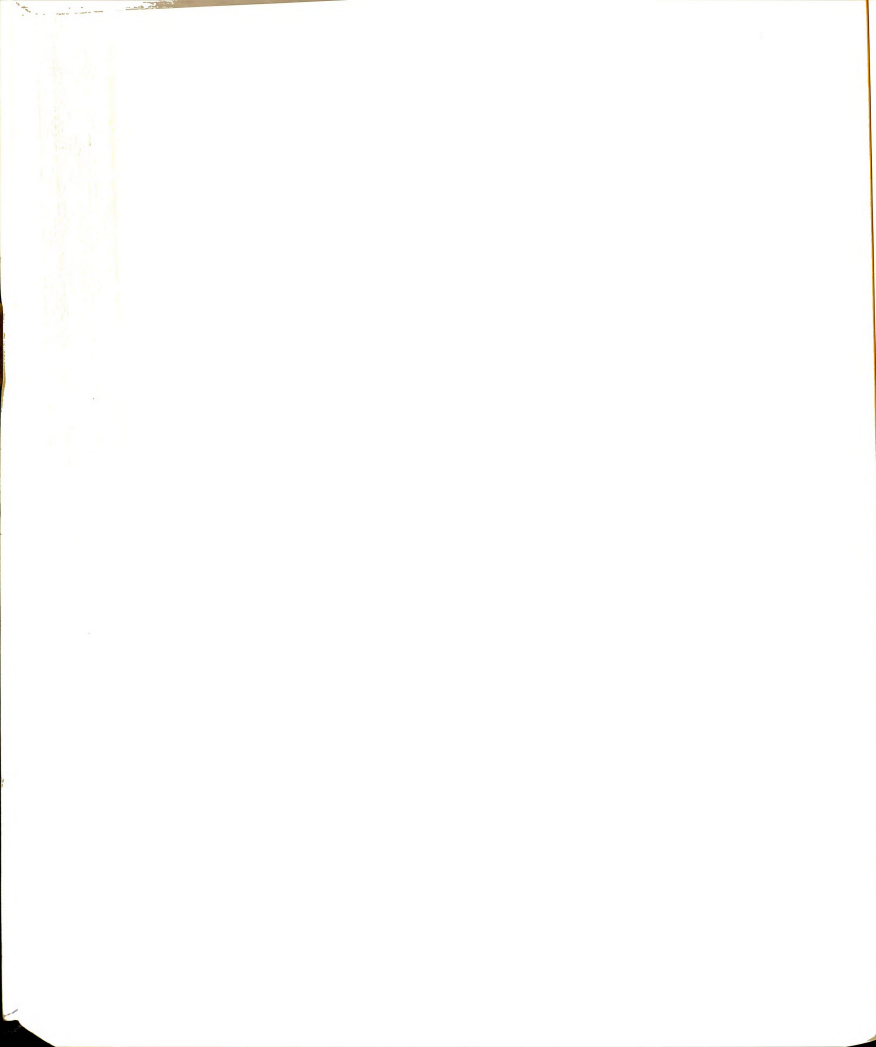
٧- معدل التراكمي حين تخرجك :

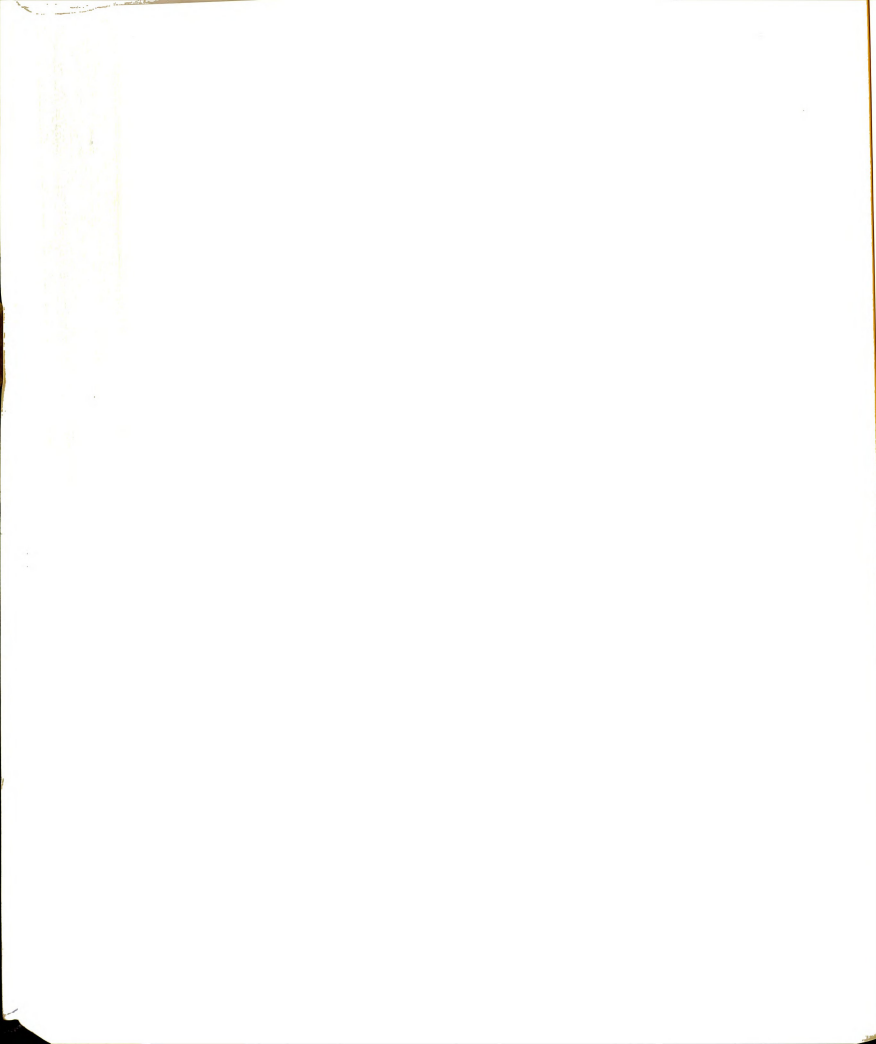
— (١) ممتاز

— (٢) جيد جدا

— (٣) جيد

— (٤) اخرى





- ٤ -

رابعاً : التربية العمليةتوجيه :

الرجاء الاجابة على الاسئلة التالية المتعلقة بالتربية العملية التي مارسيتها كجزء من اعدادك لمهنة التدريس . فهي من فطك دائرة حول الرقم الافضل الذي يصف تقييمك لهذه الناحية من التربية العملية وفقا للمعيار التالي :

- (١) مرضي جدا (٤) غير مرضي
(٢) مرضي (٥) غير مرضي جدا
(٣) غير متأكدة

هذا خ بالـ	١	٢	٣	٤	٥
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٥	١	٢	٣	٤	٥
٦	١	٢	٣	٤	٥
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١٦	١	٢	٣	٤	٥
١٧	١	٢	٣	٤	٥
١٨	١	٢	٣	٤	٥
١٩	١	٢	٣	٤	٥
٢٠	١	٢	٣	٤	٥
٢١	١	٢	٣	٤	٥
٢٢	١	٢	٣	٤	٥
٢٣	١	٢	٣	٤	٥
٢٤	١	٢	٣	٤	٥
٢٥	١	٢	٣	٤	٥
٢٦	١	٢	٣	٤	٥
٢٧	١	٢	٣	٤	٥
٢٨	١	٢	٣	٤	٥
٢٩	١	٢	٣	٤	٥
٣٠	١	٢	٣	٤	٥
٣١	١	٢	٣	٤	٥
٣٢	١	٢	٣	٤	٥
٣٣	١	٢	٣	٤	٥
٣٤	١	٢	٣	٤	٥
٣٥	١	٢	٣	٤	٥
٣٦	١	٢	٣	٤	٥
٣٧	١	٢	٣	٤	٥
٣٨	١	٢	٣	٤	٥
٣٩	١	٢	٣	٤	٥
٤٠	١	٢	٣	٤	٥
٤١	١	٢	٣	٤	٥
٤٢	١	٢	٣	٤	٥

٣٧ - ما تقويمك لقرار قسم المناهج والتربية العملية بتحديد المدرسة الثانوية او المتوسطة التي قمت بالتدريب فيها أثناء التربية العملية من حيث الراحة ؟

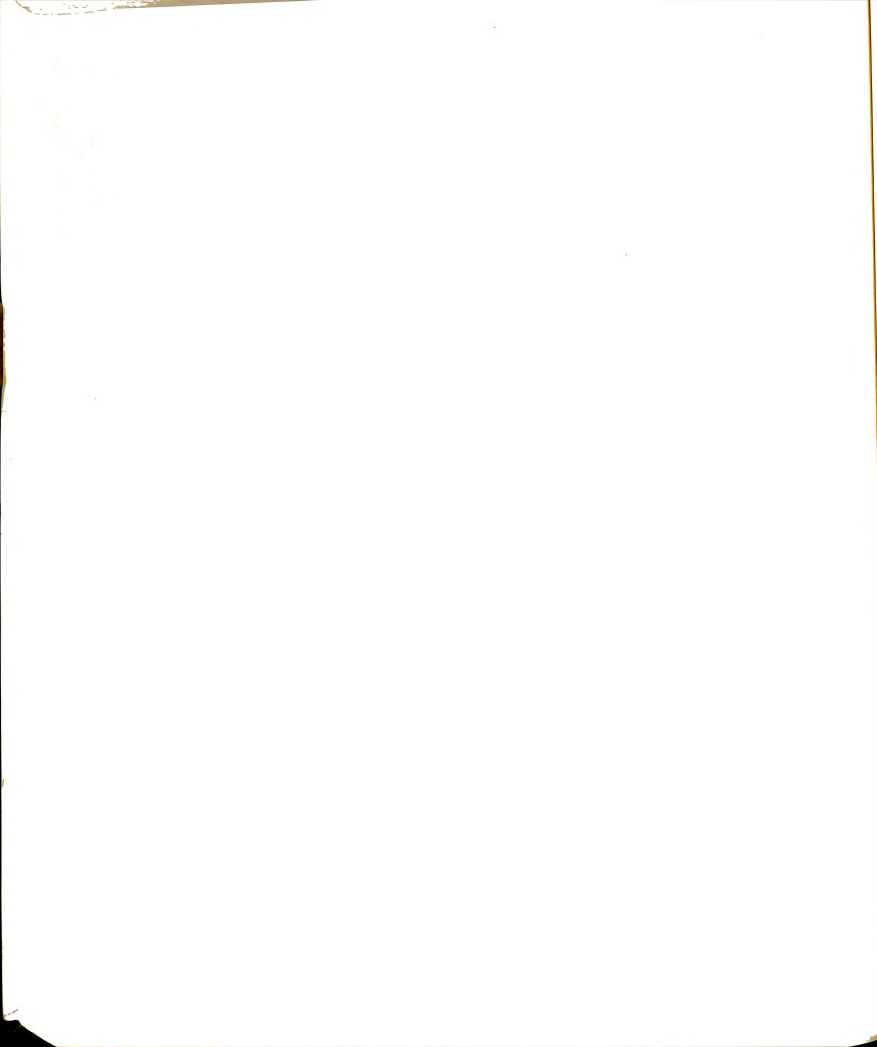
٣٨ - ما تقويمك للخبرة التي اكتسبتها من التربية العملية عندما كنت في السنة الثالثة من الكلية ؟

٣٩ - ما تقويمك للخبرة التي اكتسبتها من التربية العملية عندما كنت في السنة الرابعة من الكلية ؟

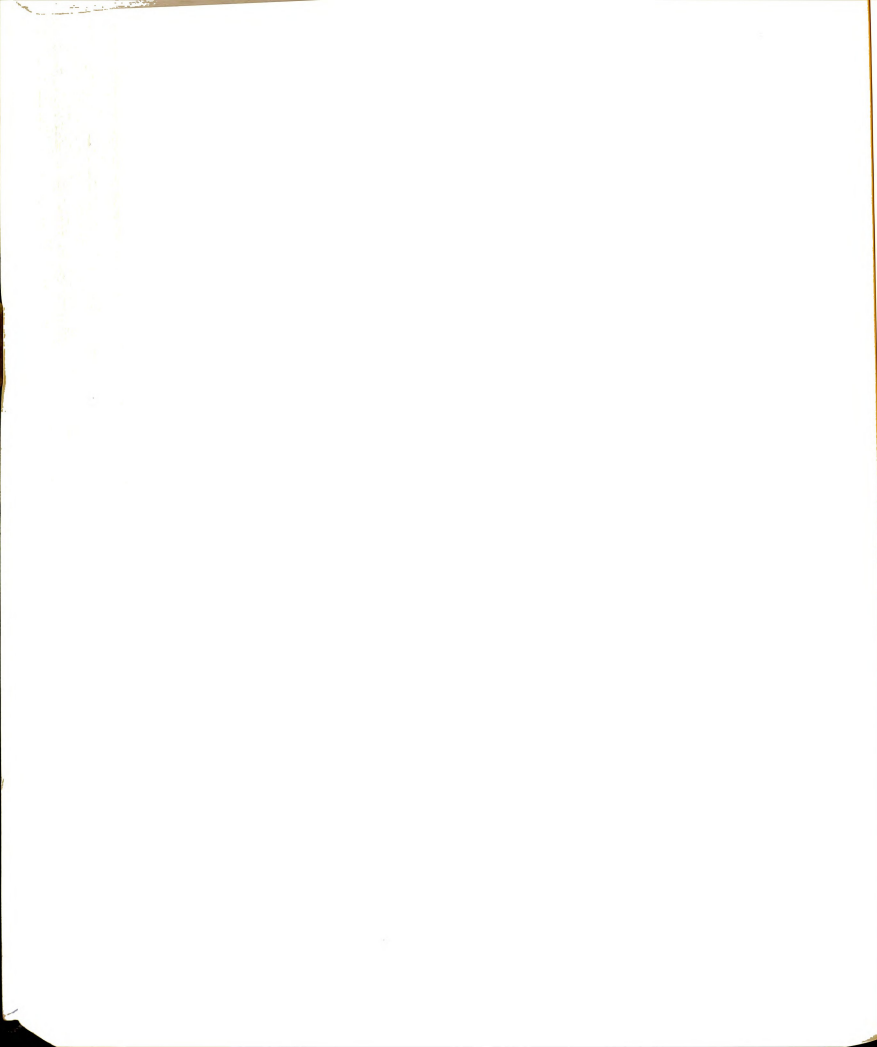
٤٠ - ما تقويمك للإشراف على التربية العملية بالنسبة للخبرات التي اكتسبتها عندما كنت في السنة الرابعة من الكلية على نحو عام ؟

