

An Instrument for the Evaluation of the Relationship between Educational Administrator's Training and Professional Practices of Saudi Administrators

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The purpose of this project is to construct a valid and reliable instrument for the evaluation of the relationship between administrator's training and professional practices of the Saudi administrators. Helda Taba Evaluation Model is the theoretical framework for the study. The instrument is an example of evaluation research. The content validity of the instrument is determined by critical analysis of the items by several professors. The test-retest method was used to determine the reliability of the instrument. The instrument was divided into six categories. The reliability was determined for each category by computer. Each item has two responses: **exists**, and **should exist**. The reliability of the items for **exists**, and for **should exist** were determined. The overall reliability of the instrument is 0.7497. Therefore, the instrument is reliable and valid.

Some administrators in Saudi Arabia practice administration without formal preparation or training in administration. The administrators are graduates of teacher institutes, and teacher training colleges. The inadequacy in administrator's training resulted in malpractices in administration, the Public Administration Institute, established in 1960, offers training programs for school administrators. The Institute is very useful and important for upgrading governmental officials for better practice⁽¹⁾. The breakthrough in training programs was in 1972. The Ministry of Education has established, with cooperation of several universities, four training programs. Two training programs are established in Saudi Arabia and the other two programs are established in the United States. The purpose of this study is to construct an instrument to evaluate the relationship between administrator's training and professional practices of the administrators. It is important to mention that Ministry of Education provides training for teachers and encourages training programs in several fields.

The inadcaucy of administrator's training is stated by Galla: «In my estimation, there exists in today's school organization a frightening inadequacy of specialized training and abundance of natural talent on the part of the elementary principal.»⁽²⁾

The related literature indicates lack of relevancy between the training and the practices of the administrators. The instrument was developed by the researcher in the College of Education, Oklahoma. University, U.S.A.

Method

The instrument consists of eighty three items. These items are divided into six categories. The instrument was submitted to six university professors for the purpose of critical examination of the items. The investigator reviewed the remarks and the suggestion about the instrument. Therefore, the content validity of the instrument is critically examined. Content validity is essentially and necessarily based on judgment⁽³⁾. Helda Taba Model and the review of related literature are very basic elements in determining the content of the items in the instrument.

The reliability of the instrument is determined by test-retest method. Each item has two responses; one response for **exists**, and the other response for **should exist**. The instrument is administered to ten Saudi administrators who already completed their training program.

The instrument was designed for the administrators who are at the end of their training or to those who have already completed their training.

The correlation coefficient is computed for each category for **exists**, and for each category for **should exist**. The reliability for **exists** is 0.7323. The reliability for the items in **should exist** is 0.7671. The overall reliability of the instrument is 0.7497.

Discussion and Conclusion

The instrument seems to be reliable and valid for the purpose of evaluation of the relationship between administrator's training and professional practices of the Saudi administrators.

Although there is a limited number of participants, the reliability of 0.7497 is relatively adequate, and the items measure what they are supposed to measure. The content validity of the instrument is judged by several experts in the College of Education.

The instrument will be more reliable if administered to a larger number of participants. The instrument may be used in any administrator's training program with some minor changes. It is applicable to any training program in a centralized system with the Ministry of Education as the ultimate authority in education.

Footnotes

1. Abdullah M. Al-Sabhan, «*Changing Organization Within Changing Society*» - Unpublished Master's Thesis, The University of Arizona, (1972), P. 36

2. **Vincent A. Galla** «Should We Abolish or Retain the Principalship,» *Ericed* 081076, April, 1970.
3. **Asghar Razavlech**, *Introduction to Research in Education*, New York: Holt, Rinehart and Winston, Inc. (1972), P. 142.

