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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

FACTORS INFLUENCING THE USE OF INSTRUCTIONAL MEDIA BY MIDDLE SCHOOL TEACHERS IN TWO SCHOOL DISTRICTS IN SAUDI ARABIA

A DISSERTATION

SUBMITTED TO THE GRADUATE COLLEGE

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

By

TALAL HASSAN BAKRI

Norman, Oklahoma

1983

FACTORS INFLUENCING THE USE OF INSTRUCTIONAL MEDIA BY MIDDLE SCHOOL TEACHERS IN TWO SCHOOL DISTRICTS IN SAUDI ARABIA

Approved by:

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In The Name Of God,
Most Gracious And Most Merciful

DEDICATION

To the most influential person in my life, to my father Hassan A. Bakri who has patiently awaited to see me achieving this degree. For your continuous prayers, support, and encouragement, I dedicate this study to you and to the lovely memory of my mother who passed away several years ago.

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FACTORS INFLUENCING THE USE OF INSTRUCTIONAL MEDIA BY MIDDLE SCHOOL TEACHERS IN TWO SCHOOL DISTRICTS IN SAUDI ARABIA

BY TALAL HASSAN BAKRI

JAY C. SMITH, CHAIRMAN

ABSTRACT

The purpose of this study was to investigate factors influencing the use of instructional media by middle school teachers in Riyadh and Jizan, Saudi Arabia.

Research questionnaires were developed for the purpose of this study and were distributed to teachers randomly. Four hundred eighty six was the total number of participants from both school districts Riyadh (339), and Jizan (147).

The collected data was analyzed by using the Statistical Analysis System (SAS). Three different techniques were employed for data analysis: percentages, analysis of variance, and Pearson Product Moment of Correlation

Coefficient.

The major findings of this study were:

1. Instructional media was assessed as being unavailable in their schools by 56% or Riyadh's teachers and 68% of Jizan's teachers.
2. In-service training programs in the use of instructional media were considered as essential need for teachers by 71% of Riyadh's teachers and 67% of Jizan's teachers.
3. Sixty-one percent of the total responses from Riyadh and 62% of the total responses from Jizan indicated the importance of having a media specialist in every middle school.
4. School administration was indicated by 72% of Riyadh's teachers and 55% of Jizan's teachers as being discouraging teachers from using AV materials in teaching.
5. Seventy percent of Jizan's teachers and 53% of Riyadh's teachers reported that their schools lack the basic facilities to house AV materials and equipment.
6. The relationship between subject area of teaching and the use of instructional media by teachers was found significant at ($P < .01$) in both school districts.

7. Social studies teachers were the most users of instructional media in both school districts.
8. The relationship between prior training in the use of instructional media and the use of these media by teachers in both school districts was significant ($P<.05$). In Riyadh ($r=-.58$), in Jizan ($r=.35$).
9. No relationship was found between the years of teaching experience and the teachers' use of instructional media ($P>.05$). A negative correlation was found between the two variables in both school districts ($r=-.04$) in Riyadh, and ($r=-.03$) in Jizan.
10. The most important factors influencing the teachers' use of instructional media were decided by both samples (Riyadh and Jizan) as:
    A. Media availability.
    B. Previous experience with the use of instructional media.
    C. In-Service training programs.
    D. Physical arrangement of the schools.

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FACTORS INFLUENCING THE USE OF INSTRUCTIONAL MEDIA BY MIDDLE SCHOOL TEACHERS IN TWO SCHOOL DISTRICTS IN SAUDI ARABIA

CHAPTER I

INTRODUCTION

Formal education in Saudi Arabia depends, like most other formal educational systems in the world, on four major elements: the teacher, the student, the school, and the curriculum. All of these are critical for having a productive teaching-learning atmosphere.

Saudi Arabia has had a history of being unable to provide its public schools with Saudi teachers, and thus the only alternative was, and still is, to contract teachers from outside the country, especially from other Arab countries.[1] Teachers at all levels of public education in

---

[1]Mohamed Moshaikeh, "Patterns of Instructional Media Utilization in Preparation of Elementary School Teachers in Saudi Arabian Junior Colleges" (Ph.D. dissertation, University of Pittsburgh, 1982), p. 17.

Saudi Arabia are required to teach the prescribed textbooks, and their task is to teach those texts from the first page to the last page.[2] This situation in the Saudi educational system has not provided the teachers with the opportunity to utilize any educational activities besides simply teaching the textbook.

Students, similar to teachers, are required to learn the prescribed textbooks. They are rarely encouraged to analyze information.[3] The meaning of learning, in many students' belief, is memorizing the given information for a given year in order to pass the final examinations for that year.[4]

School buildings in some parts of the country were not built for the purpose of education. In fact, some of them lack basic facilities such as electricity, libraries, media centers, and laboratories. Many schools in Saudi Arabia are private homes rented to the public school system to help the country overcome the problem of not having enough school facilities.

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[2]Hamed Al-Ajroush, "A Historical Development of the Public Secondary School Curriculum in Saudi Arabia from 1930 to the Present" (Ph.D. dissertation, University of Oklahoma, Norman, 1981), p. 153.

[3]Abdullah Al-Rumaih, "Rote Memorization in Saudi Arabia," Proposals for Improving Education in Saudi Arabia, ed. Herbert R. Hengst et al., 1979, Vol III, p. 125.

[4]Ibid.

The curriculum at all levels of public schools (elementary, middle and secondary schools) has as its objective the provision of students with two basic facts: loyalty to Islamic beliefs and loyalty to the country. The American Team visiting Saudi Arabia stated:

> Teaching is almost entirely verbal with the teacher always in strict control. Learning, in short, is totally teacher-dependent. Teachers tend to give short lectures followed by factual convergent question/answer periods or give lectures interspersed with questions requiring one-word answers.[5]

Individual differences are virtually ignored and all students are treated alike. However, students of "average" ability receive much instructional aid, while those of both high and low learning ability are neglected.

Al-Ajroush reported that teachers in Saudi Arabia are guided by many Ministry of Education rules and regulations for administrating classroom activities. Teachers differ in their qualifications, ways of presenting information, and years of teaching experience.[6] The American Team observed that:

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[5]R. Egbert and A. Khan, "Education in Saudi Arabia: Findings, Recommendations and Proposed Projects," Report of the Education Team's Visit to Saudi Arabia, November 8-27, 1974 (Washington, D.C.: Department of Health, Education and Welfare, 1975), pp. 4-6.

[6]Hamed Al-Ajroush, "A Historical Development of the Public Secondary School Curriculum in Saudi Arabia from 1930 to the Present" (Ph.D. dissertation, University of Oklahoma, Norman, 1981), p. 154.

> There is a tremendous range in teacher sophistication and competence. Some teachers have minimal knowledge of subject matter and teach in a stilted, autocratic manner; other teachers may have minimal knowledge, but convey great excitement and interest. Still other teachers appear both well-informed and competent in the methods which they use.[7]

The need for creating a desirable learning environment in Saudi schools is an essential task that must be provided. ". . . Today there is ample evidence to suggest that the schools fall short of creating an atmosphere which aids learners in their desire to utilize all human potentialities."[8]

It is clear that methods of teaching in a well designed learning environment play an important role in the learning process. Therefore, there is a desperate need for revitalizing methods of instruction, developing new techniques, and creating new learning environments, if the aim of quality of education is to be achieved in the public schools of Saudi Arabia.

The purpose of this study was to investigate the factors which influence the use of educational technology by middle school teachers in two school districts in Saudi Arabia. The above paragraphs outlined reasons why the present situation of the public schools in the country needs to be revised. There is little doubt that teachers are

---

[7]Egbert, Report of Education Team's Visit, pp. 24-25.

[8]Al-Ajroush, "Historical Development," p. 155.

the key to any successful change which will ultimately improve the learning quality in middle schools of Saudi Arabia in particular (the subject of this study), and in all other levels of public schools in general.

Saudi teacher as his counterpart in many other countries, is highly regarded and is valued among students and parents as well. It is his role that qualifies him to occupy such a reputed status. Therefore; assisting him to function effectively has become of a great consideration of the Saudi Education Authority.

It has been seen that instructional media are some of the best means to achieve the mentioned goals.

The Ministry of Education in Saudi Arabia has distributed different kinds of instructional media to the school districts all over the country. Unfortunately, most of these materials and equipment remain unused; for teachers lack sufficient training in the use of the newer media as a supplement to the traditional method. This situation was stated by the current Minister of Pilgrimage, Abdul Wahab Abdul Wassie: "What we are lacking is the teachers' belief and enthusiasm about the importance of instructional media, and the teachers' abilities for using these media effectively."[9]

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[9]Abdul Wahab Abdul Wassie, Education in Saudi Arabia (London: Macmillan, 1970), p. 78.

Statement of the Problem

This study investigated factors that influence the use of instructional media by middle school teachers in two school districts in Saudi Arabia. Specifically, the study dealt with the following points:

1. Media availability
2. Ease of use
3. Desirability toward using media
4. In-service training programs
5. The presence of media specialist at the school
6. The importance of instructional media as they are perceived by middle school teachers in two Saudi school districts
7. Administrative support
8. Physical arrangement of the school
9. Subject matter field in which the teacher works
10. Previous experience with AV materials
11. Years of teaching experience
12. The impact of using media on the teacher-student relationship.

Research Questions

This study attempted to answer the following questions:

1. Is media availability considered to be a factor influencing the use of instructional media by middle school teachers in Riyadh and Jizan?
2. Is the ease of use of instructional media considered to be a factor influencing the use of instructional media by middle school teachers in the two districts?
3. To what extent is the desirability of using instructional media considered to be a factor influencing the use of instructional media by middle school teachers in the two districts?
4. Do teachers of middle schools in the two districts consider in-service training programs a factor influencing their use of instructional media?
5. To what degree does the presence of media specialist influence the use of instructional media by middle school teachers in the two districts?
6. To what extent is instructional media perceived to be important by middle school teachers in the two districts?
7. Is the administrative support considered to be a

factor influencing the instructional media use by middle school teachers in the two Saudi school districts?

8. To what extent does the physical arrangement of middle schools in the two districts influence the teachers' use of instructional media?
9. Is there a relationship existing between the subject area of teaching and the use of instructional media by middle school teachers in the two districts?
10. Is there a relationship between middle school teachers' use of instructional media and their previous experience in the use of instructional media?
11. Does a relationship exist between the years of teaching experience and the use of instructional media by middle school teachers in the two districts?
12. To what extent does the use of instructional media influence the teacher-student relationship?

Limitations of the Study

This study was limited to investigating factors which influence the use of instructional media by middle school teachers in two school districts of the country: Riyadh,

which is the capital city of the country, and Jizan, which is located in the far Southwest of the country. The study, however, had tne following limitations:

1. It was limited to boys' middle schools in Riyadh and Jizan districts.
2. It was limited to boys' middle schools which are supervised by the Ministry of Education in the two districts.
3. It was limited to Saudi teachers only because the other teachers from outside the country may have different cultural and educational background from Saudi teachers, and above all those non-Saudi teachers have only a few years to stay in Saudi Arabia.