٤١ - كيف تقيميين فعالية المساعدة التي قدمتها لك مشرفة الكلية على التربية العملية عندما كنت في السنة الرابعة من الكلية ؟

٤٢ - ما تقويمك لتعاون وفعالية مدرسة الفصل معك في أثناء التربية العملية عندما كنت في السنة الرابعة من الكلية ؟



هذا الفراغ خاص بالباحث	Col.	
46		٤٣ - قبل ان تستهلي التربية العملية هل قدم لك برنامج اعداد المعلمين والمعلمات في جامعة ام القرى (كلية التربية/كلية الشريعة الاسلامية) بمكة المكرمة ، اى نوع من انواع التوجيه او الارشاد عن التربية العملية ؟ — (١) نعم — (٢) لا
47		٤٤ - اذا كان الجواب على السؤال ٤٣ نعم ، هل تعتقد ان هذا النوع من التوجيه او الارشاد كافى ؟ — (١) نعم — (٢) لا
48		٤٥ - كم يوم في الاسبوع كنت تقومين بالتدريس فيها خلال فترة التربية العملية عندما كنت في السنة الرابعة من الكلية ؟ — (١) يوم واحد في الاسبوع — (٤) اربع أيام بالاسبوع — (٢) يومان بالاسبوع — (٥) خمس أيام بالاسبوع — (٣) ثلاث أيام بالاسبوع
49		٤٦ - كيف كان طول اليوم الذى كنت تعملين فيه في المدرسة خلال فترة التربية العملية عندما كنت في السنة الرابعة من الكلية ؟ — (١) يوم كامل — (٢) نصف يوم
50		٤٧ - كم حصص كنت تقومين بتدريسها اسبوعيا خلال فترة التربية العملية عندما كنت في السنة الرابعة من الكلية ؟ — (١) حصص واحدة كل اسبوعين — (٥) اربع حصص بالاسبوع — (٢) حصص واحدة كل اسبوع — (٦) خمس حصص بالاسبوع — (٣) حصتان بالاسبوع — (٧) اكثر من خمس حصص — (٤) ثلاث حصص بالاسبوع
51		٤٨ - هل تشعرين بان عملية الملاحظة التي قمت بها خلال فترة التربية العملية لمدرسة العمل أثناء تدريسها كافية ؟ — (١) نعم — (٢) لا



- ٦ -

هذا الفراغ
بالباحـ

01

02

03

04

05

٤٩ - كم مرة زارتك مشرفة الكلية داخل الفصل خلال فترة التربية العملية
عندما كنت في السنة الرابعة من الكلية ؟

— (١) مرة واحدة — (٤) اربع مرات

— (٢) مرتان — (٥) أكثر من اربع مرات

— (٣) ثلاث مرات

٥٠ - هل تعتقد ان هذا العدد من الزيارات يكفي لاعداد مدرسة فعالة
في مجال تخصصك ؟

— (١) نعم — (٢) لا

٥١ - هل تعتقد ان هناك توافقا بين مaderسية في المقررات التربوية
النظرية وتوجيهات مشرفة الكلية على التربية العملية ؟

— (١) نعم — (٢) لا

٥٢ - هل سبق وان شعرتي بالحرية في مناقشة مشاكل التربية العملية مع
مشرفة الكلية عندما كنت احدى الطالبات المتدربات ؟

— (١) نعم — (٢) لا

خامسا : التوصيات

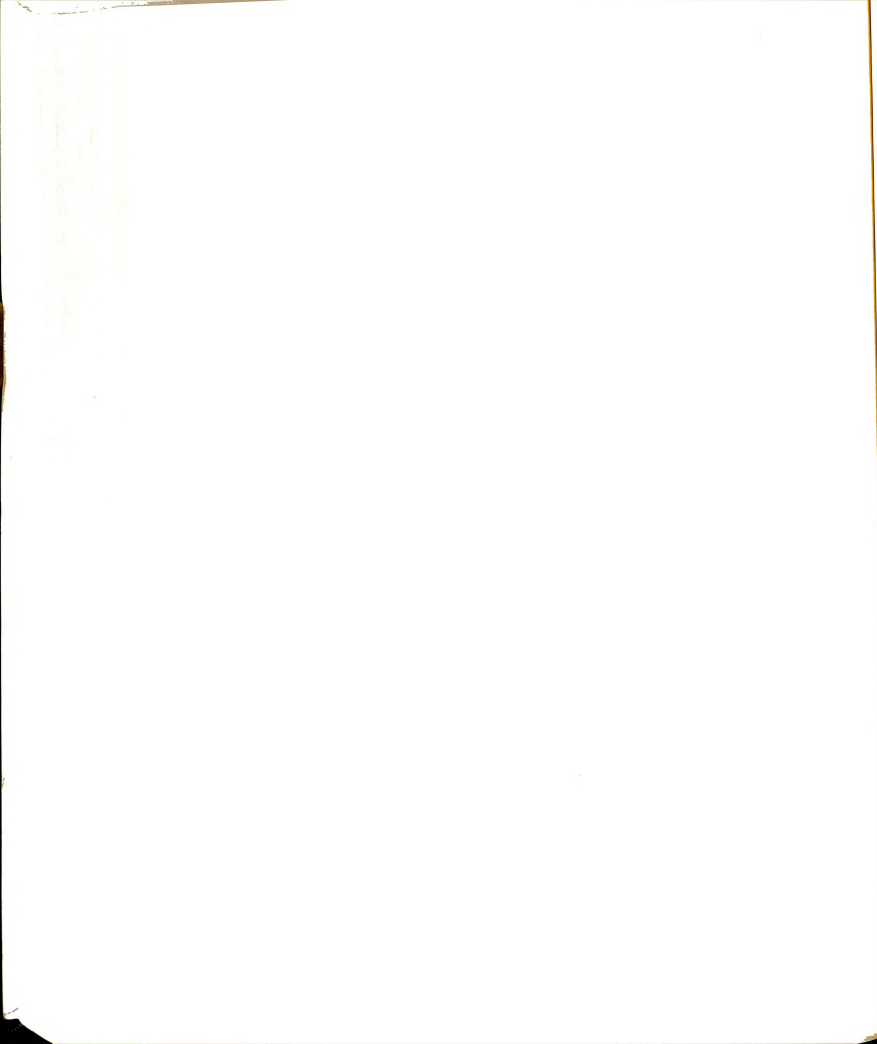
توجيه :

باعتبارك احد المشاركين في تقييم برنامج اعداد المعلمين والمعلمات
بجامعة ام القرى (كلية التربية / كلية الشريعة الاسلامية) بمكة
المكرمة ، الرجاء ان توضحى مدى استجابتك للمقترحات التالية حول
تطوير هذا البرنامج بما في ذلك التربية العملية . فعي من ففلك
داشرة حول الرقم الالفيل الذى يصف اتفاقك مع كل مقترح وفقا للمعيار
التالي :

(١) اوافق مطلقا (٤) لا اوافق

(٢) اوافق (٥) لا اوافق مطلقا

(٣) لا ادرى



بدا الفر خاص بالباء	٥١.	لا أو اوافق مطلقا	لا أو اوافق	لا أدري	أو اوافق	أوافق مطلقا
56		٥	٤	٣	٢	١
57		٥	٤	٣	٢	١
58		٥	٤	٣	٢	١
59		٥	٤	٣	٢	١
60		٥	٤	٣	٢	١
61		٥	٤	٣	٢	١
62		٥	٤	٣	٢	١
63		٥	٤	٣	٢	١
64		٥	٤	٣	٢	١
65		٥	٤	٣	٢	١
66		٥	٤	٣	٢	١
67		٥	٤	٣	٢	١

٥٣ - ينبغي ان يكون هناك تركيز على مواد التخصص .

٥٤ - ينبغي ان يكون هناك تركيز على الجانب السلي اكثر من النظرى في برنامج اعداد المعلمين والسلسات .

٥٥ - ينبغي ان يكون هناك تركيز على الاتجاه الحديث فسي المناهج وطرق التدريس .

٥٦ - ينبغي ان يكون هناك تركيز على فهم مراحل الطفولة والمراهقة .

٥٧ - ينبغي ان يكون هناك تركيز على تعليم الطالب المستندرة كيفية تقييم التحصيل الدراسي للتلميذة (بواسطة الامتحانات والقياسات الاختبارية) .

٥٨ - اختيار المدارس التي يتم بها التدريب ينبغي ان تكون في المنطقة التي تكن فيها طالبة التربية السلية .

٥٩ - ينبغي ان يكون هناك دعوة مستمرة لمديرات المدارس والمدارس لاعطاء ترجيحها لطالبات التربية السلية في المدارس التي يتدرب بها .

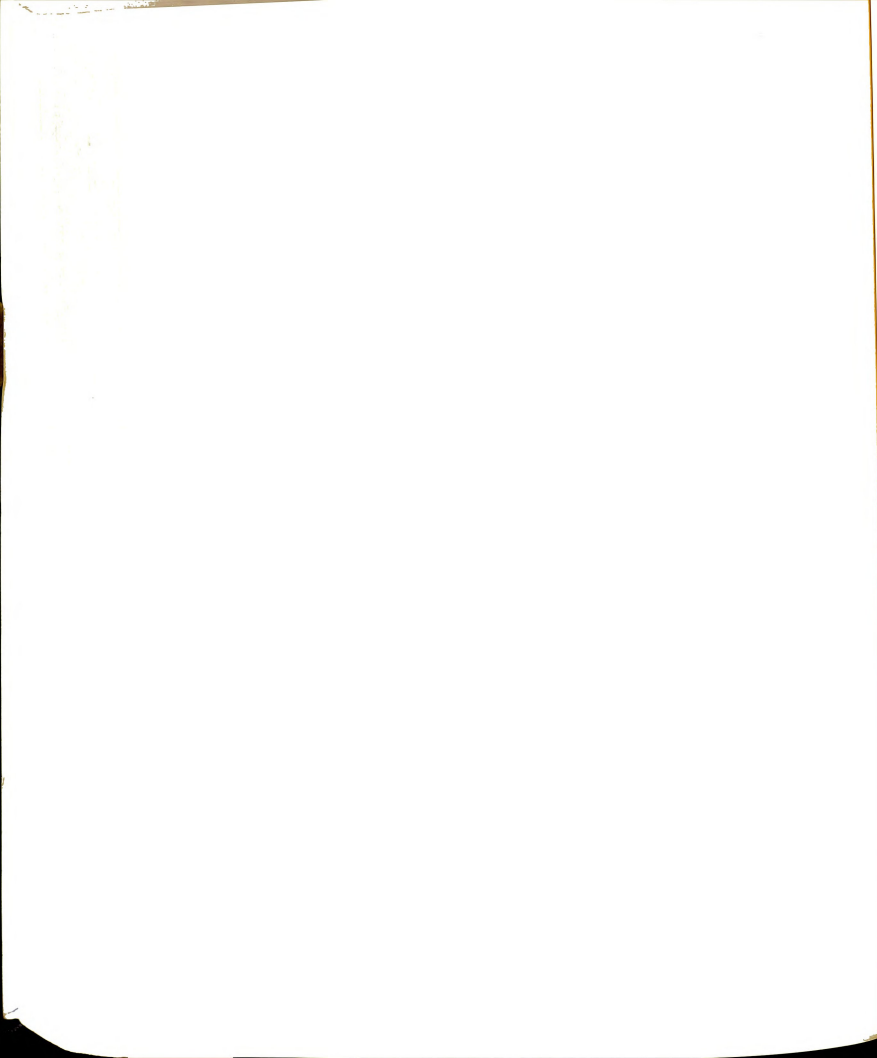
٦٠ - ينبغي تخصيص فصل دراسي كامل للتربية السلية بالامانة الى حلقات دراسية لمتابعة مشكلات التربية السلية خلال هذه الفترة .

٦١ - ينبغي ان يكون هناك تركيز على ملاحظة طالبة التربية السلية اثناء تدريسها بواسطة مدرسة الفصل خلال فترة التدريب الاولى .

٦٢ - الاشراف على التربية السلية ينبغي ان يكون بواسطة مدرسة الفصل بدلا من السخرة الذي يخصها قسم التربية العملية بالكلية .

٦٣ - ينبغي ان يكون هناك تقييم مكتوب بعد كل زيارة في التربية السلية -

٦٤ - ينبغي عقد دورات تدريبية للمدرسات الجدد بحيث يشرف عليها المشرفة على التربية السلية ومدارس طسرق التدريس بالكلية .