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- Good, Carter V.**, *Essentials of Educational Research*, New York; Appleton-Century Crofts, (1966),
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The Instrument
Part I Personal Data

Please fill in the following spaces:

1. Number of years of experience in education _____
2. I graduated from _____ place _____
year _____ (last degree before this training)
3. Your major _____
4. Did you get your degree as a regular student? _____
(Yes/No)
5. Did you get your degree by extension? _____
(Yes/No)
6. Number of years of teaching experience, if any _____
7. The title of your job (Name the department if you are in the Ministry). _____
8. Number of years of experience in your last job before the program _____
9. Name your district _____
10. Name your grade salary (grade number) _____
11. How long did you stay in this grade level? _____
12. Have you taken courses in administration before coming to this program?

(Yes/No)
13. If yes, how many courses? _____
14. Did you receive training before this program? _____
(Yes/No)
15. If yes, for how many months or years have you been trained? _____
16. Do you receive extra salary (allowance) for the training? _____
(Yes/No)
17. Do you plan to have an academic degree after you complete the training?

(Yes/No/Undecided)
18. Do you expect to pursue or continue a career in educational administration?

(Yes/No)
19. If no, state your reason. _____

20. State a specific problem (s) you face during training. _____
21. State a specific problem (s) you face during work. _____

Each of the following items will be answered twice. The answer on the left of the item describes the present condition which exists, and the answer on the right of the item will describe how the item should exist.

For example, if one were to read the following statement, he might perceive it as follows:

Exists		Should exist
1 2 3 ④ 5	The ministry is a centralized system.	1 2 ③ 4 5

This would mean that the person sees the Ministry of Education as a highly centralized system and that it should be moderate.

Each question will be answered in two parts, **exists** and **should exist** as follows:

- | | |
|--------------------------|--------------------------|
| Does exist to | Should exist to |
| 1. No appreciable degree | 1. No appreciable degree |
| 2. Low degree | 2. Low degree |
| 3. Moderate degree | 3. Moderate degree |
| 4. High degree | 4. High degree |
| 5. Very high degree | 5. Very high degree |

Part II – General Data

The Practices of the Administrators

- | EXISTS
(circle one) | | SHOULD EXIST
(circle one) |
|------------------------|---|------------------------------|
| 1 2 3 4 5 (22) | The Ministry of Education makes most of the decisions concerning the public education for boys in Saudi Arabia. | 1 2 3 4 5 |
| 1 2 3 4 5 (23) | The administrator practices many administrative works without clearcut guiding rules and regulations. | 1 2 3 4 5 |
| 1 2 3 4 5 (24) | Administrative work is cumbersome and time consuming | 1 2 3 4 5 |
| 1 2 3 4 5 (25) | Organizational manuals are used for work controls | 1 2 3 4 5 |
| 1 2 3 4 5 (26) | Job description is used in your organization | 1 2 3 4 5 |
| 1 2 3 4 5 (27) | A shortage of qualified administrators exists in the Ministry of Education. | 1 2 3 4 5 |
| 1 2 3 4 5 (28) | A shortage of qualified administrators exists in local school districts | 1 2 3 4 5 |
| 1 2 3 4 5 (29) | A shortage of administrative research exists in the Ministry of Education. | 1 2 3 4 5 |

Does exist to

1. No appreciable degree
2. Low degree
3. Moderate degree
4. High degree
5. Very high degree

Should exist to

1. No appreciable degree
2. Low degree
3. Moderate degree
4. High degree
5. Very high degree

- 1 2 3 4 5 (30) The Ministry of Education provides the administrators with books and other materials to help solve the urgent issues facing education in Saudi Arabia 1 2 3 4 5

The Role of Administrator in His Practice is such that:

- 1 2 3 4 5 (31) The school principal has the authority to hire and fire the staff. 1 2 3 4 5
- 1 2 3 4 5 (32) Your superordinate encourages employee suggestion for improvement. 1 2 3 4 5
- 1 2 3 4 5 (33) The administrator or principal is considered as an educational leader whose prime concern is curriculum and instructional development. 1 2 3 4 5
- 1 2 3 4 5 (34) It is required that the principal be up-to-date in curriculum. 1 2 3 4 5
- 1 2 3 4 5 (35) The superintendent has the authority to develop curriculum for his school district 1 2 3 4 5
- 1 2 3 4 5 (36) The superintendent initiates change in his district 1 2 3 4 5
- 1 2 3 4 5 (37) The superintendent carries out the regulation of the ministry to school principal. 1 2 3 4 5
- 1 2 3 4 5 (38) The relation between the superintendent and the principal is formal. 1 2 3 4 5

Pre-service education is such that:

- 1 2 3 4 5 (39) Any teacher may become administrator after teaching experience. 1 2 3 4 5
- 1 2 3 4 5 (40) Administrator certificate is required for administrative practice. 1 2 3 4 5
- 1 2 3 4 5 (41) Courses in administration are required in preparation programs for school administrators. 1 2 3 4 5
- 1 2 3 4 5 (42) Teacher certificate is required for teaching practices. 1 2 3 4 5
- 1 2 3 4 5 (43) The curriculum in the educational system is appropriate for today's practice 1 2 3 4 5
- 1 2 3 4 5 (44) The Ministry of education encourages administrators to continue their education while they are on the job. 1 2 3 4 5
- 1 2 3 4 5 (45) Internship is required before administrative practice. 1 2 3 4 5

Administrators involvement in planning for training programs is such that:

- 1 2 3 4 5 (46) The Ministry of education decides to establish training programs without previous consent of the administrators. 1 2 3 4 5
- 1 2 3 4 5 (47) The selection of an administrator to the training program is based upon specific criteria setup by the Ministry. 1 2 3 4 5

Does exist to

1. No appreciable degree
2. Low degree
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5. Very high degree

Should exist to

1. No appreciable degree
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5. Very high degree

- 1 2 3 4 5 (48) The administrator has the right to choose any of the training 1 2 3 4 5 programs which are established in the country and abroad
- 1 2 3 4 5 (49) Administrators participations is an important element in planning 1 2 3 4 5 the training program for administrators.
- 1 2 3 4 5 (50) The Ministry of education and the College of education participate 1 2 3 4 5 in establishing the program.
- 1 2 3 4 5 (51) The College of education selects the participants for the training 1 2 3 4 5 program.

Administrators perception to program offerings

- 1 2 3 4 5 (52) Improving administrators practices is the main objective of the 1 2 3 4 5 program.
- 1 2 3 4 5 (53) The practices in the program improve administrators performance. 1 2 3 4 5
- 1 2 3 4 5 (54) The subjects or courses in the program treat some problems of 1 2 3 4 5 education in Saudi Arabia.
- 1 2 3 4 5 (55) The activities of the program treat some problems of education in 1 2 3 4 5 Saudi Arabia.
- 1 2 3 4 5 (56) The subjects in the program relate to the educational administration 1 2 3 4 5 in Saudi Arabia.
- 1 2 3 4 5 (57) The activities in the program relate to the educational administration 1 2 3 4 5 in Saudi Arabia.
- 1 2 3 4 5 (58) The training program emphasizes the need for decentralization. 1 2 3 4 5
- 1 2 3 4 5 (59) Advantages and disadvantages of decentralization are discussed in 1 2 3 4 5 the program
- 1 2 3 4 5 (60) Advantages and disadvantages of centralization are discussed in the 1 2 3 4 5 program.
- 1 2 3 4 5 (61) The program is structured upon courses to be accomplished by the 1 2 3 4 5 administrator.
- 1 2 3 4 5 (62) Examination is the main criterion for measuring the success of the 1 2 3 4 5 trainees.
- 1 2 3 4 5 (63) The trainee in required to write research about some of the problems 1 2 3 4 5 facing education in Saudi Arabia.