Definitions of Terms

The following terms are used throughout this study, and thus are defined for the purpose of clarity and uniformity of understanding:

Saudi Arabia: Refers to the Kingdom of Saudi Arabia, located in the central Arabian Peninsula in Southwest Asia.

Riyadh: Refers to the capital of Saudi Arabia where the central government is located.

Jizan: Refers to one of the country's cities which is located in the far Southwest of the country.

Ministry of Education: Refers to the central organization which is responsible for providing a nationwide education for boys at the elementary, middle, and secondary school levels.

Middle School: Refers to grades 7-9.

Teacher: Refers to the individual whose primary responsibility is instruction of students in the classroom.

Instructional Media: Refers to those materials commonly labeled as audio-visual media, including films, filmstrips, TV, transparencies, programmed instruction, computer-assisted instructional materials, and associated equipment and materials.

Instructional Technology: Refers to "the systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives, based upon research in human learning and communication, and employing a combination of human and non-human resources to bring about more effective instruction."[10]

Availability: The access of school teachers to instructional media equipment, materials, and staff at the time such media are desired or required.

Media Use: The extent to which teachers integrate or

---

[10]To Improve Learning, A Report to the President and the Congress of the United States by the Committee on Instructional Technology (USGPO 40-7105), Washington, 1970, p. 68.

employ instructional media in a given subhect matter for the purpose of effective communication.

Attitude: Refers to the perception of teachers toward using media and whether they are desirable or undesirable.

School District: Refers to "the geographical division of territory within the country established for educational purposes--the district function as a governmental subdivision to mediate between the Ministry of Education and the schools."[11]

Significance of the Study

This study was concerned with the factors influencing the use of instructional media by middle school teachers in the districts of Riyadh and Jizan, Saudi Arabia. It was designed and undertaken because the researcher desires to contribute to the improvement of pedagogical methods in the public school system in Saudi Arabia. The need for the study was based on the fact that there has been little in terms of scientific research concerning the attitudes of middle school teachers in Saudi Arabia to enhance their teaching methods by integrating them with the use of

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[11]Hamad Al-Salloom, "A Study of the Relationship of School District Size and Administrative Practices in Schools in Saudi Arabia" (Ph.D. dissertation, University of Oklahoma, Norman, 1974), p. 24.

instructional media.

The results of this study will be made available to the Ministry of Education for possible improvements of teaching methods, not only in middle schools but in all other public schools as well. The author believes that this study will be a step forward toward more efficient use of instructional media in the entire Saudi educational system.

Organization of the Study

The report of the study is divided into five chapters. The first chapter, the introductory chapter, includes the statement of the problem, limitations of the study, definition of terms, significance of the study, and the organization of the study. The second chapter is a review of selected literature. The third chapter describes the methodology which was used in collecting data, while the fourth chapter provides the analysis of data. The fifth (and final) chapter includes a summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter examines the current educational system in Saudi Arabia, the development of middle schools in the country, and other studies related to the present study.

The Educational System in Saudi Arabia

Education in Saudi Arabia is a right for every citizen. It is free at all levels. The students in all public schools receive textbooks, educational materials, transportation, and health care, without charge.

The first educational directorate was founded in the Kingdom in 1926.[1] In 1953 the educational directorate became the first Ministry of Education.[2] Public education in Saudi Arabia is divided into four stages: kindergarten

---

[1]Ministry of Education, The Kingdom of Saudi Arabia: Progress and Development (Ministry of Information, 1974), p. 15.

[2]Ibid.

stage, elementary stage, middle school stage, and secondary school stage.

Education in Saudi Arabia is separated according to sex. The Ministry of Education is responsible for male schooling at all levels mentioned above, while the Presidency for Girls' Education is responsible for female schooling at the same four stages.

Female education in Saudi Arabia did not begin until 1960.[3] Some of the many reasons which delayed female education include old customs and traditions, which consider the woman only a housewife, and hence not in need of formal education. In 1960, the late King Faisal issued his orders for opening separate schools for girls. This idea faced a great deal of resistance, especially from the religious groups of the country who thought such an idea would violate the religious structure of the country. It was not too long, however, before even conservative public opinion finally realized the full scope of progress offered by girls' education.

The purpose and general objectives of education in Saudi Arabia have been stated by the Ministry of Education as:

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[3]Ministry of Information, The Kingdom of Saudi Arabia: Progress and Development (Ministry of Information, 1974), p. 19.

> . . . to have the student understand Islam in a correct comprehensive manner, . . . to furnish the student with the values, teaching and ideals of Islam, to equip him with the various skills and knowledge, to develop his conduct in constructive, direction, to develop the society economically, socially and culturally, and to prepare the individual to become a useful member in the building of his community.[4]

Both the Ministry of Education and the General Presidency for Girls' Education are working separately to expand the value of education for all of the country.

> . . . The Ministry of Education and the Girls' Education Administration open schools of the appropriate level of study for males and for females respectively anywhere there is a justifying number of students.[5]

Besides providing all citizens with general education, the government of Saudi Arabia has established other schools and institutions to serve the interest of different segments of the population. Such special schools and institutions include technical schools, teacher training institutions, industrial schools, commercial schools, and agricultural institutions. All of these institutions prepare the student for pursuing his/her education in the various colleges and universities inside the country. (See Figure 2-1.)

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[4]Ministry of Education, The Educational Policy in the Kingdom of Saudi Arabia (Ministry of Education, 1978), p. 10.

[5]Ministry of Education, Educational Statistics, 12th Issue (Riyadh: Ministry of Education, 1979), p. 5.

Rationale for Instructional Media in Public Schools

The expanded use of instructional media in the United States since the 1960's is believed to be a solution to overcoming the problem of increasing enrollments and the lack of trained faculty. The capability of instructional media to stimulate students' attention was reported by Miller. According to Miller:

> Teaching at any level requires that the student be exposed to some form of stimulation. . . . In a large classroom or auditorium students in the back rows must be able to hear and if there is something to see, they must be able to see it. By the use of modern technology we can control the size of the visual image and the amplitude of the sound.[6]

The potential benefits of educational technology are summarized by the President's Commission of Instructional Technology as follows:

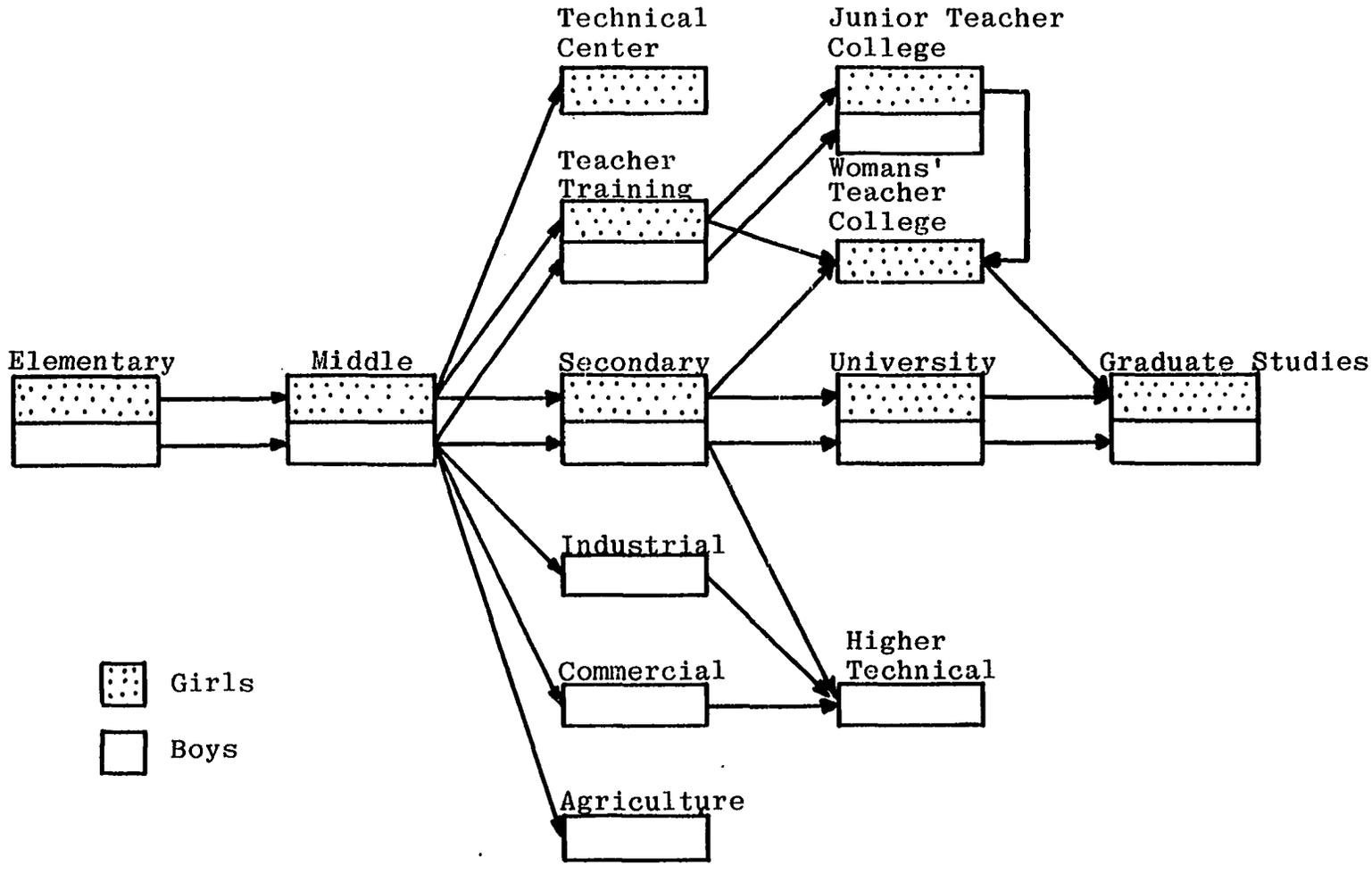
1. Technology can make education more productive.
2. It can make education more individual.
3. It can give instruction a more scientific basis.
4. It can make instruction more powerful.
5. It can make learning more immediate.
6. It can make access to education more equal.[7]

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[6]N. E. Miller, "Graphic Communication and the Crisis in Education," AV Communication Review 3 (December 1957):117.

[7]Commission on Instructional Technology, To Improve Learning: A Report to the President and the Congress of the

Figure 2-1. General education system in Saudi Arabia.