- ٨ -

٦٥ - هل واجهتك اى مشاكل في التدريس تعتقد بان ذلك ناتج عن عدم اعدادك على نحو كافي بواسطة البرنامج الذى تخرجتي منه ؟ اذا كان هناك ، الرجاء صفي ذلك :

(١)

(٢)

(٣)

٦٦ - ما المقترحات الاخرى التي ترغبين ان تقدميها لتحسين البرنامج الحالي في جامعة ام القرى (كلية التربية / كلية الشريعة الاسلامية) بمكة المكرمة ؟

(١)

(٢)

(٣)

(٤)

(٥)

(٦)

(٧)

(٨)

(٩)

بسم الله الرحمن الرحيم

" استفتاء "

عزيرى الخريج

السلام عليكم ورحمة الله وبركاته ... ،

تعتبر طريقة تقييم البرامج التعليمية لاعداد المعلمين بواصفة خريجها واحدة من أهم الطرق المستخدمة في تحسين وتنقيح هذه البرامج. ان الاستفتاء الذى بين يديك هو اداة لاندوحة دكتوراة بعنوان " تقييم لبعض سمات برنامج اعداد المعلمين للمرحلتين الثانوية والمتوسطة في جامعة أم القرى (كلية التربية / كلية الشريعة الاسلامية) بمكة المكرمة . بمثابة خريجي ١٣٩٩/٩٨ هـ (١٩٧٩/٧٨ م) " وهو يتكون من خمسة اقسام ، هي :

- أولا : معلومات عامة
- ثانيا : مهارات التدريس
- ثالثا : مواد الاعداد التربوى
- رابعا : التربية العملية
- خامسا : التوصيات

ان تعاونك في الاجابة على كل الفقرات والاسئلة في هذا الاستفتاء بدقة وامانة وموضوعية سيكون له لاثر في نتيجة البحث . مع ملاحظة ان اجابتك على هذا الاستفتاء ستكون سرية ولن يطلع عليها سوى الباحث .

شكرا على تعاونك { }

الباحث

سليمان محمد الوابلي

م. منصور

- ١ -

أولا : معلومات عامة

في الاجابة عن المعلومات التالية . الرجاء اختيار اجابة واحدة فقط لكل سؤال بوضع علامة (✓) على الخط المواجه للعبارة المناسبة .

هذا الفراغ خاص بالباحـث			
1-3			
COL.			
4			
5			
6			
7			
8-9			
10			
11			

١- الجنس :

— (١) ذكر — (٢) انثى

٢- الكلية التي تخرجت منها :

— (١) كلية التربية — (٢) كلية الشريعة الاسلامية

٣- الفصل الدراسي الذي تخرجت فيه :

— (١) الفصل الاول (١٣٩٩/٩٨هـ) — (٢) الفصل الثاني (١٣٩٩/٩٨هـ)

٤- المرحلة التي تدرس بها الان :

— (١) المتوسطة — (٢) الثانوية

٥- حقل التخصص المعد لتدريسة :

— (١) دين — (٢) رياضيات

— (٢) لغة عربية — (٨) فيزياء

— (٣) تاريخ — (٩) تربية رياضية

— (٤) جغرافيا — (١٠) تربية فنية

— (٥) لغة انجليزية — (١١) كيمياء

— (٦) علم الاحياء — (١٢) اخرى

٦- الدرجة العلمية التي حصلت عليها :

— (١) درجة البكالوريوس (ادبي) في التربية .

— (٢) درجة البكالوريوس (علمي) في التربية .

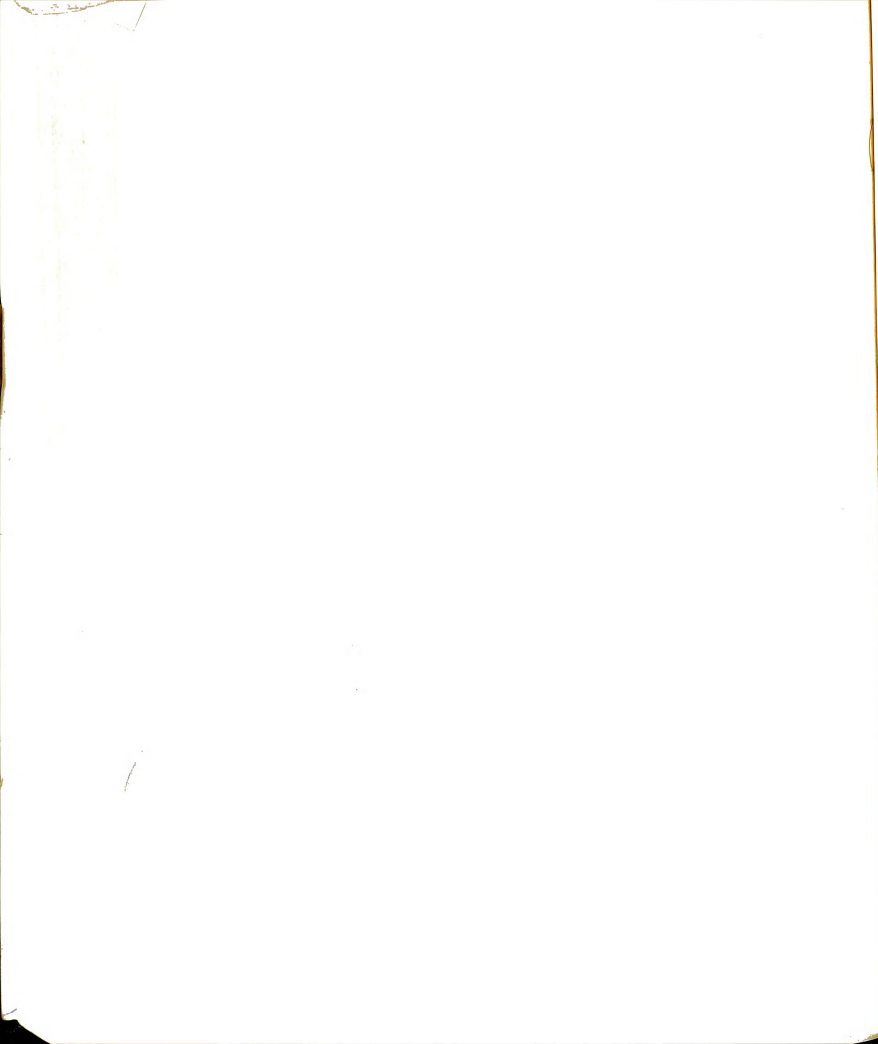
٧- معدلك التراكمي حين تخرجك :

— (١) ممتاز

— (٢) جيد جدا

— (٣) جيد

— (٤) اخرى

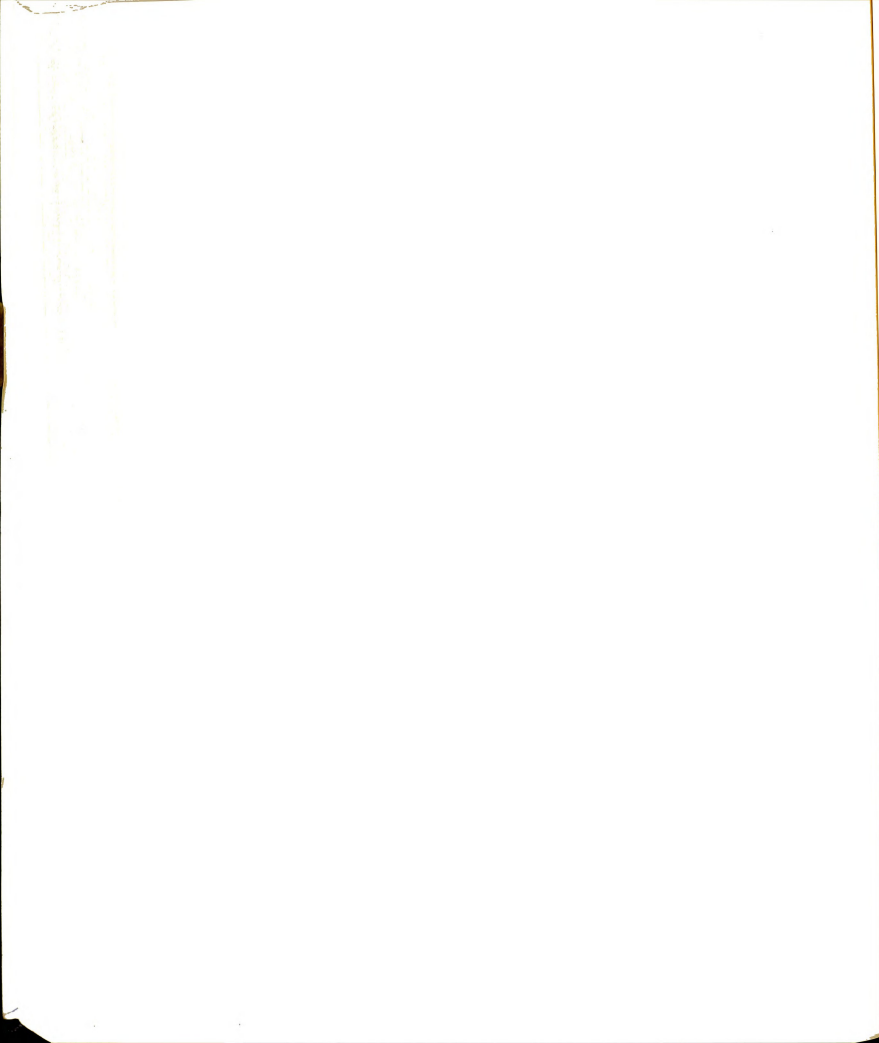


- ٢ -

ثانيا : مهارات التدريستوجيه :

باعتبارك احد خريجي برنامج اعداد المعلمين للمرحلتين الثانوية والمتوسطة في جامعة ام القرى (كلية التربية/ كلية الشريعة الاسلامية) بمكة المكرمة ، لاي مدى تعتقد ان هذا البرنامج قد اعدك لمهنة التدريس في المهارات او القدرات التالية الرجاء وضع دائرة حول الرقم الافضل الذي يعف تقييمك لهذه المهارة او القدرة وفقا للمعيار التالي :-

COL	هذا الفراغ خا بالباحث	المعيار التالي :-					
		١	٢	٣	٤	٥	
		١	٢	٣	٤	٥	
12		١	٢	٣	٤	٥	٨ - القدرة على التعامل مع طلاب ذو قدرات مختلفة .
13		١	٢	٣	٤	٥	٩ - القدرة على التعامل مع الادارة المدرسية .
14		١	٢	٣	٤	٥	١٠ - القدرة على استخدام اللغة العربية اثناء تدريسك بفعالية .
15		١	٢	٣	٤	٥	١١ - القدرة على معالجة مشكلات النظام في الفصل .
16		١	٢	٣	٤	٥	١٢ - القدرة على اشارة اهتمام الطلاب الذين ليس لديهم ميول للتعلم .
17		١	٢	٣	٤	٥	١٣ - القدرة على استخدام طرق تدريس متنوعة .
18		١	٢	٣	٤	٥	١٤ - القدرة على تصميم الامتحانات المناسبة للطلاب .
19		١	٢	٣	٤	٥	١٥ - القدرة على استخدام المواد التعليمية كالكتاب المدرسي مثلا .
20		١	٢	٣	٤	٥	١٦ - القدرة على وضع خطة مناسبة للدرس .
21		١	٢	٣	٤	٥	١٧ - القدرة على استخدام الوسائل التعليمية .
22		١	٢	٣	٤	٥	١٨ - المهارة في توزيع الوقت على جميع الانشطة اثناء اعطاء الدرس .
23		١	٢	٣	٤	٥	١٩ - القدرة على تقويم التحصيل الدراسي للطلاب .
24		١	٢	٣	٤	٥	٢٠ - المهارة في كتابة التقرير المدرسي الخاص بكل طالب
25		١	٢	٣	٤	٥	٢١ - القدرة على استخدام التجهيزات المدرسية كامعامل والملاعب مثلا .
26		١	٢	٣	٤	٥	٢٢ - القدرة على استخدام المكتبة المدرسية ومصادرها المتنوعة .



