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CONTENT EVALUATION OF THE PHYSICAL EDUCATION TEACHER
PREPARATION PROGRAM AT UMM AL-QURA
UNIVERSITY IN MAKKAH, SAUDI ARABIA

Volume I

By

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A DISSERTATION

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# ABSTRACT

## CONTENT EVALUATION OF THE PHYSICAL EDUCATION TEACHER PREPARATION PROGRAM AT UMM AL-QURA UNIVERSITY IN MAKKAH, SAUDI ARABIA

By

Ali Saad Alghamdi

This study aimed to evaluate the content of the physical education teacher preparation program at Umm Al-Qura University, Makkah, Saudi Arabia. Three questionnaires were distributed to 214 1979-1990 graduates, their supervisors (22), and the department's 15 faculty members. Descriptive statistics (means, standard deviations, percentages, frequencies, and rank orders), chi-square, ANOVA, post-hoc test, and two-sample t-test were used to analyze the data.

The major findings were:

1 - In the professional preparation courses domain, 22 courses were perceived to be "very important" and 12 courses were perceived to be "important" by the graduates for their daily work. The highest ranked courses were: First Aid for Athletic Injuries (ranked highest by graduates) and Functional and Descriptive Anatomy (ranked highest by faculty members). The lowest ranked courses were: Applied Physics (ranked 34th by graduates) and Youth Welfare in Saudi Arabia (ranked 34th by faculty members).

2 - In the teaching skills domain, six skills were rated "good" and seven skills were rated "average" by the graduates.

3 - In the student teaching practice domain, "satisfaction with facilities" was the only aspect rated "moderately satisfactory" by the graduates. The other five aspects were rated "satisfactory."

4 - In the domain of problems facing the program, the highest agreement by the graduates was for "opening graduates studies in different fields in physical education."

5 - On the average, both faculty members and supervisors overall perceived the physical education teacher preparation at Umm Al-Qura University to be effective.

6 - Faculty members perceived four of the five goals to be unachieved. The only goal perceived as partly achieved or achieved was "preparation of physical education teachers."

7 - For their recommendations, the graduates, faculty members, and supervisors emphasized "Improving facilities, equipment, and laboratories" and "Closer contact between the department of physical education at Umm Al-Qura University and physical education administrators in the Ministry of Education to coordinate their programs."

8 - For their additional recommendations, the supervisors emphasized "Attention to be given to student teaching by providing more practice and continuous improvement" and "Give very close attention to the methods of selecting and the qualifications of new students admitted to the department."

# DEDICATION

To my respected parents, Saad, my great father who died before accomplishing his wish to call me "doctor," my wonderful mother, without whom I would never have come this far, my beloved sister Fuziah, who died with her father, may God rest their souls in heaven, my sisters and brothers Khaled, Abdullah, and Rami. This humble work is also dedicated to my wife, Adala Atyyah, for her support and understanding, and to our children, Lama, Ausan, and Saad.

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I am sincerely grateful to Dr. Sam Reuschlein, chairperson of my doctoral guidance committee, for his advice, support, encouragement, and patience during the past years and during the course of this research. To me, Dr. Reuschlein is unique in his wisdom, knowledge, experience, and unlimited support for me during the difficult times of my life in the United States.

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Very special thanks are also extended to all those individuals who participated in responding to this research, to the graduates and faculty members of the Physical Education Department at Umm Al-Qura University and physical education supervisors who participated in responding to this research.

Deep thanks are expressed to my parents, my sisters, and my brothers.

Last, but not least, I would like to give special thanks to my wife, Adala Atyyah, for her love and understanding, and to our children Lama, Ausan, and Saad for their patience and love.

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# CHAPTER I

## INTRODUCTION TO THE STUDY

The basic premise of teacher educators should be to make a positive difference in students, who then as teachers make a positive difference in their pupils. In undertaking the evaluation of a teacher education program, a determination should be made whether or not, and to what extent, this premise is true (Nelli & Nutter, 1984).

The great impact that teachers have on the quality of schools and students must encourage educators to develop better teacher preparation programs to ensure that prospective teachers will be well prepared to meet the challenges of the classroom in an information-oriented society. Recognizing the enormous impact a teacher can have, educators and designers of professional programs have focused on the need for the revision and improvement of programs through continuous systematic evaluation.

Since the success of teacher preparation programs can best be measured by the success and effectiveness of their graduates, it would seem logical in conducting a program evaluation to solicit the graduates' evaluation of their preparation programs and to judge their on-the-job performances. Sandefur (1970) stated that, "A major and continuing problem of teacher education is the evaluation of its

1

product, namely, the teacher" (p. 1). He also suggested that program evaluation can be based, in part, on the evaluation of the programs' graduates. The National Council for Accreditation of Teacher Education (NCATE)(1982) recommended standards for the accreditation of teacher education programs, one of which is:

> Evaluation of Graduates . . . The ultimate criterion for judging advanced programs is whether they produce graduates who enter the profession and perform effectively.
> An institution committed to the continuing in-service preparation of teachers and other school service personnel keeps abreast of trends in the evolution of school personnel and engages in systematic efforts to evaluate the quality of graduates from all advanced programs. The institution systematically evaluates its graduates when they complete their programs of study and after they enter their professional roles, and uses the results of its evaluation in the modification and improvement of its programs. (p. 43)

Consequently, during continuing efforts to improve their preparation programs, colleges and universities have implemented program evaluations which involve following their graduates into their employment setting. This approach appears to be very effective, as indicated by Haberman and Stinnett (1973):

> The teacher education institution's prime task is to process new knowledge in forms that practitioners can use in the field . . . to close the gap between standards of university performance per se and the performance of teacher education graduates in their subsequent teaching.

The notion of including evaluation as a basic part of any curriculum and program is deeply rooted in the studies published earlier in this century. The rationale was presented by many scholars, such as Tyler (1948), who delivered the following message:

> It should be clear that evaluation then becomes a process for finding out how far the learning experiences as developed and organized are

actually producing the desired results and the process of evaluation will
involve identifying the strengths and weaknesses of the plans. (p. 105)

Saylor and Alexander (1966) stated that, "The curriculum itself must be dynamic and
ever changing as new developments and needs in our society arise" (p. 4). In a
similar vein, Lawrence (1969) pointed out that, "No curriculum can be allowed to be
static; constant modifications must go on" (p. 211). As a conclusion for these
aforementioned statements, Regan and Shepherd (1977) stated that, ". . . curriculum
planning processes which do not inherently provide for and include evaluation are
likely to be incomplete. Evaluation is a tool of curriculum planning" (p. 446).

As noted previously, evaluation is an essential part of any given program,
based on the fact that improvement and development of a program are accomplished
through the numerous methods of evaluation. Although evaluation has been
recognized and included (theoretically) as an imperative part of most teacher
education preparation programs in Saudi Arabia, in reality these programs suffer
from obvious shortcomings in program evaluation. Teacher preparation programs
in Saudi colleges and universities are not conducting sufficient program evaluation
to satisfy what is recommended in their policy objectives. They must place greater
emphasis on program evaluation. There is clearly a need for a systematic, valid
procedure to examine the performance of graduates in tasks which they were trained
to perform.

Dressel (1980) pointed out the importance of the graduates' involvement in
a systematic evaluation effort. He explained that although few graduates were
sufficiently aware of present campus operations to offer detailed advice, informing

them of recent and present issues and providing them with an opportunity for involvement through mechanisms other than their financial contributions is very appropriate. Usually, once established within the work force, graduates are experts in their areas of specialization and they deal directly with the issues and demands of the world. As experts, they set standards and criteria; hence, their feedback can provide a measure for improving both the currency and the effectiveness of programs.

Anderson and Ball (1978) reminded evaluators that providing negatively oriented individuals with opportunities for input may stimulate program support. Consequently, both positive and negative inputs are very important in the examination of program components.

Colleges of education should maintain contact with every graduate. Those graduates 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 programs and also can provide opportunities for field research (Leher, 1970).

Obtaining evaluative information from graduates is commonplace, but it is more valuable to investigate whether information solicited from superintendents and supervisors relative to the graduates' commitment to the profession, their performance of teaching skills, and their evaluation of the graduates' preparation program, is congruent with conclusions suggested by similar information from the graduates. Clearly, adding supervisors' judgments to the graduates' evaluations is a more comprehensive approach for evaluating physical education preparation programs than is investigating graduates' evaluations alone.

Due to their unique relationship with the teachers in their districts, supervisors have an objective understanding of the graduates and can provide useful assessments. Bornstein (1978) pointed out some distinctive outcomes that might be gained from a supervisor's follow-up:

- rating graduates' professional and generic skills.
- assessing the competence of specific teacher education programs.
- comparing the professional qualities of program graduates with those of the general population of teachers.
- providing supervisors with the opportunity to recommend areas of improvement or programs to be developed.
- developing employer contacts and assisting the institution with its public relations efforts. (p. 2)

Rationale for the Study

In educational development, we have not yet reached the stage where one theory or set of techniques is considered to be excellent under all conditions. Until we reach that stage--if it is at all attainable--it is apparent that educational preparation programs must experiment with diverse means of preparing qualified teachers and evaluate these means through follow-up studies of their graduates. Such studies could reveal if there is a relatively high congruence between the graduates' evaluation of their preparation program and their teaching performance as indicated by their supervisors. In this case, the college or university has some legitimate basis for evaluating their program. On the other hand, if a high level of congruence is not revealed, a more intense search is needed to diagnose the reasons and adjust the program to the teaching performance needed.

In 1976 the Department of Physical Education was established in Umm Al-Qura University in Makkah, Saudi Arabia. It was the first academic department

in the country which conferred a Baccalaureate in Art upon those graduates completing the required credits. The graduates are directed by the Office of Civil Service to work in the country's public schools as physical education teachers. The Department has no contact whatsoever with the graduates, their supervisors, or even their employers (the Ministry of Education) and receives no feedback from these groups concerning the performance of the teachers or the effectiveness of the preparation program.

If the department faculty are to provide appropriate educational experiences for students, they must be receptive to the comments and remarks of employers concerning high standards and perfection in preparation. Communicating with the graduates and their employers is one means by which the Department faculty can recognize and understand the realities of the students' preparation and how to improve the status quo. A follow-up study of graduates who are working in the educational mainstream could provide the basic coordination needed to bridge the gap between theory and practice. The prerequisites for reaching excellence in physical education teacher preparation are accomplished in part through evaluation. In this regard, the American Association for Health, Physical Education, and Recreation (1974) stated:

> Appraisal and fact-finding are basic to the evaluation process and often result in recommendations for change. Total evaluation is not achieved until valid changes are made and in turn evaluated in terms of desired results. (p. 51)

Conducting follow-up studies in physical education preparation programs, in particular, can not only provide valuable information but can also serve as a means

of communication with the public and officials, which is vital for program support. Both physical education and art education programs are receiving the least amount of support from University administrators. Conducting such follow-up studies may help these officials to recognize the importance of physical and art education programs, and that these programs should be supported.

No formal evaluation has ever been conducted of the physical education teacher preparation program at Umm Al-Qura University. The need for this evaluation is already past due, but the information which will be collected can still add to the program's improvement.

## Statement of the Problem

Programs for physical education teacher preparation in Saudi Arabia, in general, and at Umm Al-Qura University, in particular, are encountering problems which restrict their improvement and development. One such obstacle, which is a chronic dilemma, is the complete absence of program evaluation. According to the guidelines established at the Department's inception, and guidelines of the College of Education, evaluation is an essential element in the improvement and development of the department. Based on an extensive review of the Department's history, and the personal involvement of the researcher, it is his conclusion that there has been no single effort by the Department (internally) or by the College or the clients (externally) to evaluate the physical education teacher preparation program since its inception in 1976.

Because this is the case, content evaluation of the physical education teacher preparation program is perceived to be more appropriate and feasible at this stage due to the researcher's limitations of duration, financial support, and access to information. It is proposed that in this study the content evaluation consist of the evaluation of the professional preparation courses, teaching skills, student teaching practice, and the seriousness of some problems facing the program. The evaluation also included the judgments of the physical education supervisors and the faculty members of the department of physical education relative to the preparation program and its product, the graduates. Budget, facilities, institutional support, cost-benefit analysis, and other administrative aspects of evaluation will not be evaluated in this study but will be considered in future studies. Therefore, in an effort to improve and advance the existing physical education teacher preparation program, the purpose of this study centers on the content evaluation of the physical education teacher preparation program at Umm Al-Qura University in Makkah, Saudi Arabia.

## Purpose of the Study

The main purpose of this study was the evaluation of the physical education teacher preparation program at Umm Al-Qura University in Saudi Arabia. The study seeks to accomplish that objective through the following steps:

1 - Describing and examining background information of the 1979-1990 graduates, present faculty members at the Department of Physical Education at Umm Al-Qura University, and the present physical education supervisors at the educational administration offices.

2 - Determining how the 1979-1990 graduates evaluate their physical education preparation program at Umm Al-Qura University in the following dimensions:

    a. professional preparation courses.

    b. teaching skills.

    c. student teaching practice.

    d. problems facing the program.

3 - Determining how the supervisors in the educational administration offices evaluate the performance of graduates with whom they have worked and, consequently, the graduates' preparation program in the following dimensions:

    a. teaching skills.

    b. program evaluation.

    c. professional activities of the physical education teachers.

4 - Determining how the faculty members of the Department of Physical Education at Umm Al-Qura University evaluate the preparation program in the following dimensions:

    a. department's goals achievement.

    b. program evaluation.

    c. professional preparation courses.

    d. teaching skills.

    e. student teaching practice.

5 -     Describing and analyzing suggestions and recommendations made by the 1979-1990 graduates, their supervisors, and the department faculty members concerning improvement of the ongoing physical education teacher preparation program at Umm Al-Qura University in Makkah, Saudi Arabia.

## Research Questions

In carrying out the purpose of this study, answers were sought to the following questions as they relate to the physical education teacher preparation program at Umm Al-Qura University in Makkah, Saudi Arabia.

1. How do the 1979-1990 graduates evaluate the professional preparation courses they studied?

2. How do the 1979-1990 graduates evaluate their preparation in teaching skills?

3. How do the 1979-1990 graduates evaluate their satisfaction with their student teaching practice?

4. How serious do the 1979-1990 graduates consider problems facing the program?

5. Do the graduates' evaluations of the importance of the professional preparation courses vary with certain demographic characteristics (e.g., grade-point average, years of experience, school level, and school location)?

6. Do the graduates' evaluations of their preparation in teaching skills vary with certain demographic characteristics (e.g., grade-point average, years of experience, school level, and school location)?

7. Do the graduates' evaluations of their satisfaction with their student teaching practice vary with certain demographic characteristics (e.g., grade-point average, years of experience, school level, and school location)?

8. Do the graduates' evaluations of the seriousness of the problems facing the program vary with certain demographic characteristics (e.g., grade-point average, years of experience, school level, and school location)?

9. How do the physical education supervisors in the educational administration offices evaluate the teaching skills and professional activities of the graduates with whom they have worked, and how do they evaluate the preparation program?

10. How do the faculty members of the Department of Physical Education at Umm Al-Qura University evaluate the achievement of the Department's goals, the preparation program, professional preparation courses, physical education teaching skills, and student teaching practice?

11. In comparison to each other, how do the 1979-1990 graduates, faculty members, and supervisors evaluate the graduates' teaching skills?

12. In comparison to each other, how do the supervisors and the department's faculty members evaluate the preparation program?

13. In comparison to each other, how do the 1979-1990 graduates and the department's faculty members evaluate the professional preparation courses?

14. In comparison to each other, how do the 1979-1990 graduates and the department's faculty members evaluate the student teaching practice?

15. What suggestions and recommendations are made by the 1979-1990 graduates, their supervisors, and the department faculty members for improvement of the ongoing physical education teacher preparation program at Umm Al-Qura University in Makkah, Saudi Arabia?

## Basic Assumptions

The following assumptions regarding the study and the respondents are made by the researcher:

1. The 1979-1990 graduates, their supervisors, and the department faculty members can correctly interpret the intent of the questionnaire items using the Arabic version.

2. The graduates, their supervisors, and the department faculty members will respond to the questionnaire items in an objective, honest, and sincere manner.

3. An appropriate method of evaluating the effectiveness of the preparation program is to ask the graduates and the faculty members of that program and the supervisors in the educational administration offices how properly it prepared the graduates for the demands of their position as a physical education teachers.

4. The use of a carefully constructed and validated questionnaire will yield valid data with regard to information about the physical education teacher preparation program collected from the program's graduates, their supervisors, and the department faculty members.

5. Components of the preparation program have an impact on graduates. Therefore obtaining more responses about the value of the program from teachers with experience who have been able to apply what they have learned will be more valid than responses from current students.

6. The outcomes of this study will be of value in improving the program.

## Definition of Terms

The following terms are to be construed in the context in which they are used in this study.

1 - <u>Physical education teacher preparation program.</u>

The totality of professional activities and experiences provided by the Department of Physical Education at Umm Al-Qura University for students preparing themselves to teach physical education in the Saudi Arabian educational system.

2 - <u>Graduates.</u>

Students who have successfully completed the requirements of the physical education preparation program, have received a degree from Umm Al-Qura University, Makkah, Saudi Arabia, and are working in the Saudi educational system.

3 - <u>Professional preparation Courses.</u>

Those courses which are designed and developed by the Department of Physical Education to provide the students with the required

knowledge and experience in the field of physical education. (See Appendix for complete list of courses.)

4 - Teaching skills.

Definite actions that the physical education teacher has learned to perform with calm and precision in the areas of psychomotor, cognitive, and affective performance.

5 - Student teaching practice.

Student observation of and actual participation in teaching in the classroom during one school year, consisting of Student Teaching Practice I and Student Teaching Practice II.

6 - Professional activities of the physical education teachers.

Activities which physical education teachers practice either as part of their teaching duties or voluntarily in and outside the school.

7 - Department faculty members.

The professors and lecturers working in the Department of Physical Education at Umm Al-Qura University in Makkah, Saudi Arabia.

8 - Supervisor.

Person working for the Ministry of Education who supervises the physical education teachers' performance in the schools of the educational administration offices in Makkah, Jeddah, Taif, and Baha.

9 - Educational administration offices.

Offices under the auspices of the Ministry of Education which are responsible for: establishing new schools, implementing programs

developed by the Ministry of Education, assigning new teachers to schools, supervising and evaluating the totality of the educational operation process in the schools.

## Limitations and Delimitations of the Study

The following delimitations are placed on the study:

1 - The study is delimited to all students who graduated from the Department of Physical Education at Umm Al-Qura University in Makkah, Saudi Arabia, in the years 1979 to 1990.

2 - The study was delimited to all physical education supervisors at the educational administration offices in Makkah, Jeddah, Taif, and Baha, Saudi Arabia.

3 - The study was delimited to all faculty members of the Department of Physical Education at Umm Al-Qura University in Makkah, Saudi Arabia.

4 - Results of the study are delimited to the physical education teacher preparation program at Umm Al-Qura University in Makkah, Saudi Arabia. Generalization to other physical education teacher preparation programs within or outside of Saudi Arabia should not be made unless the characteristics of the program and its students are similar to those included in this study.

When conclusions are to be projected from this study, they should be interpreted in light of the preceding delimitations and the following limitations of the study:

1 - The study is limited by factors inherent in the use of any questionnaire. These factors include difficulties in acquiring complete cooperation of the

respondents, time needed to complete the questionnaire, biases and interests of the respondents, and the possibility that some of the respondents might be unable to appropriately reflect their true evaluation of the program.

2 - Data utilized in this study were obtained from graduates, their supervisors, and faculty members of the Department of Physical Education only by using a survey questionnaire.

3 - The graduates' evaluation of their preparation program was limited to four dimensions of the program, namely,

      a. professional preparation courses,

      b. teaching skills,

      c. student teaching practice, and

      d. program information.

4 - Data were collected in a specified and limited time.

5 - In comparisons involving supervisors or faculty members the tests may be statistically weak because of the small sample sizes of supervisors and faculty members. However, the sample of supervisors represents all the supervisors in the four educational regions and the sample of faculty represents all the faculty in the department.

## Research Plan

In order to evaluate the physical education teacher preparation program at Umm Al-Qura University, it was necessary to review related literature. Based on that review, it was deemed feasible to conduct a survey by using a questionnaire

which was developed for that purpose. The questionnaires were validated by referring to publications on the validity of survey instruments and to related studies, by having three Saudi doctoral students conduct a study of the face validity, and by consulting a panel of experts to validate the content of the questionnaire.

The population of the graduates since the first commencement in 1979 until 1990 is 237. Of that total, 214 graduates could be located, therefore the study population is 214 physical education teachers. These teachers are distributed in four cities: Makkah, Jeddah, Taif, and Baha. There are 22 physical education supervisors in the cities, and the total number of faculty members of the Department of Physical Education is 15. The 22 supervisors and the 15 faculty members were also included in this study.

The instruments used in this study consist of three questionnaires. The first questionnaire was developed for the 1979-1990 graduates and consists of six parts. The second questionnaire was developed for the physical education supervisors and consists of four parts. The third questionnaire was developed for the faculty members and consists of seven parts.

Data were collected in Saudi Arabia from the aforementioned populations upon the researcher's arrival in Saudi Arabia. The time required for data collection was three months.

To analyze the collected data, descriptive statistics such as means, standard deviation, percentages, frequencies, and ranks were used for research questions 1 through 4. Chi-square and one-way analysis of variance (ANOVA) were used to address research questions 5 through 8. For research questions 9-10 and 15,

descriptive statistics such as means, standard deviation, percentages, frequencies, and rank order were used. One-way analysis of variance (ANOVA) was used for research question 11. Chi-square was used for research question 12. Finally, research questions 13-14 were tested by chi-square and t-test.

## Study Organization

This study is organized into five chapters. Chapter I includes an introduction to the study, rationale for the study, statement of the problem, purpose of the study, research questions, basic assumptions, definition of terms, limitations and delimitations of the study, and the research plan. Chapter II embraces a review of related literature on the following topics: educational system development through the development plans in Saudi Arabia, physical education in Saudi Arabian public schools, narrative description of the physical education teacher preparation program in Saudi Arabia, evaluation research, evaluation history and concepts, evaluation approaches and models, evaluation of teacher education programs, and evaluation of physical education preparation programs. Research methods are discussed in Chapter III, which contains research questions, research design, study population, instrumentation, instrument validity, instrument reliability, instrument translation, data collection procedures, and data analyses. Results of the data analyses and discussion are addressed in Chapter IV. Finally, Chapter V contains a summary, summary of the findings, discussion of the findings, conclusions, and recommendations.

# CHAPTER II

## REVIEW OF RELATED LITERATURE

An extensive examination, including a library computer search and direct correspondence with the individuals, institutions, and centers presently conducting research pertaining to teacher education and educational administration, revealed a number of studies which focused on program evaluation that were related to the present study. Still, no single study included the diversity of designs and processes required to provide a logical background for answering the questions of this study, as posed in Chapter I.

The seven main sections of this chapter were developed in order to provide the reader with the background requisite for understanding the conceptual framework of the study. These seven sections are:

- Educational System Development through the National Development Plans of Saudi Arabia.

- Physical Education in Saudi Arabian Public Schools

- A Narrative Description of the Physical Education Teacher Preparation Program in Saudi Arabia

- Evaluation History and Concepts

- Evaluation Approaches and Models

- Evaluation of Teacher Education Programs

- Evaluation of Physical Education Preparation Programs

## Educational System Development through the National Development Plans of Saudi Arabia

The twentieth century has witnessed phenomenal growth and expansion of professional teacher education preparation programs in Saudi Arabia. In response to the urgent demands of the country's development process and to the progressing society, the Saudi government, through the Ministry of Education (established in December 1953) and the Ministry of Higher Education (established in 1974), has established seven universities and numerous colleges, junior colleges, and scientific institutions to mobilize and accelerate the rapid educational development movement.

Modernization and effectiveness of every aspect of the educational system were, and still are, permanent goals of Saudi Arabia's 5 five-year development plans. The first development plan covered the years 1970-74. That plan enabled the Saudi society to start a race against time to catch up with other developed nations. Two main objectives of the First Development Plan (1970-74) for education were:

- continued expansion of opportunities for education at all levels to provide the capability at each level of accepting all qualified graduates from subordinate levels who seek enrollment;

- strengthening educational institutions at all levels with efforts concentrated on those measures that will improve efficiency and produce excellence in the educational program. (p. 95)

The First Development Plan's main concern was to establish the infrastructure for the country's economic, social, and health projects. Another concern was to

strengthen already existing projects and programs and to direct efforts which would

lead to the next development plan.

The Second Development Plan (1975-79) continued building the infrastructure

for future projects. Some aspects of this development plan were devoted to teacher

training and explicitly called for the following:

> 2.5 Teacher Training.
> 2.5.1 Enable the teacher training program to meet all requirements for elementary teachers through expansion of the secondary level institutes and the establishing of a junior college system for teacher training.
> 2.5.2 Increase opportunities for specialized teacher training with emphasis on subjects of critical need.
> 2.5.3 Provide continuing educational opportunities for assigned teachers. (p. 259)

More specifically, the plan states:

> 3.5.5 Increase the number of physical education institutes from one to three by 1980 with a total enrollment of 687 students. During the five years of the second plan, a total of 530 graduates are forecast. (p. 275)

By the end of 1980 there were actually three physical education departments in three

universities and one institute (Institute of Physical Education).

Great quantitative progress was made in the education and training system,

in particular, but in terms of quality, the Third Development Plan revealed that

". . . qualitative improvement has been given insufficient attention in the last decade,

given the pressing need for infrastructure" (p. 289). The Third Development Plan

covered the years 1980-1984. Under the subtitle of "Education and Training System,"

the plan revealed that:

> . . . The main challenge has been an increasing demand for education and training at all levels. However, progress has been constrained by such difficulties as the physical implementation of projects in an efficient manner commensurate with overall development goals; and

regional imbalances in access to and quality of education, as evidenced by disparate enrollment ratios and similar indices. At the same time, pressures for physical development of the system have impeded adequate qualitative improvement of instruction. (p. 289)

It was during this third plan that serious direction was given to control of the quality

of education and training, as follows:

> . . . It is necessary to lay the groundwork for qualitative improvement now if there is to be appropriate impact in the Fourth Development Plan. Specific areas which remain weak are the organizational capacity for conceptualizing, designing, appraising, and evaluating qualitative programs, particularly those relating to instruction. Additionally, the requisite database on the achievement of Saudi students and on the operational skills they have acquired via training is absent. The lack of appropriate mechanisms to permit adequate monitoring of students and evaluation of programs lies behind these deficiencies.
>
> To address the major problems related to developing and maintaining a high quality of education, no institutional arrangements are required at the level of general education (Ministry of Education, Presidency for Girls' Education, higher education in the Ministry of Higher Education, and at the level of the individual institutions), and in manpower development programs (coordination of efforts in education labor and public sector training and upgrading)(p. 289).

It was clear to the neutral observer that educational operation in Saudi Arabia

was and still is in need of a vital database on student achievement and their

acquisition of operational skills. Although educational research centers have been

established in every university with a college of education, and in almost all of the

educational institutions, their efforts have been inadequate in the area of establishing

systematic procedures for collecting information on students' achievement.

The Fourth Development Plan, which covered 1985-1989, was the plan of

revision and accountability of the past fifteen years of work and program

implementation in the country. Infrastructure for most of the country's needs was

in place, and it was time for quality control of both the ongoing and planned

programs. In the plan, the call was made as follows:

> Development strategies for higher education:
> Development of Saudi Arabia's human resources which meet economic and
> social development needs is considered to be the main goal of higher
> education. Achievement of this goal will be continuous in accordance with
> Fourth Plan strategies. These strategies contain two challenges for higher
> education and other authorities responsible for developing human
> resources:
> - increasing productivity and decreasing the dropout rate among students
> - improving program quality and implementation competencies through
>   evaluation of program costs and benefits. (p. 309)

The plan emphasized the extreme importance of program development and

improvement:

> Goals and Policies:
> Goals: All Saudi universities and the Higher Education Ministry are
> participating in three principal goals, which are:
> - continue following the stated objectives of every educational program
>   as stated in its "bluebook"
> - improving the programs' quality and the implementation competencies
> - continue work through the coordination between universities and
>   colleges to achieve the development goals of increasing the native
>   human resources (e.g., teachers, administrators, etc.). (p. 310)

The most recent development plan, the Fifth Development Plan of 1990-1995,

is concerned with assessing the effectiveness of higher education, in general, and

preparation programs, in particular. In this regard, the plan presents the correlation

between higher education and the genuine needs of both public and private sectors.

The plan calls for the following:

> - The continuous evaluation of the graduated students' performance in order
>   to revise their preparation programs.
>   That would be implemented through:
>   - knowing the needs of both the public and private sectors of the trained
>     workforce and meeting those needs.

- conduct follow-up studies of graduated students in their jobs to evaluate and assess their performance in order to reach a decision concerning development and improvement of curricula in the higher education programs.
- organizing the professional consultations provided by universities to both public and private sectors. (p. 315)

Eventually, in Saudi Arabia, it was apparent that the educational operation would have to be systematically evaluated in order for it to continue successfully. Educational authorities realized that teachers have a tremendous impact on the education of our offspring. Therefore teachers must be well prepared to handle their responsibilities in the Saudi schooling system. Recognizing the effect that teachers can have, it is crucial that colleges and universities develop high quality professional teacher education preparation programs. These preparation programs are different and not necessarily equally effective.

On the other hand, as the level of expenditures for these preparation programs increases, and the quality of the production becomes questionable, it is no longer a legitimate justification to increase the budget for such programs based solely upon increased program attendance. Hence, both public and governmental demands for accountability of the effectiveness of these programs are growing. The preparation programs are subjects which continue to occupy a prominent place in the minds of concerned people in our society. Criticisms of present preparation programs and suggestions for improvement are a universal concern in Saudi Arabia.

## Physical Education in Saudi Arabian Public Schools

The Ministry of Education is responsible for boys' education and follows a centralized mode in its operation of the country's public schools. Although education

is free of charge, it is not compulsory. The Ministry subsidizes and controls every aspect of the educational operation and, therefore, provides public schools with teachers, curricula, buildings, and resources.

As shown in Table 2.1, there are four levels of formal education: kindergarten, elementary, intermediate, and secondary.

Table 2.1--Levels of Education in Saudi Arabia.

| Level of years | Grades | Age | Number of Grade Levels | U.S.A. K-12 equivalent |
|---|---|---|---|---|
| Kindergarten | - | up to 5 yrs | 2-3 | kindergarten & preschool |
| Elementary | 1-6 | 6-11 yrs | 6 | 1 - 6 |
| Intermediate | 7-9 | 12-14 yrs | 3 | 7 - 9 |
| Secondary (two sections: sciences & literature) | 10-12 | 15-17 yrs | 3 | 10 - 12 |

By 1988, the General Administration for Curriculum in the Educational Development Administration, Ministry of Education, had developed three teachers' books, one for each level of education: elementary, intermediate, and secondary. Each book contained a complete outline for every subject at that level (e.g., social studies, mathematics, physical education). Every subject had the following outlined parts:

1 - introduction

2 - goals and objectives

3 - curricula purpose

4 - curricula content

5 - recommendations and notices.

## Physical Education Curricula for the Elementary Level

In the Introduction, the importance of physical education curricula was emphasized. Almost all school students actively participate in these programs which help their development from year to year. This organized activity has the effect of arousing students' love for sport and participation; organizing educational experience and skills; and developing readiness in a way which is suitable for children's abilities (Physical Education Curricula for Elementary Level, 1988, p. 165).

To meet the needs of students, the physical education curricula are divided into three parts:

1 - Curricula for first level (grades 1 and 2)

2 - Curricula for second level (grades 3 and 4)

3 - Curricula for third level (grades 5 and 6)

The goals and objectives of physical education in the elementary level are:

1 - Development of fundamental movement skills (e.g., walking, running).

2 - Physiological and organic development, strengthening and developing different organs of the human body.

3 - Development of social skills which prepare the child to adapt successfully to society.

4 - Development of normal posture and maintenance of body form.

5 - Providing children with a chance to express themselves, to be innovative, and to satisfy their desires in adventures and enjoyment in order to grow normally.

6 - Development of health skills.

7 - To accustom the child to follow security and safety rules.

8 - Providing children with preparatory movement skills which prepare them to participate successfully in large games.

According to the Physical Education Curricula for the Elementary Level (1988), the aforementioned goals and objectives are general ones, hopefully to be accomplished by the end of the elementary level. These goals and objectives differ only quantitatively from one grade to another, but they are developed sequentially from one grade to another (p. 166). In other words, these goals and objectives are the same in every grade at the elementary level. They are broken down into enabling objectives and introduced to the elementary students in sequential order from one grade to another. By the end of the elementary level, these enabling objectives should be achieved for each goal.

Achievement of these goals and objectives heavily depends on many variables related and connected to the context of these goals. One very important variable is facilities in the elementary schools. The rapid expansion of education in Saudi Arabia forced the government to search for alternatives for the obvious shortage in school buildings. As an alternative, the government rented housing units and converted them to school buildings as a temporary solution until permanent school buildings could be constructed. The problems with such alternative use are predictable and include having no facilities at all, or small front or back yards

covered with either sand or asphalt. The problem of rented school buildings is more serious for elementary level schools than for other levels and for boys schools than for girls schools, due to the fact that almost all intermediate and secondary schools and girls schools were built to be school buildings equipped with educational facilities.

The physical education curriculum in every elementary school is carried out through the following program components:

1 - physical education classes,

2 - intramural activities, and

3 - interscholastic activities.

It is recommended that games and activities that are used in these program components relate to the local culture which have been practiced by previous generations and aim to achieve Islamic means and principles suitable to the children's ages (1988).

The physical education class component of the curricula for the first level (grades 1 and 2) consist of two physical education classes per week for 45 minutes each class and contain the following components:

1 - story plays

2 - simple fundamental movement skills

3 - tag and chasing games.

Story plays are derived from local cultural activities such as picnics, where the teacher starts telling the story and the children act accordingly. The simple fundamental movement skills are those skills necessary for children's movement

activities such as walking and running. The tag and chasing games are those games satisfying children's desires for chasing and moving body parts.

The physical education curricula for the second level (grades 3 and 4) consist of two classes per week for 45 minutes each and include the following components:

1 - exercises in the form of games

2 - small and simple organized games

3 - manipulating small objects

4 - hunting and chasing games.

The physical education curricula for the third level (grades 5 and 6) also consist of two classes per week for 45 minutes each and contain the following components:

1 - exercises

2 - simple small group games

3 - agility development by practicing with equipment

4 - introductory games for the large group games of moderate complexity

5 - track and field.

The intramural activity component of the curricula includes:

1 - Conducting game competitions between classes in the school.

2 - These class competitions are implemented in the beginning of the school year, before interscholastic competitions.

3 - Attention is given to track and field and conducting competitions among students to select the school team which will represent the school in regional competition.

The interscholastic activity component of the curricula contains:

1 - Conducting friendly matches between schools.

2 - The supervisor organizes the competition schedules for different games participated in by schools and informs these schools in a timely manner.

3 - After completing all the game competitions between schools, the supervisor organizes regional competition in track and field.

## Physical Education Curricula for the Intermediate Level

At this level, the physical education curricula aim to prepare good individuals for the Islamic culture which calls for strong Moslems spiritually, mentally, and physically (Physical Education Curricula for the Intermediate Level, p. 145). These curricula have some characteristics which emanate from the aforementioned aim. The curricula are designed to accomplish that aim through physical activities. These purposes are as follows:

1 - Purposes related to the health, strength, and coordinated movement of the body. These purposes are received from the Holy Quran and from Prophet Mohammed (P.B.U.H.) when he said, "A strong believer is better and is more lovable to God than a weak believer." An aphorism transmitted by tradition states, "Teach your children swimming, archery, and horseback riding." These purposes can be summarized as follows:

        a - development and maintenance of physical capacity.

        b - development of physical skills useful in life.

        c - practicing good healthy life.

d - providing the chance for gifted athletes to compete in championships.

2 - Purposes related to the development of mental capacity:

a - development of comprehension.

b - development of the ability to think accurately.

c - development of sport culture.

3 - Purposes related to moral and social attributes:

a - development of good manners

b - development of leadership and followership attributes.

4 - Purposes related to proper use of leisure time. According to Islamic orders, people should spend their leisure time in ways that benefit both individual and society. Therefore, one of the main purposes of physical education is to help youngsters acquire good methods and precise ways to spend leisure time (p. 146).

These curricula for intermediate schools are implemented in three ways:

1 - physical education classes - One physical education class per week for all three levels of intermediate school. The class time of 45 minutes is distributed as follows:

| | |
|---|---|
| a - administrative work and warm up | 5 minutes |
| b - exercises | 8 minutes |
| c - fundamental sports (track and field, gymnastics) | 12 minutes |
| d - group and folk games | 15 minutes |
| e - final activity | 5 minutes |

2 - an internal program that includes practices, competitions, volunteer competitions between the school's classes and among the school's students

3 - an external program that includes outside competition between schools as official and/or friendly competitions.

## Physical Education Curricula for the Secondary Level

At this level, the aim of physical education curricula is to fully prepare students morally, mentally, and physically to become good citizens who are aware of their life and health. In this regard, the physical education curricula are a positive part of the total curriculum for the secondary level. These curricula have mutual purposes with intermediate level curricula, namely:

1 - purposes related to the health, strength, and coordinated movement of the body

2 - purposes related to the development of mental capacity

3 - purposes related to moral and social attributes

4 - social purposes, which include:

    a - preparing a suitable climate which enables students to show cooperation, self-denial, and true brotherhood.

    b - preparing students for successful adaptation into society.

    c - providing chances for self-expression, innovation, and satisfying desires in adventures in order to grow up normally (p. 277).

The implementation of these curricula is the same as at the intermediate level, where there is one class for 45 minutes per week for all three grade levels of secondary school. The class time is distributed the same as in the intermediate level. The

internal and external programs are the same as for the intermediate level with some modifications in the content, such as duration of practices and competitions.

Although the physical education curriculum in the Saudi public schools looks good on paper, implementation of this curriculum is hindered by several obstacles:

First, inadequate facilities of both government owned and rented schools buildings.

Second, unsafe equipment and environment. In this regard, Sarhan (1986) conducted a study concerning elementary school physical facilities in the Makkah school district of Saudi Arabia. His purpose was to evaluate the elementary physical facilities in Makkah and to determine if the physical facilities were adequate as assessed by the schools' teachers, officials, and principals. To evaluate the condition of the school's physical facilities, he used a questionnaire that employed a four-point scale (1 = excellent condition; 2 = good condition; 3 = poor condition; and 4 = nonexistent). The sample for his study consisted of 163 teachers, five principals, and five officials from the Ministry of Education. The findings of this study were as follows:

1 - It was found that space for physical education programs was lacking in urban schools and did not exist in village schools. Physical education is very important for building good and healthy bodies, and it is an objective specifically stated for elementary education by the Ministry of Education. Play areas need safe surfaces and safe playground equipment so students can play and enjoy themselves with minimal danger of accident (p. 101).
2 - Because of the hot and dry climate, air conditioning, ventilation and electrical power must be adequate to provide school buildings with clean air and appropriate temperatures.
3 - School buildings in Makkah had insufficient facilities for safety.
4 - School buildings need safer facilities for loading and unloading transported students, particularly in urban areas. (p. 99)

Third, lack of seriousness of physical education teachers in implementing the curricula.

Fourth, poor qualifications of physical education teachers and supervisors.

Fifth, poor attitudes of school principals, teachers, parents, students, and the public toward physical education. Basnawi (1986) assessed the attitude of selected Saudi Arabians toward physical education in Makkah, Saudi Arabia. He wanted to identify the relationship between the attitude of selected tenth grade male high school students at Makkah and the attitude of selected administrators, parents or guardians, academic teachers, and physical education teachers toward physical education. He used a questionnaire to assess attitude toward physical education. The scale on the questionnaire statements was 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, and 5 = strongly disagree. The study sample consisted of 495 students, 278 parents or guardians, 88 administrators, 138 academic teachers, and 68 physical education teachers.

One of the major findings of Basnawi's study was:

Students, parents or guardians, administrators, and academic classroom teachers tended to possess above-neutral attitudes toward physical education (p. 54).

In his discussion, the researcher noted:

The situation in Saudi Arabia is such that many people throughout the country do not have positive attitudes toward, or successful experiences in, physical education. In many cases, it appears that people were not taught to seriously value personal health and fitness. (p. 55)

Sixth, lack of implementation of the Ministry of Education's policies toward physical education. The Ministry of Education (1978) stated explicitly the following principles and objectives:

General principles of education:

Item #27 Strength in its most sublime form - strength of faith, strength of character, and physical strength - because a strong faithful is closer to God's heart than a weak faithful. (p. 9)

Purpose and general objectives of education:

Item #52 Supplying students with physical skill based on healthy and athletic principles to form sound bodies enabling the individual to fulfill his duties toward his religion and society with strength and perseverance (p. 13)

Item #56 Giving mentally and physically retarded students special education and care in accordance with the teachings of Islam which makes education a common right for all members of the nation. (p. 14)

Item #57 Searching for gifted individuals, giving them special attention and availing them with the various opportunities to develop their talents in the framework of general programs, in addition to special programs set up specially for them. (p. 14)

Objectives of nurseries and kindergartens:

Item #68 Training the child on body exercises, teaching him sanitary habits and cultivating his senses and training him to use them properly. (p. 16)

Objectives of elementary education:

Item #75 Developing in him the various basic skills, especially language, counting, and body exercises. (p. 17)

Objectives of intermediary education:

Item #86 Developing, orienting and refining the various mental faculties and skills in the student.

Item #90 Training him to use his time in useful reading, to invest his leisure time in fruitful activities and to employ his efforts in strengthening and advancing his Islamic character. (p. 18)

Objectives of secondary education:

Item #104 Preparing the students spiritually and physically.
Item #105 Shepherding young men along Islam, treating their mental and emotional problems and helping them to sail safely and successfully through this crucial stage of their life. (p. 20)

In spite of all the aforementioned objectives as stated by the Ministry of Education, the lack of implementing the Ministry's actual policies toward physical education seems obvious. Although physical education has a 100-point grading scale, it is seldom utilized as intended. In some cases, school principals tend to give gifted and academically excellent students a full grade (100 points) in physical education even if those students never participated in physical education classes and/or internal or external physical education programs. One reason for the principals' action could be to have the students' transcripts show a better record of participation in all activities. The physical education grades, however, do not affect the students' G.P.A.

### Narrative Description of the Physical Education Teacher Preparation Programs in Saudi Arabia

A sufficient understanding of the preparation of physical education teachers requires some knowledge of the field's history in Saudi Arabia. Establishing exactly when physical education was incorporated into public school curricula in Saudi Arabia is a complicated task because of the different terms used to describe the field. Such terms include "sport education," "physical education," and "physical sport." Until recently, most people (educators, academicians, teachers, parents, and administrators) used the term "sport education" when they talked about physical education because they perceived no difference between the two terms.

In 1947, schools in Jeddah City formed a school union. In 1948 they decided to return physical sport lessons to the public schools' program. These lessons were more in the nature of exercises and sport games such as soccer. Starting in 1952, educational administration offices throughout the country started supplying their schools with physical education teachers. Also the Administration of Physical and Social Education in the Ministry of Education started installing physical education as a subject area in public schools. The result of these efforts was clear in 1955 in the form of active competitions between schools in sport games such as soccer, basketball, volleyball, table tennis, and track and field. The Ministry of Education had to ask for physical education teachers from neighboring Arab countries to teach in intermediate and secondary schools. For the elementary schools, the Ministry provided special training for native teachers either by sending some of them abroad or by assigning them to local summer training programs (Al-Saloom, 1987, Book 1, Part 2, pp. 377-379). At that time there were about 36 teachers and supervisors of physical education working in the Ministry of Education.

The first formal preparation of physical education teachers occurred in the summer of 1957 (Abdou, 1980). Special summer courses in physical education were provided in Taif, the summer capital. The main goal of those courses was to prepare native physical education teachers for the elementary schools. By 1959, the number of physical education teachers increased to 267, including 200 native teachers.

The year 1960 marked the beginning of a wide organizational movement to increase the teaching of physical education. In that year, the general foundations for physical education curricula and extracurricular activities were established. Starting

then, physical education was taught by classroom teachers twice per week in elementary schools and in teacher education institutions, and once per week in both intermediate and secondary schools. The classroom teachers were motivated to participate in the teaching of physical education because the Ministry offered to deduct six classes from the teacher's weekly teaching load so that they could supervise sport activities in the school at that time.

In 1961, the Department of Activities became a General Department consisting of four divisions: physical education, art education, scouting, and social services. In 1962, the government established the General Administration of Youth Welfare, under the auspices of the Ministry of Social Affairs. The purpose of this organization was to develop and administer, on the national level, the sports movement and related activities. In order to satisfy the need for qualified physical education teachers, 12 Saudi teachers were selected to study physical education in Egypt. At the same time, the Saudi teacher population numbered more than 600 teachers.

In addition, the severe shortage of Saudi teachers was solved partially by importing teachers from neighboring Arab countries. This solution, however, resulted in a situation Al-Marsoqi (1980) describes as follows:

> Officials in the Saudi Arabian Ministry of Education reported that most of these foreigners were not trained as teachers and generally graduated from colleges other than a college of education, i.e., they are not certified teachers. Since they are not familiar with the Saudi culture and values, foreign teachers find it very difficult and, in most cases, unpleasant to teach in Saudi Arabia, because they do not participate in the decision-making process in the school operation. (p. 33)

Consequently, the Ministry planned for preparation programs through colleges of education, teacher education institutes, and junior colleges. In 1964, the Institute of Physical Education was established in Riyadh to help meet the demand for physical education teachers in the country.

It should be noted that higher education in Saudi Arabia changed from the British yearly system to the American semester credit-hour system. Before 1975, higher education institutions were following the British yearly system. From 1975 to 1992, they followed the American semester credit-hour system. Starting with the 1992-1993 school year, the country will return to the British yearly system, as was decided by the government at the end of 1991. The obvious failure to completely adopt the American semester credit-hour system resulted, in part, in the latest decision to return to the British yearly system. There is a great need to conduct research on both the British and American systems in order to avoid any negative consequences of implementing either one.

## Institute of Physical Education in Riyadh

The Department of Physical Education at the Ministry of Education was planning to establish a preparation program for physical education teachers to meet the growing demands for physical education teachers. In 1964, the Institute of Physical Education was established in Riyadh, the capital, where students who graduated from intermediate school (grade 9) were admitted. These students spent three years at the Institute and graduated with a degree called, "Completion

Certificate of Secondary School in Physical Education" (Institute of Physical Education Manual, 1990). The goals of the Institute are:

1 - Preparation of qualified teachers to teach physical education and related organized activities, mainly in elementary and intermediate schools, according to the needs of the Ministry of Education.

2 - Spread sportsmanship and sports consciousness throughout society.

3 - Emphasize the importance of the Institute's students becoming good role models in holding to Islamic rules and sportsmanship in and out of the Institute (Institute of Physical Education Manual, 1990, p. 3).

The study plan at the Institute required an internal school system where students are provided with housing, food, and accommodations. The study plan consisted of eight categories; under each category a fixed number of courses are required. The eight categories and the related course work are:

1 - theological courses (1)

- Islamic and Quranic studies

2 - general courses (3)

- Arabic language

- English language

- Saudi society

3 - health courses (4)

- anatomy and muscle work

- exercise physiology

- sport injuries and first aid

- health and health education

4 - theoretical courses (5)

    - physical education theories

    - teaching methods and coaching

    - fundamentals of education

    - psychology

    - educational recreation

5 - practical courses (12)

    - exercises

    - acting movement stories

    - gymnastics

    - track and field

    - soccer

    - basketball

    - volleyball

    - handball

    - folk games and racquet games

    - swimming

    - sport culture

    - art education

6 - specialization activities

7 - camping - one week long

8 - teaching practice - in elementary and intermediate schools in the city.

These categories and their related courses are distributed over three school years, each year consisting of two semesters, each semester being eighteen weeks long.

There are 24 full-time and three part-time faculty members at the Institute. Since its inception in 1964, the Institute has graduated more than 2000 students (Institute of Physical Education Manual, 1990).

The Institute of Physical Education was established in 1964 in response to the country's need for physical education teachers and sport leadership in different sectors. Graduates of the Institute were from all regions of Saudi Arabia. They have contributed (and still do) to the establishment of the physical education movement in the country.

During the last fifteen years, three departments of physical education were established in three different universities. Teachers Junior Colleges provide teaching physical education as an area of specialization for its students. As a response to the need for quality in physical education, the Ministry of Education in 1987 developed the "Junior College for Physical Education." This junior college is devoted entirely to preparing physical education teachers, whereas the Teachers Junior Colleges provide physical education as an area of specialization among other areas such as mathematics, science, social studies, and so on.

The Teachers Junior Colleges and the Junior College for Physical Education are under the auspices of the Ministry of Education, while the three physical education departments in the three different universities are under the auspices of

the Ministry of Higher Education. The Ministry of Education's program to become a physical education teacher consists of two stages:

1 - The first stage, the Institute of Physical Education, provides a degree called "completion certificate of secondary school in physical education."

2 - The second stage, the new Junior College for Physical Education, provides a baccalaureate degree in physical education. The Junior College major requirements consist of 78 semester credits, to be accomplished in four to six semesters. The 78 credit course work is divided into three main categories:

1 - general preparation - 18 credits,

2 - educational preparation - 16 credits,

3 - professional courses - 44 credits.

Some major goals of the junior college for physical education include the following:

1 - to contribute in conducting scientific research in conjunction with education and physical education which serves the elementary school level

2 - to benefit from the junior college's material and human resources in social and environmental services

3 - to exchange experiences and cooperate with similar educational institutions. (Junior College Manual, 1990)

The junior college started accepting students in the second semester of the 1988 school year.

## Department of Physical Education at
## Umm Al-Qura University in Makkah

In 1949, the College of Sharia (Islamic law) was established in Makkah as the first college in Saudi Arabia. In 1952, the College of Teachers was created to work in conjunction with the College of Sharia. In the 1960-1961 school year, the two colleges merged to become the College of Sharia and Education. In 1962, the college was separated into the College of Sharia and the College of Education. This separation took place to facilitate the preparation of qualified teachers in different disciplines as a response to the severe shortage of teachers in the country's educational system.

The two colleges operated independently of university control but were under the jurisdiction of the Ministry of Education. This was the case until 1971, when the two colleges were joined as an extended campus of King Abdulaziz University in Jeddah, about 60 kilometers from Makkah.

In 1976 the first academic physical education department in Saudi Arabia was established in the college of education in Makkah. The new department started its mission in a small four-room service building attached to the open, poorly structured stadium. The faculty consisted of two people from the neighboring Arab country of Egypt. The first graduation commencement was in 1979 and it involved six graduates. In 1980, the government announced the inception of a new university in Makkah, Umm Al-Qura University, which replaced the former satellite campus of King Abdulaziz University which was located in Makkah.

The Department's Goals. According to the mission of the physical education department, the following goals were derived:

1 - prepare physical education teachers to work in the various educational levels in Saudi Arabia

2 - provide training opportunities and studies to improve the competencies of practitioners working in physical education fields

3 - conduct studies and scientific research in different fields of physical education

4 - organize graduate and post-graduate studies in physical education fields to serve all public and private sectors in the Kingdom

5 - prepare athletic leaders for their work responsibilities in different sectors.

The Admission System. The physical education department has an admission system that includes a number of conditions which students seeking acceptance into the department must meet. Some of these conditions are the same for most of the departments in the university and some are designed specifically for this department (see Appendix G).

Graduation Requirements. The total credits required for all students for graduation is at least 130 semester credits (see Appendix G). As shown in Appendix G, the total credits are separated into six main categories provided by the physical education department and other departments in the college of education and in the university. The department provides 82 credits (63 percent) of the total credits; the rest of the credits are provided by different departments.

The Department's Faculty Members. The department's faculty members totaled 15 members in 1990. Eight of the faculty members had a Ph.D. degree and seven had an M.A. degree in physical education. There is one laboratory technician and one department secretary.

The Department's Facilities. As indicated in the department's guidebook, study in the department depends on practice and application of theoretical knowledge which requires different sport facilities and different laboratories. Contrary to what the department's guidebook claimed, the department's sport facilities and science labs are very limited and in poor condition, and sometimes a health hazard as in the sandy tracks used in track and field.

## Department of Physical Education at King Saud University in Riyadh

The department was established February 19, 1977 and started its program in the 1977-1978 school year as the second academic physical education department in the country. The department is under the jurisdiction of the College of Education at King Saud University in Riyadh. The department started with five faculty members and the first graduating class consisted of 18 students in 1980. In 1990, there were 77 students.

The Department's Goals. According to the department's guidebook (1987), the department's goals are:

1 - preparation of specialists in physical education and related areas with basic knowledge in movement, health, and recreation sciences

2 - working for the spread of sport culture among society in general and youth in particular. The departments cooperate with many institutions in society through the College of Education to accomplish the University's mission in serving society. In that regard, the department works to spread sport and health awareness, the advantages of physical activity increasing productivity, the enjoyment of physical and psychological health, and involvement in leisure time activities. Also, the department works to correct misunderstandings about physical and sport education.

The plan for coursework and other experiences are aimed at:

1 - preparation of students to work in intermediate and high schools, to organize and administer physical and recreational activities in different sectors, to work in youth and health organizations, and to work in different army sectors.

2 - providing students with courses and experiences in educational, biological, natural, and psychological sciences which help them to study and understand human movement and behavior.

3 - acquiring movement abilities and skills which enable them to successfully perform educational duties.

4 - providing opportunities for students to acquire applied knowledge and skills related to the human body, movement sciences, public health, and the environment.

The Admission System. In addition to other conditions set by the university and college, the department sets certain conditions for a student to be accepted into the program. These conditions include passing the following:

1 - medical checkup

2 - personal interview and posture test

3 - motor skills tests

4 - physical fitness and movement fitness tests

5 - skills test in a preferred game.

Graduation Requirements. The total number of credits required for all students for a Bachelor of Art degree is at least 128 semester credits, divided as follows:

1 - university requirements - 15 credits

2 - college requirements - 33 credits

3 - physical education professional requirements (group 1) - 53 credits

4 - physical education professional requirements (group 2) - 20 credits

5 - general elective courses - 7 credits.

## Department of Physical Education at King Abdulaziz University, Maddinah (Extended Campus)

As a third academic physical education department in Saudi Arabia, King Abdulaziz, through the College of Education in Maddinah, established the department in 1979. The department started its program in the 1980-1981 academic year by admitting 11 students. By 1990, enrollment had reached 150 students.

The Department's Goals. According to the department's guidebook, the department's goals are:

1 - preparing sport specialists who are capable of conducting educational duties in teaching, coaching, officiating, and organizing physical education programs in schools, sport clubs, and different educational and recreational institutions.

2 - conducting studies, scientific research, applied research, and specialized field research in sport, physical education, health and recreation fields.

3 - organizing and operating studies and training opportunities to improve the competencies of practitioners working in sport, physical education, and health education fields.

4 - providing athletic services for students and faculty members through organizing and supervising athletic and recreational activities.

5 - preparing athletic teams to represent the college and the university in different athletic competitions.

6 - providing scientific consultation in research and environmental services fields in cooperation with the General Presidency of Youth Welfare's main office, and the Education Administration in Maddinah (Physical Education Department Guidebook, 1990).

The Admission System. In addition to other admission conditions set by the college and university, the department has set additional conditions for all students seeking acceptance to the department. According to the department guidebook, the applicant must pass the following:

1 - medical checkup

2 - physical fitness test

3 - skills test in specialized sport games

4 - personal interview.

Graduation Requirements. A total of 136 semester credits is required for all students to graduate with a Bachelor of Art degree in physical education. These credits are divided into three main categories as follows:

1 - general preparation courses, 34 credits:

    a - University requirements - 14 credits

    b - College requirements - 12 credits

    c - elective courses - 8 credits

2 - educational preparation courses, 33 credits

3 - physical education professional courses, 69 credits.

## Evaluation History and Concepts

The concept of evaluation is deeply rooted in antiquity. The evaluation of some aspects of performance was recorded as early as 2000 B.C. Chinese officials conducted civil service examinations to measure proficiency of public officials (Worthen & Sanders, 1987, p. 12). Spartans in ancient Greece used tests to measure physical prowess. Athenians carefully selected candidates from the "property class" (slaves) for training in their Ephebia in the martial arts and tactics (Kauffman, 1974). In ancient Rome, tax policies were altered in response to observed fluctuations in revenues (Berk & Rossi, 1990, p. 7). Ancient Arabs used to evaluate the ages of

their famous Arabian horses by two methods: teething and the horse's movement and running ability.

In the thirteenth century, evaluation was in evidence in the earliest European universities. Kauffman et al. (1974) wrote that:

> at the University of Paris, the Responsions admitted the freshmen to the University; the Determination, the origin of our Bachelor's degree, marked his graduation; the Inception declared him fit to be a master; and in Paris, as in Bologna, the jus obique docendi conferred on him the right to teach anywhere. (p. 3)

During the last decades of the eighteenth century, the British Admiralty began requiring that its crews drink citrus juice on long voyages after evidence was produced showing that citrus juice prevented scurvy. Early in the twentieth century, the indeterminate prison sentence was introduced in the United States, partly in response to the high rates of recidivism under earlier sentencing policies. Judgments have always been made about whether prospective or ongoing programs are effective (Berk & Rossi, 1990, p. 8).

The qualifications and competence of teachers in the educational system have been a concern for all sectors of society. Consequently, colleges and institutions for teacher preparation have assumed more responsibility for evaluating their preparation programs by collecting pertinent data regarding teaching performance and skill.

> Early in 1957, Schwartz and Tiedman stated the following:
>
> In education, evaluation is the process of judging the effectiveness or worth of an educational experience as measured against instructional objectives. Evaluation makes use of measurement, but is not limited to it, nor synonymous with it. Measurement never gives more than an answer to the question, "How much?" Evaluation, on the other hand,

seeks an answer to the question, "Of what value is the measure of the amount, status, or progress when compared with the instructional objective?" (p. 1)

Woording (1957) added that, "Evaluation implies a system of values and decisions about values involving human judgment" (p. 62). Kauffman et al. (1974) stated, "Evaluation requires decisions by human beings on accepted practices and their possible improvement" (p. 1).

Early studies on evaluation should help to understand the progress of educational evaluation. Travers (1983), however, concluded that prior to 1837 political and religious beliefs dictated most educational choices, hence evaluation was of little importance. Cowley (1970) mentioned that the first self-study was conducted in 1825 by Harvard's governing boards, when they accomplished the most reformation ever made of an American college.

> The Harvard corporation, the board of overseers, and the faculty all appointed committees which met for two years. They redeemed the functions of the President, they established instructional departments, they instituted a primitive elective system, they sectioned classes in the modern languages on the basis of ability, they revised the college statutes, and they abandoned money fines for student misdemeanors. (p. 152)

As if colleges and institutions during that time were waiting for someone to start, both Amherst and Williams in Massachusetts revised their curriculum after Harvard's reform. Amherst included technological subjects and teacher training, and Williams added an introduction for foreign languages. Such changes stimulated the Yale corporation into reactionary activity. The Yale faculty delivered the Yale Report of 1828, "which served as the definitive justification of the college system as it then operated" (Hofstadter & Smith, 1970, p. 252). According to Travers (1983), during

the years 1838 to 1850 Horace Mann submitted 12 annual reports to the Board of Education of the Commonwealth of Massachusetts. These reports cited many of the same concerns as those today, such as teacher competency and teacher training.

The country, however, was outgrowing the doctrine of intellectual discipline. The institution of the Land Grant Act of 1862 and the incorporation of agriculture and the mechanical arts in the curriculum combined to produce the historic comprehensive American university (Kauffman et al., 1974).

During the period 1895 to 1905, J.M. Rice designed an assessment program to test students on subject matters such as arithmetic and spelling. His assessment program was implemented in many schools in the United States. Rice was considered to be the one who proposed establishing standardized examinations (Travers, 1983).

The twentieth century marked a new era for education and educational evaluation as a result of changes and development in educational thought. The work of E.L. Thorndike, in the early 1900s, in educational testing gave leverage to the whole movement of measuring human changes. Consequently, assessment studies of school students' achievement and educational systems diagnoses flourished in the United States. By the mid 1930s, over half of the United States had some form of statewide testing (Worthen & Sanders, 1987, p. 14).

In 1916, John Dewey called for the inception of utilitarian programs in the curriculum (pp. 306-320). Consequently, attention was devoted to vocational and occupational education. Internship was given high acknowledgment at the governmental level as in educational administration and the preparation of academic

administrators. Such a "revolution in knowledge," as presented by Dewey in 1916,

resulted in a change in educational values and in demands on higher education to

evaluate the present status of programs for possible revision and changes. Kauffman

et al. (1974) commented that

> censure of the old academic order and the insistence on revised
> methods and procedures have thus given the concept of educational
> evaluation a new turn. Originally employed to discover the strengths
> and weaknesses of students, evaluation today has become an
> instrument also to assess the value of curricula and the effectiveness
> of teaching. (p. 17)

Under the series title, "Adventure in American Education," five volumes were

written between 1942 and 1943 describing 30 schools who participated in an

eight-year school evaluation study. Schwartz and Tiedman (1957) wrote:

> The eight-year study of students and curricula in thirty secondary
> schools provided an opportunity for the development of a full-scale
> program of evaluation. Of great significance to the field of educational
> evaluation was the fact that in this study an attempt was made to put
> an evaluation rationale into operation. The teachers, administrators,
> and research workers engaging in the task of evaluating the
> effectiveness of educational programs had to develop their own
> instruments as they sought to evaluate study skills, critical thinking,
> appreciation, and interests. The eight-year study marked a turning
> point, for it showed that testing specialists had too long been
> concerned with the knowledge aspects of education and had not placed
> enough emphasis on the so-called intangible outcomes of the educative
> process. The study was also significant in that it provided a laboratory
> in which many of our present-day specialists in evaluation were able
> to study firsthand the problem of evaluation in education. (p. 8)

Resistance to change was deeply rooted, as pictured by Roudolph (1968):

"Resistance to fundamental reform was ingrained in the American collegiate and

university tradition, as over three hundred years of history demonstrated" (p. 491).

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Nevertheless, this conservatism has permitted modification and change over the years as circumstances have warranted (Kauffman et al., 1974).

During the period 1940 to 1960, many events occurred that enhanced the educational evaluation movement. In 1957, the former Soviet Union launched Sputnik I. This resulted in a swift reaction from the United States in the form of developing new educational programs in the fields of mathematics and science. Program evaluation in this case was an important and vital part of these programs' components.

As a result of the rapid development in evaluation during that time it was necessary for reflection and rethinking of evaluation, and of educational evaluation in particular. Cronbach (1963) voiced the concern that educational evaluation should help developers improve their products during early stages, not just appraise their effectiveness once they were in the marketplace (Worthen & Sanders, 1987). Statements like this resulted in fruitful discussion among evaluation specialists that led to many models and approaches for educational program evaluation. Worthen and Sanders (1987) concluded by saying, "The past decade in educational evaluation may be called one of 'professionalism' as the shared knowledge and experience of a great many evaluators in education grew and matured" (p. 20).

## Evaluation Research

Evaluation research is the systematic application of social research procedures for assessing the conceptualization, design, implementation, and utility of social intervention programs (Rossi & Freeman, 1989, p. 18). Evaluation research involves

the use of methodologies in social research to judge and improve the design, monitoring, effectiveness, and efficiency of educational programs. Furthermore, by employing the basic approaches of gathering valid and reliable evidence, we can see to what degree evaluation is systematic.

Cronbach et al. (1980) discussed evaluation and identified the following features: (1) the intention of an evaluation is to influence decision and action during the evaluation or in the time following; (2) the evaluators collect data and analyze it, then report their conclusions and how they reached those conclusions. By this means, and by documenting their observations, they set the stage for readers (policymakers, managers, clients, etc.) to judge the plausibility of each conclusion; and (3) the evaluator aims to give a comprehensive and disciplined interpretation. The account is intended to impress fair-minded persons, including those whose preconceptions or preferences run counter to the findings. Others who want to make independent interpretations can have the information to do so (pp. 16-17). Evaluation research is not only an application of methods but also involves political, managerial, and economic activities.

Concerning the political involvement of the evaluators, Cronbach et al. (1980) stated that the evaluators have a political influence even when they do not aspire to it. The evaluators can be an arm of those in power, but they lose most of their value in that role if they do not think independently and critically as well. Evaluators can put themselves in the service of some partisan interest outside the center of power, but there again their unique contribution is a critical, scholarly habit of mind. The evaluators can render greatest service if they become an informant to and educator

of all parties to a decision, making available to them the lessons of experience and critical thinking. Since information provides power, such diffusion of information is power equalizing (p. 67).

## Evaluation Approaches and Models

In response to specific evaluation needs, many evaluation models emerged and were used extensively in various educational programs. The purposes of these evaluation models vary and they evaluate different aspects of educational programs. Evaluation is defined as, "The process of determining the merit or worth or value of something; or the product of that process" (Scriven, 1980, p. 47). In education, Glasman and Nevo (1988) define evaluation as "A systematic activity of using information to describe educational objects and judge their merit or worth" (p. 34). A model is defined by Ayers, Gephart and Clark (1988) as ". . . a representative of the entity being represented" (p. 336). Stake (1981) preferred to use the term "persuasions" rather than "model." Glasman and Nevo (1988) added that none of the evaluation models include a sufficient degree of complexity and completeness that would warrant the use of the term "model." In fact, some of these evaluation models exist in an abstract form and are difficult to implement without professional help. Furthermore, some of these evaluation models are used more for conceptualizations by professional evaluators than for designing and implementing actual program evaluations.