SOURCE: Second Development Plan 1975-1980, Ministry of Planning, Riyadh, Saudi Arabia, 1976

Many studies have indicated that learning can be facilitated by the use of instructional media. Different studies have also examined different instructional media. The general conclusion of studies on instructional media use is that learning can be more effective when instruction is accompanied by such media as motion pictures, filmstrips, television, slides and other instructional media than when instruction takes the form of using traditional methods of instruction alone.

Charles Hoban[8] and D. C. Knowlton[9] concluded that motion pictures stimulate learners and help them to learn factual information more than learning the same information only using the verbal method of instruction.

Instructional television has also received a great deal of attention by many scholars. Carpenter observed that ITV has proved its capability of being a useful medium in schools, colleges, regional, state and national programs:

> Successful models are in existence for public school systems, for colleges and universities,

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United States (Washington, D.C.: United States Government Printing Office, 1970), pp. 91-94.

[8]Charles Hoban, Instructional Film Research 1918-1950 Technical Report (New York: Special Devices Center, 1950).

[9]D. C. Knowlton and J. W. Tilton, Motion Pictures in History Teaching (New Haven: Yale University Press, 1929).

> for regional and state-wide areas, and for national programs.[10]

Moldstad reports on the experiment of Clayton Chance and others that using transparencies in teaching can affect students' learning. In comparing this approach with their traditional lecture-discussion method, the authors concluded that:

1. The students who were exposed to learning by transparencies did significantly better in the final exam.
2. Use of transparencies resulted in an average savings of 15 minutes per class period.
3. Students overwhelmingly preferred teaching using transparencies.[11]

Research studies on the effectiveness of programmed instruction appear to be in agreement that programmed instruction is more effective when compared with other traditional methods of instruction. Moldstad summarized the findings of research on programmed instruction:

> Research on programmed instruction confirms: (a) that students can learn effectively, often more effectively, from all types of programmed materials, whether in the form of linear or branching programs, and from programs on machines or programs on texts, than from more conventional instructional stimuli; and (b) that frequently students learn equal amounts in far less time.[12]

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[10] C. R. Carpenter, "A Commentary on Television Research, 1948-1960," Newer Educational Media (University Park: Pennsylvania State University, 1961), p. 104.

[11] John Moldstad, "Selective Review of Research Studies Showing Media Effectiveness: A Primer for Media Directors," AV Communication Review 22 (Winter, 1974):392.

[12] Ibid., p. 396.

Computer assisted instruction is a new device of recent educational media. Although it has not been used widely, research demonstrates that CAI is very effective when it is used as a medium of instruction and saves time of instruction without affecting the instructional achievement of the students. According to Hansen:

> One of the most consistent findings with CAI tutorial applications is the marked saving in instructional time along with no loss in post-instructional achievement test performance.[13]

Research on using media in teaching generally indicates that instruction is more effective when accompanied by media, as opposed to depending solely on traditional or conventional methods of instruction. Moldstad concluded that:

1. Significantly greater learning often results when media are integrated into the traditional instructional program.
2. Equal amounts of learning often accomplished in significantly less time using instructional technology.
3. Multimedia instructional programs based upon a "systems approach" frequently facilitate student learning more effectively than traditional instruction.
4. Multimedia and/or audiotutorial instructional programs are usually preferred by students when compared with traditional instruction.[14]

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[13]D. N. Hansen, "Computer-Assisted Instruction," Review of Educational Research 36 (1966):596.

[14]Moldstad, AV Communication Review, p. 390.

The Development of Saudi Middle Schools*

Middle schools in Saudi Arabia are also called intermediate schools. There are two kinds of middle schools in Saudi Arabia: boys' middle schools, which are supervised by the Ministry of Education, and girls' middle schools, which are supervised by the Presidency for Girls Education. Since this study is not concerned with the girls' middle schools, this review will focus only on the development of boys' middle schools.

Middle schools in Saudi Arabia are available in all the five regions of the country.** They accept all the graduates of elementary schools who are interested in pursuing their education (education in Saudi Arabia is not compulsory).

In the last ten years the enrollment of students in middle schools has greatly increased. In 1971/72 there were only 70,802 students enrolled in 418 schools in the country. The number of students increased to 107,052 in 1975/76, while the number of schools increased to 584. By 1980/81 the number of middle school students was 168,567 with a total number of 1109 schools.

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*All the statistical data on this section are taken from Educational Statistics in the Kingdom of Saudi Arabia, Ministry of Education, 1980/1981 (see Table 1).

**The country is divided into five regions: East, West, North, South, and Central regions.

TABLE 2-1

THE DEVELOPMENT OF MIDDLE SCHOOLS IN SAUDI ARABIA

YEAR	TEACHERS		TOTAL	STUDENTS		TOTAL	SCHOOLS		TOTAL	CLASSES		TOTAL
	M	F	MF	M	F	MF	M	F	MF	M	F	MF
1971/72	3549	669	4218	70802	13546	84348	418	69	487	2307	405	2712
1972/73	4260	1035	5295	78924	20518	99442	465	95	560	2671	631	3302
1973/74	4812	1383	6195	86247	29478	115725	490	98	588	3040	851	3891
1974/75	5668	1771	7439	98739	38544	137283	532	117	649	3499	1136	4635
1975/76	6432	2377	8809	107052	47817	154869	584	136	720	3905	1406	5311
1976/77	7593	3002	10595	122428	55493	177921	660	164	824	4517	1728	6245
1977/78	9043	3501	12544	132991	64201	197192	792	198	990	5225	2042	7267
1978/79	10302	4382	14684	149305	71037	220342	937	273	1210	5939	2420	8359
1979/80	11239	5203	16442	165107	80087	245194	1027	350	1377	6534	2834	9368
1980/81	11050	5718	16768	168567	88157	256724	1109	430	1539	6681	3315	9996
TOTAL	73948	29041	102989	1180162	508878	1689040	7014	1930	8944	44318	16768	61086

Based on: Educational Statistics in the Kingdom of Saudi Arabia. Ministry of Education. (14th Issue), 1980/1981, pp. 93-96.

A look at the number of teachers of the same time period shows that in 1971/72 there were only 3549 teachers scattered in all 418 middle schools of the country. This number rose to 6432 in 1975/76. By 1980/81 the total number of middle school teachers reached 11,050.

The above numbers clearly demonstrate the concern of the Ministry of Education in Saudi Arabia over the issue of education. The expansion of middle school education is a reflection of the great demand for education by the Saudi society to overcome their long history of educational deficiency, and also the need to overcome the longstanding shortage of Saudi public school teachers.

Instructional Technology in Saudi Arabia

The Ministry of Education in Saudi Arabia had ambitious plans which were designed to meet a perceived need for instructional media in the public school curriculum. The Ministry of Education repeatedly emphasized the urgent need for having instructional media in the Saudi schools. As a reflection for that concern, the Ministry of Education had planned to:

> Establish a national center for Educational Technology for the development, testing, production, and distribution of classroom teaching aids; curriculum research; and equipment and program testing.

Initiate the Pilot ETV Project.

Establish experimental schools for testing innovations in educational approaches and equipment.

Utilize mobile and prefabricated classrooms in the school expansion program.

Design and introduce combined facilities classroom (theory and practice) on a pilot basis at the secondary level.[15]

Despite the fact that this Plan has not been achieved yet, "though there were notable successes. Present conditions thus reflect certain opportunities for improvement--particularly in implementation of major development projects such as: an educational technology center, educational television, and multi-purpose classroom.[16]

Since the success of any such planning will, of course, depend upon its reception and exploitation at the classroom level, the prediction of variables correlated to attitudes of the individual teacher becomes an integral part of the plan. Indeed, knowing how to insure instructional media acceptance is a prerequisite to any ambitious plan for introducing instructional media in the school system.

However, little attention has been made by Saudi

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[15]Ministry of Planning, Second Development Plan, 1975-1980 (Ministry of Planning, 1976), p. 260.

[16]Ministry of Planning, Third Development Plan, 1980-1985 (Ministry of Planning, 1980), p. 293.

educators to investigate teachers' willingness to use instructional media in the classroom. Abu Ras is one of the few Saudi educators who has dealt with the use of audio-visual materials by public school teachers in Saudi Arabia. In his study "Factors Affecting Teachers' Utilization of Elements of Educational Technology in Saudi Arabia," Abu Ras investigated the qualifications, skills, and attitudes of teachers and administrators regarding the use of instructional media. He has also investigated the availability of media in elementary schools in Al-Baha district in Saudi Arabia with regard to the physical conditions of these schools to house instructional media.[17]

Another study dealing with educational technology in Saudi Arabia was written by Moshaikeh. In his study, "Patterns of Instructional Media Utilization in Preparation of Elementary School Teachers in Saudi Arabia Junior Colleges," he investigated the use of media by faculty members, the availability of media in the Saudi Junior Colleges, and the relationship between the use of media and the variables of prior training. Subject matter, years of teaching experience, type of degree, and the general attitude toward using media were also examined.[18]

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[17]Abdullah Abu Ras, "Factors Affecting Teachers' Utilization of Elements of Educational Technology in Saudi Arabia" (Ph.D. dissertation, Indiana University, 1979).

[18]Mohamed Moshaikeh, "Patterns of Instructional Media Utilization in Preparation of Elementary School Teachers in

Other than these two studies, educational technology in Saudi Arabia is not well known and has not received enough attention by Saudi educators. The findings of these two studies will be discussed among the other findings of relevant studies which have been dealing with instructional technology in the schools of the United States of America.

Training and the Use of AV Materials

Previous training and experience with AV materials is considered to be a major factor influencing the use of AV materials by school teachers. In his study, "A Study of Teachers' Attitudes Toward Audio-Visual Materials," Kelley found ". . . a highly significant relationship between the type of learning experience the teachers have had during their training and their attitudes towards audio-visual materials."[19] Based upon the Kelley study, the most natural way to introduce AV materials to schools seems to be to introduce it first into the training experience of teachers themselves. This would imply broadening of many teacher education programs to include courses in AV theory and practice.

Saudi Arabia Junior Colleges (Ph.D. dissertation, University of Pittsburgh, 1982).

[19]. B. Kelley, "A Study of Teachers' Attitudes Toward Audio-Visual Materials," Educational Screen and Audio-Visual Guide 39 (1960):120.

In another study, Lemier stated that often "teachers find themselves surrounded by hardware which are not in use due to the lack of training. Conversely, frustrations may arise by problems of acquiring materials at the time needed."[20]

Another study dealing with the use of AV materials in the classroom is written by Elvis H. Arterbury. In his study "Teacher Utilization of Media Services Provided by the Regional Education Services Centers in Texas," the author indicated that teacher's training in the use of AV materials is considered to be a factor influencing the use of AV materials by school teachers.[21]

Similar to the above findings, Abu Ras concluded that the majority of his 167 elementary school teachers in the Al-Baha District in Saudi Arabia agreed that in-service training in the area of educational technology is essential for them. He also concluded that most of the 167 participants agreed that the in-service training programs should provide incentives to encourage most teachers to participate in such a training program.[22]

Similar to the findings of Abu Ras, Moshaikeh

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[20]Ford L. Lemier, "Teacher and Media," AV Instruction 15 (May 1970):47-9.