- ٣ -

٢٣- هل هناك مهارات او قدرات تعتقد بأن برنامج اعداد المعلمين بجامعة ام القرى (كلية التربية /كلية الشريعة الاسلامية) بمكة المكرمة لم يزودك بها أثناء دراستك وتشعر الان بحاجتها كمدرس ؟ اذا كان هناك الرجاء صف ذلك :

(١)

(٢)

(٣)

شالسا: مواد الاعداد التربوي

توجيه :

الرجاء تقييم كل مادة من مواد الاعداد التربوي التالية والتي سبق وان درستها في برنامج اعداد المعلمين بمكة المكرمة من حيث فعاليتها في اعدادك كمدرس .
ضع من فضلك دائرة حول الرقم الافضل الذي يصف تقييمك لكل مادة وفقا للمعيار

التالي :-

- (١) مفيد جدا (٤) ذو فائدة قليلة
(٢) مفيد (٥) ليس له فائدة
(٣) غير متأكد

هذا الفراغ خاص بالباحث	COL	١	٢	٣	٤	٥
27		١	٢	٣	٤	٥
28		١	٢	٣	٤	٥
29		١	٢	٣	٤	٥
30		١	٢	٣	٤	٥
31		١	٢	٣	٤	٥
32		١	٢	٣	٤	٥
33		١	٢	٣	٤	٥
34		١	٢	٣	٤	٥
35		١	٢	٣	٤	٥
36		١	٢	٣	٤	٥
37		١	٢	٣	٤	٥
38		١	٢	٣	٤	٥
39		١	٢	٣	٤	٥

- ٢٤ - المدخل للتربية وعلم النفس
٢٥ - الاس الاجتماعية والفلسفة للتربية
٢٦ - تطور الفكر التربوي
٢٧ - علم النفس التكويني (طفولة ومراهقة)
٢٨ - علم النفس التربوي
٢٩ - أس المناهج
٣٠ - طرق التدريس (١)
٣١ - الوسائل التعليمية
٣٢ - التعليم في المملكة والعالم العربي
٣٣ - الادارة التربوية والتخطيط
٣٤ - مقدمة في الارشاد والصحة النفسية
٣٥ - تنظيمات المناهج
٣٦ - طرق التدريس (٢)

- ٤ -

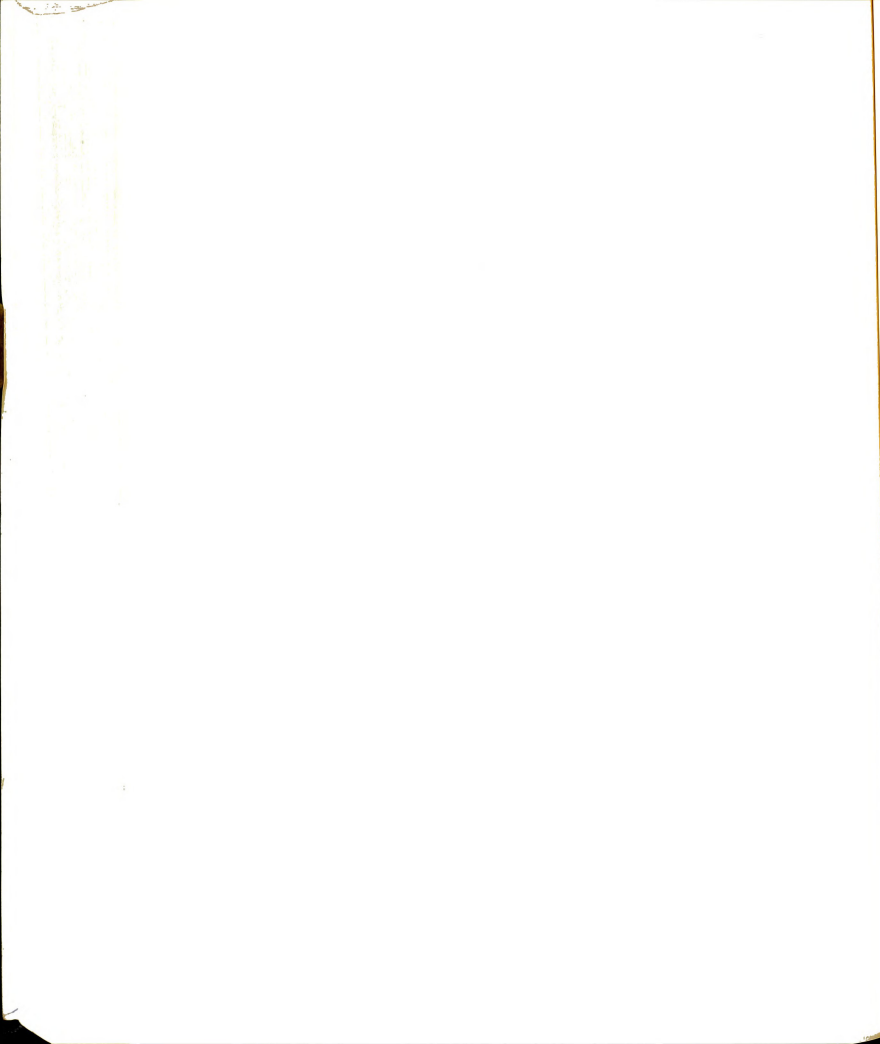
إيضا : التربية العملية

توجيه : الرجاء الاجابة على الاسئلة التالية المتعلقة بالتربية العملية التي مارستها كجزء من اعدادك لمهنة التدريس . مع من فطكت دائرة حول الرثم الافضل الذي يصف تقييمك لهذه الناحية من التربية العملية وفقا للمعيار التالي :

- (١) مرضي جدا (٤) غير مرضي
(٢) مرضي (٥) غير مرضي جدا
(٣) غير متأكد

هذا الفراغ خاص بالباحث	COL	١	٢	٣	٤	٥
		غير متأكد	مرضي	مرضي جدا	غير مرضي	غير مرضي جدا
40		١	٢	٣	٤	٥
41		١	٢	٣	٤	٥
42		١	٢	٣	٤	٥
43		١	٢	٣	٤	٥
44		١	٢	٣	٤	٥
45		١	٢	٣	٤	٥

- ٣٧- ما تفويماك لقرار قسم المناهج والتربية العملية بتحديد المدرسة الثانوية او المتوسطة التي قممت بالتدريب فيها أثناء التربية العملية من حيث الراحة ؟
- ٣٨- ما تفويماك للخبرة التي اكتسبتها من التربية العملية عندما كنت في السنة الثالثة من الكلية ؟
- ٣٩- ما تفويماك للخبرة التي اكتسبتها من التربية العملية عندما كنت في السنة الرابعة من الكلية ؟
- ٤٠- ما تفويماك للإشراف على التربية العملية بالنسبة للخبرات التي اكتسبتها عندما كنت في السنة الرابعة من الكلية على نحو عام ؟
- ٤١- كيف تقييم فعالية المساعدة التي قدمها لك مشرف الكلية على التربية العملية عندما كنت في السنة الرابعة من الكلية ؟
- ٤٢- ما تفويماك لتعاون وفعالية مدرس الفصل معك في أثناء التربية العملية عندما كنت في السنة الرابعة من الكلية ؟



- ٥ -

هذا الفراغ
خاص بالباحث
COL

46

٤٣- قبل ان تستهل التربية العملية هل قدم لك برنامج اعداد المعلمين في جامعة ام القرى (كلية التربية / كلية الشريعة الاسلامية) بمكة المكرمة اى نوع من التوجيه او الارشاد عن التربية العملية ؟

— (١) نعم — (٢) لا

47

٤٤- اذا كان الجواب على السؤال ٤٣ نعم ، هل تعتقد ان هذا النوع من التوجيه او الارشاد كافي ؟

— (١) نعم — (٢) لا

48

٤٥- كم يوم في الاسبوع كنت تقوم بالتدريس فيها خلال فترة التربية العملية عندما كنت في السنة الرابعة من الكلية ؟

— (١) يوم واحد في الاسبوع — (٤) اربع ايام بالاسبوع

— (٢) يومان بالاسبوع — (٥) خمس ايام بالاسبوع

— (٣) ثلاث ايام بالاسبوع

49

٤٦- كيف كان طول اليوم الذى كنت تعمل فيه في المدرسة خلال فترة التربية العملية عندما كنت في السنة الرابعة من الكلية ؟

— (١) يوم كامل — (٢) نصف يوم

50

٤٧- كم حصة كنت تقوم بتدريسها اسبوعيا خلال فترة التربية العملية عندما كنت في السنة الرابعة من الكلية ؟

— (١) حصة واحدة كل اسبوعين — (٥) اربع حصص بالاسبوع

— (٢) حصة واحدة بالاسبوع — (٦) خمس حصص بالاسبوع

— (٣) حصتان بالاسبوع — (٧) اكثر من خمس حصص في الاسبوع

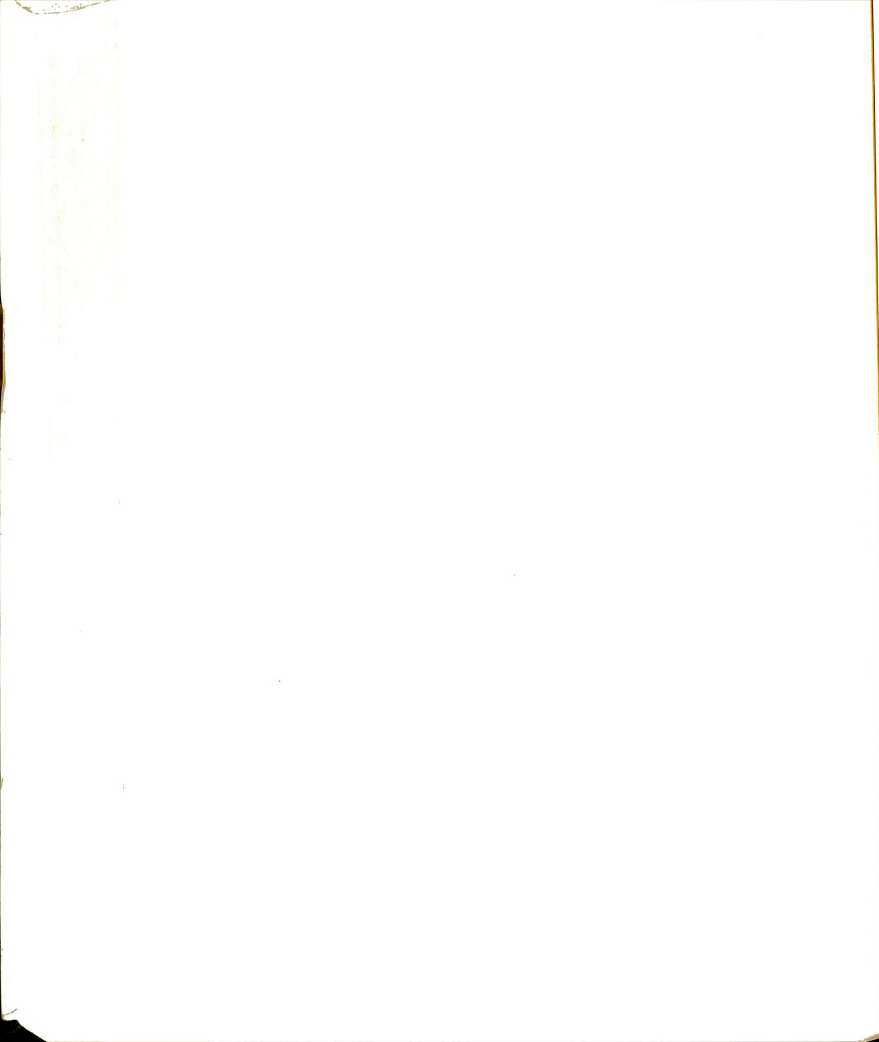
— (٤) ثلاث حصص بالاسبوع

51

٤٨- هل تشعر بان عملية الملاحظة التي قمت بها خلال فترة التربية العملية لمدرس الفصل اثناء تدريسه كافية ؟

— (١) نعم — (٢) لا

- ٥ -



- ٦ -

هذا الفراغ
خاص بالباحث

COL.

52

٤٩- كم مرة زارك مشرف الكلية داخل الفصل خلال فترة التربية العملية عندما كنت في السنة الرابعة من الكلية ؟

- (١) مرة واحدة — (٤) اربع مرات
— (٢) مرتان — (٥) اكثر من اربع مرات
— (٣) ثلاث مرات

53

٥٠- هل تعتقد ان هذا العدد من الزيارات يكفي لاعداد مدرس فعال في مجال تخصصك ؟

- (١) نعم — (٢) لا

54

٥١- هل تعتقد أن هناك توافقا بين مадرسة في المقررات التربوية النظرية وتوجيهات مشرف الكلية على التربية العملية ؟

- (١) نعم — (٢) لا

55

٥٢- هل سبق وان شعرت بالحرية في مناقشة مشاكل التربية العملية مع مشرف الكلية عندما كنت احد الطلبة المتدربين ؟