These evaluation models are the product of continuous and cumulative knowledge of evaluation scholars. Those scholars presented their models within

different backgrounds such as the objective-oriented evaluation approach and the naturalistic-oriented evaluation approach. On subsequent pages, these approaches will be presented with a model example for each.

## 1 - Objective-Oriented Evaluation Approach

Information inferred from this evaluation is used to restructure the aims of the activity, the activity itself, or the appraisal procedures and instruments used to determine the achievement of the activity purposes.

Objective-Based Model (Tyler, 1942). This model was originated by Ralph Tyler, whose guidelines for evaluating curricula have provided a basis for many subsequent evaluation models (Taba & Sawin, 1972). The model seeks answer(s) to the question, "Are the students meeting the objectives?" House (1978) explained that the program objectives are written in terms of specific student performances that can be reduced to specific student behaviors, which can be measured by tests, either norm-referenced or criterion-referenced (p. 4).

Tyler suggested the following guidelines for his model:

1 - formulate objectives to determine the broad goals of the program

2 - classify objectives for the purpose of indicating evaluation procedures

3 - define objectives in behavioral terms

4 - suggest situations in which achievement of objectives can be shown

5 - develop or select appraisal techniques

6 - gather and interpret performance data

7 - compare data with behaviorally stated objectives.

On selecting objectives, Tyler (1949) developed his model by suggesting that objectives come from many sources rather than one single source. Sources include learners themselves, studies of contemporary life outside the school, and any suggestions from subject specialists. Discrepancies between performance and objectives would lead to modifications intended to correct the deficiency, and the evaluation cycle would be repeated (Worthen & Sanders, 1987).

Discrepancy Model (Provus, 1971). Provus (1971) defined the goal of evaluation as determining whether to improve, maintain, or terminate a given program (p. 12). To accomplish this goal, Provus established the following process: (1) define and agree upon standards; (2) determine whether a discrepancy exists between the performance of some aspects of a program and the standards set for performance; (3) use obtained information about discrepancy as feedback for the program developers to aid their decision on the evaluation goal (Worthen & Sanders, 1973, 1987). Provus suggested the use of an evaluation team, with the evaluator as a team member who helps program improvement and is independent of the object of the evaluation. The main question to be answered by this model is, "Which students achieved which objectives?" (Stufflebeam & Webster, 1983, p. 38).

During the development of an educational program, Provus considered the following five stages as developmental stages of that program:

1 - definition of program goals, processes, activities, necessary resources, and participants of the program

2 - installation of the program activity where the evaluator performs a sequence of congruency tests to identify any discrepancies between expected and actual program activity

3 - during the process stage, the evaluator gathers information about participants' progress to determine whether their behaviors changed as expected by achieving enabling objectives for the program goals

4 - product stage, where evaluation is to determine whether the terminal objectives for the program have been achieved. Provus presented immediate product (terminal objectives) and long-term product (ultimate objectives), and recommended follow-up as part of the evaluation

5 - cost-benefit analysis of the program and other similar programs and a comparison of the results of the two analyses.

The objective-oriented evaluation approach attracted much attention. As a result, tests have improved, and technically sound measurement practices have broadened to include unobtrusive measures (Webb et al., 1966) and non-paper-and-pencil evidence (Sanders & Sachse, 1977). Critics of this approach have suggested that "collectively, these criticisms suggest that objective-oriented evaluation can result in tunnel vision that tends to limit an evaluation's effectiveness and potential" (Worthen & Sanders, 1987, p. 73). The difficulties with this approach can be seen in situations where program establishers have not articulated objectives for their programs in any interpretable form. This case is valid in most educational programs in the Third World.

## 2 - Decision-Making-Oriented Evaluation Approach

The purpose of this approach is to serve decision makers by providing them with evaluative information which is an essential part of good decision making. The decision maker is the main audience of this approach, hence, his/her informational needs, concerns, and criteria for effectiveness guide the direction of the evaluation (Worthen & Sanders, 1987).

The CIPP Model (Stufflebeam, 1969, 1971). The CIPP (Context, Input, Process, Product) model was developed by Stufflebeam (1973), who defined evaluation as "the process of delineating, obtaining, and providing useful information for judging decision alternatives" (p. 129). Questions to be answered by this model include, "Is this object effective?" and "What parts are effective?" (Ayers & Berney, 1989, p. 215). The CIPP model identifies four types of evaluations that are related to types of decisions:

1 - context evaluation to serve planning decisions to determine objectives

2 - input evaluation to serve structuring decisions to determine project design

3 - process evaluation to serve implementing decisions to control project operations

4 - product evaluation to serve recycling decisions to judge and react to project attainments (Stufflebeam, 1983, pp. 128-135).

According to Stufflebeam (1983), once an evaluator has selected an evaluation strategy, e.g., context, input, process, or product, he/she must next select or develop a design to implement his/her evaluation (p. 136). So the evaluator wants to

prescribe a logical structure for evaluation design and outline important points to be addressed. The application of these points comes when developing the initial design or later, when revising or explicating it. The points are:

1 - Review of the change, that includes:

    a.  definition of the object of the evaluation

    b.  identification of the client and audiences

    c.  purpose(s) of the evaluation

    d.  type of evaluation (e.g., context, input, process, or product) to be employed

    e.  principles of sound evaluation (i.e., standards) to be observed.

2 - Plan for obtaining the information, including:

    a.  the general strategy

    b.  working assumptions to guide measurement, analysis, and interpretation

    c.  collection of information (i.e., sampling, instrumentation, and data collection)

    d.  organization of information (i.e., coding, filing, and retrieving)

    e.  analysis of information (both qualitative and quantitative)

    f. interpretation of findings.

3 - Plan for reporting the results, including:

    a.  preparation of reports

    b.  dissemination of reports

    c.  provision for follow-up activities to promote impact of the evaluation.

4 - Plan for administering the study, including:

    a.  summarization of the evaluation schedule

    b.  plan for meeting staff and resource requirements

    c.  provision for meta evaluation

    d.  provision for periodic updating of the evaluation design

    e.  budget

    f.  memorandum of agreement or contracts. (p. 138)

Stufflebeam (1983) pointed out that his model is based on the view that the most important purpose of evaluation is not to prove but to improve (p. 118).

This model was applied in many school districts and government agencies such as the U.S. Office of Education, and school districts in Cincinnati, Ohio; Dallas, Houston, and Austin, Texas; and Saginaw, Detroit, and Lansing, Michigan. It was the main issue of the International Conference on the Evaluation of Physical Education held in Jyvaskyla, Finland in 1976.

The UCLA Model (Alkin, 1969). During his work with the Center for the Study of Evaluation at UCLA, Marvin Alkin developed this model. Alkin (1991) defined evaluation as "The process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives" (p. 96). He based his definition of evaluation on four assumptions about evaluations, namely:

    1 - evaluation is a process of gathering information

2 - the information collected in an evaluation will be used mainly to make decisions about alternative courses of action

3 - evaluation information should be presented to the decision maker in a form that he can use effectively and which is designed to help rather than confuse or mislead

4 - different kinds of decisions require different kinds of evaluation procedures. (p. 94)

The model consists of five types of evaluation:

1 - system assessment, to provide information about the status of the system

2 - system planning, to assist in the selection of particular programs likely to be effective in meeting specific educational needs

3 - program implementation, to provide information about whether a program was introduced to the appropriate group in the manner intended

4 - program improvement, to provide information about how a program is functioning, whether interim objectives are being achieved, and whether unanticipated outcomes are appearing

5 - program certification, to provide information about the value of the program and its potential for use elsewhere.

The similarities between this model and the CIPP model are obvious. The CIPP model of evaluation is similar to numbers 1, 2, 4, and 5 of the UCLA model. In the case of implementation of this model, the procedure would be identical with the CIPP model procedures, except that the evaluator must focus separately on program

implementation and program improvement, which is equivalent to the process evaluation in the CIPP model.

The decision-making-oriented approach has advantages and disadvantages, as described by Stufflebeam and Webster (1983). The main advantage is that it encourages educators to use evaluation continuously and systematically in their efforts to plan and implement programs that meet educational needs. Also it provides a rationale for helping educators to be accountable for decisions they have made in the course of implementing a program. The disadvantage is that the collaboration required between an evaluator and decision maker introduces opportunities for biasing the evaluation results. External meta evaluation was recommended in order to offset chances of bias (p. 33). Another weakness of this approach is the occasional inability by the evaluator to respond to some questions that may be critical, but do not match the questions of the decision maker who is in control of the evaluation.

## 3 - Consumer-Oriented Evaluation Approach

The purpose of this approach is to judge the relative merits of educational products and services such as curriculum packages, workshops, instructional media, and staff evaluation. Recognition of this approach dates to early 1970, when new educational packages and products were flooding the market (before the 1960s, most educational products were textbooks). The general question is: which of several alternative consumable education objects is the best buy, given cost, needs of the consumer group, and values of society at large?

Scriven's Model (Scriven, 1967). Scriven (1973) believes that evaluation plays many roles, but its primary concern should be with determining the value or worth of an educational program. He perceived the goals of evaluation as attempting to answer questions about the merit or worth of an educational product. Popham (1988) described Scriven's work as less than a formal evaluation model, complete with diagrams and flowcharts, and more like a series of important insights and clarifications regarding various aspects of educational evaluation. When we sum up all of these expectations we can reach a cohesive framework for conducting educational evaluations (p. 27).

The major contribution by Scriven to this approach is his work on formative and summative evaluation. Scriven (1991) stated:

> The terms 'formative' and 'summative' were introduced to illustrate different roles for evaluation, which is another kind of difference-- exactly the same screwdriver can open crates and turn screws. They are indeed different in fundamental ways; but those differences are almost entirely pragmatic--appropriately enough, for evaluation is a paradigmatically pragmatic subject. (p. 20)

In a formative role, evaluation information is gathered for use by the program's developer to improve it during the program development stage. Internal use by the program developer is the purpose of formative evaluation. The purpose of summative evaluation is to provide information to an external user. In this case, evaluation information is used by the program developer to justify or gain recognition to the program. In both formative and summative evaluation, the methods used could be the same or very similar, but it is the purpose for which they are to be used that distinguishes them. He also identified two different approaches as procedures

for conducting an evaluation, namely, intrinsic evaluation (evaluation of the means used to reach certain ends) and pay-off evaluation (evaluation of the ends or effects)(Scriven, 1973, pp. 104-106).

Intrinsic evaluation is concerned with the components of the program itself rather than its results or effects. Examples of that include examination of the curricula, teacher competencies, and physical facilities in the schools. Pay-off evaluation is concerned with evaluating the effects of the program, especially on students and to a lesser degree on teachers and parents.

In both the intrinsic and pay-off approaches, the evaluation may be either formative or summative evaluation. Each approach involves considerations as to what is being evaluated by the other approach. Intrinsic evaluation requires some consideration of goal achievement and a thorough pay-off evaluation will attend to the value of the goals and the means by which they were achieved.

This approach was used by many governmental agencies as well as independent agencies for educational consumers to provide valuable information on many programs and products. The advantage of this approach is that is provides protection for educational consumers in two ways: (1) it provides evaluative information for those who do not have the time or skills to do the job of evaluation; and (2) it provides educators with advanced knowledge about the criteria most appropriate in selecting educational programs or products. The disadvantages of this approach are: (1) it can be so independent from the product's developers that it may result in not helping them to better know how to accommodate consumers; (2) it can increase the costs of programs and products which in turn will be passed on to the

consumers; and (3) creativity and local development may be suppressed because of the risk involved and the local consumer becomes dependent on outside educational products (Worthen & Sanders, 1987).

## 4 - Naturalistic and Participant-Oriented Evaluation Approach

In 1967, some evaluation theorists started to respond to the ongoing practice of evaluation, especially educational program evaluation. They criticized that current practice is far from the reality and what is going on in education. Also they criticized some evaluators for conducting their evaluations remotely from the classrooms and schools' real life and that those evaluators' greatest concerns were with the technicality of their evaluations rather than the real needs in education. They charged that evaluation at that time missed the human element and failed to incorporate the education programs' participants in their evaluation. Consequently, the naturalistic and participant approach was born as a reaction to the status quo at that time.

The Countenance Model (Stake, 1967). Robert Stake's (1967) conception of evaluation guided him to come up with two countenances of evaluation, namely, description and judgment. His model is concerned with selecting the most appropriate data for evaluating an educational program. In order for the evaluation to organize data collection and interpretation, Stake developed a matrix for categorizing the data. The horizontal part of the matrix categorized the data according to source and included antecedents, transactions, and outcomes. Stake defined antecedents as conditions existing prior to the teaching learning situation that

are related to outcomes. Transactions are the activities that make up the education process. Outcomes are the consequences of the educational process on students and teachers.

The vertical part of Stake's matrix describes the data necessary for description and judgment. The descriptive data include intents and observations. Intents are the description of things planned for, and observations are the description of what actually happened. Judgmental data were divided into two categories: absolute standards and relative standards. Absolute standards provide data on levels set for antecedents, transactions, and outcomes. On the other hand, relative standards use other programs as the standard of comparison.

Stake also provides a second data matrix to be used to compare the congruence between intents and observations. Congruence indicates the degree to which the intended antecedents, transactions, and outcomes have taken place. In order for the evaluator to analyze data in the description matrix, he/she will look at the congruence between intents and observation, and look at contingencies of outcomes on transactions and antecedents, and of transactions on antecedents. The evaluator will make his/her judgments by applying standards to the descriptive data. Popham (1988) commented on this model, saying, "Stake's 1967 model is rooted in the belief that the capable evaluator will be able to make subtle judgments about various facets of an educational program" (p. 33).

Responsive Evaluation (Stake, 1970). As an expansion of his work in 1967 with the countenance model, Stake became more convinced that the concerns and issues of the people for whom the evaluation was being conducted were not

sufficiently addressed. Hence, the main focus of responsive evaluation is addressing these concerns and issues. He believed that the increase in the audience's understanding of the entity that was evaluated would be the real test of an evaluation's validity.

Transactional Model (Rippey, 1973). According to Rippey (1973), transactional evaluation is a developing aspect of educational accountability. It looks at the effects of changed programs on the incumbents of the roles in the system undergoing change, i.e., on the changers themselves. It does not focus exclusively on the outcomes of the changed programs as they affect a target population (p. 3). Therefore, transactional evaluation is a strategy for managing dysfunctions that occur within an organization in the midst of change that is taking place. According to Worthen and Sanders (1987), the model encourages stakeholders within the social system to participate on evaluation teams and demand alterations in innovative programs which the stakeholders consider desirable (p. 131).

There are five phases proposed for the transactional evaluation model:

1 - Initial - trouble spots identified by neutral evaluation

2 - Instrumentation - data collected in meeting of various interest groups

3 - Program development - redefinition to reflect group consensus goals and values

4 - Program monitoring - groups agree to implement and monitor new programs

5 - Recycling - process recycled as new conflicts emerge (Worthen & Sanders, 1987, p. 132).

Case studies and interviews are used as methods for collecting data. The transactional model proposed a continuous evaluation of changes suggested by proponents and opponents of the program to solve any problems resulting from intended and unintended consequences of these changes in the program.

The naturalistic and participant approach has advantages such as its emphasis on the human element in evaluation, on people's needs and concerns. Also, its flexibility, attention to contextual variables, and encouragement of multiple data collection techniques are designed to provide a view of less tangible but crucial aspects of human and organizational behavior. Another advantage is that it can provide rich and persuasive information that is credible to audiences (Worthen & Sanders, 1987, p. 142). Weaknesses of this approach include its subjectivity, its need for skilled and sensitive evaluators, and the cost of using it.

## Evaluation of Teacher Education Programs

Logically, no preparation program can expect all of its graduates to acquire the same level of knowledge and competency even though they have been exposed to similar experiences. Even in cases where individuals possess the same initial skills, they will not develop competencies at the same rate nor to the same degree (AAHPER, 1974).

On the other hand, Ayers (1986) reached the conclusion that an institution of higher education must be accountable for the quality of the graduates of its teacher education program. He pointed out that the need to evaluate programs for the preservice preparation of teachers and to follow up on graduates has always existed,

yet there has been a dearth of models and procedures for conducting the needed studies.

## Program Evaluation through Follow-Up Studies

The necessity of educational program evaluation is well recognized, especially in times of reform and revision. Like other educational programs, teacher preparation programs need a means for practical evaluation. One means is by follow-up surveys of graduates and reports by the supervisors of first-year teachers. Current evaluation research is dominated by follow-up surveys (Peterson, 1989). Peterson's criticism of the follow-up surveys is its focus on a single data source such as the graduates' opinion and its neglect of other important elements such as needs analysis, cost analysis, and the impact of graduates on their students, schools, and/or the profession (p. 14).

Follow-up in the form of a questionnaire is the most frequent approach used by educational institutions and educational programs in conducting program evaluation (Adams & Craig, 1983; Peterson, 1989; and Clarken, 1983). Kirk (1982) mentioned the following points that should be acquired by a properly planned and executed follow-up study of teacher evaluation program graduates:

1 - the extent to which the graduates are accomplishing the personal and professional goals for which they were prepared;

2 - the effectiveness of various aspects of the teacher education program;

3 - the strengths and weaknesses of the teacher education program as perceived by its graduates;

4 - suggestions for program improvement based on the results of responses made by graduates of the program;

5 - the mobility and location of program graduates;

6 - the number or percentage of program graduates who were employed immediately upon graduation;

7 - the number or percentage of program graduates who accepted employment in areas other then teaching; and

8 - the number or percentage of program graduates who continue in school rather than seek employment (p. 4).

On the other hand, Ornstein (1972) mentioned some possible hazards inherent in evaluating teacher preparation programs, such as:

1 - Many of the participants and staff members lack knowledge of sound evaluation procedures.

2 - Most teacher preparation evaluation is based on informal methods, opinions, and suggestions.

3 - Many important variables and relationships that affect the program may go unnoticed because the evaluation is usually concerned with broad generalizations and suggestions.

4 - Either because of politics or disinterest, staff members may support unsound views of the program director, and participants of the staff. On the other hand, there is no guarantee that the director will allow the staff and participants to help evaluate the program. He may simply ignore them.

5 - The director or staff members who are responsible for the evaluation report(s) may tend to be dishonest about obvious weaknesses or disguise them in order to protect themselves.

6 - There is no guarantee that changes will be made as a result of the evaluation findings.

7 - With the exception of accreditation policies, teacher preparation programs are rarely evaluated by an outside agency.

8 - Once a program is developed on paper and put into operation, there is little enthusiasm for making modifications unless there is a pending crisis or obvious problem.

The aforementioned possible hazards could face any program evaluation, depending on the nature of the program. As Kowalski (1985) explained, teacher preparation programs could differ in many aspects, such as human resources of faculty members, curriculum content and variety, students opportunities to observe and teach, length of the program, etc. Therefore, more attention should be given to the program evaluation design and implementation.

The extent and nature of evaluation of teacher preparation programs in the United States have been discussed by many scholars and researchers. Adams and Craig (1983) reported a study of evaluation practice in 445 teacher preparation institutions in the United States. The researchers conducted their study by mailing questionnaires to the deans of the 779 institutions listed in the AACTE membership list during the 1980-81 academic year. They found that 85.6% of the 445 responding institutions had preservice and/or follow-up program evaluation, where 73% of those

respondent institutions who had program evaluation had used follow-up evaluation. Over half of the respondents (53.8%) used questionnaires for their recent graduates and 44.6% reported supervisor follow-up reports. Interviews were used by 9.2% and 9.7% of the respondents for graduates and supervisors, respectively. The study also revealed that the data most often collected were on teaching skills, strategies, and techniques (95.8%), knowledge of subject matter (92.9%), relationships with students (88.2%), relationships with peers/colleagues (71.9%), and participation in professional organizations (39.9%).

In their discussion of the findings, Adams and Craig concluded that: (1) more teacher education institutions are conducting evaluation of their programs than would be expected based on reviews of the professional education literature; (2) the evaluation techniques and sources of information employed were few in number, particularly for follow-up evaluation; (3) the mailed questionnaire was the major technique of data collection and the graduates and the supervisors were the main data source; and (4) there is a need for providing evaluation training to help teacher educators in conducting program evaluation.

Ayers (1988) commented by saying:

A teacher education program is analogous to an industrial process in which a tangible service or product is produced. In a teacher education program, the institution or the faculty begins with the raw material, a recent high school graduate, and transforms that student into a finished product, preparing that student to assume the role of a teacher in a school. Although different organizations, the industrial process and teacher education programs can be compared to illustrate the similar problems both organizations share. (p. 89)

Craig (1989) added that follow-up studies are based on the premise that teacher

training produces competencies, defined as program objectives, that can be observed

in the behaviors of teacher education graduates. He added that an effective

follow-up study requires an understanding of:

1 - the social context in which the follow-up is being conducted,

2 - the purposes associated with the follow-up evaluation, and

3 - the manner in which the follow-up evaluation data will be used (p. 131).

The emphasis on follow-up studies goes back to the 1968 revision of the standards

by the National Council for Accreditation of Teacher Education (NCATE) and

Sandefur's (1970) monograph on follow-up evaluation. The 1987 NCATE revision

of standards provides a continuous emphasis on follow-up evaluation as a criterion

for compliance by teacher education preparation programs. Consequently, increasing

internal pressures encouraged colleges and institutions to demonstrate program

effectiveness, and external mandates for meeting accreditation standards emphasized

the need and forced more programs follow-up studies. Scholars reinforced the issue

by contributing more studies, such as Kauffman et al. (1974), who recognized that the

best and most reliable indicator of a successful teacher preparation program is the

performance of the product, in this case the teacher. He quoted Woodring as stating,

> In spite of the fact that projects in teacher education are, by their very
> nature, difficult to evaluate, the problem of evaluations must be
> accepted as a major responsibility of all experimental projects if we are
> to know the extent of their success. (p. 22)

Hord and Hall (1978) reinforced this notion by stating:

> As is clearly indicated in the NCATE standards and other recent
> writings the profession is directly concerned about the performance of

graduates of teacher education programs and is interested in reviewing data that assess the efficiency and effectiveness of teacher education programs. The profession is also interested in seeing data from follow-up studies of the graduates of these programs. (p. 1)

Baer and Foster (1974) indicated that educators who really want to improve their preparation programs will listen to and learn from students who have completed their programs (p. 4).

Follow-up studies serve as "one communication device with which to obtain graduates' perceptions of professional preparation effectiveness" (Joels, 1985, p. 9). This type of communication device was and still is being used widely by institutions and colleges of teacher preparation, even though they have been criticized by some scholars. Katz et al. (1981) reported that 58 percent of the programs reviewed during 1979 were cited for violating the follow-up standard. For that reason, Katz et al. reviewed 26 studies which used follow-up, and reported their findings under three categories: (1) the representativeness of the sample; (2) recommendations resulting from these studies; and (3) usefulness and application of information. Their findings were: (1) sampling bias in response rates does exist; (2) 32 percent of the recommendations are vague and too general for change and thus could not be addressed by programs faculty; and (3) based on (1) and (2) above, the credibility of these studies is questionable. In response, Adams et al. (1981) agreed with Katz et al. that there are some problems and weaknesses in follow-up studies.

Nevertheless, these and other studies were worthy. They suggest more communication is needed among those who work in program evaluation to understand the reality of the situation. Through communication, evaluators could

also share information about other methods of collecting data, such as direct observation and supervisor's reports.

Schwanke (1980) provided more support for follow-up studies. He reviewed nine follow-up studies and cited Burton (1977) as saying that follow-up studies and the recommendations of teacher education graduates are the best source of information for improving teacher programs. Adams et al. (1981) emphasized that the scope of discussion should go beyond a narrow research orientation to a perspective on the broader social context within which program evaluation is conducted. Craig (1989) concluded by saying,

> perhaps the most important lesson to be learned from the many years of practicing follow-up studies in teacher education is that the social context in which the follow-up is being conducted is one of the primary determiners of its form and substance. (p. 132)

Under social context, he identified four aspects: (1) political environment; (2) personal/professional relationships; (3) program changes over time; and (4) values of the people involved (p. 133).

## Follow-Up Evaluation Models

Scholars in the field of program evaluation agreed that follow-up evaluation in teacher education is limited to site-specific, idiosyncratic models developed for and implemented by individual institutions (Craig, 1989). It is also common in follow-up evaluation models to be situation-specific and to design data collection procedures to produce objective and applicable information to be used in decision making.

The following examples are well known and well documented follow-up evaluation models in the United States.

1 - Western Kentucky University. The new standards for the accreditation of teacher education were developed by NCATE in January 1970 and were made mandatory in the fall of 1971. In response, Sandefur (1970) developed a model for evaluating teacher education graduates which provided the cornerstone for developing evaluation studies early in the 1970s by institutions such as Western Kentucky University and Tennessee Technological University (Hord, 1981, p. 3). In the introduction to his model, Sandefur (1970) stated that "any model for evaluating the product of teacher education will be inadequate and incomplete. The problems are too great and the knowledge about evaluation too limited to allow the presentation of a model which is not subject to criticism" (p. 11). The model was centered around "good teaching characteristics" and objective information was collected in four categories. According to Sandefur (1970), the four categories are: (1) career line data; (2) direct classroom observation; (3) pupil, peer, and supervisory evaluations; and (4) standardized measures (p. 12).

Adams (1978) explained that Sandefur proceeded from two basic assumptions. The first assumption was that a sufficient body of research existed from which inferences could be drawn about the characteristics of good teaching and good teachers. The second assumption is that evaluative tools were available which enable the assessment of teaching in a systematic fashion (p. 3). He also explained the need for longitudinal data with the follow-up of graduates recommended for a minimum of five years. The model outlined a plan that suggested data be collected for student teachers, first-year teachers, third-year teachers, and fifth-year teachers (p. 4). Instruments and records used for data collection consisted of a questionnaire,

personality scale, rating scales, direct classroom observational system, and transcripts of student grades. According to Western Kentucky University (1975), "this model has provided a systematic approach to the evaluation of teacher education programs that allows for the improvement of such programs and that meets the spirit intended by Standard 5.1 of the recommended standards" (p. 1).

2 - Tennessee Technological University. Evaluation of the graduates of the teacher education programs of Tennessee Technological University dates back to 1964 when the University conducted a follow-up of its graduates for the period 1958 through 1963. The University started teacher education program evaluation in 1964 and continued until 1973 as part of the preparation programs. Since 1973 the situation has changed, as described by Ayers (1989):

> In 1973, the University developed and implemented a longitudinal model for systematic data gathering and for making evaluations (both process and product) of its programs in teacher education. The model was based in part on the work of Sandefur (1970). (p. 2)

The model was based on generalizations from the research literature on effective teaching and it suggested procedures and instrumentation needed for conducting a product evaluation of teacher education programs. The goals of the model are:

1 - to evaluate the objectives of teacher education programs of Tennessee Technological University through systematic study of the graduates of the program.

2 - to provide information for the faculty and administrators concerned with teacher education programs in the University for the purpose of making decisions pertinent to curriculum evaluation and development.

3 - to aid in the process of making long-range plans for improving the total program of the University with particular emphasis on teacher education. (Ayers, 1989, p. 2)

For this model, information was collected from four sources: (1) graduates of teacher education programs (career base-line data); (2) their supervisors (principals); (3) their students; and (4) independent observers. Every year about 60 graduates of teacher education programs were selected to participate in the evaluation.

During the first year of the study, many tests and measurements were conducted on the graduates, including the California F-Scale Forms 45 and 40 as a measure of personality, a self-rating device of the achievement of the objectives of the teacher education program, and a questionnaire designed to collect demographic data. Each graduate's transcript, standardized test scores (National Teacher Examinations and American College Test) and grade-point average were collected. Trained observers visited each graduate's school to collect information from the principal, the graduate's students, and to observe the graduate teaching in the classroom.

During classroom observation, information was collected using Ryan's Classroom Observation Record, Flander's Interaction Analysis Technique, and the Tuckman Teacher Feedback Form. The Student Evaluation of Teaching - I (Set 1) and the Student Evaluation of Teacher II (Set 2) were used to collect information from the graduate's students. Results from earlier studies found that there were few changes in the graduates of the teacher education program over a period of several years, in spite of changes in the curricula of the institution (Ayers, 1980, 1987).

An important point made by Ayers (1989) is that graduates' dissatisfaction with various aspects of their program tended to reflect educational problems and concerns within educational system during a particular era. He also reported that:

1 - generally there has been dissatisfaction with liberal arts courses

2 - first-year teachers have become slightly more authoritarian in their beliefs over the period

3 - grade-point averages for the graduates have increased over the years

4 - the teachers through the 15 years of the study appeared to be doing acceptable jobs in the classroom. In general they had achieved at or above the 50th percentile in their work at the University. (pp. 13-14)

3 - Bowling Green State University. The aims of the Bowling Green State University evaluative follow-up have been closely tied to a needs assessment model. This follow-up attempted to determine the teachers' perceived needs for selected competencies (Pigge, 1984, p. 4). These competencies are related to objectives of courses and experiences in their preparation programs. The graduates' performance information was collected via questionnaires completed by graduates' principals or supervisors. Both questionnaires for graduates and principals or supervisors focused on competency statements for five courses taught at Bowling Green University and were grouped into four categories: (1) need for the competency; (2) use of the competency; (3) proficiency in the competency; and (4) where the competency was developed (Pigge, 1978). One of the major findings of this longitudinal study was that teachers seemed to rate their competencies according to their needs.

Other follow-up evaluation models do exist in various institutions for different periods of time. Freeman, Bradley and Bornstein (1979) conducted a survey of Michigan State University graduates of five student teaching programs. They randomly selected 994 graduates from four enrollment periods (1969-70, 1971-72, 1974-75, and 1975-76). They also sent questionnaires to those graduates' supervisors (269). A total of 536 students and 236 supervisors responded, completing and returning their questionnaires. One major finding of the study was that graduates were generally satisfied with the student teaching experience and viewed the opportunity to teach at more than one grade level or subject area as its most valuable subcomponent. One major recommendation of the study was that Michigan State should conduct comprehensive and systematic follow-up studies of graduates and their supervisors (p. 86).

## Evaluation of Physical Education Preparation Programs

Although it has been claimed that no teacher education program can guarantee providing its students with the knowledge and skills that will ensure success and quality in teaching, these programs must have a commitment to be responsible for excellence in teacher education. Therefore, these programs are accountable for the quality and competency of its graduates. Consequently, evaluations and/or assessments of these programs are conducted from time to time to ensure the proper implementation of the programs and to revise them as needed. These evaluations and assessment studies are considered by some researchers as doing more for education, for institutions, and for faculty members than any other development in

recent history (Daughdrill, 1988). Studies on the evaluation of teacher education programs revealed many findings, and these findings are organized, examined, and discussed on the following pages.

Educational Status of Physical Education and Its Teachers

According to Bain (1990), physical education has been taught in American schools since the 1820s, with considerable expansion occurring during the late 1800s. There has been, however, a lack of consensus about the mission, goals, and subject matter of physical education. Some people have perceived the subject matter as sports and games, while others have viewed it as the analysis and scientific study of human movement. These different perceptions have resulted in confusion among physical education teacher education programs. Some of these programs teach analysis and scientific aspects of human movement, but the majority of these programs teach only sport to their students. Another concern is that physical education teacher education programs have the responsibility to teach their students both the content of the subject matter and pedagogy. This responsibility has forced these programs to locate in a variety of colleges, e.g., education, science, and medicine. Such affiliation has resulted in a misfit of these programs under different colleges where the independency and identity of these programs were controlled and/or changed by others. A third concern is related to the marginal status physical education has in the educational system (Bain, 1990). This observation is true in the Saudi Arabian educational system, although the Islamic educational system emphasizes the importance of physical education in all levels of education and

pictures the ideal Muslim as being completely developed spiritually as well as physically, psychologically, and emotionally while maintaining a balance between these sides, but the implementations are different.

These concerns about physical education contribute to the physical education students' feelings of being neglected and discriminated against within and outside of the universities. The end result is their view of teaching physical education as a low status occupation. Some students have left teaching programs to pursue higher degrees or to specialize in more prestigious scientific areas in physical education.

Another concern is the ease of students being admitting into physical education programs. Lanier and Little (1986) indicated that an excessive number of low-ability students are admitted into teacher education. Bain (1990) commented that research in physical education has resulted in a similar conclusion. In order to eliminate this problem, research was conducted to identify predictors of success in the field. Martens (1987) collected pre-entry and post-entry data from physical education students between 1967 and 1977, and also in 1986 at the University of Victoria. Pre-entry data included secondary school G.P.A., interview ratings, and skill and fitness scores. Post-entry data included university G.P.A. Both pre-entry and post- entry data were correlated with student teaching ratings. The findings suggested no pre-entry data were helpful in predicting teaching success.

Another study by Freeman et al. (1989) was conducted to answer the question, "Do higher program admission standards alter profiles of entering teacher candidates?" Two samples of Michigan State University students were compared. The first sample consisted of 223 students who completed the M.S.U. entering

teaching candidates survey during the fall term of 1985, using the cutoff points established for each certification program during the fall of 1987 admission process. The sample was sorted into two subgroups: those who would and those who would not have been admitted to a teacher preparation program when judged by the fall 1987 standards. The second sample consisted of 129 students who were admitted in the fall of 1987 under higher minimum G.P.A. standards. These students also completed the same entry survey during the fall term of 1987. After comparing these three groups, the researchers concluded that the group of 129 students who completed the M.S.U. entering teacher candidates survey in the fall of 1987 had scored higher on most, but not all, measures of academic achievement and demonstrated comparable levels of commitment to teaching. The researchers argued that such findings support the claim that raising minimum grade-point averages for admission to teacher education programs will enhance the academic competence of those seeking teaching credentials. Also, the fact that admitted students were less likely to choose teaching after experiencing failure in courses related to their initial choice of careers suggests that higher admission standards should alter the image of teaching as a "dumping ground" for those who lack the qualifications for other professions.

Vance and Schlechty (1982) conducted a study of academically able teachers who left teaching in North Carolina. The researchers concluded that those who scored highest on measures of academic ability were most likely to leave teaching early and that those who scored lowest were most likely to stay in the classroom.

In support of these findings, the researchers conducted another study in 1982 to discover whether the previous findings could be generalized to other teachers in other places. For that reason, they used the data from the National Longitudinal Study of 1972 High School Seniors, which describes some characteristics of recent high school graduates who went on to college, graduated, and entered teaching. Out of a sample of 22,652 U.S. high school graduates, a subgroup of 4,416 indicated that by 1979 they had a baccalaureate degree. This subgroup was used by the researchers as the target population of their study. They divided the subgroup into two main groups: (1) recruits to education, 1,177 graduates; and (2) nonrecruits, 3,239 graduates. The recruits were divided into groups of 885 teachers and 292 nonteachers. The 885 teachers were then divided into "committed" (those who reported an intent to be teaching at age 30) and "defectors" (those who reported an intent not to be teaching at age 30). There were 471 committed teachers and 414 defectors. Finally, from the group of defectors a final group was developed as confirmed defectors (those people who had taught at some point between 1976 and 1978 but were no longer teaching in 1979 and did not intend to be teaching at age 30). There were 133 confirmed defectors. The Scholastic Aptitude Test (SAT) was used as the measure of academic ability and the SAT scores of the study sample were obtained. The general pattern of the data indicated the following:

- teaching is more attractive to those individuals with low measured academic ability than to those persons with high measured academic ability.

- comparison of the committed teachers and the confirmed defectors showed that those with high ability who enter teaching are more likely to leave than those with low ability.

- the general pattern of these data closely parallels the patterns found in the case of North Carolina teachers.

Some studies tried to relate the characteristics of physical education teachers, such as personal involvement, to some aspects of teaching performance. According to Bain (1990), such examination of relationships has not been a particularly useful line of research. Nevertheless, a recent study by Melville and Maddalozzo (1988) found that teachers' levels of fitness could positively influence students' attitudes toward exercise.

Birdwell (1989) conducted a study to measure teachers' attitudes toward their preparation program and their profession. The study included 665 subjects who graduated between 1973 and 1988 from Tennessee Technological University. When he asked the subjects about the most satisfying feature of their current job, 33.7 percent of the subjects responded "interaction with students" and 20.5 percent responded "level of personal/professional challenge." When he asked about the least satisfying feature of their current job, 34.2 percent responded with "salary/fringe benefits" and 20.4 percent responded with "general work conditions such as work load and class size."

Although the start of physical education teacher education in Saudi Arabia is very recent (1957), the same four concerns experienced in the United States are present in Saudi Arabia. For example, Umm Al-Qura University's Department of

Physical Education (English title) is called "Sport Education" in Arabic. The departments of physical education in Saudi universities, colleges, and junior colleges without exception exist in an environment where they have no independent identities or control. Lack of physical education specialists has resulted in malpractice and misunderstandings in the missions, goals and objectives, programs, implementations, and outcomes of these departments. The majority of educators (nonspecialists in physical education) who are involved in planning for the programs in these departments perceived the major goal of these programs to be preparing sport education teachers. In order to achieve that goal, they have filled the departments' programs with sport games and activity-related courses and have neglected the health, physiological, mechanical, psychological, and--most importantly--the educational aspects of these programs. Such programs and their outcomes lead society to believe that physical education consists solely of sport games and activities that can be taught by any individual, with interest in the activities being the only qualification needed.

As mentioned before, we are grateful to the physical educators from neighboring Arab countries who have contributed positively to the establishment of the field, but this practice should not go without close examination. In the countries of those physical educators, the establishment of the educational systems was influenced by the British system, which emphasized centrality and suffered from bureaucracy. When these educators came to Saudi Arabia, some of them brought with them knowledge and practices shaped by the culture in their countries and they implemented such knowledge and practice in the developing Saudi educational

system. Through this unintentional act, the educational system in general, and physical education in particular, have suffered from inappropriate practices. This problem could have been avoided by adopting different program models in the Saudi educational system and by having those coming from neighboring Arab countries conform to the Saudi models.

## Evaluation of Professional Courses

Many studies of teacher education preparation programs have focused on the evaluation of professional preparation courses by their graduates. Although such studies asked different questions about those professional courses, the answers could be arranged under two main categories: answers revealing high commendation and favorable conclusions about courses, and answers revealing criticisms and unfavorable conclusions.

In the first category, Pettit (1964), Engle (1965), Ballantine (1966), Aven (1970), and Baer and Foster (1974) concluded that program graduates revealed favorable responses and high commendations of professional courses.

Denton et al. (1977) conducted a study to investigate recent graduates of five teacher education programs at Texas Agriculture and Mechanical University. They used a questionnaire to obtain graduates' opinions concerning the effectiveness of their teacher education programs. Graduates of health and physical education were questioned on 29 items related to their preparation program. The results showed that:

1 - The graduates expressed that they were very competent in organizing activities involving basketball, volleyball, and touch football, but expressed concern that they were unprepared to teach archery and wrestling;

2 - Exercise physiology and motor learning were two subject areas that graduates felt were inappropriate to be included in their preparation program;

3 - Fitness and athletic injuries were areas that almost all the graduates reported that they were able to apply to their teaching;

4 - Physical fitness and growth and development were two areas that all graduates felt competent to teach.

In their recommendations, the graduates suggested a program revision involving the curriculum of exercise physiology and motor learning.

McDonald (1978) studied the 1962-1976 graduates of physical education at Towson State University in Maryland. One of the main findings of this study was the graduates' concern about the theoretical content and lack of relevancy of their courses. Graduates pointed out that involvement in student teaching practice may help in bridging the gap between theory and practice.

Gilbert (1985) conducted an evaluation of the health and physical education preparation program at the University of Arkansas at Monticello. A mailed questionnaire was used as an instrument for collecting the study data from 251 graduates from 1975-1984. Usable questionnaires were obtained from 177 students. The major findings of this study were as follows:

1 - The overall evaluation of the program was rated adequate in preparing

graduates for teaching.

2 - The graduates revealed that physical treatment of athletic injuries was the

most often used course after graduation (p. 106).

Finally, the graduates recommended that the preparation program have:

1 - more realistic teaching experiences in the theory courses;

2 - more demonstrations of coaching skills and techniques in coaching theory

classes;

3 - improvement in the quality of the curriculum; and

4 - early experience with teaching before the professional student teaching

practice. (p. 108)

Baer and Foster (1974) studied the perceptions of 880 graduates toward their

preparation program. One of the main findings was that graduates revealed that

courses and experiences that provided opportunities for observing and working with

children were most highly valued (p. 2).

Birdwell (1989) studied the responses of 665 graduates to the question, "On

a scale of 1 to 7, how would you rate the overall quality of courses in your

undergraduate major field?" The 1973 graduates' mean response was 4.9; the 1988

graduates' mean response was 5.3.

In the second category, Preston (1964), Lemons (1965), Jensen (1971), and

Warner (1986) conducted studies in which the programs' graduates reported that

their professional courses were of poor quality due to the emphasis on theoretical

content and the lack of practical applications.

Warner (1986) examined many research studies to check the critics' charges that teacher education courses lacked substance and dominated the undergraduate curriculum. He found that these research studies revealed that elementary education majors spent less than 24 percent of their total program in professional preparation courses.

Locke et al. (1984) reviewed studies on physical education teacher education covering the period 1960-1984. These studies revealed that in reflecting on their preservice training, graduates felt that:

1 - some courses are too theoretical and have no practical value,

2 - more field experiences with real opportunities to teach are needed--particularly in the early stages of training, and

3 - much more attention should be given to integrating theory with practice. (p. 31)

Phillips (1983) investigated the professional preparation program of the physical education department at Missouri Southern State College. The objectives of his study were to determine the program's effectiveness in preparing its students and to make some recommendations for program revisions. He used a questionnaire and obtained responses from 168 of the program's graduates. The graduates made the following recommendations, based on their evaluation of the program's effectiveness: (1) develop a wide range of skills; (2) develop workshops in different areas of the program; (3) modify some courses; (4) place more emphasis on research; (5) develop a program to stimulate interest in graduate studies; (6) stay in close

contact with the graduates; (7) provide for faculty availability for students after regular class hours; and (8) develop and publish a department newsletter.

## Evaluation of Teaching Skills

The main purpose of preparation programs is to prepare qualified teachers who are equipped with proper knowledge and skills, while realizing that continuing developments in technology and the rapid rate of change in our society's needs and expectations must be considered. Teacher educators proposed many categories of teaching skills that should be acquired by students in preparation programs. These include basic teaching skills and other innovative teaching skills which enable the prospective teachers to stay abreast of new developments and changes. For example, Scriven (1988) described nine dimensions of knowledge and ability that he feels are important and need to be acquired by teachers. These nine dimensions are: knowledge of duties, knowledge of school and community, knowledge of subject matter, ability to provide an instructional design, ability to gather information about student achievement, providing information about student achievement, classroom skills, personal characteristics, and service to the profession.

Stallings (1987) proposed many teaching competencies that preparation programs should consider. These competencies included lesson planning, classroom management, instructional strategies, and evaluation. Pestolesi and Baker (1990) identified three major skills, namely, managing people, listening skills, and action skills. After reviewing a number of studies about teaching skills (Siedentop, 1991; Arrighi & Young, 1987; Shulman, 1987; Moore & Markham, 1970), it was clear that

those studies contained the same teaching competencies which were stated by Stallings (1987).

Locke et al. (1984) reviewed studies on physical education teacher education covering the period 1960-1984. The studies concluded that graduates of these programs felt that:

1 - they are unprepared to handle problems of class discipline,

2 - they are unprepared to work effectively with coeducational classes,

3 - they are unprepared to perform the tasks of evaluation and grading,

4 - they are unprepared to deal with individual differences among their pupils, and

5 - much more attention should be given to integrating theory with practice. (p. 31)

Birdwell (1989) conducted a study entitled, "Teacher attitudes toward their preparation program and their profession." Responses from 665 students who graduated from Tennessee Technological University between 1973 and 1988 were obtained. When the researcher asked, "How would you have rated the adequacy of your skills in each of the following areas at the time you completed your teacher preparation program?" The percentages of teachers (in parentheses) indicate those who rated their skills in the following areas as adequate or strong:

a - enhance students' sense of personal achievement and self-worth (95%)

b - design/interpret measures of student achievement (94%)

c - select, prepare, and use educational media (92%)

d - monitor students' progress and adjust instruction accordingly (91%)

e - plan stimulating and effective lessons (89%)

f - motivate students to participate in academic tasks (88%)

g - respond appropriately to disruptive student behavior (81%)

h - work with mainstreamed or other special needs students (59%)

Watts (1982) pointed out that professional knowledge and skills must be identified and taught in the preparation programs. Teacher educators should identify a body of professional knowledge which is acceptable to the teaching profession and should allow adequate time in preservice programs to teach that knowledge. The faculty members of the preparation programs should not only teach but also model effective skills, strategies, and techniques.

## Evaluation of Student Teaching Practice

Student teaching practice is generally regarded as the single most important element of teacher education preparation programs (Grado, 1955; Cornish, 1962; Conant, 1963; Hinckley, 1967; Thomas, 1969; Baer & Foster, 1974; Daly, 1977; Ryan et al., 1978; Schempp, 1985; Birdwell, 1989). Students in the Department of Physical Education at Umm Al-Qura University have the opportunity to practice their student teaching at all levels (elementary, intermediate, secondary) in public schools in the Saudi educational system. According to Locke et al. (1984), the student teaching area received the greatest research activity between 1960 and 1981 in physical education. Hummel and Strom (1987) examined the relationship between teaching experience and perceptions of the quality of training programs at the University of Minnesota. A total of 978 usable questionnaires were returned from graduates with

a Bachelor of Science degree. One finding was that graduates without teaching experienced viewed their preparation more positively than their teacher counterparts.

Research conducted in this area has not revealed much about the realities of student teaching as experienced by the physical education participants. According to Locke et al. (1984), most of these studies provide systematic descriptions of how student teachers behave or how the experience is perceived by student teachers.

A study was conducted by Schempp (1985) to determine how physical education student teachers defined becoming a better teacher based on their actual teaching experience in the gymnasium at Kent State University. The study sample was comprised of 20 physical education senior students who completed 10 weeks of student teaching, five weeks in elementary classes and another five weeks in junior and/or senior high school classes. A critical incident report form was developed to obtain specific data from the student teachers. The results of the study indicated that student teachers defined progress in becoming a better teacher through experiences in which a teacher's planned lesson was felt to have worked because the entire class responded to the teacher's efforts with appropriate social behavior. "No progress" was defined through experiences whereby the student teachers felt an activity they had tried did not work, resulting in wasted time and effort and inappropriate social behavior by the entire class.

The role of the department (physical education) student teaching supervisor is very crucial in the success of student teachers. According to Morris (1980), supervision is a process of guiding, helping, diagnosing, prescribing, evaluating, and recycling. Supervisors should possess in-depth knowledge and experience in teaching,

human growth and development, and learning theory. The supervisor should also be able to use a wide variety of supervisory skills. The supervisor applies these skills in cooperation with the supervising teacher to assist the student teacher in developing teaching skills to the greatest possible extent (p. 148).

Morris went on to explain about visiting the student teacher by indicating that visiting does not involve systematic application of both knowledge and skills to the solution of classroom instructional problems; rather, it provides general information relating to program requirements, personal needs of the student teacher, empathy, and moralizing about teaching (p. 148).

Student teaching practice was regarded as the most important element of preparation programs because it provides a laboratory for the testing of ideas, a place where the student may encounter real problems, opportunity for real growth, and a feeling of reality (Dover, 1964).

# CHAPTER III

## RESEARCH METHODS

The purpose of the present study was to evaluate the physical education teacher preparation program at Umm Al-Qura University in Saudi Arabia. That purpose was fulfilled by assessing the 1979-1990 graduates' evaluations of their preparation program with regard to the professional preparation courses, teaching skills, student teaching practice, and problems facing the program. Physical education supervisors of those graduates as well as faculty in the physical education department also evaluated the preparation program. In addition, suggestions and recommendations were solicited from the graduates, their supervisors, and the department faculty members.

This chapter contains sections covering the research questions, study design, study population, instrumentation, instrument validity, instrument reliability, instrument translation, data collection, and data analysis techniques.

### Research Questions

In carrying out the purpose of this study, answers were sought to the following questions as they relate to the physical education teacher preparation program at Umm Al-Qura University in Makkah, Saudi Arabia.

1. How do the 1979-1990 graduates evaluate the professional preparation courses they studied?

2. How do the 1979-1990 graduates evaluate their preparation in teaching skills?

3. How do the 1979-1990 graduates evaluate their satisfaction with student teaching practice?

4. How serious do the 1979-1990 graduates consider problems facing the program?

5. Do the graduates' evaluations of the importance of the professional preparation courses vary with certain demographic characteristics (e.g., year of graduation, grade point average, and years of experience)?

6. Do the graduates' evaluations of their preparation in teaching skills vary with certain demographic characteristics (e.g., year of graduation, grade point average, and years of experience)?

7. Do the graduates' evaluations of their satisfaction with their student teaching practice vary with certain demographic characteristics (e.g., year of graduation, grade point average, and years of experience)?

8. Do the graduates' evaluations of the seriousness of the problems facing the program vary with certain demographic characteristics (e.g., year of graduation, grade point average, and years of experience)?

9. How do the physical education supervisors in the educational administration offices evaluate the teaching skills and professional activities of the graduates with whom they worked, and how do they evaluate the preparation program?

10. How do the faculty members of the Department of Physical Education at Umm Al-Qura University evaluate the achievement of the Department's goals, the preparation program, professional preparation courses, physical education teaching skills, and student teaching practice?

11. In comparison to each other, how do the 1979-1990 graduates, faculty members, and supervisors evaluate the graduates' teaching skills?

12. In comparison to each other, how do the supervisors and the department's faculty members evaluate the preparation program?

13. In comparison to each other, how do the 1979-1990 graduates and the department's faculty members evaluate the professional preparation courses?

14. In comparison to each other, how do the 1979-1990 graduates and the department's faculty members evaluate the student teaching practice?

15. What suggestions and recommendations are made by the 1979-1990 graduates, their supervisors, and the department faculty members for improvement of the ongoing physical education teacher preparation program at Umm Al-Qura University in Makkah, Saudi Arabia?

## Research Design

The present study is the first large-scale, systematic evaluation of the preparation program for physical education teachers in Saudi Arabia. Vital information about the preparation program and its graduates, their supervisors, and the department faculty members never had been collected to the extent done in this study. Therefore, a large amount of descriptive information was needed.

The research technique used for this study was a survey questionnaire developed, for the most part, by the researcher.

The dependent variables involved in this study are discussed in light of the research questions, as follows:

- Research questions 1-4: These are descriptive questions involving many variables examined in questions in Parts II, III, IV, and V of the graduates' questionnaire.

- Research questions 5-8: These questions are answered by comparing the responses of the graduates on the following four dimensions according to various demographic variables:

  - professional preparation courses

  - teaching skills

  - student teaching practice

  - seriousness of the problems facing the program.

- Research questions 9-10 and 15: These are descriptive questions involving variables examined in:

  - Parts II and IV of the supervisors' questionnaire

  - Parts II and VII of the faculty members' questionnaire

  - Part VI of the graduates' questionnaire.

- Research question 11: "Physical education teaching skills" is the dependent variable on all three questionnaires. The responses on this variable are compared among graduate, faculty member, and supervisor groups.
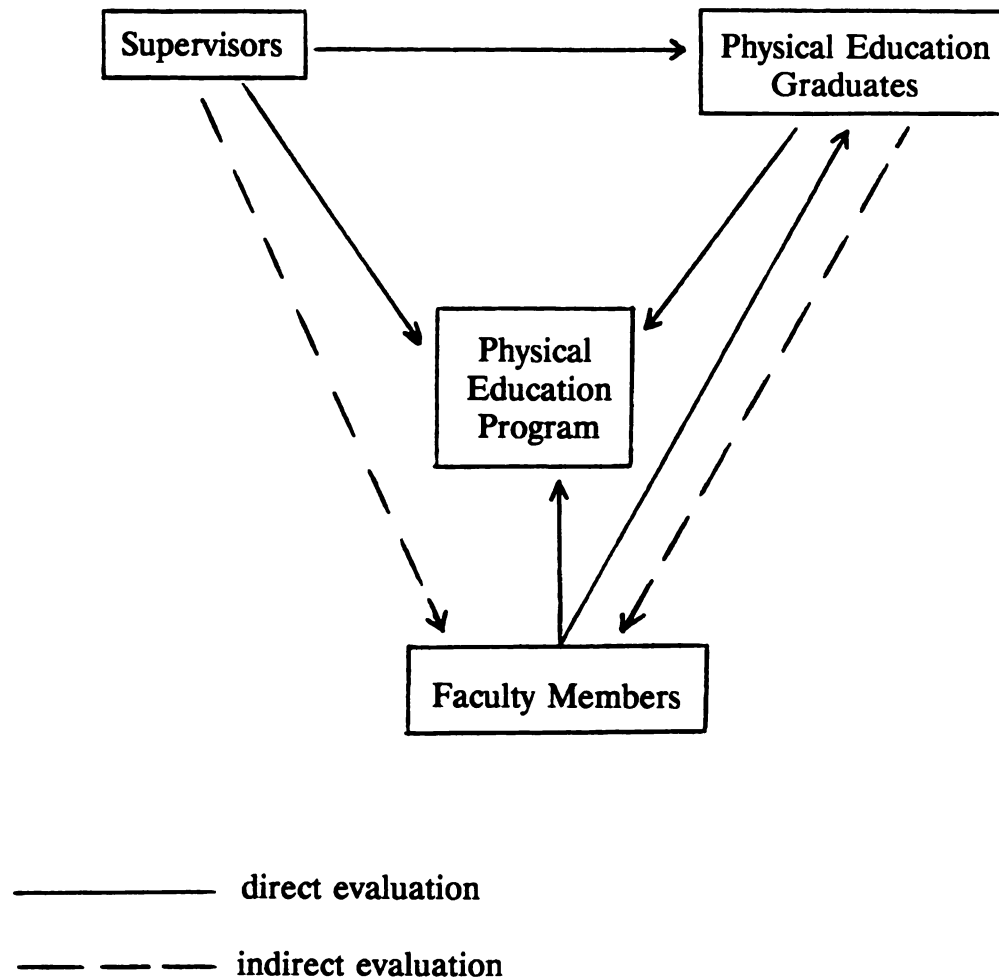
Figure 3.1--Structure of the Evaluation Model Used in the Evaluation of the Physical Education Teacher Preparation Program at Umm Al-Qura University, Makkah, Saudi Arabia.

- Research question 12: "Preparation program" is the variable that is compared between supervisor and faculty member groups.

- Research question 13: "Professional preparation courses" is the variable that is compared between faculty member and graduate groups.

- Research question 14: "Student teaching practice" is the variable that is compared between graduate and faculty member groups.

## Study Population

In selecting the population for this study, it was important to include all of the graduates of the program because only 237 students have graduated since the inception of the program. Consequently, the study population includes some new graduates with little on-the-job experience, but their undergraduate experiences are still very important for this study. Teaching experience is also an important categorical variable used in evaluating some of the dependent variables in this program evaluation. As a basic consideration in selecting the study population, Kelly (1976) mentioned that population size should be sufficiently large to assure meaningful results when the data are analyzed.

During the last fifteen years there were very minimal changes in the program, and these changes did not affect the program structure. For example, the faculty members (non-Saudis) changed in that some members had left the program and some had joined the program. The effect very likely was minimal because change in faculty members, especially non-Saudis, does not usually result in a change in the program content or policy because:

- their contract is a short-term contract;

- they do not have sufficient time or interest to make any changes;

- they have fixed contracts with no incentives;

- they do not hold any decision-making positions; and

- their job is mainly teaching.

The target population for this study was comprised of 237 males who graduated from the department from 1979 to 1990. The distribution of graduates by graduation year is shown in Table 3.1. The graduates seek employment in the Western (Makkah, Jeddah, and Taif) and Southwestern provinces (Baha) of Saudi Arabia due to the fact that all of the department students come from those two provinces.

Through many intensive and continuing contacts with the educational general managers in the four educational regions, the population of physical education teachers who graduated from the department of physical education at Umm Al-Qura University was located. At the same time, the number of physical education supervisors was identified. The distribution of physical education teachers and their supervisors according to educational region is shown in Table 3.2. The target population of this study consisted of both populations shown in Table 3.2, hence the accessible populations are 214 physical education teachers (90.3 percent of the department graduates) and 22 physical education supervisors, distributed in educational regions.

Table 3.1--Distribution of Physical Education Department Graduates by Year of
Graduation.

| Year of Graduation | Number of Graduates |
|---|---|
| 1979 | 6 |
| 1980 | 10 |
| 1981 | 11 |
| 1982 | 20 |
| 1983 | 18 |
| 1984 | 16 |
| 1985 | 11 |
| 1986 | 28 |
| 1987 | 17 |
| 1988 | 31 |
| 1989 | 35 |
| 1990 | 34 |
| Total | 237 |

Source: Annual Commencement Book. Deanship of Admission and Registration.
1990. Umm Al-Qura University.

Table 3.2--Distribution of Physical Education Teachers and Their Supervisors by
Educational Region.

| City | Number of Teachers | Number of Supervisors |
|---|---|---|
| Makkah | 87 | 3 |
| Jeddah | 54 | 5 |
| Taif | 31 | 4 |
| Baha | 30 | 2 |
| Other city | 12 | 8 |
| Total | 214 | 22 |

Source: Educational Supervision Departments. 1990. Educational Offices in Makkah,
Jeddah, Taif, Baha, Riyadh, Abha.

The third population of the study consists of faculty members in the Department of Physical Education at Umm Al-Qura University. A total of 15 faculty members now work in the department, as shown in Table 3.3. The 15 faculty members were included in this study and data were collected from them.

Of the 1979-1990 graduates, 23 could not be located. Information, in the form of opinions, about these graduates revealed that they might:

a. have discontinued teaching for their own reasons.

b. be working in other Ministries (e.g., Ministry of Defense).

c. be working in the private sector (e.g., private schools).

d. be conducting their own businesses.

Therefore, these graduates were excluded from the present study and no attempt was made to gather additional information about them, due to the fact that there was no accurate information about their employment and location. It is the belief of the researcher that they might be an interesting group to be included in this study, but there was no possible way to acquire accurate information about them. It should be noted that four faculty members were asked to respond to both the faculty members' and graduates' questionnaires because they were graduates of the program. Also, three supervisors were asked to respond to both the supervisors' and graduates' questionnaires for the same reason.

## Instrumentation

Based on the nature of this study, the questionnaire method was used for data collection. Because of the population size (N = 214 graduates, N = 22 supervisors,

Table 3.3--Faculty Members, Administrators, and Laboratory Technicians in the Department of Physical Education.

| Year | Administrators | Laboratory Technicians | Faculty Members | | Total Faculty Members |
|------|----------------|------------------------|------|------|------------------------|
|      |                |                        | Saudi | Non-Saudi |                   |
| 1976 | 1 | 1 | - | 2 | 2 |
| 1977 | 1 | 1 | - | 6 | 6 |
| 1978 | 1 | 1 | - | 5 | 5 |
| 1979 | 1 | 1 | - | 5 | 5 |
| 1980 | 1 | 1 | 1 | 5 | 6 |
| 1981 | 1 | 1 | 1 | 5 | 6 |
| 1982 | 1 | 1 | 1 | 7 | 8 |
| 1983 | 1 | 1 | 1 | 7 | 8 |
| 1984 | 1 | 1 | 1 | 7 | 8 |
| 1985 | 1 | 1 | 1 | 9 | 10 |
| 1986 | 1 | 1 | 2 | 9 | 11 |
| 1987 | 1 | 1 | 3 | 9 | 12 |
| 1988 | 1 | 1 | 5 | 8 | 13 |
| 1989 | 1 | 1 | 6 | 6 | 12 |
| 1990 | 1 | 1 | 9 | 6 | 15 |

Source: Physical Education Department Guidebook. 1991. Umm Al-Qura University.

and N = 15 faculty members) and the broad geographic distribution of the graduates and supervisors, other methods of data collection would not be feasible and would be prohibitively expensive.

The questionnaire method has been used extensively in teacher preparation program evaluation. When questionnaires are constructed to address defined objectives, they are an efficient means for gathering data. Dressel (1978) pointed out that one advantage of using a questionnaire is the possibility of eliciting responses regarding the strengths and weaknesses of the program that usually cannot be obtained through other methods. Questionnaires also have the following advantages:

1 - A questionnaire is less expensive to administer than other techniques such as interviews.

2 - Each respondent receives identical questions.

3 - People are familiar with questionnaires and do not need elaborate instructions.

4 - Many people may be contacted at the same time, usually through the mail.

5 - A written questionnaire provides a vehicle for expression without fear of embarrassment to the respondent.

6 - Respondents may answer at their own convenience.

7 - It does not require selecting and training interviewers.

8 - Responses are easy to quantify and tabulate (depending on design of the instrument).

9 - Interviewer biases are avoided.

9 - Interviewer biases are avoided.

10 - Uniform data are gathered, which allows for long-range research implications.

11 - People in remote or distant areas can be reached.

12 - Questionnaire data are generally quite accurate under a wide range of normal circumstances.

On the other hand, there are some disadvantages to using the questionnaire method, such as:

1 - The researcher is deprived of learning the respondent's motivation for answering questions.

2 - Respondents may be prevented from providing free expression of opinions due to instrument design.

3 - Getting all questionnaires returned can be difficult to achieve. (Morra, 1971; Babbie, 1973; Orlich, 1978; Fowler, 1984).

Considering the advantages and disadvantages of using the questionnaire method, the questionnaire was considered to be a reliable method for collecting data for the purposes of this study.

## Design and Development of the Instrument

The process of developing an instrument began by defining the purposes of this study and then examining some methods for data collection. After the questionnaire method was selected, the researcher started an extensive and intensive review of similar studies in the area of teacher preparation program evaluation, in

general, and in the area of physical education teacher preparation program evaluation, in particular. The relevant studies that were located were classified into two categories: (A) teacher preparation program evaluation in Saudi Arabia; and (B) teacher preparation program evaluation in the United States and other countries. The purpose of this classification was to identify those studies most related to the subject of the present research, namely, studies in Saudi Arabia, and to identify the most recent and state-of-the-art studies, namely, those in the United States and other countries.

The results from a review of similar studies revealed that none of the instruments used in these studies was completely applicable to the purposes of the present study, mainly because the present study is the first to evaluate the physical education teacher preparation programs in Saudi Arabia. Therefore, it was inevitable that a special questionnaire would have to be developed which incorporated the defined purposes of this study. In developing the questionnaire, the researcher did not attempt to evaluate all of the internal and external factors involved in preparing physical education teachers. Rather, the researcher concentrated on the following four dimensions of the preparation program: (1) professional preparation courses; (2) teaching skills; (3) student teaching practice; and (4) seriousness of the problems facing the program. These four dimensions are to be evaluated by the 1979-1990 graduates. Two other questionnaires were developed and administered to the physical education supervisors in the educational administration offices and to the faculty members of the physical education department at Umm Al-Qura University.

The first questionnaire (see Appendix A) was developed for the 1979-1990 graduates and consisted of the following six parts:

I : demographic characteristics (items 1-20)

II : professional preparation courses (items 21-23)

III: physical education teaching skills (item 24)

IV : student teaching practice (items 25-29)

V : problems facing the program (items 30-32)

VI : suggestions and recommendations (items 33-34).

The second questionnaire (see Appendix B) was developed for the physical education supervisors and included the following four parts:

I : personal information (items 1-6)

II : physical education teaching skills (item 7)

III: professional activities of the physical education teachers (item 8)

IV : suggestions and recommendations (items 9-10).

The third questionnaire (see Appendix C) was developed for faculty members at the physical education department at Umm Al-Qura University and included the following seven parts:

I : personal information (items 1-6)

II : physical education teaching skills (item 7)

III: program evaluation (item 8)

IV : professional preparation courses (item 9)

V : physical education teaching skills (item 10)

VI : student teaching practice (items 11-14)

VII: suggestions and recommendations (item 15).

## Instrument Validation

The questionnaires used in this study are based on a review of related literature and previous studies in teacher preparation programs in Saudi Arabia, the United States, and other countries. The researcher did not attempt to cover all of the factors involved in teacher preparation programs, but rather to select the most important dimensions and limit the study to those dimensions. This study was a content evaluation of the preparation program rather than a comprehensive evaluation which would have included many aspects of administration such as budgets and cost-benefit analysis. Also, these dimensions were selected based on the extensive review of literature which reported previous evaluations of teacher preparation programs, especially in physical education (see Table 3.4).

In planning the questionnaire, the researcher adapted some items from similar studies and developed some items to suit the study purposes. Thus, before the questionnaire could be used to collect data, the important issue of validity had to be considered. Validity is defined as the degree to which a test measures what it purports to measure. Borg and Gall (1989) pointed out that researchers should not ask "Is the test valid?" but "Is this test valid for the purposes to which I wish to put it?" (p. 250).