[21]Elvis H. Arterbury, "Teacher Utilization of Media Services Provided by the Regional Education Services Centers in Texas" (Ph.D. dissertation, East Texas State University, 1971).

[22]Abu Ras, Factors Affecting Teachers, p. 101.

concluded ". . . A significant (P .05) relationship was found to exist between the use of instructional media and prior training in their use."[23]

From all the above studies one may conclude that training is indeed the crucual factor for the proper exploitation of expensive classroom teaching aids.

Years of Teaching Experience and the Use of AV Materials in the Classroom

Findings on the impact of years of teaching experience of theuse of AV materials in the classroom are not in agreement. Kelley,[24] Obestz,[25] and Moshaikeh[26] concluded that no relationship existed between the number of years of teaching experience and the use of AV materials in the classroom. In contrast to that assumption, Pennywell[27] and

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[23]Moshaikeh, Patterns of Instructional Media, p. 110.

[24]G. B. Kelley, "An Analysis of Teachers' Attitudes Toward the Use of Audio-Visual Materials," Dissertation Abstract International (1959):3224.

[25]Rose-Lise Obetz, "Media Used by Community College Faculty in the Classroom," DAI (1980):1363-A.

[26]Moshaikeh, Patterns of Instructional Media, p. 111.

[27]Philip Pennywell, Jr., "The Value of Visual Media in the Achievement of Instructor's Objectives as Perceived by the Instructors in Predominantly Black State Supported Colleges and Universities in the State of Louisiana" (Ph.D. dissertation, North Texas State University, 1980).

Arterbury[28] found that years of teaching experience was considered to be a factor in the use of AV materials. They also concluded that teachers with more teaching experience tend to use AV materials more often than those teachers with less teaching experience.

Subject Matter of Teaching and the Use of AV Materials in the Classroom

Subject matter of teaching is considered by many researchers as a good indicator in whether or not to use AV materials in the classroom. According to Arterbury, ". . . the subject taught by a teacher is a factor in teacher utilization of the media services . . . ."[29] The researcher added that social studies teachers tend to use AV materials in the classroom more often than do mathematics teachers.

Alfred Grant is in agreement with Elvis Arterbury that mathematics teachers utilize AV materials less frequently, while teachers of English, foreign language, science and social studies tend to use AV materials more frequently.[30]

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[28]Arterbury, "Teacher Utilization of Media," p. 4825-A.

[29]Ibid.

[30]Alfred Grant, "A Study of the Personality Characteristics of the Acceptor and the Rejector of the Newer

Unlike Arterbury and Grant, Kelley concluded that no relationship exists between the subject matter of teaching and the use of AV materials in the classroom.[31] This idea is shared by another researcher. For example, Moshaikeh concluded ". . . the subject area taught doesn't lead to differences in the use of instructional media."[32]

However, the area of teaching seems to be a good indicator in terms of utilization of the AV materials. "Academic discipline is the strongest predictor of whether or not media will be used in the classroom."[33] Obetz reported that humanities instructors tend to use AV materials more frequently than philosophy instructors.[34] Science instructors are more likely to use AV materials in the classroom, while math and computer science are the least likely users of AV materials in the classroom.[35]

Educational Media Among Secondary Teachers of Wisconsin" (Ph.D. dissertation, The University of Wisconsin, 1969), DAI (1970), p. 676-A.

[31]Kelley, "An Analysis of Teachers' Attitudes," DAI, p. 3224.

[32]Moshaikeh, Patterns of Instructional Media, p. 112.

[33]Obetz, "Media Used by Community Colleges," DAI, p. 1363.

[34]Ibid., p. 1363.

[35]Ibid., p. 1363.

Types and Availability of Media

There are three basic technological media that rely solely on audio: record or phonograph players, cassette or reel-to-reel tape recorders, and radio. The record player is a common feature in most elementary and many junior high school classrooms throughout the United States. Unlike some other media, the record player is familiar to the teacher, easy to operate, inexpensive, and compactly stored. The vast majority of schools own numerous record players--sometimes enough for every classroom--and record collections can be developed and stored in the school resource center without difficulty. The variety of records obtainable through educational supply companies, in addition to those at general record stores, is extensive. Due to these reasons record players and records are easily accessible for all teachers who wish to utilize them in numerous different classroom situations.[36]

Audio recordings, both with the older and more complex reel-to-reel recorders and the more recent cassette recorders, have many characteristics similar to those of record players which would interest teachers. Educationally utilized tape recorders are small and almost as easily operated and as familiar to teachers as record players. In

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[36]Tom Concannon, Using Media for Creative Thinking (Rowayton, Connecticut: New Plays Books, 1979), p. 9.

the past decade tape recorders have become a popular personal possession of students as well as educators which results in experience with the various operational processes of the machine. Although tape recorders can be extremely sophisticated and expensive, those utilized in most schools need be neither. Prerecorded tape recordings are available on a wide variety of subjects, and teachers may also produce their own recordings. This provides increased flexibility and versatility. Tape recordings also provide for the active, as well as passive, participation of students, particularly at the junior high school level or above. These machines are well-suited for information, corrective instruction, repetitive review, experiencing various events, and providing alternative small-group or individual activities (which will be demonstrated in the following section).[37]

Several decades ago, radio was introduced to the classroom and gradually became popular. With the advent of the accessibility of more complex machines and the decline of the educational radio programs, radio is now rarely employed in most classrooms. Originally radio was utilized as a passive medium with which students could listen, take notes, and learn. As educators have become

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[37]James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, AV Instruction: Technology, Media, and Methods (New York: McGraw-Hill, 1977), pp. 206-208.

more experienced and more innovative, a variety of other actively participatory uses for radio have been explored. As with the other audio mediums, radio is relatively inexpensive, easily operated and stored, flexible, versatile, and accessible. Most schools possess one or more radios for teachers to use. The more sophisticated and advanced methods of actively involving students in a radio broadcast requires considerably more equipment, money, planning, and time, and usually the permission of a principal. Arranging to utilize a school radio during a regularly scheduled broadcast is a relatively simple procedure at most schools. On the other hand, arranging to conduct a broadcast involves numerous possible difficulties.[38]

There are a variety of mediums which involve only visual processes, including film strips, slides, overhead transparencies, photographs, maps, graphics, bulletin boards, newsprint and cartoons. These mediums are fairly simple and basic within the average classroom; therefore, it is not necessary to explore their numerous uses and potentialities here.

There are three medium forms which combine audio and visual techniques: motion pictures, television, and video cassette recordings. Film projectors have become an integral component of most schools' equipment. Two or three

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[38]Ibid., pp. 216-217.

projectors are generally owned by a school for the utilization of its faculty. In the most common situation a teacher requests films from various education supply companies or the school district film library. Other sources of films include governmental agencies, commercial sources and local film clubs. Traditional utilizations of common educational films requires minimal planning and financial support as most schools own a projector and most school districts distribute films. As with the more innovative uses of other mediums, equipment is less available and increased time is required if films are to be made by students or if rare classical films are to be shown.[39] Although more complicated to operate than the audio medium forms, teachers can learn how to work a film projector with little difficulty.

In the past decade some of the impact of television on students has been examined. It has been noted that in the first eighteen years of life the "average American child spends 22,000 hours watching television" and only spends more time when sleeping.[40] Because this medium has a profound impact on the child's personal life it can be effectively employed within an educational situation. For this reason, and because it has become less expensive, less complicated and less unfamiliar, television has become an

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[39]Ibid., pp. 224-231.

[40]Concannon, Using Media, p. 10.

increasingly popular educational tool. It is more expensive than any of the audio mediums, but is still a common sight at most schools. Generally the television, like the film projectors, is centrally stored and available to teachers with little difficulty or advanced planning. Television is easily operated, familiar to both students and teachers, and usually of sustaining interest to pupils. Either broadcast or closed-circuit television programs are usually available in schools. Educators who desire to employ television technology in uncommon and more active manners may encounter various difficulties with finances, time acceptability, and availability.[41]

One of the most recent technological innovations now utilized educationally is that of the video cassette recorder. Video cassette (or tape) recorders were originally employed about fifteen years ago by coaches to view and hopefully to improve the football, basketball or gymnastics team's performance.[42] These machines have become smaller, less expensive, easier to operate, and more versatile since their introduction into the schools. They are currently available at most schools, particularly at the junior and senior high school levels. It is probable that requests by teachers which explicitly outline possible uses and benefits

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[41]Brown, AV Instruction, pp. 248-254.

[42]Concannon, Using Media, p. 6.

would result in the purchase of a machine by schools which do not possess one. Like audio tape recorders, they provide numerous opportunities for both active and passive student participation.[43]

The computer is another technologically innovative tool which has become recently popular and available to educators. This is the most complex type of media and is daunting to numerous individuals. As Concannon notes, "it would be good to understand computers and fear them less" and because they are "being integrated into . . . schools . . . teachers need to become literate in their use."[44] Various difficulties, such as expense, storage, operation and maintenance, exist in addition to the possible negative feelings of teachers.[45] Computers, however, can be employed in a myriad of manners. They are informative, evaluative, corrective, and repetitive for alternate and individualized instruction.[46] Computers are available in few areas, but their accessibility and simplicity are increasing, particularly in cities with colleges where computers can be

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[43]Ibid., pp. 6-7.

[44]Ibid., p. 11.

[45]Vernon Gerlach and Donald Ely, Teaching and Media: A Systematic Approach (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1980), pp. 395-398.

[46]Erhard Heidt, Instructional Media and the Individual Learner: A Classification and System Appraisal (New York: Nichols Publishing, 1978), p. 143.

utilized by a wide variety of students and schools.[47]

Educational software is available for Radio Shack, Apple, and Commodore machines.[48] However, the available computers still have many problems such as the maintenance and repair of these machines is still limited. In fact, many schools have no such services which force them to send these machines to the factories themselves. Another problem is the fact that there are few educational programs for students to use. Most schools use their own micro-computers to teach computer programming. With the available computers or micro-computers, the most important problem still exists that many teachers are not competent yet to use the computer as a teaching-learning method. Indeed, many of them think that the computer aims to replace them rather than supplement them.

Research on the effect of media availability on teacher use of AV materials and equipment is very limited. However, Kelley reported that when teachers have a great deal of AV materials/equipment with which to work they are more moderate with its use (as well as in their attitudes) than when they have only a few pieces of them.[49] In another

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[47]Patrick Suppes and Elizabeth Macken, "The Historical Path from Research and Development to Operational Use of CAI," Educational Technology 18 (April 1978):10-11.