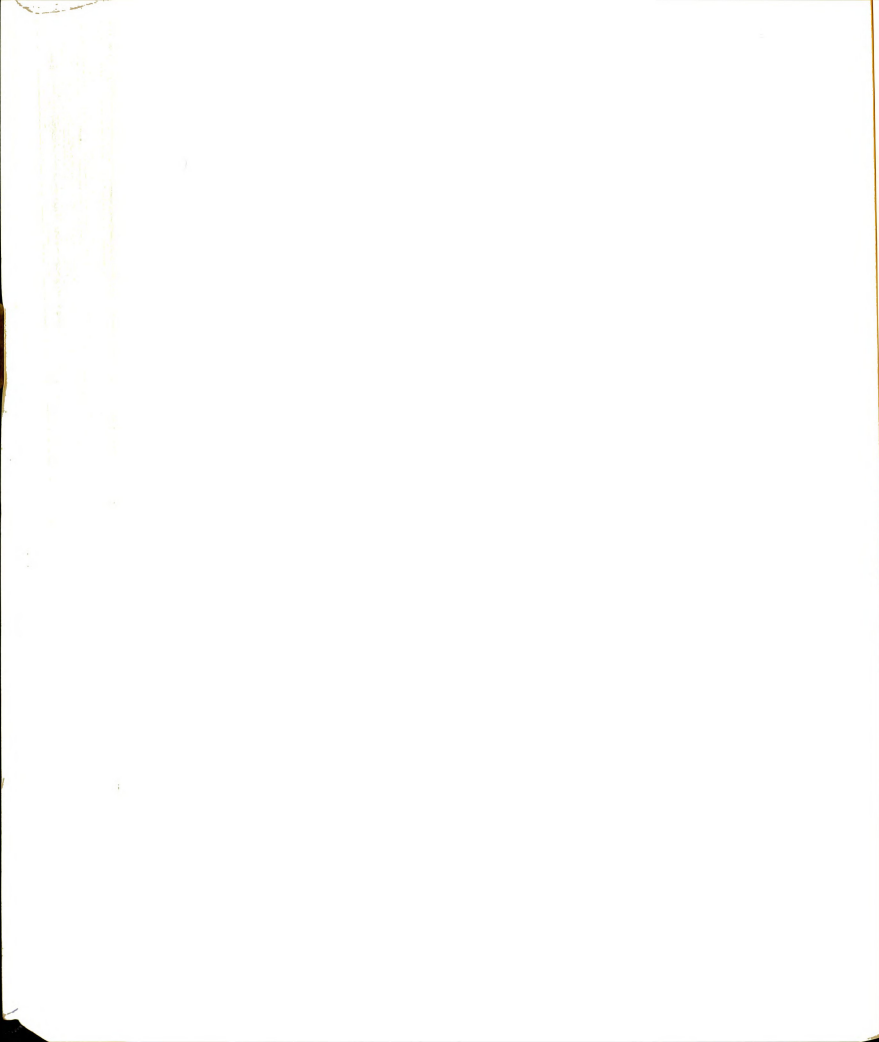
- (١) نعم — (٢) لا

خامسا : التوصيات

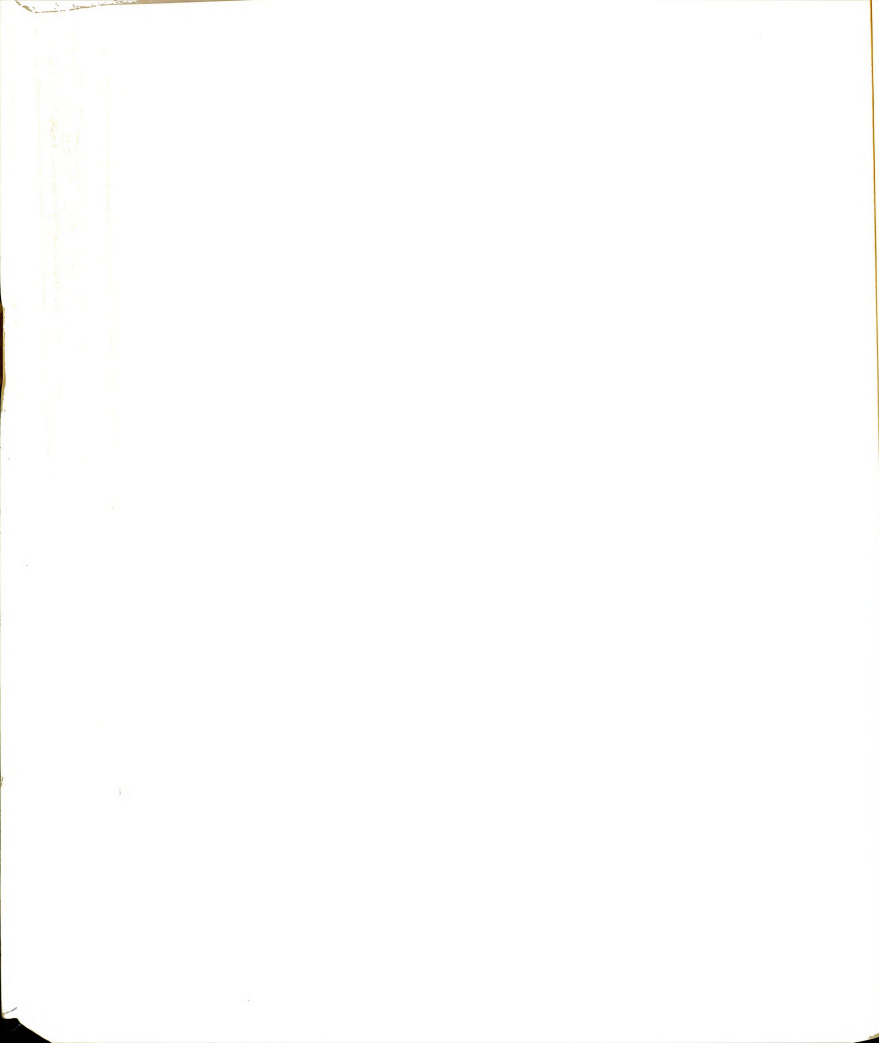
توجية :

باعتبارك احد المشاركين في تقييم برنامج اعداد المعلمين بجامعة ام القرى (كلية التربية / كلية الشريعة الاسلامية) بمكة المكرمة . الرجاء توضيح مدى استجابتك للمقترحات التالية حول تطوير هذا البرنامج بما في ذلك التربية العملية . فع من فضلك دائرة حول الرقم الافضل الذي يصف اتفاقك مع كل مقترح وفقا للمعيار التالي :

- (١) اوافق مطلقا (٤) لا اوافق
(٢) اوافق (٥) لا اوافق مطلقا
(٣) لا أدري



هذا الفراغ خاص بالباحث	COL	أوافق مطلقا	لا أوافق مطلقا	لا أوافق	لا أدري	أوافق	أوافق مطلقا	
56		٥	٤	٣	٢	١	١	ينبغي ان يكون هناك تركيز على مواد التخصص .
57		٥	٤	٣	٢	١	١	ينبغي ان يكون هناك تركيز على الجانب العملي اكثر من النظرى في برنامج اعداد المعلمين .
58		٥	٤	٣	٢	١	١	ينبغي ان يكون هناك تركيز على الاتجاه الحديث في المناهج وطرق التدريس .
59		٥	٤	٣	٢	١	١	ينبغي ان يكون هناك تركيز على فهم مراحل الطفولة والمراهقة .
60		٥	٤	٣	٢	١	١	ينبغي ان يكون هناك تركيز على تعليم الطالب المتدرب كيفية تقييم التحصيل الدراسي للتلميذ (بواسطة الامتحانات والقياسات الاختبارية) .
61		٥	٤	٣	٢	١	١	اختيار المدارس التي يتم بها التدريب ينبغي ان تكون في المنطقة التي يسكن فيها طالب التربية العملية .
62		٥	٤	٣	٢	١	١	ينبغي ان يكون هناك دعوة مستمرة لمدراء المدارس والمدرسين لاعطاء توجيهات لطلبة التربية العملية في المدراس التي يتدربون بها .
63		٥	٤	٣	٢	١	١	ينبغي تخصيص فصل دراسي كامل للتربية العملية بالاضافة الى حلقات دراسية لمناقشة مشكلات التربية العملية خلال هذه الفترة .
64		٥	٤	٣	٢	١	١	ينبغي ان يكون هناك تركيز على ملاحظة طالب التربية العملية اثناء تدريسه بواسطة مدرس الفصل في خلال فترة التدريب الاولى .
65		٥	٤	٣	٢	١	١	الاشراف على التربية العملية ينبغي ان يكون بواسطة مدرس الفصل بدلا من المشرف الذى يخصمه قسم التربية العملية بالكلية .
66		٥	٤	٣	٢	١	١	ينبغي ان يكون هناك تقييم مكتوب بعد كل زيارة في التربية العملية
67		٥	٤	٣	٢	١	١	ينبغي عقد دورات تدريبية للمدرسين الجدد بحيث يشرف عليها المشرف على التربية العملية واساتذة طرق التدريس بالكلية .



- ٨ -

٦٥- هل واجهتك اى مشاكل في التدريس تعتقد بأن ذلك ناتج عن عدم اعدادك على نحو كافي بواسطة البرنامج الذى تخرجت منه ؟ اذا كان هناك ، الرجاء صف ذلك .

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٦٦- ما المقترحات الاخرى التي ترغب ان تقدمها لتحسين البرنامج الحالي في جامعة ام القرى (كلية التربية/ كلية الشريعة الاسلامية) بمكة المكرمة ؟

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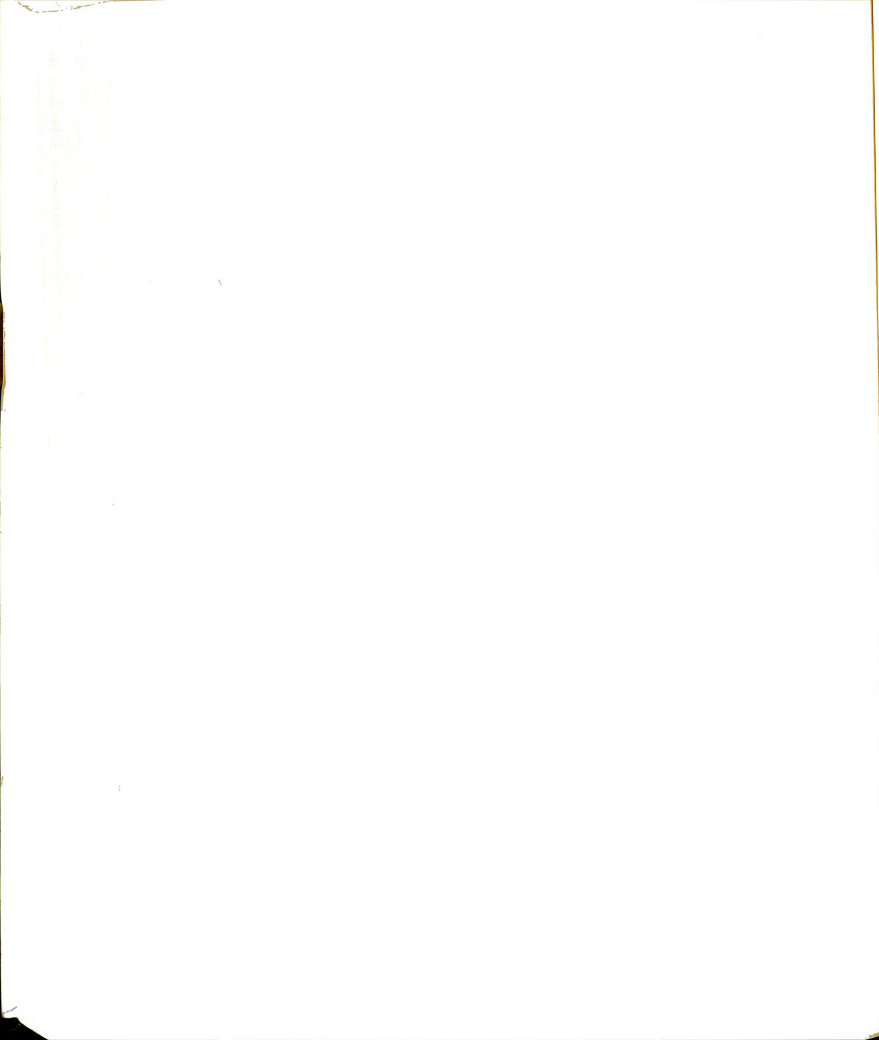
(٥

(٦

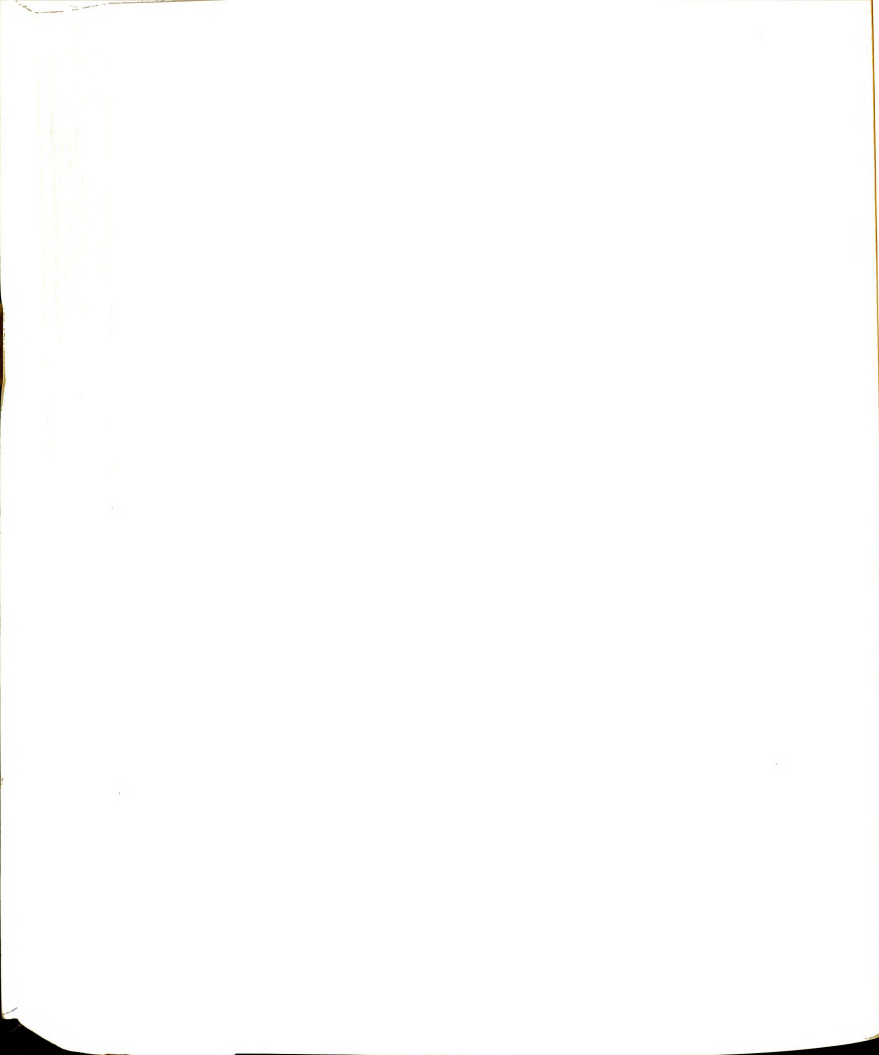
(٧

(٨

(٩



APPENDIX C
OFFICIAL LETTERS



APPENDIX C
OFFICIAL LETTERS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

King Abdulaziz University
Public Relations Department
Mecca, Saudi Arabia



جامعة الملك عبدالعزيز
الوزارة العامة
مسكة - المملكة العربية السعودية

Ref. : _____

Date: _____

الرقم ٢٨٨١-٢٠٧٨ / ٢٠٧٨
التاريخ ١٤٠١-١٢-٢٥

الموقر
سعادة وكيل وزارة المعارف للشئون التعليمية

السلام عليكم ورحمة الله وبركاته . وبعد

عنايتكم الفائقة بطلاب العلم تطمع فيكم وتنقل عليكم ولكن انتم اهلا ومحلا وسندا
لما يحتاجه الطالب .
ولجامعة أم القرى مطمئنا في توجيه من يلزم تزويد المبتعث السيد / سليمان
محمد الوابلي بالمعلومات اللازمة لبحثه الميداني لرسالة الدكتوراه موضوعها
(تقييم لبعض سمات برنامج اعداد المعلمين للمرحلتين المتوسطة والثانوية بجامعة
أم القرى كلياتي التربية والتربية الشريعة بمكة المكرمة) بتابعه خريجي عام ١٤٠٩ / ١٤٠٨ هـ
اشكر احسانكم الدائم والتعاون الكريم من منسوبي وزارتكم الجليله آدام الله
توفيقاتكم ودمتم .