Because of the nature of this study, content validity is of special importance; it is defined as "the degree to which the sample of test items represents the content

Table 3.4--Comparison of Related Studies Using Similar Teacher Preparation Program Dimensions.

| Dimensions of the Evaluation of Teacher Preparation Programs | Studies Using Similar Dimensions | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Al-Ahmad 1978 | Bornstein 1978 | Div. Student Teaching MSU | Jensen 1971 | Nicklas 1976 | Alghamedy 1986 | Al-Wabli 1982 | Graff 1976 | Etim 1979 | Gilbert 1985 | Weddle 1971 | Birdwell 1989 | Hughes 1988 | Pigge 1984 |
| Graduates' Evaluation of Professional Preparation Courses | V | V | V | V | V | V | V | V | V | V | V | V | V | V |
| Graduates' Evaluation of Teaching Skills | V | V | V | V | 0 | V | V | V | V | 0 | V | V | V | V |
| Graduates' Evaluation of Student Teaching Practice | V | V | V | V | V | V | V | V | V | V | 0 | V | V | V |
| Graduates' Evaluation of Problems Facing the Program | 0 | 0 | 0 | 0 | 0 | V | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Graduates' Evaluation of Suggestions and Recommendations | V | 0 | 0 | V | V | V | V | V | V | V | 0 | V | V | V |
| Evaluation of Supervisors | 0 | V | V | V | 0 | V | 0 | V | 0 | 0 | 0 | 0 | 0 | 0 |

V = dimension was used
0 = dimension was not used

that the test is designed to measure" (Borg and Gall, 1989). Determining content validity is a process that usually relies on expert judgments, as mentioned by the Standards for Educational and Psychological Testing (American Psychological Association, 1985):

> Content related evidence demonstrates the degree to which the sample of items, tasks, or questions on a test are representative of some defined universe or domain of content. The methods often rely on expert judgments to assess the relationship between parts of the test and the defined universe, but certain logical and empirical procedures can also be used. (p. 10)

In order to insure the validity of the questionnaires used in this study, the researcher used the following procedures:

1 - Publications on the validity of survey instruments were examined continually before and during the development of the questionnaires.

2 - Dimensions that were identical or similar to those of the teacher preparation program to be evaluated were selected from these related studies for use in the instruments (see Table 3.4).

3 - After the first drafts of the questionnaires were completed, they were submitted to three Saudi doctoral students in the College of Education at Michigan State University to conduct a study of the face validity of the questionnaires. In this context, face validity is the degree to which the questionnaire items appear to measure what they are supposed to measure. Based on the feedback of these students, some modifications were made to the questionnaires.

4 - A panel of experts was then consulted to validate the content of the questionnaires. The panel members were:

- Dr. Paul Vogel

- Dr. Bradley West

- Dr. Edgar Leon

- Dr. Martha Ewing

- Dr. Joe Byers

- Dr. Donald Freeman

All experts were chosen on the basis of their contribution to research and publications, and their efforts in teaching in the field. Three experts of the panel were consulted for their knowledge and experience in the field of health and physical education and their knowledge of content validity in relation to that field. The other three experts were well known for their knowledge and experience in program evaluation. Hence, the researcher did consider the nature of their expertise when looking at their ratings, comments, and suggestions.

The first procedure in this content validation was to ask the panel to validate the dimensions of the program evaluation, and then to validate the items under each dimension of the questionnaires, as shown in Appendices D and E. Each panel member received a copy of Chapter I of the study and the two validity forms shown in Appendices D and E.

The experts were asked to respond to the content validity of both the dimensions and items based on a 5-point rating scale, as shown in Appendices D and E. In order to accept that every dimension and item was valid, no dimension or item could be rated at 3 or below. If a dimension or item was rated 3 or below, the rater was asked to provide reasons for that rating and suggestions for revisions. If any

dimension or item content was rated at 4 or 5, but the rater chose to include some suggestions, those suggestions were also considered by the researcher in the process of writing the final draft of the instrument. The experts were asked to consider the full rating scale in completing this validation process.

## Validation Results

As soon as the researcher received the evaluators' responses, the ratings were tabulated and analyzed. The researcher also examined all suggestions and comments made by the evaluators for each dimension and item. If any clarification of raters' comments was needed, the researcher contacted the evaluators by phone, mail or personally. After revisions were made, the researcher distributed the revised draft of the questionnaires and asked the evaluators to re-rate the revised dimensions and items, again providing comments if needed. After receiving these responses, the researcher retabulated and recomputed the ratings for the final draft. During the entire process of validating the instrument, the researcher maintained close contact with his major advisor and the evaluators to facilitate the validation process. For that reason, the researcher provided each evaluator with a copy of the first chapter of the approved dissertation proposal and the study questionnaires. The researcher also provided the evaluators with his phone number and address in case they had any questions and/or suggestions. In the following pages, the results of the evaluators' first responses to the dimensions and items for each questionnaire are presented.

Table 3.5 provides a list of the dimensions of the graduate questionnaire that were rated initially, the ratings for each dimension, an average rating for each dimension, average ratings for each evaluator, and an overall mean for all dimensions/evaluators. As shown in Table 3.5, the average ratings for the dimensions ranged from 4.2 to 5.0 on a five-point scale and the mean ratings for each evaluator ranged from 4.2 to 5. The overall rating mean of 4.6 for the validity of the dimensions met the desired criteria. A rating of 3, assigned by the fifth evaluator, indicated the possible need for a revision in the items for dimension number 5. After considering suggestions for improving the items, the instrument was revised and redistributed for final rating. The approved final draft and ratings for the graduate questionnaire dimensions are shown in Table 3.6.

As was described earlier in the process of conducting this content validation, the evaluators were asked to rate every item within each questionnaire dimension (Appendix E). The final ratings for the revised, approved draft are shown in Tables 3.7-3.12. Although all of the overall means for items met the desired criteria, ranging from 4.7 to 4.8 (see Tables 3.7-3.12), there were some individual items with low scores ranging from 1 to 3 (see initial responses by the evaluators in Appendix F). Based upon suggestions and comments made by evaluators, modifications were made and the revised instrument was re-rated by the evaluators.

Table 3.13 shows a list of the dimensions of the supervisor questionnaire that were rated initially, the ratings for each dimension, an average rating for each dimension, average ratings for each evaluator, and an overall mean for all dimensions/evaluators. As shown here, the average ratings for the dimensions

Table 3.5--Initial Ratings of the Dimensions of the Graduate Questionnaire.

| Graduate Questionnaire Dimension | Evaluators' Rating | | | | | | |
| | Evaluator Number | | | | | | Average Rating |
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 1 - Demographic characteristics | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 2 - Evaluation of professional preparation course | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| 3 - Physical education teaching skills | 5 | 5 | 4 | 4 | 5 | 5 | 4.7 |
| 4 - Student teaching practice | 5 | 5 | 4 | 4 | 4 | 5 | 4.5 |
| 5 - Evaluation of the seriousness of problems facing the program | 4 | 4 | 5 | 4 | 3 | 5 | 4.2 |
| 6 - Suggestions and recommendations | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| Content means for each evaluator | 4.8 | 4.7 | 4.7 | 4.3 | 4.2 | 5 | Overall Mean |
| | | | | | | | 4.6 |

Table 3.6--Final Ratings of the Dimensions of the Graduate Questionnaire.

| Graduate Questionnaire Dimension | Evaluators' Rating | | | | | | |
| | Evaluator Number | | | | | | Average Rating |
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 1 - Demographic characteristics | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 2 - Evaluation of professional preparation course | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| 3 - Physical education teaching skills | 5 | 5 | 4 | 4 | 5 | 5 | 4.7 |
| 4 - Student teaching practice | 5 | 5 | 4 | 4 | 4 | 5 | 4.5 |
| 5 - Evaluation of the seriousness of problems facing the program | 4 | 4 | 5 | 4 | 4 | 5 | 4.3 |
| 6 - Suggestions and recommendations | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| Content means for each evaluator | 4.8 | 4.7 | 4.7 | 4.3 | 4.3 | 5 | Overall Mean |
| | | | | | | | 4.7 |

Table 3.7--Ratings of the Demographic Characteristics Items of Dimension I of the Final Version of the Graduate Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
|---|---|---|---|---|---|---|---|---|
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| I Demographic | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 6 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 7 | 5 | 5 | 4 | 5 | 4 | 5 | 4.7 |
| | 8 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 9 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 10 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 11 | 5 | 4 | 4 | 4 | 4 | 5 | 4.3 |
| | 12 | 5 | 3 | 4 | 4 | 4 | 5 | 4.2 |
| | 13 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 14 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 15 | 5 | 4 | 4 | 4 | 4 | 5 | 4.3 |
| | 16 | 5 | 5 | 5 | 4 | 5 | 5 | 4.8 |
| | 17 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 18 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 19 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 20 | 5 | 4 | 4 | 4 | 4 | 5 | 4.3 |
| Content means for each evaluator | | 5 | 4.8 | 4.8 | 4.6 | 4.3 | 5 | Overall Mean |
| | | | | | | | | 4.7 |

Table 3.8--Ratings of the Professional Preparation Courses Items of Dimension II of the Final Version of the Graduate Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | |
| | | Evaluator Number | | | | | | Average Rating |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| II Professional Courses | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| Content means for each evaluator | | 5 | 5 | 5 | 5 | 4 | 5 | Overall Mean |
| | | | | | | | | 4.8 |

Table 3.9--Ratings of the Physical Education Teaching Skills Items of Dimension III of the Final Version of the Graduate Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | |
| | | Evaluator Number | | | | | | Average Rating |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| III Teaching Skills | 1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 6 | 5 | 5 | 5 | 5 | 4 | 4 | 4.8 |
| | 7 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 8 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 9 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 10 | 5 | 5 | 4 | 5 | 5 | 5 | 4.8 |
| | 11 | 5 | 5 | 5 | 5 | 4 | 4 | 4.7 |
| | 12 | 5 | 5 | 5 | 5 | 4 | 4 | 4.7 |
| | 13 | 5 | 5 | 5 | 5 | 5 | 4 | 4.8 |
| Content means for each evaluator | | 5 | 4.8 | 4.9 | 5 | 4.4 | 4.7 | Overall Mean |
| | | | | | | | | 4.8 |

Table 3.10--Ratings of the Student Teaching Practice Items of Dimension IV of the Final Version of the Graduate Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| IV Teaching Practice | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 6 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 7 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 8 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 9 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 10 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Content means for each evaluator | | 5 | 5 | 5 | 4.6 | 4.3 | 5 | Overall Mean |
| | | | | | | | | 4.8 |

Table 3.11--Ratings of the Problems Facing the Program Items of Dimension V of the Final Version of the Graduate Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | |
| | | Evaluator Number | | | | | | Average Rating |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| V<br>Problems Facing the Program | 1 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 2 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 3 | 5 | 5 | 4 | 5 | 4 | 5 | 4.7 |
| | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 4.7 |
| | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 6 | 5 | 5 | 5 | 5 | 4 | 4 | 4.7 |
| | 7 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 8 | 5 | 5 | 4 | 5 | 4 | 5 | 4.7 |
| | 9 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 10 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Content means for each evaluator | | 5 | 4.9 | 4.7 | 4.9 | 4.2 | 4.9 | Overall Mean |
| | | | | | | | | 4.8 |

Table 3.12--Ratings of the Suggestions and Recommendations Items of Dimension VI of the Final Version of the Graduate Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
|---|---|---|---|---|---|---|---|---|
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| VI | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 3 | 5 | 5 | 5 | 5 | 4 | 4 | 4.7 |
| | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 6 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 7 | 5 | 5 | 5 | 4 | 4 | 4 | 4.5 |
| | 8 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 9 | 5 | 5 | 5 | 5 | 4 | 4 | 4.7 |
| | 10 | 5 | 5 | 5 | 5 | 4 | 4 | 4.7 |
| | 11 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 12 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 13 | 5 | 5 | 5 | 4 | 4 | 5 | 4.5 |
| | 14 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 15 | 5 | 4 | 5 | 5 | 5 | 4 | 4.7 |
| Content means for each evaluator | | 5 | 4.9 | 5 | 4.8 | 4.1 | 4.7 | Overall Mean |
| | | | | | | | | 4.7 |

Table 3.13--Initial Ratings of the Dimensions of the Supervisor Questionnaire.

| Supervisor Questionnaire Dimension | Evaluators' Rating | | | | | | |
|---|---|---|---|---|---|---|---|
| | Evaluator Number | | | | | | Average Rating |
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 1 - Personal Information | 5 | 5 | 4 | 5 | 4 | 5 | 4.7 |
| 2 - Evaluation of physical education teaching skills | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| 3 - Professional activities of the physical education teachers | 4 | 5 | 5 | 5 | 4 | 5 | 4.7 |
| 4 - Suggestions and Recommendations | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| Content means for each evaluator | 4.8 | 4.8 | 4.8 | 5 | 4 | 5 | Overall Mean |
| | | | | | | | 4.7 |

ranged from 4.7 to 4.8 on a five-point scale and all of the means for each evaluator ranged from 4 to 5. The overall mean of 4.7 for the validity of the combined dimensions met the desired criteria. One suggestion was made by an evaluator to add another dimension, student teaching practice, to the supervisor questionnaire. Because there is no relationship between student teaching practice and the supervisors' duties in the Saudi educational system, the supervisors are never involved in, or expected to be involved in, such activities. Those who practice teach are supervised only by the physical education department faculty members. The researcher discussed all of these factors with the evaluators, and consequently, the suggestion was dismissed. Table 3.14 shows the final, approved draft and ratings of the dimensions of the supervisors questionnaire.

Table 3.14--Final Ratings of the Dimensions of the Supervisor Questionnaire.

| Supervisor Questionnaire Dimension | Evaluators' Rating | | | | | | |
|---|---|---|---|---|---|---|---|
| | Evaluator Number | | | | | | Average Rating |
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 1 - Personal Information | 5 | 5 | 4 | 5 | 4 | 5 | 4.7 |
| 2 - Evaluation of physical education teaching skills | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| 3 - Professional activities of the physical education teachers | 4 | 5 | 5 | 5 | 4 | 5 | 4.7 |
| 4 - Suggestions and Recommendations | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| Content means for each evaluator | 4.8 | 4.8 | 4.8 | 5 | 4 | 5 | Overall Mean |
| | | | | | | | 4.7 |

The evaluators rated the dimension items of the supervisor questionnaire. All of the overall item means for the four dimensions exceeded the level of acceptance (4) and were 4.7, 4.8, 4.9, and 4.7 (see Tables 3.15-3.18). Some items (6 items out of 40 items total) received a low score ranging from 1 to 3 points (see initial response by the evaluators in Appendix F). Based on comments and suggestions made by evaluators concerning these items and any other items, modifications were made and the revised instrument was re-rated and approved by the evaluators. The final ratings for the revised, approved draft are shown in Tables 3.15-3.18.

Table 3.19 provides a list of the dimensions of the faculty questionnaire that were rated initially, the rating for each dimension, an average rating for each

Table 3.15--Ratings of the Personal Information Items of Dimension I of the Final
Version of the Supervisor Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| I | 1 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 2 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 3 | 5 | 5 | 4 | 4 | 4 | 5 | 4.5 |
| | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 6 | 5 | 5 | 4 | 5 | 4 | 5 | 4.7 |
| Content means for each evaluator | | 5 | 5 | 4.7 | 4.2 | 4 | 5 | Overall Mean |
| | | | | | | | | 4.7 |

dimension, average ratings for each evaluator, and an overall mean for all
dimensions/evaluators.

As shown in Table 3.19, the average ratings for the dimensions ranged from
4.2 to 4.8 on a five-point scale. All of the content means for each evaluator ranged
from 4 to 5, and the overall mean was 4.6 for the validity of the combined
dimensions, which is above the level of acceptance (4). The dimension of
department goals was rated 3 by two evaluators. They explained that the reason for
that low score was their unfamiliarity with these goals. The researcher contacted
both evaluators and explained to them more about the department and its goals.
The translation of these goals from Arabic into English underwent three steps:

1 -     It was translated by the researcher;

Table 3.16--Ratings of the Physical Education Teaching Skills Items of Dimension II of the Final Version of the Supervisor Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | |
| | | Evaluator Number | | | | | | Average Rating |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| II | 1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4.5 |
| | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 6 | 5 | 4 | 5 | 5 | 4 | 4 | 4.5 |
| | 7 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 8 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 9 | 5 | 4 | 5 | 5 | 5 | 5 | 4.8 |
| | 10 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 11 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 12 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 13 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Content means for each evaluator | | 5 | 4.6 | 5 | 5 | 4.4 | 4.9 | Overall Mean |
| | | | | | | | | 4.8 |

Table 3.17--Ratings of the Professional Activities of the Physical Education Teachers Items of Dimension III of the Final Version of the Supervisor Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Evaluator Number | | | | | | Average Rating |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| III | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 6 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| Content means for each evaluator | | 5 | 5 | 5 | 5 | 4 | 5 | Overall Mean |
| | | | | | | | | 4.9 |

2 - It was submitted to three Saudi doctoral students in the education college at Michigan State University and was approved.

3 - Finally, it was submitted to the chairman of the English department at the College of Education, Umm Al-Qura University, and was approved (see Appendix K).

Subsequently, the two evaluators re-rated and approved that dimension. The approved, final draft and ratings of the faculty questionnaire dimensions are shown in Table 3.20.

The dimension items of the faculty questionnaire were rated by the evaluators. All of the overall item means in the seven dimensions exceeded the level of

Table 3.18--Ratings of the Suggestions and Recommendations Items of Dimension IV of the Final Version of the Supervisor Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | |
|------|------|------|------|------|------|------|------|-------------------|
| | | Evaluator Number | | | | | | Average Rating |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| IV | 1 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 2 | 5 | 4 | 5 | 5 | 5 | 5 | 4.8 |
| | 3 | 5 | 4 | 5 | 5 | 4 | 4 | 4.5 |
| | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 4.5 |
| | 6 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 7 | 5 | 4 | 5 | 4 | 4 | 5 | 4.5 |
| | 8 | 5 | 4 | 5 | 5 | 4 | 4 | 4.5 |
| | 9 | 5 | 5 | 5 | 5 | 4 | 4 | 4.7 |
| | 10 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 11 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 12 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 13 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 14 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 15 | 5 | 5 | 5 | 5 | 5 | 4 | 4.8 |
| Content means for each evaluator | | 5 | 4.5 | 5 | 4.9 | 4.2 | 4.7 | Overall Mean |
| | | | | | | | | 4.7 |

Table 3.19--Initial Ratings of the Dimensions of the Faculty Questionnaire.

| Faculty Questionnaire Dimension | Evaluators' Rating | | | | | | |
|---|---|---|---|---|---|---|---|
| | Evaluator Number | | | | | | Average Rating |
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 1 - Personal Information | 5 | 5 | 4 | 4 | 4 | 5 | 4.5 |
| 2 - Department goals | 5 | 4 | 5 | 3 | 3 | 5 | 4.2 |
| 3 - Program evaluation | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| 4 - Professional preparation courses | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| 5 - Physical education teaching skills | 5 | 5 | 4 | 4 | 5 | 5 | 4.7 |
| 6 - Student teaching practice | 5 | 5 | 4 | 4 | 4 | 5 | 4.5 |
| 7 - Suggestions and Recommendations | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| Content means for each evaluator | 5 | 4.7 | 4.6 | 4.2 | 4 | 5 | Overall Mean |
| | | | | | | | 4.6 |

Table 3.20--Final Ratings of the Dimensions of the Faculty Questionnaire.

| Faculty Questionnaire Dimension | Evaluators' Rating | | | | | | |
|---|---|---|---|---|---|---|---|
| | Evaluator Number | | | | | | Average Rating |
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 1 - Personal Information | 5 | 5 | 4 | 4 | 4 | 5 | 4.5 |
| 2 - Department goals | 5 | 4 | 5 | 4 | 4 | 5 | 4.5 |
| 3 - Program evaluation | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| 4 - Professional preparation courses | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| 5 - Physical education teaching skills | 5 | 5 | 4 | 4 | 5 | 5 | 4.7 |
| 6 - Student teaching practice | 5 | 5 | 4 | 4 | 4 | 5 | 4.5 |
| 7 - Suggestions and Recommendations | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| Content means for each evaluator | 5 | 4.7 | 4.6 | 4.3 | 4 | 5 | Overall Mean |
| | | | | | | | 4.6 |

acceptance (4) and were 4.8, 4.5, 4.8, 4.8, 4.8, 4.8, and 4.8 (see Tables 3.21-3.27).

Some items (12 items out of 57 items total) received a low score ranging from 1 to

3 points (see initial response by the evaluators in Appendix F). These items were

reworded to meet the suggestions and comments made by the evaluators. The

revised instrument was re-rated and approved by the evaluators. The final ratings

of the revised, approved draft are shown in Tables 3.21-3.27.

## Instrument Reliability

Reliability is the degree to which the measurement can be depended upon to

yield consistent, noncontradictory results (Baumgartner and Jackson, 1975; Backstrom

and Hursh-Cesar, 1981; Thomas and Nelson, 1990; Cangelosi, 1990; Feldt and

Brennan, 1989). Feldt and Brennan (1989) wrote that:

> Anyone who regularly plays a game with objective scoring, such as golf,
> is actually aware of the variability in human performance. No one
> operates at his or her personal best on all occasions, be the domain
> one of physical activity or mental activity . . . quantification of the
> consistency and inconsistency in examinee performance constitutes the
> essence of reliability analysis. (p. 105)

Rossi, Freeman, and Wright (1979) indicated that a measure is reliable to the extent

that the application of the measure to a given situation produces the same results

repeatedly, given that the situation in question does not change in between the

measurements.

Cronbach's alpha reliability coefficient was used to estimate the internal

consistency of the three questionnaires. Results of the alpha coefficient are shown

in Tables 3.28-3.30. The acceptable level of alpha coefficient was discussed by

researchers in different studies. Day (1987) decided that an alpha of 0.6 was an

Table 3.21--Ratings of the Personal Information Items of Dimension I of the Final Version of the Faculty Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | |
| | | Evaluator Number | | | | | | Average Rating |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| I Personal Information | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 4.5 |
| | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 6 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| Content means for each evaluator | | 5 | 5 | 4.8 | 4.8 | 4 | 5 | Overall Mean |
| | | | | | | | | 4.8 |

Table 3.22--Ratings of the Department Goals Item of Dimension II of the Final Version of the Faculty Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | |
| | | Evaluator Number | | | | | | Average Rating |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| II | 1 | 4 | 5 | 5 | 4 | 4 | 5 | 4.5 |

Table 3.23--Ratings of the Program Evaluation Items of Dimension III of the Final Version of the Faculty Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | |
|------|------|---|---|---|---|---|---|---|
| | | Evaluator Number | | | | | | Average Rating |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| III Program evaluation | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 6 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 7 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 8 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 9 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 10 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 11 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 12 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| Content means for each evaluator | | 5 | 5 | 5 | 4.8 | 4.1 | 5 | Overall Mean |
| | | | | | | | | 4.8 |

Table 3.24--Ratings of the Professional Preparation Courses Item of Dimension IV of the Final Version of the Faculty Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | |
|------|------|---|---|---|---|---|---|---|
| | | Evaluator Number | | | | | | Average Rating |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| IV | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |

Table 3.25--Ratings of the Physical Education Teaching Skills Items of Dimension V of the Final Version of the Faculty Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | |
| | | Evaluator Number | | | | | | Average Rating |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| V Teaching Skills | 1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 6 | 5 | 5 | 5 | 5 | 4 | 4 | 4.8 |
| | 7 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 8 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 9 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 10 | 5 | 5 | 4 | 5 | 5 | 5 | 4.8 |
| | 11 | 5 | 5 | 5 | 5 | 4 | 4 | 4.7 |
| | 12 | 5 | 5 | 5 | 5 | 4 | 4 | 4.7 |
| | 13 | 5 | 5 | 5 | 5 | 5 | 4 | 4.8 |
| Content means for each evaluator | | 5 | 4.8 | 4.9 | 5 | 4.4 | 4.7 | Overall Mean |
| | | | | | | | | 4.8 |

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Table 3.26--Ratings of the Student Teaching Practice Items of Dimension VI of the Final Version of the Faculty Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
|---|---|---|---|---|---|---|---|---|
| VI Student teaching practice | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 6 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 7 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 8 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 9 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| Content means for each evaluator | | 5 | 5 | 5 | 4.6 | 4.2 | 5 | Overall Mean |
| | | | | | | | | 4.8 |

Table 3.27--Ratings of the Suggestions and Recommendations Items of Dimension VII of the Final Version of the Faculty Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
|------|------|---|---|---|---|---|---|------|
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| VII | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 6 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 7 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 8 | 5 | 5 | 5 | 5 | 4 | 4 | 4.7 |
| | 9 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 10 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 11 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 12 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 13 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 14 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 15 | 5 | 4 | 5 | 5 | 5 | 4 | 4.7 |
| Content means for each evaluator | | 5 | 4.9 | 5 | 4.9 | 4.2 | 4.9 | Overall Mean |
| | | | | | | | | 4.8 |

Table 3.28--Results of the Graduates' Questionnaire Alpha Coefficient Reliability.

| Questionnaire Dimensions | Number of Items | Alpha |
|---|---|---|
| Professional preparation courses | 34 | 0.827 |
| Physical education teaching skills | 13 | 0.933 |
| Student teaching practice - elementary school | 6 | 0.461 |
| Student teaching practice - intermediate and/or secondary school | 6 | 0.482 |
| Student teaching practice - overall | 12 | 0.676 |
| Problems facing the program | 8 | 0.805 |
| Suggestions and recommendations | 14 | 0.771 |
| Overall Graduates Questionnaire Reliability | 81 | 0.865 |

Table 3.29--Results of the Supervisors' Questionnaire Alpha Coefficient Reliability.

| Questionnaire Dimensions | Number of Items | Alpha |
|---|---|---|
| Physical education teaching skills | 13 | 0.903 |
| Professional activities | 6 | 0.799 |
| Suggestions and recommendations | 14 | 0.697 |
| Overall Supervisors Questionnaire Reliability | 33 | 0.900 |

Table 3.30--Results of the Faculty Members' Questionnaire Alpha Coefficient
Reliability.

| Questionnaire Dimensions | Number of Items | Alpha |
|---|---|---|
| Department goals | 5 | 0.853 |
| Program evaluation | 12 | 0.909 |
| Professional preparation courses | 34 | 0.792 |
| Physical education teaching skills | 13 | 0.946 |
| Student teaching practice - elementary school | 6 | 0.643 |
| Student teaching practice - intermediate and/or secondary school | 6 | 0.755 |
| Student teaching practice - overall | 12 | 0.858 |
| Suggestions and recommendations | 14 | 0.685 |
| Overall Faculty Members Questionnaire Reliability | 90 | 0.930 |

acceptable level of internal consistency. In this study, the overall coefficient alpha for the graduates questionnaire was (0.865), for the supervisors questionnaire it was (0.900), and for the faculty members questionnaire it was (0.930). Only two of the 18 individual coefficients were lower than the criterion of 0.6 stated by Day. The alpha coefficients of student teaching practice dimension for both elementary and intermediate and/or secondary school in the graduate questionnaire were 0.461 and 0.482, respectively. The researcher wishes to caution the reader in interpreting results involving perception of graduates in student teaching practices in elementary, and intermediate and/or secondary schools. However, the overall alpha coefficient for the combined levels was 0.676.

Translation of the Instrument

After the final approval of the proposal by the researcher's guidance committee and after receiving approval from the Michigan State University Committee on Research Involving Human Subjects (MSUCRIHS), the researcher started translating the three questionnaires into Arabic based on his best knowledge of both languages and the content of the questionnaires. The next step was to submit the translated questionnaire plus the originals to three Saudi doctoral students in the education college at Michigan State University. Based on their revisions and suggestions, necessary modifications were made. They were invited to meet with the researcher to have their anonymity on the final draft of the translation. Finally, after the researcher arrived in Saudi Arabia, he submitted two copies of both the English version and the Arabic translation to the chairman of the English Department at the College of Education, Umm Al-Qura University, who gave his approval (see Appendix K).

<div align="center">Data Collection Procedures</div>

In March 1990, the researcher collected information in Saudi Arabia about the graduates of the physical education department at Umm Al-Qura University. At that time, the researcher's goal was to collect primary information concerning the number, location, and teaching assignment of the graduates. The physical education department and the registrar's office at Umm Al-Qura University were both contacted by the researcher to obtain a list of graduates for each year since the department's inception. The researcher then contacted the physical education supervision offices in Makkah, Jeddah, Taif, Baha, Riyadh, Maddinah, Yanboa, Al-

Qunfodah, Al-Makwah, and Abha, where information concerning the graduates in each city was acquired.

Letters of recommendation and assistance were obtained from the chairman of the physical education department at Umm Al-Qura University to the chairmen of the physical education departments at King Saud University in Riyadh, the physical education department at King Abdulaziz University in Maddinah, the Institute of Physical Education and the Junior College for Physical Education in Riyadh, to provide the researcher with valuable information regarding these institutions (see Appendix K).

On December 18, 1990, the researcher's guidance committee approved the research proposal and on January 15, 1991, the Michigan State University Committee on Research Involving Human Subjects (MSUCRIHS) granted the researcher approval to conduct the research (see Appendix K). In order for the researcher to conduct his research in Saudi Arabia, he had to follow certain procedures. The researcher submitted a copy of his approval proposal to his sponsor in Saudi Arabia and completed an application to the Saudi Cultural Mission in Washington, D.C. In March 1990, the researcher received permission to return to Saudi Arabia.

Upon arrival in Saudi Arabia, the researcher filled out a research application form which, along with a recommendation letter from the Dean of the College of Education at Umm Al-Qura University, was faxed to the Head Manager of the Administration of Research and Educational Evaluation at the Ministry of Education in Riyadh. This procedure is required by the Ministry of Education for every researcher who wants to conduct or apply research in Saudi public schools,

institutions, junior colleges, and the educational system in general. This procedure provides the Ministry with a database of the authenticity and originality of the research topic, ensures that it was not conducted previously, and protects the research copyrights in Saudi Arabia.

On April 22, 1991, a fax was received from the Ministry of Education in Riyadh granting approval, along with four separate letters to the General Managers of Education in Makkah, Jeddah, Taif, and Baha requesting them to cooperate and provide assistance to the researcher. On April 23, 1991, the Manager of the Foreign Mission and Scholarship Administration at Umm Al-Qura University wrote four letters to the General Managers of Education in the four cities mentioned above requesting their cooperation and assistance with the research (see Appendix K). When these letters were obtained, the researcher traveled to the educational offices in Makkah, Jeddah, Taif, Baha, Al-Makwah, Al-Qunfodah, Abha, and Riyadh, in that order, and met with the General Managers of Education in those cities.

At each city educational office, the researcher met with the manager of the physical education supervisor's office and made arrangements with him to mail the questionnaires to the graduates as government mail (the researcher paid the postage costs). As a result of the previous contacts with the managers, they had a list of graduates' names and their school addresses.

The actual dates of distributing the questionnaires to the graduates and their supervisors in each city was as follows:

April 30, 1991 in Makkah city,

May 4, 1991 in Jeddah city,

May 6, 1991 in Taif city,

May 10, 1991 in Baha city,

May 12, 1991 in Al-Makwah city,

May 18, 1991 in Al-Qunfodah city,

May 25, 1991 in Abha city,

June 6, 1991 in Riyadh city.

A 100 percent response rate was achieved because the researcher had the support and assistance of several important people in conducting the following procedures:

1 - A personal cover letter from the researcher was sent with the questionnaire, asking the graduate by name to participate in the study by completing and returning the questionnaire.

2 - A letter from the Head Manager of the Administration of Research and Educational Evaluation at the Ministry of Education was obtained and addressed to every general manager of the educational administration offices in the main cities asking them to provide the researcher with help and assistance.

3 - The General Manager of the Educational Administration offices wrote letters to the offices of their physical education supervisors asking them to provide the researcher with information about the graduates and their locations.

4 - The offices of the physical education supervisors provided the researcher with a letter to each graduate asking him to cooperate with the researcher by completing and returning the questionnaire. In the letter to the graduates, the office of the physical education supervisors mentioned the previous letters from the Head

Manager of the Administration of Research and Educational Evaluation and the managers of the educational administration offices.

5 - The letter from the office of the physical education supervisors was attached to the researcher's cover letter.

6 - Ten days after the first questionnaire was sent, a follow-up questionnaire was mailed to those who had not responded to the initial mailing.

7 - Ten days after the second follow-up questionnaire, a telephone call by the researcher was made to those who had not responded to the follow-up.

For follow-up purposes, a number was given to every graduate's questionnaire (see Appendix A, the graduate cover letter). The number appeared on the upper-right corner of the questionnaire. When the graduate completed and returned the questionnaire, the number was checked off on the list of graduates to indicate that the questionnaire had been returned. The number was then removed from the questionnaire to provide anonymity for the respondent.

The faculty members' questionnaires were distributed to department faculty members when the researcher arrived at the department.

The researcher personally traveled to each city and mailed, distributed, and collected the questionnaires. Data collection required approximately three months.

## Data Analysis

The Statistical Package for the Social Sciences (SPSSX) was used for the analysis of data in this study. Based on the research questions, the data were analyzed in the following manner:

Research questions 1-4: Descriptive statistics in the form of means, standard deviations, percentages, frequencies, and rank orders were used.

Research question 5: A chi-square test was used to determine whether respondents' perceptions of the importance of the professional preparation courses varied with demographic characteristics. One-way analysis of variance (ANOVA) was also used to evaluate the overall differences in the perceptions of the importance of the professional preparation courses by demographic characteristics.

Research question 6: A chi-square test was used to determine whether the respondents' perceptions of their preparation in teaching skills varied with demographic characteristics. One-way analysis of variance (ANOVA) was used to evaluate the overall differences in the graduates' perceptions of their preparation in teaching skills by demographic characteristics.

Research question 7: A chi-square test was used to determine whether the respondents' level of satisfaction with their student teaching practice varied with demographic characteristics. One-way analysis of variance (ANOVA) was used to evaluate the overall differences in the graduates' satisfaction with their student teaching practice by demographic variables.

Research question 8: A chi-square test was used to determine whether respondents' agreement on the seriousness of the problems varied with demographic characteristics. ANOVA was used to evaluate the overall differences in the graduates' agreement on the seriousness of the problems by demographic characteristics.

Research questions 9-10 and 15: Descriptive statistics in the form of means, standard deviations, percentages, frequencies, and rank orders were used.

Research question 11: One-way analysis of variance was used to determine the differences among graduates, faculty members, and supervisors on ratings of the physical education teaching skills.

Research question 12: A chi-square test was used to test whether responses on the effectiveness of the physical education preparation program varied depending on whether the respondent was a supervisor or faculty member.

Research question 13: A chi-square test was used to determine whether respondents' perceptions of the importance of the professional preparation courses varied depending on whether the respondent was a graduate or faculty member. In addition, a two-sample t-test was used to test the overall differences between graduates and faculty members in rating the importance of the professional preparation courses.

Research question 14: A chi-square test was used to determine whether the respondents' perceived levels of satisfaction with the teaching skills varied depending on whether the respondent was a graduate or faculty member. In addition, a two-sample t-test was used to test the overall differences between graduates and faculty members in the perceived level of satisfaction with teaching skills.

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CONTENT EVALUATION OF THE PHYSICAL EDUCATION TEACHER
PREPARATION PROGRAM AT UMM AL-QURA
UNIVERSITY IN MAKKAH, SAUDI ARABIA

Volume II

By

Ali Saad Alghamdi

A DISSERTATION

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

DOCTOR OF PHILOSOPHY

Department of Physical Education
and Exercise Science

1992

CHAPTER IV

RESULTS OF THE DATA ANALYSES

The purpose of this chapter is to present the results of the analyses of data

collected through the research instruments utilized in the study. The main purpose

of this study was the evaluation of the Physical Education Teacher Preparation

Program at Umm Al-Qura University in Saudi Arabia. Data were collected from

program graduates, physical education supervisors in the public schools, and physical

education department faculty members. In this chapter, the results of the data

analyses are presented in the form of descriptive statistics (e.g., means, standard

deviations, percentages, frequencies, and rank orders), chi-square analyses, and

analysis of variance (ANOVA).

The data of the study were collected from three populations: the 1979-1990

graduates of the program, with a total return of 214 graduates of the graduates who

could be located (100% response); physical education supervisors in public schools,

with a total of 22 supervisors (100% response); and from 15 faculty members of the

physical education department (100% response).

The instruments used in this study consisted of three questionnaires which

emphasized many dimensions of the program. Because this study was the first of this

nature in physical education in Saudi Arabia, there was an intent to establish a

database for the physical education department, its graduates, and its faculty members. To accomplish that aim, much information was collected concerning demographic characteristics of the department graduates and faculty members.

The program dimensions included in this study were: demographic characteristics, professional preparation courses, physical education teaching skills, student teaching practice, problems facing the program, the department's goals, program evaluation, professional activities of the physical education teachers, and suggestions and recommendations.

In this chapter, the results of the data analyses are reported in five major sections. The first section contains the demographic characteristics of the graduates and their evaluation of their preparation program. Section two contains the demographic characteristics of the physical education supervisors and their evaluation results. Section three presents the demographic characteristics of the physical education department faculty members and their evaluation results. Section four is concerned with the comparison of the program evaluations completed by the graduates, physical education supervisors, and physical education department faculty members. Finally, section five presents recommendations and suggestions made by the respondents.

## Demographic Characteristics of the Graduates

The total number of physical education department graduates from the College of Education at Umm Al-Qura University, Makkah, Saudi Arabia, since the first graduation in 1979 until the 1990 graduation is 237. A total of 214 graduates

were found teaching in public schools. It was not possible to locate the other 23

graduates and therefore they were not accessible for this study.

The age of the graduates varied from 23 to 52 years. Table 4.1 shows the

distribution of graduates by age. The table reveals that 85 (39.6 percent) graduates

were equal to or less than 28 years old and 129 (60.4 percent) were above 28 years

old.

Table 4.1--Distribution of Graduates by Age.

| Age (in years) | Frequency | Percent |
|---|---|---|
| Less than or equal to 28 | 85 | 39.6 |
| Greater than 28 | 129 | 60.4 |
| Total | 214 | 100.0 |

The distribution of the graduates by year of graduation is shown in Table 4.2.

The table indicates the growth in the number of graduates from year to year. The

smallest number of students (three, 1.4 percent of the total number of respondents)

graduated in 1979, the first graduating class. The largest number of students (36,

16.8 percent of the total number of respondents) graduated in 1990, the last year for

which data were collected.

With regard to cumulative grade point average, 60 graduates (28.0 percent)

achieved a grade point average between 1.95 and 2.50, 98 graduates (45.8 percent)

achieved a grade point average between 2.51 and 3.00, 48 graduates (22.5 percent)

achieved a grade point average between 3.01 and 3.50, and 8 graduates (3.7 percent

Table 4.2--Distribution of Graduates by Year of Graduation.

| Year of graduation | Number of Respondents | Percent of Total Respondents |
|---|---|---|
| 1979 | 3 | 1.4 |
| 1980 | 11 | 5.1 |
| 1981 | 10 | 4.7 |
| 1982 | 18 | 8.4 |
| 1983 | 15 | 7.0 |
| 1984 | 15 | 7.0 |
| 1985 | 11 | 5.1 |
| 1986 | 23 | 10.7 |
| 1987 | 15 | 7.0 |
| 1988 | 23 | 10.7 |
| 1989 | 34 | 15.9 |
| 1990 | 36 | 16.8 |
| Total | 214 | 100.0 |

achieved a grade point average between 3.51 and 4.00. Table 4.3 shows the distribution of graduates by their cumulative grade point average upon graduation.

Table 4.3--Distribution of Graduates by Cumulative Grade Point Average at Graduation.

| Grade point average | Frequency | Percent |
|---|---|---|
| 1.95 - 2.50 | 60 | 28.0 |
| 2.51 - 3.00 | 98 | 45.8 |
| 3.01 - 3.50 | 48 | 22.5 |
| 3.51 - 4.00 | 8 | 3.7 |
| Total | 214 | 100.0 |

Regarding years of experience teaching physical education, Table 4.4 shows the distribution of graduates by number of years of teaching experience. The table indicates that 67 graduates (31.3 percent) had 1 to 2 years of experience, 83 graduates (38.8 percent) had 3 to 7 years of experience, and 64 graduates (29.9 percent) had more than 7 years of experience.

Table 4.4--Distribution of Graduates by Years of Teaching Experience.

| Years of experience | Frequency | Percent |
|---|---|---|
| 1 - 2 | 67 | 31.3 |
| 3 - 7 | 83 | 38.8 |
| more than 7 | 64 | 29.9 |
| Total | 214 | 100.0 |

Graduates are teaching physical education at three school levels. Sixty-seven graduates (31.3 percent) are teaching in elementary schools, 102 graduates (47.7 percent) are teaching in intermediate schools, and 45 graduates (21.0 percent) are teaching in secondary schools (see Table 4.5).

Table 4.5--Distribution of Graduates by School Level.

| School level | Frequency | Percent |
|---|---|---|
| Elementary | 67 | 31.3 |
| Intermediate | 102 | 47.7 |
| Secondary | 45 | 21.0 |
| Total | 214 | 100.0 |

Table 4.6 shows the distribution of graduates by their school location. It shows that 87 graduates (40.7 percent) are teaching in Makkah, 54 graduates (25.2 percent) are teaching in Jeddah, 31 graduates (14.5 percent) are teaching in Taif, 30 graduates (14.0 percent) are teaching in Baha, and 12 graduates (5.6 percent) are teaching in other cities (Riyadh, Abha, Al-Qunfodah, and Al-Makwah). It is clear from the table that a high percentage of the graduates are from Makkah, where the physical education department is located.

The graduates' reasons for becoming a physical education teacher are shown in Table 4.7. The table shows that 192 graduates (89.7 percent) indicated that personal interest in the field was their reason for becoming a physical education teacher. This reason ranked first. Thirty-three graduates (15.4 percent) indicated that advice of a friend, teacher, coach, or family was their reason for becoming a

Table 4.6--Distribution of Graduates by School Location.

| School location | Frequency | Percent |
|-----------------|-----------|---------|
| Makkah | 87 | 40.7 |
| Jeddah | 54 | 25.2 |
| Taif | 31 | 14.5 |
| Baha | 30 | 14.0 |
| Other | 12 | 5.6 |
| Total | 214 | 100.0 |

Table 4.7--Distribution of Graduates by Their Reasons for Becoming a Physical Education Teacher.

| Reason | Frequency | Percent | Rank |
|--------|-----------|---------|------|
| Easiness of the field | 3 | 1.4 | 4 |
| Advice of friend, teacher, coach, or family | 33 | 15.4 | 2 |
| My personal interest in the field | 192 | 89.7 | 1 |
| It was the only alternative I had | 6 | 2.8 | 3 |
| Other reason | 6 | 2.8 | 4 |

physical education teacher. This reason ranked second. Six graduates (2.8 percent)

indicated that it was the only alternative they had. Easiness of the field was cited by

3 graduates (1.4 percent) as their reason for becoming a physical education teacher.

Finally, three graduates (1.4 percent) indicated that other reasons, with no further

explanation, persuaded them to become a physical education teacher.

## Demographic Characteristics of Physical Education Supervisors

The total number of physical education supervisors working with the graduates

was 22. Their ages varied from 28 to 58 years. Table 4.8 shows the distribution of

the supervisors by age. Five supervisors (22.7 percent) were between 28 and 39 years

of age, 10 supervisors (45.5 percent) were between 40 and 49 years of age, and 7

supervisors (31.8 percent) were between 50 and 58 years of age.

Table 4.8--Distribution of Supervisors by Age.

| Age (in years) | Frequency | Percent |
|---|---|---|
| 28 - 39 | 5 | 22.7 |
| 40 - 49 | 10 | 45.5 |
| 50 - 58 | 7 | 31.8 |
| Total | 22 | 100.0 |

Table 4.9 shows the distribution of supervisors by their highest degree of

education. As shown in the table, 19 supervisors (86.4 percent) had a baccalaureate

degree and 3 supervisors (13.6 percent) had a master's degree.

Table 4.9--Distribution of Supervisors by Degree of Education.

| Degree of education | Frequency | Percent |
|---|---|---|
| Baccalaureate | 19 | 86.4 |
| Masters | 3 | 13.6 |
| Total | 22 | 100.0 |

Nationality of the supervisors is shown in Table 4.10. The table indicates that 16 supervisors (72.7 percent) were Saudis and 6 supervisors (27.3 percent) were Egyptians.

Table 4.10--Distribution of Supervisors by Nationality.

| Nationality | Frequency | Percent |
|---|---|---|
| Saudi | 16 | 72.7 |
| Egyptian | 6 | 27.3 |
| Total | 22 | 100.0 |

Years of experience as physical education supervisors are shown in Table 4.11. The lowest number of years of experience was one and the most experience was 37 years. The table shows that 8 supervisors (36.4 percent) had 1 to 5 years of experience, 6 supervisors (27.2 percent) had 6 to 10 years of experience, and 8 supervisors (36.4 percent) had 11 to 37 years of experience.

Table 4.11--Distribution of Supervisors by Years of Experience.

| Years of experience | Frequency | Percent |
|---------------------|-----------|---------|
| 1 - 5 | 8 | 36.4 |
| 6 - 10 | 6 | 27.2 |
| 11 - 37 | 8 | 36.4 |
| Total | 22 | 100.0 |

Table 4.12 shows the supervisors' work locations. Three supervisors (13.6 percent) were in Makkah, 5 supervisors (22.7 percent) were in Jeddah, 4 supervisors (18.2 percent) were in Taif, 2 supervisors (9.1 percent) were in Baha, and 8 supervisors (36.4 percent) were in Riyadh, Abha, Al-Qunfodah, and Al-Makwah, where they work with 12 graduates in their cities.

Table 4.12--Distribution of Supervisors by Work Location.

| Work location | Frequency | Percent |
|---------------|-----------|---------|
| Makkah | 3 | 13.6 |
| Jeddah | 5 | 22.7 |
| Taif | 4 | 18.2 |
| Baha | 2 | 9.1 |
| Other | 8 | 36.4 |
| Total | 22 | 100.0 |

Demographic Characteristics of Faculty Members
in the Physical Education Department

The Department of Physical Education at Umm Al-Qura University has 15 faculty members. Their ages varied from 35 to 52 years. Table 4.13 shows the

Table 4.13--Distribution of Department Faculty Members by Age.

| Age (in years) | Frequency | Percent |
|---|---|---|
| 35 - 40 | 6 | 40.0 |
| 41 - 45 | 5 | 33.3 |
| 46 - 52 | 4 | 26.7 |
| Total | 15 | 100.0 |

distribution of faculty members by age. The table indicates that 6 faculty members (40.0 percent) are between the ages of 35 and 40, 5 faculty members (33.3 percent) are between 41 and 45, and 4 faculty members (26.7 percent) are between 46 and 52 years of age.

Table 4.14 shows the distribution of faculty members by education degree. The table shows that 7 faculty members (46.7 percent) had a master's degree and 8 faculty members (53.3 percent) had a doctoral degree.

Table 4.14--Distribution of Department Faculty Members by Education Degree Earned.

| Degree of education | Frequency | Percent |
|---|---|---|
| Masters | 7 | 46.7 |
| Doctoral | 8 | 53.3 |
| Total | 15 | 100.0 |

Academic rank of the faculty members in the department is shown in Table 4.15. Six faculty members (40.0 percent) were lecturers, 6 (40.0 percent) were assistant professors, and 3 (20.0 percent) were associate professors in the department.

Table 4.15--Distribution of Department Faculty Members by Academic Rank.

| Academic rank | Frequency | Percent |
|---|---|---|
| Lecturer | 6 | 40.0 |
| Assistant professor | 6 | 40.0 |
| Associate professor | 3 | 20.0 |
| Total | 15 | 100.0 |

The nationality of the faculty members is shown in Table 4.16, which indicates that 9 faculty members (60.0 percent) were Saudis and 6 (40.0 percent) were Egyptians.

Table 4.16--Distribution of Department Faculty Members by Nationality.

| Nationality | Frequency | Percent |
|---|---|---|
| Saudi | 9 | 60.0 |
| Non-Saudi | 6 | 40.0 |
| Total | 15 | 100.0 |

Table 4.17 shows the distribution of faculty members by length of time teaching in the department, which varied from 2 to 13 years. The table shows that 7 faculty members (46.7 percent) had been teaching in the department for 1 to 3 years, 3 (20.0 percent) had been teaching for 4 to 6 years, and 5 (33.3 percent) had been teaching in the department for 7 to 13 years.

Table 4.17--Distribution of Faculty Members by Length of Time Teaching in the Department.

| Length of time teaching (years) | Frequency | Percent |
|---|---|---|
| 1 - 3 | 7 | 46.7 |
| 4 - 6 | 3 | 20.0 |
| 7 - 13 | 5 | 33.3 |
| Total | 15 | 100.0 |

## Presentation of Research Findings

The research findings related to the 15 research questions are presented in the remaining text of this chapter. Each research question is restated and then the research findings related the research question are presented.

Research Question 1: How do the 1979-1990 graduates evaluate the professional preparation courses they studied?

Respondents were presented with 34 professional preparation courses that they studied in their department. For each of the stated courses, respondents who had taken the course were asked to indicate the level of importance of the course on a four-point Likert-type scale:

(1) very unimportant (VU)

(2) unimportant (U)

(3) important (I)

(4) very important (VI).

The percentage of responses in each category (VU, U, I, VI) and the mean ratings and standard deviations of the responses were computed for each professional preparation course. A high mean rating near 4.00 indicates that the course was perceived to be very important and a low mean rating near 1.00 indicates that the course was perceived to be very unimportant. Specifically, the mean ratings for Research Question 1 were interpreted as follows:

1.00 - 1.49 = very unimportant

1.50 - 2.49 = unimportant

2.50 - 3.49 = important

3.50 - 4.00 = very important.

Based on these mean ratings, the 34 professional preparation courses were ranked in order of magnitude of the mean, such that the course with the highest mean rating ranked first and the course with the lowest mean rating ranked thirty-fourth.

Table 4.18 presents the percentages of responses to each response category, the mean rating, and rank for each of the 34 professional preparation courses. From Table 4.18 it is seen that the mean ratings of all courses were greater than 2.50. With these mean importance ratings, it is shown that respondents perceived 34 professional preparation courses as either important or very important to their work in the field. The highest mean ratings were observed for the following professional preparation courses: **First Aid for Athletic Injuries** (mean = 3.939, rank = 1); **Exercises** (mean = 3.939, rank = 1); **Physical Fitness** (mean = 3.864, rank = 3; **Physical Education Teaching Methods I** (mean = 3.864, rank = 3); **Physical Education Teaching Methods II** (mean = 3.850, rank = 5); **Track and Field** (mean

Table 4.18--Respondents' Ratings of the Importance of the Professional Preparation Courses in Preparing Physical Education Teachers.

| Item # | Course | Rating (Percentage) | | | | Mean* | S.D. | Rank |
|---|---|---|---|---|---|---|---|---|
| | | VU | U | I | VI | | | |
| 6 | First Aid for Athletic Injuries | 0.0 | 0.0 | 6.1 | 93.9 | 3.939 | 0.239 | 1 |
| 22 | Exercises | 0.0 | 0.0 | 6.1 | 93.9 | 3.939 | 0.240 | 1 |
| 20 | Physical Education Teaching Methods (I) | 0.0 | 1.4 | 10.7 | 87.9 | 3.864 | 0.382 | 3 |
| 25 | Physical Fitness | 0.5 | 0.5 | 11.2 | 87.9 | 3.864 | 0.394 | 3 |
| 21 | Physical Education Teaching Methods (II) | 0.0 | 2.3 | 10.3 | 87.3 | 3.850 | 0.419 | 5 |
| 24 | Track and Field | 0.9 | 0.5 | 13.6 | 85.0 | 3.827 | 0.458 | 6 |
| 2 | Functional and Descriptive Anatomy | 0.0 | 2.3 | 15.0 | 82.7 | 3.804 | 0.453 | 7 |
| 28 | Handball | 0.5 | 0.9 | 19.6 | 79.0 | 3.771 | 0.474 | 8 |
| 27 | Volleyball | 0.0 | 1.9 | 19.6 | 78.5 | 3.766 | 0.466 | 9 |
| 23 | Gymnastics | 0.5 | 1.9 | 21.0 | 76.6 | 3.738 | 0.510 | 10 |
| 3 | Exercise Physiology (I) | 0.0 | 2.3 | 22.9 | 74.8 | 3.724 | 0.498 | 11 |
| 29 | Basketball | 0.5 | 1.4 | 23.4 | 74.8 | 3.724 | 0.507 | 11 |
| 13 | Organization & Administration in Physical Education | 0.9 | 0.9 | 23.6 | 74.5 | 3.717 | 0.529 | 13 |
| 26 | Soccer | 0.9 | 1.9 | 22.4 | 74.8 | 3.710 | 0.548 | 14 |
| 5 | Exercise Physiology (II) | 0.0 | 3.3 | 23.0 | 73.7 | 3.704 | 0.525 | 15 |
| 33 | Introduction to Physical Therapy | 0.0 | 3.3 | 25.0 | 70.7 | 3.675 | 0.536 | 16 |
| 15 | Sport Psychology | 1.1 | 1.6 | 31.2 | 66.1 | 3.624 | 0.577 | 17 |
| 11 | Evaluation, Tests and Measurements in Physical Education | 1.9 | 4.2 | 25.2 | 68.7 | 3.607 | 0.661 | 18 |
| 10 | Fundamentals of Training | 1.4 | 1.9 | 33.2 | 63.6 | 3.589 | 0.604 | 19 |
| 7 | Camping & Outdoor Activities | 0.9 | 3.8 | 32.4 | 62.9 | 3.573 | 0.615 | 20 |

Table 4.18, continued

| Item # | Course | Rating (Percentage) | | | | Mean* | S.D. | Rank |
|---|---|---|---|---|---|---|---|---|
| | | VU | U | I | VI | | | |
| 17 | School Health Education | 0.0 | 6.1 | 35.4 | 58.5 | 3.524 | 0.611 | 21 |
| 8 | Motor Learning | 1.0 | 4.3 | 38.1 | 56.7 | 3.505 | 0.628 | 22 |
| 30 | Tabletennis | 2.2 | 6.6 | 32.2 | 59.0 | 3.481 | 0.717 | 23 |
| 4 | Sports Facilities Planning and Construction | 3.7 | 8.4 | 36.9 | 50.9 | 3.350 | 0.789 | 24 |
| 9 | Physical Education Programs | 1.9 | 7.0 | 47.7 | 43.5 | 3.327 | 0.689 | 25 |
| 18 | Recreational Education | 1.9 | 8.7 | 47.8 | 41.5 | 3.290 | 0.706 | 26 |
| 1 | History of Physical Education | 6.1 | 12.7 | 44.6 | 36.6 | 3.117 | 0.852 | 27 |
| 12 | Biomechanics | 5.1 | 14.0 | 45.3 | 35.5 | 3.112 | 0.832 | 28 |
| 32 | Sport Media and Public Relations | 5.6 | 18.3 | 35.7 | 40.5 | 3.111 | 0.896 | 29 |
| 19 | Principles of Physical Education | 3.3 | 13.7 | 51.7 | 31.3 | 3.109 | 0.757 | 30 |
| 31 | Sport Sociology | 4.4 | 17.6 | 47.8 | 30.1 | 3.037 | 0.811 | 31 |
| 34 | Physical Education for the Disabled | 6.8 | 24.3 | 35.9 | 33.0 | 2.951 | 0.922 | 32 |
| 14 | Youth Welfare in Saudi Arabia | 6.8 | 25.9 | 45.9 | 21.5 | 2.820 | 0.847 | 33 |
| 16 | Applied Physics | 9.1 | 37.8 | 34.0 | 19.1 | 2.632 | 0.895 | 34 |

(VU) very unimportant   = 1        *1.00-1.49 = very unimportant
(U)  unimportant         = 2         1.50-2.49 = unimportant
(I)  important           = 3         2.50-3.49 = important
(VI) very important      = 4         3.50-4.00 = very important

= 3.827, rank = 6); **Functional and Descriptive Anatomy** (mean = 3.804, rank = 7); **Handball** (mean = 3.771, rank = 8); **Volleyball** (mean = 3.766, rank = 9); and **Gymnastics** (mean = 3.738, mean = 10).

The lowest three mean importance ratings were observed for the following professional preparation courses: **Applied Physics** (mean = 2.632, rank = 34); **Youth Welfare in Saudi Arabia** (mean = 2.820, rank = 33); and **Physical Education for the Disabled** (mean = 2.951, rank = 32). Based on the interpretation of the mean ratings, among the 34 courses, 22 were perceived as being very important and 12 were perceived as being important to the work of the respondents.

Research Question 2: How do the 1979-1990 graduates evaluate their preparation in teaching skills?

Research Question 2 was concerned with the extent to which the physical education program prepared teachers (respondents) for teaching certain skills. Thirteen possible skill categories were presented to the respondents. Respondents were asked to indicate the level of preparation they received in each of the teaching skill areas using a five-point Likert-type scale:

(1) poor

(2) fair

(3) average

(4) good

(5) excellent.

The percentage of responses for each skill level (poor, fair, average, good, excellent), and the mean rating and standard deviation of the responses were computed for each

skill area. The mean ratings consist of possible values ranging from 1.00 to 5.00, with a low mean near 1.00 indicating poor preparation in the skill and a high mean near 5.00 indicating excellent preparation in the skill. Specifically, the mean ratings between these two extreme values were interpreted as follows:

1.00 - 1.49 = poor

1.50 - 2.49 = fair

2.50 - 3.49 = average

3.50 - 4.49 = good

4.50 - 5.00 = excellent.

Preparation for the 13 teaching skills was ranked in order of magnitude of the means, such that the skill with the highest mean rating ranked first and the skill with the lowest mean rating ranked thirteenth.

Table 4.19 shows the percentages of responses for each response category, the mean rating, the standard deviation, and the rank for each of the 13 teaching skills. As shown in Table 4.19, the mean ratings ranged from a low value of 2.682 to a high value of 3.911. According to the interpretation of the mean rating, no teaching skill was observed in the <u>excellent</u> category. The teaching skills categories which were observed in the <u>good</u> category (3.50-4.49) were: **Managing time and making worthy use of it during the class** (mean = 3.911, rank = 1); **Ability to make good use of facilities and equipment** (mean = 3.776, rank = 2); **Handling discipline problems in and outside of the class** (mean = 3.654, rank = 3); **Motivating students who seem disinterested** (mean = 3.589, rank = 4); **Working with students of different ability** (mean = 3.565, rank = 5); and **Constructing an appropriate lesson plan** (mean =

Table 4.19--Respondents' Ratings of the Extent to which the Physical Education Program Prepared Teachers in Various Teaching Skills.

| Item # | Teaching Skill | Rating (Percentage) | | | | | Mean* | SD | Rank |
|---|---|---|---|---|---|---|---|---|---|
| | | Poor | Fair | Ave. | Good | Exc. | | | |
| 4 | Managing time and making worthy use of it during the class. | 1.9 | 7.9 | 17.8 | 42.1 | 30.4 | 3.911 | 0.982 | 1 |
| 8 | Ability to make good use of facilities and equipment. | 5.1 | 11.7 | 14.5 | 37.9 | 30.8 | 3.776 | 1.157 | 2 |
| 12 | Handling discipline problems in and outside of the class. | 8.4 | 8.9 | 16.8 | 40.7 | 25.2 | 3.654 | 1.192 | 3 |
| 10 | Motivating students who seem disinterested. | 7.9 | 11.7 | 18.7 | 36.9 | 24.8 | 3.589 | 1.206 | 4 |
| 9 | Working with student of different ability. | 7.5 | 8.9 | 24.3 | 38.3 | 21.0 | 3.565 | 1.140 | 5 |
| 1 | Constructing an appropriate lesson plan. | 7.0 | 12.6 | 19.6 | 39.3 | 21.5 | 3.556 | 1.164 | 6 |
| 5 | Ability to use a wide variety of instructional strategies. | 7.0 | 13.1 | 29.0 | 35.5 | 15.4 | 3.393 | 1.111 | 7 |
| 6 | Ability to use a wide variety of instructional materials. | 7.5 | 13.1 | 28.0 | 36.0 | 15.4 | 3.388 | 1.123 | 8 |
| 11 | Designing and implementing extracurricular activities. | 14.0 | 14.0 | 18.2 | 30.8 | 22.9 | 3.346 | 1.347 | 9 |
| 3 | Ability to provide appropriate instructional activities to accomplish goals and objectives. | 7.9 | 15.9 | 26.2 | 36.9 | 13.1 | 3.313 | 1.130 | 10 |
| 2 | Ability to formulate instructional goals and objectives. | 8.9 | 14.0 | 33.2 | 32.2 | 11.7 | 3.238 | 1.111 | 11 |
| 7 | Ability to collect and interpret information regarding student needs and achievement. | 17.3 | 23.8 | 23.8 | 25.2 | 9.8 | 2.864 | 1.250 | 12 |
| 13 | Constructing integrated curriculum (K-12). | 29.4 | 18.7 | 18.2 | 21.5 | 12.1 | 2.682 | 1.405 | 13 |

| poor | = 1 | | *1.00 - 1.49 = | poor |
|---|---|---|---|---|
| fair | = 2 | | 1.50 - 2.49 = | fair |
| ave. = average | = 3 | | 2.50 - 3.49 = | average |
| good | = 4 | | 3.50 - 4.49 = | good |
| exc. = excellent | = 5 | | 4.50 - 5.00 = | excellent |

3.556, rank = 6). The lowest mean ratings were observed for the following teaching skills: **Constructing integrated curriculum (K-12)** (mean = 2.682, rank = 13); **Ability to collect and interpret information regarding student needs and achievement** (mean = 2.864, rank = 12); and **Ability to formulate instructional goals and objectives** (mean = 3.238, rank = 11). Based on the interpretation of the mean ratings, six teaching skills were observed in the good category, seven skills were observed in the average category, and no teaching skills were observed in the poor, fair, or excellent categories.

Research Question 3: How do the 1979-1990 graduates evaluate their satisfaction with their student teaching?

Six statements expressing various aspects of student teaching practice were presented to the respondents. To each of the statements, respondents were asked to indicate their level of satisfaction for both the elementary and the intermediate and/or secondary school level on a five-point Likert-type scale:

(1) very unsatisfactory (VU)

(2) unsatisfactory (U)

(3) moderately satisfactory (MS)

(4) satisfactory (S)

(5) very satisfactory (VS)

Percentages of responses to each response category (VU, U, MS, S, VS), and the mean and standard deviation of the responses were computed for each of the six statements expressing various aspects of student teaching practice for the elementary and the intermediate and/or secondary school level. Means computed from this

five-point Likert-type scale could range from a possible low value of 1.00 to a possible high value of 5.00. As was the case for the previous research question, a low mean near 1.00 indicates extreme dissatisfaction, while a high mean near 5.00 indicates extremely high satisfaction. In order to describe the levels of satisfaction for the six statements expressing various aspects of student teaching practice, mean ratings for Research Question 3 were interpreted as follows:

> 1.00 - 1.49 = very unsatisfactory
>
> 1.50 - 2.49 = unsatisfactory
>
> 2.50 - 3.49 = moderately satisfactory
>
> 3.50 - 4.49 = satisfactory
>
> 4.50 - 5.00 = very satisfactory.

The six statements expressing various aspects of student teaching practice were also ranked separately for both school levels according to the magnitude of the mean ratings from the most to the least satisfactory.

Tables 4.20 and 4.21 present the percentages of responses to each response category, the mean rating, the standard deviation, and rank for each of the six statements expressing various aspects of student teaching practice both elementary and intermediate and/or secondary schools, respectively.