[48]James Thomas, Microcomputers in the Schools (Phoenix, Arizona: Oryx Press, 1981).

[49]Kelley, "An Analysis of Teachers' Attitudes," p. 3224.

study Eboch stated that "Teachers will use audio-visual materials when they are available."[50]

Instructional media in the public schools of Saudi Arabia are not available as they should be. Abu Ras concluded that 80% of the participants in his study indicated that audio-visual materials are not as available in elementary schools of Al-Baha as they should be.[51]

> In fact, the school surveys showed that the level of availability of educational materials in the schools was below that called for by the Ministry of Education.[52]

In contrast to Abu Ras' findings, Moshaikeh indicated that instructional media are generally available in teacher training Junior Colleges in Saudi Arabia. "Only microcomputers seem to be not as available as most other instructional media."[53] He added that the facilities for using these available instructional media were inadequate and extremely limited.[54]

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[50]Charles Aquino, "Teacher Attitudes Toward Audio-visual Instruction as They Are Influenced by Selected Factors Within Teaching Environments," AV Communication Review 18 (1970):188-89.

[51]Abu-Ras, Factors Affecting Teachers, p. 101.

[52]Ibid.

[53]Moshaikeh, Patterns of Instructional Media, p. 103.

[54]Ibid.

Uses of Media

Record players, as well as the other media to be addressed, have numerous uses depending primarily upon the interests and imagination of the individual teacher. One of the simplest uses of records is as an introduction to the classroom as students enter, as a means of gathering the pupils' attention, or as background to studying, reading, writing, or experimentation.[55]

In speech, drama, music, reading, government, and history classes, recordings of famous speeches, recreations of historical events, classical and contemporary musical renditions, recitations of poems and stories, and soundtracks from musicals and plays provide various discussion opportunities. Listening skills can be further honed through acceleration and deceleration of a record, followed by analysis of the ease of identifying the words. Music and history can be explored through the gathering of records from students' older relatives. Students can discuss the specific music and recording artist, in addition to examining the general era and the sighificance of various out-of-date phrases. Contemporary recordings can be selected by students, listened to, and then analyzed musically, dramatically, grammatically, socially, politically, historically,

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[55]Concannon, Using Media, p. 9.

and emotionally.[56] The contemporary teacher should welcome the opportunity to discuss these vital subjects which often occupy the thoughts of junior and senior high school students with the aid of a medium extremely familiar to them.

In addition to the usefulness of record players in the classroom, tape recorders can also be used in numerous and more individualized ways. Lectures, discussions, or class sessions of particular importance can be recorded by the teacher "for use by absent students, advanced students or slow students in an independent situation."[57] Small groups can receive supplementary or alternative instruction from recordings, and individuals studying independently can also profit from recordings. Audio tapes are frequently employed in foreign language classes and are equally appropriate in English, drama, music, and history classes.[58] Interviews conducted by students (of a variety of people) can be recorded for discussion, followed by analysis of both the student's oral and journalistic presentation as well as the content of the interview.

Listening skills can also be improved. Recordings of nature, such as birds, water or wind, can be produced by

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[56]Gerlach and Ely, Teaching and Media, p. 318.

[57]Ibid., p. 325.

[58]Brown, Lewis, and Harcleroad, AV Instruction, pp. 205-208.

the teacher or students, or can be purchased pre-recorded. The identification of an audio map, which an individual produces by carrying a tape recorder from one place to another, recording all of the sounds between the two locations, develops similar skills. Students can record and analyze categories of sound, such as danger or pollution. Creativity can be fostered through the production of a tape recorded "round robin" story, for which a student begins a story on tape and each succeeding student continues it until all students have added one minute and the story is completed. Students can reproduce or construct on tape a radio show similar to those popular forty years ago. Listening skills can also be enhanced through the analysis of an unfamiliar speaker. Students can be required to attempt identification of the speaker's age, mood, experience, and similar traits.[59] Tape recordings can be made to accompany slides from a class field trip, or a program could be developed which might appeal to a local radio station.[60]

Radio can be employed in various subject and skill areas also. There are passive activities such as listening to a selected educational program, debate, speech, news event, or musical program for subsequent discussion,

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[59]Gerlach and Ely, Teaching and Media, pp. 328-329.

[60]Dolores Linton and David Linton, Practical Guide to Classroom Media (Dayton: Pflaum/Standard Publishing, 1971), p. 44.

analysis and possible report; this encourages critical listening skills, creativity, imagination, and attention. In addition, there are a variety of ways to use radio to more actively involve students. For a short period, schools that could afford to do so built short-range radio transmitters. These are now rarely utilized, however. For schools which have no existent transmitter, acquisition may be expensive and difficult.[61] The materials are not hard to obtain, so therefore it is possible that science and industrial arts classes could conduct the majority of necessary work to construct and install the needed equipment.[62] Although building and operating a radio station may be too complex for all but the most advanced junior high school students, pupils at this level could still be introduced to and participate in the operation of a high school or college transmitter, or a simulated radio broadcast could be delivered over the junior high school public address system.[63] Educational radio in the United States is eventually dead, but in Saudi Arabia the importance of educational radio has just been realized. Few schools yet have access to use educational radio. If the radio is labeled success as an educational mean, the generalization of using it as an educational medium is

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[61]Ibid., p. 53.

[62]Ibid., p. 54.

[63]Brown, Lewis and Harcleroad, AV Instruction, p. 217.

possible.

There are numerous uncommon methods for utilizing motion pictures, in addition to the usual one of obtaining, viewing and discussing a selected film. Ron Johnson suggests analyzing students' perceptions of films, not merely the film's basic content. He notes that students can explore the colors and emotions within the film, their own reactions, what the film does or cannot portray, and filming techniques.[64] Leroy Thompson employs classical silent films, such as The Phantom of the Opera, The Mark of Zorro, The Hunchback of Notre Dame, The General, and City Lights to help his junior high school students learn reading and grammar. He extracts twenty or more difficult words from these shown in the movie to preview as vocabulary words and encourages students to attempt to discover grammatical errors. Thompson concludes that his students read with enjoyment and also learned about communication with gestures and actions.[65] Numerous historical inferences can be explored in these silent films also. Writing and creativity can be fostered by stopping a film before it ends and instructing the students to write a conclusion. Observations can be increased

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[64]Ron Johnson, "Film Study: Seeing With New Eyes," Media and Methods 17 (December 1980):13.

[65]Leroy Thompson, "An Innovative Way to Enable Students to Master Reading Skills Using a Variation of the Tachistoscope, or Show a Silent Film," Media and Methods 16 (March 1980):32.

by showing a film without the sound and attempting to follow the film's message. Filmed commercials, often available at television stations, can be shown to encourage consumer awareness and identification of correct and incorrect grammar, spelling, emotional and leading phrases, and propaganda techniques.[66] When equipment is available students can produce their own film with interesting and educational results.[67]

Television broadcasts can be analyzed and discussed in various ways depending on the time and inclination of the teacher. Additionally, television programs viewed in class or at home can be explored from dramatic, grammatic, emotional, political, social, and historical perspectives. Television scripts can often be obtained from local stations or the network. Teachers can read and discuss these with their classes prior to a broadcast. Then, students can be encouraged to develop alternative endings or to imagine subsequent adventures of the characters.[68]

Schools fortunate enough to own cameras with which to produce programs to show on closed-circuit television,

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[66]Gerlach and Ely, Teaching and Media, pp. 346-348.

[67]Ibid., p. 347.

[68]Milton E. Ploghoft, "The Argument for TV Viewing as a Language Arts Skill," Media and Methods 17 (October 1980): 27-30; see also Rosemary Lee Potter, "How the Schools are Using TV: A Sampling of Approaches and Materials," Media and Methods 17 (October 1980):31-33.

film interviews, book reports, laboratory demonstrations, simulated news shows, sporting events, assemblies, simulated commercials, recreated historical events, lectures, and numerous other occurrences of varying interest to individual classes or the entire school.[69] Video cassette recorders can be employed in many of the same ways that school-produced television programs are used, as only the method of transmission differs. This method can also be used to review recorded television programs or historical, political, school, or personal events. These recorders can be utilized to help students, especially adolescents, to observe themselves and analyze the image they project to others--as well as their presentation methods. This type of recording should occur and be reviewed privately, not with a classroom audience.[70]

Computers, to date, are primarily employed for basic subject instruction, correction and repetition. Spelling, writing, mathematics, reading, foreign languages, and sciences at various grade levels have been successfully

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[69]Gerlach and Ely, Teaching and Media, pp. 369-372; see also Yosef Menis, "Educational Technology Research: Substituting Closed-Circuit Television for the Science Laboratory," Educational Technology 22 (April 1982):24-27; see also Doris R. Miller, "Book Reviews as TV Talk Shows," Media and Methods 17 (November 1980):43-44.

[70]Concannon, Using Media, pp. 63-6; see also Michael J. Witsch, "Video Production as a Communications Tool," Media and Methods 17 (October 1980):34-35.

taught with the help of computers.[71] Individualized and alternative instruction can be facilitated with computer aid also.[72]

Microcomputer, like individualized learning, teacher-student interaction, is a method of instruction in which the computer teaches students. The instruction of micro-computer can take one of the following approaches:

1. Drill and practice
2. Tutorial approach
3. Games
4. Graphics
5. Simulation

The literature states that using microcomputers in teaching can be of great help to upgrade the underachieving students. It can be used effectively with disadvantaged students using special programs for these physically and mentally handicapped. It can also be used in remedial programs in high schools and colleges.

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[71]Ted S. Hasselbring, "Remediating Spelling Problems of Learning-Handicappted Students through the Use of Micro-computers," Educational Technology 22 (April 1982): 31-32; see also M. Clemens Johnson, Educational Uses of the Computer: An Introduction (Chicago: Rand McNally, 1971), pp. 116-126; see also Shavaun M. Wall and Nancy E. Taylor, "Using Interactive Computer Programs in Teaching Higher Conceptual Skills: An Approach to Instruction in Writing," Educational Technology 22 (February 1982):13-17.

[72]Gerlach and Ely, Teaching and Media, pp. 398-399.