مع خالص تحياتي

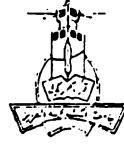
مدير ادارة المبعثات الخارجية بمكة

محمد صالح سعيد الطوف

ناصر .

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

King Abdulaziz University
Public Relations Department
Mecca, Saudi Arabia



جامعة الملك عبدالعزيز
لوزارة العلاقات العامة
مكة - المملكة العربية السعودية

Ref. _____

Date: _____

الرقم ١/٢٥٧٨/٢٨٨١-٢٢
التاريخ ١٦/٢/١٤٠٢

الموقر سعادة مدير عام المؤسسات العامة بدوان الخدمة المدنية

السلام عليكم ورحمة الله وبركاته . وبعد

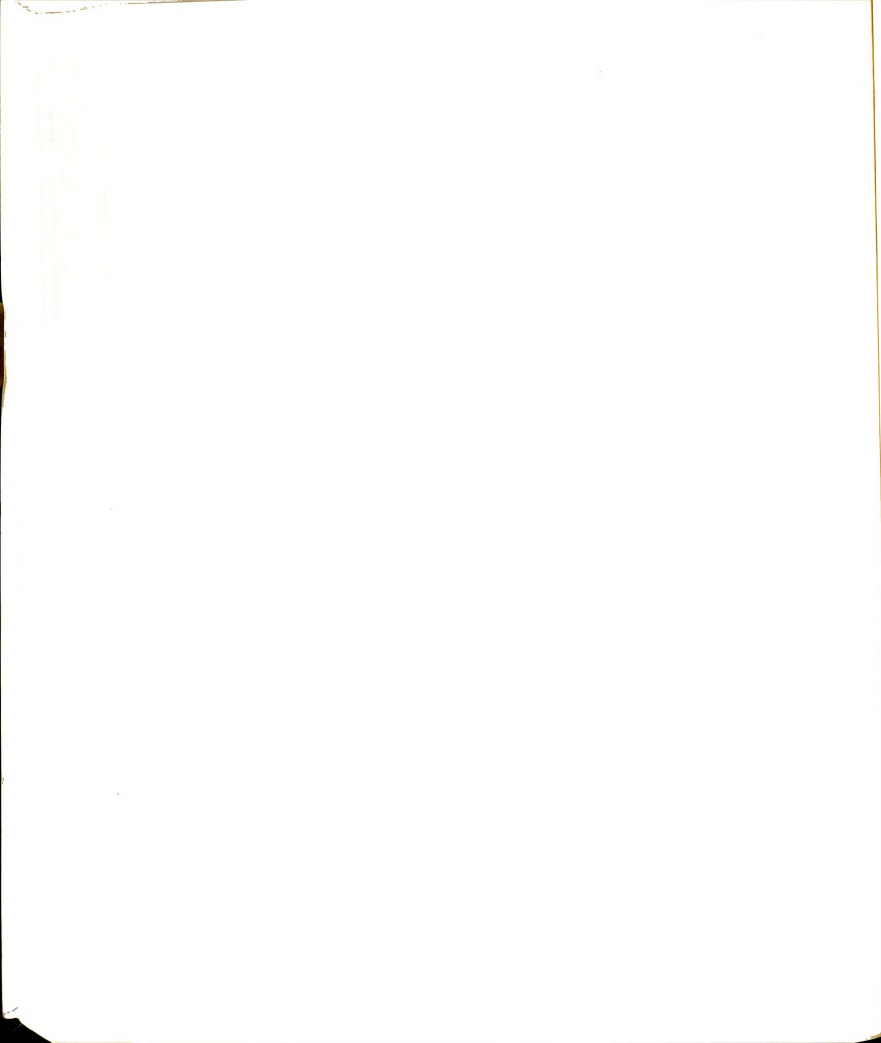
حضر المبتعث الأستاذ / سليمان محمد الوابلي الى بحث ميداني لرسالة
الدكتوراه موضوعها (تقييم لبعض سمات برنامج اعداد المعلمين للمرحلتين المتوسطة
والثانوية بجامعة ام القرى) ومتابعة خريجي كيتي الشريعة والتربية عام ٩٩/٩٨
ويحتاج الى دعمكم ومساندتكم له بتمديد المختصين تزويده بالجهات التي تتم
تعيين الخريجين والخريجات لعام ٩٩/٩٨ فيها .
شاكرين احسانكم الدائم وتشجيعكم لاخوانكم طلاب العلم والله يحفظكم .

مع خالص تحياتي ،،،

مد يداولة البعثات الخارجية بيمكة

محمد صالح سعيد الطف

ناصر .



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

King Abdulaziz University
Department of Foreign Missions
Mecca, Saudi Arabia



جامعة الملك عبدالعزيز
الوزارة العامة للتعليم
مكة - المملكة العربية السعودية

Ref. : _____
Date: _____

الرقم ٢٣-١-٢٨/١٠٥٧٨
التاريخ ١٤/١٠/١٤٠٠

الموقر سعادة وكيل الرئيس العام لتعليم البنات

السلام عليكم ورحمة الله وبركاته . وبعد

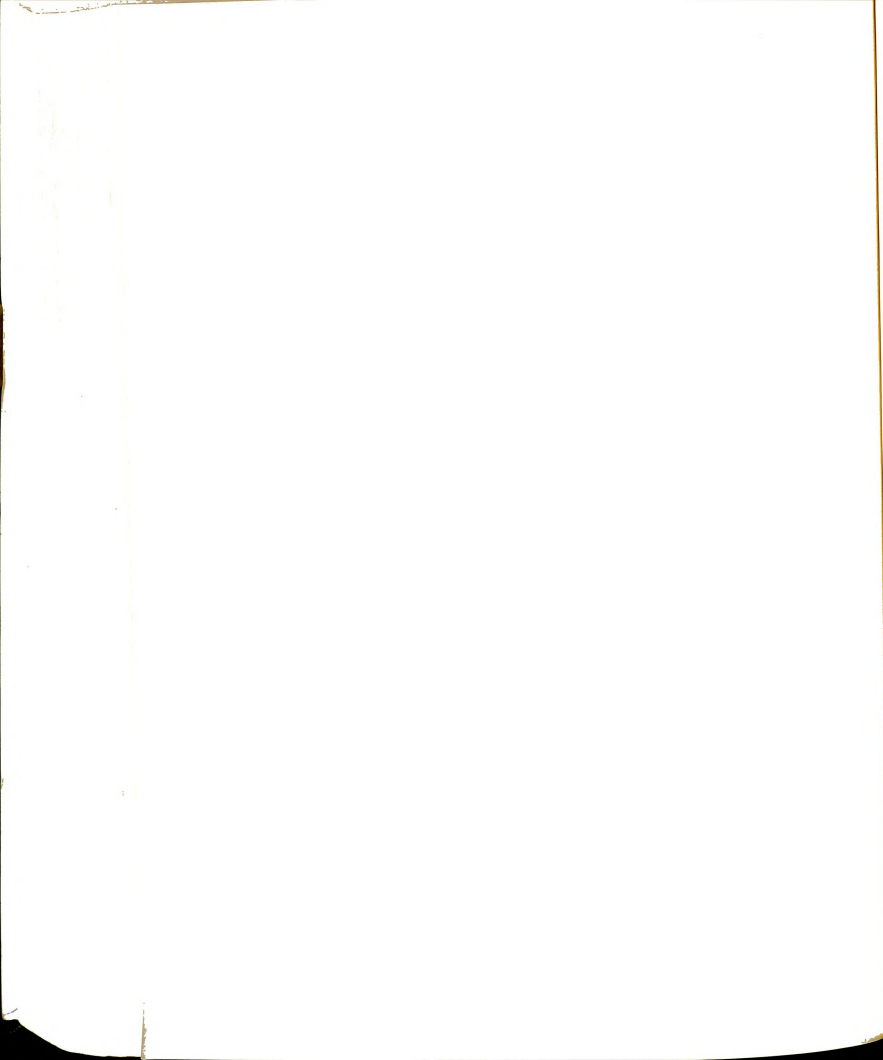
طمعاً في الرعاية الدائمة التي يحظى بها طلاب العلم . . . ونظراً لقيام البعثت سليمان محمد الوابلي ببحث ميداني لرسالة الدكتوراه (تقييم لبعض سمات برنامج اعداد المعلمين للمرحلتين المتوسطة والثانوية بجامعة ام القرى كلياتي التربية والشرية بمكة المكرمة بمتابعة خريجي ٩٩ / ٩٨ ارجوان يحظى بتوجيه الجهة المختصة تزويده بالمعلومات اللازمة لرسالته . شاكرين استجابتكم الكريمة والله يحفظكم ذخرا للعلم وطلا به .

مع خالص تحياتي ،،،

مدير ادارة البعثات الخارجية بمكة

محمد صالح سعيد الطيف

ناصر .



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

King Abdulaziz University
Department of Foreign Missions
Mecca, Saudi Arabia



بِإِذْنِ الْمَلِكِ عَبْدِ الْعَزِيزِ
لِوَلَاةِ الْبُعَاثِ الْخَارِجِيَّةِ
مَكَّة - الْمَلَكِيَّةُ الْعَرَبِيَّةُ الْمُعَاوَنَةُ

Ref. _____
Date: _____

الرقم ٢٥٧٨ / ٢٨ / ١٤٣٤
التاريخ ٢١ / ٤ / ١٤٣٤

حفظه الله

سماعة مدير التعليم بالمنطقة الغربية

السلام عليكم ورحمة الله وبركاته . وبعد

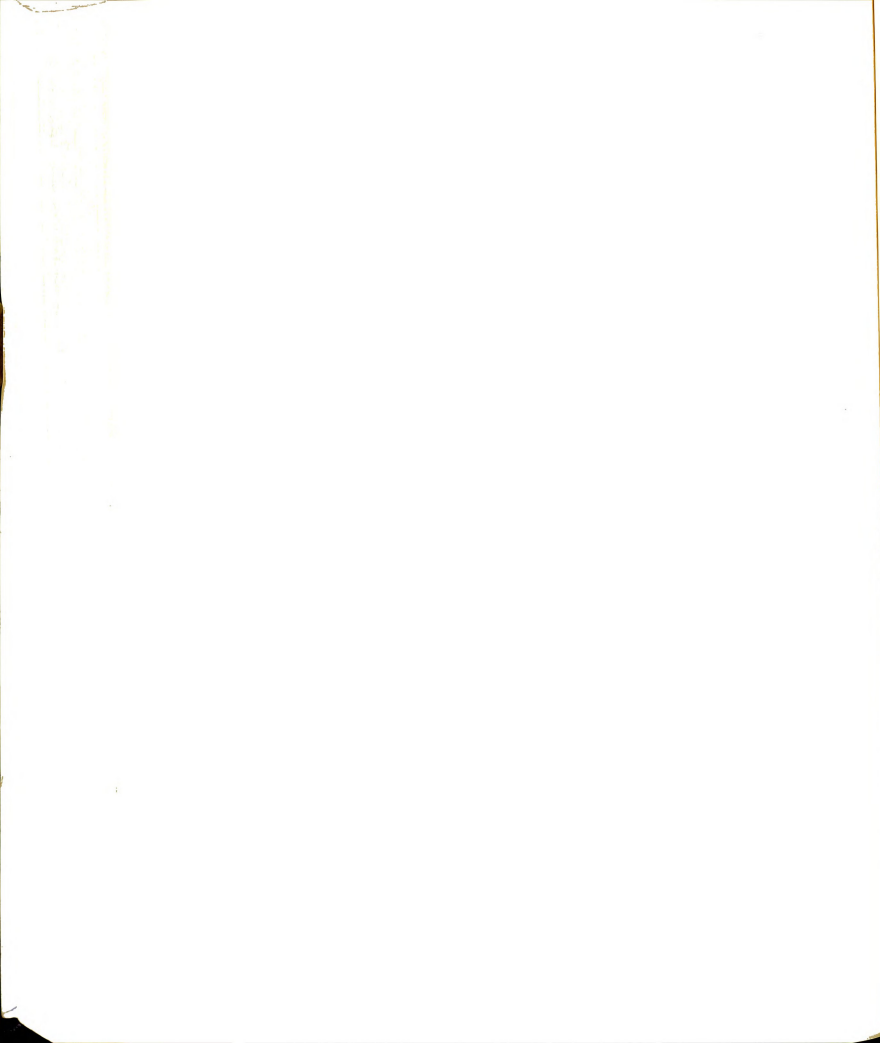
اعتادت الجامعة منكم تكريم مبتعثيها بعنايتكم الكريمة . . . واليكم المبتعث
سليمان محمد الوابلي الذي حضر لبحث ميداني لرسالة الدكتوراه موضوعها
(تقييم لبعض سمات برنامج اعداد المعلمين للمرحلتين المتوسطة والثانوية)
بجامعة أم القرى (كلية الشريعة وكلية التربية) بمكة المكرمة خريجى ٩٩ / ٩٨
ارجوان يحظى مما حظى به سابقوه من عناية ورعاية بتوجيهكم لمن يلزم تزويد
بالمعلومات اللازمة لبحثه ومعرفة عنوان كل خريج للسنة المذكورة والمدرس
او الجهة التي تعين بها . ليتسنى للمذكور مواصلة بحثه والحصول على معلومات
كافية في ذلك .
شاكرين استجابتكم الكريمة حفظكم الله ذخرا مرجعا لطلاب العلم .