From Table 4.20 it is seen that the mean ratings for elementary schools ranged from a low value of 3.159 to a high value of 4.276. No statement of the aspects of student teaching practice was observed in the very satisfactory (4.50- 5.00), unsatisfactory (1.50-2.49), or very unsatisfactory (1.00-1.49) categories. For the elementary school level, the only statement of aspects of the student teaching

Table 4.20--Respondents' Ratings of Satisfaction Levels of Aspects of Student Teaching Practice in Elementary Schools.

| Item # | Student Teaching Practice - Elementary School | Rating (Percentage) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | VU | U | MS | S | VS | Mean* | SD | Rank |
| 3 | How do you evaluate the student teaching practice's effectiveness in developing your teaching ability? | 1.4 | 1.9 | 13.6 | 34.1 | 49.1 | 4.276 | 0.869 | 1 |
| 1 | In general, how do you evaluate your student teaching practice? | 2.3 | 6.1 | 14.0 | 50.9 | 26.6 | 3.935 | 0.927 | 2 |
| 4 | How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching? | 3.3 | 9.3 | 25.7 | 28.0 | 33.6 | 3.794 | 1.107 | 3 |
| 2 | What is your evaluation of the assistance you received from the department supervisor during your student teaching practice? | 5.1 | 7.0 | 21.0 | 39.3 | 27.6 | 3.771 | 1.087 | 4 |
| 5 | How do you evaluate your overall satisfaction with the physical education teacher where your practiced your student teaching? | 4.2 | 13.1 | 22.4 | 35.5 | 24.8 | 3.636 | 1.117 | 5 |
| 6 | How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching? | 15.4 | 18.7 | 19.6 | 27.1 | 19.2 | 3.159 | 1.351 | 6 |

| (VU) very unsatisfactory | = 1 | *1.00 - 1.49 = | very unsatisfactory |
|---|---|---|---|
| (U) unsatisfactory | = 2 | 1.50 - 2.49 = | unsatisfactory |
| (MS) moderately unsatisfactory | = 3 | 2.50 - 3.49 = | moderately unsatisfactory |
| (S) satisfactory | = 4 | 3.50 - 4.49 = | satisfactory |
| (VS) very satisfactory | = 5 | 4.50 - 5.00 = | very satisfactory |

Table 4.21--Respondents' Ratings of Satisfaction Levels of Aspects of Student Teaching Practice in Intermediate and/or Secondary Schools.

| Item # | Student Teaching Practice - Secondary School | Rating (Percentage) | | | | | Mean* | SD | Rank |
|---|---|---|---|---|---|---|---|---|---|
| | | VU | U | MS | S | VS | | | |
| 3 | How do you evaluate the student teaching practice's effectiveness in developing your teaching ability? | 0.5 | 2.8 | 8.9 | 33.6 | 54.2 | 4.383 | 0.801 | 1 |
| 1 | In general, how do you evaluate your student teaching practice? | 0.5 | 4.2 | 17.3 | 43.9 | 34.1 | 4.070 | 0.850 | 2 |
| 4 | How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching? | 1.9 | 7.9 | 21.0 | 34.6 | 34.6 | 3.921 | 1.020 | 3 |
| 2 | What is your evaluation of the assistance you received from the department supervisor during your student teaching practice? | 3.3 | 5.6 | 21.0 | 38.3 | 31.8 | 3.897 | 1.020 | 4 |
| 5 | How do you evaluate your overall satisfaction with the physical education teacher where your practiced your student teaching? | 3.7 | 12.1 | 22.4 | 33.2 | 28.5 | 3.706 | 1.118 | 5 |
| 6 | How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching? | 8.4 | 15.9 | 22.0 | 25.7 | 28.0 | 3.491 | 1.281 | 6 |

(VU) very unsatisfactory         = 1        *1.00 - 1.49 =    very unsatisfactory
(U)  unsatisfactory              = 2         1.50 - 2.49 =    unsatisfactory
(MS) moderately unsatisfactory   = 3         2.50 - 3.49 =    moderately unsatisfactory
(S)  satisfactory                = 4         3.50 - 4.49 =    satisfactory
(VS) very satisfactory           = 5         4.50 - 5.00 =    very satisfactory

practice which was observed in the moderately satisfactory category was: **How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching?** (mean = 3.159, rank = 6). All other statements of aspects of student teaching practice for the elementary school level were observed in the satisfactory category.

From Table 4.21 it is seen that the mean ratings for intermediate and/or secondary schools ranged from a low value of 3.491 to a high value of 4.383. As was the case for elementary schools, no statement of the aspects of student teaching practice was observed in the very satisfactory (4.50-5.00), unsatisfactory (1.50-2.49), or very unsatisfactory (1.00-1.49) categories. For the intermediate and/or secondary school level also, only one statement of aspects of the student teaching practice was observed in the moderately satisfactory (2.50- 3.49) category. That statement was: **How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching?** (mean = 3.491, rank = 6). All other statements of aspects of student teaching practice for the intermediate and/or secondary school were observed in the satisfactory (3.50-4.49) category.

Research Question 4: How serious do the 1979-1990 graduates consider problems facing the program?

Eight statements expressing areas of possible problems facing the program were presented to the respondents. To each of the stated areas, respondents were asked to indicate on a five-point Likert-type scale the extent to which they agreed or disagreed that the expressed area represented a serious problem facing the physical education department:

(1) strongly disagree (SD)

(2) disagree (D)

(3) undecided (U)

(4) agree (A)

(5) strongly agree (SA)

Percentages of responses to each response category (SD, D, U, A, SA), and the mean and standard deviation of the responses were computed for each problem area. Such a five-point Likert-type scale could yield means ranging from the lowest possible value of 1.00 to the highest possible value of 5.00. A low mean near 1.00 indicates strong disagreement and a high mean near 5.00 indicates strong agreement with the statement of the problem area.

In order to be consistent with the previous two research questions, the mean agreement ratings were interpreted as follows:

1.00 - 1.49 = strongly agree

1.50 - 2.49 = disagree

2.50 - 3.49 = undecided

3.50 - 4.49 = agree

4.50 - 5.00 = strongly agree.

The eight statements expressing areas of problems in the student teaching practice were ranked according to the magnitude of the mean ratings, from strongest agreement to strongest disagreement.

Table 4.22 presents the percentages of responses to each response category, the mean rating, the standard deviation, and rank for each of the eight statements

Table 4.22--Respondents' Ratings of Statements of Problem Areas Facing the Physical Education Department.

| Item # | Statement of Problem Area | Rating (Percentage) | | | | | | | |
| | | SD | D | U | A | SA | Mean* | SD | Rank |
|---|---|---|---|---|---|---|---|---|---|
| 6 | Opening of graduate studies in different fields in physical education. | 4.2 | 2.8 | 5.6 | 15.4 | 72.0 | 4.481 | 1.020 | 1 |
| 7 | Establishing in-service training programs to update the graduates and develop their teaching and professional competencies. | 3.7 | 2.3 | 7.5 | 36.4 | 50.0 | 4.266 | 0.969 | 2 |
| 4 | Establishing and enhancing a special library in the department to correct the severe shortage of books and periodicals in physical education at the main library. | 5.1 | 6.5 | 7.9 | 38.8 | 41.6 | 4.051 | 1.106 | 3 |
| 8 | Consistency between the goals of physical education of schools and the preparation of teachers at the department. | 5.1 | 5.6 | 5.6 | 46.7 | 36.9 | 4.047 | 1.056 | 4 |
| 5 | Availability of texts and course packages. | 3.7 | 12.1 | 9.34 | 36.9 | 37.9 | 3.930 | 1.138 | 5 |
| 3 | Existence and maintenance of facilities, laboratories and equipment. | 5.6 | 12.6 | 6.1 | 44.4 | 31.3 | 3.832 | 1.167 | 6 |
| 1 | The university administration's understanding of the genuine importance of the department and, hence, their support of it. | 8.4 | 12.6 | 12.1 | 34.1 | 32.7 | 3.701 | 1.276 | 7 |
| 2 | The competency and efficiency of department faculty members. | 7.5 | 10.3 | 17.8 | 42.1 | 22.4 | 3.617 | 1.160 | 8 |

(SD) strongly disagree = 1
(D) disagree = 2
(U) undecided = 3
(A) agree = 4
(SA) strongly agree = 5

*1.00 - 1.49 = strongly disagree
1.50 - 2.49 = disagree
2.50 - 3.49 = undecided
3.50 - 4.49 = agree
4.50 - 5.00 = strongly agree

expressing the areas of problems facing the department. From Table 4.22 is it seen that the mean ratings ranged from a low value of 3.617 to a high value of 4.481. According to the interpretation of the mean ratings, it is evident that respondents agreed (3.50-4.49) that all eight statements of problem areas were serious problems facing the physical education department. The highest mean ratings were observed for the following statements of the problem areas: **Opening of graduate studies in different fields in physical education** (mean = 4.481, rank = 1); **Establishing in-service training programs to update the graduates and develop their teaching and professional competencies** (mean = 4.266, rank = 2); and **Establishing and enhancing a special library in the department to correct the severe shortage of books and periodicals in physical education at the main library** (mean = 4.051, rank = 3). The lowest mean rating was in the problem area of: **The competency and efficiency of department faculty members** (mean = 3.617, rank = 8).

Research Question 5: Do the graduates' evaluations of the importance of the professional preparation courses vary with certain demographic characteristics (e.g., grade-point average, years of experience, school level, and school location)?

Four respondent demographic characteristics were used in the analysis of Research Question 5. These demographic characteristics were grade-point average (G.P.A.), years of experience, school level, and school location. The four demographic variables were coded as follows:

G.P.A. :      (1)  1.95 - 2.50

(2)  2.51 - 3.00

(3)  3.01 - 3.50

(4) 3.51 - 4.00

Years of experience: (1) up to 2 years

(2) 2 - 7 years

(3) more than 7 years

School level: (1) elementary

(2) intermediate

(3) secondary

School location: (1) Makkah

(2) Jeddah

(3) Taif

(4) Baha

(5) other cities

A chi-square test of statistical significance was used to determine whether or not statistically significant relationships exist between respondents' perceptions of the importance of professional preparation courses and the four demographic characteristics. Table 4.23 shows the chi-square values and their corresponding observed significance level for the relationship between perception of importance of the professional preparation courses and the respondents' grade-point average (G.P.A.).

From Table 4.23 it is shown that statistically significant relationships were observed between respondents' G.P.A. and their perceptions of the level of importance of: **Evaluation, Tests and Measurement in Physical Education** ($X^2$ = 24.81, p < 0.05); **Organization and Administration in Physical Education** ($X^2$ =

Table 4.23--Chi-Square Results for the Relationship Between Respondents' Perceptions of the Importance of Courses and Their Grade-Point Average (G.P.A.).

| Course | Chi-Square Value | df | P-Value |
|---|---|---|---|
| History of Physical Education | 10.02 | 9 | 0.349 |
| Functional and Descriptive Anatomy | 4.17 | 6 | 0.654 |
| Exercise Physiology (I) | 4.24 | 6 | 0.645 |
| Sports Facilities Planning and Construction | 3.12 | 9 | 0.959 |
| Exercise Physiology (II) | 3.97 | 6 | 0.681 |
| First Aid for Athletic Injuries | 0.56 | 3 | 0.906 |
| Camping & Outdoor Activities | 14.14 | 9 | 0.118 |
| Motor Learning | 4.08 | 9 | 0.906 |
| Physical Education Programs | 11.48 | 9 | 0.244 |
| Fundamentals of Training | 9.44 | 9 | 0.398 |
| Evaluation, Tests and Measurements in Physical Education | 24.81 | 9 | 0.003* |
| Biomechanics | 4.06 | 9 | 0.907 |
| Organization and Administration in Physical Education | 28.53 | 9 | 0.001* |
| Youth Welfare in Saudi Arabia | 17.11 | 9 | 0.047* |
| Sport Psychology | 5.75 | 9 | 0.765 |
| Applied Physics | 4.30 | 9 | 0.890 |
| School Health Education | 6.83 | 6 | 0.336 |
| Recreational Education | 17.12 | 9 | 0.047* |
| Principles of Physical Education | 6.10 | 9 | 0.730 |
| Physical Education Teaching Methods (I) | 1.81 | 6 | 0.937 |
| Physical Education Teaching Methods (II) | 2.41 | 6 | 0.878 |
| Exercises | 2.77 | 3 | 0.428 |
| Gymnastics | 6.10 | 9 | 0.730 |
| Track and Field | 6.92 | 9 | 0.645 |
| Physical Fitness | 7.39 | 9 | 0.596 |

Table 4.23, continued

| Course | Chi-Square Value | df | P-Value |
|---|---|---|---|
| Soccer | 2.04 | 9 | 0.991 |
| Volleyball | 3.05 | 6 | 0.803 |
| Handball | 5.76 | 9 | 0.763 |
| Basketball | 9.21 | 9 | 0.418 |
| Tabletennis | 5.79 | 9 | 0.760 |
| Sport Sociology | 7.68 | 9 | 0.567 |
| Sport Media and Public Relations | 6.26 | 9 | 0.714 |
| Introduction to Physical Therapy | 6.69 | 6 | 0.351 |
| Physical Education for the Disabled | 15.51 | 9 | 0.078 |

* significant at the 0.05 level

28.53, p < 0.05); **Youth Welfare in Saudi Arabia** ($X^2$ = 17.11, p < 0.05); and **Recreational Education** ($X^2$ = 17.12, p < 0.05). Careful examination of the cell frequencies revealed that respondents who had a high G.P.A. (3.00 or higher) perceived the four courses as less important than those respondents with a lower G.P.A. (less than 3.00).

Table 4.24 shows the chi-square values, their corresponding observed significance level for the relationship between respondents' perceptions of the importance of the professional preparation courses and the respondents' years of experience. From Table 4.24 it is seen that a statistically significant relationship was observed between the respondents' perception of the importance of **Introduction to Physical Therapy** and the respondents' years of experience ($X^2$ = 10.22, p < 0.05). Examination of the cell frequencies revealed that respondents with no more than

Table 4.24--Chi-Square Results for the Relationship Between Respondents' Perceptions of the Importance of Courses and Their Years of Experience.

| Course | Chi-Square Value | df | P-Value |
|---|---|---|---|
| History of Physical Education | 8.05 | 6 | 0.235 |
| Functional and Descriptive Anatomy | 8.53 | 4 | 0.074 |
| Exercise Physiology (I) | 7.68 | 4 | 0.104 |
| Sports Facilities Planning and Construction | 11.83 | 6 | 0.066 |
| Exercise Physiology (II) | 6.91 | 4 | 0.141 |
| First Aid for Athletic Injuries | 4.32 | 2 | 0.116 |
| Camping & Outdoor Activities | 1.37 | 6 | 0.967 |
| Motor Learning | 6.28 | 6 | 0.393 |
| Physical Education Programs | 9.15 | 6 | 0.166 |
| Fundamentals of Training | 9.83 | 6 | 0.132 |
| Evaluation, Tests and Measurements in Physical Education | 5.38 | 6 | 0.496 |
| Biomechanics | 5.57 | 6 | 0.473 |
| Organization and Administration in Physical Education | 5.58 | 6 | 0.472 |
| Youth Welfare in Saudi Arabia | 6.58 | 6 | 0.362 |
| Sport Psychology | 7.35 | 6 | 0.290 |
| Applied Physics | 3.14 | 6 | 0.791 |
| School Health Education | 5.13 | 4 | 0.274 |
| Recreational Education | 0.51 | 6 | 0.998 |
| Principles of Physical Education | 8.37 | 6 | 0.212 |
| Physical Education Teaching Methods (I) | 6.59 | 6 | 0.159 |
| Physical Education Teaching Methods (II) | 5.44 | 4 | 0.245 |
| Exercises | 3.96 | 2 | 0.138 |
| Gymnastics | 6.96 | 6 | 0.324 |
| Track and Field | 8.96 | 6 | 0.176 |
| Physical Fitness | 5.88 | 6 | 0.437 |
| Soccer | 3.32 | 6 | 0.768 |

Table 4.24, continued

| Course | Chi-Square Value | df | P-Value |
|---|---|---|---|
| Volleyball | 2.94 | 4 | 0.568 |
| Handball | 6.75 | 6 | 0.345 |
| Basketball | 9.85 | 6 | 0.131 |
| Tabletennis | 0.81 | 6 | 0.992 |
| Sport Sociology | 4.81 | 6 | 0.569 |
| Sport Media and Public Relations | 0.72 | 6 | 0.994 |
| Introduction to Physical Therapy | 10.22 | 4 | 0.037* |
| Physical Education for the Disabled | 4.90 | 6 | 0.557 |

* significant at the 0.05 level

seven years of experience perceived this course to be more important than respondents with more than seven years of experience. No statistically significant relationships were observed between respondents' years of experience and their perceptions of the importance of the remaining 33 professional preparation courses.

Table 4.25 presents the chi-square results for the relationship between perceptions of importance of the professional preparation courses and the respondents' school level. From Table 4.25 it is seen that a statistically significant relationship was observed between the respondents' school level and their perception of the importance of **Sports Facilities Planning and Construction** ($X^2 = 12.59$, p < 0.05). Further scrutiny of the cell frequencies revealed that secondary school teachers perceived this course to be more important than either elementary or intermediate school teachers. No statistically significant relationships were observed

Table 4.25--Chi-Square Results for the Relationship Between Respondents'
Perceptions of the Importance of Courses and School Level.

| Course | Chi-Square Value | df | P-Value |
|---|---|---|---|
| History of Physical Education | 7.83 | 6 | 0.251 |
| Functional and Descriptive Anatomy | 5.37 | 4 | 0.251 |
| Exercise Physiology (I) | 3.13 | 4 | 0.536 |
| Sports Facilities Planning and Construction | 12.59 | 6 | 0.050* |
| Exercise Physiology (II) | 3.23 | 4 | 0.520 |
| First Aid for Athletic Injuries | 1.51 | 2 | 0.471 |
| Camping & Outdoor Activities | 4.19 | 6 | 0.651 |
| Motor Learning | 4.22 | 6 | 0.647 |
| Physical Education Programs | 6.61 | 6 | 0.358 |
| Fundamentals of Training | 1.70 | 6 | 0.945 |
| Evaluation, Tests and Measurements in Physical Education | 2.94 | 6 | 0.816 |
| Biomechanics | 4.84 | 6 | 0.565 |
| Organization and Administration in Physical Education | 4.64 | 6 | 0.591 |
| Youth Welfare in Saudi Arabia | 9.46 | 6 | 0.149 |
| Sport Psychology | 3.60 | 6 | 0.731 |
| Applied Physics | 7.51 | 6 | 0.276 |
| School Health Education | 1.87 | 4 | 0.760 |
| Recreational Education | 5.39 | 6 | 0.495 |
| Principles of Physical Education | 7.96 | 6 | 0.241 |
| Physical Education Teaching Methods (I) | 4.99 | 6 | 0.289 |
| Physical Education Teaching Methods (II) | 2.31 | 4 | 0.679 |
| Exercises | 5.51 | 2 | 0.064 |
| Gymnastics | 4.67 | 6 | 0.586 |
| Track and Field | 5.63 | 6 | 0.466 |
| Physical Fitness | 6.34 | 6 | 0.386 |
| Soccer | 4.49 | 6 | 0.610 |

Table 4.25, continued

| Course | Chi-Square Value | df | P-Value |
|---|---|---|---|
| Volleyball | 7.71 | 4 | 0.103 |
| Handball | 6.85 | 6 | 0.335 |
| Basketball | 7.48 | 6 | 0.279 |
| Tabletennis | 5.22 | 6 | 0.515 |
| Sport Sociology | 3.60 | 6 | 0.730 |
| Sport Media and Public Relations | 1.55 | 6 | 0.956 |
| Introduction to Physical Therapy | 0.73 | 4 | 0.947 |
| Physical Education for the Disabled | 9.78 | 6 | 0.134 |

* significant at the 0.05 level

school level and perceptions of the importance of the remaining 33 professional preparation courses.

Another demographic characteristic which was used in the analysis was the location of the school. Respondents represented mainly four cities in Saudi Arabia: Makkah, Jeddah, Taif, and Baha. Table 4.26 shows the chi-square results for the relationship between the location of the school and the respondents' perception of the importance of each of the 34 professional preparation courses.

The chi-square results in Table 4.26 show that statistically significant relationships were observed between the location of the school and the respondents' perceptions of the importance of: History of Physical Education ($X^2$ = 38.53, p < 0.05); Sports Facilities Planning and Construction ($X^2$ = 44.68, p < 0.05); Camping and Outdoor Activities ($X^2$ = 29.13, p < 0.05); Organization and Administration in Physical Education ($X^2$ = 22.39, p < 0.05); Youth Welfare in Saudi Arabia ($X^2$ =

Table 4.26--Chi-Square Results for the Relationship Between Respondents'
Perceptions of the Importance of Courses and School Location.

| Course | Chi-Square Value | df | P-Value |
|---|---|---|---|
| History of Physical Education | 38.53 | 12 | 0.000* |
| Functional and Descriptive Anatomy | 5.44 | 8 | 0.710 |
| Exercise Physiology (I) | 9.35 | 8 | 0.314 |
| Sports Facilities Planning and Construction | 44.68 | 12 | 0.000* |
| Exercise Physiology (II) | 10.42 | 8 | 0.237 |
| First Aid for Athletic Injuries | 2.67 | 4 | 0.614 |
| Camping & Outdoor Activities | 29.13 | 12 | 0.004* |
| Motor Learning | 9.64 | 12 | 0.647 |
| Physical Education Programs | 14.69 | 12 | 0.259 |
| Fundamentals of Training | 10.19 | 12 | 0.599 |
| Evaluation, Tests and Measurements in Physical Education | 12.89 | 12 | 0.377 |
| Biomechanics | 16.66 | 12 | 0.163 |
| Organization and Administration in Physical Education | 22.39 | 12 | 0.033* |
| Youth Welfare in Saudi Arabia | 26.00 | 12 | 0.011* |
| Sport Psychology | 18.25 | 12 | 0.108 |
| Applied Physics | 11.92 | 12 | 0.452 |
| School Health Education | 19.59 | 8 | 0.012* |
| Recreational Education | 22.38 | 12 | 0.034* |
| Principles of Physical Education | 15.74 | 12 | 0.204 |
| Physical Education Teaching Methods (I) | 5.82 | 8 | 0.667 |
| Physical Education Teaching Methods (II) | 9.29 | 4 | 0.318 |
| Exercises | 5.63 | 4 | 0.229 |
| Gymnastics | 18.58 | 12 | 0.099 |
| Track and Field | 22.86 | 12 | 0.029* |
| Physical Fitness | 10.62 | 12 | 0.562 |

Table 4.26, continued

| Course | Chi-Square Value | df | P-Value |
|---|---|---|---|
| Soccer | 21.84 | 12 | 0.039* |
| Volleyball | 20.35 | 8 | 0.009* |
| Handball | 23.40 | 12 | 0.025* |
| Basketball | 25.30 | 12 | 0.013* |
| Tabletennis | 13.75 | 12 | 0.317 |
| Sport Sociology | 11.18 | 12 | 0.514 |
| Sport Media and Public Relations | 19.29 | 12 | 0.082 |
| Introduction to Physical Therapy | 12.99 | 8 | 0.112 |
| Physical Education for the Disabled | 32.84 | 12 | 0.001* |

* significant at the 0.05 level

26.00, $p < 0.05$); **School Health Education** ($X^2 = 19.59$, $p < 0.05$); **Recreational Education** ($X^2 = 22.38$, $p < 0.05$); **Track and Field** ($X^2 = 22.86$, $p < 0.05$); **Soccer** ($X^2 = 21.84$, $p < 0.05$); **Volleyball** ($X^2 = 20.35$, $p < 0.05$); **Handball** ($X^2 = 23.40$, $p < 0.05$); **Basketball** ($X^2 = 25.30$, $p < 0.05$); and **Physical Education for the Disabled** ($X^2 = 32.84$, $p < 0.05$). No statistically significant relationships were observed at the 0.05 level between school location and the respondents' perceptions of the importance of the other 21 professional preparation courses.

In observing the cell frequencies where significant relationships were revealed, the following relationship patterns were identified:

(1)  Respondents from Makkah and Jeddah perceived **History of Physical Education, Sports Facilities Planning and Construction, School Health**

**Education,** and **Volleyball** to be less important than did respondents from Taif, Baha, and other areas.

(2) Respondents from schools in Baha and "other cities" perceived **Youth Welfare in Saudi Arabia** and **Recreational Education** to be less important than did respondents from schools in Makkah, Jeddah, and Taif.

(3) Respondents from schools in Taif and Baha perceived **Camping and Outdoor Activities, Organization and Administration in Physical Education, Physical Fitness, Track and Field, Soccer, Handball,** and **Tabletennis** to be more important than respondents from schools in the other three locations (Makkah, Jeddah, and "other cities").

A composite measure of the overall perceptions of the importance of all 34 professional preparation courses was computed by averaging responses over all 34 items. As a result, an interval scale measure of the importance of the professional preparation courses was created. One-way analysis of variance (ANOVA) was used to determine whether or not statistically significant differences exist in the perceptions of the importance of professional preparation courses among respondents with different demographic characteristics of grade-point average, years of experience, school level, and school location.

Table 4.27 presents the analysis of variance results for the differences in the overall perceptions of importance of professional preparation courses among level of the four respondent demographic characteristics. As Table 4.27 shows, no statistically significant differences in the overall perception of the importance of the

Table 4.27--One-Way Analysis of Variance Results for the Differences in the Overall Perception of the Importance of Professional Preparation Courses and the Respondents' G.P.A., Years of Experience, School Level, and School Location.

| Demographic characteristic | Levels | Mean | S.D. | F | P-Value |
|---|---|---|---|---|---|
| G.P.A. | 1.95 - 2.50 | 3.536 | 0.277 | | |
| | 2.51 - 3.00 | 3.534 | 0.311 | | |
| | 3.01 - 3.50 | 3.522 | 0.293 | 0.079 | 0.971 |
| | 3.51 - 4.00 | 3.488 | 0.178 | | |
| Years of Experience | 2 years or less | 3.535 | 0.248 | | |
| | 3 - 7 years | 3.511 | 0.319 | 0.338 | 0.713 |
| | 7 years or more | 3.550 | 0.300 | | |
| School level | Elementary | 3.541 | 0.276 | | |
| | Intermediate | 3.509 | 0.295 | 0.598 | 0.551 |
| | Secondary | 3.563 | 0.312 | | |
| School location | Makkah | 3.523 | 0.324 | | |
| | Jeddah | 3.478 | 0.287 | | |
| | Taif | 3.622 | 0.219 | | |
| | Baha | 3.586 | 0.213 | 1.817 | 0.126 |
| | Other | 3.435 | 0.359 | | |

professional preparation courses were found among the levels of all four respondent demographic characteristics.

Research Question 6:  Do the graduate's evaluations of their preparation in teaching skills vary with certain demographic characteristics (e.g., grade-point average, years of experience, school location)?

As was the case for Research Question 5, four demographic characteristics of grade-point average (G.P.A.), years of experience, school level, and school location were used in addressing Research Question 6.  A chi-square test was also used to determine whether or not statistically significant relationships existed between the respondents' perceptions of the extent of their preparation in each of the 13 physical education teaching skills and their grade-point average, years of experience, school level, and school location.

Table 4.28 presents the chi-square values, their corresponding observed significance level for the relationship between perceptions of the extent of preparation in the physical education teaching skills and the respondents' grade-point average.  Table 4.28 shows that no statistically significant relationship was observed between the perceptions of extent of preparation in the 13 teaching skills and the respondent's grade-point average.

Table 4.29 shows the chi-square results for the relationship between the respondents' perceptions of the extent of preparation in the 13 physical education teaching skills and respondents' years of experience.  From these results, it is shown that statistically significant relationships were observed at the 0.05 level between the respondents' years of experience and their perceptions on the extent of preparation

Table 4.28--Chi-Square Results for the Relationship Between Respondents'
Perceptions of the Extent of Preparation in 13 Physical Education
Teaching Skills and Respondents' Grade-Point Average (G.P.A.).

| Teaching Skill | Chi-Square Value | df | P-Value |
|---|---|---|---|
| Constructing an appropriate lesson plan | 10.06 | 12 | 0.611 |
| Ability to formulate instructional goals and objectives | 11.61 | 12 | 0.478 |
| Ability to provide appropriate instructional activities to accomplish goals and objectives | 5.94 | 12 | 0.919 |
| Managing time and making worthy use of it during the class | 19.82 | 12 | 0.071 |
| Ability to use a wide variety of instructional strategies | 11.51 | 12 | 0.486 |
| Ability to use a wide variety of instructional materials | 19.38 | 12 | 0.080 |
| Ability to collect and interpret information regarding student needs and achievement | 9.09 | 12 | 0.695 |
| Ability to make good use of facilities and equipment | 11.48 | 12 | 0.488 |
| Working with students of different ability | 7.99 | 12 | 0.786 |
| Motivating students who seem disinterested | 9.97 | 12 | 0.619 |
| Designing and implementing extracurricular activities | 6.68 | 12 | 0.878 |
| Handling discipline problems in and outside of the class | 12.39 | 12 | 0.415 |
| Constructing integrated curriculum (K-12) | 7.02 | 12 | 0.856 |

*significant at the 0.05 level

Table 4.29--Chi-Square Results for the Relationship Between Respondents'
Perceptions of the Extent of Preparation in 13 Physical Education
Teaching Skills and Respondents' Years of Experience.

| Teaching Skill | Chi-Square Value | df | P-Value |
|---|---|---|---|
| Constructing an appropriate lesson plan | 16.88 | 8 | 0.031* |
| Ability to formulate instructional goals and objectives | 11.59 | 8 | 0.171 |
| Ability to provide appropriate instructional activities to accomplish goals and objectives | 16.36 | 8 | 0.037* |
| Managing time and making worthy use of it during the class | 16.03 | 8 | 0.042* |
| Ability to use a wide variety of instructional strategies | 8.45 | 8 | 0.390 |
| Ability to use a wide variety of instructional materials | 3.57 | 8 | 0.894 |
| Ability to collect and interpret information regarding student needs and achievement | 8.41 | 8 | 0.395 |
| Ability to make good use of facilities and equipment | 12.93 | 8 | 0.114 |
| Working with students of different ability | 10.20 | 8 | 0.251 |
| Motivating students who seem disinterested | 5.95 | 8 | 0.653 |
| Designing and implementing extracurricular activities | 3.47 | 8 | 0.901 |
| Handling discipline problems in and outside of the class | 8.15 | 8 | 0.419 |
| Constructing integrated curriculum (K-12) | 6.04 | 8 | 0.642 |

*significant at the 0.05 level

in: **Constructing an appropriate lesson plan** ($X^2$ = 16.88, p < 0.05); **Ability to provide appropriate instructional activities to accomplish goals and objectives** ($X^2$ = 16.36, p < 0.05); and **Managing time and making worthy use of it during class** ($X^2$ = 16.03, p < 0.05). For these three physical education teaching skills, more respondents with experience of two years or less perceived the preparation in the courses to be good or excellent, while a larger proportion of respondents with 3 - 7, or 7 or more, years of experience perceived the preparation in the same courses to be fair or average. No statistically significant relationships were observed between years of experience and perceptions in the remaining ten physical education teaching skills.

Table 4.30 presents the chi-square values and their corresponding significance level for the relationship between the respondents' perceptions of the extent of preparation in the 13 physical education teaching skills and the respondents' school level. From Table 4.30, it is shown that statistically significant relationships were observed between the respondents' school level and the teaching skills of: **Working with students of different ability** ($X^2$ = 16.26, p < 0.05); and **Motivating students who seem disinterested** ($X^2$ = 18.01, p < 0.05). For the former, cell frequencies and percentages revealed that respondents from the secondary school level perceived preparation in this skill to be poor or fair while those from the intermediate school level perceived preparation in the same skill to be average to excellent. Elementary school respondents were evenly distributed in all cells. For the latter, further scrutiny of cell percentages revealed that elementary school respondents perceived the preparation in the skill to be poor or fair while intermediate school respondents

Table 4.30--Chi-Square Results for the Relationship Between Respondents'
Perceptions of the Extent of Preparation in 13 Physical Education
Teaching Skills and Respondents' School Level.

| Teaching Skill | Chi-Square Value | df | P-Value |
|---|---|---|---|
| Constructing an appropriate lesson plan | 2.87 | 8 | 0.942 |
| Ability to formulate instructional goals and objectives | 6.17 | 8 | 0.628 |
| Ability to provide appropriate instructional activities to accomplish goals and objectives | 6.41 | 8 | 0.602 |
| Managing time and making worthy use of it during the class | 10.53 | 8 | 0.230 |
| Ability to use a wide variety of instructional strategies | 9.24 | 8 | 0.322 |
| Ability to use a wide variety of instructional materials | 8.28 | 8 | 0.407 |
| Ability to collect and interpret information regarding student needs and achievement | 14.02 | 8 | 0.081 |
| Ability to make good use of facilities and equipment | 13.07 | 8 | 0.109 |
| Working with students of different ability | 16.26 | 8 | 0.039* |
| Motivating students who seem disinterested | 18.01 | 8 | 0.021* |
| Designing and implementing extracurricular activities | 14.63 | 8 | 0.067 |
| Handling discipline problems in and outside of the class | 4.42 | 8 | 0.817 |
| Constructing integrated curriculum (K-12) | 10.51 | 8 | 0.231 |

*significant at the 0.05 level

perceived the same skill to be good or excellent. Here, secondary school respondents were about evenly distributed in the cells. No statistically significant relationships were observed between school level and the perceptions in the remaining 11 physical education teaching skills.

Chi-square results for the relationships between the respondents' perceptions of the extent of preparation in the 13 physical education teaching skills and the respondents' school location are presented in Table 4.31. Results in Table 4.31 show that a statistically significant relationship was observed between the respondents' school location and perceptions of the extent of preparation in **Handling discipline problems in and outside of the class** ($X^2$ = 26.96, p < 0.05). For this skill, respondents from Jeddah and "other cities" perceived the preparation in this skill to be poor to average while those from Taif and Baha perceived the preparation in the same skill to be average to excellent. No statistically significant relationships were observed between the school location and perceptions in the other 12 physical education teaching skills.

As was the case for Research Question 5, a composite measure of the overall perception of the extent of preparation in the 13 physical education teaching skills was computed by averaging responses across the 13 items. The result was an interval scale measure of the overall perception of the extent of the preparation in the physical education teaching skills. One-way analysis of variance (ANOVA) was used to test the significance of the differences in the overall perceptions among levels of four demographic characteristics, namely, grade-point average (G.P.A.), years of experience, school level, and school location. Table 4.32 presents the analysis of

Table 4.31--Chi-Square Results for the Relationship Between Respondents'
Perceptions of the Extent of Preparation in 13 Physical Education
Teaching Skills and Respondents' School Location.

| Teaching Skill | Chi-Square Value | df | P-Value |
|---|---|---|---|
| Constructing an appropriate lesson plan | 22.85 | 16 | 0.118 |
| Ability to formulate instructional goals and objectives | 9.75 | 16 | 0.879 |
| Ability to provide appropriate instructional activities to accomplish goals and objectives | 19.47 | 16 | 0.245 |
| Managing time and making worthy use of it during the class | 22.91 | 16 | 0.116 |
| Ability to use a wide variety of instructional strategies | 13.10 | 16 | 0.665 |
| Ability to use a wide variety of instructional materials | 18.62 | 16 | 0.289 |
| Ability to collect and interpret information regarding student needs and achievement | 22.51 | 16 | 0.127 |
| Ability to make good use of facilities and equipment | 19.34 | 16 | 0.251 |
| Working with students of different ability | 20.19 | 16 | 0.212 |
| Motivating students who seem disinterested | 16.87 | 16 | 0.394 |
| Designing and implementing extracurricular activities | 20.55 | 16 | 0.197 |
| Handling discipline problems in and outside of the class | 26.96 | 16 | 0.042* |
| Constructing integrated curriculum (K-12) | 13.78 | 16 | 0.615 |

*significant at the 0.05 level

Table 4.32--One-Way Analysis of Variance Results for the Overall Perception of the Extent of Preparation in the 13 Physical Education Teaching Skills and the Respondents' G.P.A., Years of Experience, School Level, and School Location.

| Demographic characteristic | Levels | Mean | S.D. | F | P-Value |
|---|---|---|---|---|---|
| G.P.A. | 1.95 - 2.50 | 3.389 | 0.976 | | |
| | 2.51 - 3.00 | 3.412 | 0.847 | | |
| | 3.01 - 3.50 | 3.434 | 0.834 | 0.072 | 0.975 |
| | 3.51 - 4.00 | 3.289 | 0.991 | | |
| Years of Experience | 2 years or less | 3.599 | 0.777 | | |
| | 3 - 7 years | 3.335 | 0.926 | 2.415 | 0.092 |
| | 7 years or more | 3.296 | 0.906 | | |
| School level | Elementary | 3.372 | 0.854 | | |
| | Intermediate | 3.507 | 0.808 | 1.650 | 0.195 |
| | Secondary | 3.227 | 1.056 | | |
| School location | Makkah | 3.340 | 0.953 | | |
| | Jeddah | 3.379 | 0.929 | | |
| | Taif | 3.486 | 0.790 | 0.551 | 0.698 |
| | Baha | 3.592 | 0.595 | | |
| | Other | 3.333 | 1.002 | | |

variance results. From Table 4.32 it can be seen that no statistically significant differences were found in the overall perception of the extent of preparation in the physical education teaching skills among the levels of the four respondent demographic characteristics.

Research Question 7: Do the graduates' evaluations of their satisfaction with their student teaching practice vary with certain demographic characteristics (e.g., grade-point average, years of experience, school level, and school location)?

For consistency with the last two research questions, four demographic characteristics (grade-point average, years of experience, school level, and school location) were used as factors in addressing Research Question 7. These demographic variables were coded as in Research Question 5 and Research Question 6.

A chi-square test of statistical significance was used to determine whether or not statistically significant relationships exist between each of the four demographic characteristics and respondents' perceptions of the level of satisfaction of six aspects of student teaching practice. The results of the chi-square analyses are presented in Tables 4.33 through Table 4.36.

Table 4.33 and Table 4.34 show the chi-square results for the relationships between the respondents' evaluation of their satisfaction level with regard to six aspects of student teaching practice and their grade-point average for elementary and intermediate and/or secondary school levels, respectively. From both tables it is seen that no statistically significant relationships were observed between respondents' grade-point average and their evaluation of the satisfaction level with regard to the

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Table 4.33--Chi-Square Results for the Relationships Between Respondents'
Evaluations of Their Satisfaction Level with Regard to Six Aspects of
Student Teaching Practice at the Elementary School Level and Their
Grade-Point Averages.

| Student Teaching Practice Elementary School | Chi-Square Value | df | P-Value |
|---|---|---|---|
| In general, how do you evaluate your student teaching practice? | 7.32 | 12 | 0.836 |
| What is your evaluation of the assistance you received from the department supervisor during your student teaching practice? | 7.66 | 12 | 0.811 |
| How do you evaluate the student teaching practice's effectiveness in developing your teaching ability? | 14.18 | 12 | 0.290 |
| How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching? | 20.83 | 12 | 0.053 |
| How do you evaluate your overall satisfaction with the physical education teacher where you practiced your student teaching? | 8.97 | 12 | 0.705 |
| How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching? | 9.87 | 12 | 0.627 |

*significant at the 0.05 level

Table 4.34--Chi-Square Results for the Relationships Between Respondents'
Evaluations of Their Satisfaction Level with Regard to Six Aspects of
Student Teaching Practice at the Intermediate and/or Secondary School
Level and Their Grade-Point Averages.

| Student Teaching Practice Intermediate and/or Secondary School | Chi-Square Value | df | P-Value |
|---|---|---|---|
| In general, how do you evaluate your student teaching practice? | 10.78 | 12 | 0.548 |
| What is your evaluation of the assistance you received from the department supervisor during your student teaching practice? | 10.50 | 12 | 0.572 |
| How do you evaluate the student teaching practice's effectiveness in developing your teaching ability? | 13.52 | 12 | 0.333 |
| How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching? | 14.24 | 12 | 0.286 |
| How do you evaluate your overall satisfaction with the physical education teacher where you practiced your student teaching? | 10.80 | 12 | 0.546 |
| How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching? | 3.84 | 12 | 0.986 |

*significant at the 0.05 level

six aspects of student teaching practice both at the elementary and at the intermediate and/or secondary school level.

Tables 4.35 and 4.36 present the chi-square results for the relationships between respondents' evaluations of their satisfaction level with regard to six aspects of student teaching practice and their years of experience for elementary and intermediate and/or secondary school levels, respectively. From these tables, it is shown that statistically significant relationships were observed between respondents' years of experience and the evaluation of satisfaction of: **How do you evaluate the student teaching practice's effectiveness in developing your teaching ability?**, for both **elementary** ($X^2$ = 25.72, p < 0.05) and **intermediate and/or secondary school levels** ($X^2$ = 25.08, p < 0.05).

Cell frequencies and percentages in these relationships revealed that for both elementary and intermediate and/or secondary school, respondents with fewer years of experience (2 years or less) seemed to perceive a higher satisfaction of this aspect of student teaching practice than respondents with more years of experience (3-7 years, more than 7 years).

In addition, Table 4.35 showed a statistically significant relationship between years of experience and respondents' evaluation of satisfaction of: **In general, how do you evaluate your student teaching practice?** for the **elementary school level** ($X^2$ = 23.54, p < 0.05). For this aspect of student teaching practice also, respondents with no more than two years of experience perceived a higher satisfaction than did respondents with more than two years of experience. No statistically significant relationships were observed between respondents' years of experience and their

Table 4.35--Chi-Square Results for the Relationships Between Respondents'
Evaluations of Their Satisfaction Level with Regard to Six Aspects of
Student Teaching Practice at the Elementary School Level and Their
Years of Experience.

| Student Teaching Practice Elementary School | Chi-Square Value | df | P-Value |
|---|---|---|---|
| In general, how do you evaluate your student teaching practice? | 23.54 | 8 | 0.003* |
| What is your evaluation of the assistance you received from the department supervisor during your student teaching practice? | 7.00 | 8 | 0.537 |
| How do you evaluate the student teaching practice's effectiveness in developing your teaching ability? | 25.72 | 8 | 0.001* |
| How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching? | 10.03 | 8 | 0.263 |
| How do you evaluate your overall satisfaction with the physical education teacher where you practiced your student teaching? | 13.84 | 8 | 0.086 |
| How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching? | 4.98 | 8 | 0.760 |

*significant at the 0.05 level

Table 4.36--Chi-Square Results for the Relationships Between Respondents'
Evaluations of Their Satisfaction Level with Regard to Six Aspects of
Student Teaching Practice at the Intermediate and/or Secondary School
Level and Their Years of Experience.

| Student Teaching Practice Intermediate and/or Secondary School | Chi-Square Value | df | P-Value |
|---|---|---|---|
| In general, how do you evaluate your student teaching practice? | 12.44 | 8 | 0.133 |
| What is your evaluation of the assistance you received from the department supervisor during your student teaching practice? | 4.49 | 8 | 0.810 |
| How do you evaluate the student teaching practice's effectiveness in developing your teaching ability? | 25.08 | 8 | 0.002* |
| How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching? | 8.45 | 8 | 0.391 |
| How do you evaluate your overall satisfaction with the physical education teacher where you practiced your student teaching? | 13.52 | 8 | 0.095 |
| How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching? | 9.53 | 8 | 0.300 |

*significant at the 0.05 level

evaluation of satisfaction in the remaining aspects of student teaching practice for both elementary and intermediate and/or secondary school levels.

Tables 4.37 and 4.38 present the chi-square results for the relationships between respondents' evaluations of their satisfaction level with regard to six aspects of student teaching practice and school level by both elementary and intermediate and/or secondary level teachers, respectively. From Tables 4.37 and 4.38 it is shown that statistically significant relationships were found between the school level and the respondents' evaluation of their satisfaction in the student teaching practice aspect of: **In general, how do you evaluate your student teaching practice?**, for both **elementary school level** ($X^2$ = 23.54, p < 0.05), and **intermediate and/or secondary school level** ($X^2$ = 18.82, p , 0.05). For this aspect, present elementary school respondents perceived a higher satisfaction level than either the present intermediate or present secondary school level respondents.

A statistically significant relationship was also observed between school level and respondents' evaluation of satisfaction regarding the aspect of: **How do you evaluate your overall satisfaction with the school where you practiced your student teaching?** ($X^2$ = 17.82, p < 0.05) at the intermediate and/or secondary school level. Here also, elementary school respondents perceived a higher level of satisfaction than either secondary or intermediate school level respondents.

Tables 4.39 and 4.40 present the chi-square results for the relationships between respondents' evaluations of their satisfaction level with regard to six aspects of student teaching practice and school location for elementary and intermediate and/or secondary school levels, respectively. From Table 4.39 it is seen that

Table 4.37--Chi-Square Results for the Relationships Between Respondents'
Evaluations of Their Satisfaction Level with Regard to Six Aspects of
Student Teaching Practice at the Elementary School Level and Their
Present School Level.

| Student Teaching Practice Elementary School | Chi-Square Value | df | P-Value |
|---|---|---|---|
| In general, how do you evaluate your student teaching practice? | 23.54 | 8 | 0.042* |
| What is your evaluation of the assistance you received from the department supervisor during your student teaching practice? | 6.74 | 8 | 0.565 |
| How do you evaluate the student teaching practice's effectiveness in developing your teaching ability? | 7.71 | 8 | 0.462 |
| How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching? | 13.40 | 8 | 0.099 |
| How do you evaluate your overall satisfaction with the physical education teacher where you practiced your student teaching? | 8.55 | 8 | 0.382 |
| How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching? | 9.22 | 8 | 0.324 |

*significant at the 0.05 level

Table 4.38--Chi-Square Results for the Relationships Between Respondents'
Evaluations of Their Satisfaction Level with Regard to Six Aspects of
Student Teaching Practice at the Intermediate and/or Secondary School
Level and Their Present School Level.

| Student Teaching Practice Intermediate and/or Secondary School | Chi-Square Value | df | P-Value |
|---|---|---|---|
| In general, how do you evaluate your student teaching practice? | 18.82 | 8 | 0.016* |
| What is your evaluation of the assistance you received from the department supervision during your student teaching practice? | 8.35 | 8 | 0.400 |
| How do you evaluate the student teaching practice's effectiveness in developing your teaching ability? | 9.49 | 8 | 0.303 |
| How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching? | 9.10 | 8 | 0.334 |
| How do you evaluate your overall satisfaction with the school where you practiced your student teaching? | 17.82 | 8 | 0.023* |
| How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching? | 12.57 | 8 | 0.128 |

*significant at the 0.05 level

Table 4.39--Chi-Square Results for the Relationship Between Respondents'
Evaluation of Their Satisfaction Level with Regard to Six Aspects of
Student Teaching Practice at the Elementary School Level and Their
School Location.

| Student Teaching Practice Elementary School | Chi-Square Value | df | P-Value |
|---|---|---|---|
| In general, how do you evaluate your student teaching practice? | 28.93 | 16 | 0.024* |
| What is your evaluation of the assistance you received from the department supervisor during your student teaching practice? | 33.20 | 16 | 0.007* |
| How do you evaluate the student teaching practice's effectiveness in developing your teaching ability? | 31.90 | 16 | 0.010* |
| How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching? | 31.01 | 16 | 0.013* |
| How do you evaluate your overall satisfaction with the physical education teacher where you practiced your student teaching? | 20.53 | 16 | 0.197 |
| How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching? | 56.31 | 16 | 0.000* |

*significant at the 0.05 level

Table 4.40--Chi-Square Results for the Relationships Between Respondents'
Evaluations of Their Satisfaction Level with Regard to Six Aspects of
Student Teaching Practice at the Intermediate and/or Secondary School
Level and Their School Location.

| Student Teaching Practice Intermediate and/or Secondary School | Chi-Square Value | df | P-Value |
|---|---|---|---|
| In general, how do you evaluate your student teaching practice? | 24.74 | 16 | 0.075 |
| What is your evaluation of the assistance you received from the department supervision during your student teaching practice? | 23.66 | 16 | 0.097 |
| How do you evaluate the student teaching practice's effectiveness in developing your teaching ability? | 26.42 | 16 | 0.048* |
| How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching? | 40.49 | 16 | 0.001* |
| How do you evaluate your overall satisfaction with the school where you practiced your student teaching? | 22.74 | 16 | 0.121 |
| How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching? | 21.63 | 16 | 0.156 |

*significant at the 0.05 level

statistically significant relationships were observed between school location and evaluation of satisfaction of all aspects of student teaching practice except the aspect of: **How do you evaluate your overall satisfaction with the school where you practiced your student teaching?** ($X^2$ = 20.53, p > 0.05) for **elementary school level** respondents. However, for intermediate and/or secondary school level respondents (Table 4.40), statistically significant relationships were observed between school location and evaluation of satisfaction of only the following two aspects of student teaching practice: **How do you evaluate the student teaching practice's effectiveness in developing your teaching ability?** ($X^2$ = 26.42, p < 0.05); and **How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching?** ($X^2$ = 40.49, p < 0.05). For most of these items (aspects) in which significant relationships were found, the cell frequencies and percentages indicate a higher satisfaction level for teachers whose schools were located in Taif, Baha, and other cities than those located in Makkah and Jeddah.

In order to determine the overall evaluation of the satisfaction in all six aspects of student teaching practice at the elementary and intermediate and/or secondary school levels, two composite variables were created by averaging perceptions over the six items (aspects). One variable represented perception at the elementary school level and the other at the intermediate school level. One-way analysis of variance (ANOVA) was then used to determine whether or not statistically significant differences exist in the composite perceptions among the levels of the four demographic characteristics of grade-point average, years of experience, school level, and school location. Tables 4.41 and 4.42 present the analysis of

Table 4.41--One-Way Analysis of Variance Results for the Differences in the Overall
Evaluations of Satisfaction of Aspects of Student Teaching Practice
Among Levels of G.P.A., Years of Experience, School Level, and School
Location, for Elementary School Respondents.

| Demographic characteristic | Levels | Mean | S.D. | F | P-Value |
|---|---|---|---|---|---|
| G.P.A. | 1.95 - 2.50 | 3.667 | 0.749 | | |
| | 2.51 - 3.00 | 3.776 | 0.622 | | |
| | 3.01 - 3.50 | 3.816 | 0.685 | 0.808 | 0.491 |
| | 3.51 - 4.00 | 3.979 | 0.339 | | |
| Years of Experience | 2 years or less | 3.910 | 0.589 | | |
| | 3 - 7 years | 3.775 | 0.688 | 3.952 | 0.021* |
| | 7 years or more | 3.586 | 0.684 | | |
| School level | Elementary | 3.858 | 0.622 | | |
| | Intermediate | 3.752 | 0.670 | 1.461 | 0.234 |
| | Secondary | 3.641 | 0.714 | | |
| School location | Makkah | 3.830 | 0.686 | | |
| | Jeddah | 3.645 | 0.776 | | |
| | Taif | 3.817 | 0.442 | 2.028 | 0.092 |
| | Baha | 3.583 | 0.555 | | |
| | Other city | 4.097 | 0.597 | | |

Table 4.42--One-Way Analysis of Variance Results for the Differences in the Overall Evaluations of Satisfaction of Aspects of Student Teaching Practice Among Levels of G.P.A., Years of Experience, School Level, and School Location, for Intermediate and/or Secondary School Respondents.

| Demographic characteristic | Levels | Mean | S.D. | F | P-Value |
|---|---|---|---|---|---|
| G.P.A. | 1.95 - 2.50 | 3.833 | 0.686 | 0.828 | 0.480 |
| | 2.51 - 3.00 | 3.941 | 0.564 | | |
| | 3.01 - 3.50 | 3.906 | 0.670 | | |
| | 3.51 - 4.00 | 4.167 | 0.252 | | |
| Years of Experience | 2 years or less | 4.080 | 0.548 | 3.646 | 0.028* |
| | 3 - 7 years | 3.827 | 0.683 | | |
| | 7 years or more | 3.844 | 0.595 | | |
| School level | Elementary | 4.003 | 0.610 | 1.231 | 0.294 |
| | Intermediate | 3.891 | 0.590 | | |
| | Secondary | 3.822 | 0.715 | | |
| School location | Makkah | 3.935 | 0.661 | 1.803 | 0.129 |
| | Jeddah | 3.901 | 0.662 | | |
| | Taif | 4.102 | 0.405 | | |
| | Baha | 3.683 | 0.604 | | |
| | Other city | 3.861 | 0.607 | | |

variance results for the differences in the overall evaluations of the aspects of student teaching practice for elementary and intermediate and/or secondary school levels, respectively.

From both Tables it is shown that statistically significant differences in the overall evaluations of satisfaction with aspects of student teaching practice were observed only among the levels of **years of experience** for elementary school level ($F = 3.95$, $p < 0.05$) and for intermediate and/or secondary level ($F = 3.65$, $p < 0.05$). At the elementary school level, the post-hoc test showed that the mean rating among less experienced (2 years or less) respondents was significantly higher than that of high experienced (7 years or more) respondents. Respondents with 3 - 7 years of experience was not significantly different from either group (2 years or less, and 7 years or more). For the intermediate and/or secondary school level, the post-hoc test showed that the mean rating among the less experienced (2 years or less) respondents was significantly higher than among the respondents with 3 - 7 years of experience.

Research Question 8: Do the graduates' evaluations of the seriousness of the problems facing the program vary with certain demographic characteristics (e.g., year of experience, grade-point average, school level, and school location)?

For consistency with the last three research questions, four respondent demographic characteristics (grade-point average, years of experience, school level, and school location) were used as factors in addressing Research Question 8. These demographic variables were coded as in Research Questions 5, 6, and 7.

A chi-square test of statistical significance was used to test the relationships between each of the four demographic characteristics and respondents' perceptions of the problems facing the physical education department. A total of eight possible problems were presented to the respondents. The results of the chi-square tests are presented in Tables 4.43 through 4.46.

From Tables 4.43 and 4.44 it is shown that no statistically significant relationships were found between either respondents' grade-point average or years of experience and their perceptions of the eight problems facing the physical education department.

Table 4.45 presents the chi-square results for the relationships between the respondents' perceptions of problems facing the physical education department and school level. From these results it is shown that a statistically significant relationship was observed between the school level and the respondent perceptions of: **Opening of graduate studies in different fields in physical education** ($X^2$ = 25.73, p < 0.05). For this item, more elementary and intermediate school respondents agreed strongly that it is a serious problem than did secondary school respondents. No statistically significant relationships were found between school level and perceptions of the remaining seven problems.

Table 4.46 presents the chi-square results for the relationships between the respondents' perceptions of problems facing the physical education department and the school location. From the results in this table it is shown that statistically significant relationships exist between the school location and the respondent perceptions of the following problems facing the physical education department: **The**

Table 4.43--Chi-Square Results for the Relationships Between Respondents'
Perceptions of Problems Facing the Physical Education Department and
Their Grade-Point Averages.

| Problems | Chi-Square Value | df | P-Value |
|---|---|---|---|
| The university administration's understanding of the genuine importance of the department and, hence, their support of it. | 11.82 | 12 | 0.460 |
| The competency and efficiency of department faculty members. | 16.97 | 12 | 0.151 |
| Existence and maintenance of facilities, laboratories and equipment. | 9.69 | 12 | 0.643 |
| Establishing and enhancing a special library in the department to correct the severe shortage of books and periodicals in physical education at the main library. | 9.64 | 12 | 0.647 |
| Availability of texts and course packages. | 15.83 | 12 | 0.199 |
| Opening of graduate studies in different fields in physical education. | 5.90 | 12 | 0.921 |
| Establishing in-service training programs to update the graduates and develop their teaching and professional competencies. | 6.69 | 12 | 0.877 |
| Consistency between the goals of physical education in the schools and the preparation of teachers in the department. | 13.39 | 12 | 0.341 |

*significant at the 0.05 level

Table 4.44--Chi-Square Results for the Relationships Between Respondents'
Perceptions of Problems Facing the Physical Education Department and
Their Years of Experience.

| Problems | Chi-Square Value | df | P-Value |
|---|---|---|---|
| The university administration's understanding of the genuine importance of the department and, hence, their support of it. | 3.62 | 8 | 0.890 |
| The competency and efficiency of department faculty members. | 9.00 | 8 | 0.342 |
| Existence and maintenance of facilities, laboratories and equipment. | 9.17 | 8 | 0.328 |
| Establishing and enhancing a special library in the department to correct the severe shortage of books and periodicals in physical education at the main library. | 6.91 | 8 | 0.546 |
| Availability of texts and course packages. | 5.74 | 8 | 0.676 |
| Opening of graduate studies in different fields in physical education. | 15.12 | 8 | 0.057 |
| Establishing in-service training programs to update the graduates and develop their teaching and professional competencies. | 7.28 | 8 | 0.507 |
| Consistency between the goals of physical education in the schools and the preparation of teachers in the department. | 4.61 | 8 | 0.798 |

*significant at the 0.05 level

Table 4.45--Chi-Square Results for the Relationships Between Respondents'
Perceptions of Problems Facing the Physical Education Department and
School Level.

| Problems | Chi-Square Value | df | P-Value |
|---|---|---|---|
| The university administration's understanding of the genuine importance of the department and, hence, their support of it. | 8.25 | 8 | 0.409 |
| The competency and efficiency of department faculty members. | 4.94 | 8 | 0.764 |
| Existence and maintenance of facilities, laboratories and equipment. | 5.75 | 8 | 0.675 |
| Establishing and enhancing a special library in the department to correct the severe shortage of books and periodicals in physical education at the main library. | 7.95 | 8 | 0.438 |
| Availability of texts and course packages. | 5.80 | 8 | 0.669 |
| Opening of graduate studies in different fields in physical education. | 25.73 | 8 | 0.001* |
| Establishing in-service training programs to update the graduates and develop their teaching and professional competencies. | 9.85 | 8 | 0.276 |
| Consistency between the goals of physical education in the schools and the preparation of teachers in the department. | 9.29 | 8 | 0.319 |

*significant at the 0.05 level

Table 4.46--Chi-Square Results for the Relationships Between Respondents' Perceptions of Problems Facing the Physical Education Department and School Location.

| Problems | Chi-Square Value | df | P-Value |
|---|---|---|---|
| The university administration's understanding of the genuine importance of the department and, hence, their support of it. | 41.46 | 16 | 0.000* |
| The competency and efficiency of department faculty members. | 17.46 | 16 | 0.356 |
| Existence and maintenance of facilities, laboratories and equipment. | 33.42 | 16 | 0.006* |
| Establishing and enhancing a special library in the department to correct the severe shortage of books and periodicals in physical education at the main library. | 31.77 | 16 | 0.011* |
| Availability of texts and course packages. | 24.19 | 16 | 0.086 |
| Opening of graduate studies in different fields in physical education. | 26.75 | 16 | 0.044* |
| Establishing in-service training programs to update the graduates and develop their teaching and professional competencies. | 25.22 | 16 | 0.066 |
| Consistency between the goals of physical education in the schools and the preparation of teachers in the department. | 19.28 | 16 | 0.254 |

*significant at the 0.05 level

**university administration's understanding of the genuine importance of the department and, hence, their support of it** ($X^2$ = 41.46, p < 0.05); **Existence and maintenance of facilities, laboratories, and equipment** ($X^2$ = 33.42, p < 0.05); **Establishing and enhancing a special library in the department to correct the severe shortage of books and periodicals in physical education at the main library** ($X^2$ = 31.77, p < 0.05); and **Opening of graduate studies in different fields in physical education** ($X^2$ = 26.75, p < 0.05). No statistically significant relationships were observed for the other remaining four problems.

Examination of the cell percentages revealed that respondents from schools located in Taif and Jeddah agreed that the four problems are serious, while those from schools located in Makkah tended to disagree. Respondents from schools located in Baha and other cities tended to agree that **Opening of graduate studies in different fields in physical education** was a serious problem but tended to disagree that the other three problems were serious.

A composite measure of the overall perceptions of the eight problems facing the physical education department was developed by averaging the perceptions over each of the eight items. The resulting measure was an interval scale ranging from the lowest possible value of 1.00 to the highest possible value of 5.00. A high value near 5.00 indicated strong agreement while a low value near 1.00 indicated strong disagreement. Intermediate values in this range are interpreted on this continuum.

One-way analysis of variance (ANOVA) was used to test whether statistically significant differences exist in the overall perceptions of the problems facing the physical education department among the levels of the four demographic

characteristics of grade-point average, years of experience, school level, and school location. The results of the analysis of variance are presented in Table 4.47. From Table 4.47 it is shown that statistically significant differences in the overall perceptions of the problems facing the physical education department were observed only among the levels of school location ($F = 5.60$, $p < 0.05$). The highest agreement was observed among respondents whose schools were located in Jeddah (mean = 4.197) and Taif (mean = 4.355) while lower levels of agreement were observed among the respondents whose schools were located in Makkah (mean = 3.797), Baha (mean = 3.921), and other cities (mean = 3.698). The post hoc results showed that respondents whose schools were located in Taif perceived a significantly higher level of agreement than respondents whose schools were located in Makkah and other cities. In addition, respondents whose schools were located in Jeddah perceived a significantly higher level of agreement than those whose schools were located in Makkah.

Research Question 9:  How do the physical education supervisors in the educational administration offices evaluate the teaching skills and professional activities of the graduates with whom they worked, and how do they evaluate the preparation program?

Physical education supervisors in the educational administration offices were presented with 13 teaching skills. For each teaching skill, they were asked to rate the performance of those graduates with whom they worked in a five-point Likert-type scale:

(1) poor

(2) fair

Table 4.47--One-Way Analysis of Variance Results for the Differences in the Overall Perceptions of the Importance of Problems Facing the Physical Education Department Among Levels of G.P.A., Years of Experience, School Level, and School Location.

| Demographic characteristic | Levels | Mean | S.D. | F | P-Value |
|---|---|---|---|---|---|
| G.P.A. | 1.95 - 2.50 | 4.108 | 0.726 | 1.100 | 0.350 |
| | 2.51 - 3.00 | 3.948 | 0.728 | | |
| | 3.01 - 3.50 | 3.898 | 0.749 | | |
| | 3.51 - 4.00 | 4.188 | 0.417 | | |
| Years of Experience | 2 years or less | 3.957 | 0.787 | 0.124 | 0.884 |
| | 3 - 7 years | 3.996 | 0.754 | | |
| | 7 years or more | 4.020 | 0.619 | | |
| School level | Elementary | 3.933 | 0.773 | 1.564 | 0.212 |
| | Intermediate | 4.080 | 0.657 | | |
| | Secondary | 3.875 | 0.785 | | |
| School location | Makkah | 3.797 | 0.776 | 5.602 | 0.000* |
| | Jeddah | 4.197 | 0.562 | | |
| | Taif | 4.355 | 0.272 | | |
| | Baha | 3.921 | 0.819 | | |
| | Other cities | 3.698 | 0.994 | | |

(3) average

(4) good

(5) excellent

Percentages of responses to each response category (poor, fair, average, good, excellent) and the mean of the responses were computed for each of the 13 teaching skills. Similar to the previous research questions, a rating scale was used. Thus, the mean rating will take possible values ranging from 1.00 to 5.00, with a low mean near 1.00 indicating poor performance and a high mean near 5.00 indicating excellent performance. The 13 teaching skills were ranked in order of the magnitude of the means, such that the teaching skill with the highest mean taking rank 1 and the one with the lowest mean taking rank 13.

Table 4.48 presents the percentages of responses to each response category, the mean rating, and rank for each of the 13 teaching skills. From Table 4.48 it is shown that the mean ratings ranged from a low value of 2.41 to a high value of 3.50, indicating an overall near average performance. No mean rating was observed at 4.00 (good) or more and no mean rating was less than 2.00 (fair). However, among the 13 skills, the highest mean ratings were observed on the following teaching skills: **Handling discipline problems in and outside of the class** (mean = 3.50, rank = 1); **Ability to make good use of facilities and equipment** (mean = 3.46, rank = 2); **Designing and implementing extracurricular activities** (mean = 3.41, rank = 3); **Ability to provide appropriate instructional activities to accomplish goals and objectives** (mean = 3.27, rank = 4); and **Motivating students who seem disinterested**

Table 4.48--Level of Performance of Physical Education Graduates on the Physical Education Teaching Skills as Perceived by Their Supervisors.

| Item # | Teaching Skill | Poor | Fair | Average | Good | Excellent | Mean | Rank |
|--------|----------------|------|------|---------|------|-----------|------|------|
| 12 | Handling discipline problems in and outside of the class | 0.0 | 18.2 | 22.7 | 50.0 | 9.1 | 3.50 | 1 |
| 8 | Ability to make good use of facilities and equipment | 0.0 | 4.5 | 50.0 | 40.9 | 4.5 | 3.46 | 2 |
| 11 | Designing and implementing extracurricular activities | 13.6 | 0.0 | 27.3 | 50.0 | 9.1 | 3.41 | 3 |
| 3 | Ability to provide appropriate instructional activities to accomplish goals and objectives | 0.0 | 18.2 | 36.4 | 45.5 | 0.0 | 3.27 | 4 |
| 10 | Motivating students who seem disinterested | 9.1 | 4.5 | 45.5 | 31.8 | 9.1 | 3.27 | 4 |
| 1 | Constructing an appropriate lesson plan | 4.5 | 13.6 | 40.9 | 36.4 | 4.5 | 3.23 | 6 |
| 6 | Ability to use a wide variety of instructional materials | 0.0 | 9.1 | 59.1 | 31.8 | 0.0 | 3.18 | 8 |
| 9 | Working with students of different ability | 4.5 | 9.1 | 50.0 | 36.4 | 0.0 | 3.18 | 8 |
| 4 | Managing time and making worthy use of it during the class | 13.6 | 18.2 | 27.3 | 31.8 | 3.1 | 3.05 | 9 |
| 5 | Ability to use a wide variety of instructional strategies | 4.5 | 27.3 | 50.0 | 18.2 | 0.0 | 2.82 | 10 |
| 2 | Ability to formulate instructional goals and objectives | 13.6 | 22.7 | 36.4 | 27.3 | 0.0 | 2.77 | 11 |
| 7 | Ability to collect and interpret information regarding student needs and achievement | 27.3 | 18.2 | 31.8 | 18.2 | 4.5 | 2.55 | 12 |
| 13 | Constructing integrated curriculum (K-12) | 31.8 | 27.3 | 18.2 | 13.6 | 9.1 | 2.41 | 13 |

(mean = 3.27, rank = 4); . The lowest mean rating was observed on the following teaching skill: **Constructing integrated curriculum (K-12)** (mean = 2.41, rank = 13).

Respondents were also presented with six statements expressing the professional activities of the physical education teachers. To each of these activities, respondents were asked to rate the extent to which they agree or disagree with the statement on a Likert-type scale:

(1) strongly disagree (SD)

(2) disagree (D)

(3) undecided (U)

(4) agree (A)

(5) strongly agree (SA)

To each of these statements expressing the professional activities of the physical education teachers, percentage responses to each response category (SD, D, U, A, SA) and the mean of the responses were computed. The mean rating could range from a low value of 1.00 (indicating strong disagreement) to a high value of 5.00 (indicating strong agreement). The six professional activities were ranked according to the magnitude of the means, with the highest mean taking a rank of 1 and the lowest mean taking a rank of 13.