Computer assisted instruction (CAI) has been more effective with slow learners. Literature reveals that not many schools have used the computer yet. The reasons behind the lack of having enough computers in the schools can be stated as:

1. Economic reasons
2. Lack of experience in using computer
3. The comfort of teachers toward traditional methods of instruction

Microcomputer can facilitate learning in different areas of subject matter, such as:

1. Mathematics
2. Language
3. Science
4. Reviewing exercises of different subject matters

The use of instructional media by Saudi Arabian teachers is still very limited. Abu Ras found that 83% of Al-Baha elementary school teachers (the sample of his study) indicated that their limited use of instructional media is due to the fact that school buildings are not adequate for doing these media, besides the fact that instructional media are generally unavailable in these schools.[73]

Similar to the above findings, Moshaikeh concluded that the use of instructional materials by members of

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[73]Abu Ras, Factors Affecting Teachers, p. 101.

teacher training Junior Colleges is limited because most of these teachers are not trained in the use of these materials.[74]

Fear of Using AV Materials

One major obstacle to the implementation of an integrated audio-visual approach to public education is a tremendous negativity on the part of many teachers related to fears about job security, infringement on the teaching process, etc. No topic illustrates this more clearly than educational television. During the 1960's it came to the attention of administrators that TV could reach literally entire school districts with only one instructor giving a lesson. Thus the only personnel then needed would be graders and disciplinarians. Naturally, teachers found this quite offensive. Berkman asserted that no aspect of a teacher's job (or anybody's job) is more important to him than his professional essence. No technology or administrator may be permitted to take away these essential professional functions. He also pointed out that, taken to an extreme, these "ego factors" can be unhealthy in the classroom.[75] ". . . The fact is that for many (most)

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[74]Mohaikeh, Patterns of Instructional Media, p. 96.

[75]Dave Berkman, "Instructional Television: The Medium Whose Future Has Passed?," Educational Technology (May 1976): 39-44.

teachers, classroom teaching provides a less healthy, but extremely powerful, ego-enhancement insofar as the traditional, face-to-face, direct method of instruction allows one to command the attention of 30 people for five hours per day. Few are those teachers who are going to give up any of their power to a talking picture box."[76] He further stated that in order to deal with the problem of implementation of educational television in the school, in any realistic sense, we must recognize and come to grips with the vested ego-interests inherent in the traditional educational system.[77] Berkman believed that the real value of educational television is not to replace the teacher but to free him/her for individual instruction of students, according to their level of performance and the like.[78] However, Abu Ras indicated that 10% of his study's participants felt that the use of instructional media threatens teacher's authority.

The task of administrators is now to convince the teachers that AV materials will enhance, not replace, their jobs. But this conclusion, according to Berkman, leads to other important questions: How can we deal with individualized instruction? How many teachers who have worked for years within the current system actually want to, or can,

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[76] Ibid., p. 41.

[77] Ibid.

[78] Ibid.

relate to children on a one-to-one basis? How many teachers are trained to make the finely tuned, highly specific and discrete diagnoses of extremely particularized learning skills or subject-matter abilities which such a "freezing up" presupposes they are equipped to make?[79] Answers to these questions and others are found in the pre-service and in-service educational technology programs which allow the teacher to discover the real functions of AV materials and equipment, rather than imposing the use of AV materials by non-teachers on the teachers who fear the use of AV materials and equipment because they lack the basic skills of using and operating these new media. Another possible answer to the above questions lies in the active participation in decision-making by teachers on matters affecting classroom teaching, rather than have these decisions made by only the administrators.

The Impact of Media Use in the Classroom

Unfortunately, compared with the wealth of information on various types of media and their uses, there is a paucity of useful data on the impact of the use of media within the classroom. It seems reasonable that the increased use of media, particularly the more complex and

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[79] Ibid.

time-consuming forms, would affect the relationship between students and teacher positively or negatively. Using media frequently requires additional planning, energy, previewing, and time on the part of the teacher. The variety offered by media is generally appealing to students who learn various skills or facts in amusing and interesting manners which are familiar or which are challenging.[80] When the use of the media is well planned and the accompanying activities appropriate so that the project is both academically successful for the students and professionally successful for the teacher, it seems probable that the student-teacher relationship would be improved.[81] Various projects, such as those dealing with historical periods of thirty or forty years ago and those addressing current mores and events, can help students and teachers to better understand one another on a personal level. Thompson details some episodes indicating an increased familiarity and understanding between his class and himself in conjunction with his use of silent films.[82]

When the use of media does not succeed, however, numerous negative consequences may result. Both teacher

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[80]John Hanes and Eldon Ulimer, Educational Communication and Technology (Dubuque: Wm. C. Brown, 1975), pp. 7-8.

[81]Thompson, An Innovative Way, pp. 31-32.

[82]Ibid., p. 32.

and students may feel disappointed, angry, or frustrated, and may blame themselves or each other. Additionally, failures involving expensive or innovative materials may result in administrational reprimands and the discontinuance of similar projects.

With the increasing utilization of media within the classroom it seems of considerable importance for the relationship between the students and teacher to be thoroughly explored and analyzed. Although the majority of technologically aware educators favor the increased use of media, it is necessary for objective experiments to be conducted to ascertain the tangible advantages or disadvantages of classroom media use.

Teachers' General Attitudes Towards The Use of Media

Again, there is a distinct lack of information in the area of teachers' attitudes towards media, but it seems likely that they are based at least partially on their positive or negative experiences with media. The additional time and energy required of teachers inevitably discourages many from attempting to use the more complex types of media. The recurring emphasis on basic skills may cause educators to abandon less traditional instructional methods as well as subject areas not totally concerned with the basic

subjects. Without careful planning it is difficult to objectively measure the benefits of listening and discussing the effects of a recording of the 1938 broadcast of War of the Worlds, in comparison to receiving a lecture on the subject. As noted by Concannon, some of the more sophisticated mediums are feared by teachers who are intimidated by their complexity.[83]

There are several reasons for teachers to approach employing these media negatively. However, instructional media use can also create a more informal, exciting and interesting classroom which students attend with eager fascination instead of boredom or hostility. There is definitely a need for further research in this area in which teachers' attitudes have been largely ignored.

Conclusion

The message of instructional media research to date seems to be that at least some forms of educational technology will be a classroom success when adequate preparations are complete within the system. The use of educational technology for "freeing up" teacher time, as in the Berkman argument, is a key component of this success, and it is on this point that educational technology fuses with efforts to individualize education in the United States.

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[83]Concannon, Using Media, p. 11.

Fears of job security notwithstanding, the thrust for technology in an individualized educational atmosphere is at least a decade old in many American school districts. Much of this time has indeed been spent reorganizing the training experience of new teachers, and now a significant number of teacher colleges turn out graduates with satisfactory grounding in individualized education and the use of educational technology (if not a perfect integration of the two). Saudi Arabia, however, has not had this time to "adjust to the situation." In addition to shared fears about job security, the Saudi teacher also has fears of cultural loss and fragmentation; he wonders where all of this is leading him and his society as a whole. The Van Wyck analysis (1974) is equally applicable to the Saudi situation: "Any sudden or substantial change in the traditional role of the teacher, and any change affecting the teacher-student communication role is likely to elicit some type of resistance."[84] In a nation in which sudden change is perceived by many to be running rampant, educational technology is regarded as just another element of change.

While the mediator of change in the American educational system may be the teacher, the same changes in the Saudi classroom may ultimately only be possible with changes

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[84]Van Wyck Williams, "Reducing Teacher Resistance to Innovation," Audio-Visual Instruction (March 1971):90.

in the fabric of Saudi society itself. There is, unfortunately, a paucity of data which focus on this very crucial symbiosis between Saudi society and its educational process, or perhaps more specifically, change within that process. Saudi Arabia is a nation facing some extraordinarily difficult years of growth; and it finds itself somehow having to cope with conflicts between a desire to bring its standard of living and technology up to Western standards, and a very legitimate need to retain its cultural identity. Technology in the classroom is only one aspect of an overriding question in that nation. More research is in order. The comparisons made to the American system and the changes that have taken place within it is a very valid (indeed, the only) starting place; however, the questions run much deeper in Saudi Arabia. Only time, perhaps, will render a final analysis.

CHAPTER III

METHODOLOGY

The purpose of this study was to investigate the factors which influence the use of instructional media by middle school teachers in two school districts in Saudi Arabia. As it was noted in Chapter I, twelve factors were developed by the researcher from the available research to serve the purpose of this study. These factors are:

1. Media availability
2. Ease of use
3. Desirability toward using instructional media
4. In-service training programs
5. The presence of media specialist at the school
6. The importance of instructional media as they are perceived by middle school teachers in the two school districts in Saudi Arabia
7. Administrative support
8. Physical arrangement of the school
9. Subject matter field in which the teacher works
10. Previous experience with AV materials

11. Years of teaching experience
12. The impact of using instructional media on teacher-student relationship.

Developing the Survey Instruments

Due to the cultural, social, and educational differences between the Saudi society and the United States society, the researcher was not able to select one perfect set of questionnaires to serve the purpose of this study. Another obstacle was the lack of previous research in the field of Educational Technology in Saudi Arabia by Saudi educators. A close review of other questionnaires was obtained from various resources. These resources include Kelly (1959),[1] Dawson (1971),[2] Moshaikeh (1982)[3] and Abdi (1981).[4] From these resources, the researcher developed a set of questionnaires to serve the purpose of this study. (Appendix A)

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[1]G. N. Kelley, "An Analysis of Teacher's Attitudes Toward the Use of Audio-Visual Materials" (Doctoral dissertation, Boston University, 1959), DAI, p. 3224.

[2]Paul Dawson, "Teacher Militancy and Instructional Media," AV Communication Review 19 (Summer 1971):184-197.

[3]Mohamed Moshaikeh, "Patterns of Instructional Media Utilization in Preparation of Elementary School Teachers in Saudi Arabian Junior Colleges" (dissertation, University of Pittsburgh, 1982), pp. 120-27.

[4]Forouzesh Abdi, "Factors Affecting Faculty Use of Instructional Media at Public Universities and Community Colleges in Southeastern Michigan" (dissertation, The University of Michigan, 1981), pp. 74-76.

The instrument questionnaire was divided into four parts: The first part requests information on the background of each participant in the study. The information includes previous experience with AV materials, years of teaching experience, and subject matter of teaching.

The second part of the questionnaire included 48 statements developed to elicit the respondent's attitude toward instructional media. These 48 statements represent nine of the twelve factors mentioned in Chapter I, which were developed to serve the purpose of this study. Teachers were asked to choose one of five responses to each statement. These responses ranged from strongly agree to strongly disagree. Questions number 47 and 48 are open-ended questions which require the participant to mention other obstacles and factors which have not been mentioned in the first 46 statements, and which may discourage them from/or encourage them toward using media.

The third part of the questionnaire was a list of AV materials asking the participants to indicate the frequency use of each one of the AV materials. The scale which was used to determine that is (0), (1-4), (5-8), and (9 or more times per a term).

The fourth part of the questionnaire was a list of the twelve factors listed randomly. The participants were asked to give a number for each factor. 1 = the most important factor; 12 = the least important factor.

To insure the content validity of the questionnaire, the researcher translated the questionnaire into Arabic Language and administered it to a small group of Arabic Language speakers attending the University of Oklahoma. They were asked to comment on any unclear items. The questionnaire was revised accordingly.