مع خالص تحياتنا ،،،

مدير ادارة البعثات الخارجية بمكة

محمد صالح سعيد الطف

ناصر .



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

King Abdulaziz University

Public Relations Department

Mecca, Saudi Arabia



جامعة الملك عبدالعزيز
الوزارة العامة للشؤون
مكة - المملكة العربية السعودية

Ref. : _____

Date: _____

الرقم ٢٢-٢٨١١-٢٥٧٨/١
التاريخ ٢٤/١١/٩٩هـ

حفظه الله

سماعة مدير التعليم بمكة المكرمة

السلام عليكم ورحمة الله وبركاته . وبيــــــــــــد

المبتعث الأستاذ / سليمان محمد الوابلي حضر الى المملكة لبحث ميداني لرسالة
الدكتوراه موضوعها (تقييم لبعض سمات برنامج اعداد المعلمين للمرحلتين المتوسطة
والثانوية بجامعة ام القرى) كلية الشريعة وكلية التربية . بتابعة خريجي عام
٩٩/٩٨ .

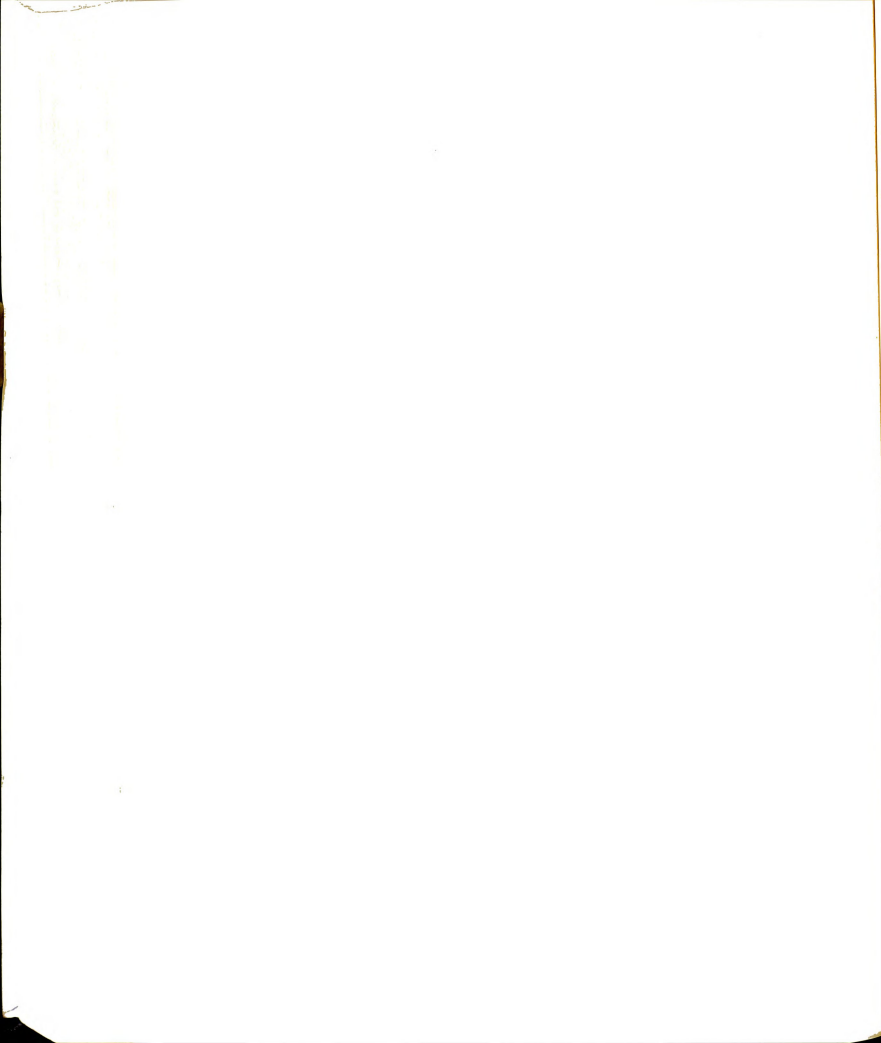
وحيث ان المذكور بحاجة الى متابعة الخريجين والمعنيين في منطقته مكة المكرمة
للعام ٩٨ / ٩٩ لا اكمال اللازم لبحثه .
نرجو تعميم من يلتزم بتزويده بكافة المعلومات التي يحتاجها .
شاكرين اهتمامكم الكريم والله يحفظكم .

مع خالص تحياتي ،،،

مدير ادارة البعثات الخارجية بمكة

محمد صالح سعيد الطيف

ناصر .



King Abdulaziz University
Public Relations Department
Mecca, Saudi Arabia



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الرقم ٤٢٣٠١ / ٢٨ / ١٤٠٧
التاريخ ١٧ / ٧ / ١٤٠٧

سعادة مدير التعليم بحمد الله
احفظه الله

السلام عليكم ورحمة الله وبركاته . . وبعد :-

البحث الاستاذ / سليمان الوبلى حضر الى السلكه لبحث ميداني لرسالة
الدكتوراه ووضوحها (تقيم لبعض سات برنامج اعداد المعلمين للمرحلتين المتوسطة
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١٣٩٩ / ٩٨ هـ.

وحيث ان المذكور بحاجة الى متبعة الخريجين والمعنيين في منطقة جـدة
للعام ٩٩ / ٩٨ هـ لاكمال اللازم لبحثه .

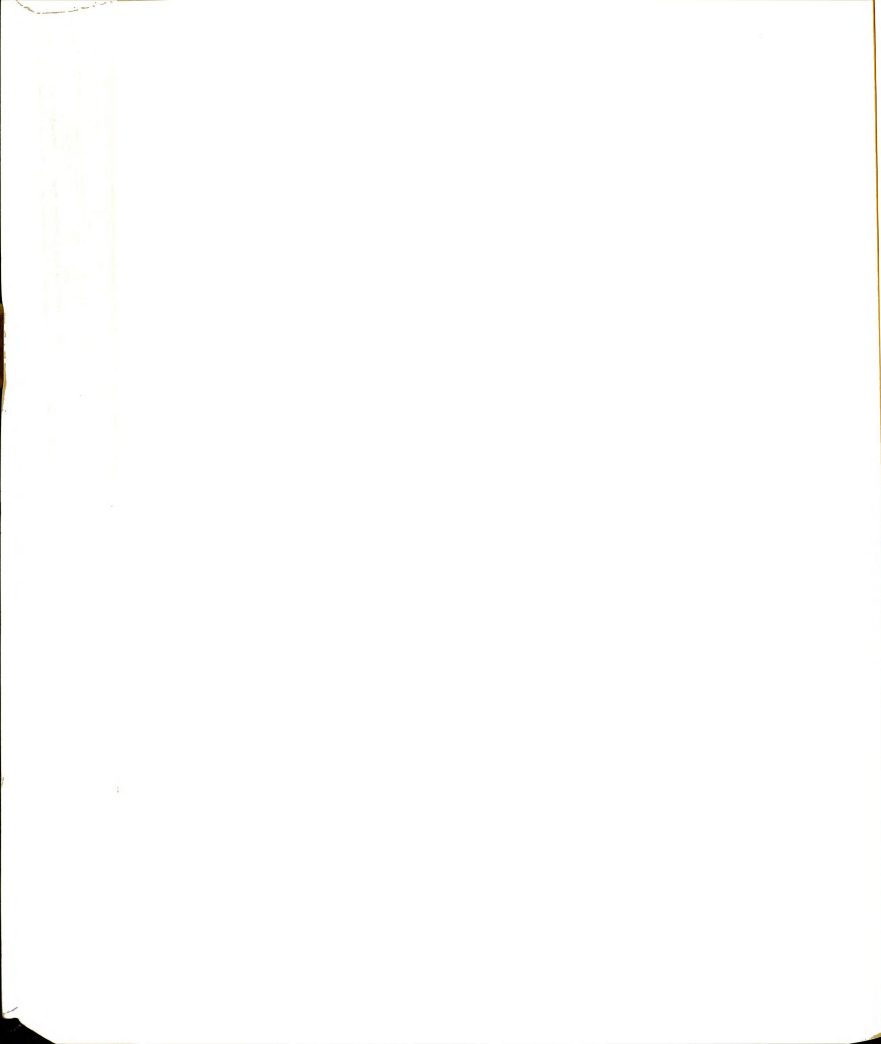
نرجو تعميم من يلزم بتزويده بكافة المعلومات التي يحتاجها .
شاكرين اهتمامكم الكريم والله يحفظكم . .

وتقبلوا خالص تحياتي

مدير ادارة البعثات الخارجية بمكة

محمد صالح سعيد الطفي

٥٠٠ ب / ع



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الرقم ٧٢٥٧٨ / ٢٨٨١ - ٧٣
التاريخ ١٤٣٤ / ١١ / ٢٥

حفظه الله

سعادة مدير التعليم بالطائف

السلام عليكم ورحمة الله وبركاته . . وبعد :-

البعثت الاستاذ / سليمان الوابلي حضر الى السلك لبحث ميداني لرسالة
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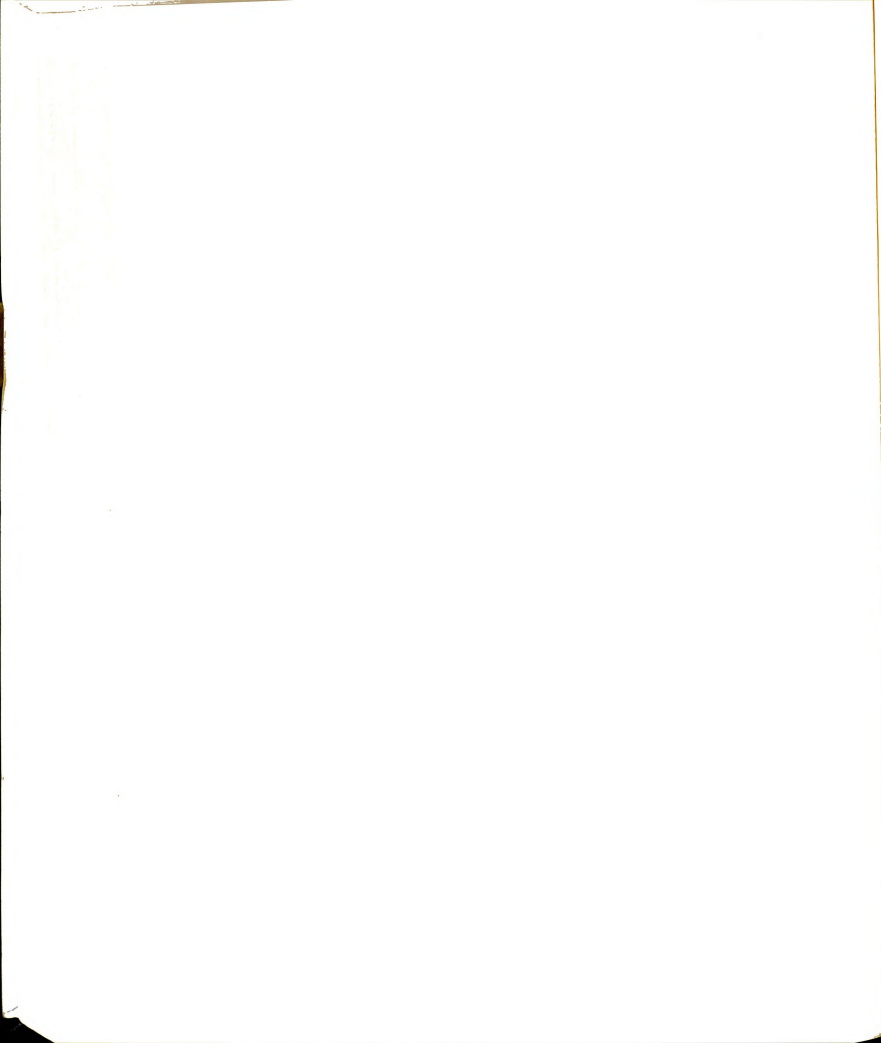
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مدير ادارة البعثات الخارجية بمكة

محمد صالح سمير الطوف

ع/ب/٥٥



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التاريخ ١١ / ١٢ / ١٤٠٧ هـ

سماعة مدير تعليم البنات بـ
السلام عليكم ورحمة الله وبركاته . . . وبعد :-

البحث الاستاذ / سليمان محمد الوابلي الى السلطة لبحث ميداني لرسالة
الدكتوراه موضوعها (تقييم لبعض سياسات برنامج اعداد المعلمين للمرحلتين المتوسطة
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للعام ٩٩/٩٨ هـ لاكمال اللازم لبحثه .