Table 4.49 shows the percentage of responses to each response category, the mean rating, and rank for each of the six statements expressing the professional activities of the physical education teachers. From Table 4.49 it is shown that the mean ratings ranged from a low value of 3.77 to a high value of 4.46, indicating a general _agreement_ to _strong agreement_ in the professional activities of the physical

Table 4.49--Professional Activities of the Physical Education Teachers as Perceived by Supervisors of the Physical Education Graduate Teachers.

| Item # | Professional Activity | SD | D | PA | A | SA | Mean | Rank |
|---|---|---|---|---|---|---|---|---|
| 2 | Establishes cooperative relations with colleagues and other support personnel in the school. | 0.0 | 0.0 | 0.0 | 54.5 | 45.5 | 4.46 | 1 |
| 4 | Maintains appropriate professional conduct and appearance. | 0.0 | 0.0 | 4.5 | 54.5 | 40.9 | 4.36 | 2 |
| 3 | Is receptive to "promising" new ideas or approaches to teaching. | 0.0 | 4.5 | 4.5 | 45.5 | 45.5 | 4.32 | 3 |
| 1 | Seeks active involvement with students outside the classroom setting. | 0.0 | 0.0 | 4.5 | 81.9 | 13.6 | 4.09 | 4 |
| 6 | Completes professional assignments and responsi-bilities in a competent and responsible manner. | 0.0 | 4.5 | 9.1 | 81.8 | 4.5 | 3.86 | 5 |
| 5 | Assumes a leadership role within the informal social structure of the school. | 0.0 | 4.5 | 18.2 | 72.7 | 4.5 | 3.77 | 6 |

SD = strongly disagree
D  = disagree
PA = partially agree
A  = agree
SA = strongly agree

education teachers. Mean ratings below 4.00 were observed only in two statements:

**Assume a leadership role within the informal social structure of the school** (mean = 3.77, rank = 6); and **completes professional assignments and responsibilities in a competent and dependable manner** (mean = 3.86, rank = 5).

In addition to the 13 teaching skills and six professional activities of the physical education teachers, one other item in the survey instrument was used in addressing Research Question 9. Through this item, the study sought to know how physical education supervisors evaluate the physical education teacher preparation program at Umm Al-Qura University based on the performance of teachers with whom they worked. Evaluation was done on a five-point Likert-type scale ranging from very ineffective, coded as 1, to very effective, which was coded as 5. But due to the low number of respondents, the responses were recoded into _ineffective_ (very ineffective, ineffective), _undecided_, and _effective_ (very effective, effective). Table 4.50 presents the number and percentages of the responses to this item. From Table 4.50 it is shown that more than three-quarters of the supervisors indicated that the physical education teachers preparation program at Umm Al-Qura University was effective.

Table 4.50--Supervisors' Evaluations of the Physical Education Teacher Preparation Program at Umm Al-Qura University Based on the Performance of Teachers.

| Response Level | Number | Percent |
|---|---|---|
| Ineffective | 2 | 9.1 |
| Undecided | 3 | 13.6 |
| Effective | 17 | 77.3 |

<u>Research Question 10</u>: How do the faculty members of the Department of Physical Education at Umm Al-Qura University evaluate the achievement of the Department's goals, the preparation program, professional preparation courses, physical education teaching skills, and student teaching practice?

Faculty members of the Department of Physical Education were presented with five statements expressing the department's goals. For each of the goals, they were asked to rate the extent to which the goal has been achieved, on a three-point scale given by:

(1) unachieved (U)

(2) partly achieved (PA)

(3) achieved (A).

Percentages of responses to each category (U, PA, A) and the mean of the responses were computed for each of the five goals. A high mean rating near 3.00 indicates that the goal is achieved while a low mean rating near 1.00 indicates that the goal is unachieved. The five goals were ranked according to the magnitude of the means, with the highest mean taking rank 1 and the lowest taking rank 5.

Table 4.51 shows the percentages of responses to each response category, the mean rating, and rank for each of the five statements expressing the goals of the department. From Table 4.51 it is shown that mean ratings for four goals were under 2.00, indicating that these goals were perceived to be unachieved. The only goal which was perceived as partly achieved or achieved was: **Preparation of physical education teachers to work in the various educational levels in Saudi Arabia** (mean = 2.60, rank = 1).

Table 4.51--Evaluation of the Degree to which the Goals of the Department Have Been Achieved as Perceived by the Physical Education Faculty Members.

| Item # | Department Goal | U | PA | A | Mean | Rank |
|--------|-----------------|---|----|----|------|------|
| 1 | Preparation of physical education teachers to work in the various educational levels in Saudi Arabia. | 0.0 | 40.0 | 60.0 | 2.60 | 1 |
| 5 | Preparation of athletic leaders for their work responsibilities in different sectors. | 26.7 | 60.0 | 13.3 | 1.87 | 2 |
| 2 | Providing training opportunities and studies to improve the competencies of practitioners working in physical education fields. | 53.3 | 40.0 | 6.7 | 1.53 | 3 |
| 3 | Conducting studies and scientific research in different fields of physical education. | 53.3 | 40.0 | 6.7 | 1.53 | 3 |
| 4 | Organizing for graduate and post-graduate studies in physical education fields to serve all public and private sectors in the Kingdom. | 93.3 | 0.0 | 6.7 | 1.13 | 5 |

Similar to Research Question 9, faculty members of the Department of Physical Education were presented with one questionnaire item designed to evaluate the overall effectiveness of the physical education teacher preparation program. For this item, evaluation was done on a five-point Likert-type scale ranging from very ineffective, which was coded as 1, to very effective, coded as 5. However, due to the low number of respondents, the responses were recoded as ineffective (very ineffective, ineffective), undecided, and effective (very effective, effective). Table 4.52 shows the number and percentage of the responses to this item. From this table it is evident that most of the respondents (93.3 %) perceived the physical education teacher preparation program at Umm Al-Qura University to be effective.

Table 4.52--Faculty Members' Evaluations of the Physical Education Teacher
Preparation Program at Umm Al-Qura University Based on the
Performance of Teachers.

| Response Level | Number | Percent |
|---|---|---|
| Ineffective | 0 | 0.0 |
| Undecided | 1 | 6.7 |
| Effective | 14 | 93.3 |

Physical education faculty members were also presented with 34 professional
preparation courses in physical education. For each of them, respondents were
required to rate the course's level of importance to the physical education profession
on a four-point Likert-type scale:

(1) very unimportant (VU)

(2) unimportant (U)

(3) important (I)

(4) very important (VI)

Percentages of responses to each response category (VU, U, I, VI) and the
mean of the responses were computed for each of the 34 courses. From this scale,
a mean rating could range from a low value of 1.00 to a high value of 4.00. A high
mean rating near 4.00 indicates a very important course while a low mean rating near
1.00 indicates a very unimportant course. The 34 courses were ranked according to
the magnitude of their mean importance ratings, with the highest mean taking rank
1 and the lowest mean taking rank 34.

Table 4.53 presents the percentages of responses to each response category,
the mean rating, and rank for each of the 34 professional preparation courses. From

Table 4.53--Importance of Professional Preparation Courses as Perceived by the Physical Education Department Faculty Members.

| Item # | Course | VU | U | I | VI | Mean | Rank |
|---|---|---|---|---|---|---|---|
| 2 | Functional and Descriptive Anatomy | 0.0 | 0.0 | 6.7 | 93.3 | 3.93 | 1 |
| 20 | Physical Education Teaching Methods (I) | 0.0 | 0.0 | 13.3 | 86.7 | 3.87 | 2 |
| 21 | Physical Education Teaching Methods (II) | 0.0 | 0.0 | 13.3 | 86.7 | 3.87 | 2 |
| 22 | Exercises | 0.0 | 0.0 | 13.3 | 86.7 | 3.87 | 2 |
| 24 | Track and Field | 0.0 | 0.0 | 13.3 | 86.7 | 3.87 | 2 |
| 3 | Exercise Physiology (I) | 0.0 | 0.0 | 20.0 | 80.0 | 3.80 | 6 |
| 6 | First Aid for Athletic Injuries | 0.0 | 0.0 | 20.0 | 80.0 | 3.80 | 6 |
| 11 | Evaluation, Tests and Measurements in Physical Education | 0.0 | 0.0 | 20.0 | 80.0 | 3.80 | 6 |
| 9 | Physical Education Programs | 0.0 | 0.0 | 26.7 | 73.3 | 3.73 | 9 |
| 13 | Organization and Administration in Physical Education | 0.0 | 0.0 | 26.7 | 73.3 | 3.73 | 9 |
| 25 | Physical Fitness | 0.0 | 0.0 | 26.7 | 73.3 | 3.73 | 9 |
| 10 | Fundamentals of Training | 0.0 | 0.0 | 33.3 | 66.7 | 3.67 | 12 |
| 5 | Exercise Physiology (2) | 0.0 | 0.0 | 33.3 | 66.7 | 3.67 | 12 |
| 8 | Motor Learning | 0.0 | 0.0 | 33.3 | 66.7 | 3.67 | 12 |
| 23 | Gymnastics | 0.0 | 0.0 | 40.0 | 60.0 | 3.60 | 15 |
| 15 | Sport Psychology | 6.7 | 0.0 | 20.0 | 73.3 | 3.60 | 15 |
| 17 | School Health Education | 0.0 | 0.0 | 40.0 | 60.0 | 3.60 | 15 |
| 27 | Volleyball | 0.0 | 0.0 | 40.0 | 60.0 | 3.60 | 15 |
| 28 | Handball | 0.0 | 0.0 | 40.0 | 60.0 | 3.60 | 15 |
| 29 | Basketball | 0.0 | 0.0 | 40.0 | 60.0 | 3.60 | 15 |
| 34 | Physical Education for the Disabled | 0.0 | 0.0 | 40.0 | 60.0 | 3.60 | 15 |
| 26 | Soccer | 0.0 | 0.0 | 46.7 | 53.3 | 3.53 | 22 |
| 7 | Camping and Outdoor Activities | 0.0 | 0.0 | 53.3 | 46.7 | 3.47 | 23 |
| 12 | Biomechanics | 0.0 | 6.7 | 46.7 | 46.7 | 3.40 | 24 |
| 33 | Introduction to Physical Therapy | 0.0 | 6.7 | 46.7 | 46.7 | 3.40 | 24 |

Table 4.53, continued

| Item # | Course | VU | U | I | VI | Mean | Rank |
|--------|--------|-----|------|------|------|------|------|
| 19 | Principles of Physical Education | 13.3 | 0.0 | 26.7 | 60.0 | 3.33 | 26 |
| 4 | Sport Facilities Planning and Construction | 0.0 | 6.7 | 60.0 | 33.3 | 3.27 | 27 |
| 1 | History of Physical Education | 6.7 | 13.1 | 33.3 | 46.7 | 3.20 | 28 |
| 30 | Tabletennis | 0.0 | 26.7 | 26.7 | 46.7 | 3.20 | 28 |
| 18 | Recreational Education | 0.0 | 13.3 | 66.7 | 20.0 | 3.07 | 30 |
| 31 | Sport Sociology | 6.7 | 6.7 | 60.0 | 26.7 | 30.7 | 30 |
| 16 | Applied Physics | 6.7 | 13.3 | 53.3 | 26.7 | 3.00 | 32 |
| 14 | Youth Welfare in Saudi Arabia | 0.0 | 33.3 | 40.0 | 26.7 | 2.93 | 33 |
| 32 | Sport Media and Public Relations | 6.7 | 20.0 | 60.0 | 13.3 | 2.80 | 34 |

Table 4.53 it is shown that the mean ratings ranged from a low value of 2.80 to a high value of 3.93. Among the 34 professional preparation courses, a mean rating less than 3.00 was observed only in the following two courses: **Youth Welfare in Saudi Arabia** (mean = 2.93, rank = 33); and **Sport Media and Public Relations** (mean = 2.80, rank = 34). The highest two mean importance ratings were observed in the following five courses: **Functional and Descriptive Anatomy** (mean = 3.93, rank = 1); **Physical Education Teaching Methods (1)** (mean = 3.87, rank = 2); **Physical Education Teaching Methods (2)** (mean = 3.87, rank = 2); **Exercises** (mean = 3.87, rank = 2); and **Track and Field** (mean = 3.87, rank = 2).

Respondents were also asked to evaluate the physical education program in equipping teachers with physical education teaching skills. Thirteen expressions of teaching skills were presented to them. For each of the skills, respondents were

asked to rate the extent to which the physical education program prepares students in the teaching skills. The following five-point Likert-type scale was used:

(1) poor

(2) fair

(3) average

(4) good

(5) excellent.

Percentages of responses to each response category (poor, fair, average, good, excellent) and the mean of the responses were computed for each of the 13 teaching skills. The mean ratings could range from 1.00 to 5.00. A high mean near 5.00 indicates excellent preparation while a low mean near 1.00 indicates poor preparation. The 13 teaching skills were then ranked according to the magnitude of the mean ratings, with a high mean taking a rank of 1 and a low mean taking a rank of 13.

Table 4.54 presents the percentages of responses to each response category, the mean rating, and rank for each of the 13 teaching skills. From Table 4.54 it is shown that the mean ratings of these teaching skills ranged from a low value of 1.87 to a high value of 3.93. No mean rating was observed at 4.00 (good) or more. A mean rating of 2.00 (fair) or less was observed in only one teaching skill: **Constructing integrated curriculum (K-12)** (mean = 1.87, rank = 13). However, from these results it is evident that most of the teaching skills had a mean rating greater than 3.00 but less than 4.00, indicating that the physical education program prepares the graduates for above average performance but not a good performance.

Table 4.54--Levels of Performance of Physical Education Graduates on the Physical Education Skills as Perceived by the Physical Education Faculty Members.

| Item # | Teaching Skill | Rating (Percentage) | | | | | Mean | Rank |
|---|---|---|---|---|---|---|---|---|
| | | Poor | Fair | Average | Good | Excellent | | |
| 1 | Constructing an appropriate lesson plan | 0.0 | 6.7 | 20.0 | 46.7 | 26.7 | 3.93 | 1 |
| 3 | Ability to provide appropriate instructional activities to accomplish goals and objectives | 0.0 | 13.3 | 40.0 | 40.0 | 6.7 | 3.40 | 2 |
| 8 | Ability to make good use of facilities and equipment | 6.7 | 6.7 | 26.7 | 60.0 | 0.0 | 3.40 | 2 |
| 12 | Handling discipline problems in and outside of the class | 6.7 | 6.7 | 33.3 | 46.7 | 6.7 | 3.40 | 2 |
| 4 | Managing time and making worthy use of it during the class | 0.0 | 26.7 | 33.3 | 26.7 | 13.3 | 3.27 | 5 |
| 2 | Ability to formulate instructional goals and objectives | 0.0 | 20.0 | 53.3 | 20.0 | 6.7 | 3.13 | 6 |
| 9 | Working with students of different ability · | 6.7 | 26.7 | 33.3 | 20.0 | 13.3 | 3.07 | 7 |
| 10 | Motivating students who seem disinterested | 6.7 | 20.0 | 33.3 | 40.0 | 0.0 | 3.07 | 7 |
| 6 | Ability to use a wide variety of instructional materials | 6.7 | 20.0 | 53.3 | 6.7 | 13.3 | 3.00 | 9 |
| 5 | Ability to use a wide variety of instructional strategies | 13.3 | 13.3 | 60.0 | 0.0 | 13.3 | 2.87 | 10 |
| 11 | Designing and implementing extracurricular activities | 13.3 | 26.7 | 33.3 | 20.0 | 6.7 | 2.80 | 11 |
| 7 | Ability to collect and interpret information regarding student needs and achievement | 13.3 | 26.7 | 53.3 | 0.0 | 6.7 | 2.60 | 12 |
| 13 | Constructing integrated curriculum (K-12) | 46.7 | 26.7 | 20.0 | 6.7 | 0.0 | 1.87 | 13 |

The highest mean ratings were observed for the following teaching skills: **Constructing an appropriate lesson plan** (mean = 3.93, rank = 1); **Ability to provide appropriate instructional activities to accomplish goals and objectives** (mean = 3.40, rank = 2); **Ability to make good use of facilities and equipment** (mean = 3.40, rank = 2); and **Handling discipline problems in and outside of the class** (mean = 3.40, rank = 2).

In addition to items relating to department goals, the evaluation of the overall preparation program, professional preparation courses, and physical education teaching skills, student teaching practice items were also included in addressing Research Question 10. Six statements expressing certain aspects of the student teaching practice in elementary and intermediate and/or secondary school levels were presented to the respondents. Respondents were asked to rate each aspect according to the following five-point Likert-type scale:

(1) very unsatisfactory (VU)

(2) unsatisfactory (U)

(3) moderately satisfactory (MS)

(4) satisfactory (S)

(5) very satisfactory (VS)

Percentages of responses to each response level (VU, U, MS, S, VS) and the mean response level were computed for each of the six aspects for both elementary and intermediate and/or secondary levels. The six aspects of student teaching practice were ranked separately for elementary and intermediate and/or secondary

school levels, with the aspect with the highest mean rating taking rank 1 and the aspect with the lowest mean rating taking rank 6.

Tables 4.55 and 4.56 present the percentages of faculty responses to each response category, the mean of responses, and rank for each of the six aspects of student teaching practice in both elementary and intermediate and/or secondary school levels, respectively. From Tables 4.55 and 4.56 it is shown that the six aspects of student teaching practice ranked in the same order for the elementary school level as for the intermediate and/or secondary school level. The highest mean ratings were observed for the aspects of: **How do you evaluate the student teaching practice's effectiveness in developing student teaching ability?** (mean = 4.20 and rank = 1 for both elementary and intermediate and/or secondary level); and **What is your evaluation of the assistance provided by the department supervisor during the student teaching practice?** (mean = 3.87 for elementary level and 3.80 for intermediate and/or secondary level, rank = 2).

Research Question 11: In comparison to each other, how do the 1979-1990 graduates, faculty members, and supervisors evaluate the graduates' teaching skills?

Evaluation of the 13 physical education teaching skills by the physical education graduates, supervisors, and faculty members was utilized in addressing Research Question 11. A measure of their perceptions was created by averaging the 13 responses. One-way analysis of variance (ANOVA) was used to determine whether or not statistically significant differences exist among the perceptions of physical education graduates, supervisors, and faculty members.

Table 4.55--Evaluation of the Aspects of Student Teaching Practice for the Elementary School Level as Perceived by the Physical Education Faculty.

| Item # | Student Teaching Practice | VU | U | MS | S | VS | Mean | Rank |
|---|---|---|---|---|---|---|---|---|
| 3 | How do you evaluate the student teaching practice's effectiveness in developing student teaching ability? | 6.7 | 0.0 | 13.3 | 26.7 | 53.3 | 4.20 | 1 |
| 2 | What is your evaluation of the assistance provided by the department supervisor during the student teaching practice? | 6.7 | 6.7 | 6.7 | 53.3 | 26.7 | 3.87 | 2 |
| 1 | In general, how do you evaluate the student teaching practice? | 6.7 | 0.0 | 26.7 | 53.3 | 13.3 | 3.67 | 3 |
| 5 | How do you evaluate your overall satisfaction with the physical education teacher where students practiced their student teaching? | 0.0 | 13.3 | 33.3 | 40.0 | 13.3 | 3.53 | 4 |
| 4 | How do you evaluate your satisfaction with student assignment to school to practice their student teaching? | 6.7 | 13.3 | 40.0 | 20.0 | 20.0 | 3.33 | 5 |
| 6 | How do you evaluate your overall satisfaction with the facilities of the schools where students practiced their student teaching? | 20.0 | 40.0 | 26.7 | 6.7 | 6.7 | 2.40 | 6 |

Table 4.56--Evaluation of the Aspects of Student Teaching Practice for the Intermediate and/or Secondary School Level as Perceived by the Physical Education Faculty.

| Item # | Student Teaching Practice | VU | U | MS | S | VS | Mean | Rank |
|--------|---------------------------|------|------|------|------|------|------|------|
| 3 | How do you evaluate the student teaching practice's effectiveness in developing student teaching ability? | 0.0 | 6.7 | 13.3 | 33.3 | 46.7 | 4.20 | 1 |
| 2 | What is your evaluation of the assistance provided by the department supervisor during the student teaching practice? | 6.7 | 6.7 | 6.7 | 60.0 | 20.0 | 3.80 | 2 |
| 1 | In general, how do you evaluate the student teaching practice? | 0.0 | 6.7 | 20.0 | 66.7 | 6.7 | 3.73 | 3 |
| 5 | How do you evaluate your overall satisfaction with the physical education teacher where students practiced their student teaching? | 0.0 | 20.0 | 26.7 | 33.3 | 20.0 | 3.53 | 4 |
| 4 | How do you evaluate your satisfaction with student assignment to school to practice their student teaching? | 6.7 | 6.7 | 46.7 | 20.0 | 20.0 | 3.40 | 5 |
| 6 | How do you evaluate your overall satisfaction with the facilities of the schools where students practiced their student teaching? | 6.7 | 40.0 | 40.0 | 6.7 | 6.7 | 2.67 | 6 |

The mean ratings for the graduates, supervisors, and faculty members were 3.41, 3.09, and 3.07, respectively. The F-test was not statistically significant (F = 2.31, p > 0.05), indicating that graduates, supervisors, and faculty members did not differ significantly in evaluating the overall physical education teaching skills.

Research Question 12: In comparison to each other, how do the supervisors and the department's faculty members evaluate the preparation program?

Physical education supervisors and faculty members were asked to evaluate the overall effectiveness of the physical education teacher preparation program on a five-point Likert-type scale:

(1) very ineffective

(2) ineffective

(3) undecided

(4) effective

(5) very effective.

Due to the low number of respondents, the scale was compressed into ineffective (very ineffective, ineffective, undecided) and effective (effective and very effective) in order to maximize the cell frequencies. A chi-square test of statistical significance was used to test whether responses on the effectiveness of the physical education program vary depending on whether the respondent is a supervisor or faculty member. No statistically significant relationship was found between the respondents' perception of the effectiveness of the physical education preparation program and whether the respondent was a supervisor or a faculty member ($X^2$ = 1.69, p > 0.05).

Research Question 13: In comparison to each other, how do the 1979-1990 graduates and the department's faculty members evaluate the professional preparation courses?

Respondents' perceptions of the level of importance of the professional preparation courses were collapsed into two levels of unimportant (very unimportant, unimportant) and important (very important, important). The chi-square test of statistical significance was then used to determine whether or not statistically significant relationships exist between respondents' perceptions of the level of importance of each of the 34 professional preparation courses and whether the respondent is a graduate or faculty member. Table 4.57 presents the chi-square values and their corresponding observed significance level for each of the 34 professional preparation courses.

From Table 4.57 it is shown that statistically significant relationships were observed between the respondents' status (graduate or faculty member) and their perceptions of the level of importance of: **Applied Physics** ($X^2$ = 4.087, p < 0.05); **Tabletennis** ($X^2$ = 4.905, p < 0.05); and **Physical Education for the Disabled** ($X^2$ = 6.394, p < 0.05). No statistically significant relationships were observed between the respondents' status and their perception of the level of importance of the remaining 31 professional preparation courses.

The relationship in the respondents' perceptions of the importance of **Applied Physics** can best be demonstrated by the fact that 80 percent of the faculty respondents considered this course to be important compared to only 53 percent of the graduate respondents. On the other hand, 91 percent of the graduate respondents perceived **Tabletennis** to be important compared to only about 73

Table 4.57--Chi-Square Results for the Relationships between the Evaluation of Professional Preparation Courses and Whether the Respondent is a Graduate or Faculty Member.

| Course | Chi-Square Value | df | P-Value |
|---|---|---|---|
| History of Physical Education | 0.014 | 1 | 0.907 |
| Functional and Descriptive Anatomy | 0.358 | 1 | 0.549 |
| Exercise Physiology (I) | 0.358 | 1 | 0.549 |
| Sports Facilities Planning and Construction | 0.405 | 1 | 0.524 |
| Exercise Physiology (II) | 0.509 | 1 | 0.476 |
| First Aid for Athletic Injuries | - | - | - |
| Camping & Outdoor Activities | 0.737 | 1 | 0.391 |
| Motor Learning | 0.826 | 1 | 0.363 |
| Physical Education Programs | 1.452 | 1 | 0.228 |
| Fundamentals of Training | 0.506 | 1 | 0.476 |
| Evaluation, Tests and Measurements in Physical Education | 0.966 | 1 | 0.326 |
| Biomechanics | 1.461 | 1 | 0.227 |
| Organization and Administration in Physical Education | 0.288 | 1 | 0.591 |
| Youth Welfare in Saudi Arabia | 0.003 | 1 | 0.959 |
| Sport Psychology | 0.759 | 1 | 0.384 |
| Applied Physics | 4.087 | 1 | 0.043* |
| School Health Education | 0.976 | 1 | 0.323 |
| Recreational Education | 0.106 | 1 | 0.745 |
| Principles of Physical Education | 0.139 | 1 | 0.709 |
| Physical Education Teaching Methods (I) | 0.213 | 1 | 0.644 |
| Physical Education Teaching Methods (II) | 0.360 | 1 | 0.549 |
| Exercises | - | - | - |
| Gymnastics | 0.358 | 1 | 0.549 |
| Track and Field | 0.213 | 1 | 0.644 |
| Physical Fitness | 0.141 | 1 | 0.707 |
| Soccer | 0.432 | 1 | 0.511 |

Table 4.57, continued

| Course | Chi-Square Value | df | P-Value |
|---|---|---|---|
| Volleyball | 0.285 | 1 | 0.593 |
| Handball | 0.213 | 1 | 0.644 |
| Basketball | 0.285 | 1 | 0.593 |
| Tabletennis | 4.905 | 1 | 0.027* |
| Sport Sociology | 0.616 | 1 | 0.433 |
| Sport Media and Public Relations | 0.060 | 1 | 0.807 |
| Introduction to Physical Therapy | 0.446 | 1 | 0.504 |
| Physical Education for the Disabled | 6.394 | 1 | 0.011* |

*significant at the 0.05 level

percent of the faculty respondents. For **Physical Education for the Disabled,** the cell percentages show that about 83 percent of all respondents who perceived this subject to be important were graduate respondents.

A measure of the overall importance of the professional preparation courses was created by averaging responses over the 34 professional preparation courses. An independent two-sample t-test was then used to determine whether statistically significant differences exist in the overall perception of importance of 34 professional preparation courses between graduates and faculty members. The mean importance rating among graduates was 3.530 compared to 3.526 among faculty members. These means were not significantly different ($t = 0.06$, $p > 0.05$).

<u>Research Question 14</u>: In comparison to each other, how do the 1979-1990 graduates and the department faculty members evaluate the student teaching practice?

Respondents' evaluations of the six aspects of student teaching practice were collapsed into two levels of <u>unsatisfactory</u> (very unsatisfactory, unsatisfactory) and <u>satisfactory</u> (moderately satisfactory, satisfactory, very satisfactory). The chi-square test of statistical significance was used to determine whether or not statistically significant relationships exist between evaluation of each of the six aspects of student teaching practice and the status of the respondent (graduate or faculty member). Tables 4.58 and 4.59 present the chi-square results for the relationship between respondents' evaluation and their status of elementary and intermediate and/or secondary school levels, respectively.

From these results it is shown that statistically significant relationships were found between the respondents' status and their evaluation of the following aspect of student teaching practice at the elementary school level: **How do you evaluate your overall satisfaction with the facilities of the schools where students practiced their student teaching?** ($X^2$ = 4.087, p < 0.05). For this aspect of student teaching practice, the cell frequencies and percentages showed that 66 percent of graduate respondents considered the aspect to be satisfactory compared to 40 percent of the faculty respondents. No statistically significant relationships were found between respondents' perception in the remaining five aspects of student teaching practice and whether the respondent was a graduate or faculty member.

A measure of the overall evaluation of the six aspects of the student teaching practice was created by averaging responses over the six items both for elementary

Table 4.58--Chi-Square Results for the Relationship Between Evaluation of Student Teaching Practice for Elementary School and Whether the Respondent is a Graduate or Faculty Member.

| Student Teaching Practice | Chi-Square Value | df | P-Value |
|---|---|---|---|
| In general, how do you evaluate your student teaching practice? | 0.056 | 1 | 0.813 |
| What is your evaluation of the assistance you received from the department supervisor during your student teaching practice? | 0.018 | 1 | 0.892 |
| How do you evaluate the student teaching practice's effectiveness in developing your teaching ability? | 0.479 | 1 | 0.489 |
| How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching? | 0.671 | 1 | 0.413 |
| How do you evaluate your overall satisfaction with the school where you practiced your student teaching? | 0.155 | 1 | 0.694 |
| How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching? | 4.087 | 1 | 0.043* |

*significant at the 0.05 level

Table 4.59--Chi-Square Results for the Relationship Between Evaluation of Student
Teaching Practice for Intermediate and/or Secondary School and
Whether the Respondent is a Graduate or Faculty Member.

| Student Teaching Practice | Chi-Square Value | df | P-Value |
|---|---|---|---|
| In general, how do you evaluate your student teaching practice? | 0.122 | 1 | 0.727 |
| What is your evaluation of the assistance you received from the department supervisor during your student teaching practice? | 0.334 | 1 | 0.563 |
| How do you evaluate the student teaching practice's effectiveness in developing your teaching ability? | 0.479 | 1 | 0.489 |
| How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching? | 0.192 | 1 | 0.661 |
| How do you evaluate your overall satisfaction with the school where you practiced your student teaching? | 0.175 | 1 | 0.676 |
| How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching? | 3.667 | 1 | 0.056 |

*significant at the 0.05 level

and intermediate and/or secondary school levels. An independent two-sample t-test was then used to determine whether or not statistically significant differences exist in the overall evaluation of the student teaching practice between graduate and faculty respondents. For the elementary school level, the mean rating among graduate respondents was 3.762 compared to 3.500 among faculty respondents. These means were not statistically significant (t = 1.45, p > 0.05). On the other hand, for the intermediate and/or secondary school level, the mean ratings among graduates and faculty members were 3.911 and 3.556, respectively. For this school level, the test showed a statistically significant difference (t = 2.12, p < 0.05) between graduates and faculty members in their evaluation of the student teaching practice.

Research Question 15: What suggestions and recommendations are made by the 1979-1990 graduates, their supervisors, and the department faculty members for improvement of the ongoing physical education teacher preparation program at Umm Al-Qura University in Makkah, Saudi Arabia?

Physical education 1979-1990 graduates, their student teaching practice supervisors, and physical education faculty members were presented with fourteen suggestions and recommendations for improvement of the physical education teacher preparation program. Respondents were asked to indicate the extent to which they agreed or disagreed that each recommendation or suggestion was valid for the improvement of the physical education teacher preparation program. A five-point Likert-type scale with the following responses was used:

(1) strongly disagree (SD)

(2) disagree (D)

(3) partially agree (PA)

(4) agree (A)

(5) strongly agree (SA).

Percentages of responses in each response category (SD, D, PA, A, SA) and the mean of the responses were computed for each of the fourteen suggestions and recommendations. Tables 4.60, 4.61, and 4.62 present the percentages to each response category, the mean rating, and rank for each of the fourteen suggestions and recommendations as perceived by the graduates, faculty members, and supervisors, respectively.

From these tables it is shown that the mean ratings ranged from a low value of 2.73 (faculty on item #14) to a high value of 4.86 (supervisors on item #13). The highest mean rating for graduates and faculty members was observed for the recommendation of: **Improving facilities, equipment, and laboratories** (mean = 4.73, graduates; 4.67, faculty; rank = 1). The highest mean rating among supervisors was observed for the recommendation of: **Closer contact between the Department of Physical Education at Umm Al-Qura University and physical education administrations in the Ministry of Education to coordinate their programs** (mean = 4.86, rank = 1). This recommendation was ranked the second highest by the graduates and faculty with 4.70 and 4.47 as their respective mean ratings. The recommendation of: **Establishing an alumni association which meets annually to discuss recent issues in the profession and to provide suggestions for the**

Table 4.60--Suggestions and Recommendations for Improvement of the Physical Education Teacher Preparation Program as Perceived by the Physical Education Graduates.

| Item # | Suggestion/Recommendation | SD | D | PA | A | SA | Mean | Rank |
|---|---|---|---|---|---|---|---|---|
| 10 | Improving facilities, equipment, and laboratories. | 0.0 | 0.9 | 1.9 | 20.1 | 77.1 | 4.73 | 1 |
| 13 | Closer contact between the Department of Physical Education at Umm Al-Qura University and physical education administrations in the Ministry of Education to coordinate their programs. | 0.9 | 0.5 | 3.3 | 18.2 | 77.1 | 4.70 | 2 |
| 2 | Establishing an alumni association which meets annually to discuss recent issues in the profession and provide suggestions for the department's improvement. | 0.5 | 1.4 | 6.1 | 27.6 | 64.5 | 4.54 | 3 |
| 5 | Improving interpersonal student-faculty relationships. | 0.0 | 0.5 | 5.6 | 37.4 | 56.5 | 4.50 | 4 |
| 9 | Providing areas of specialization within the undergraduate program, such as coaching, nutrition, sport injuries, etc. | 1.4 | 0.9 | 5.1 | 31.8 | 60.7 | 4.50 | 4 |
| 6 | Improving the area of advising and counseling. | 0.0 | 0.9 | 7.0 | 36.9 | 55.1 | 4.46 | 6 |
| 4 | Conducting an ongoing evaluation of the department's program goals, program implementation, and outcomes in order to improve the program. | 0.0 | 0.0 | 7.9 | 43.9 | 48.1 | 4.40 | 7 |
| 8 | Providing workshops, seminars, and in-service experiences for graduate students. | 0.0 | 1.4 | 12.6 | 30.8 | 55.1 | 4.40 | 7 |
| 12 | Conducting faculty performance evaluation at the end of each course. | 0.5 | 3.3 | 5.1 | 38.8 | 52.3 | 4.39 | 9 |
| 7 | Inviting visiting faculty members to benefit from their updated knowledge. | 0.0 | 1.4 | 18.7 | 17.1 | 59.8 | 4.38 | 10 |
| 11 | Hiring additional faculty members. | 0.0 | 1.9 | 17.8 | 32.7 | 47.7 | 4.26 | 11 |
| 1 | Conducting a periodic follow-up for new graduates during their first teaching year to evaluate the effectiveness of their preparation program. | 1.9 | 4.7 | 10.8 | 34.7 | 47.9 | 4.22 | 12 |
| 3 | Placing more emphasis on the practical approach rather than on the theoretical approach in the teacher preparation program. | 0.9 | 3.3 | 15.0 | 37.9 | 43.0 | 4.18 | 13 |
| 14 | For student teaching practice, students may start as an observer in the first year, assist the school teacher in the second year, and practice teaching in the third and fourth years. | 9.3 | 10.7 | 15.4 | 26.6 | 37.9 | 3.73 | 14 |

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Table 4.61--Suggestions and Recommendations for Improvement of the Physical Education
Teacher Preparation Program as Perceived by the Physical Education Faculty
Members.

| Item # | Suggestion/Recommendation | SD | D | PA | A | SA | Mean | Rank |
|---|---|---|---|---|---|---|---|---|
| 10 | Improving facilities, equipment, and laboratories. | 0.0 | 0.0 | 0.0 | 33.3 | 66.7 | 4.67 | 1 |
| 13 | Closer contact between the Department of Physical Education at Umm Al-Qura University and physical education administrations in the Ministry of Education to coordinate their programs. | 0.0 | 0.0 | 6.7 | 40.0 | 53.3 | 4.47 | 2 |
| 8 | Providing workshops, seminars, and in-service experiences for graduate students. | 0.0 | 0.0 | 13.3 | 26.7 | 60.0 | 4.47 | 3 |
| 2 | Establishing an alumni association which meets annually to discuss recent issues in the profession and provide suggestions for the department's improvement. | 6.7 | 0.0 | 6.7 | 20.0 | 66.7 | 4.40 | 4 |
| 4 | Conducting an ongoing evaluation of the department's program goals, program implementation, and outcomes in order to improve the program. | 0.0 | 0.0 | 13.3 | 33.3 | 53.3 | 4.40 | 4 |
| 6 | Improving the area of advising and counseling. | 0.0 | 0.0 | 13.3 | 46.7 | 40.0 | 4.27 | 6 |
| 11 | Hiring additional faculty members. | 0.0 | 0.0 | 13.3 | 46.7 | 40.0 | 4.27 | 6 |
| 7 | Inviting visiting faculty members to benefit from their updated knowledge. | 0.0 | 0.0 | 20.0 | 40.0 | 40.0 | 4.20 | 8 |
| 5 | Improving interpersonal student-faculty relationships. | 0.0 | 0.0 | 13.3 | 53.3 | 33.3 | 4.20 | 8 |
| 1 | Conducting a periodic follow-up for new graduates during their first teaching year to evaluate the effectiveness of their preparation program. | 0.0 | 6.7 | 26.7 | 26.7 | 40.0 | 4.00 | 10 |
| 9 | Providing areas of specialization within the undergraduate program, such as coaching, nutrition, sport injuries, etc. | 0.0 | 6.7 | 26.7 | 33.3 | 33.3 | 3.93 | 11 |
| 12 | Conducting faculty performance evaluation at the end of each course. | 6.7 | 6.7 | 13.3 | 40.0 | 33.3 | 3.87 | 12 |
| 3 | Placing more emphasis on the practical approach rather than on the theoretical approach in the teacher preparation program. | 6.7 | 6.7 | 53.3 | 26.7 | 26.7 | 3.20 | 13 |
| 14 | For student teaching practice, students may start as an observer in the first year, assist the school teacher in the second year, and practice teaching in the third and fourth years. | 6.7 | 26.7 | 53.3 | 13.3 | 0.0 | 2.73 | 14 |

Table 4.62--Suggestions and Recommendations for Improvement of the Physical Education Teacher Preparation Program as Perceived by the Physical Education Supervisors.

| Item # | Suggestion/Recommendation | SD | D | PA | A | SA | Mean | Rank |
|---|---|---|---|---|---|---|---|---|
| 13 | Closer contact between the Department of Physical Education at Umm Al-Qura University and physical education administrations in the Ministry of Education to coordinate their programs. | 0.0 | 0.0 | 4.5 | 4.5 | 90.9 | 4.86 | 1 |
| 10 | Improving facilities, equipment, and laboratories. | 0.0 | 0.0 | 0.0 | 22.7 | 77.3 | 4.77 | 2 |
| 2 | Establishing an alumni association which meets annually to discuss recent issues in the profession and provide suggestions for the department's improvement. | 0.0 | 0.0 | 0.0 | 31.8 | 68.2 | 4.68 | 3 |
| 6 | Improving the area of advising and counseling. | 0.0 | 0.0 | 0.0 | 31.8 | 68.2 | 4.68 | 3 |
| 4 | Conducting an ongoing evaluation of the department's program goals, program implementation, and outcomes in order to improve the program. | 0.0 | 0.0 | 4.5 | 31.8 | 63.6 | 4.59 | 5 |
| 5 | Improving interpersonal student-faculty relationships. | 0.0 | 0.0 | 4.5 | 45.5 | 50.0 | 4.45 | 6 |
| 8 | Providing workshops, seminars, and in-service experiences for graduate students. | 0.0 | 0.0 | 9.1 | 36.4 | 54.5 | 4.45 | 6 |
| 7 | Inviting visiting faculty members to benefit from their updated knowledge. | 0.0 | 0.0 | 13.6 | 31.8 | 54.5 | 4.41 | 8 |
| 12 | Conducting faculty performance evaluation at th end of each course. | 0.0 | 4.5 | 4.5 | 36.4 | 54.5 | 4.41 | 8 |
| 3 | Placing more emphasis on the practical approach rather than on the theoretical approach in the teacher preparation program. | 0.0 | 0.0 | 18.2 | 31.8 | 50.0 | 4.32 | 10 |
| 11 | Hiring additional faculty members. | 0.0 | 0.0 | 18.2 | 50.0 | 6.1 | 4.14 | 11 |
| 1 | Conducting a periodic follow-up for new graduates during their first teaching year to evaluate the effectiveness of their preparation program. | 9.1 | 13.6 | 0.0 | 18.2 | 59.1 | 4.05 | 12 |
| 9 | Providing areas of specialization within the undergraduate program, such as coaching, nutrition, sport injuries, etc. | 4.5 | 13.6 | 9.1 | 36.4 | 36.4 | 3.86 | 13 |
| 14 | For student teaching practice, students may start as an observer in the first year, assist the school teacher in the second year, and practice teaching in the third and fourth years. | 9.1 | 27.3 | 9.1 | 31.8 | 22.7 | 3.32 | 14 |

**department's improvement** was also rated very high by graduates (mean = 4.54, rank = 3), supervisors (mean = 4.68, rank = 3), and faculty members (mean = 4.40, rank = 4). The recommendation which was rated with the lowest mean by graduates (mean = 3.73, rank = 14), supervisors (mean = 3.32, rank = 14), and faculty (mean = 2.73, rank = 14) was: **For student teaching practice, students may start as an observer in the first year, assist the school teacher in the second year, and practice teaching in the third and fourth year.**

Additional Recommendations. In addition to the fourteen recommendations and suggestions provided by the researcher, an open-ended item was provided to gather information about other recommendations and suggestions as perceived by the graduates, supervisors, and faculty members  The frequency and percentages of additional suggestions and recommendations by graduates, faculty members, and supervisors are presented in Tables 4.63, 4.64, and 4.65.

From Tables 4.63 through 4.65 it is shown that twelve additional recommendations and suggestions were provided by graduates. The two with the highest frequency of occurrence were: **Emphasize the improvement of equipment, and complete laboratories** and **Concentrate on practical courses such as track and field and physical fitness, and "how to teach" these courses to the public school pupils.**   On the other hand, the faculty members provided ten additional recommendations.   The two with the highest frequency of occurrence were: **Implement the suggestions and recommendations in part VII of the questionnaire** and **Improve facilities, equipment, and complete laboratories and increase the number of both technicians and administrative staff.**  Supervisors provided ten

Table 4.63--Number and Percentages of Additional Recommendations Suggested by Physical Education Graduates.

| Recommendation | Number | Percentage |
|---|---|---|
| Emphasize the improvement of facilities, equipment, and complete laboratories. | 31 | 14.5 |
| Concentrate on practical courses such as track and field and physical fitness, and "how to teach" these courses to public school pupils. | 30 | 14.0 |
| Implement the suggestions and recommendations in Part VI of the questionnaire. | 28 | 13.1 |
| Care for graduated students through holding annual meetings, lectures, and symposia; by providing them with translated periodicals and printed materials; and by in-service training to keep them up to date. | 25 | 11.7 |
| Give attention to the methods of selecting and the quality of new students admitted to the department. | 22 | 10.3 |
| Install "coaching" as an area of specialization in every practical course and provide a coaching certificate for interested students who may complete the coaching requirements. | 20 | 9.3 |
| Give attention to student teaching by more concentration, and by unifying its supervision, guidance, and directing methods. | 17 | 7.9 |
| Install "officiating" as an area of specialization in every practical course and provide an officiating certificate for interested students who may complete the officiating requirements. | 13 | 6.1 |
| Give attention to the selection process of the department faculty members, and improve and evaluate their competencies regularly. | 13 | 6.1 |
| Work seriously on changing society's negative perception about the field through scientific research and media information. | 13 | 6.1 |
| Open graduate studies in different fields in physical education. | 12 | 5.6 |
| Reduce the University and College required courses and use that reduction to introduce new professional courses in the department. | 10 | 4.7 |

Table 4.64--Number and Percentages of Additional Recommendations Suggested by Physical Education Faculty Members.

| Recommendation | Number | Percentage |
|---|---|---|
| Implement the suggestions and recommendations in Part VII of the questionnaire. | 7 | 46.7 |
| Improve facilities, equipment, and complete laboratories and increase the number of both technicians and administrative staff. | 3 | 20.0 |
| Update the department's library and provide it with new acquisitions. | 2 | 13.3 |
| Conduct periodic meetings and symposia among the faculty members and between other similar departments to share and exchange new knowledge and experiences. | 2 | 13.3 |
| Increase the number of faculty members by sending qualified graduated students abroad to continue their higher education in the field. | 2 | 13.3 |
| Open different areas of specialization, during under-graduate study, which enable the students to work in a job other than teaching, such as in sport clubs. | 2 | 13.3 |
| Conduct periodic meetings and lectures with graduate students to keep them up to date and to know and discuss their suggestions and opinions concerning the department and the field. | 2 | 13.3 |
| Continuously evaluate the faculty members. | 2 | 13.3 |
| Conduct field trips to similar institutions and sport clubs to see the facilities, equipment, and laboratories in such places. | 2 | 13.3 |
| Reduce the University and College required courses and use that reduction to introduce new professional courses in the departments. | 1 | 6.7 |

Table 4.65--Number and Percentages of Additional Recommendations Suggested by Physical Education Supervisors.

| Recommendation | Number | Percentage |
|---|---|---|
| Give attention to student teaching by providing more practice and continuous improvement. | 7 | 31.8 |
| Give very close attention to the methods of selecting and the qualifications of new students admitted to the department. | 6 | 27.3 |
| Implement the suggestions and recommendations in Part IV of the questionnaire. | 6 | 27.3 |
| Concentrate on all practical courses such as track and field. | 4 | 18.2 |
| Improve facilities, equipment, and complete laboratories. | 3 | 13.6 |
| Concentrate on teaching the students how to create and use substitute equipment in their daily work. | 3 | 13.6 |
| Revise and update the content of the courses. | 2 | 9.1 |
| Revise and rethink what kind of knowledge and practice the student must have in order to be consistent with reality and practicality of daily life in the public schools. | 2 | 9.1 |
| Maintain continuous communication between the department and similar departments in the University, junior colleges, and the Ministry of Education to exchange and coordinate their efforts and goals and working for the achievement of its goals. | 2 | 9.1 |
| Conduct periodic meetings and seminars with graduated students to keep them up to date on their knowledge. | 2 | 1.7 |

additional recommendations. The three with the highest frequency of occurrence were: **Give attention to student teaching by providing more practice and continuous improvement, Give very close attention to the methods of selecting and the qualifications of new students admitted to the department, and Implement the suggestions and recommendations in part IV of the questionnaire.**

CHAPTER V

SUMMARY, SUMMARY OF THE FINDINGS,
DISCUSSION OF THE FINDINGS, CONCLUSIONS,
AND RECOMMENDATIONS

Introduction

This study sought to evaluate the physical education teacher preparation

program at Umm Al-Qura University in Saudi Arabia. In assessing this program, the

study examined and evaluated the graduates', faculty members', and supervisors'

perceptions of the professional preparation courses, teaching skills, student teaching

practice, and problems facing the physical education teacher preparation program at

Umm Al-Qura University. The research design utilized three survey instruments in

the form of questionnaires developed by the researcher.

Population and Sample

The target population of the study consisted of 237 physical education teachers

who graduated from the Department of Physical Education from 1979 to 1990, 22

supervisors, and 15 faculty members in the Department of Physical Education.

Though all 237 graduates were to be included in the study, 23 of them could not be

located, therefore, only 214 graduates participated in the study.

## Instrumentation

Three survey questionnaires used in the study were developed by the researcher to evaluate the professional preparation courses, teaching skills, student teaching practice, and problems facing the program as perceived by the graduates, their supervisors, and the physical education faculty members. The graduate survey instrument consisted of questions relating to 34 professional preparation courses, 13 physical education teaching skills, six aspects of student teaching practice, eight problems facing the program, and 14 suggestions and recommendations. The faculty members' questionnaire consisted of questions relating to five departmental goals, 12 program evaluation items, 34 professional preparation courses, 13 physical education teaching skills, six student teaching practice items, and 14 suggestions and recommendations. The supervisors' questionnaire consisted of questions relating to 13 physical education teaching skills, six professional activities of the physical education teachers, and 14 suggestions and recommendations.

## Data Collection

With the help of the physical education department and the office of the registrar at Umm Al-Qura University, the number of graduates of the physical education department from 1979 to 1990 was obtained. A listing of graduates for each year was then developed. Physical education supervisors in offices located in the cities of Makkah, Jeddah, Taif, Baha, Riyadh, Maddinah, Yanboa, Al-Qunfodah, Al-Makwah, and Abha were then contacted. Other logistical procedures needed to meet the research requirements of the Ministry of Education, such as letters of

recommendation and permission, were also undertaken before data were collected. Between April 30, 1991 and June 6, 1991, surveys were mailed to all 214 graduates whose addresses were located. All 214 physical education graduates responded. Supervisors' and faculty members' survey questionnaires were distributed to the study participants by direct contact, with the researcher personally delivering and collecting the questionnaires. All 22 supervisors and 15 faculty members responded. Data collection required approximately three months.

## Data Analysis

Because most of the questionnaire items in the study used the Likert-type scale, means, standard deviations and ranks were important descriptive statistics in the study. The study mainly utilized descriptive statistics in the form of means, standard deviations, frequencies, percentages, and ranks. Chi-square, one-way analysis of variance (ANOVA), and a two-sample t-test were also used in the data analysis to address the 15 research questions. An alpha level of .0.05 was used as a criterion for statistical significance.

## Summary of the Findings

Research Question 1: How do the 1979-1990 graduates evaluate the professional preparation courses they studied?

Physical education graduate respondents generally perceived all but three professional preparation courses as being either important or very important to their work in the field. The highest importance ratings were for the following courses: **First Aid for Athletic Injuries; Exercises; Physical Fitness; Physical Education**

**Teaching Methods I ; Physical Education Teaching Methods II; Track and Field; Functional and Descriptive Anatomy; Handball; Volleyball; and Gymnastics.** The lowest importance ratings were in the following courses: **Applied Physics; Youth Welfare in Saudi Arabia; and Physical Education for the Disabled** .

Research Question 2:    How do the 1979-1990 graduates evaluate their preparation in teaching skills?

According to the interpretation of the mean ratings in Research Question 2, no teaching skill was perceived to be in the excellent category.  However, six teaching skills were rated in the good category.  These skills included preparation in: **Managing time and making worthy use of it during the class; Ability to make good use of facilities and equipment; Handling discipline problems in and outside of the class; Motivating students who seem disinterested; Working with students of different ability; and Constructing an appropriate lesson plan.**  Based on the interpretation of the mean ratings, seven skills were rated in the average category and no teaching skills were rated in the poor, fair, or excellent categories.

Research Question 3:    How do the 1979-1990 graduates evaluate their satisfaction with their student teaching practice?

For both elementary and intermediate and/or secondary school levels, only the aspect, **How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching?** was rated in the moderately satisfactory category was.  All other statements about student teaching practice for elementary intermediate and/or secondary school levels were rated in the satisfactory category.

<u>Research Question 4</u>:    How serious do the 1979-1990 graduates consider problems facing the program?

According to the interpretation of the mean ratings in Research Question 4, respondents generally <u>agreed</u> that all eight statements of the problem areas were serious problems facing the physical education department. The highest mean ratings were observed for the problem areas of: **Opening of graduate studies in different fields in physical education; Establishing in-service training programs to update the graduates and develop their teaching and professional competencies; and Establishing and enhancing a special library in the department to correct the severe shortages of books and periodicals in physical education at the main library.** The lowest mean rating was in the problem area of: **The competency and efficiency of department faculty members.** However, even the mean rating for this problem was in the <u>agree</u> category, indicating that it was considered a serious problem facing the department of physical education.

<u>Research Question 5</u>:    Do the graduates' evaluations of the importance of the professional preparation courses vary with certain demographic characteristics (e.g., grade-point average, years of experience, school level, and school location)?

A chi-square test revealed statistically significant relationships between respondents' grade-point averages and their perceptions of the level of importance of the following courses: **Evaluation, tests and measurement in physical education; Organization and administration in physical education; Youth welfare in Saudi Arabia;** and **Recreational education.** More respondents who had a high G.P.A. (3.00 or higher) perceived the four courses as less important than those respondents with

a lower G.P.A. (less than 3.00). Years of experience were significantly related to only the course of **Introduction to Physical Therapy.** Respondents with no more than seven years of experience perceived this course to be more important than respondents with more than seven years of experience. School level was significantly related only to **Sports Facilities Planning and Construction.** Secondary school teachers perceived this course to be more important than either elementary or intermediate school teachers. The chi-square test also revealed statistically significant relationships between the location of the school and the respondents' perceptions of the importance of: **History of Physical Education; Sports Facilities Planning and Construction; Camping and Outdoor Activities; Organization and Administration in Physical Education; Youth Welfare in Saudi Arabia; School Health Education; Recreational Education; Track and Field; Soccer; Volleyball; Handball;Basketball;** and **Physical Education for the Disabled.**

A more detailed cell frequency analysis revealed that more respondents from Makkah and Jeddah perceived **History of Physical Education, Sports Facilities Planning and Construction, School Health Education,** and **Volleyball** to be less important than did respondents from Taif, Baha, and other cities. Respondents from schools in Baha and "other cities" perceived **Youth Welfare in Saudi Arabia** and **Recreational Education** to be less important than did respondents from schools in Makkah, Jeddah, and Taif. On the other hand, respondents from schools in Taif and Baha perceived **Camping and Outdoor Activities, Organization and Administration in Physical Education, Physical Fitness, Track and Field, Soccer, Handball,** and **Tabletennis** to be more important than respondents from schools located in Makkah,

Jeddah, and "other cities." An analysis of variance, however, revealed no statistically significant differences in the overall perceptions (composite measure) of the importance of professional preparation courses among the levels of G.P.A., years of experience, school level, and school location.

<u>Research Question 6</u>:   Do the graduates' evaluations of their preparation in teaching skills vary with certain demographic characteristics (e.g., grade-point average, years of experience, school level, and school location)?

Statistically significant relationships were found between years of experience and respondents' perceptions of the extent of preparation in: **Constructing an appropriate lesson plan; Ability to provide appropriate instructional activities to accomplish goals and objectives;** and **Managing time and making worthy use of it during class.** For these three physical education teaching skills, more respondents with experience of two years or less perceived the preparation in the courses to be good or excellent, while a larger proportion of respondents with 3 to 7 and 7 or more years of experience perceived the preparation in the same courses to be fair or average.

The chi-square test also revealed statistically significant relationships between school level and the respondents' teaching skills of: **Working with students of different ability;** and **Motivating students who seem disinterested.** For the former skill, respondents from the secondary school level perceived their preparation to be poor or fair while the majority of those students from the intermediate school level perceived their preparation in the same skill to be average to excellent. Elementary school respondents did not follow any particular pattern in their perceptions of this

skill. For the latter skill, more elementary school respondents perceived their preparation to be poor or fair, while intermediate school respondents perceived the same skill to be good or excellent. Secondary school respondents did not follow any particular pattern in their perceptions of this skill.

A statistically significant relationship was also found between school location and respondents' perceptions of the extent of preparation in **Handling discipline problems in and outside of the class.** In this case, more respondents from Jeddah and "other cities" perceived the preparation in this skill to be poor to average while most respondents from Taif and Baha perceived the preparation in the same skill to be average to excellent. Analysis of variance revealed no statistically significant differences in the overall perceptions (composite measure) of the extent of preparation in the physical education teaching skills among the levels of respondents' G.P.A., years of experience, school level, and school location.

Research Question 7: Do the graduates' evaluations of their satisfaction with their student teaching practice vary with certain demographic characteristics (e.g., grade-point average, years of experience, school level, and school location)?

No statistically significant relationships were found between respondents' grade-point average and their evaluation of the satisfaction level with regard to the six aspects of student teaching practice both at the elementary and at the intermediate and/or secondary school level. However, for both school levels, statistically significant relationships were found between respondents' years of experience and their evaluation of satisfaction of: **How do you evaluate the student teaching practice's effectiveness in developing your teaching ability?** More

respondents with fewer years of experience (2 years or less) seemed to perceive a higher satisfaction of this student teaching practice aspect than respondents with more years of experience (3-7 years, more than 7 years). Likewise, a statistically significant relationship was revealed between years of experience and respondents' evaluations of satisfaction of: **In general, how do you evaluate your student teaching practice?** Here also, respondents with no more than two years of experience perceived a higher satisfaction with this aspect of student teaching practice than did respondents with more than two years of experience.

A chi-square analysis also revealed a statistically significant relationship between school level and the respondents' evaluations of their satisfaction in the student teaching practice aspect of: **In general, how do you evaluate your student teaching practice?**, for both elementary and intermediate and/or secondary school level respondents. Elementary school respondents perceived a higher satisfaction level than either intermediate or secondary school respondents. At the intermediate and/or secondary school level, a significant relationship was observed between school level and respondents' evaluations of satisfaction regarding the aspect of: **How do you evaluate your overall satisfaction with the physical education teacher where you practiced your student teaching?** for the intermediate and/or secondary school level. Here also, elementary school respondents perceived a higher level of satisfaction than did either secondary or intermediate school level respondents.

For intermediate and/or secondary school level respondents, statistically significant relationships were observed between school location and evaluation of satisfaction of: **How do you evaluate the student teaching practice's effectiveness in**

developing your teaching ability? and **How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching?** A higher satisfaction level was found for teachers whose schools were located in Taif, Baha, and "other cities" than for those whose schools were located in Makkah or Jeddah. Statistically significant differences in the overall evaluations of satisfaction with aspects of student teaching practice were observed only among the levels of years of experience for elementary school level and for intermediate and/or secondary school level. The satisfaction level was higher among respondents with fewer years of experience (2 years or less) than among the other two groups (3 to 7 years, and more than 7 years).

<u>Research Question 8</u>: Do the graduates' evaluation of the seriousness of the problems facing the program vary with certain demographic characteristics (e.g., year of experience, grade-point average, school level, and school location)?

Statistically significant relationships were found between the school level and the respondents' perceptions of: **Opening of graduate studies in different fields in physical education.** More elementary and intermediate school respondents agreed strongly that it is a serious problem than did secondary school respondents. Significant relationships were also found between the school location and the respondents' perceptions of the following problems facing the physical education department: **The university administration's understanding of the genuine importance of the department and, hence, their support of it; Existence and maintenance of facilities, laboratories, and equipment; Establishing and enhancing a special library in the department to correct the severe shortage of books and**

**periodicals in physical education at the main library;** and **Opening of graduate studies in different fields in physical education.** More respondents from schools located in Baha and "other cities" tended to _agree_ that **Opening of graduate studies in different fields in physical education** was a serious problem than did respondents from Makkah, Jeddah, and Taif.

A one-way analysis of variance revealed statistically significant differences in the overall perceptions of the problems facing the physical education department among respondents from different school locations. High agreement was observed among respondents from schools located in Jeddah and Taif while lower levels of agreement were observed among respondents whose school were located in Makkah, Baha, and "other cities."

Research Question 9:    How do the physical education supervisors in the educational administration offices evaluate the teaching skills and professional activities of the graduates with whom they worked, and how do they evaluate the preparation program?

Supervisor respondents highest rated teaching skills were: **Handling discipline problems in and outside of the class; Ability to make good use of facilities and equipment; Designing and implementing extracurricular activities; Motivating students who seem disinterested;** and **Ability to provide appropriate instructional activities to accomplish goals and objectives.** For professional activities, all but two professional activities were rated in the category of _strong agreement._ The two exceptions which were rated in the category of _agreement_ were: **Assume a leadership role within the informal social structure of the school;** and **Completes professional**

**assignments and responsibilities in a competent and dependable manner.** On the average, the supervisors overall perceived the physical education teachers preparation program at Umm Al-Qura University to be effective.

Research Question 10: How do the faculty members of the Department of Physical Education at Umm Al-Qura University evaluate the achievement of the Department's goals, the preparation program, professional preparation courses, physical education teaching skills, and student teaching practice?

Four of the five goals were perceived to be unachieved. The only goal which was perceived as partly achieved or achieved was: **Preparation of physical education teachers to work in the various educational levels in Saudi Arabia.** Like supervisors, faculty respondents also generally perceived the physical education teacher preparation program at Umm Al-Qura University to be effective.

For the professional preparation courses, faculty respondents highly rated the importance of: **Functional and Descriptive Anatomy; Physical Education Teaching Methods I; Physical Education Teaching Methods II; Exercises; and Track and Field.** Ratings of low importance were only given in the following courses: **Youth Welfare in Saudi Arabia** and **Sport Media and Public Relations.**

Faculty members perceived all but one teaching skill to be slightly average. The only exception was the skill of: **Constructing integrated curriculum (K-12)** perceived as only fair. Overall, the rating of the teaching skills indicated that the physical education program prepares the graduates for above average performance but not a good performance. The highest satisfaction level with aspects of student teaching practice were observed for the aspects of: **How do you evaluate the student**

**teaching practice's effectiveness in developing student teaching ability?** and **What is your evaluation of the assistance provided by the department supervision during the student teaching practice?** The lowest satisfaction level was observed for the aspects of: **How do you evaluate your overall satisfaction with the facilities of the schools where students practiced their student teaching?** and **How do you evaluate your satisfaction with student assignment to school to practice their student teaching?**

Research Question 11: In comparison to each other, how do the 1979-1990 graduates, faculty members, and supervisors evaluate the graduates' teaching skills?

No statistically significant differences were found among the graduates, supervisors, and faculty members in their evaluation of the overall physical education teaching skills.

Research Question 12: In comparison to each other, how do the supervisors and the department's faculty members evaluate the preparation program?

The chi-square test revealed no statistically significant relationship between the respondents' perception of the effectiveness of the physical education preparation program and whether the respondent was a supervisor or faculty member.

Research Question 13: In comparison to each other, how do the 1979-1990 graduates and the department's faculty members evaluate the professional preparation courses?

Statistically significant relationships were observed between the respondents' status (graduate or faculty) and their perceptions of the level of importance of: **Applied Physics; Tabletennis;** and **Physical Education for the Disabled.** Of all

faculty respondents, 80 percent considered **Applied Physics** to be important compared to 53 percent of the graduate respondents. Ninety-one percent of graduate respondents perceived **Tabletennis** to be important compared to about 73 percent of the faculty respondents. About 83 percent of all those who perceived **Physical Education for the Disabled** to be important were graduate respondents. The overall perception of the importance of the professional preparation courses was not significantly different between graduates and faculty members.

<u>Research Question 14</u>: In comparison to each other, how do the 1979-1990 graduates and the department's faculty members evaluate the student teaching practice?

The chi-square test showed a statistically significant relationship between the respondents' status (graduate or faculty member) and their evaluation of the following aspect of student teaching practice? **How do yo evaluate your overall satisfaction with the facilities of the schools where students practiced their student teaching?** A larger proportion of graduate respondents perceived this aspect to be satisfactory than did the faculty respondents. However, the two groups of respondents did not differ significantly in their overall perception of the six aspects of the student teaching practice in the elementary school level. At the intermediate and/or secondary school level, the mean rating among graduates was significantly higher than the mean rating among the faculty members.

Research Question 15:   What suggestions and recommendations are made by the 1979-1990 graduates, their supervisors, and the department faculty members for improvement of the ongoing physical education teacher preparation program at Umm Al-Qura University in Makkah, Saudi Arabia?

The recommendation of **Improving facilities, equipment, and laboratories** was the highest rated by both graduates and faculty members and was the second highest rated by supervisors. **Closer contact between the Department of Physical Education at Umm Al-Qura University and physical education administrators in the Ministry of Education to coordinate their programs** was the highest rated recommendation by the supervisors and the second highest rated by both the graduates and faculty members. On the other hand, the recommendation: **For student teaching practice, students may start as an observer in the first year, assist the school teacher in the second year, and practice teaching in the third and fourth years** was the lowest rated by graduates, faculty members, and supervisors.

The following additional recommendations and suggestions were provided through an open-ended questionnaire item by a high percentage of respondents:

Graduates: The two with the highest frequency of occurrence were: **Emphasize improving facilities, equipment, and complete laboratories**; and **Concentrate on practical courses such as track and field, and physical fitness and "how to teach" these courses to the public school pupils.**

Faculty members: The two with the highest frequency of occurrence were: **Implement suggestions and recommendations in Part VII of the questionnaire** and **Improve facilities, equipment, and complete laboratories and increase the number of both technicians and administrative staff.**

Supervisors: The three with the highest frequency of occurrence were: **Give attention to student teaching by providing more practice and continuous improvement; Give very close attention to the methods of selecting and the qualification of new students to the department;** and **Implement suggestions and recommendations in Part IV of the questionnaire.**

## Discussion of the Findings

All the professional preparation courses were perceived to be important or very important by both graduates and faculty members. Birdwell (1989) reported a similar finding when the study respondents indicated the overall quality of their preparation courses. **First Aid for Athletic Injuries** was perceived by the graduates as the most important course. Such a course was found by Gilbert (1985) to be the most often used course after graduation. Denton (1977) found almost all the graduates reported that they were able to apply this course to their teaching. The importance of such a course is understandable due to the fact that most of the physical education classes in Saudi Arabia involve movement and physical contact among the students, which may result in some athletic injuries. In addition, the physical education teacher usually is responsible for conducting first aid in school. **Physical Education Teaching Methods I** and **II** were perceived by the graduates to be among the first five very important courses. One of the main findings reported by Baer and Foster (1974) was that graduates revealed that courses and experiences that provided opportunities for observing and working with children were most highly

valued. Without learning and mastering teaching methods, graduates will be unable to conduct their work as teachers.