The researcher then divided the 46 items into the 9 factors of the questionnaire. The researcher asked a similar group of Arabic Language speakers to assign these 46 items to the 9 factors. The questionnaire was revised accordingly. The next step was translating back the questionnaire into English Language to test the accuracy of the original translation of the researcher. Necessary revisions were made prior to the final implementation of the questionnaire which took place in the Kingdom of Saudi Arabia from December 14th, 1982 to February 27th, 1983.

Target Population and Sample of the Study

The target population of this study was the boys' middle school teachers of Riyadh and Jizan.

Due to the lack of having accurate information about the names and addresses of the participants, the researcher obtained information about the total number of middle schools and their locations, and the total number of teachers in both districts. Both districts were divided

into sub areas. Each school was assigned a numerical value. Random numbers were drawn by an independent party. The randomly chosen schools were visited by the researcher to conduct the research questionnaire. Teachers in different areas of teaching participated in this study. The researcher had a sample size of 709 Saudi teachers from both school districts (Riyadh and Jizan).

Administration of the Instruments

Prior to visiting chosen schools, the researcher obtained permission from the superintendents of Riyadh and Jizan to conduct the study. A letter from them to each chosen school was required to facilitate the researcher's data collection. (These letters are written in Arabic. See Appendix B.)

With the questionnaire, a letter stating the purposes of the study and asking for participants' cooperation was distributed. A page of directions explaining how participants were to respond to each item, along with an example of how to choose one alternative, also accompanied the research questionnaire.

No definite time was set for returning the questionnaire; however the researcher visited the chosen schools of one district on daily bases to collect the returned questionnaire prior to visiting the other schools of the

other district. However, it is important to mention that the questionnaire was administered to Saudi teachers only for the same purpose mentioned in the limitations of the study. It should be noted that the researcher received back 583 questionnaires, or 82% from the total distributed questionnaires (709). From the total returned questionnaires (583), the researcher excluded 97 returned questionnaires, or 17%, because they either had incomplete items or they were totally blank. Four hundred eighty-six or 69% of the total distributed questionnaires were used for data processing.

Data Processing

The data were collected and coded on the twelve factors of the study:

1. Media availability
2. Ease of use of instructional media
3. Desirability toward using instructional media
4. In-service training programs
5. The presence of media specialist at the school
6. The importance of instructional media as they are perceived by middle school teachers in the two school districts in Saudi Arabia
7. Administrative support
8. Physical arrangement of the school

9. Subject matter field in which the teacher works
10. Previous experience with AV materials
11. Years of teaching experience
12. The impact of using instructional media on teacher-student relationship.

To answer the research questions, the researcher approached the following: research questions 1-8 and 12 were analyzed by using the percentage technique to determine the general attitudes of the participants regarding nine of the twelve factors of this study. These nine questions asked the participants if they consider media availability, the use of instructional media, desirability, in-service training, the presence of media specialist, the importance of instructional media, the administrative support, the physical arrangement, and the impact of using AV materials on teacher-student relationship as factors affecting their media use in the classroom. Question 9 was tested by using one-way analysis of variance to determine the relationship between the use of instructional media by middle school teachers and their subject matter of teaching. Questions 10 and 11 were analyzed by using the Pearson Product Moment correlation coefficient to test whether or not a relationship between the use of instructional media and previous experience, and years of teaching experience exists. The ranking of the twelve factors of this study was shown by

constructing a histogram; that is, plotting the relative frequency of responses versus factors. The reason for this method is that the histogram method suits the purpose of measuring the relative weight of each factor.

CHAPTER IV

STATISTICAL ANALYSIS OF DATA

The data collected from the two school districts were analyzed separately. This step was undertaken because the researcher felt that some differences exist between these two school districts.

In fact, these differences are due to the following reasons: Riyadh is the capital city of the country; all the central governmental offices including the Ministry of Education are located in Riyadh; the capital city is categorized as an industrial city and as the first place in the country for any new innovation. On the other hand, Jizan, comparing to Riyadh, is considered as a small city located in the far Southwest of Saudi Arabia. Generally, this city lacks many of the facilities which Riyadh has and indeed, it has outlying offices for the government including an educational directorate.

As a guideline for the researcher, the discussion of the data analysis was divided into three sections:

1. Analysis of data collected from the school district of Riyadh.

2. Analysis of the data collected from the school district of Jizan.

3. A comparison between the results of the two school districts.

Analysis of the Data Collected from Riyadh

The discussion of the data was performed by analyzing the demographic data of the participants, and then answering each research question.

The demographic data were obtained by asking the participants in five areas:

1. Their school's region
2. Whether they have been enrolled in any program on the use of instructional media; if "yes"
3. For how long
4. Their areas of teaching, and
5. Their teaching experience.

School's Region

As it was noted in previous chapters, this study took place in Riyadh and Jizan in Saudi Arabia. Table 4-1 presents a summary of the total number of middle schools of

Riyadh and Jizan, the total number of middle school teachers of each school district, the total number of selected schools, and the total number of participants from each school district. Four hundred ninety-one teachers representing 57 schools of Riyadh participated in this study. Four hundred two or 82% of them returned the questionnaires. Sixty-three or 13% of the returned questionnaires from Riyadh were excluded because they were either incomplete or blank. The final number of participants from Riyadh was 339 or 69% of those who participated in this study.

Previous Training in the Use of Instructional Media

Participants were asked to indicate whether or not they were enrolled in training programs on the use of instructional materials by marking "yes" or "no." Table 4-2 summarizes the number of participants who had experience and who had not. Those who indicated "yes" were asked to indicate the level of training they received. Table 4-3 summarizes the number of trained teachers and their levels of training.

Table 4-2 shows that about half the population or 51% of the participants had some experience on the use of instructional media. One hundred sixty-six of the participants indicated that they had no previous experience.

TABLE 4-1

DESCRIPTION OF THE STUDY'S POPULATION AND ITS TWO SAMPLES

	Total Number of Schools	Total Number of Selected Schools N	%	Total Number of Teachers	Total Number of Participants	Total Number of Returned Questionnaires N	%	Exclusion from Returned N	%	Final Number of Participants** N	%
Riyadh	81	57	70.00	617	491	402	82.00	63	13.00	339	69.00
Jizan	67	49	73.00	297	218	181	83.00	34	16.00	147	67.00
Grand Total	148	106	72.00	914	709	583	82.00	97	14.00	486	69.00

*Reasons for exclusion are due to either having incomplete items or blank returned questionnaires.

**Total may vary from 100% due to rounding.

TABLE 4-2

TEACHERS WITH/WITHOUT PREVIOUS EXPERIENCE IN USING INSTRUCTIONAL MEDIA IN RIYADH SCHOOL DISTRICT

Response	N	%*
Yes	173	51.00
No	166	49.00
Total	339	100.00

*Total may vary from 100% due to rounding.

TABLE 4-3

FREQUENCY OF TRAINING OF RIYADH'S TEACHERS

Level of Training	N	%*
One-week workshop	66	38.00
One course	50	29.00
More than one course	36	21.00
A degree program	12	7.00
Other	9	5.00
Total	173	100.00

*Total may vary from 100% due to rounding.

Table 4-3 indicates that 66 or 38% from the total trained participants had an experience of one-week-workshop on the use of instructional media. Twelve persons or 7% have a degree in instructional media (diploma or bachelor). Eighty-six or 50% of the participants had enrolled in one or more than one course in the use of instructional media. Nine or 5% of the total trained participants indicated that they had some other kinds of experience in the use of instructional media, but they did not specify the kind of experience they had.

Participants According to Their Areas of Teaching

The researcher involved in his study all the areas of teaching at the middle school level in Saudi Arabia (See Appendix A). The participants were asked to mark their areas of teaching. Table 4-4 summarizes the number of participants according to their areas of teaching. The Table indicates that 47 or 14% from the total sample were teachers of Islamic education. Fifty-five or 16% from the total sample were teachers of Arabic Literature. Fifty or 15% of the participants were general science teachers. Mathematics was represented by 45 or 13% of the total participants. Social science teachers were 49 or 14% of the total participants. Physical education and Fine art

TABLE 4-4

CATEGORIES OF PARTICIPANTS ACCORDING TO THEIR SUBJECT AREAS OF TEACHING

Subject Area of Teaching	N	%*
Islamic Education	47	14.00
Arabic Literature	55	16.00
General Science	50	15.00
Mathematics	45	13.00
Fine Arts	24	7.00
Physical Education	21	6.00
Social Science	49	14.00
English Language	48	14.00
Total	339	100.00

*Total may vary from 100% due to rounding.

contained the least number and percentage of participants. Twenty-four or 7% of the total sample represented Fine Arts teachers, and 21 or 6% of the total sample represented Physical Education teachers. Forty-eight or 14% of the participants were English Language teachers.

Teaching Experience

A part of the demographic data was a question about the years of teaching experience of the participants (see

Appendix A). Participants were asked to indicate their years of teaching experience as it is illustrated in Table 4-5. This table indicates that 61 or 18% of the participants had 11 years or more of teaching experience. While 49 or 14% of the participants had less than one year of teaching experience, the majority of participants, 229 or 68%, had 1-10 years of teaching experience.

TABLE 4-5

CATEGORIES OF PARTICIPANTS ACCORDING TO THEIR YEARS OF TEACHING EXPERIENCE

Years of Teaching Experience	N	%*
Less than 1 year	49	14.00
1-5 years	125	37.00
6-10 years	104	31.00
11-15 years	29	9.00
More than 15 years	32	9.00
Total	339	100.00

*Total may vary from 100% due to rounding.

Results of Research Questions: Riyadh

As it was indicated at the outset of this chapter, the research questions of this study are used as guidelines for the researcher to facilitate the data analysis.

RQ1

Is media availability considered to be a factor influencing the use of instructional media by middle school teachers in Riyadh?

Results of RQ1

To answer this question, the researcher wrote give statements to measure the frequency of participants' responses regarding the availability of instructional media in their schools. Table 4-6 summarizes the results of this question. This table indicates that 102 or 30% of the participants indicated that there is relatively little in the way of AV materials and equipment available at their schools. 220 or 65% of the participants disagreed with that statement, while 17 or 5% of the participants were undecided.

160 or 47% of the participants indicated that it is difficult to obtain instructional materials when they need them. 166 or 49% of the participants disagreed with that statement, while 13 or 4% of the participants were undecided.

167 or 49% of the participants indicated that available AV materials at their schools are frequently out of date. 153 or 45% of the participants disagreed with the statement, while 19 or 6% of the participants were undecided.