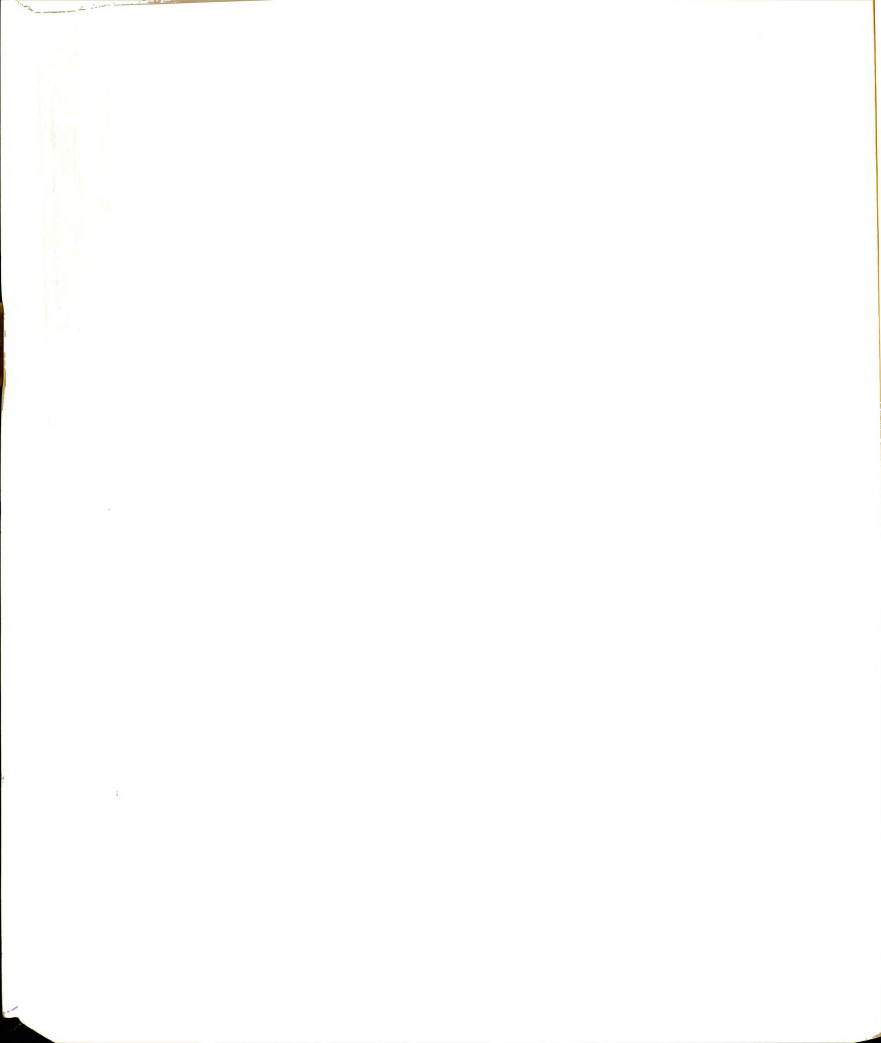
نرجو تعميم من يلزم بتزويده بكافة المعلومات التي يحتاجها .
شاكرين اهتمامكم الكريم والله يحفظكم . . .

وتقبلوا خالص تحياتي

مدير ادارة البعثات الخارجية بمكة

محمد صالح سمير الطوف

٥٠٠/ع



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الرقم ٢٨-١-٢٨-١/٢٨-١-٢٨-١

التاريخ ١٦٠٢ / ١٦٠٢

حفظه الله

سمارة مدير تعليم البنات بحكة المكرمة

السلام عليكم ورحمة الله وبركاته . وبمـــــــد

المبتعث الاستاذ / سليمان محمد الوايلي حضر الى المملكة لبحث ميداني لرسالة
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٩٨ / ٩٩ .

وحيث ان المذكور بحاجة الى متابعة الخريجين والمعنيين في منطقته مكة المكرمة للعام ٩٨/٩٩ هـ لا كمال اللازم لبحثه .
نرجو تسميد من يلزم بتزويد بكافة المعلومات التي يحتاجها .
شاكرين اهتمامكم الكريم واللهم يحفظكم .

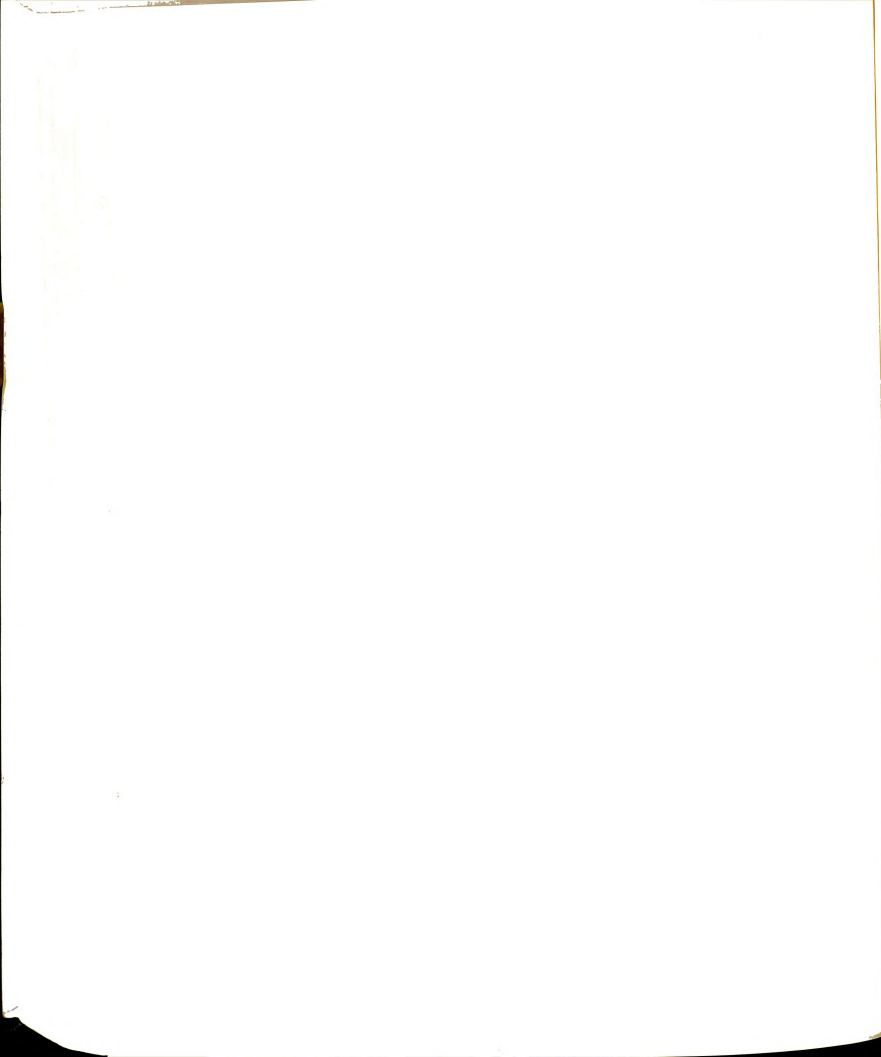
مع خالص تحياتي “

مدیر ادارة البعثات الخارجيه بمكه



محمد صالح سعيد الطيف

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جامعة الملك عبدالعزيز
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الرقم ٢٨/٤٣-١/٢٥٧٨
التاريخ ١٤/١٢/٩٨

حفظه الله

مساعدة مدير تعليم البنات بالطائف

السلام عليكم ورحمة الله وبركاته . . وبعد :-

المبحث الأستاذ / سليمان محمد الوابلي حضر الى السلطنة لبحث ميداني لرسالة
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شاكرين اهتمامكم الكريم والله يحفظكم . .

مع خالص تحياتي

مدير البعثات الخارجية بمكة

محمد صالح سمير الطوف

ع/ب ٠٠



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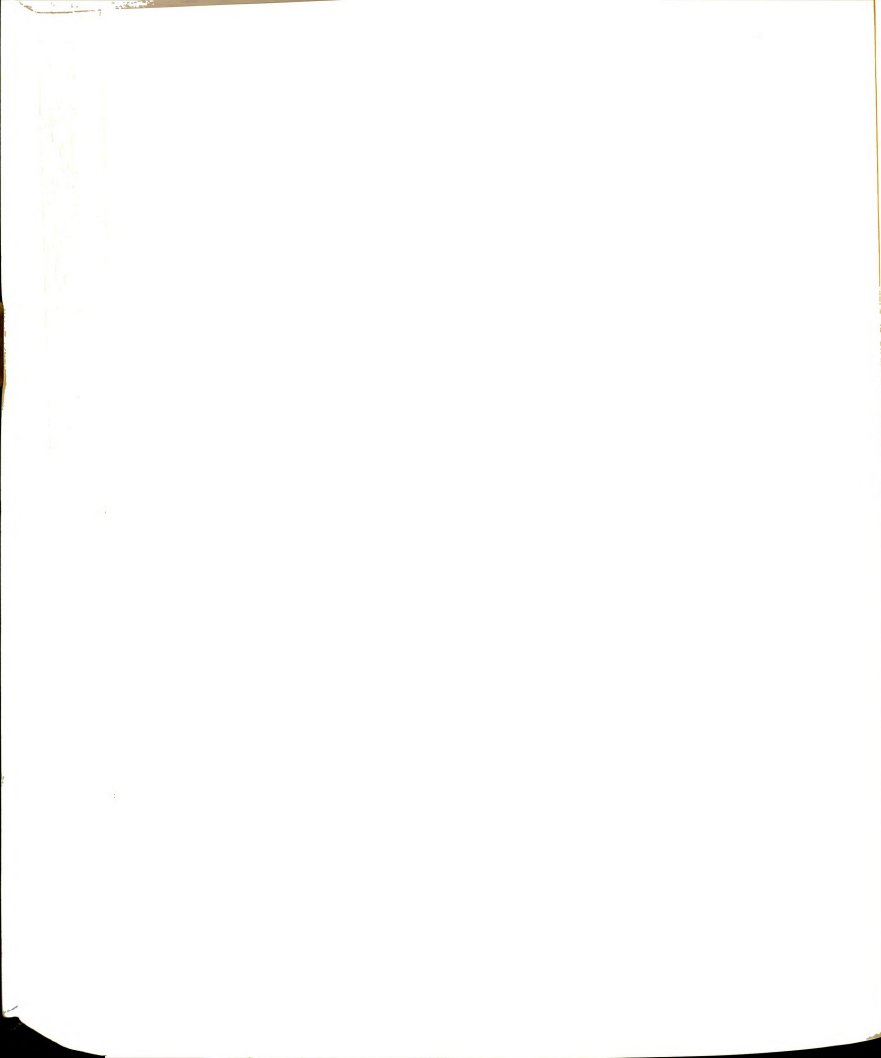
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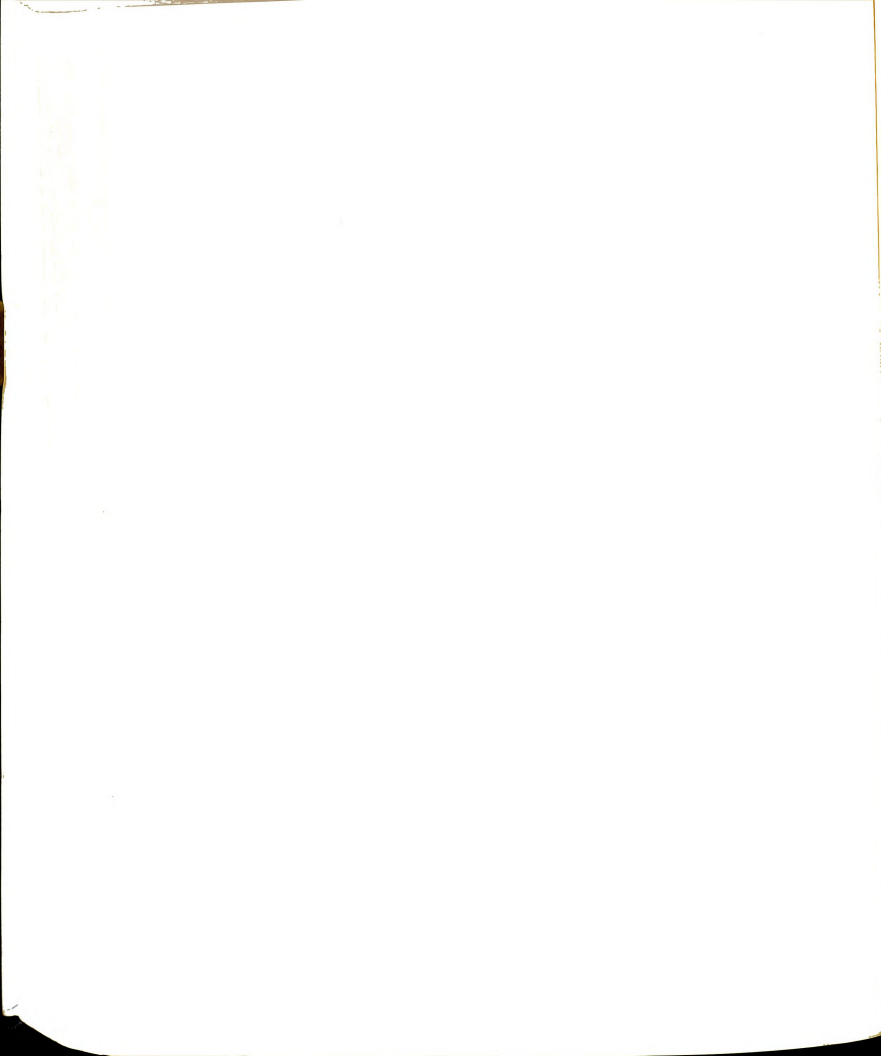
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