On the other hand, the graduates perceived **Applied Physics**, a prerequisite for **Biomechanics**, as the least important course. This course content is of a scientific nature and requires knowledge in elementary physics, trigonometry, and mathematics. The fact that about 75 percent of the graduates were coming from the literary high school, where they had no science courses, explains their low rating of this course. **Youth Welfare in Saudi Arabia** was perceived by the graduates as the second lowest rated course. This course has no application to the graduates' work as physical education teachers. **Physical Education for the Disabled** was perceived by the graduates as the third lowest rated course. The issue of disability has just recently been addressed in Saudi Arabia. People used to hide the mentally disabled due to cultural misconceptions of bringing social shame to the family. At the same time, physically disabled students were prevented from going to school because the schools were not designed to accommodate them. Consequently, society's perception about disability and disabled people is not yet shaped to accept the disabled as they are, and most of the graduates have not had disabled students in their classes. The importance of this class may be recognized when one is faced with the situation of having disabled students in class.

Faculty members perceived **Functional and Descriptive Anatomy** and **Physical Education Teaching Methods I and II** as the three most important courses. Such a rating emphasizes the mutual perception of faculty members and graduates of the high importance of physical education teaching methods I and II, which is supported

by the finding of Baer and Foster (1974). The faculty members rated **Functional and Descriptive Anatomy** as the most important course. A possible explanation is that faculty members believe this course provides the students with a scientific basis for physical education and, consequently, their understanding of other courses such as exercise, physical fitness, and biomechanics.

On the other hand, **Youth Welfare in Saudi Arabia** was perceived by the faculty members as the least important course, which supports the graduates' rating of that course as the second lowest rated course. This low rating may be due to the fact that this course has no direct or indirect application to the physical education teachers' work in the public schools.

Respondents from schools in Taif and Baha perceived **Camping and Outdoor Activities** to be more important than did respondents from schools located in Makkah, Jeddah, and "other cities." This finding can be explained by the fact that both Taif and Baha have very pleasant weather throughout the year. They are considered the summer camp for the country, and contain many valleys, farms, and parks due to the land's green cover and year-round fertility. Hence, respondents in these two cities perceived the importance of the camping and outdoor activities course as higher than respondents in other locations.

The ability of the physical education preparation program in preparing graduates with the necessary teaching skills was evident from the survey. All teaching skills were rated as average or good and no teaching skill was rated as poor or fair by the graduates. However, no skill was rated as excellent. At the same time, with the exception of one teaching skill, physical education supervisors and faculty

members rated all the teaching skills as <u>average</u> or <u>good</u>. **Constructing integrated curriculum (K-12)** was rated as <u>fair</u> by both supervisors and faculty members, and was rated by the graduates as the teaching skill in which they were the least prepared. Although there are two courses about curriculum construction and curriculum organization included in the educational preparation courses and one course about programs and curriculum included in the professional preparation courses, the teaching skill of **Constructing integrated curriculum (K-12)** had never been addressed seriously due to the fact that the curriculum in Saudi Arabia is a unified and centralized one. Design of curriculum is the sole responsibility of the Ministry of Education in Riyadh and is implemented in public schools under the close supervision of the Ministry. Hence, revision and change in the curriculum is prohibited in all subject matters, although there is some flexibility in physical education and art education because of equipment and/or facilities. The input of teachers about the curriculum is collected and sent to the Ministry for revision. Therefore, preparation in this teaching skill may lead to no chance for its implementation. Thus, it can be argued that while the program is doing a <u>good</u> or <u>average</u> job, there is still need for improvement to strive for <u>excellence</u>.

All but one aspect of the student teaching practice were perceived by the graduates to be <u>satisfactory</u>. The aspect of **How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching?** was rated as <u>moderately satisfactory</u>. The same aspect was rated by the faculty members as <u>unsatisfactory</u> in the elementary school level and <u>moderately satisfactory</u> in the intermediate and/or secondary school level. The low rate of

satisfaction of the graduates and the faculty members concerning school facilities is evident. Sarhan (1986) found that space for physical education programs was lacking in urban schools and did not exist in village schools in Makkah, where the graduates practiced their teaching.

The aspect of **How do you evaluate the student teaching practice's effectiveness in developing student teaching skills?** was the highest rated by both graduates and faculty members. Student teaching practice provides a laboratory for the testing of ideas, a place where students apply what they have learned. Dover (1964) considered student teaching practice as an opportunity for real growth and a feeling of reality.

The need for **Expanding the physical education program**, particularly at the graduate level, was clearly demonstrated through the survey of graduates of the physical education program. In addition, the **Need for in-service training programs** was also recognized. The nonexistence of graduate studies in different fields in physical education, and in-service training programs had resulted in graduates feeling ignored and, consequently, losing their personal interest in innovation and creativity. Their feeling of being neglected and abandoned caused some of them to seek graduate studies or some in-service training abroad, especially in Egypt. But even that, many could not afford because of lack of time and financial support.

In the graduates' evaluations of their perceptions of teaching skills, more respondents with experience of two years or less perceived their preparation in **Constructing an appropriate lesson plan, Ability to provide appropriate instructional activities to accomplish goals and objectives**, and **Managing time and making worthy**

**use of it during class** to be good or excellent, while a larger proportion of respondents with 3 to 7 and 7 or more years of experience perceived the preparation in the same teaching skills to be only fair or average. Usually, graduates will start their new work as a teacher with dependency on what they have learned during their preparation and therefore perceived these three teaching skills as important for their jobs. Possibly, after they become accustomed to their work and have some experience on the job, they could see they had not learned much about these three skills. Generally, with more experience, the graduates become more capable of evaluating their preparation and what reality requires them to do in their schools. Although experience plays a very important role in the graduates' perceptions of their preparation program, it is hard to attribute change in perception solely to experience. Some changes in the preparation program may contribute to change in graduates' perceptions. The instructor's personality, class setting, and instructor's methods of teaching are just a few of the changes that also may contribute to change in the graduates' perceptions.

In the graduates' evaluations of their satisfaction with aspects of student teaching practice, more respondents with fewer years of experience (2 years or less) seemed to perceive a higher satisfaction with **In general, how do you evaluate your student teaching practice?** than did respondents with more years of experience (3 to 7 years, more than 7 years). Both time and experience play significant roles in shaping the graduates' evaluations of their preparation. In this case, respondents with fewer years of experience seemed satisfied with that aspect because it provided them with necessary tools to start their work as teachers. For those with more

experience, they see that there were other things needed for their work as physical education teachers which were not included in their student teaching practice. Usually, the physical education supervisors in the public schools would allow the new physical education teacher one to two years to apply what they had learned and become accustomed to their new job. After that, the physical education supervisors would begin to direct those teachers to follow the customary practice of teaching in the public schools as defined by the physical education supervisors. This customary practice of teaching could differ completely from the graduates' experiences during their student teaching practice. This, also, may explain why graduates with more years of experience were less satisfied with their student teaching practice than graduates with fewer years of experience (2 years or less).

Faculty members of the Department of Physical Education at Umm Al-Qura University evaluated the achievement of the department's goals. The only goal which was perceived as partly achieved or achieved was **Preparation of physical education teachers to work in the various educational levels in Saudi Arabia.** The other four goals were perceived as unachieved. Although all of the five goals were stated on the department's mission, the department's only job was the preparation of physical education teachers. Other goals were neglected by the department, which is supported by the graduates' ratings of the seriousness of problems facing the department. The graduates perceived **Opening of graduate studies** and **Establishing in-service training programs** as the most important problems. Some reasons for such negligence could be noticed in the ratings of all respondents of recommendations: **status of facilities, equipment, and laboratories; contact between the department and**

other similar departments and administrations; absence of workshops and seminars; and **nonexistence of an alumni association.** Another possible reason is that the department has no budget for research purposes and has no control over financial resources and/or the purchase of new equipment. The most the department can do is make a request and wait for an answer.

Although faculty members perceived only the goal of **Preparation of physical education teachers to work in the various educational levels in Saudi Arabia** as partly achieved or achieved, they evaluated the preparation program to be effective. The question is directed to the effectiveness of the preparation program and the faculty members were satisfied with the achievement of the first goal. But they evaluated 12 out of 13 teaching skills as average. This low rate of teaching skills does not reflect the evaluation of the preparation program as an effective one. This apparent contradiction could be explained in that the faculty members may have evaluated the preparation program based on other dimensions of the program such as professional preparation courses and teaching practice beside teaching teaching skills.

The recommendation of improving facilities, equipment and laboratories was the highest rated by both graduates and faculty members and was the second highest rated by supervisors. This inadequacy and the very poor maintenance of facilities, equipment, and laboratories are of great concern. The department has no control over the process other than to request maintenance or purchase of new equipment, which could take a long time, and then ultimately be rejected.

On the other hand, the recommendation of **Closer contact between the Department of Physical Education at Umm Al-Qura University and physical education administrators in the Ministry of Education to coordinate their programs** was the highest rated recommendation by the supervisors and the second highest rated by both graduates and faculty members. This recommendation illustrates the lack of communication between the department and other related departments and/or administrators. The gap between the preparation in the department and the reality in public schools can be bridged by closer contact to emphasize the similarities and resolve the differences. It should be noted that reality in the public schools, and consequently the perception of importance and support by administrators in public schools and in the Ministry of Education, does not necessarily reflect shortcomings in the graduates' preparation. On the contrary, these perceptions might be the result of students being overprepared. In other words, the present status of physical education in the Saudi public schools does not require the level of preparation that the graduates have received, because almost all of the physical education program content in public schools is concentrated on games and games skills. Thus the graduates must adapt their more extensive preparation to achieve these less extensive goals. This may be one reason for the graduates suggesting the addition of the recommendation: **Concentration on practical courses such as track and field, and physical fitness and "how to teach" these courses to the public school pupils.**

## Conclusions

The following conclusions were drawn from the findings of the study.

(1) Faculty and graduate respondents generally agreed on the level of importance of: **Physical Education Teaching Methods I; Physical Education Teaching Methods II;** and **Exercises.** The three courses were highly rated by both groups of respondents. The two groups of respondents also agreed on the level of importance of: **Youth Welfare in Saudi Arabia;** and **Applied Physics,** which they rated the lowest. However, the two groups of respondents differed in the importance ratings of: **First Aid for Athletic Injuries; Functional and Descriptive Anatomy; Physical Fitness;** and **Gymnastics.** **First Aid for Athletic Injuries** was the highest rated by graduate respondents while **Functional and Descriptive Anatomy** was the highest rated by faculty respondents. **Physical Fitness** was highly rated by graduate respondents while **Gymnastics** was highly rated by faculty respondents. The agreement of both graduates and faculty members on the high level of importance of the three courses can be explained by these courses being the courses most often used in teaching physical education in public schools under the current status. Similarly, **Youth Welfare in Saudi Arabia** and **Applied Physics** were rated the lowest because they were the courses least used in teaching physical education in public schools.

(2) Though the overall mean rating of physical education teaching skills was higher among graduate respondents than either faculty or supervisor respondents, these differences were not significant at the 0.05 level. This reflects the perception of faculty members that they could prepare the graduates better in these teaching skills or they could provide the graduates with more teaching skills than those

mentioned. On the other hand, supervisors have expected more from the graduates than what the graduates actually performed.

(3) According to the graduate and faculty respondents' perceptions, aspects of teaching practice had generally the same level of satisfaction in the elementary, intermediate, and/or secondary school level. This can be explained by both groups' perception that student teaching practice was satisfactory for the actual teaching duties that graduates performed daily in their schools.

(4) The student teaching practice aspect: **How do you evaluate the student teaching practice's effectiveness in developing student teaching ability?** was the highest rated by both graduate and faculty respondents. Graduates and faculty members have rated this aspect the highest because of their perception that the actual daily practice of teaching was met by the student teaching practice. This also supports Conclusion (3) above.

(5) Three most urgent problems facing the physical education department at Umm Al-Qura University as perceived by graduate respondents are: **Opening of graduate studies in different fields in physical education; Establishing in-service training programs to update the graduates and develop their teaching and professional competencies; and Establishing and enhancing a special library in the department to correct the severe shortage of books and periodicals in physical education at the main library.** Graduates express their ambition to continue their graduate study and their strive to improve and enhance their current practice and knowledge.

(6) Graduate respondents who had a high G.P.A. (3.00 or higher) perceived four courses: **Evaluation, Tests and Measurement in Physical Education; Organization and Administration in Physical Education; Youth Welfare in Saudi Arabia;** and **Recreational Education** to be less important than did graduate respondents with a lower G.P.A. (less than 3.00). Graduates with a high G.P.A. have perceived their efforts in study for these courses, especially **Evaluation, Tests and Measurement in Physical Education,** as not being reflected in their daily practice and implementation of these courses, where there is only a very minimal chance for implementing these courses under the current status of physical education in public schools.

(7) Graduate respondents with fewer years of experience (7 years or less) perceived **Introduction to Physical Therapy** to be more important than did graduate respondents with more years of experience (more than 7 years). It is possible that some changes occurred in this course over recent years, so more recent graduates may have perceived the course differently from early graduates.

(8) Secondary school graduate respondents perceived **Sport Facilities Planning and Construction** to be more important than either elementary or intermediate school graduate respondents. Facilities are limited in elementary schools and some intermediate schools. The course **Sport Facilities Planning and Construction** seems to have no implementation to help solve the problem of facilities in elementary schools and some intermediate schools, which could explain the low rating given by these schools' teachers. The problem of facilities is not faced by secondary schools, therefore teachers in these schools may have rated the course as more important.

(9) The graduate perceptions of the importance of 13 professional preparation courses significantly varied with school location. Generally, respondents from schools located in Makkah and Jeddah had lower perceptions about these courses than did those respondents whose schools were located in Taif, Baha, and "other cities." Usually graduates who teach in Jeddah or Makkah have more contact with the physical education department than other graduates. Thus they have a better chance to acquire books and periodicals in the field which contain information about new practices and knowledge. So that was reflected in their perception that professional preparation courses that may lack up-to-date knowledge or on the need to add more courses.

(10) Graduate respondents with fewer years of experience (less than 3 years) perceived the extent of preparation in the teaching skills: **Constructing an appropriate lesson plan; Ability to provide appropriate instructional activities to accomplish goals and objectives;** and **Managing time and making worthy use of it during class** to be good or excellent while those with more years of experience (3 years or more) perceived the extent of preparation in these courses to be mostly fair or average. The importance of these skills and their implementation in the daily teaching of teachers with fewer years of experience is obvious when those teachers are depending on their preparation for the first two years of their teaching.

(11) Graduate respondents from secondary schools generally perceived the extent of preparation in the skill of **Working with students of different ability** to be poor or fair, while those from intermediate schools perceived the extent of preparation in the same skill to be generally good or excellent. Elementary school

respondents perceived the extent of preparation in **Motivating students who seem disinterested** to be poor or fair, while intermediate school respondents perceived preparation in the same skill to be good or excellent. Usually, some students from the secondary schools are affiliated with sport clubs. Teachers of secondary schools may feel that they were not prepared enough to work simultaneously with both average students and student members of sport clubs.

(12) Graduate respondents from schools located in Jeddah and "other cities" perceived the extent of preparation in the skills of **Handling discipline problems in and outside of the class** to be from poor to average, while those from Taif and Baha perceived the extent of preparation in the same skill to be from average to excellent. The graduate respondents from schools located in Jeddah and "other cities" faced some complicated problems which were not faced by graduate respondents from Taif and Baha. Jeddah is one of the biggest cities in Saudi Arabia, and people in crowded cities tend to lead more complicated lives and consequently have more problems than people in the towns and villages.

(13) Graduate respondents' evaluation of the levels of satisfaction with six aspects of student teaching practice did not vary with respondents' G.P.A. either at the elementary or intermediate and/or secondary school levels. However, for both school levels, respondents with fewer years of experience (2 years or less) generally perceived a higher satisfaction with the following aspects of student teaching practice: **How do you evaluate the student teaching practice's effectiveness in developing your teaching ability?** and **In general, how do you evaluate your student teaching practice?** than did respondents with more years of experience (more than 2 years). Those

graduates with fewer years of experience (2 years or less) were depending on their student teaching practice for the first two years. After that, physical education supervisors ask for different teaching duties which may not have been included in their student teaching practice.

(14) Elementary school graduate respondents perceived a higher satisfaction level in the following aspect of student teaching practice: **In general, how do you evaluate your student teaching practice?** and **How do you evaluate your overall satisfaction with the physical education teacher where you practiced your student teaching?** than either intermediate or secondary school graduate respondents. Generally, teaching duties are greater in intermediate and secondary schools, hence some of these teaching duties may not have been covered during student teaching practice.

(15) A generally higher satisfaction level was perceived in the following aspects of student teaching practice: **How do you evaluate the student teaching practice's effectiveness in developing your teaching ability?** and **How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching?** among respondents whose schools were located in Taif, Baha, and "other cities" than among respondents whose schools were located in Makkah and Jeddah. There are sport clubs in both Jeddah and Makkah. Some of the students from schools in both cities are members of these sport clubs. On the other hand, the perceived dissatisfaction of graduates who teach in these two cities may be due to their inability to teach students who are member of sport clubs and have received advanced training.

(16) The overall evaluation of satisfaction with aspects of student teaching practice was significantly higher among respondents with fewer years of experience (2 years or less) than among respondents with more years of experience (3 or more years). This supports the fact that respondents with fewer years of experience depend heavily on what they learned to help get them through the first year of teaching. Then they will adopt the daily practice of teaching as perceived by the supervisor, which may differ completely from what the graduates had learned.

(17) Graduate respondents' evaluations of problems facing the program did not vary with either their G.P.A. or years of experience. However, more elementary and intermediate school respondents agreed strongly that the problem of **Opening of graduate studies in different fields in physical education** is serious than did secondary school graduate respondents. Teaching physical education, especially at the elementary level, where students are undergoing many changes, demands more up-to-date knowledge about students' cognitive, effective, and psychomotor development. That may explain why graduates in elementary and intermediate schools agreed strongly on the seriousness of this problem.

(18) Perceptions of problems facing the physical education department varied greatly with respondents' school location. Respondents from schools located in Taif and Jeddah agreed that the four problems: **The university administration's understanding of the genuine importance of the department and, hence, their support of it; Existence and maintenance of facilities, laboratories, and equipment; Establishing and enhancing a special library in the department to correct the severe shortage of books and periodicals in physical education at the main library; and**

**Opening of graduate studies in different fields in physical education** were serious, while those from schools located in Makkah tended to _disagree_. On the other hand, respondents from schools located in Baha and "other cities" tended to _agree_ that **Opening of graduate studies in different fields in physical education** was a serious problem, but tended to _disagree_ that the other three problems were serious. Graduates from schools in Makkah are closer to the physical education department than other graduates, so they may have noticed some changes in the program over time that went unnoticed by graduates from schools farther away and with less contact with the department.

(19) The overall perceptions of all eight problems facing the physical education program varied by school location. The highest agreement was among respondents whose schools were located in Jeddah and Taif with lower agreements among respondents whose schools were located in Makkah, Baha, and "other cities." Graduates in Jeddah and Taif account for about 40 percent of the total graduates population, and the high agreement among them on all problems facing the program emphasizes the seriousness of these problems.

(20) Graduate, faculty, and supervisor respondents all rated highly the extent of preparation in the teaching skills of: **Ability to make good use of facilities and equipment** and **Handling discipline problems in and outside of the class.** In addition, graduate respondents rated highly the skill of **Managing time and making worthy use of it during class**; supervisors rated highly the skill of **Designing and implementing extracurricular activities**; and faculty respondents rated highly the skill of **Constructing an appropriate lesson plan.** The lowest rated teaching skill by all

three groups of respondents was **Constructing integrated curriculum (K-12)**. Respondents in all three groups agreed on the level of preparation on using facilities and equipment to be high, which means that this skill was successfully taught and implemented by the graduates to the satisfaction of the supervisors. It should be noted that facilities and equipment are very limited in some cases, but according to all three groups of respondents they were used to making the most of what was available. On the other hand, **Constructing integrated curriculum (K-12)** was rated the lowest, which means that this skill was not addressed seriously and that there was no chance for implementing it in the public schools.

(21) The respondents' perceptions of the effectiveness of the physical education preparation program did not vary with whether the respondent was a supervisor or faculty member. This agreement between faculty members and supervisors means that their evaluations of the program effectiveness was valid more than if they had different levels of evaluation.

(22) Faculty respondents perceived a higher importance rating of the course **Applied Physics** than did graduate respondents. However, graduate respondents perceived a higher importance rating of the courses **Tabletennis** and **Physical Education for the Disabled** than did faculty respondents. The faculty respondents' perception of **Applied Physics** emphasizes the importance of this course, but the graduates' perception reflects their concern about the course's content and its complexity and application.

(23) For the elementary school level, more graduate respondents perceived the teaching practice aspect of **How do you evaluate your overall satisfaction with the**

facilities of the schools where students practiced their student teaching? to be satisfactory than did faculty respondents. However, the two groups of respondents did not differ in the overall evaluation of the six aspects of student teaching practice at the elementary school level. For the intermediate and/or secondary school level, the mean satisfactory rating among graduates was higher than that among faculty respondents. Faculty respondents' perceptions about facilities are very important, and when they perceived this aspect to be less satisfactory than did graduates it could mean they are looking for more modern facilities, especially in elementary schools.

(24) Graduate, faculty, and supervisor respondents all highly recommended: **Improving facilities, equipment, and laboratories** and **Closer contact between the Department of Physical Education at Umm Al-Qura University and physical education administrators in the Ministry of Education to coordinate their programs.** All three groups least recommended: **For student teaching practice, students may start as an observer in the first year, assist the school teacher in the second year, and practice teaching in the third and fourth years.** In addition, graduate and supervisor respondents highly recommended **Establishing an alumni association which meets annually to discuss recent issues in the profession and to provide suggestions for the department's improvement.** Faculty respondents highly recommended **Providing workshops, seminars, and in-service experiences for graduate students.** Improvement of facilities, equipment, and laboratories is very important to the program's success in accomplishing its goals. The high recommendation by all three groups of respondents reflects that importance and the poor situation of existing facilities, equipment, and laboratories.

(25) Graduate respondents emphasized the recommendations of **Emphasize improving facilities, equipment, and complete laboratories** and **Concentrate on practical courses such as track and field, physical fitness, and "how to teach" these courses to public school pupils.** Faculty respondents mainly emphasized **Implementation of the fourteen suggestions and recommendations already provided by the researcher** and **Improve facilities, equipment, and complete laboratories and increase the number of both technicians and administrative staff.** Supervisors emphasized the recommendations of: **Give attention to student teaching by providing more practice and continuous improvement; Give very close attention to the methods of selecting and the qualifications of new students to the department;** and **Implementation of suggestions and recommendations in part IV of the questionnaire.** These additional recommendations raise some new issues by the three groups of respondents. Concentration on practical courses, as recommended by the graduate respondents, reflects the actual practice of physical education in public schools. The supervisors' recommendation of giving attention to student teaching reflects their concern about what they expect and want from the graduates. Also the supervisors' recommendation of giving very close attention to the selection of new students and their qualifications reflects their concern about the characteristics of physical education teachers.

## Recommendations

Hopefully, the following recommendations will help to change in positive ways the status quo of both the Ministry of Education and the University administration's

perception toward the physical education department and to modify the knowledge and practice of the department's faculty members and the physical education supervisors. It also hoped that graduates, faculty members, supervisors, university administrators, and officials in the Ministry of Education will coordinate their efforts and work together to accomplish the goals of physical education in Saudi Arabia. Based on the findings of this study, the following recommendations are offered.

(1) The content of the **Applied Physics** course must be revised, extracting the most important concepts, issues, and applications and/or having the course merged with the biomechanics course.

(2) The course, **Youth Welfare in Saudi Arabia**, and its importance should be investigated, possibly dropping it and replacing it with another course relative to the graduates' work, a course such as **Physical Activities and Well-Being.**

(3) Part of the course **Physical Education for the Disabled** must address the issue of the disabled in the country's culture and how it is important to accept the disabled as an essential part of society. Some examples of disabled people who have made contributions in science, history, sports, and other areas should be given in this class.

(4) Differences in the importance of ratings of professional preparation courses by graduates for schools located in different cities may suggest that the department consider such diversity in society when adapting the program.

(5) In order to bridge the gap between the content of the preparation program and the reality of daily life in the public schools, the department should comprehensively examine the teaching skills needed by the physical education

teachers through meetings with physical education supervisors, department faculty members, and a sample of the graduates.

(6) The Ministry of Education should allow the physical education teachers and their supervisors in the public schools to work collectively to construct and/or alter the content of the physical education curriculum to meet the diversity in school locations, facilities, and climate.

(7) Curriculum construction and organization should be seriously addressed in the preparation program to enable the graduates to construct and/or modify the content of the physical education curriculum to meet the diversity in school locations and/or school facilities.

(8) Public school facilities are very limited; therefore, the preparation program should consider such limitations and provide the students with experience in program alternatives for varying facility and equipment situations.

(9) Based on the graduates' concerns, evaluation of the present student teaching practice should be conducted to develop a unified policy toward implementation, supervision, and feedback.

(10) The University administration should provide more support to help the department implement its program and accomplish its stated goals.

(11) Facilities, equipment, and laboratories must be improved, and the number of clerks and technicians should be increased to fulfill the department's needs.

(12) The program should be extended to include different areas of specialization at the undergraduate level.

(13) The program should start providing graduate studies to meet the demands of the teachers.

(14) The program must include in-service training programs in addition to annual meetings and periodic seminars.

(15) With permission of the University, the department should establish an alumni association to serve graduates' needs.

(16) The department should incorporate the professional activities (as stated in the physical education supervisors' questionnaire) as part of the preparation program and work for the students' achievement of such activities.

(17) The qualifications of new students and the selection procedures used to admit them to the department must be reconsidered.

(18) The department's atmosphere should be positively directed toward mutual understanding among and between the department faculty members, students, and university administration.

(19) The department should establish contact with the General Presidency of Youth Welfare to reach mutual benefits for the department's academic capacities and the General Presidency's research facilities and professional support.

(20) The department should contact the media to convey the mission of physical education to the public and to dispel any misconceptions about the field.

(21) The department should undergo periodic evaluation of the preparation program and revise, modify, and implement changes continuously.

## Recommendations for Further Research

As a result of this study, the following recommendations for further research are made.

(1) This study was a program content evaluation which incorporated many aspects. Other studies which address each aspect separately should be undertaken on professional preparation courses, physical education teaching skills, student teaching practice, and problems facing the program.

(2) This study was a program content evaluation and did not include budget, facilities, institutional support, and cost-benefit analysis. Therefore, further studies should be conducted in the above-mentioned administrative aspects.

(3) Another study emphasizing the same theme of this study should be undertaken in the other similar departments in Saudi colleges and universities.

(4) More extensive research methods, such as qualitative research methods in the form of interviews, should be used to investigate some aspects of this study.

(5) A systematic follow-up study involving the department graduates should be conducted after their graduation, and then again four years after graduation, to evaluate the preparation program.

# APPENDIX A

## Graduates' Questionnaire

Cover Letter

Dear Physical Education Graduate:

As partial fulfillment of the requirements for my Doctor of
Philosophy degree at the School of Health Education, Counseling
Psychology and Human Performance at Michigan State University in the
United States of America, I have undertaken "Content Evaluation of the
Physical Education Teacher Preparation Program at Umm Al-Qura University
in Makkah, Saudi Arabia" as the research subject for my dissertation.

This study is very important for the advancement and improvement
of the physical education programs, not only to the Department of
Physical Education at Umm Al-Qura University, but also to other similar
departments in other Saudi universities.

As a former student, you can contribute significantly to this
evaluation by providing your judgment of how well the program prepared
you to teach in the Saudi schools. The information you contribute can
help in improving the Department of Physical Education at Umm Al-Qura
University.

Enclosed is a copy of the study questionnaire, which will take you
about 35 minutes to complete. All responses to the questions on the
questionnaire will remain confidential and only summarized, aggregated
or pooled data will be reported. You will notice a number appears on
the upper right corner of your questionnaire that is intended for
follow-up purposes only. As soon as you complete and return the
questionnaire, your name will be checked on the return list and the
number will be removed. The confidentiality of your responses is my
sole responsibility and no one other than myself will handle your
information. Furthermore, please do not write your name or your school
name on the questionnaire. Your participation is completely voluntary.
You may quit any time before or during your response with no obligation
to you whatsoever. You indicate your voluntary agreement to participate
by completing and returning this questionnaire.

Your contribution, by completing and sending back this
questionnaire, to the success of my study is highly appreciated, and I
thank you in advance for your time and effort in responding to it.

Sincerely,

Ali Saad Alghamdi
Ph.D. Candidate
School of Health Education
Psychology Counseling and
        Human Performance
Michigan State University

Part I.  Demographic Characteristics

Instructions:  Please answer the following questions by filling in the
               blank or placing an "X" in the appropriate space that
               best describes you.

1 - What is your age?

_____

2 - When did you graduate?

_____

3 - What was your cumulative grade point average upon graduation?

_____

4 - How many years of experience in teaching physical education do you
    have?

_____

5 - What school level are you now teaching?

    1) _____ elementary
    2) _____ intermediate
    3) _____ secondary

6 - What is the location of your school?

    1) _____ Makkah
    2) _____ Jeddah
    3) _____ Taif
    4) _____ Baha

7 - For what reasons did you become a physical education teacher?
    (Please check all that apply)

    1) _____ easiness of the field
    2) _____ advice of friend, teacher, coach, or family
    3) _____ my personal interest in the field
    4) _____ it was the only alternative I had
    5) _____ other (specify: _____ )

8 - Do you read any books or periodicals to help you in your
    profession?

    1) _____ always
    2) _____ sometimes
    3) _____ never

9 - Do you anticipate remaining in the profession for the next ten years?

    1) _____ yes
    2) _____ no

10 - If your answer to the previous question is "no," then explain why:

    _____

    _____

11 - What was your secondary school section of study?

    1) _____ science section
    2) _____ literary section
    3) _____ other (specify: _____ )

12 - During secondary school, did you participate in any of the following (check all that are applicable)?

    1) _____ class team
    2) _____ school varsity
    3) _____ city varsity
    4) _____ sport club
    5) _____ none of the above

13 - Would you recommend a friend of yours to attend this department?

    1) _____ yes
    2) _____ no

14 - Explain why you chose "yes" or "no" in the previous question:

    _____

    _____

15 - Are you involved in any administrative work in addition to teaching?

   1) _____ yes
   2) _____ no

16 - Are you generally satisfied with your:

|  | Yes | No |
|---|---|---|
| 1) salary | _____ | _____ |
| 2) working conditions | _____ | _____ |
| 3) relation with the administration | _____ | _____ |
| 4) location of your school | _____ | _____ |

17 - Have you pursued graduate study?

   1) _____ yes
   2) _____ no     why not? _____
                             (go to Question 20)

18 - Have you completed a graduate degree?

   1) _____ yes
   2) _____ no (go to Question 20)

19 - If your answer to the previous question is "yes," then

   1) what kind of degree? _____
   2) in what subject? _____

20 - Were you a transfer or non-transfer student to the physical education department?

   1) _____ transfer
   2) _____ non-transfer


Part II.  Professional Preparation Courses

1 -  The following are the professional courses that you studied in the department.  How do you rate the importance of each course to your work now?

Instructions: Please circle the number that best rates the importance of each course, according to the following scale:

   NA (not applicable) - did not take the course
   1 - very unimportant
   2 - unimportant
   3 - important
   4 - very important

Course

| | | | | | |
|---|---|---|---|---|---|
| History of Physical Education | NA | 1 | 2 | 3 | 4 |
| Functional and Descriptive Anatomy | NA | 1 | 2 | 3 | 4 |
| Exercise Physiology (1) | NA | 1 | 2 | 3 | 4 |
| Sport Facilities Planning and Construction | NA | 1 | 2 | 3 | 4 |
| Exercise Physiology (2) | NA | 1 | 2 | 3 | 4 |
| First Aid for Athletic Injuries | NA | 1 | 2 | 3 | 4 |
| Camping and Outdoor Activities | NA | 1 | 2 | 3 | 4 |
| Motor Learning | NA | 1 | 2 | 3 | 4 |
| Physical Educational Programs | NA | 1 | 2 | 3 | 4 |
| Fundamentals of Training | NA | 1 | 2 | 3 | 4 |
| Evaluation, Tests and Measurements in Physical Education | NA | 1 | 2 | 3 | 4 |
| Biomechanics | NA | 1 | 2 | 3 | 4 |
| Organization and Administration in Physical Education | NA | 1 | 2 | 3 | 4 |
| Youth Welfare in Saudi Arabia | NA | 1 | 2 | 3 | 4 |
| Sport Psychology | NA | 1 | 2 | 3 | 4 |
| Applied Physics | NA | 1 | 2 | 3 | 4 |
| School Health Education | NA | 1 | 2 | 3 | 4 |
| Recreational Education | NA | 1 | 2 | 3 | 4 |
| Principles of Physical Education | NA | 1 | 2 | 3 | 4 |
| Physical Education Teaching Methods (1) | NA | 1 | 2 | 3 | 4 |
| Physical Education Teaching Methods (2) | NA | 1 | 2 | 3 | 4 |
| Exercises | NA | 1 | 2 | 3 | 4 |
| Gymnastics | NA | 1 | 2 | 3 | 4 |
| Track and Field | NA | 1 | 2 | 3 | 4 |
| Physical Fitness | NA | 1 | 2 | 3 | 4 |

| | | | | | |
|---|---|---|---|---|---|
| Soccer | NA | 1 | 2 | 3 | 4 |
| Volleyball | NA | 1 | 2 | 3 | 4 |
| Handball | NA | 1 | 2 | 3 | 4 |
| Basketball | NA | 1 | 2 | 3 | 4 |
| Tabletennis | NA | 1 | 2 | 3 | 4 |
| Sport Sociology | NA | 1 | 2 | 3 | 4 |
| Sport Media and Public Relations | NA | 1 | 2 | 3 | 4 |
| Introduction to Physical Therapy | NA | 1 | 2 | 3 | 4 |
| Physical Education for the Disabled | NA | 1 | 2 | 3 | 4 |

2 - Identifying courses by course name, which three (3) courses in
your preparation program were:

   most valuable                          least valuable

   1) _____    1) _____
   2) _____    2) _____
   3) _____    3) _____

3 - Of these, which one (1) course in your program was most
valuable? _____ Why? _____

   Of these, which one (1) course in your program was least
valuable? _____ Why? _____


Part III. Physical Education Teaching Skills

1 - To what extent did the physical education program prepare you as
a prospective teacher in the following teaching skills?

Instructions: Please circle the number corresponding to the category
that best describes your evaluation of the preparation you received in
each skill area, according to the following scale:

1 - poor,  2 - fair,  3 - average,  4 - good,  5 - excellent

| | | | | | |
|---|---|---|---|---|---|
| 1 - constructing an appropriate lesson plan | 1 | 2 | 3 | 4 | 5 |
| 2 - ability to formulate instructional goals and objectives | 1 | 2 | 3 | 4 | 5 |
| 3 - ability to provide appropriate instructional activities to accomplish goals and objectives | 1 | 2 | 3 | 4 | 5 |
| 4 - managing time and making worthy use of it during the class | 1 | 2 | 3 | 4 | 5 |
| 5 - ability to use a wide variety of instructional strategies | 1 | 2 | 3 | 4 | 5 |
| 6 - ability to use a wide variety of instructional materials | 1 | 2 | 3 | 4 | 5 |
| 7 - ability to collect and interpret information regarding student needs and achievement | 1 | 2 | 3 | 4 | 5 |
| 8 - ability to make good use of facilities and equipment | 1 | 2 | 3 | 4 | 5 |
| 9 - working with students of different ability | 1 | 2 | 3 | 4 | 5 |
| 10 - motivating students who seem disinterested | 1 | 2 | 3 | 4 | 5 |
| 11 - designing and implementing extracurricular activities | 1 | 2 | 3 | 4 | 5 |
| 12 - handling discipline problems in and outside of the class | 1 | 2 | 3 | 4 | 5 |
| 13 - constructing integrated curriculum (K-12) | 1 | 2 | 3 | 4 | 5 |

Part IV. Student Teaching Practice

The following are some questions designed to evaluate your satisfaction with regard to your student teaching practice.

Instructions: Please circle the number that best describes your satisfaction with each aspect of your student teaching practice, according to the following scale:

1 - very unsatisfactory          4 - satisfactory
2 - unsatisfactory               5 - very satisfactory
3 - moderately satisfactory

|  | In Elementary School | | | | | In Intermediate and or Secondary School | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 - In general, how do you evaluate your student teaching practice? | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 2 - What is your evaluation of the assistance you received from the department supervision during your student teaching practice? | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 3 - How do you evaluate the student teaching practice's effectiveness in developing your teaching ability? | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 4 - How do you evaluate your satisfaction with the school to which you were assigned to practice your student teaching? | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 5 - How do you evaluate your overall satisfaction with the physical education teacher where where you practiced your student teaching? | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 6 - How do you evaluate your overall satisfaction with the facilities of the school where you practiced your student teaching? | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

7 - Do you think it is best to start student teaching practice at elementary school then continue student teaching practice at intermediate and/or secondary school?

     1) _____ yes
     2) _____ no    if no, explain why: _____

8 - Do you think two days per week is sufficient time for student teaching practice?

    1) _____ yes
    2) _____ no

9 - If your answer to the previous question is "no," then what is a sufficient time, in your judgment?

    1) _____ one day per week
    2) _____ three days per week
    3) _____ four days per week
    4) _____ five days per week

10 - How many class periods per __week__ did you teach during your student teaching practice?

    _____ class periods

## Part V. Problems Facing the Program

Do you think the following statements are to be considered __serious problems__ facing the physical education department?

Instructions: Please circle the number that best illustrates your belief, according to the following scale:

1 - strongly disagree    4 - agree
2 - disagree    5 - strongly agree
3 - undecided

| | | | | | |
|---|---|---|---|---|---|
| 1 - The university administration's understanding of the genuine importance of the department and, hence, their support of it. | 1 | 2 | 3 | 4 | 5 |
| 2 - The competencies and efficiencies of department faculty members. | 1 | 2 | 3 | 4 | 5 |
| 3 - Existence and maintenance of facilities, laboratories, and equipment. | 1 | 2 | 3 | 4 | 5 |
| 4 - Establishing and enhancing a special library in the department to correct the severe shortage of books and periodicals in physical education at the main library. | 1 | 2 | 3 | 4 | 5 |
| 5 - Availability of texts and course packages. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 6 - Opening of graduate studies in different fields in physical education. | 1 | 2 | 3 | 4 | 5 |
| 7 - Establishing in-service training programs to update the graduates and develop their teaching and professional competencies. | 1 | 2 | 3 | 4 | 5 |
| 8 - Consistency between the goals of physical education of schools and the preparation of teachers at the department. | 1 | 2 | 3 | 4 | 5 |

9 - What do you believe was the strongest or most desirable feature of your physical education teacher preparation program?

_____

10 - What do you believe was the weakest or least desirable feature of your physical education teacher preparation program?

_____

Part VI. Suggestions and Recommendations

1 - To what extent do you agree that each of the following recommendations would improve the quality of the physical education teacher preparation program at Umm Al-Qura University?

Instructions: Please circle the number after each item that corresponds to your agreement with each recommendation, according to the following scale:

    1 - strongly disagree      4 - agree
    2 - disagree               5 - strongly agree
    3 - partially agree

| | | | | | |
|---|---|---|---|---|---|
| 1 - Conducting a periodic follow-up for new graduates during their first teaching year to evaluate the effectiveness of their preparation program. | 1 | 2 | 3 | 4 | 5 |
| 2 - Establishing an alumni association which meets annually to discuss recent issues in the profession and to provide suggestions for the department's improvement. | 1 | 2 | 3 | 4 | 5 |
| 3 - Placing more emphasis on the practical approach rather than on the theoretical approach in the teacher preparation program. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 4 - Conducting an ongoing evaluation of the department's program goals, program implementation, and outcomes in order to improve the program. | 1 | 2 | 3 | 4 | 5 |
| 5 - Improving interpersonal student-faculty relationships. | 1 | 2 | 3 | 4 | 5 |
| 6 - Improving the area of advising and counseling. | 1 | 2 | 3 | 4 | 5 |
| 7 - Inviting visiting faculty members to benefit from their updated knowledge. | 1 | 2 | 3 | 4 | 5 |
| 8 - Providing workshops, seminars, and in-service experiences for graduate students. | 1 | 2 | 3 | 4 | 5 |
| 9 - Providing areas of specialization within the undergraduate program, such as coaching, nutrition, sport injuries, etc. | 1 | 2 | 3 | 4 | 5 |
| 10 - Improving facilities, equipment, and laboratories. | 1 | 2 | 3 | 4 | 5 |
| 11 - Hiring additional faculty members. | 1 | 2 | 3 | 4 | 5 |
| 12 - Conducting faculty performance evaluation at the end of each course. | 1 | 2 | 3 | 4 | 5 |
| 13 - Closer contact between the department of physical education at Umm Al-Qura University and physical education administrations in the Ministry of Education to coordinate their programs. | 1 | 2 | 3 | 4 | 5 |
| 14 - For student teaching practice, students may start as an observer in the first year, assist the school teacher in the second year, and practice teaching in the third and fourth years. | 1 | 2 | 3 | 4 | 5 |

15 - Please write down any additional recommendations or suggestions which you feel would improve the physical education preparation program at Umm Al-Qura University:

1 - _____

2 - _____

3 - _____

# APPENDIX B

Supervisors' Questionnaire

Cover Letter

Dear Physical Education Supervisor:

As partial fulfillment of the requirements for my Doctor of Philosophy degree at the School of Health Education, Counseling Psychology and Human Performance at Michigan State University in the United States of America, I have undertaken "Content Evaluation of the Physical Education Teacher Preparation Program at Umm Al-Qura University in Makkah, Saudi Arabia" as the research subject for my dissertation.

This study is very important for the development and improvement of the physical education program, not only to the Department of Physical Education at Umm Al-Qura University but also to other similar departments in other Saudi universities.

As a physical education supervisor, you can contribute significantly to this evaluation by providing your judgment of how well the preparation program at Umm Al-Qura University has prepared physical education teachers with whom you have worked, and how well these teachers are doing based on their performance. The information you contribute can help the Department of Physical Education to improve and provide better professional preparation.

Enclosed is a copy of the study questionnaire, which will take you about 20 minutes to complete. Please be advised that all responses on the questionnaire will remain confidential and only summarized, aggregated and/or pooled data will be reported. The confidentiality and anonymity of your responses is my sole responsibility, and no one other than myself will handle your information. Furthermore, please do not write your name or any other identification on the questionnaire. Your participation is completely voluntary. You may quit any time before or during your response with no obligation to you whatsoever. You indicate your voluntary agreement to participate by completing and returning this questionnaire.

Your contribution, by completing and returning this questionnaire, to the success of my study is highly appreciated, and I thank you in advance for your time and effort in responding to it.

Sincerely,


Ali Saad Alghamdi
Ph.D. Candidate
School of Health Education,
        Psychology Counseling and
        Human Performance
Michigan State University

Part I. Personal Information

Instructions: Please answer the following questions by filling in the
blank or placing an "X" in the appropriate space that
best describes you.

1 - What is your age?

_____

2 - What is your highest degree?

    1) _____ less than Baccalaureate
    2) _____ Baccalaureate
    3) _____ Master's
    4) _____ other (please specify: _____ )

3 - What is your nationality?

    1) _____ Saudi
    2) _____ Egyptian
    3) _____ other (please specify: _____ )

4 - How long did you work as a physical education supervisor?

_____

5 - What is the location of your work?

    1) _____ Makkah
    2) _____ Jeddah
    3) _____ Taif
    4) _____ Baha

6 - Based on the performance of the teachers with whom you worked,
how would you evaluate the physical education teacher preparation
program at Umm Al-Qura University? Please circle the number that
best describes your evaluation:

    1 - very ineffective

    2 - ineffective

    3 - undecided

    4 - effective

    5 - very effective

Part II.  Physical Education Teaching Skills

One goal of the Department of Physical Education at Umm Al-Qura University is to prepare and graduate qualified physical education teachers to work in the Kingdom's schools.  The question is:

1 - In the following teaching skills, how would you evaluate the performance of those graduates with whom you worked?

Instructions: Please circle the number that best describes your evaluation, according to the following scale:

1 - poor,  2 - fair,  3 - average,  4 - good,  5 - excellent

| | | | | | |
|---|---|---|---|---|---|
| 1 - constructing an appropriate lesson plan | 1 | 2 | 3 | 4 | 5 |
| 2 - ability to formulate instructional goals and objectives | 1 | 2 | 3 | 4 | 5 |
| 3 - ability to provide appropriate instructional activities to accomplish goals and objectives | 1 | 2 | 3 | 4 | 5 |
| 4 - managing time and making worthy use of it during the class | 1 | 2 | 3 | 4 | 5 |
| 5 - ability to use a wide variety of instructional strategies | 1 | 2 | 3 | 4 | 5 |
| 6 - ability to use a wide variety of instructional materials | 1 | 2 | 3 | 4 | 5 |
| 7 - ability to collect and interpret information regarding student needs and achievement | 1 | 2 | 3 | 4 | 5 |
| 8 - ability to make good use of facilities and equipment | 1 | 2 | 3 | 4 | 5 |
| 9 - working with students of different ability | 1 | 2 | 3 | 4 | 5 |
| 10 - motivating students who seem disinterested | 1 | 2 | 3 | 4 | 5 |
| 11 - designing and implementing extracurricular activities | 1 | 2 | 3 | 4 | 5 |
| 12 - handling discipline problems in and outside of the class | 1 | 2 | 3 | 4 | 5 |
| 13 - constructing integrated curriculum (K-12) | 1 | 2 | 3 | 4 | 5 |

Part III.  Professional Activities of the Physical Education Teachers

1 - Based on your general observations, how would you evaluate the
    professional activities of the physical education teachers with
    whom you have worked?

Instructions: Please circle the number that best describes your
evaluation, according to the following scale:

    1 - strongly disagree    4 - agree
    2 - disagree             5 - strongly agree
    3 - undecided

| | | | | | |
|---|---|---|---|---|---|
| 1 - Seeks active involvement with students outside the classroom setting. | 1 | 2 | 3 | 4 | 5 |
| 2 - Establishes cooperative relations with colleagues and other support personnel in the school. | 1 | 2 | 3 | 4 | 5 |
| 3 - Is receptive to "promising" new ideas or approaches to teaching. | 1 | 2 | 3 | 4 | 5 |
| 4 - Maintains appropriate professional conduct and appearance. | 1 | 2 | 3 | 4 | 5 |
| 5 - Assumes a leadership role within the informal social structure of the school. | 1 | 2 | 3 | 4 | 5 |
| 6 - Completes professional assignments and responsibilities in a competent and dependable manner. | 1 | 2 | 3 | 4 | 5 |

Part VI. Suggestions and Recommendations

1 -  To what extent do you agree that each of the following
     recommendations would improve the quality of the physical
     education teacher preparation program at Umm Al-Qura University?

Instructions: Please circle the number after each item that corresponds
to your agreement with each recommendation, according to the following
scale:

    1 - strongly disagree    4 - agree
    2 - disagree             5 - strongly agree
    3 - partially agree

| | | | | | |
|---|---|---|---|---|---|
| 1 - Conducting a periodic follow-up for new graduates during their first teaching year to evaluate the effectiveness of their preparation program. | 1 | 2 | 3 | 4 | 5 |
| 2 - Establishing an alumni association which meets annually to discuss recent issues in the profession and to provide suggestions for the department's improvement. | 1 | 2 | 3 | 4 | 5 |
| 3 - Placing more emphasis on the practical approach rather than on the theoretical approach in the teacher preparation program. | 1 | 2 | 3 | 4 | 5 |
| 4 - Conducting an ongoing evaluation of the department's program goals, program implementation, and outcomes in order to improve the program. | 1 | 2 | 3 | 4 | 5 |
| 5 - Improving interpersonal student-faculty relationships. | 1 | 2 | 3 | 4 | 5 |
| 6 - Improving the area of advising and counseling. | 1 | 2 | 3 | 4 | 5 |
| 7 - Inviting visiting faculty members to benefit from their updated knowledge. | 1 | 2 | 3 | 4 | 5 |
| 8 - Providing workshops, seminars, and in-service experiences for graduate students. | 1 | 2 | 3 | 4 | 5 |
| 9 - Providing areas of specialization within the undergraduate program, such as coaching, nutrition, sport injuries, etc. | 1 | 2 | 3 | 4 | 5 |
| 10 - Improving facilities, equipment, and laboratories. | 1 | 2 | 3 | 4 | 5 |
| 11 - Hiring additional faculty members. | 1 | 2 | 3 | 4 | 5 |
| 12 - Conducting faculty performance evaluation at the end of each course. | 1 | 2 | 3 | 4 | 5 |
| 13 - Closer contact between the Department of Physical Education at Umm Al-Qura University and physical education administrations in the Ministry of Education to coordinate their programs. | 1 | 2 | 3 | 4 | 5 |

| 14 - For student teaching practice, students may start as an observer in the first year, assist the school teacher in the second year, and practice teaching in the third and fourth years. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

15 - Please write down any additional recommendations or suggestions which you feel would improve the physical education preparation program at Umm Al-Qura University:

1 - _____

2 - _____

3 - _____

# APPENDIX C

Faculty Members' Questionnaire

Cover Letter

Dear Faculty Member:

As partial fulfillment of the requirements for my Doctor of Philosophy degree at the School of Health Education, Counseling Psychology and Human Performance at Michigan State University in the United States of America, I have undertaken "Content Evaluation of the Physical Education Teacher Preparation Program at Umm Al-Qura University in Makkah, Saudi Arabia" as the research subject for my dissertation.

This study is very important for the development and improvement of the physical education program, not only to the Department of Physical Education at Umm Al-Qura University, but also to other similar departments in other Saudi universities.

As a faculty member in the Department of Physical Education, you can contribute significantly to this evaluation by providing your opinion on the preparation program and students of the program. Precision and accuracy of the information you contribute can help the Department of Physical Education to improve and provide better professional preparation.

Enclosed is a copy of the study questionnaire, which will take you about 20 minutes to complete. Please be advised that all responses on the questionnaire will remain confidential and only summarized, aggregated and/or pooled data will be reported. The confidentiality and anonymity of your responses is my sole responsibility, and no one other than myself will handle your information. Furthermore, please <u>do not</u> write your name or any other identification on the questionnaire. Your participation is completely voluntary. You may quit any time before or during your response with no obligation to you whatsoever. You indicate your voluntary agreement to participate by completing and returning this questionnaire.

Your contribution, by completing and returning this questionnaire, to the success of my study is highly appreciated, and I thank you in advance for your time and effort in responding to it.

Sincerely,


Ali Saad Alghamdi
Ph.D. Candidate
School of Health Education,
        Psychology Counseling and
        Human Performance
Michigan State University

Part I.  Personal Information


Instructions: Please answer the following questions by filling in the
blank or placing an "X" in the appropriate space that
best describes you.

1 - What is your age?

    _____


2 - What is your highest degree?

    1) _____ Baccalaureate
    2) _____ Master's
    3) _____ Doctoral


3 - What is your current position in the department?

    1) _____ lecturer
    2) _____ assistant professor
    3) _____ associate professor
    4) _____ professor


4 - What is your nationality?

    1) _____ Saudi
    2) _____ Egyptian
    3) _____ other (please specify: _____ )

5 - How long have you taught in the department?

    _____


6 - How would you evaluate the overall effectiveness of the physical
    education teacher preparation program?  Please circle the number
    that best describes your evaluation:

    1 - very ineffective

    2 - ineffective

    3 - undecided

    4 - effective

    5 - very effective

Part II. The Department's Goals

1 - The following are the goals of the Physical Education Department at Umm Al-Qura University, as described in the Department's policy guidelines.

Instructions: Please evaluate the degree to which the department has achieved each goal by circling the number that best describes your evaluation, according to the following scale:

1 - unachieved
2 - partly achieved
3 - achieved

| | | | |
|---|---|---|---|
| 1 - Preparation of physical education teachers to work in the various educational levels in Saudi Arabia. | 1 | 2 | 3 |
| 2 - Providing training opportunities and studies to improve the competencies of practitioners working in physical education fields. | 1 | 2 | 3 |
| 3 - Conducting studies and scientific research in different fields of physical education. | 1 | 2 | 3 |
| 4 - Organizing for graduate and postgraduate studies in physical education fields to serve all public and private sectors in the Kingdom. | 1 | 2 | 3 |
| 5 - Preparation of athletic leaderships for their work's responsibilities in different sectors. | 1 | 2 | 3 |

Part III. Program Evaluation

The following are the program's components. The question is:

1 - From your daily experience and involvement in the program, how would you evaluate the effectiveness of each component in the program?

Instructions: Based on actual practice, please indicate your evaluation of each component's effectiveness by circling the number that best describes your evaluation, according to the following scale:

1 - very ineffective        4 - effective
2 - ineffective             5 - very effective
3 - undecided

| | | | | | |
|---|---|---|---|---|---|
| 1 - Admission criteria for new students. | 1 | 2 | 3 | 4 | 5 |
| 2 - University's required courses. | 1 | 2 | 3 | 4 | 5 |
| 3 - Educational preparation courses. | 1 | 2 | 3 | 4 | 5 |
| 4 - Updating process of the courses' content to keep up with new practices and knowledge in the field of health and physical education. | 1 | 2 | 3 | 4 | 5 |
| 5 - Revision and modification process to insure the program's effectiveness. | 1 | 2 | 3 | 4 | 5 |
| 6 - Student-faculty relationships. | 1 | 2 | 3 | 4 | 5 |
| 7 - Administration-faculty relationships. | 1 | 2 | 3 | 4 | 5 |
| 8 - Student counseling and advising in the department. | 1 | 2 | 3 | 4 | 5 |
| 9 - Program implementation as intended. | 1 | 2 | 3 | 4 | 5 |
| 10 - Existence and maintenance of facilities, equipment, and laboratories. | 1 | 2 | 3 | 4 | 5 |
| 11 - Availability of texts and course packages for the department's courses. | 1 | 2 | 3 | 4 | 5 |
| 12 - Availability of books and periodicals in the main library. | 1 | 2 | 3 | 4 | 5 |

Part IV.  Professional Preparation Courses

The following are the professional courses that are required in the department.  How do you rate the importance of each course to the preparation of the students?

Instructions: Please circle the number that best rates the importance of each course, according to the following scale:

1 - very unimportant
2 - unimportant
3 - important
4 - very important

Course

| | | | | | |
|---|---|---|---|---|---|
| History of Physical Education | NA | 1 | 2 | 3 | 4 |
| Functional and Descriptive Anatomy | NA | 1 | 2 | 3 | 4 |
| Exercise Physiology (1) | NA | 1 | 2 | 3 | 4 |
| Sport Facilities Planning and Construction | NA | 1 | 2 | 3 | 4 |
| Exercise Physiology (2) | NA | 1 | 2 | 3 | 4 |
| First Aid for Athletic Injuries | NA | 1 | 2 | 3 | 4 |
| Camping and Outdoor Activities | NA | 1 | 2 | 3 | 4 |
| Motor Learning | NA | 1 | 2 | 3 | 4 |
| Physical Educational Programs | NA | 1 | 2 | 3 | 4 |
| Fundamentals of Training | NA | 1 | 2 | 3 | 4 |
| Evaluation, Tests and Measurements in Physical Education | NA | 1 | 2 | 3 | 4 |
| Biomechanics | NA | 1 | 2 | 3 | 4 |
| Organization and Administration in Physical Education | NA | 1 | 2 | 3 | 4 |
| Youth Welfare in Saudi Arabia | NA | 1 | 2 | 3 | 4 |
| Sport Psychology | NA | 1 | 2 | 3 | 4 |
| Applied Physics | NA | 1 | 2 | 3 | 4 |
| School Health Education | NA | 1 | 2 | 3 | 4 |
| Recreational Education | NA | 1 | 2 | 3 | 4 |
| Principles of Physical Education | NA | 1 | 2 | 3 | 4 |
| Physical Education Teaching Methods (1) | NA | 1 | 2 | 3 | 4 |
| Physical Education Teaching Methods (2) | NA | 1 | 2 | 3 | 4 |
| Exercises | NA | 1 | 2 | 3 | 4 |
| Gymnastics | NA | 1 | 2 | 3 | 4 |
| Track and Field | NA | 1 | 2 | 3 | 4 |
| Physical Fitness | NA | 1 | 2 | 3 | 4 |

| | | | | | |
|---|---|---|---|---|---|
| Soccer | NA | 1 | 2 | 3 | 4 |
| Volleyball | NA | 1 | 2 | 3 | 4 |
| Handball | NA | 1 | 2 | 3 | 4 |
| Basketball | NA | 1 | 2 | 3 | 4 |
| Tabletennis | NA | 1 | 2 | 3 | 4 |
| Sport Sociology | NA | 1 | 2 | 3 | 4 |
| Sport Media and Public Relations | NA | 1 | 2 | 3 | 4 |
| Introduction to Physical Therapy | NA | 1 | 2 | 3 | 4 |
| Physical Education for the Disabled | NA | 1 | 2 | 3 | 4 |

Part V. Physical Education Teaching Skills

To what extent does the physical education program prepare a student as a prospective teacher in the following teaching skills?

Instructions: Please circle the number corresponding to the category that best describes your evaluation of the program preparing students in each skill area, according to the following scale:

1 - poor,  2 - fair,  3 - average,  4 - good,  5 - excellent

| | | | | | |
|---|---|---|---|---|---|
| 1 - constructing an appropriate lesson plan | 1 | 2 | 3 | 4 | 5 |
| 2 - ability to formulate instructional goals and objectives | 1 | 2 | 3 | 4 | 5 |
| 3 - ability to provide appropriate instructional activities to accomplish goals and objectives | 1 | 2 | 3 | 4 | 5 |
| 4 - managing time and making worthy use of it during the class | 1 | 2 | 3 | 4 | 5 |
| 5 - ability to use a wide variety of instructional strategies | 1 | 2 | 3 | 4 | 5 |
| 6 - ability to use a wide variety of instructional materials | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 7 - ability to collect and interpret information regarding student needs and achievement | 1 | 2 | 3 | 4 | 5 |
| 8 - ability to make good use of facilities and equipment | 1 | 2 | 3 | 4 | 5 |
| 9 - working with students of different ability | 1 | 2 | 3 | 4 | 5 |
| 10 - motivating students who seem disinterested | 1 | 2 | 3 | 4 | 5 |
| 11 - designing and implementing extracurricular activities | 1 | 2 | 3 | 4 | 5 |
| 12 - handling discipline problems in and outside of the class | 1 | 2 | 3 | 4 | 5 |
| 13 - constructing integrated curriculum (K-12) | 1 | 2 | 3 | 4 | 5 |

Part VI. Student Teaching Practice

The following are some questions designed to evaluate your level of satisfaction with regard to the student teaching practice.

Instructions: Please circle the number that best describes your satisfaction with each aspect of the student teaching practice, according to the following scale:

1 - very unsatisfactory          4 - satisfactory
2 - unsatisfactory               5 - very satisfactory
3 - moderately satisfactory

| | In Elementary School | | | | | In Intermediate and or Secondary School | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 - In general, how do you evaluate the student teaching practice? | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 2 - What is your evaluation of the assistance provided by the department supervision during the student teaching practice? | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 3 - How do you evaluate the student teaching practice's effectiveness in developing student teaching ability? | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 4 - How do you evaluate your satisfaction with student assignment to school to practice their student teaching? | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 5 - How do you evaluate your overall satisfaction with the physical education teachers where students practiced their student teaching? | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 6 - How do you evaluate your overall satisfaction with the facilities of the schools where students practiced their student teaching? | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

7 - Do you think it is best to start student teaching practice at elementary school then continue student teaching practice at intermediate and/or secondary school?

    1) _____ yes
    2) _____ no    if no, explain why: _____

8 - Do you think two days per week is sufficient time for student teaching practice?

    1) _____ yes
    2) _____ no

9 - If your answer to the previous question is "no," then what is a sufficient time, in your judgment?

    1) _____ one day per week
    2) _____ three days per week
    3) _____ four days per week
    4) _____ five days per week

Part VII. Suggestions and Recommendations

To what extent do you agree that each of the following recommendations would improve the quality of the physical education teacher preparation program at Umm Al-Qura University?

Instructions: Please circle the number after each item that corresponds to your agreement with each recommendation, according to the following scale:

1 - strongly disagree    4 - agree
2 - disagree          5 - strongly agree
3 - partially agree

| | | | | | |
|---|---|---|---|---|---|
| 1 - Conducting a periodic follow-up for new graduates during their first teaching year to evaluate the effectiveness of their preparation program. | 1 | 2 | 3 | 4 | 5 |
| 2 - Establishing an alumni association which meets annually to discuss recent issues in the profession and to provide suggestions for the department's improvement. | 1 | 2 | 3 | 4 | 5 |
| 3 - Placing more emphasis on the practical approach rather than on the theoretical approach in the teacher preparation program. | 1 | 2 | 3 | 4 | 5 |
| 4 - Conducting an ongoing evaluation of the department's program goals, program implementation, and outcomes in order to improve the program. | 1 | 2 | 3 | 4 | 5 |
| 5 - Improving interpersonal student-faculty relationships. | 1 | 2 | 3 | 4 | 5 |
| 6 - Improving the area of advising and counseling. | 1 | 2 | 3 | 4 | 5 |
| 7 - Inviting visiting faculty members to benefit from their updated knowledge. | 1 | 2 | 3 | 4 | 5 |
| 8 - Providing workshops, seminars, and in-service experiences for graduate students. | 1 | 2 | 3 | 4 | 5 |
| 9 - Providing areas of specialization within the undergraduate program, such as coaching, nutrition, sport injuries, etc. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 10 - Improving facilities, equipment, and laboratories. | 1 | 2 | 3 | 4 | 5 |
| 11 - Hiring additional faculty members. | 1 | 2 | 3 | 4 | 5 |
| 12 - Conducting faculty performance evaluation at the end of each course. | 1 | 2 | 3 | 4 | 5 |
| 13 - Closer contact between the department of physical education at Umm Al-Qura University and physical education administrations in the Ministry of Education to coordinate their programs. | 1 | 2 | 3 | 4 | 5 |
| 14 - For student teaching practice, students may start as an observer in the first year, assist the school teacher in the second year, and practice teaching in the third and fourth years. | 1 | 2 | 3 | 4 | 5 |

15 - Please write down any additional recommendations or suggestions which you feel would improve the physical education preparation program at Umm Al-Qura University:

1 - _____

2 - _____

3 - _____

# APPENDIX D

Content Validity of the Questionnaire Dimensions

November 20, 1990

Dear Sir:

It is my personal honor to write and ask for your valuable advice and comments in conducting my dissertation for my Doctor of Philosophy degree.

I am a graduate student in the School of Health Education, Counseling Psychology, and Human Performance at Michigan State University, with an area of specialization in program evaluation and development in Health and Physical Education.

My dissertation topic is content evaluation of the physical education teacher preparation program at Umm Al-Qura University in Makkah, Saudi Arabia. In order to conduct this study, I have developed questionnaires to survey the graduates of the program, their supervisors, and the faculty members of the department of physical education at Umm Al-Qura University. Consequently, I am seeking your professional expertise and experience by asking you to examine the enclosed questionnaire material and provide feedback regarding its content. Your efforts in reviewing and rating the questionnaires will be most helpful in determining the questionnaires' content validity and, hence, enable me to conduct the study in a proper scientific manner.

Please find for your review the following items: (1) Chapter I of the study; (2) the graduates' questionnaire; (3) the supervisors' questionnaire; and (4) the faculty members' questionnaire.

I am most grateful for the time and effort you devote to this evaluation. It is my intention to return to Saudi Arabia and collect data by the end of December 1990. Therefore, I would greatly appreciate it if you could review this material and return it to me no later than Monday, December 10, 1990 so that I can act immediately on your comments and feedback.

Thank you very much for your participation, and I patiently await your response.

Sincerely,

Ali Saad Alghamdi
1429 Meadow Rue
East Lansing, MI 48823
(517) 332-4802 (home)
(517) 353-5222 (office)
E-mail: ASA@MSU.BITNET

## Content Validity of the Evaluation Dimensions

The following are the dimensions of the evaluation which have been proposed by the researcher to be evaluated in the physical education teacher preparation program at Umm Al-Qura University in Saudi Arabia.

Directions: Please read the following rating scale criteria and rate (R) how important the content (CON) of each dimension is to be included in the evaluation. Please use the space provided in front of each dimension to place your rating. If you rate any dimension content at 3 or below, please indicate your reasons for the low rating in the comment (COM) space that is provided. If you have any suggestions for revisions, please write them down in the space provided at the end of this form.

5- Very important content to be included in the evaluation.

4- Important content to be included in the evaluation.

3- Moderately important to be included in the evaluation.

2- Slightly important to be included in the evaluation.

1- Not important to be included in the evaluation.

## Graduate Questionnaire's Dimensions

1) con     . Demographic characteristics.
   R     _____
   com     _____

   _____

2) con     . Evaluation of the professional preparation courses.
   R     _____
   com     _____

   _____

3) con

   R

com
. Evaluation of the physical education teaching skills.

_____

_____

_____

4) con

   R

com
. Evaluation of the student teaching practice.

_____

_____

_____

5) con

   R

com
. Evaluation of the seriousness of problem facing the program.

_____

_____

_____

6) con

   R

com
. Suggestions and recommendations.

_____

_____

_____

## Supervisor Questionnaire's Dimensions

1) con

   R

com
. Personal information.

_____

_____

_____

2) con

   R

com
. Evaluation of physical education teaching skills.