Does exist to

1. No appreciable degree
2. Low degree
3. Moderate degree
4. High degree
5. Very high degree

Should exist to

1. No appreciable degree
2. Low degree
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4. High degree
5. Very high degree

- 1 2 3 4 5 (64) The certificate of the training program is considered as an academic certificate. 1 2 3 4 5
- 1 2 3 4 5 (65) The facilities of the program are available. 1 2 3 4 5
- 1 2 3 4 5 (66) The library resources are available for the program. 1 2 3 4 5
- 1 2 3 4 5 (67) The time allocated for the program covers all the activities planned. 1 2 3 4 5
- 1 2 3 4 5 (68) The program is flexible. 1 2 3 4 5

The impact of training program upon Administrators practices is such that:

- 1 2 3 4 5 (69) The training program improves administrators performances. 1 2 3 4 5
- 1 2 3 4 5 (70) The training program prepares the administrators to assume leadership positions. 1 2 3 4 5
- 1 2 3 4 5 (71) The Ministry of education delegates more authority to an administrator who completes the program. 1 2 3 4 5
- 1 2 3 4 5 (72) The title of the job matches the job being trained for. 1 2 3 4 5
- 1 2 3 4 5 (73) The grade salary increases when the trainee returns to his job after training. 1 2 3 4 5
- 1 2 3 4 5 (74) The theories of the program can be implemented in the job after training. 1 2 3 4 5
- 1 2 3 4 5 (75) The practices of the training can be implemented in the job. 1 2 3 4 5
- 1 2 3 4 5 (76) The difference exists between the practices in the training program and the practices on the job. 1 2 3 4 5
- 1 2 3 4 5 (77) The difference exists between the theories of the program and their application to the job. 1 2 3 4 5
- 1 2 3 4 5 (78) The trainee occupies the same job before and after training. 1 2 3 4 5
- 1 2 3 4 5 (79) The trainee does not know about the job that he will practice only after he has completed his training. 1 2 3 4 5
- 1 2 3 4 5 (80) The training is for a specific job that will be performed after training. 1 2 3 4 5
- 1 2 3 4 5 (81) The training enables the trainee to make innovations in his job. 1 2 3 4 5
- 1 2 3 4 5 (82) The training helps in decentralization of authority in the organization. 1 2 3 4 5
- 1 2 3 4 5 (83) The trainees practice jobs of their interest after training. 1 2 3 4 5

تصميم أداة لقياس العلاقة بين تدريب المديرين وأعمالهم المهنية في المملكة العربية السعودية

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الغرض من هذا البحث تصميم أداة ذات صدق وثبات لقياس العلاقة بين تدريب المديرين وأعمالهم المهنية في المملكة العربية السعودية. وقد تم إيجاد ثبات وصدق الأداة بواسطة تحليل فقرات الاستبيان بواسطة المختصين من أساتذة الجامعة والتأكد من أن فقرات الأداة واضحة ومفهومة لدى الأشخاص الذين تطبق عليهم هذه الأداة. والأداة تتكون من ستة أجزاء في كل جزء منها « ما يحدث فعلاً » «exists» و« ما يجب أن يحدث » «should exist» وهذه الأجزاء تتكون من ثلاث وثمانين فقرة.

وقد أوجد الباحث معامل الثبات للأداة لكل جزء وذلك بتطبيق الأداة على بعض الدارسين في البرنامج التدريبي ثم إعادة هذا التطبيق مرة أخرى على نفس المجموعة بعد فترة عشرة أيام (Test-Rest) ثم بعد ذلك أوجد معامل الثبات لكل من exists و should exist فمعامل الثبات (reliability) لما يحدث فعلاً exists هو ٠,٧٣٢٣ ومعامل الثبات لما يجب أن يكون should exist هو ٠,٧٦٧١

ويصبح معامل الثبات الكلي (overall reliability) للأداة هو ٠,٧٤٩٧ وبذلك فإن الأداة ذات صدق وثبات.