_____

_____

_____

3) con

   R

com
. Evaluation of the professional activities of the physical education teachers.

_____

_____

_____

4) con

   R

com
. Suggestions and recommendations.

_____

_____

_____

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<u>Faculty Questionnaire's Dimensions</u>

1) con    . Personal information.
   R    _____
   com   _____
      _____

2) con    . Department's goals achievement.
   R    _____
   com   _____
      _____

3) con    . Program evaluation.
   R    _____
   com   _____
      _____

4) con    . Evaluation of the professional preparation courses.
   R    _____
   com   _____
      _____

5) con    . Evaluation of the physical education teaching skills.
   R    _____
   com   _____
      _____

6) con    . Evaluation of the student teaching practice.
   R    _____
   com   _____
      _____

7) con    . Suggestions and recommendations.
   R    _____
   com   _____
      _____

If you have any suggestions regarding the importance of some other dimension content or revising or deleting any dimension content from this study, please indicate that below and provide reasons and alternatives for your suggestions.

_____
_____
_____
_____
_____
_____
_____
_____

# APPENDIX E

Content Validity of the Questionnaire Dimensions' Items

## Content Validity of the Questionnaire Items

The following are the items under each dimension (part) of the questionnaire which have been adapted or developed by the researcher in order to evaluate the physical education teacher preparation program at Umm Al-Qura University in Saudi Arabia.

Directions: Please read the following rating scale criteria and rate (R) how appropriate the content (CON) of each item is for inclusion under each dimension in the evaluation. Please use the space provided in front of each item to place your rating. If you rate any item content at 3 or below, please indicate your reasons for the low rating in the comment (COM) space that is provided. If you have any suggestions for revisions, please write them down in the space provided at the end of this form.

5- Very appropriate item content to be included in the evaluation.

4- Appropriate item content to be included in the evaluation.

3- Moderately appropriate item content to be included in the evaluation.

2- Slightly appropriate item content to be included in the evaluation.

1- Not appropriate item content to be included in the evaluation.

## Graduates' Questionnaire

Part I.  Demographic Characteristics

Instructions: Please answer the following questions by filling in the
blank or placing an "X" in the appropriate space that best
describes you.

1 - Con    What is your age?

                                                     R _____

       _____                           Com _____

2 - Con    When did you graduate?

                                                     R _____

       _____                           Com _____

3 - Con    What was your cumulative grade point average upon graduation?

                                                     R _____

       _____                           Com _____

4 - Con    How many years of experience in teaching physical education do
you have?

                                                     R _____

       _____                           Com _____

5 - Con    What school level are you now teaching?

1) _____ elementary          R _____
2) _____ intermediate      Com _____
3) _____ secondary

6 - Con    What is the location of your school?

1) _____ Makkah              R _____
2) _____ Jeddah            Com _____
3) _____ Taif
4) _____ Baha

7 - Con  For what reasons did you become a physical education teacher?
(Please check all that apply)

1) _____ easiness of the field                    R _____

2) _____ advice of friend, teacher,        Com _____
coach, or family                              _____

3) _____ my personal interest in the field

4) _____ it was the only alternative I had

5) _____ other (specify: _____ )

8 - Con  Do you read any books or periodicals to help you in your
profession?

1) _____ always                              R _____

2) _____ sometimes                          Com _____

3) _____ never                                    _____

9 - Con  Do you anticipate remaining in the profession for the next ten
years?
                                              R _____
1) _____ yes                                 Com _____

2) _____ no                                       _____

10 - Con  If your answer to the previous question is "no," then explain
why:
                                              R _____
_____ Com _____

_____     _____

11 - Con  What was your secondary school section of study?

1) _____ science section                     R _____

2) _____ literary section                   Com _____

3) _____ other                                    _____
(specify:_____ )

12 - Con  During secondary school, did you participate in any of the
following (check all that are applicable)?

1) _____ class team                          R _____

2) _____ school varsity                     Com _____

3) _____ city varsity                             _____

4) _____ sport club

5) _____ none of the above

13 - Con  Would you recommend a friend of yours to attend this
department?
                                              R _____
1) _____ yes                                 Com _____

2) _____ no                                       _____

14 - Con Explain why you chose "yes" or "no" to the previous question:

R _____
_____ Com _____
_____ _____

15 - Con Are you involved in any administrative work in addition to teaching?

                                      R _____
1) \_\_\_\_\_ yes                 Com _____
2) \_\_\_\_\_ no                     _____

16 - Con Are you generally satisfied with your:

|  | Yes | No |  |
|---|---|---|---|
| 1) salary | \_\_\_\_ | \_\_\_\_ | R _____ |
| 2) working conditions | \_\_\_\_ | \_\_\_\_ | Com _____ |
| 3) relation with the administration | \_\_\_\_ | \_\_\_\_ | _____ |
| 4) location of your school | \_\_\_\_ | \_\_\_\_ | |

17 - Con Have you pursued graduate study?

                                      R _____
1) \_\_\_\_\_ yes                 Com _____
2) \_\_\_\_\_ no   why not? _____ _____
                go to Question 20

18 - Con Have you completed a graduate degree?

                                      R _____
1) \_\_\_\_\_ yes                 Com _____
2) \_\_\_\_\_ no   (go to Question 20)   _____

19 - Con If your answer to the previous question is "yes," then

                                      R _____
1) what kind of program? _____ Com _____
2) in what subject? _____ _____

20 - Con Were you a transfer or non-transfer student to the department?

                                      R _____
1) \_\_\_\_\_ transfer           Com _____
2) \_\_\_\_\_ non-transfer      _____

Part II. Professional Preparation Courses

1 - Con The following are the professional courses that you studied in the department. How do you rate the importance of each course to your work now?

Instructions: Please circle the number that best rates the importance of each course, according to the following scale:

NA (not applicable) - did not take the course
1 - not important
2 - less important                    R _____
3 - important                         Com _____
4 - very important                    _____

Course

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con - History of Physical Education

con - Functional and Descriptive Anatomy

con - Exercise Physiology (1)

con - Sport Facilities Planning and Construction

con - Exercise Physiology (2)

con - First Aid for Athletic Injuries

con - Camping and Outdoor Activities

con - Motor Learning

con - Physical Education Programs

con - Fundamentals of Training

con - Evaluation, Tests and Measurement
      in Physical Education

con - Biomechanics

con - Organization and Administration
      in Physical Education

con - Youth Welfare in Saudi Arabia

con - Sport Psychology

con - Applied Physics

con - School Health Education

con - Recreational Education

con - Principles of Physical Education

con - Physical Education Teaching Methods (1)

con - Physical Education Teaching Methods (2)

con - Exercises

con - Gymnastics

con - Track and Field

con - Physical Fitness

con - Soccer

con - Volleyball

con - Handball

con - Basketball

con - Tabletennis

con - Sport Sociology

con - Sport Media and Public Relations

con - Introduction to Physical Therapy

con - Physical Education for the Disabled


2 - Con   Identifying courses by course name, which three (3) courses in
your preparation program were:

R _____
Com _____
most valuable          least valuable          _____
1)                     1)
2)                     2)
3)                     3)

3 -  Con   Of these, which one (1) course in your program was most
valuable? _____  Why? _____

Of these, which one (1) course in your program was least
valuable? _____  Why? _____
R _____
Com _____
_____

Part III. Physical Education Teaching Skills

Con - To what extent did the physical education program prepare you as
a prospective teacher in the following teaching skills?

Instructions: Please circle the number corresponding to the category
that best describes your evaluation of the preparation you received in
each skill area, according to the following scale:

1 - poor,  2 - fair,  3 - average,  4 - good,  5 - excellent

1 con -   constructing an appropriate     R _____
           lesson plan                     Com _____
                                        _____

2 con -   ability to formulate instructional   R _____
           goals and objectives               Com _____
                                          _____

3 con -   ability to provide appropriate    R _____
           physical activities to accomplish  Com _____
           goals and objectives                         _____

4 con -   managing time and making worthy   R _____
           use of it during the class        Com _____
                                          _____

5 con -   ability to use a wide variety     R _____
           of instructional strategies        Com _____
                                          _____

6 con -   ability to use a wide variety     R _____
           of instructional materials         Com _____
                                          _____

7 con -   ability to collect and interpret   R _____
           information regarding student     Com _____
           needs and achievement                 _____

8 con -   ability to make good use of      R _____
           facilities and equipment         Com _____
                                          _____

9 con -   working with students of       R _____
           different ability                  Com _____
                                          _____

10 con -   motivating students who seem    R _____
           disinterested                     Com _____
                                          _____

11 con -   designing and implementing     R _____
           extracurricular activities        Com _____
                                          _____

12 con -   handling discipline problems in   R _____
           and outside of the class         Com _____
                                          _____

13 con -   constructing integrated      R _____
           curriculum (K-12)                 Com _____
                                          _____

Part IV. Student Teaching Practice

The following are some questions designed to evaluate your
satisfaction with regard to your student teaching practice.

Instructions: Please circle the number that best describes your
satisfaction with each aspect of your student teaching practice,
according to the following scale:

1 - very unsatisfactory      4 - satisfactory
2 - unsatisfactory      5 - very satisfactory
3 - moderately satisfactory

---

1 con - In general, how do you evaluate    R _____
your student teaching practice?    Com _____
_____

2 con - What is your evaluation of the    R _____
assistance you received from    Com _____
the department supervision during
your student teaching practice?    _____

3 con - How do you evaluate the student    R _____
teaching practice's effectiveness   Com _____
in developing your teaching ability?   _____

4 con - How do you evaluate your    R _____
satisfaction with the school to    Com _____
which you were assigned to practice    _____
student teaching?

5 con - How do you evaluate your overall    R _____
satisfaction with the physical    Com _____
education teacher where you    _____
practiced your student teaching?

6 con - How do you evaluate your overall    R _____
satisfaction with the facilities    Com _____
of the school here you practiced    _____
your student teaching?

7 con - Do you think it is wise to start student teaching practice
at elementary school then continue student teaching
practice at intermediate and/or secondary school?
           R _____
   1) \_\_\_\_\_ yes          Com _____
   2) \_\_\_\_\_ no           _____
      if no, explain why: _____

8 con - Do you think two days per week is sufficient time for student
teaching practice?
           R _____
   1) \_\_\_\_\_ yes          Com _____
   2) \_\_\_\_\_ no           _____

9  con -  If your answer to the previous question is "no," then what is
        a sufficient time, in your judgment?

        1) _____ one day per week          R _____
        2) _____ three days per week       Com _____
        3) _____ four days per week        _____
        4) _____ five days per week

10 con -  How many classes per <u>week</u> did you teach during your student
        teaching practice?

        _____ class periods      R _____
                                                Com _____

                                                _____

Part V.  Problems Facing the Program

        Do you think the following statements are to be considered
        <u>serious problems</u> facing the physical education department?

Instructions: Please circle the number that best illustrates your
belief, according to the following scale:

        1 - strongly disagree      4 - agree
        2 - disagree               5 - strongly agree
        3 - undecided

---

1 con -  The university administration's          R _____
        understanding of the genuine            Com _____
        importance of the department and,       _____
        and, hence, their support of it.

2 con -  The competencies and efficiencies        R _____
        of department faculty members.          Com _____

                                                _____

3 con -  Existence and maintenance of             R _____
        facilities, laboratories, and           Com _____
        equipment.                              _____

4 con -  Establishing and enhancing a             R _____
        special library in the department       Com _____
        to correct the severe shortage of       _____
        books and periodicals in physical
        education at the main library.

5 con -  Availability of texts and course         R _____
        packages.                               Com _____

                                                _____

6 con - Opening of graduate studies in different fields in physical education.

R _____
Com _____
_____

7 con - Establishing in-service training programs to update the graduates and develop their teaching and professional competencies.

R _____
Com _____
_____

8 con - Consistency between the goals of physical education of schools and the preparation of teachers at the department.

R _____
Com _____
_____

9 con - What do you believe was the strongest or most desirable feature of your physical education teacher preparation program?

_____
R _____
Com _____
_____

10 con - What do you believe was the weakest or least desirable feature of your physical education teacher preparation program?

_____
R _____
Com _____
_____

Part VI. Suggestions and Recommendations

1 - To what extent do you agree that each of the following recommendations would improve the quality of the physical education teacher preparation program at Umm Al-Qura University?

Instructions: Please circle the number after each item that corresponds to your agreement with each recommendation, according to the following scale:

1 - strongly disagree      4 - agree
2 - disagree               5 - strongly agree
3 - partially agree

1 con - Conducting a periodic follow-up for new graduates during their first teaching year to evaluate the effectiveness of their preparation program.

R _____
Com _____
_____

2 con - Establishing an alumni association which meets annually to discuss recent issues in the profession and to provide suggestions for the department's improvement.

R _____
Com _____
_____

3 con - Placing more emphasis on the          R _____
practical approach rather than on   Com _____
the theoretical approach in the         _____
teacher preparation program.

4 con - Conducting an ongoing evaluation      R _____
of the department's program goals,  Com _____
program implementation, and outcomes    _____
in order to improve the program.

5 con - Improving interpersonal student-      R _____
faculty relationships.              Com _____
                                        _____

6 con - Improving the area of advising and    R _____
counseling.                         Com _____
                                        _____

7 con - Inviting visiting faculty members     R _____
to benefit from their updated       Com _____
knowledge.                              _____

8 con - Providing workshops, seminars, and    R _____
in-service experiences for          Com _____
graduate students.                      _____

9 con - Providing areas of specialization     R _____
within the undergraduate program,   Com _____
such as coaching, nutrition, sport      _____
injuries, etc.

10 con - Improving facilities, equipment,     R _____
and laboratories.                   Com _____
                                        _____

11 con - Hiring additional faculty members.   R _____
                                    Com _____
                                        _____

12 con - Conducting faculty performance       R _____
evaluation at the end of each       Com _____
course.                                 _____

13 con - Closer contact between the           R _____
department of physical education    Com _____
at Umm Al-Qura University and            _____
physical education administrations
in the Ministry of Education to
coordinate their programs.

14 con - For student teaching practice,    R _____
students may start as an observer  Com _____
in the first year, assist the             _____
school teacher in the second year,
and practice teaching in the
third and fourth years.


15 con - Please write down any additional recommendations or
suggestions which you feel would improve the physical
education preparation program at Umm Al-Qura University:

1 - _____    R _____
                                             Com _____

2 - _____           _____

3 - _____

## Supervisor's Questionnaire

Part I. Personal Information

Instructions: Please answer the following questions by filling in the blank or placing an "X" in the appropriate space that best describes you.

1 con - What is your age?

_____                                    R _____
                                                   Com _____
                                                   _____


2 con - What is your highest degree?

1) _____ less than Baccalaureate          R _____
2) _____ Baccalaureate                    Com _____
3) _____ Master's                         _____
4) _____ other
(please specify: _____ )


3 con - What is your nationality?

1) _____ Saudi                            R _____
2) _____ Egyptian                         Com _____
3) _____ other                            _____
(please specify: _____ )


4 con - How long did you work as a supervisor in the Saudi schools?

_____                                    R _____
                                                   Com _____
                                                   _____


5 con - What is the location of your work?

1) _____ Makkah                           R _____
2) _____ Jeddah                           Com _____
3) _____ Taif                             _____
4) _____ Baha


6 con - Based on the performance of the teachers with whom you worked, how would you evaluate the physical education teacher preparation program at Umm Al-Qura University? Please circle the number that best describes your evaluation:

1 - very ineffective  4 - effective       R _____
2 - ineffective       5 - very effective  Com _____
3 - undecided                             _____

Part II.  Physical Education Teaching Skills

One goal of the Department of Physical Education at Umm Al-Qura
University is to prepare and graduate qualified physical education
teachers to work in the Kingdom's schools.  The question is:

In the following teaching skills, how would you evaluate the
performance of those graduates with whom you worked?

Instructions: Please circle the number that best describes your
evaluation, according to the following scale:

1 - poor,  2 - fair,  3 - average,  4 - good,  5 - excellent

1 con -  constructing an appropriate          R _____
         lesson plan                          Com _____
                                              _____

2 con -  ability to formulate instructional   R _____
         goals and objectives                 Com _____
                                              _____

3 con -  ability to provide appropriate       R _____
         instructional activities to          Com _____
         accomplish goals and objectives      _____

4 con -  managing time and making worthy use  R _____
         of it during the class               Com _____
                                              _____

5 con -  ability to use a wide variety of     R _____
         instructional strategies             Com _____
                                              _____

6 con -  ability to use a wide variety of     R _____
         instructional materials              Com _____
                                              _____

7 con -  ability to collect and interpret     R _____
         information regarding student        Com _____
         needs and achievement                _____

8 con -  ability to make good use of          R _____
         facilities and equipment             Com _____
                                              _____

9 con -  working with students of different   R _____
         ability                              Com _____
                                              _____

10 con - motivating students who seem         R _____
         disinterested                        Com _____
                                              _____

11 con - designing and implementing        R _____
         extracurricular activities        Com _____
                                           _____

12 con - handling discipline problems in   R _____
         and outside of the class          Com _____
                                           _____

13 con - constructing integrated           R _____
         curriculum (K-12)                 Com _____
                                           _____


Part III.  Professional Activities of the Physical Education Teachers

1 - Based on your general observations, how would you evaluate the
    professional activities of the physical education teachers with
    whom you have worked?

Instructions: Please circle the number that best describes your
evaluation, according to the following scale:

    1 - strongly disagree      4 - agree
    2 - disagree               5 - strongly agree
    3 - undecided


1 con - Seeks active involvement with       R _____
        students outside the classroom      Com _____
        setting.                            _____

2 con - Establishes cooperative relations   R _____
        with colleagues and other support   Com _____
        personnel in the school.            _____

3 con - Is receptive to "promising" new     R _____
        ideas or approaches to teaching.    Com _____
                                            _____

4 con - Maintains appropriate professional  R _____
        conduct and appearance.             Com _____
                                            _____

5 con - Assumes a leadership role within    R _____
        the informal social structure of    Com _____
        the school.                         _____

6 con - Completes professional assignments  R _____
        and responsibilities in a competent Com _____
        and dependable manner.              _____

Part IV. Suggestions and Recommendations

1 - To what extent do you agree that each of the following
    recommendations would improve the quality of the physical
    education teacher preparation program at Umm Al-Qura University?

Instructions: Please circle the number after each item that corresponds
to your agreement with each recommendation, according to the following
scale:

     1 - strongly disagree    4 - agree
     2 - disagree             5 - strongly agree
     3 - partially agree

| | | |
|---|---|---|
| 1 con - | Conducting a periodic follow-up for new graduates during their first teaching year to evaluate the effectiveness of their preparation program. | R _____ <br> Com _____ <br> _____ |
| 2 con - | Establishing an alumni association which meets annually to discuss recent issues in the profession and to provide suggestions for the department's improvement. | R _____ <br> Com _____ <br> _____ |
| 3 con - | Placing more emphasis on the practical approach rather than on the theoretical approach in the teacher preparation program. | R _____ <br> Com _____ <br> _____ |
| 4 con - | Conducting an ongoing evaluation of the department's program goals, program implementation, and outcomes in order to improve the program. | R _____ <br> Com _____ <br> _____ |
| 5 con - | Improving interpersonal student-faculty relationships. | R _____ <br> Com _____ <br> _____ |
| 6 con - | Improving the area of advising and counseling. | R _____ <br> Com _____ <br> _____ |
| 7 con - | Inviting visiting faculty members to benefit from their updated knowledge. | R _____ <br> Com _____ <br> _____ |
| 8 con - | Providing workshops, seminars, and in-service experiences for graduate students. | R _____ <br> Com _____ <br> _____ |

9 con - Providing areas of specialization          R _____
within the undergraduate program,       Com _____
such as coaching, nutrition, sport           _____
injuries, etc.

10 con - Improving facilities, equipment,          R _____
and laboratories.                        Com _____
                                             _____

11 con - Hiring additional faculty members.       R _____
                                         Com _____
                                             _____

12 con - Conducting faculty performance           R _____
evaluation at the end of each            Com _____
course.                                      _____

13 con - Closer contact between the               R _____
department of physical education         Com _____
at Umm Al-Qura University and physical       _____
education administrations in the
Ministry of Education to coordinate
their programs.

14 con - For student teaching practice,            R _____
students may start as an observer        Com _____
in the first year, assist the school         _____
teacher in the second year, and
practice teaching in the third and
fourth years.

15 con - Please write down any additional recommendations or
suggestions which you feel would improve the physical
education preparation program at Umm Al-Qura University:

1 - _____          R _____
                                         Com _____
2 - _____              _____

3 - _____

Faculty Questionnaire

Part I.  Personal Information

Instructions: Please answer the following questions by filling in the
blank or placing an "X" in the appropriate space that best
describes you.

1 con -  What is your age?

_____                    R _____
                                    Com _____

                                    _____

2 con -  What is your highest degree?

1) _____ Baccalaureate             R _____
2) _____ Master's                  Com _____
3) _____ Doctoral                  _____

3 con -  What is your current position in the department?

1) _____ lecturer                  R _____
2) _____ assistant professor       Com _____
3) _____ associate professor       _____
4) _____ professor

4 con -  What is your nationality?

1) _____ Saudi                     R _____
2) _____ Egyptian                  Com _____
3) _____ other                     _____
         (please specify: _____ )

5 con -  How long have you taught in the department?

_____                    R _____
                                    Com _____

                                    _____

6 con -  How would you evaluate the overall effectiveness of the
         physical education teacher preparation program?  Please circle
         the number that best describes your evaluation:

1 - very ineffective  4 - effective       R _____
2 - ineffective       5 - very effective  Com _____
3 - undecided                             _____

Part II. The Department's Goals

1 con -   The following are the goals of the Physical Education
          Department at Umm Al-Qura University, as described in the
          Department's policy guidelines.

Instructions: Please evaluate the degree to which the department has
achieved each goal by circling the number that best describes your
evaluation, according to the following scale:

    1 - unachieved                          R _____
    2 - partly achieved                     Com _____
    3 - achieved                            _____

---

1 con -   Preparation of physical education
          teachers to work in the various
          educational levels in Saudi Arabia.

2 con -   Providing training opportunities and
          studies to improve the competencies
          of practitioners working in physical
          education fields.

3 con -   Conducting studies and scientific
          research in different fields of
          physical education.

4 con -   Organizing for graduate and
          postgraduate studies in physical
          education fields to serve all public
          and private sectors in the Kingdom.

5 con -   Preparation of athletic leaderships
          for their work's responsibilities
          in different sectors.

Part III. Program Evaluation

The following are the program's components.  The question is:

1 - From your daily experience and involvement in the program, how
    would you evaluate the _effectiveness_ of each component in the
    program?

Instructions: _Based on actual practice_, please indicate your evaluation
of each component's effectiveness by circling the number that best
describes your evaluation, according to the following scale:

    1 - very ineffective      4 - effective
    2 - ineffective           5 - very effective
    3 - undecided

1 con - Admission criteria for new students.   R _____

Com _____

_____

2 con - University's required courses.      R _____

Com _____

_____

3 con - Educational preparation courses.   R _____

Com _____

_____

4 con - Updating process of the courses'    R _____
content to keep up with new practices Com _____
and knowledge in the field of health
and physical education.                  _____

5 con - Revision and modification process to  R _____
insure the program's effectiveness.  Com _____

_____

6 con - Student-faculty relationships.    R _____

Com _____

_____

7 con - Administration-faculty relationships. R _____

Com _____

_____

8 con - Student counseling and advising in   R _____
the department.                  Com _____

_____

9 con - Program implementation as intended.  R _____

Com _____

_____

10 con - Existence and maintenance of      R _____
facilities, equipment, and       Com _____
laboratories.                    _____

11 con - Availability of texts and course   R _____
packages for the department's    Com _____
courses.                       _____

12 con - Availability of books and periodicals R _____
in the main library.           Com _____

_____

Part IV.  Professional Preparation Courses

1 - Con  The following are the professional courses that are required in
the department.  How do you rate the importance of each course
to the preparation of the students?

Instructions: Please circle the number that best rates the importance of each course, according to the following scale:

NA (not applicable) - did not take the course
1 - not important
2 - less important          R _____
3 - important              Com _____
4 - very important              _____

Course

---

con - History of Physical Education

con - Functional and Descriptive Anatomy

con - Exercise Physiology (1)

con - Sport Facilities Planning and Construction

con - Exercise Physiology (2)

con - First Aid for Athletic Injuries

con - Camping and Outdoor Activities

con - Motor Learning

con - Physical Education Programs

con - Fundamentals of Training

con - Evaluation, Tests and Measurement
      in Physical Education

con - Biomechanics

con - Organization and Administration
      in Physical Education

con - Youth Welfare in Saudi Arabia

con - Sport Psychology

con - Applied Physics

con - School Health Education

con - Recreational Education

con - Principles of Physical Education

con - Physical Education Teaching Methods (1)

con - Physical Education Teaching Methods (2)

con - Exercises

con - Gymnastics

con - Track and Field

con - Physical Fitness

con - Soccer

con - Volleyball

con - Handball

con - Basketball

con - Tabletennis

con - Sport Sociology

con - Sport Media and Public Relations

con - Introduction to Physical Therapy

con - Physical Education for the Disabled


Part V.   Physical Education Teaching Skills

    To what extent does the physical education program prepare a
    student as a prospective teacher in the following teaching skills?

Instructions: Please circle the number corresponding to the category
that best describes your evaluation of the program preparing students in
each skill area, according to the following scale:

    1 - poor,   2 - fair,   3 - average,   4 - good,   5 - excellent

---

1 con -   constructing an appropriate          R _____
          lesson plan                          Com _____
                                               _____

2 con -   ability to formulate instructional   R _____
          goals and objectives                 Com _____
                                               _____

3 con -   ability to provide appropriate       R _____
          instructional activities to          Com _____
          accomplish goals and objectives      _____

4 con -   managing time and making worthy use  R _____
          of it during the class               Com _____
                                               _____

5 con - ability to use a wide variety of     R _____
instructional strategies                      Com _____
                                                          _____

6 con - ability to use a wide variety of     R _____
instructional materials                       Com _____
                                                          _____

7 con - ability to collect and interpret    R _____
information regarding student             Com _____
needs and achievement                                         _____

8 con - ability to make good use of        R _____
facilities and equipment                     Com _____
                                                            _____

9 con - working with students of different   R _____
ability                                     Com _____
                                                              _____

10 con - motivating students who seem      R _____
disinterested                            Com _____
                                                              _____

11 con - designing and implementing        R _____
extracurricular activities                  Com _____
                                                            _____

12 con - handling discipline problems in    R _____
and outside of the class                    Com _____
                                                            _____

13 con - constructing integrated           R _____
curriculum (K-12)                         Com _____
                                                            _____

Part VI. Student Teaching Practice

    The following are some questions designed to evaluate your level of satisfaction with regard to the student teaching practice.

Instructions: Please circle the number that best describes your satisfaction with each aspect of the student teaching practice, according to the following scale:

1 - very unsatisfactory        4 - satisfactory
2 - unsatisfactory               5 - very satisfactory
3 - moderately satisfactory

---

1 con - In general, how do you evaluate    R _____
the student teaching practice?      Com _____
                                                            _____

2 con - What is your evaluation of the
assistance provided by the
department supervision during
the student teaching practice?

R _____
Com _____
_____

3 con - How do you evaluate the student
teaching practice's effectiveness
in developing student teaching
ability?

R _____
Com _____
_____

4 con - How do you evaluate your satis-
faction with student assignment
to school to practice their
student teaching?

R _____
Com _____
_____

5 con - How do you evaluate your overall
satisfaction with the physical
education teachers where students
practiced their student teaching?

R _____
Com _____
_____

6 con - How do you evaluate your overall
satisfaction with the facilities
of the school where students
practiced their student teaching?

R _____
Com _____
_____

7 con - Do you think it is best to start student teaching practice
at elementary school then continue student teaching
practice at intermediate and/or secondary school?

R _____

1) _____ yes            Com _____
2) _____ no             _____
    if no, explain why: _____

8 con - Do you think two days per week is sufficient time for student
teaching practice?

R _____

1) _____ yes            Com _____
2) _____ no             _____

9 con - If your answer to the previous question is "no," then what is
a sufficient time, in your judgment?

R _____

1) _____ one day per week     Com _____
2) _____ three days per week  _____
3) _____ four days per week
4) _____ five days per week

Part VII. Suggestions and Recommendations

To what extent do you agree that each of the following
recommendations would improve the quality of the physical education
teacher preparation program at Umm Al-Qura University?

Instructions: Please circle the number after each item that corresponds to your agreement with each recommendation, according to the following scale:

    1 - strongly disagree    4 - agree
    2 - disagree           5 - strongly agree
    3 - partially agree

---

1 con -  Conducting a periodic follow-up    R _____
         for new graduates during their    Com _____
         first teaching year to evaluate   _____
         the effectiveness of the
         preparation program.

2 con -  Establishing an alumni association  R _____
         which meets annually to discuss    Com _____
         recent issues in the profession and  _____
         to provide suggestions for the
         department's improvement.

3 con -  Placing more emphasis on the     R _____
         practical approach rather than on   Com _____
         the theoretical approach in the    _____
         teacher preparation program.

4 con -  Conducting an ongoing evaluation   R _____
         of the department's program goals,  Com _____
         program implementation, and outcomes _____
         in order to improve the program.

5 con -  Improving interpersonal student-   R _____
         faculty relationships.         Com _____
                                        _____

6 con -  Improving the area of advising and  R _____
         counseling.                Com _____
                                        _____

7 con -  Inviting visiting faculty members to R _____
         benefit from their updated knowledge. Com _____
                                        _____

8 con -  Providing workshops, seminars, and  R _____
         in-service experiences for graduate  Com _____
         students.                 _____

9 con -  Providing areas of specialization   R _____
         within the undergraduate program,   Com _____
         such as coaching, nutrition, sport   _____
         injuries, etc.

10 con -  Improving facilities, equipment,   R _____
         and laboratories.          Com _____
                                        _____

11 con - Hiring additional faculty members.          R _____

                                                     Com _____

12 con - Conducting faculty performance          R _____
evaluation at the end of each          Com _____
course.

13 con - Closer contact between the Depart-          R _____
ment of Physical Education at Umm          Com _____
Al-Qura University and physical
education administrations in the
Ministry of Education to coordinate
their programs.

14 con - For student teaching practice,          R _____
students may start as an observer          Com _____
in the first year, assist the school
teacher in the second year, and
practice teaching in the third and
fourth years.

15 con - Please write down any additional recommendations or
suggestions which you feel would improve the physical
education preparation program at Umm Al-Qura University:

    1 - _____ R _____

                                             Com _____

    2 - _____ _____

    3 - _____

If you have any suggestions regarding the importance of some other
dimension content or revising or deleting any dimension content from
this study, please indicate that below and provide reasons and
alternatives for your suggestions.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

# APPENDIX F

Content Validity Results - First Response
by the Evaluators Panel

## Appendix F

### Content Validity of the Evaluation Dimensions and Dimensions Items.

### First Response by the Evaluator Panel

Table 1--Initial Ratings of the Dimensions of the Graduate Questionnaire.

| | Evaluators' Rating | | | | | | |
|---|---|---|---|---|---|---|---|
| | Evaluator Number | | | | | | Average Rating |
| Graduate Questionnaire Dimension | 1 | 2 | 3 | 4 | 5 | 6 | |
| 1 - Demographic characteristics | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 2 - Evaluation of professional preparation course | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| 3 - Physical education teaching skills | 5 | 5 | 4 | 4 | 5 | 5 | 4.7 |
| 4 - Student teaching practice | 5 | 5 | 4 | 4 | 4 | 5 | 4.5 |
| 5 - Evaluation of the seriousness of problems facing the program | 4 | 4 | 5 | 4 | 3 | 5 | 4.2 |
| 6 - Suggestions and recommendations | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| Content means for each evaluator | 4.8 | 4.7 | 4.7 | 4.3 | 4.2 | 5 | Overall Mean |
| | | | | | | | 4.6 |

Table 2--Initial Ratings of the Demographic Characteristics Items of Dimension I of the Graduate Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
|------|------|---|---|---|---|---|---|------|
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| I Demographic | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 6 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 7 | 5 | 5 | 2 | 5 | 3 | 5 | 4.2 |
| | 8 | 5 | 5 | 5 | 5 | 1 | 5 | 4.3 |
| | 9 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 10 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 11 | 5 | 4 | 4 | 3 | 4 | 5 | 4.3 |
| | 12 | 5 | 3 | 4 | 4 | 4 | 5 | 4.2 |
| | 13 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 14 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 15 | 5 | 4 | 4 | 3 | 3 | 5 | 4 |
| | 16 | 5 | 5 | 5 | 3 | 5 | 5 | 4.8 |
| | 17 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 18 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 19 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 20 | 5 | 4 | 3 | 4 | 4 | 5 | 4.2 |
| Content means for each evaluator | | 5 | 4.8 | 4.6 | 4.5 | 4 | 5 | Overall Mean |
| | | | | | | | | 4.7 |

Table 3--Initial Ratings of the Professional Preparation Courses Items of Dimension II of the Graduate Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
|------|------|---|---|---|---|---|---|------|
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| II Professional Courses | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 3 | 5 | 4.7 |
| Content means for each evaluator | | 5 | 5 | 5 | 5 | 3.7 | 5 | Overall Mean |
| | | | | | | | | 4.8 |

Table 4--Initial Ratings of the Physical Education Teaching Skills Items of Dimension III of the Graduate Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
|---|---|---|---|---|---|---|---|---|
| III Teaching Skills | 1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 6 | 5 | 5 | 5 | 5 | 4 | 4 | 4.8 |
| | 7 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 8 | 5 | 4 | 5 | 5 | 3 | 5 | 4.5 |
| | 9 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 10 | 5 | 5 | 4 | 5 | 5 | 5 | 4.8 |
| | 11 | 5 | 5 | 5 | 5 | 3 | 4 | 4.5 |
| | 12 | 5 | 5 | 5 | 5 | 4 | 4 | 4.7 |
| | 13 | 5 | 5 | 5 | 5 | 5 | 4 | 4.8 |
| Content means for each evaluator | | 5 | 4.8 | 4.9 | 5 | 4.2 | 4.7 | Overall Mean |
| | | | | | | | | 4.8 |

Table 5--Initial Ratings of the Student Teaching Practice Items of Dimension IV of the Graduate Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
|---|---|---|---|---|---|---|---|---|
| IV Teaching Practice | 1 | 5 | 5 | 5 | 5 | 3 | 5 | 4.7 |
| | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 3 | 5 | 5 | 5 | 5 | 3 | 5 | 4.7 |
| | 4 | 5 | 5 | 5 | 3 | 4 | 5 | 4.5 |
| | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 6 | 5 | 5 | 5 | 3 | 4 | 5 | 4.5 |
| | 7 | 5 | 5 | 5 | 2 | 4 | 5 | 4.3 |
| | 8 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 9 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 10 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Content means for each evaluator | | 5 | 5 | 5 | 4.2 | 4.1 | 5 | Overall Mean |
| | | | | | | | | 4.7 |

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Table 6--Initial Ratings of the Problems Facing the Program Items of Dimension V of the Graduate Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
|---|---|---|---|---|---|---|---|---|
| V Problems Facing the Program | 1 | 5 | 5 | 5 | 3 | 3 | 5 | 4.3 |
| | 2 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 3 | 5 | 5 | 4 | 5 | 4 | 5 | 4.7 |
| | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 4.7 |
| | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 6 | 5 | 5 | 5 | 5 | 3 | 4 | 4.5 |
| | 7 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 8 | 5 | 5 | 4 | 5 | 4 | 5 | 4.7 |
| | 9 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 10 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Content means for each evaluator | | 5 | 4.9 | 4.7 | 4.8 | 4 | 4.9 | Overall Mean 4.7 |

Table 7--Initial Ratings of the Suggestions and Recommendations Items of Dimension of the Graduate Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
|---|---|---|---|---|---|---|---|---|
| VI | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 3 | 5 | 5 | 5 | 5 | 1 | 4 | 4.2 |
| | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 6 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 7 | 5 | 5 | 5 | 4 | 4 | 4 | 4.5 |
| | 8 | 5 | 5 | 5 | 5 | 1 | 5 | 4.3 |
| | 9 | 5 | 5 | 5 | 5 | 4 | 4 | 4.7 |
| | 10 | 5 | 5 | 5 | 5 | 4 | 4 | 4.7 |
| | 11 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 12 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 13 | 5 | 5 | 5 | 3 | 4 | 5 | 4.5 |
| | 14 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 15 | 5 | 4 | 5 | 5 | 5 | 4 | 4.7 |
| Content means for each evaluator | | 5 | 4.9 | 5 | 4.7 | 3.8 | 4.7 | Overall Mean 4.7 |

Table 8--Initial Ratings of the Dimensions of the Supervisor Questionnaire.

| | Evaluators' Rating | | | | | | |
|---|---|---|---|---|---|---|---|
| | Evaluator Number | | | | | | Average Rating |
| Supervisor Questionnaire Dimension | 1 | 2 | 3 | 4 | 5 | 6 | |
| 1 - Personal Information | 5 | 5 | 4 | 5 | 4 | 5 | 4.7 |
| 2 - Evaluation of physical education teaching skills | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| 3 - Professional activities of the physical education teachers | 4 | 5 | 5 | 5 | 4 | 5 | 4.7 |
| 4 - Suggestions and Recommendations | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| Content means for each evaluator | 4.8 | 4.8 | 4.8 | 5 | 4 | 5 | Overall Mean |
| | | | | | | | 4.7 |

Table 9--Initial Ratings of the Personal Information Items of Dimension I of the Supervisor Questionnaire.

| | | Evaluators' Rating | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Evaluator Number | | | | | | Average Rating |
| Part | Item | 1 | 2 | 3 | 4 | 5 | 6 | |
| I | 1 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 2 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 3 | 5 | 5 | 4 | 3 | 4 | 5 | 4.3 |
| | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 6 | 5 | 5 | 4 | 5 | 4 | 5 | 4.7 |
| Content means for each evaluator | | 5 | 5 | 4.7 | 4.2 | 4 | 5 | Overall Mean |
| | | | | | | | | 4.7 |

Table 10--Initial Ratings of the Physical Education Teaching Skills Items of Dimension II of the Supervisor Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
|------|------|---|---|---|---|---|---|---|
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| II | 1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 4 | 5 | 3 | 5 | 5 | 4 | 5 | 4.5 |
| | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 6 | 5 | 4 | 5 | 5 | 4 | 4 | 4.5 |
| | 7 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 8 | 5 | 4 | 5 | 5 | 3 | 5 | 4.5 |
| | 9 | 5 | 4 | 5 | 5 | 5 | 5 | 4.8 |
| | 10 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 11 | 5 | 5 | 5 | 5 | 3 | 5 | 4.7 |
| | 12 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 13 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Content means for each evaluator | | 5 | 4.6 | 5 | 5 | 4.2 | 4.9 | Overall Mean |
| | | | | | | | | 4.8 |

Table 11--Initial Ratings of the Professional Activities of the Physical Education Teachers Items of Dimension III of the Supervisor Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
|------|------|---|---|---|---|---|---|---|
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| III | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 6 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| Content means for each evaluator | | 5 | 5 | 5 | 5 | 4.5 | 5 | Overall Mean |
| | | | | | | | | 4.9 |

Table 12--Initial Ratings of the Suggestions and Recommendations Items of Dimension IV of the Supervisor Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
|------|------|---|---|---|---|---|---|---|
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | · 5 | 6 | |
| IV | 1 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 2 | 5 | 4 | 5 | 5 | 5 | 5 | 4.8 |
| | 3 | 5 | 4 | 5 | 5 | 1 | 4 | 4 |
| | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 4.5 |
| | 6 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 7 | 5 | 4 | 5 | 4 | 4 | 5 | 4.5 |
| | 8 | 5 | 4 | 5 | 5 | 1 | 4 | 4 |
| | 9 | 5 | 5 | 5 | 5 | 4 | 4 | 4.7 |
| | 10 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 11 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 12 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 13 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 14 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 15 | 5 | 5 | 5 | 5 | 5 | 4 | 4.8 |
| Content means for each evaluator | | 5 | 4.5 | 5 | 4.9 | 3.8 | 4.7 | Overall Mean 4.7 |

Table 13--Initial Ratings of the Dimensions of the Faculty Questionnaire.

| Faculty Questionnaire Dimension | Evaluators' Rating | | | | | | Average Rating |
|---------------------------------|---|---|---|---|---|---|---|
| | Evaluator Number | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 1 - Personal Information | 5 | 5 | 4 | 4 | 4 | 5 | 4.5 |
| 2 - Department goals | 5 | 4 | 5 | 3 | 3 | 5 | 4.2 |
| 3 - Program evaluation | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| 4 - Professional preparation courses | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| 5 - Physical education teaching skills | 5 | 5 | 4 | 4 | 5 | 5 | 4.7 |
| 6 - Student teaching practice | 5 | 5 | 4 | 4 | 4 | 5 | 4.5 |
| 7 - Suggestions and Recommendations | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| Content means for each evaluator | 5 | 4.7 | 4.6 | 4.2 | 4 | 5 | Overall Mean |
| | | | | | | | 4.6 |

Table 14--Initial Ratings of the Personal Information Items of Dimension I of the Faculty Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Evaluator Number | | | | | | Average Rating |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| I Personal Information | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 4 | 5 | 5 | 4 | 3 | 4 | 5 | 4.3 |
| | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 6 | 5 | 5 | 5 | 5 | 3 | 5 | 4.7 |
| Content means for each evaluator | | 5 | 5 | 4.8 | 4.7 | 3.8 | 5 | Overall Mean |
| | | | | | | | | 4.7 |

Table 15--Initial Ratings of the Department Goals Item of Dimension II of the Faculty Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Evaluator Number | | | | | | Average Rating |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| II | 1 | 4 | 5 | 5 | 4 | 4 | 5 | 4.5 |

Table 16--Initial Ratings of the Program Evaluation Items of Dimension III of the Faculty Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
|---|---|---|---|---|---|---|---|---|
| III Program evaluation | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 6 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 7 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 8 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 9 | 5 | 5 | 5 | 5 | 3 | 5 | 4.7 |
| | 10 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 11 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 12 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| Content means for each evaluator | | 5 | 5 | 5 | 4.8 | 4 | 5 | Overall Mean 4.8 |

Table 17--Initial Ratings of the Professional Preparation Courses Item of Dimension IV of the Faculty Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
|---|---|---|---|---|---|---|---|---|
| IV | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |

Table 18--Initial Ratings of the Physical Education Teaching Skills Items of Dimension V of the Faculty Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | |
|------|------|------|------|------|------|------|------|------|
| | | Evaluator Number | | | | | | Average Rating |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| V Teaching Skills | 1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4.7 |
| | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 6 | 5 | 5 | 5 | 4 | 4 | 4 | 4.8 |
| | 7 | 5 | 5 | 5 | 4 | 4 | 5 | 4.8 |
| | 8 | 5 | 4 | 5 | 5 | 3 | 5 | 4.5 |
| | 9 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 10 | 5 | 5 | 4 | 5 | 5 | 5 | 4.8 |
| | 11 | 5 | 5 | 5 | 5 | 3 | 4 | 4.5 |
| | 12 | 5 | 5 | 5 | 5 | 4 | 4 | 4.7 |
| | 13 | 5 | 5 | 5 | 5 | 5 | 4 | 4.8 |
| Content means for each evaluator | | 5 | 4.8 | 4.9 | 5 | 4.2 | 4.7 | Overall Mean |
| | | | | | | | | 4.8 |

Table 19--Initial Ratings of the Student Teaching Practice Items of Dimension VI of the Faculty Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | |
|------|------|------|------|------|------|------|------|------|
| | | Evaluator Number | | | | | | Average Rating |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| VI Student teaching practice | 1 | 5 | 5 | 5 | 5 | 3 | 5 | 4.7 |
| | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 3 | 5 | 5 | 5 | 5 | 3 | 5 | 4.7 |
| | 4 | 5 | 5 | 5 | 3 | 4 | 5 | 4.5 |
| | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 6 | 5 | 5 | 5 | 3 | 4 | 5 | 4.5 |
| | 7 | 5 | 5 | 5 | 2 | 4 | 5 | 4.3 |
| | 8 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 9 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| Content means for each evaluator | | 5 | 5 | 5 | 4.1 | 4 | 5 | Overall Mean |
| | | | | | | | | 4.7 |

Table 20--Initial Ratings of the Suggestions and Recommendations Items of Dimension VII of the Faculty Questionnaire.

| Part | Item | Evaluators' Rating | | | | | | Average Rating |
| | | Evaluator Number | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
|---|---|---|---|---|---|---|---|---|
| VII | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 3 | 5 | 5 | 5 | 5 | 1 | 5 | 4.3 |
| | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 6 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 7 | 5 | 5 | 5 | 4 | 4 | 5 | 4.7 |
| | 8 | 5 | 5 | 5 | 5 | 1 | 4 | 4.2 |
| | 9 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 10 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 11 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 12 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 13 | 5 | 5 | 5 | 5 | 4 | 5 | 4.8 |
| | 14 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 15 | 5 | 4 | 5 | 5 | 5 | 4 | 4.7 |
| Content means for each evaluator | | 5 | 4.9 | 5 | 4.9 | 3.8 | 4.9 | Overall Mean |
| | | | | | | | | 4.8 |

# APPENDIX G

Graduation Requirements for a B.A. in the Physical
Education Department, College of Education, Umm
Al-Qura University, Makkah, Saudi Arabi

Appendix G

Graduation Requirements* for Bachelor of Arts Degree in the Physical Education Department, College of Education, Umm Al-Qura University.

| # | Requirements | Credits | Required | Elective |
|---|---|---|---|---|
| 1 | University requirements | 18 | 18 | 0 |
| 2 | College requirements | 12 | 6 | 6 |
| 3 | Educational preparation requirements | 26 | 26 | 0 |
| 4 | Physical education professional requirement | 54 | 54 | 0 |
| 5 | Elective courses (within the ph. ed. department) | 12 | 0 | 12 |
| 6 | General elective courses | 8 | 2 | 6 |
| | Total | 130 | 106 | 24 |

*minimum graduation requirement = 130 credits

Graduation Requirements for Bachelor of Arts Degree in the Physical Education Department, College of Education, Umm Al-Qura

(1) University requirements (18 credits)

| Course No. | Dept. Code | Title | Credits |
|---|---|---|---|
| 101 | DW | Islamic Culture (1) | 2 |
| 201 | DW | Islamic Culture (2) | 2 |
| 301 | DW | Islamic Culture (3) | 2 |
| 401 | DW | Islamic Culture (4) | 2 |
| 101 | ARB | Arabic language | 3 |
| 101 | ENG | Foreign language (English or French) | 3 |
| 101 | DW | Holy Quran (1) | 1 |
| 201 | DW | Holy Quran (2) | 1 |

| 301 | DW | Holy Quran (3) | 1 |
| 401 | DW | Holy Quran (4) | 1 |

## (2) College Requirements (12 credits)
### A. General College Requirements (6 credits)

| 202 | CUR | Introduction to Research Methods | 2 |
| 213 | EAD | Educational Sociology | 2 |
| 341 | PSY | Fundamentals of Educational Psychology Statistics | 2 |

### B. Special College Requirements (6 credits)

| 110 | PHE | Principles of Physical Education | 2 |
| 302 | PHE | School Health Education | 2 |
| 460 | PHE | Recreational Education | 2 |

## (3) Educational Preparation Requirements (26 credits)

| 101 | CUR | Introduction to Education | 2 |
| 101 | PSY | Introduction to Psychology | 1 |
| 111 | ED | Principles of Islamic Education | 2 |
| 211 | PSY | Developmental Psychology | 1 |
| 312 | PSY | Educational Psychology | 2 |
| 314 | ED | Education in Saudi Arabia | 1 |
| 351 | CUR | Principles of Curricula | 2 |
| 368 | PHE | Physical Ed. Teaching Methods (1) | 2 |
| 371 | ED | Educational Media | 2 |
| 381 | PHE | Teaching Practice (1) | 1 |
| 415 | ED | Introduction to Ed. Administration | 2 |
| 439 | PSY | Test of Measurements | 2 |
| 461 | PSY | Educational Counseling and Supervision | 1 |
| 468 | PHE | Physical Ed. Teaching Methods (2) | 2 |
| 481 | PHE | Teaching Practice (2) | 3 |

## (4) Physical Education Professional Requirements (54 credits)

### A. Required courses (29 credits)

| 111 | PHE | History of Physical Education | 1 |
| 251 | PHE | Functional and Descriptive Anatomy | 3 |
| 252 | PHE | Exercise Physiology (1) | 2 |
| 301 | PHE | Sport facilities planning and construction | 1 |

| 350 | PHE | Exercise Physiology (2) | 2 |
| 351 | PHE | First Aid for Athletic Injuries | 2 |
| 360 | PHE | Camping and Outdoor Activities | 2 |
| 361* | PHE | Motor Development | 1 |
| 380 | PHE | Motor Learning | 2 |
| 390 | PHE | Physical Education Programs | 2 |
| 470 | PHE | Fundamentals of Training | 2 |
| 471 | PHE | Evaluation, Tests and Measurements in Physical Education | 2 |
| 472 | PHE | Biomechanics | 2 |
| 481 | PHE | Organization and Administration in Physical Education | 2 |
| 482 | PHE | Youth Welfare in Saudi Arabia | 1 |
| 483 | PHE | Sport Psychology | 2 |

*has yet to be taught

B. Required practical courses (25 credits)

| 120 | PHE | Exercises (1) | 1 |
| 121 | PHE | Gymnastics (1) | 1 |
| 123 | PHE | Track and Field (1) | 1 |
| 125 | PHE | Physical Fitness (1) | 1 |
| 130 | PHE | Soccer (1) | 1 |
| 131 | PHE | Volleyball (1) | 1 |
| 132 | PHE | Handball (1) | 1 |
| 133 | PHE | Basketball (1) | 1 |
| 136 | PHE | Table Tennis | 1 |
| 220 | PHE | Exercises (2) | 1 |
| 221 | PHE | Gymnastics (2) | 1 |
| 223 | PHE | Track and Field (2) | 1 |
| 225 | PHE | Physical Fitness (2) | 1 |
| 230 | PHE | Soccer (2) | 1 |
| 231 | PHE | Volleyball (2) | 1 |
| 232 | PHE | Handball (2) | 1 |
| 233 | PHE | Basketball (2) | 1 |
| 321 | PHE | Gymnastics (3) | 1 |
| 323 | PHE | Track and Field (3) | 1 |
| 330 | PHE | Soccer (3) | 1 |
| 331 | PHE | Volleyball (3) | 1 |
| 332 | PHE | Handball (3) | 1 |
| 333 | PHE | Basketball (3) | 1 |
| 421 | PHE | Gymnastics (4) | 1 |
| 423 | PHE | Track and Field (4) | 1 |

(5) Elective Courses (within the Physical Ed. Department)

A. Two credits from the following courses:

| | | | |
|---|---|---|---|
| 367 | PHE | Sport Sociology | 2 |
| 369 | PHE | Sport Media and Public Relations | 2 |
| 370 | PHE | Introduction to Physical Therapy | 2 |
| 371 | PHE | Adapted Physical Education | 2 |

B. Ten credits from the following practical courses:

| | | | |
|---|---|---|---|
| 122* | PHE | Swimming (1) | 1 |
| 134 | PHE | Field Hockey (1) | 1 |
| 137* | PHE | Boxing | 1 |
| 140 | PHE | Badminton | 1 |
| 141 | PHE | Fencing | 1 |
| 142* | PHE | Equestrian (1) | 1 |
| 143 | PHE | Tennis | 1 |
| 144* | PHE | Shooting | 1 |
| 145* | PHE | Archery | 1 |
| 146 | PHE | Karate | 1 |
| 147 | PHE | Judo | 1 |
| 148* | PHE | Bicycle | 1 |
| 149 | PHE | Racquetball | 1 |
| 150 | PHE | Minor and folk games | 1 |
| 151* | PHE | Wrestling | 1 |
| 152 | PHE | Fencing (saber) | 1 |
| 153* | PHE | Weight training | 1 |
| 154* | PHE | Rowing | 1 |
| 222* | PHE | Swimming (2) | 1 |
| 234 | PHE | Field Hockey (2) | 1 |
| 242* | PHE | Equestrian (2) | 1 |
| 355* | PHE | Diving | 1 |
| 356* | PHE | Life Guard | 1 |
| 357* | PHE | Scuba Diving | 1 |
| 430 | PHE | Soccer (4) | 1 |
| 431 | PHE | Volleyball (4) | 1 |
| 432 | PHE | Handball (4) | 1 |
| 433 | PHE | Basketball (4) | 1 |

(6) General Elective Courses (8 credits)

A. Two credits are required for the following course:

| | | | |
|---|---|---|---|
| 181 | PHE | Applied Physics | 2 |

B. Six credits to be elected by the students under
physical education department supervision.

---

*These courses have never been taught due to shortage in facilities and faculty.
In Umm Al-Qura University there is no swimming pool

Source:    Physical Education Department Guidebook, College of Education,
Umm Al-Qura University, 1991.

## Department Codings:

DW  - Dawa (Islamic propaganda)        CUR  - Curricula
ARB - Arabic language                  ENG  - English language
ED  - College of Education             PHE  - Physical education
PSY - Psychology


## Admission System

1. Those pursuing the Bachelor of Arts degree in physical education must comply

with the following conditions:

A.  Submit an application form to the Admission Office in the Deanship of

Admission and Registration on the due date in the University calendar

published every semester.

B.  Acquire a high school diploma or equivalent (completion certificate of

secondary school in physical education).  Original diploma or certified

copy must be presented.

C.  Applicant must be of Saudi nationality; non-Saudis may be accepted in

compliance with established quotas and other conditions specified by the

University.

D.  Must successfully pass the following tests:

1 -   medical checkup to prove the applicant has no contagious diseases

and is efficient in continuing his practice and theoretical study in

physical education

2 -     personal interview

3 -     stature test

4 -     the department test battery for abilities and skills in movement and

games.

E.  Acquiring good manners and behavior certificate from the applicant's high

school

F.  Must obtain official permission from his work, if the applicant is an

employee, allowing him to be on leave for study either as a full-time or

part-time student.

2. Both the College of Education Board and the Deanship of Admission and

Registration have the discretion to suggest to the University Board other

conditions.

# APPENDIX H

## Arabic Version of the Graduates' Questionnaire

بسم الله الرحمن الرحيم

، تقييم لمحتوى برنامج إعداد
مُدرسي التربية البدنية بجامعة أم القرى
بمكة المكرمة ـ المملكة العربية السعودية ،

الباحث
علي بن سعد الغامدي

أطروحة لنيل درجة الدكتوراه
من جامعة ولاية ميتشجان الحكومية
الولايات المتحدة الامريكية

١٤١١هـ
الموافق
١٩٩١م

بسم الله الرحمن الرحيم

عزيزي خريج قسم التربية البدنية بجامعة أم القرى

السلام عليكم ورحمة الله وبركاته ... وبعد

ان هذا الاستبيان الذي أمامك يمثل المرحلة الأخيرة لحصولي على درجة الدكتوراه من مدرسة التربية الصحية والبدنية بجامعة ولاية ميتشجان الحكومية بالولايات المتحدة الأمريكية ، وموضوع أطروحة الدكتوراه هو ( تقييم لمحتوى برنامج اعداد مدرسي التربية البدنية بجامعة أم القرى بمكة المكرمة بالمملكة العربية السعودية ) .

ان خبرتكم الشخصية ومعرفتكم بالقسم كطلاب سابقين في هذا المجال يساهمان كثيراً في ادلائكم بمعلومات دقيقة مما يؤدى ان شاء الله الى تطوير وتحديث خدمات القسم لخدمة الطلاب المستجدين ، وكذلك تقديم المعرفة المهنية والدراسات التخصصية لرواد القسم السابقين وأنتم منهم .

وبناء عليه فإن مشاركتكم الكريمة وتعاونكم المشكور في الاجابة على هذا الاستبيان واعادته بأسرع ما يمكن يمثل حجر الاساس في نجاح هذا البحث والذي بدوره سوف يساهم ان شاء الله في تطوير وتحسين برنامج اعداد مدرسي التربية البدنية سواء في جامعة أم القرى أو الجامعات السعودية الأخرى .

لذا أرجو التكرم باعطاء هذا الاستبيان جزء من وقتكم الثمين والاجابة الكاملة والصادقة على كل ما يرد فيه علماً بأن كل المعلومات التي تدلون بها ستعامل بغاية السريه وستعالج بشكل جماعى وان يكون هناك أى تعريف بشخصكم تحت أى ظرف لغير الباحث ، وزيادة في الاطمئنان أرجو عدم كتابة اسمكم الكريم أو مدرستكم أو أى اشارة إلى شخصكم على هذا الاستبيان .

مع خالص التقدير والمحبه . ،،،

الباحث

على بن سعد الغامدى

**الجزء الأول ، معلومات شخصيه**

**التعليمات :** فضلاً الجواب على الاسئله التاليه وذلك بكتابة المعلومات الصحيحه في الفراغ المناسب :

١ ـ كم هو عمرك ؟ ...............

٢ ـ متى تخرجت ؟ ...............

٣ ـ كم كان معدلك التراكمى عند تخرجك ؟ .................

٤ ـ كم عدد سنوات خبرتك في تدريس التربية البدنية ؟ ...............

( ملحوظه ) : فضلاً الجواب على الاسئلة التالية وذلك بوضع علامة (X) أمام الجواب المناسب .

٥ ـ لأى مرحلة دراسية تُدَرِّس ؟ .

أ ـ ابتدائى . ☐

ب ـ متوسط . ☐

جـ ـ ثانوى . ☐

٦ ـ أين تقع مدرستك ؟ .

أ ـ مكة . ☐

ب ـ جدة . ☐

جـ ـ الطائف . ☐

د ـ الباحه . ☐

هـ ـ مدينة أخرى . ☐

٧ ــ ما هى الاسباب التى دعتك لأن تصبح مدرس تربية بدنية ؟

( فضلاً ضع إشارة ( X ) على كل ما ينطبق على حالتك )

أ ــ سهولة المجال . ☐

ب ــ نصيحة من صديق / أستاذ / مدرب / أو من العائلة . ☐

جـــ رغبتى الشخصية فى هذا المجال . ☐

د ــ كان الخيار الوحيد أمامى . ☐

هـــ أسباب أخرى ☐ ، وضح تلك الأسباب :

...................................................................

...................................................................

.................................................

٨ ــ هل تقرأ أى كتب أو دوريات علميه لتساعدك فى مجال مهنتك ؟

أ ــ دائماً . ☐

ب ــ بعض الأحيان . ☐

جـــ أبداً . ☐

٩ ــ هل تتوقع أن تظل فى مهنتك للأعوام العشرة القادمة ؟

أ ــ نعم . ☐

ب ــ لا . ☐

١٠ــ اذا كانت اجابتك على السؤال السابق ( لا ) فهل لك أن توضح لماذا ؟

...................................................................

...................................................................

.................................................

١١ــ بأى قسم كنت خلال المرحلة الثانوية ؟

أ ــ القسم العلمى . ☐

ب ــ القسم الأدبى . ☐

جـــ أخر ☐ ، وضح ذلك ................ .

١٢ـ خلال دراستك في المرحلة الثانوية هل اشتركت في أى من الانشطة التالية ؟

( فضلاً ضع إشارة ( X ) على كل ما ينطبق على حالتك )

أ ـ فريق الفصل . ☐

ب ـ منتخب المدرسة . ☐

جـ ـ منتخب المنطقة التعليمية . ☐

د ـ نادى رياضى . ☐

هـ ـ ليس في أى مما ذكر أعلاه . ☐

١٣ـ هل تنصح صديق لك بأن يدرس في قسم التربية البدنية بجامعة أم القرى ؟

أ ـ نعم . ☐

ب ـ لا . ☐

١٤ـ وضح لماذا اخترت ( نعم ) أو ( لا ) في اجابتك على السؤال السابق ؟ .

..................................................................................

..................................................................................

..................................................................................

..................................................

١٥ـ بالاضافة لعملك كمدرس هل تقوم بأى عمل ادارى في مدرستك ؟

أ ـ نعم . ☐

ب ـ لا . ☐

١٦ـ عموماً هل أنت راض عن ؟

( لا )       ( نعم )

☐        ☐       أ ـ مرتبك .

☐        ☐       ب ـ ظروف عملك .

☐        ☐       جـ ـ علاقتك مع الاداره في مدرستك .

☐        ☐       د ـ موقع مدرستك .

١٧ـ هل واصلت دراستك العليا ؟

☐       أ ـ نعم .

ب ـ لا . ☐ ولما ( لا ) .................................................................

................................................. (انتقل للسؤال رقم ٢٠).

١٨ـ هل أكملت أى درجة علميه في دراستك العليا ؟

☐       أ ـ نعم .

ب ـ لا . ☐ ( انتقل للسؤال رقم ٢٠ ) .

١٩ـ اذا كانت اجابتك على السؤال السابق ( نعم ) اذا :

أ ـ ما هى الدرجة العلمية التى حصلت عليها .......................... .

ب ـ في أى تخصص .......................... .

٢٠ـ هل كنت طالباً مُحَوَّلاً أو غير محول إلى قسم التربية البدنية ؟

☐       أ ـ طالب محول .

☐       ب ـ طالب غير محول .

**الجزء الثاني : مواد الإعداد المهني بقسم التربية البدنية**

١ ـ فيما يلى المواد التى يقدمها قسم التربية البدنية من أجل اعداد الطلبة مهنياً في حقل التربية البدنية .

كيف تقيم أهمية كل مادة من هذه المواد بالنسبة الى عملك الآن ؟

**التعليمات** : رجاء ضع ⭕ على الرقم المناسب والذى يصف تقييمك لكل مادة بناء على المعيار التالى :

٠ ـ لم أدرس هذه الماده .

١ ـ غير مهم اطلاقاً .

٢ ـ غير مهم .

٣ ـ مهم .

٤ ـ مهم جداً .

| مهم جداً | مهم | غير مهم | غير مهم إطلاقاً | لم أدرس هذه المادة | المــــــــادة |
|---|---|---|---|---|---|
| ٤ | ٣ | ٢ | ١ | ٠ | |
| ٤ | ٣ | ٢ | ١ | ٠ | تاريخ التربية البدنية . |
| ٤ | ٣ | ٢ | ١ | ٠ | التشريح الوصفى والوظيفى . |
| ٤ | ٣ | ٢ | ١ | ٠ | وظائف الأعضاء (١) . |
| ٤ | ٣ | ٢ | ١ | ٠ | المنشآت الرياضية . |
| ٤ | ٣ | ٢ | ١ | ٠ | وظائف الأعضاء (٢) . |
| ٤ | ٣ | ٢ | ١ | ٠ | الاصابات الرياضية . |
| ٤ | ٣ | ٢ | ١ | ٠ | المعسكرات وأنشطة الخلاء . |
| ٤ | ٣ | ٢ | ١ | ٠ | التعلم الحركى . |

| ٤ | ٣ | ٢ | ١ | ٠ | |
|---|---|---|---|---|---|
| ٤ | ٣ | ٢ | ١ | ٠ | برامج التربية البدنية . |
| ٤ | ٣ | ٢ | ١ | ٠ | مبادىء التدريب . |
| ٤ | ٣ | ٢ | ١ | ٠ | التقويم والاختبارات في التربية البدنية . |
| ٤ | ٣ | ٢ | ١ | ٠ | الميكانيكا الحيويه . |
| ٤ | ٣ | ٢ | ١ | ٠ | التنظيم الادارى في التربية البدنية . |
| ٤ | ٣ | ٢ | ١ | ٠ | رعاية الشباب . |
| ٤ | ٣ | ٢ | ١ | ٠ | علم النفس الرياضى . |
| ٤ | ٣ | ٢ | ١ | ٠ | الفيزياء التطبيقية . |
| ٤ | ٣ | ٢ | ١ | ٠ | التربية الصحية المدرسية . |
| ٤ | ٣ | ٢ | ١ | ٠ | التربية الترويحية . |
| ٤ | ٣ | ٢ | ١ | ٠ | أصول التربية البدنية . |
| ٤ | ٣ | ٢ | ١ | ٠ | طرق تدريس التربية البدنية (١) . |
| ٤ | ٣ | ٢ | ١ | ٠ | طرق تدريس التربية البدنية (٢) . |
| ٤ | ٣ | ٢ | ١ | ٠ | التمرينات . |
| ٤ | ٣ | ٢ | ١ | ٠ | الجمباز . |
| ٤ | ٣ | ٢ | ١ | ٠ | العاب القوى . |
| ٤ | ٣ | ٢ | ١ | ٠ | اللياقة البدنية . |
| ٤ | ٣ | ٢ | ١ | ٠ | كرة القدم . |
| ٤ | ٣ | ٢ | ١ | ٠ | الكرة الطائرة . |
| ٤ | ٣ | ٢ | ١ | ٠ | كرة اليد . |
| ٤ | ٣ | ٢ | ١ | ٠ | كرة السله . |
| ٤ | ٣ | ٢ | ١ | ٠ | تنس الطاوله . |
| ٤ | ٣ | ٢ | ١ | ٠ | الاجتماع الرياضى . |
| ٤ | ٣ | ٢ | ١ | ٠ | الاعلام الرياضى والعلاقات العامه . |
| ٤ | ٣ | ٢ | ١ | ٠ | مقدمة في العلاج الطبيعى . |
| ٤ | ٣ | ٢ | ١ | ٠ | التربية البدنية للمعوقين . |

٢ ـ من المواد السالفة الذكر ، أذكر ثلاث من أكثرها نفعاً وثلاث من أقلها نفعاً ؟

<div dir="rtl">

| أكثر المواد نفعاً | أقل المواد نفعاً |
|---|---|
| أ ـ | أ ـ |
| ب ـ | ب ـ |
| جـ ـ | جـ ـ |

</div>

٣ ـ من هذه الثلاث مواد النافعه ما هى الماده **الأكثر** نفعاً على الاطلاق ؟

.............................

ولماذا .............................................................. .

من هذه الثلاث مواد قليلة النفع ما هى الماده **الأقل** نفعاً على الاطلاق ؟

.............................

ولماذا .............................................................. .

الجزء الثالث ، مهارات التدريس في التربية البدنية

إلى أى مدى قام قسم التربية البدنية باعدادك كمدرس للتربية البدنية في مهارات التدريس التالية :

التعليمات : من فضلك ضع ◯ حول الرقم الذى يصف تقييمك للأعداد الذى تلقيته في كل مهارة تدريس وذلك حسب المعيار التالى :

١ ـ إعداد ضعيف .

٢ ـ إعداد مناسب .

٣ ـ إعداد متوسط .

٤ ـ إعداد جيد .

٥ ـ إعداد ممتاز .

| إعداد ممتاز | إعداد جيد | إعداد متوسط | إعداد مناسب | إعداد ضعيف | المهارة |
|---|---|---|---|---|---|
| ٥ | ٤ | ٣ | ٢ | ١ | |
| ٥ | ٤ | ٣ | ٢ | ١ | ١ ـ بناء خطة درس مناسبه . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٢ ـ القدرة على صياغة الغايات والاهداف التعليمية . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٣ ـ القدرة على تقديم الانشطة التعليمية المناسبة لتحقيق الغايات والاهداف . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٤ ـ تنظيم واستغلال وقت الحصه بشكل ممتاز . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ ـ القدرة على استخدام خطط تعليمية متنوعة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٦ ـ القدرة على استخدام مواد تعليمية متنوعة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٧ ـ القدرة على جمع وتفسير المعلومات المتعلقة بحاجات الطلاب وانجازاتهم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٨ ـ القدرة على الاستخدام الجيد للمنشآت والاجهزة الرياضية خلال الحصه . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٩ ـ العمل مع طلاب ذوى قدرات مختلفة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٠ ـ حث الطلبه من الذين لا يودون المشاركة في الحصه . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١١ ـ تخطيط وتطبيق الانشطه اللاصفيه . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٢ ـ معالجة مشاكل الانضباط في داخل وخارج الحصه |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٣ ـ بناء منهج موحد ومتكامل من الصف الأول الابتدائى وحتى الثالث الثانوى . |

**الجزء الرابع : التربية العملية**

فيما يلى بعض الأسئلة الموضوعة لتقييم مدى رضاك فيما يختص بالتربية العملية المستوى الأول ، والثانى (خلال المرحلة الأبتدائية ثم المتوسطة أو الثانوية) .

**التعليمات :** فضلاً ضع ⭕ حول الرقم الذى يمثل رضاك عن التربية العملية وذلك حسب المعيار التالى :

١ ـ غير راض تماماً .

٢ ـ غير راض .

٣ ـ راضى نوعاً ما .

٤ ـ راض .

٥ ـ راضى تماماً .

| تربية عملية المستوى الثانى | | | | | تربية عملية المستوى الأول | | | | | العبــــارة |
| خلال المرحلتين المتوسطة أو الثانوية | | | | | خلال المرحلة الأبتدائية | | | | | |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ | ٤ | ٣ | ٢ | ١ | |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ | ٤ | ٣ | ٢ | ١ | ١ ـ عموماً كيف تقيم رضاك عن التربية العملية حينما كنت طالباً . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ | ٤ | ٣ | ٢ | ١ | ٢ ـ كيف تقيم مساعدة مشرف التربية العملية لك خلال تطبيقك ؟ |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ | ٤ | ٣ | ٢ | ١ | ٣ ـ كيف تقيم فعالية التربية العملية فى تطوير قدرتك التعليمية . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ | ٤ | ٣ | ٢ | ١ | ٤ ـ كيف تقيم رضاك عن المدرسة التى طبقت التربية العملية بها . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ | ٤ | ٣ | ٢ | ١ | ٥ ـ كيف تقيم رضاك العام عن مدرس التربية البدنية فى المدرسة التى طبقت بها . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ | ٤ | ٣ | ٢ | ١ | ٦ ـ كيف تقيم رضاك العام عن منشآت وملاعب التربية البدنية فى المدرسة التى طبقت بها . |

٧ ـ هل تعتقد أنه من الأفضل أن يبدأ الطالب مادة التربية العملية (١) بالمرحلة الابتدائية ثم يكمل مادة التربية العملية (٢) بالمرحلة المتوسطة أو الثانوية ؟ .

أ ـ نعم . ☐

ب ـ لا . ☐ ، ولماذا ( لا )  ............................................

......................................................................

٨ ـ هل تعتقد بأن ممارسة التربية العملية يومين في الأسبوع يعتبر وقت كافى ؟ .

أ ـ نعم . ☐

ب ـ لا . ☐

٩ ـ اذا كان جوابك على السؤال السابق بـ ( لا ) اذاً ما هو الوقت الكافى في نظرك ؟ .

أ ـ يوم في الأسبوع . ☐

ب ـ ثلاثة أيام في الأسبوع . ☐

جـ ـ أربعة أيام في الأسبوع . ☐

د ـ خمسة أيام في الأسبوع . ☐

١٠ ـ كم عدد الحصص التى قمت بتدريسها أسبوعياً خلال التربية العملية ؟ .

( فضلاً ضع ◯ على الرقم الذى يمثل عدد الحصص ) .

٨    ٧    ٦    ٥    ٤    ٣    ٢    ١

الجزء الخامس : بعض الصعوبات التي تواجه قسم التربية البدنية

هل تعتقد بأن مايلى يمكن اعتباره مشاكل جديه تواجه قسم التربية البدنية ؟

**التعليمات** : من فضلك ضع ⭕ حول الرقم الذى يمثل موافقتك على اعتبار كل

مما يلى مشكلة جديه وذلك حسب المعيار التالى :

١ ـ لا أوافق مطلقاً .

٢ ـ لا أوافق .

٣ ـ لا رأى لى .

٤ ـ أوافق .

٥ ـ أوافق تماماً .

| أوافق تماماً | أوافق | لا رأى لى | لا أوافق | لا أوافق مطلقاً | المشكـــــــــة |
|---|---|---|---|---|---|
| ٥ | ٤ | ٣ | ٢ | ١ | |
| ٥ | ٤ | ٣ | ٢ | ١ | ١ ـ فهم وادراك ادارة الجامعة للاهمية الحقيقية للقسم ومن ثم دعمه . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٢ ـ كفاءة وفعالية أعضاء هيئة التدريس في القسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٣ ـ توفر المنشئت والمعامل والاجهزة وصيانتها في القسم. |
| ٥ | ٤ | ٣ | ٢ | ١ | ٤ ـ تأسيس ودعم مكتبة خاصة بالقسم لسد العجز الشديد بالمكتبة المركزية فيما يخص الكتب والدوريات العلمية في التربية البدنية . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ ـ وجود وتوفر الكتب ومتطلبات المواد الدراسية في القسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٦ ـ افتتاح دراسات عليا بمختلف حقول التربية البدنية . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٧ ـ وضع برامج للتدريب أثناء العمل وذلك لتجديد معلومات الخريجين وتطوير كفاءاتهم المهنية والتعليمية. |
| ٥ | ٤ | ٣ | ٢ | ١ | ٨ ـ التوافق بين أهداف التربية البدنية في المدارس وطريقة اعداد المدرسين بالقسم . |

٩ ـ في رأيك ما هى الميزه القويه أو المرغوبه في برنامج اعدادك كمدرس تربية بدنية ؟ .

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١٠ـ في رأيك ما هى الميزه الضعيفه أو الغير مرغوبة في برنامج اعدادك كمدرس تربية بدنية ؟ .

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**الجزء السادس : اقتراحات وتوصيات**

١ ـ إلى أى مدى توافق على أن ما يلى من توصيات يمكن أن تؤدى إلى تحسين نوعية اعداد مدرسى التربية البدنية بجامعة أم القرى ؟ .

**التعليمات :** فضلا ضع ⭕ حول الرقم الذى يمثل مدى موافقتك على كل توصيه وذلك حسب المعيار التالى :

١ ـ لا أوافق بشدة .

٢ ـ لا أوافق .

٣ ـ أوافق جزئياً .

٤ ـ أوافق .

٥ ـ أوافق بشده .

| أوافق بشده | أوافق | أوافق جزئياً | لا أوافق | لا أوافق بشده | التوصيـــــة |
|---|---|---|---|---|---|
| ٥ | ٤ | ٣ | ٢ | ١ | |
| ٥ | ٤ | ٣ | ٢ | ١ | ١ ـ ايجاد متابعة دوريه للمتخرجين حديثاً من القسم خلال أول سنه من عملهم وذلك لتقييم فعالية برنامج اعدادهم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٢ ـ تأسيس رابطة للمتخرجين لاجتماعهم سنوياً لمناقشة أحدث المواضيع ذات الصله بالمهنه وتقديم اقتراحات لتحسين عمل القسم بالجامعة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٣ ـ التأكيد على الجوانب التطبيقيه أكثر من الجوانب النظريه خلال الدراسة بالقسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٤ ـ ايجاد تقييم متواصل لأهداف وتطبيق ونتائج عمل القسم بما يحقق تحسين عمل القسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ ـ العمل على تحسين علاقات الطلاب باعضاء هيئة التدريس . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٦ ـ العمل على تحسين عملية الاشراف والتوجيه بالقسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٧ ـ دعوة أعضاء هيئة تدريس زائرين للاستفاده من معلوماتهم الحديثة والجديدة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٨ ـ تقديم حلقات دراسيه حره وندوات وتدريب أثناء العمل لكل خريجى القسم . |

| ٥ | ٤ | ٣ | ٢ | ١ | |
|---|---|---|---|---|---|
| ٥ | ٤ | ٣ | ٢ | ١ | ٩ ـ ايجاد تخصصات فرعيه أثناء الدراسه بالقسم مثل التدريب ، التغذيه ، اصابات وأسعافات الملاعب . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٠ـ تحسين المنشئت والمعامل والاجهزه الموجوده بالقسم. |
| ٥ | ٤ | ٣ | ٢ | ١ | ١١ـ زيادة أعضاء هيئة التدريس بالقسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٢ـ ايجاد تقيم لاداء أعضاء هيئة التدريس بالقسم في نهاية كل مادة دراسيه . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٣ـ الاتصال المستمر بين قسم التربية البنية بجامعة أم القرى وادارة التربية الرياضية بوزارة المعارف وذلك لتنسيق برنامج القسم لاعداد المدرسين بما يوافق برنامج التربية الرياضية في المدارس . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٤ـ عوضاً عن النظام العالى للتربية العمليه ، فانه يمكن للطالب أن يكون مشاهداً في المدارس في السنه الأولى ، ثم في السنه الثانية يكون مساعداً للمدرس الرسمى في المدرسة ، ثم في السنة الثالثة والرابعة يقوم بتطبيق كامل للتربية العملية . |

١٥ـ فضلاً من خلال تجربتك وخبرتك الشخصيه أكتب أدناه بعض الاقتراحات والتوصيات والتى ترى بأنها سوف تؤدى الى تحسين قسم التربية البدنية بجامعة أم القرى .

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APPENDIX I

Arabic Version of the Supervisors' Questionnaire

بسم الله الرحمن الرحيم

. تقييم لمحتوى برنامج إعداد
مُدرسي التربية البدنية بجامعة أم القرى
بمكة المكرمة ـ المملكة العربية السعودية ،

الباحث
علي بن سعد الغامدي

أطروحه لنيل درجة الدكتوراه
من جامعة ولاية ميتشجان الحكومية
الولايات المتحدة الامريكية

١٤١١هـ
الموافق
١٩٩١م

بسم الله الرحمن الرحيم

المكرم موجه / التربية البدنية

السلام عليكم ورحمة الله وبركاته ... وبعد

أدرس حالياً في الولايات المتحدة الأمريكية بقسم التربية الصحية والبدنية في جامعة ولاية ميتشجان الحكومية ويمثل هذا الإستبيان الذي بين يديك المرحلة الأخيرة لحصولي على درجة الدكتوراه إن شاء الله ، والبحث الذي أقوم ببحثه هو ، تقييم لمحتوى برنامج اعداد مدرسي التربية البدنية بجامعة أم القرى بمكة المكرمة . المملكة العربية السعودية ، إن خبرتكم الشخصية ومعرفتكم بخريجي القسم من خلال العمل معهم والاشراف عليهم ليساهم كثيراً في ادلائكم بمعلومات دقيقة ومفيدة .

وعليه فإن مشاركتكم الكريمة وتعاونكم المشكور في الإجابة على هذا الإستبيان واعانته بأسرع ما يمكن ليمثل حجر الزاوية في نجاح هذا البحث والذي بدوره سوف يساهم إن شاء الله في تطوير وتحسين برنامج اعداد مدرسي التربية البدنية سواء في جامعة أم القرى أو الجامعات الأخرى ، علماً بأن كل الأسئلة والمعلومات تدور حول خريجي قسم التربية البدنية بجامعة أم القرى فقط ممن عمل سعادتكم معهم وأشرف عليهم ووجههم .

لذا أرجوا التكرم بإعطاء هذا الإستبيان جزء من وقتكم الثمين والإجابة الكاملة والصادقة على كل ما يرد فيه من أسئلة علماً بأن كل المعلومات التي تدلون بها ستعامل بغاية السرية وستعالج بشكل جماعي ولن يكون هناك أي تعريف بشخصكم تحت أي ظروف لغير الباحث وزيادة في الاطمئنان أرجو عدم كتابة اسمكم الكريم أو أي اشارة لشخصكم على هذا الاستبيان .

مع خالص التقدير والمحبة لشخصكم الكريم ....،

الباحث

علي بن سعد الغامدي

الجزء الأول : معلومات شخصية

**التعليمات** : من فضلك أجب على الأسئلة التالية وذلك بكتابة المعلومات الصحيحة

في الفراغ المناسب .

١ ـ كم هو عمرك ؟ ...................................

٢ ـ ما هي أعلى درجة علمية حصلت عليها ؟

أ ـ أقل من البكالوريوس . ☐

ب ـ البكالوريوس . ☐

جـ ـ ماجستير . ☐

د ـ غير ذلك ( أذكر ما هي ) . ☐

٣ ـ ما هي جنسيتك ؟

أ ـ سعودى . ☐

ب ـ مصرى . ☐

جـ ـ غير ذلك ( أذكر ما هي ) . ☐

٤ ـ كم قضيت من الوقت كمشرف وموجه للتربية البدنية ؟

...................................

٥ ـ ما هو موقع عملك ؟

أ ـ مكة المكرمة . ☐

ب ـ جدة . ☐

جـ ـ الطائف . ☐

د ـ الباحة . ☐

٦ ـ بناء على أداء مدرسى التربية البدنية الذين عملت معهم
والمتخرجين من قسم التربية البدنية بجامعة أم القرى ، كيف تُقيُّم
فعالية برنامج اعدادهم بالقسم المذكور ؟

**التعليمات** : فضلاً ضع ◯ على الرقم الذي يمثل تقييمك ؟

| ٥ | ٤ | ٣ | ٢ | ١ |
|---|---|---|---|---|
| غير فعال على الاطلاق | غير فعال | لا رأى لى | فعال | فعال جداً |

الجزء الثاني : مهارات التدريس في التربية البدنية

ان أحد أهداف قسم التربية البدنية بجامعة أم القرى هو أعداد مدرسى تربية بدنية مؤهلين وذلك للعمل في مدارس المملكة . والسؤال :

ما هو تقييمك لأداء مدرسى التربية البدنية ممن عملت معهم وذلك في يمهارات التدريس التالية ؟ :

التعليمات : من فضلك ضع ⭕ حول الرقم الذى يصف تقييمك للأداء في كل مهارة تدريس وذلك حسب المعيار التالى :

١ ـ إعداد ضعيف .

٢ ـ إعداد مناسب .

٣ ـ إعداد متوسط .

٤ ـ إعداد جيد .

٥ ـ إعداد ممتاز .

| إعداد ممتاز | إعداد جيد | إعداد متوسط | إعداد مناسب | إعداد ضعيف | المهـــــــارة |
|---|---|---|---|---|---|
| ٥ | ٤ | ٣ | ٢ | ١ | |
| ٥ | ٤ | ٣ | ٢ | ١ | ١ ـ بناء خطة درس مناسبه . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٢ ـ القدرة على صياغة الغايات والاهداف التعليمية . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٣ ـ القدرة على تقديم الانشطة التعليمية المناسبة لتحقيق الغايات والاهداف . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٤ ـ تنظيم واستغلال وقت الحصه بشكل ممتاز . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ ـ القدرة على استخدام خطط تعليمية متنوعة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٦ ـ القدرة على استخدام مواد تعليمية متنوعة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٧ ـ القدرة على جمع وتفسير المعلومات المتعلقة بحاجات الطلاب وانجازاتهم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٨ ـ القدرة على الاستخدام الجيد للمنشآت والاجهزة الرياضية خلال الحصه . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٩ ـ العمل مع طلاب ذوى قدرات مختلفة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٠ ـ حث الطلبه من الذين لا يودون المشاركة في الحصه . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١١ ـ تخطيط وتطبيق الانشطه اللاصفيه . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٢ ـ معالجة مشاكل الانضباط في داخل وخارج الحصه . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٣ ـ بناء منهج موحد ومتكامل من الصف الأول الابتدائى وحتى الثالث الثانوى . |

الجزء الثالث ، الأنشطة المهنية لمدرس التربية البدنية

بناء على ملاحظاتك العامه كيف تقيم النشاط المهنى لمدرسى التربية البدنية خريجى القسم ممن عملت معهم وذلك في الانشطة المهنية التالية ؟ :

**التعليمات** : من فضلك ضع ⭕ حول الرقم الذى يمثل تقييمك بناء على المعيار التالى :

١ ـ لا أوافق مطلقاً .

٢ ـ لا أوافق .

٣ ـ لا رأى لى .

٤ ـ أوافق .

٥ ـ أوافق تماماً .

| أوافق تماماً | أوافق | لا رأى لى | لا لوافق | لا أوافق مطلقاً | العبــــارة |
|---|---|---|---|---|---|
| ٥ | ٤ | ٣ | ٢ | ١ | |
| ٥ | ٤ | ٣ | ٢ | ١ | ١ ـ يسعى للمشاركة الفعاله مع الطلاب خارج الحار الفصل . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٢ ـ يوطد علاقات مع زملاءه المدرسين والعاملين في المدرسة بشكل تعاونى . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٣ ـ يتقبل برحابة صدر الافكار والطرق الجديدة التى تبشر بالنجاح في مجال التدريس . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٤ ـ يحافظ على سلوكه وتصرفاته ومظهره كمدرس تربية بدنية . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ ـ يتولى لعب دور قيادى داخل مجتمع المدرسة الغير رسمى . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٦ ـ يقوم باكمال الواجبات والمسئوليات المهنيه بكل كفاءه وثقه . |

الجزء الرابع ، اقتراحات وتوصيات

إلى أى مدى توافق على أن ما يلى من توصيات واقتراحات يمكن أن تؤدى إلى تحسين نوعية اعداد مدرسى التربية البدنية بجامعة أم القرى ؟ .

التعليمات : فضلا ضع ⃝ حول الرقم الذى يمثل درجة موافقتـك على كل توصية وذلك حسب المعيار التالى :

١ ـ لا أوافق بشده .

٢ ـ لا أوافق .

٣ ـ أوافق جزئياً .

٤ ـ أوافق .

٥ ـ أوافق بشده .

| أوافق بشده | أوافق | أوافق جزئياً | لا أوافق | لا أوافق بشده | التوصيــــــــــة |
|---|---|---|---|---|---|
| ٥ | ٤ | ٣ | ٢ | ١ | |
| ٥ | ٤ | ٣ | ٢ | ١ | ١ ـ ايجاد متابعة دوريه للمتخرجين حديثاً من القسم خلال أول سنه من عملهم وذلك لتقييم فعالية برنامج اعدادهم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٢ ـ تأسيس رابطة للمتخرجين لاجتماعهم سنوياً لمناقشة أحدث المواضيع ذات الصله بالمهنه وتقديم اقتراحات لتحسين عمل القسم بالجامعة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٣ ـ التأكيد على الجوانب التطبيقيه أكثر من الجوانب النظريه خلال الدراسة بالقسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٤ ـ ايجاد تقييم متواصل لأهداف وتطبيق ونتائج عمل القسم بما يحقق تحسين عمل القسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ ـ العمل على تحسين علاقات الطلاب بأعضاء هيئة التدريس . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٦ ـ العمل على تحسين عملية الاشراف والتوجيه بالقسم. |
| ٥ | ٤ | ٣ | ٢ | ١ | ٧ ـ دعوة أعضاء هيئة تدريس زائرين للاستفاده من معلوماتهم الحديثه والجديدة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٨ ـ تقديم حلقات دراسيه حره وندوات وتدريب أثناء العمل لكل خريجى القسم . |

| ٥ | ٤ | ٣ | ٢ | ١ | |
|---|---|---|---|---|---|
| ٥ | ٤ | ٣ | ٢ | ١ | ٩ ـ ايجاد تخصصات فرعيه أثناء الدراسه بالقسم مثل التدريب ، التغذيه ، اصابات وأسعافات الملاعب . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٠ـ تحسين المنشآت والمعامل والاجهزه الموجوده بالقسم. |
| ٥ | ٤ | ٣ | ٢ | ١ | ١١ـ زيادة أعضاء هيئة التدريس بالقسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٢ـ ايجاد تقييم لاداء أعضاء هيئة التدريس بالقسم في نهاية كل مادة دراسيه . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٣ـ الاتصال المستمر بين قسم التربية البدنية بجامعة أم القرى وادارة التربية الرياضية بوزارة المعارف وذلك لتنسيق برنامج القسم لاعداد المدرسين بما يوافق برنامة التربية الرياضية في المدارس . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٤ـ عوضاً عن النظام الحالى للتربية العملية ، فانه يمكن للطالب أن يكون مشاهداً في المدارس في السنه الأولى ، ثم في السنه الثانية يكون مساعداً للمدرس الرسمى في المدرسة ، ثم في السنة الثالثة والرابعة يقم بتطبيق كامل للتربية العملية . |

١٥ ـ فضلاً من خلال تجريتك وخبرتك الشخصيه أكتب أدناه بعض الاقتراحات والتوصيات والتى ترى بأنها سوف تؤدى إلى تحسين قسم التربية البدنية بجامعة أم القرى :

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# APPENDIX J

Arabic Version of the Faculty Members' Questionnaire

بسم الله الرحمن الرحيم

، تقييم لمحتوى برنامج إعداد
مُدرسي التربية البدنية بجامعة أم القرى
بمكة المكرمة ـ المملكة العربية السعودية ،

الباحث
علي بن سعد الغامدي

أطروحه لنيل درجة الدكتوراه
من جامعة ولاية ميتشجان الحكومية
الولايات المتحدة الامريكية

١٤١١هـ
الموافق
١٩٩١م

بسم الله الرحمن الرحيم

المكرم / عضو هيئة التدريس بقسم التربية البدنية بجامعة أم القرى

السلام عليكم ورحمة الله وبركاته ... وبعد

أقوم حالياً برحلة علمية إلى المملكة وذلك لغرض جمع معلومات لأطروحة الدكتوراه في قسم التربية الصحية والبدنية بجامعة بولاية ميتشجان الحكومية بالولايات المتحدة الأمريكية ويمثل هذا الإستبيان الذي بين يديك المرحلة الأخيرة إن شاء الله وموضوع البحث الذي أقوم ببحثه هو « تقييم لمحتوى برنامج اعداد مدرسي التربية البدنية بجامعة أم القرى بمكة المكرمة . المملكة العربية السعودية » .

إن خبرتكم الشخصية ومستواكم العلمي ومعرفتكم بالقسم ليسهم كثيراً في ادلاءكم بمعلومات دقيقة ومفيدة .

وعليه فإن مشاركتكم الكريمة وتعاونكم المشكور في الإجابة الكاملة والموضوعية على هذا الإستبيان واعانته بأسرع ما يمكن ليمثل حجر الزاوية في نجاح هذا البحث والذي بدوره سوف يساهم إن شاء الله في تطوير وتحسين برنامج اعداد مدرسي التربية البدنية سواء في جامعة أم القرى أو الجامعات السعودية الأخرى .

لذا أرجوا التكرم فضلاً بإعطاء هذا الإستبيان جزء من وقتكم الثمين والإجابة على كل ما يرد فيه علماً بأن كل المعلومات التي تدلون بها ستعامل بغاية السرية وستعالج بشكل جماعي وأن يكون هناك أي تعريف بشخصكم تحت أي ظروف لغير الباحث وزيادة في الاطمئنان أرجو عدم كتابة اسمكم الكريم أو أي اشارة لشخصكم على هذا الاستبيان .

مع خالص التقدير والمحبة لشخصكم الكريم ....،

الباحث

علي بن سعد الغامدي

**الجزء الأول : معلومات شخصية**

**التعليمات** : من فضلك أجب على الأسئلة التالية وذلك بكتابة المعلومات الصحيحة في الفراغ المناسب .

١ ـ كم هو عمرك ؟ ................................

٢ ـ ما هى أعلى درجه علميه حصلت عليها ؟

أ ـ بكالوريوس . ☐

ب ـ ماجستير . ☐

جـ ـ دكتوراه . ☐

٣ ـ ما هى وظيفتك الحاليه في القسم ؟

أ ـ محاضر . ☐

ب ـ أستاذ مساعد . ☐

جـ ـ أستاذ مشارك . ☐

د ـ أستاذ . ☐

٤ ـ ما هى جنسيتك ؟

أ ـ سعودى . ☐

ب ـ مصرى . ☐

جـ ـ غير ذلك ( أذكر ما هى        ) . ☐

٥ ـ كم من الوقت عملت في قسم التربية البدنية بجامعة أم القرى ؟

................................

٦ ـ عموماً كيف تُقيُم فعالية برنامج اعداد مدرسى التربية البدنية بالقسم ؟

**التعليمات** : فضلاً ضع ◯ على الرقم الذي يمثل تقييمك ؟

|  ٥  |  ٤  |  ٣  |  ٢  |  ١  |
|-----|-----|-----|-----|-----|
| غير فعال على الاطلاق | غير فعال | لا رأى لى | فعال | فعال جداً |

**الجزء الثاني : أهداف قسم التربية البدنية**

فيما يلى أهداف قسم التربية البدنية بجامعة أم القرى كما وردت في محاضر القسم .

**والسؤال :**

كيف تقيم درجة أنجاز كل هدف من هذه الأهداف ؟ .

**التعليمات :** من فضلك ضع ⬤على الرقم الــــذى يمثـــل تقييمك بناء على المعيار التالى :

١ ـ لم يُنجز .

٢ ـ أُنجز جزئياً .

٣ ـ تم إنجازه .

| تم انجازه | انجز جزئياً | لم ينجز | الهـــــــــدف |
|:---:|:---:|:---:|:---|
| ٣ | ٢ | ١ | |
| ٣ | ٢ | ١ | ١ ـ اعداد مدرسى التربية الرياضية لتحمل مسؤولياتهم في مراحل التعليم المختلفة . |
| ٣ | ٢ | ١ | ٢ ـ تنظيم دراسات ودورات تدريبية لصقل العاملين في مجالات التربية الرياضية . |
| ٣ | ٢ | ١ | ٣ ـ اجراء الدراسات والبحوث العلمية في مجالات التربية الرياضية . |
| ٣ | ٢ | ١ | ٤ ـ تنظيم الدراسات العليا في مجالات التربية الرياضية وبما يخدم كافة القطاعات بالمملكة . |
| ٣ | ٢ | ١ | ٥ ـ اعداد القيادات الرياضية لتحمل مسؤوليات العمل في القطاعات المختلفة . |

الجزء الثالث : تقييم برنامج اعداد مدرس التربية البدنية

فيما يلى بعض مكونات البرنامج . والسؤال هو :

بناء على خبرتك ومشاهدتك اليوميه وعملك في هذا البرنامج ، كيف تُقيّم فعالية مكونات البرنامج التالية ؟ :

التعليمات : بناء على ممارستك ومشاهدتك الفعليه من فضلك ضع ⭕ حول الرقم الذى يمثل تقييمك لفعالية كل مكون وذلك حسب المعيار التالى :

١ ــ غير فعال بالمره .

٢ ــ غير فعال .

٣ ــ لا رأى لى .

٤ ــ فعال .

٥ ــ فعال جداً .

| فعال جداً | فعال | لا رأى لى | غير فعال | غير فعال بالمره | العبــــــارة |
|---|---|---|---|---|---|
| ٥ | ٤ | ٣ | ٢ | ١ | |
| ٥ | ٤ | ٣ | ٢ | ١ | ١ ــ معايير القبول للطلبه المستجدين . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٢ ــ مواد متطلبات الجامعة ( ١٨ ساعه معتمده ) . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٣ ــ مواد متطلبات الاعداد التربوى (٣٦ ساعه معتمده) . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٤ ــ اجراءات تحديث محتويات المواد بالقسم لتواكب آخر ما توصل إليه الباحثون في حقل التربية الصحية والبدنية . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ ــ اجراءات المراجعة والتعديل في البرنامج وذلك لضمان فعالية البرنامج . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٦ ــ علاقات الطلاب بأعضاء هيئة التدريس بالقسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٧ ــ علاقات ادارة القسم بأعضاء هيئة التدريس . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٨ ــ ارشاد وتوجيه الطلاب في القسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٩ ــ تطبيق البرنامج حسب الخطه الموضوعه . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٠ــ وجود وصيانة المنشآت والاجهزه والمعدات والمعامل . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١١ــ تيسر الكتب الدراسيه والملازم لمواد القسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٢ــ تيسر الكتب والدوريات العلميه في مكتبة الجامعة . |

الجزء الرابع ، مواد الإعداد المهني بقسم التربية البدنية

فيما يلى مواد الاعداد المهنى المقررة والمطلوبة على طلاب القسم .

## والسؤال :

كيف تقيم أهمية كل مادة من هذه المواد في اعداد الطلاب ؟ .

التعليمات : رجاء ضع ◯ حول الرقم الذى يمثل تقييمك لكل مادة من المواد
التالية وذلك بناء على المعيار التالى :

١ ــ غير مهم اطلاقاً .

٢ ــ غير مهم .

٣ ــ مهم .

٤ ــ مهم جداً .

| مهم جداً | مهم | غير مهم | غير مهم إطلاقاً | المـــــــــادة |
|---|---|---|---|---|
| ٤ | ٣ | ٢ | ١ | |
| ٤ | ٣ | ٢ | ١ | تاريخ التربية البدنية . |
| ٤ | ٣ | ٢ | ١ | التشريح الوصفى والوظيفى . |
| ٤ | ٣ | ٢ | ١ | وظائف الأعضاء (١) . |
| ٤ | ٣ | ٢ | ١ | المنشآت الرياضية . |
| ٤ | ٣ | ٢ | ١ | وظائف الأعضاء (٢) . |
| ٤ | ٣ | ٢ | ١ | الاصابات الرياضية . |
| ٤ | ٣ | ٢ | ١ | المعسكرات وأنشطة الخلاء . |
| ٤ | ٣ | ٢ | ١ | التعلم الحركى . |
| ٤ | ٣ | ٢ | ١ | برامج التربية البدنية . |
| ٤ | ٣ | ٢ | ١ | مبادىء التدريب . |
| ٤ | ٣ | ٢ | ١ | التقويم والاختبارات في التربية البدنية . |

| ٤ | ٣ | ٢ | ١ | |
|---|---|---|---|---|
| ٤ | ٣ | ٢ | ١ | الميكانيكا الحيويه . |
| ٤ | ٣ | ٢ | ١ | التنظيم الاداري في التربية البدنية . |
| ٤ | ٣ | ٢ | ١ | رعاية الشباب . |
| ٤ | ٣ | ٢ | ١ | علم النفس الرياضي . |
| ٤ | ٣ | ٢ | ١ | الفيزياء التطبيقية . |
| ٤ | ٣ | ٢ | ١ | التربية الصحية المدرسية . |
| ٤ | ٣ | ٢ | ١ | التربية الترويحية . |
| ٤ | ٣ | ٢ | ١ | أصول التربية البدنية . |
| ٤ | ٣ | ٢ | ١ | طرق تدريس التربية البدنية (١) . |
| ٤ | ٣ | ٢ | ١ | طرق تدريس التربية البدنية (٢) . |
| ٤ | ٣ | ٢ | ١ | التمرينات . |
| ٤ | ٣ | ٢ | ١ | الجمباز . |
| ٤ | ٣ | ٢ | ١ | العاب القوى . |
| ٤ | ٣ | ٢ | ١ | اللياقة البدنية . |
| ٤ | ٣ | ٢ | ١ | كرة القدم . |
| ٤ | ٣ | ٢ | ١ | الكرة الطائرة . |
| ٤ | ٣ | ٢ | ١ | كرة اليد . |
| ٤ | ٣ | ٢ | ١ | كرة السله . |
| ٤ | ٣ | ٢ | ١ | تنس الطاوله . |
| ٤ | ٣ | ٢ | ١ | الاجتماع الرياضي . |
| ٤ | ٣ | ٢ | ١ | الاعلام الرياضي والعلاقات العامه . |
| ٤ | ٣ | ٢ | ١ | مقدمة في العلاج الطبيعي . |
| ٤ | ٣ | ٢ | ١ | التربية البدنية للمعوقين . |

**الجزء الخامس : مهارات التدريس في التربية البدنية**

إلى أى مدى يقوم قسم التربية البدنية باعداد مدرس التربية البدنية في مهارات التدريس التالية :

التعليمات : من فضلك ضع ◯ حول الرقم الذى يصف تقييمك للأعداد الذى يتلقاه الطلاب في كل مهارة تدريس وذلك حسب المعيار التالى :

١ ـ إعداد ضعيف .

٢ ـ إعداد مناسب .

٣ ـ إعداد متوسط .

٤ ـ إعداد جيد .

٥ ـ إعداد ممتاز .

| إعداد ممتاز | إعداد جيد | إعداد متوسط | إعداد مناسب | إعداد ضعيف | المهــــارة |
|---|---|---|---|---|---|
| ٥ | ٤ | ٣ | ٢ | ١ | |
| ٥ | ٤ | ٣ | ٢ | ١ | ١ ـ بناء خطة درس مناسبة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٢ ـ القدرة على صياغة الغايات والاهداف التعليمية . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٣ ـ القدرة على تقديم الانشطة التعليمية المناسبة لتحقيق الغايات والاهداف . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٤ ـ تنظيم واستغلال وقت الحصة بشكل ممتاز . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ ـ القدرة على استخدام خطط تعليمية متنوعة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٦ ـ القدرة على استخدام مواد تعليمية متنوعة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٧ ـ القدرة على جمع وتفسير المعلومات المتعلقة بحاجات الطلاب وانجازاتهم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٨ ـ القدرة على الاستخدام الجيد للمنشآت والاجهزة الرياضية خلال الحصة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٩ ـ العمل مع طلاب ذوى قدرات مختلفة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٠ـ حث الطلبة من الذين لا يودون المشاركة في الحصة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١١ـ تخطيط وتطبيق الانشطة اللاصفية . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٢ـ معالجة مشاكل الانضباط في داخل وخارج الحصة. |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٣ـ بناء منهج موحد ومتكامل من الصف الأول الابتدائى وحتى الثالث الثانوى . |

الجزء السادس : التربية العملية

فيما يلى بعض الأسئلة الموضوعة لتقييم مدى رضاك فيما يختص بالتربية العملية المستوى الأول ، والثانى (خلال المرحلة الأبتدائية ثم المتوسطة أو الثانوية) .

التعليمات : فضلاً ضع ⭕ حول الرقم الذى يمثل مدى رضاك عن التربية العملية لطلاب القسم وذلك حسب المعيار التالى :

١ ـ غير راض تماماً .

٢ ـ غير راض .

٣ ـ راضى نوعاً ما .

٤ ـ راض .

٥ ـ راضى تماماً .

| تربية عملية المستوى الثانى | | | | | تربية عملية المستوى الأول | | | | | العبــــــارة |
| خلال المرحلتين للمتوسطة أو الثانوية | | | | | خلال المرحلة الأبتدائية | | | | | |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ | ٤ | ٣ | ٢ | ١ | |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ | ٤ | ٣ | ٢ | ١ | ١ ـ عموماً كيف تقيم رضاك عن التربية العملية بالقسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ | ٤ | ٣ | ٢ | ١ | ٢ ـ كيف تقيم مساعدة مشرفى التربية العملية بالقسم خلال تطبيقهم فى المدارس . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ | ٤ | ٣ | ٢ | ١ | ٣ ـ كيف تقيم فعالية التربية العملية فى تطوير قدرات الطلاب التعليمية . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ | ٤ | ٣ | ٢ | ١ | ٤ ـ كيف تقيم رضاك عن طريقة توجيه الطلاب للمدارس لممارسة التربية العملية . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ | ٤ | ٣ | ٢ | ١ | ٥ ـ كيف تقيم رضاك العام عن مدرسى التربية البدنية فى المدارس التى مارس فيها الطلاب التربية العملية . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ | ٤ | ٣ | ٢ | ١ | ٦ ـ كيف تقيم رضاك العام عن منشآت وملاعب التربية البدنية فى المدارس التى مارس الطلاب فيها التربية العملية . |

٧ ـ هل تعتقد أنه من الأفضل أن يبدأ الطالب مادة التربية العملية (١) بالمرحلة الابتدائية ثم يُكمل مادة التربية العملية (٢) بالمرحلة المتوسطة أو الثانوية ؟ .

أ ـ نعم . ☐

ب ـ لا . ☐ ولما ( لا ) ...................................................

...................................................

٨ ـ هل تعتقد بأن ممارسة التربية العملية يومين في الأسبوع يعتبر وقت كافى ؟ .

أ ـ نعم . ☐

ب ـ لا . ☐

٩ ـ اذا كان جوابك على السؤال السابق بـ ( لا ) اذاً ما هو الوقت الكافى في نظرك ؟ .

أ ـ يوم واحد في الأسبوع . ☐

ب ـ ثلاثة أيام في الأسبوع . ☐

جـ ـ أربعة أيام في الأسبوع . ☐

د ـ خمسة أيام في الأسبوع . ☐

الجزء السابع : اقتراحات وتوصيات

إلى أى مدى توافق على أن ما يلى من توصيات واقتراحات يمكن أن تؤدى إلى تحسين نوعية اعداد مدرسى التربية البدنية بجامعة أم القرى ؟ .

التعليمات : فضلا ضع ⭘ حول الرقم الذى يمثـــل مدى موافقتــك على كل مما يلى وذلك حسب المعيار التالى :

١ ـ لا أوافق بشدة .

٢ ـ لا أوافق .

٣ ـ أوافق جزئياً .

٤ ـ أوافق .

٥ ـ أوافق بشده .

| أوافق بشده | أوافق | أوافق جزئياً | لا أوافق | لا أوافق بشده | التوصيـــــــــــة |
|---|---|---|---|---|---|
| ٥ | ٤ | ٣ | ٢ | ١ | |
| ٥ | ٤ | ٣ | ٢ | ١ | ١ ـ ايجاد متابعة دوريه للمتخرجين حديثاً من القسم خلال أول سنه من عملهم وذلك لتقييم فعالية برنامج اعدادهم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٢ ـ تأسيس رابطة للمتخرجين لاجتماعهم سنوياً لمناقشة أحدث المواضيع ذات الصله بالمهنه وتقديم اقتراحات لتحسين عمل القسم بالجامعة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٣ ـ التأكيد على الجوانب التطبيقيه أكثر من الجوانب النظريه خلال الدراسة بالقسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٤ ـ ايجاد تقييم متواصل لأهداف وتطبيق ونتائج عمل القسم بما يحقق تحسين عمل القسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٥ ـ العمل على تحسين علاقات الطلاب باعضاء هيئة التدريس . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٦ ـ العمل على تحسين عملية الاشراف والتوجيه بالقسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٧ ـ دعوة أعضاء هيئة تدريس زائرين للاستفاده من معلوماتهم الحديثه والجديدة . |
| ٥ | ٤ | ٣ | ٢ | ١ | ٨ ـ تقديم حلقات دراسيه حره وندوات وتدريب أثناء العمل لكل خريجى القسم . |

| ٥ | ٤ | ٣ | ٢ | ١ | |
|---|---|---|---|---|---|
| ٥ | ٤ | ٣ | ٢ | ١ | ٩ ـ ايجاد تخصصات فرعيه أثناء الدراسه بالقسم مثل التدريب ، التغذيه ، اصابات وأسعافات الملاعب . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٠ـ تحسين المنشآت والمعامل والاجهزه الموجوده بالقسم. |
| ٥ | ٤ | ٣ | ٢ | ١ | ١١ـ زيادة أعضاء هيئة التدريس بالقسم . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٢ـ ايجاد تقييم لاداء أعضاء هيئة التدريس بالقسم في نهاية كل مادة دراسيه . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٣ـ الاتصال المستمر بين قسم التربية البدنية بجامعة أم القرى وادارة التربية الرياضية بوزارة المعارف وذلك لتنسيق برنامج القسم لاعداد المدرسين بما يوافق برنامج التربية الرياضية في المدارس . |
| ٥ | ٤ | ٣ | ٢ | ١ | ١٤ـ عوضاً عن النظام الحالي للتربية العمليه ، فانه يمكن للطالب أن يكون مشاهداً في المدارس في السنه الأولى ، ثم في السنه الثانية يكون مساعداً للمدرس الرسمى في المدرسة ، ثم في السنة الثالثة والرابعة يقوم بتطبيق كامل للتربية العملية . |

١٥ ـ فضلاً من خلال تجربتك وخبرتك الشخصيه أكتب أدناه بعض الاقتراحات والتوصيات والتى ترى بأنها سوف تؤدى الى تحسين قسم التربية البدنية بجامعة أم القرى .

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# APPENDIX K

Correspondence Related to the Research

# MICHIGAN STATE UNIVERSITY

January 15, 1991

Mr. Ali Saad Alghamdi
IM Sports Circle, Room 40

RE: CONTENT EVALUATION OF THE PHYSICAL EDUCATION TEACHER
PREPARATION PROGRAM AT UMM AL GURA UNIVERSITY IN MAKKAH,
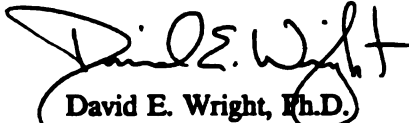SAUDI ARABIA, IRB# 90-558

Dear Mr. Alghamdi:

The above project is exempt from full UCRIHS review. I have reviewed the proposed
research protocol and find that the rights and welfare of human subjects appear to be
protected. You have approval to conduct the research.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to
continue this project beyond one year, please make provisions for obtaining appropriate
UCRIHS approval one month prior to January 3, 1992.

Any changes in procedures involving human subjects must be reviewed by the UCRIHS
prior to initiation of the change. UCRIHS must also be notified promptly of any problems
(unexpected side effects, complaints, etc.) involving human subjects during the course of the
work.

Thank you for bringing this project to our attention. If we can be of any future help, please
do not hesitate to let us know.

Sincerely,

David E. Wright, Ph.D.
Chair, UCRIHS

DEW/deo

cc: Dr. Philip Reuschlein

المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى
مكة المكرمة
كلية العلوم الاجتماعية
قسم اللغة الانجليزية

الرقم :
التاريخ :
الموافق :
الموضوع :
المشروعات :

TO WHOM IT MAY CONCERN
-------------------------------

    This is to certify that the Arabic translation of
the questionnaire on " Content Evaluation of the
Physical Education  Teacher Preparation Program at Umm
Alqura University ", submitted by Mr. Ali Saad Alghamdi,
is true and valid.

    This certificate has been issued upon his request.

Approved by:

Dr. S. G. Elwedyani
English Dept. Chairman.

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى
كلية التربية

الرقم: ٩ع٧/١
التاريخ: ٧/١٠/١٤١٦هـ
المشفوعات:

سعادة مدير الإدارة العامة
للبحوث والتقويم التربوي
بوزارة المعارف ــ الرياض
السلام عليكم ورحمة الله وبركاته ...

الموقر
وبعد

حيث إن الطالب / علي بن سعد الغامدي        أحد طلاب قسم التربية الرياضية
بكلية التربية يقوم حالياً بعمل بحث بعنوان (( تقييم لمحتوى برنامج إعداد معلمي التربية البدنية بجامعة
أم القرى بمكة المكرمة المملكة العربية السعودية ))
كمتطلب تكميلي لنيل درجة الدكتوراه ويرغب في جمع معلومات تتعلق ببحثه المذكور بتطبيق الجانب
العملي منه بمدارس المراحل الثلاث       بالمنطقة ( مكة ــ جدة ــ الطائف ــ الباحة )
لذا آمل من الكرم بتعميد من يلزم بالسماح له بتطبيق الاستبيان المرفق .

شاكرين لكم كريم تعاونكم معنا
وتقبلوا منا خالص التحيات والتقدير .......

عميد كلية التربية بمكة المكرمة
١٠/٧
د/ هاشم بن بكر حربي

(( بـــم الله الرحمن الرحيـــم ))

المملكه العربيه السعوديه
وزارة المعارف / التطوير التربوي
الادارة العامه للبحوث
التربويه والتقويم

(( اسـتمـــارة بحــــث ))

١ ـ اسم الباحث / الباحثين : ـ <u>علي بن سعد الفارسي</u>

٢ ـ عنوان البحث : ـ <u>تقييم محتوى برامج اعداد مدرسي التربيه الدينيه</u>
<u>بكليات اعداد المعلمين بمكه المكرمه بالمملكه العربيه السعوديه</u>

٣ ـ المنطقه / المناطق التعليميه التي سيطبق فيها البحث : ـ <u>١ ـ منطقه مكه التعليميه</u>
<u>ج ـ منطقه جده التعليميه ٢ ـ منطقه الطائف التعليميه</u>
<u>ـ منطقه الباحه التعليميه</u>

٤ ـ المدينه /المدن التي سيطبق فيها للدراسه : ـ <u>مكه المكرمه ـ جده ـ الطائف ـ الباحه</u>

٥ ـ مصدر البحث ( الجهه المشرفه على البحث : ـ <u>جامعة ولاية متشيجان / الولايات المتحده الامريكيه</u>
<u>بعثت من جامعة ١٢ المتحده بكه المكرمه</u>

٦ ـ ادلة / وسيلة جمع المعلومات : ـ

(أ) انواعها : ـ

أ ـ استبانه (✓)     ب ـ اختبار / مقياس ( )

ج ـ تجربه ( )     د ـ ملاحظه / مشاهده ( )

هـ ـ مقابله ( )     و ـ اخرى ( )

(تذكر) : ـ _____

(ب) ـ اسمها اومدلولها : ـ <u>استبانة المدرسين واستبانة الموجهين التربويين</u>

(ج) مصدرها : ـ

١ ـ من اعداد الباحث (✓)

٢ ـ مقتبسه ( )     اسم المرجع ( ) _____

٧ ـ نوع العينه : ـ

أ ـ طلاب ( )     ب ـ مدرسون (✓)

ج ـ مديرو مدارس ( )     د ـ موجهون تربويون (✓)

هـ ـ اداريون ( )     و ـ اخرى ( )

(تذكر): ـ _____

٨ ـ حجم العينه : ـ <u>كلي مدرسي قسم التربيه الدينيه من الثانيه وحتى تاريخه</u>
<u>والقائمين على قسم التربيه المذكور أعلاه ( حوالي ٢١٠ شخص )</u>

٩ ـ هل سيتم تطبيق اية ادلة من ادوات البحث على الطلاب : ـ

نعم ( )     لا (✓)

١٠ ـ المرحلة المراسيه التي ستشملها الدراسه : ـ

أ ـ ابتدائي (✓)     ب ـ متوسط (✓)

ج ـ ثانوي (✓)     د ـ معاهد التعليم الخاص ( )

هـ ـ اخرى (تذكر): ـ <u>المدرسين بكلية المعلمين للتدريب</u>

- ٢ -

١١ - الغرض من البحث : -

أ - الحصول على درجة علميه : - دكتوراه ( ✓ ) ماجستير ( ) اخرى ( )

ب - الترقيه ( )

ج - الوفاء بمتطلبات مادة دراسيه ( )

د - تكليف من جهه ( )

هـ - غرض اخر ( يذكر ) : - _____

١٢ - معلومات عن الباحث ( الباحث الرئيسى ) : -

* الجنسيه : - سعودى ( ✓ ) غير سعودى ( )

* الجنس : - ذكر ( ✓ ) انثى ( )

* المرحله الدراسى الحالى : -

بكالوريوس ( ) ماجستير ( ✓ ) دكتوراه ( )

اخرى ( يذكر ) : - _____

عنوان الباحث ( الباحث الرئيسى ) : - مكة المكرمة - العجون - كلية التربية .

صندوق بريد رقم : - لا يوجد _____

المدينه : - _____ الرمز البريدى : - _____

رقم الهاتف : عمل ٥٥٧٤٦٤٤ منزل ٥٧٤٤٦٦١

محمد لطيب البرنيج

يتعهد الباحث بالمحافظة على سرية المعلومات التى سيحصل عليها وعدم استخدامها للاغراض البحث العلمى وكذلك بتزويد الادارة بنسخة من البحث بعد الانتهاء منه .

مصادقة المشرف على البحث حول صحة المعلومات الوارده فى الاستماره وموافقته على استخدام ادوات البحث من قبل الباحث :

اسم الباحث : - على بن سعد الغامدي

اسم المشرف : - د/ طارق عبد الحميد السيد

جهة العمل : - جامعة أم القرى

الوظيفه : - عضو هيئة التدريس

طبيعة العمل : - بحث ماجستير دكتوراه

التوقيع : - _____

توقيع : - _____

التاريخ : - ٧ / ١٠ / ١٤١١ هـ

التاريخ : - ٢٠ - ١٠ - ١٤١١ هـ

** ملحوظه : -

سماح الادارة العامه للبحوث التربويه والتقويم بتطبيق البحث لايعنى موافقتها بالضروره على مشكلة البحث ولا على المحتوى العلمى او الطرق والاساليب المستخدمه فى ذلك والباحث ( الباحثون ) يتحمل كامل المسئوليه المتعلقه بمختلف جوانب البحث .

تعاد الاستماره بعد تعبئتها الى العنوان التالى : - التطوير التربوى

الاداره العامه للبحوث والتقويم

ص . ب ٢٢٥٤٦ - الرياض ١١٤١٦

هاتف : - ٤٧٢٨٨١٦/ ٤٧٢٨٦٩٥

٤٧٢٨٥٤٨

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة المعارف
التطوير التربوي

الإدارة العامة للبحوث والتقويم

الرقم : ٠٨٦/٤/١٧
التاريخ : ١٤١٧/١٠/٢هـ
المشفوعات : ..............

الموضوع : بشأن السماح بإجراء بحث ...

سعادة / مدير عام التعليم بمنطقة جدة          المحترم

السلام عليكم ورحمة الله وبركاته . وبعد .

تقدم لنا :   الباحث علي محمد الغامدي أحد مبتعثي قسم
التربية الرياضية بكلية التربية بجامعة
ام القرى .

بطلب :   اجراء دراسة حول تقييم لمحتوى برنامج اعداد
مدرسي التربية البدنية بجامعة ام القرى
بمكة المكرمة .

نأمل السماح له بإجراء البحث مع ملاحظة أن الباحث (أو الباحثين)
يتحمل كامل المسؤولية المتعلقة بمختلف جوانب البحث . ولا يعني سماح
الإدارة العامة للبحوث التربوية بالوزارة موافقتها بالضرورة على مشكلة
البحث أو على الطرق والأساليب والأدوات المستخدمة في دراستها ومعالجتها .

وتقبلوا تحياتي ....

مدير عام
البحوث التربوية والتقويم

د. عبد الخالق صالح خلف

صورة للبحوث والتقويم .
صورة لسعادة عميد كلية التربية بجامعة ام القرى بمكة المكرمة .
الدكتور هاشم حريري - رقم الفاكس ٥٥١٦٥٠٢٠

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة المعارف
التعليم التربوي
الادارة العامة للبحوث والتقويم

الرقم: ١٧/٤/٦....
التاريخ: ١٤٠٧/١٠/٢٠
المشفوعات: .........

الموضوع: بشأن اليباح باجرا

سعادة / مدير التعليم بمنطقة مكة المكرمة    المحترم

السلام عليكم ورحمة الله وبركاته ، وبعد ،

نقدم لكم سوف تجدث طالبي محمد الحامدي، أحد مبتعضي قسم
تربية الرياضية بكلية التربية جامعة
ام القرى .

نطلب : جراء دراسة حول تقييم لمحتوى برنامج الاعداد
مدرسي التربية البدنية بجامعة ام القرى بمكة
المكرمة .

نأمل السماح له باجراء البحث مع ملاحظة أن الباحث (أو الباحثين)
يتحمل كامل المسؤولية المتعلقة بمختلف جوانب البحث . ولا يعني سماح
الادارة العامة للبحوث التربوية بالوزارة موافقتها بالضرورة على مشكلة
البحث ، أو على الطرق والأساليب والأدوات المستخدمة في دراستها ومعالجتها .

وتقبلوا تحياتي ....

مدير عام
البحوث التربوية والتقويم

د. عبد الخالق خاسب

صورة للبحوث والتقويم .

TAT WIR/205540 SG

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة المعارف
التعليم بمحافظة الطائف

الادارة العامة للبحوث والتقويم

الرقم : ١٤/ب ق ت/
التاريخ : ٢ـ٠٨/٤١٤هـ
المرفقات : ..........

الموضوع : لجان البحوث بايدا بحث ...

سعادة مدير التعليم بمنطقة الطائف        المحترم

السلام عليكم ورحمة الله وبركاته ، وبعد .

يقدم لنا : الباحث علي محمد الفاضلي أحد منتسبي قسم
التربية الرياضية بكلية التربية بجامعة
ام القرى .

بطلب : اجراء دراسة حول تقييم لمحتوى برنامج اعداد
معلمي التربية البدنية بجامعة ام القرى بمكة
المكرمة .

نأمل السماح له بـاجراء البحث مع ملاحظة أن الباحث (أو الباحثين)
يتحمل كامل المسؤولية المتعلقة بمختلف جوانب البحث ، ولا يعني سماح
الادارة العامة للبحوث التربوية بالوزارة موافقتها بالضرورة على مشكلة
البحث أو على طرق والأساليب والأدوات المستخدمة في دراستها ومعالجتها .

وتقبلوا تحياتي ....

مدير عام
البحوث التربوية والتقويم

د. عبد الخالق صالح حكمت

ختم : وزارة المعارف

TATWIR/205540S

405

بسم الله الرحمن الرحيم

الرقم : ١٠٨٦/٤/١٧
التاريخ : ١٤١٧/١٠/٢٨هـ
المرفقات : ............

المملكة العربية السعودية
وزارة المعارف
التعليم وتيسيره التربوي
الإدارة العامة للبحوث والتقويم

الموضوع : بشأن السماح بإجراء بحث ...

حضرة / مدير عام التعليم بمنطقة الباحة          المحترم

السلام عليكم ورحمة الله وبركاته ، وبعد ،

تقدم لنا : الباحث علي محمد الغامدي أحمد مبتعث لـــــم
التربية الرياضية بكلية التربية بجامعــــــة
ام القرى .

بطلــــب : اجراء دراسة حول تقييم لمحتوى برنامج اعــــداد
مدرسي التربية البدنية بجامعة ام القــــــرى
بمكة المكرمة .

نأمل السماح له بإجراء البحث مع ملاحظة ان الباحث (او الباحثين)
يتحمل كامل المسؤولية المتعلقة بمختلف جوانب البحث ، ولا يعني ممـــاح
الإدارة العامة للبحوث التربوية بالوزارة موافقتها بالضرورة على مشكلة
البحث او على الطرق والأساليب والأدوات المستخدمة في دراستها ومعالجتها .

وتقبلوا تحياتي ....

مدير عام
البحوث التربوية والتقويم

د . عبد الخالق صالح خلـــد

صورة للبحوث والتقويم .
صورة لسعادة عميد كلية التربية بجامعة ام القرى بمكة المكرمة .
للدكتور هاشم حريري ـ رقم الفاكس ٥٥٢٥٥١٠

KINGDOM OF SAUDI ARABIA
MINISTRY OF HIGHER EDUCATION

UMM AL-QURA UNIVERSITY

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FOREIGN MISSION & SCHOLARSHIPS

المملكة العربية السعودية
وزارة التعليم العالي

جامعة أم القرى
مكة المكرمة
إدارة البعثات الخارجية

REF

DATE

الرقم : ٢٢ / ١ / ٢٨ / ١٠٧٨
التاريخ : ٦ / ١٠ / ١١ هـ
الموافق :
المشفوعات

سعادة مدير التعليم في منطقة مكة المكرمة        سلمه الله

الـــــلام عليكم ورحمة الله وبركاته

( علي سعد علي القاضي ) مبتعث الى امريكا لتحضير الماجستير والدكتوراه في
التربية البدنيـــــة حضر لجمع المعلومات اللازمه لرسالة الدكتوراه موضوع ( تقوم لمحتوى
برنامج اعداد مدرسي التربية البدنه بجامعة ام القرى بمكة المكرمه ) .

ويحتاج الى مساعدتكم بتوجيه المسؤولي التربوي للتربية بنفس التخصص تقديم
كافة التسهيلات اللازمة لمهمته حسب النظام .

مشكورين دعمكم وحسن رعايتكم والله يحفظكــــم

مدير البعثات الخارجية

محمد صالح سعيد الطف

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صندوق البريد ٧١٥
برقياً ، جامعة أم القرى بمكة
تلكس ٤٤٠٠٢٦-٤٤ جامعة

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المملكة العربية السعودية
وزارة التعليم العالي

**جامعة أم القرى**

مكة المكرمة

إدارة البعثات الخارجية

REF

DATE

الرقم ٢٢/١١/ ١٠٢٧٧ /ع

التاريخ

الموافق ٦/ ١٠/ ١١١ هـ

المشفوعات

سعادة مدير التعليم في منطقة ( جـــــــدة )       سلمه الله

الســــلام عليكم ورحمة الله وبركاتـــــــــه

علي سعد علي الفاسدي ، مبتعث الي امريكا لتحضير الماجستير والدكتوراه فـــــي

( التربيه البدنيه ) . حضر لرحله ميدانيه لجمع المعلومات اللازمه لرساله الدكتوراه موضـــوع

( تقوم لمحتوي برنامج اعداد مدرسي التربيه البدنيه بجامعة ام القري بمكه المكرمه ) .

ويحتاج الي مساندتكم بترحيبه للسؤل في التوجيه التربوي بنفس التخصص تقديم كافة

التسهيلات اللازمه لمهمته حسب النظام .

مشكورين دعمكم وحسن رعايتكم والله يحفظكــــم

مساعد الوكيل للعلاقة

محمد صالح سعيد الطلف

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صندوق البريد ٧١٥
بمكة ، جامعة الطائرى كت
تلكس ج٤٤-٤٤ مك جامعة

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المملكة العربية السعودية
وزارة التعليم العالي

جامعة أم القرى

مكة المكرمة
إدارة البعثات الخارجية

REF

DATE

الرقم ٢٢ / ١ / ٨ ٢٠٦٧٦

التاريخ ٦ / ١٠ / ١١هـ

الموافق

المشفوعات

سعادة مدير التعليم في منطقة ( الطائف )     سلمه الله

الســـلام عليكم ورحمة الله وبركاتـــه

( علي سعد علي الفاهمي ) مبتعث لتحضير الماجستير والدكتوراه في ( التربيه البدنيه)
حضر لرحله مهدانيه لجمع المعلومات اللازمه لرسالة الدكتوراه موضوع (تقيم لمحتوى برنامج اعداد
مدرسي التربيه البدنيه بجامعة أم القري بمكه المكرمه )

ويحتاج الي مساندتكم بترجمه السؤل في الترجمه التربوي بنفس التخصص تقديم كافة
التسهيلات اللازمه لبحثه حسب النظـــام .

مشكورين دعمكم وحسن رعايتكم واللـــه يحفظكم

مدير البعثات الخارجيه

محمد صالح سعيد الطـف

P. O. Box 715
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تليفون ٥٥٦٢٤١٥-٠٢
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صندوق البريد ٧١٥
ببرقيا، جامعة أم القرى مكة
تلكس ٤٤٠٩٠٦ جامعة مكة

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المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى
مكة المكرمة
الإدارة العامة للبعثات الخارجية

REF

DATE

الرقم : ٢٨/١/٢٢
التاريخ : ١٠٬٥٧٥
الموافق : ٦ / ١٠ / ١٤١١
المشفوعات

سعادة مدير التعليم في منطقة ( الباحة )      سلمه الله

الـسـلام عليكم ورحمة الله وبركاتـه ،،

( علي حمد علي الغامدي ) مبتعث الي امريكا لتحضير الماجستير والدكتوراه فـي
( التربية البدنيه ) . حضر لرحله ميدانيه لجمع المعلومات اللازمه لرسالة الدكتوراه موضـوع
( تقوم لمحتوي برنامج اعداد مدرسي التربيه البدنيه بجامعة ام القري بمكة المكرمه ) .

ويحتاج الي مساندتكم بترجمة السؤال في التوجيه التربوي بنفس التخصص تقديم كافة
التسهيلات اللازمه لمهمته حسب النظام .

شاكرين دعمكم وحسن رعايتكم والله يحفظكم

مدير عام البعثات الخارجية

محمد صالح سعيد الخطيب

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صندوق البريد : ٧١٥
برقياً : جامعة القرى مكة
تلكس : ٤٤٠٠٢٦ مكة جامعة

KINGDOM OF SAUDI ARABIA

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FACULTY OF EDUCATION
Department of physical Education

المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى
مكة المكرمة
كلية التربية
قسم التربية الرياضية

الرقم
التاريخ
الموافق
المعلومات

KEY

DATE

سعــــادة الاستــاذ الدكتـور/ محمود عبدالفتاح عنــان

الســـلام عليكـــم ورحمــة اللـــه وبركاتـــه وبعــد

كل عام وأنتم بخير ويه بان كريم وأعاده الله على الجميع بالخير والبركــات

يطلكم الأخ الأستاذ / علي بن سعد الفاسدى والمبتعث من قبل القســـم

للدراســـه في الولايات التحده ، الأمريكيــه .

يقوم الان بجمع بعض المعلومات لاعداد الأطروحة الدكتوراه ، أرجو شاكـرا

مساعدته في جمع طلك المعلومات اللازمه .

مع خالص تحياتي .            ودمتـــم ،،،،،

أخــــوك

دكتور/ عبدالرحمن ظفـر

KINGDOM OF SAUDI ARABIA

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FACULTY OF EDUCATION
Department of physical'Education

الملكـة العـربيـة السعوديـة
وزارة التعـليم العالى

جامعة أم القرى

مكـة المكـرمة
كليـة التربيـة
قسم التربيـة الرياضيـة

REF

DATE

الرقم
التاريخ
الموافق
المطبوعات

سعـادة الأسـتـاذ الفاضل الأخ / محمد فايز الطبيـش

السـلام عليكـم ورحـمة اللـه وبركاتـه وبعـد

كل عـام وأنتـم بخير ورمضـان كريم وأعـاده الله على الجميـع بالخير والبركـات

بطلكم الأخ الأستـاذ /على بن سعـد الفاهـدى والمبتعـث من قبل القسـم

للدراسـة فى الولايات المتحـده الأمريكيـه .

ويقوم الان بجمـع بعـض المعلومـات لاعـداد أطروحـة الدكتـوراه ، أرجـو شاكـرا

مساعدتـه فى جمـع تلك المعلومـات اللازمـه .

مع خالـص تحياتى . . وتقـبـم ,,,,,,

أخـوكـم

دكتور/عبد الرحمن ظفـر

KINGDOM OF SAUDI ARABIA

MINISTRY OF HIGHER EDUCACTION

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MAKKAH AL MUKARRAMAH

**FACULTY OF EDUCATION**

Department of physical Education

الملكـــة العـــربيــة السعوديـة

وزارة التعــليم العالى

# جامعة أم القرى

مكــة المكـــرمة

كليــة التربية

قسم التربية الرياضية

الرقم

التاريخ

الموافق

المشفوعات

سعـــادة الدكـــــور الأخ / هــــزاع الهــــزاع

الســــلام عليكـــم ورحمــة اللـــه وبركاتــه وبعـــد

كل عام وأنتم بخير ورمضان كريم وأعاده الله على الجميع بالخير والبركـــات

يعلكم الأخ الأستـــاذ / على بن سعد الغامـــدى والمبتعـــث من قبل القـــــــم

للدراســـة فى الولايات التحده الامريكيـــة .

ويقوم الان بجمع بعض المعلومات لاعداد أطروحـة الدكتـــوراه ، أرجو شاكـــرا

مساعدته فى جمع تلك المعلومات اللازمه . "

مع خالص تحياتى .       ودمــــم ،،،،،

أخـــوك

دكتور / عبدالرحمن ظفر

# BIBLIOGRAPHY

# BIBLIOGRAPHY

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