TABLE 4-6

FREQUENCY OF RESPONSES REGARDING INSTRUCTIONAL MEDIA AVAILABILITY BY MIDDLE SCHOOL TEACHERS IN RIYADH SCHOOL DISTRICT

STATEMENT*		SA		A		U		DA		SD		TOTAL	
Rank	No.	N	%	N	%	N	%	N	%	N	%	N	%**
1.	40	43	13.00	59	17.00	17	5.00	123	36.00	97	29.00	339	100.00
2.	4	71	21.00	89	26.00	13	4.00	104	31.00	62	18.00	339	100.00
3.	25	88	26.00	79	23.00	19	6.00	82	24.00	71	21.00	339	100.00
4.	36	98	29.00	169	50.00	32	9.00	24	7.00	16	5.00	339	100.00
5.	26	118	35.00	137	40.00	14	4.00	36	11.00	34	10.00	339	100.00

*See Appendix A

**Total may vary from 100% due to rounding

267 or 79% of the participants agreed that their schools do not provide them with the necessary instructional media to help them teaching their subject matters. Only 40 or 12% of the participants disagreed with that, while 32 or 9% of the participants were undecided.

255 or 75% of the participants agreed that their schools are equipped with instructional media at present. 70 or 21% of the participants disagreed with the statement, while 14 or 4% of the teachers were undecided.

From the above findings, we find that 56% of the participants reported that there are few media available at their schools and these media are usually out of date, hard to obtain, or their schools tend not to provide them with the available instructional materials when they need them. Thirty-eight percent of the participants reported that instructional media are available at their schools, they are usable, can obtain them when they need them, and their schools provide them with the needed instructional materials. 6% of the total participants were uncertain about the availability of instructional media at their schools.

RQ2

Is the ease of use of instructional media considered to be a factor influencing the use of instructional media by middle school teachers in Riyadh school district?

Results of RQ2

To answer this question, five statements were developed to elicit the participants' responses regarding the ease of use of instructional media. Table 4-7 summarizes the results of this question. This table indicates that 217 or 64% of the participants agreed that instructional media at their schools are not organized for easy reference and use. 61 or 18% of the participants disagreed with that statement, while 61 or 18% of the participants were undecided.

213 or 63% of the teachers agreed that audio-visual equipment often break down. 109 or 32% of the teachers disagreed with that statement, while 17 or 5% of the teachers remained undecided.

230 or 68% of the participants agreed that AV equipment are too complicated to operate. Eighty-one or 24% of the teachers disagreed with that statement, while 28 or 8% of the teachers had no idea or were undecided.

181 or 53% of the total sample agreed that the use of AV materials requires too much extra work. 106 or 31% of the participants disagreed with that statement, while 52 or 15% of the teachers were undecided.

291 or 86% of the participants indicated that their schools have no media centers at present. Forty-five or 13% of the participants disagreed with that statement, while 3 or 1% of the teachers remained undecided.

TABLE 4-7

FREQUENCY OF RESPONSES REGARDING THE EASE OF USE OF INSTRUCTIONAL MATERIALS AND EQUIPMENT BY RIYADH MIDDLE SCHOOL TEACHERS

STATEMENT*		SA		A		U		DA		SD		TOTAL	
Rank	No.	N	%	N	%	N	%	N	%	N	%	N	%**
1.	16	105	31.00	112	33.00	61	18.00	37	11.00	24	7.00	339	100.00
2.	8	81	24.00	132	39.00	17	5.00	68	20.00	41	12.00	339	100.00
3.	30	132	39.00	98	29.00	28	8.00	64	19.00	17	5.00	339	100.00
4.	5	86	25.00	95	28.00	52	15.00	81	24.00	25	7.00	339	100.00
5.	29	176	52.00	115	34.00	3	1.00	31	9.00	14	4.00	339	100.00

* See Appendix

** Total may vary from 100% due to rounding

From the above discussion of Table 4-7 we find that about 67% of the participants indicated negative responses toward the use of instructional media. This high percentage of people tend to believe that the instructional media at their schools are not well organized, often break down, complicated to operate, require much extra work, and above all their schools have no media centers. 24% of the participants disagreed with the above group, while 9% of those participants remained undecided.

RQ3

To what extent is the desirability of using instructional media considered to be a factor influencing the use of instructional media by middle school teachers in Riyadh school district?

Results of RQ3

This question was represented by six statements as it is shown in Table 4-8. 98 or 29% of the participants agreed that the preparation for a class using instructional media takes much longer than the preparation for a class using traditional materials. 239 or 71% of the respondents disagreed with that idea, while 2 or less than 1% of them were undecided.

55 or 16% of the teachers agreed that the use of

TABLE 4-8

FREQUENCY OF RESPONSES TO BE DESIRABILITY TOWARD USING INSTRUCTION MEDIA IN TEACHING BY RIYADH MIDDLE SCHOOL TEACHERS

STATEMENT*		SA		A		U		DA		SD		TOTAL	
Rank	No.	N	%	N	%	N	%	N	%	N	%	N	%**
1.	7	41	12.00	57	17.00	2	1.00	128	38.00	111	33.00	339	100.00
2.	22	24	7.00	31	9.00	14	4.00	122	36.00	148	44.00	339	100.00
3.	42	27	8.00	21	6.00	20	6.00	146	43.00	136	40.00	339	100.00
4.	23	31	9.00	14	4.00	2	1.00	156	46.00	136	40.00	339	100.00
5.	37	18	5.00	38	11.00	10	3.00	167	49.00	106	31.00	339	100.00
6.	11	125	37.00	119	35.00	27	8.00	20	6.00	48	14.00	339	100.00***

* See Appendix A

** Total may vary from 100% due to rounding

*** These statements were negatively stated. The total responses of disagreement on these statements were added to the total responses of agreement on other statements and vice versa.

instructional media tends to inhibit good teaching habits. 270 or 80% of the participated teachers disagreed with that, while 14 or 4% of them were undecided.

48 or 14% of the participants agreed that the use of instructional media tends to impede learning. 271 or 80% of them disagreed with that statement, while 20 or 6% of the teachers had no decision.

45 or 13% of the total participants agreed that the use of instructional media wastes their time and efforts. 292 or 86% of the participants disagreed with that statement, while 2 or 1% of the participants were undecided.

56 or 16% of the participants agreed that the use of instructional media undermines the teacher's relationship with his students. 273 or 80% of them disagreed with that idea, while 10 or 3% of the participants were undecided.

244 or 72% of the participants agreed that the use of instructional media in the classroom should be expanded greatly. 68 or 20% of the participated teachers disagreed with that notion, while 27 or 8% of them remained undecided.

Table 4-8 indicates that participants are favorable to the use of instructional media in the classroom. 78% of the total responses indicated positive attitudes toward the use of instructional media. 18% of the responses indicated negative attitudes toward the use of instructional media in the classroom, while 4% of the responses were neutral.

RQ4

Do teachers at middle schools in Riyadh consider in-service training programs a factor influencing their use of instructional media?

Results of RQ4

Table 4-9 summarizes the results of this question. 291 or 86% of the participants agreed that in-service training programs on the use of instructional media are essential for them to teach them how to use AV materials and equipment in the classrooms. 31 or 9% of them disagreed with that idea, while 17 or 5% of the participants were undecided.

59 or 18% of the participants agreed that they have no desire to be enrolled in any AV in-service training program. The majority, 256 or 76%, of the participants agreed that they would enroll in any available AV in-service training program, while 24 or 7% of the total participants were undecided.

261 or 77% of the teachers agreed that AV training programs are necessary for every middle school teacher. 58 or 17% of those participants disagreed with that statement, while 20 or 6% of them were neutral.

231 or 69% of the teacher participants agreed that the Ministry of Education in Saudi Arabia should create AV

TABLE 4-9

FREQUENCY OF RESPONSES REGARDING IN-SERVICE TRAINING PROGRAMS ON THE USE OF INSTRUCTIONAL MATERIALS AND EQUIPMENT BY RIYADH MIDDLE SCHOOL TEACHERS

STATEMENT*		SA		A		U		DA		SD		TOTAL	
Rank	No.	N	%	N	%	N	%	N	%	N	%	N	%**
1.	39	166	49.00	125	37.00	17	5.00	17	5.00	14	4.00	339	100.00
2.	24	26	8.00	33	10.00	24	7.00	135	40.00	121	36.00	339	100.00***
3.	44	125	37.00	136	40.00	20	6.00	34	10.00	24	7.00	339	100.00
4.	15	124	37.00	107	32.00	30	9.00	64	19.00	14	4.00	339	100.00
5.	9	81	24.00	85	25.00	44	13.00	75	22.00	52	16.00	339	100.00

* See Appendix A.

** Total may vary from 100% due to rounding

*** These statements were negatively stated. The total responses of disagreement on these statements were added to the total responses of agreement on other statements and vice versa.

undecided.

261 or 77% of the teachers agreed that AV training programs are necessary for every middle school teacher. 58 or 17% of those participants disagreed with that statement, while 20 or 6% of them were neutral.

231 or 69% of the teacher participants agreed that the Ministry of Education in Saudi Arabia should create AV training programs for in-service middle school teachers. 78 or 23% of the participants disagreed with that idea, while 30 or 9% of them were undecided.

166 or 49% of the participants agreed that they would not be engaged in any AV training program unless they are given financial incentive besides their salaries. 129 or 38% of the participants indicated that they would be engaged in any AV training program regardless of the financial incentive. 44 or 13% of the total participants were undecided.

The conclusion which can be drawn from Table 4-9 is that most of the participants or 71% of them consider AV in-service training programs as an important factor influencing their instructional media uses in the classrooms. 21% of the participants disagreed with the idea of in-service training programs on the use of instructional media, while 8% were undecided.

The only statement in this Table (4-9) which drew a close percentage, was the statement about the financial

incentive (statement number 9). It is expected that giving financial incentive for the enrollees in any AV in-service training program will encourage the large majority of teachers to enroll in the instructional media in-service programs which are designed by the Ministry of Education in Saudi Arabia.

RQ5

To what extent does the presence of media specialist affect the use of instructional media by middle school teachers in Riyadh school district?

Results of RQ5

Table 4-10 indicates that 188 or 55% of the participants agreed that media specialists are good judges of the types of equipment needed in the classrooms. 103 or 30% of the participants disagreed with that statement, while 48 or 14% of them were undecided.

193 or 57% of the participants agreed that media specialists help teachers achieving their educational objectives by selecting the suitable media. 109 or 32% of the participants disagreed with the statement, while 37 or 11% were undecided.

249 or 73% of the participants agreed that they do not use instructional media in their teaching due to having

TABLE 4-10

FREQUENCY OF RESPONSES REGARDING THE PRESENCE OF MEDIA SPECIALISTS AT RIYADH SCHOOL DISTRICT

STATEMENT*		SA		A		U		DA		SD		TOTAL	
Rank	No.	N	%	N	%	N	%	N	%	N	%	N	%**
1.	10	70	23.00	109	32.00	48	14.00	58	17.00	45	13.00	339	100.00
2.	38	81	24.00	112	33.00	37	11.00	68	20.00	41	12.00	339	100.00
3.	43	123	36.00	126	37.00	17	5.00	48	14.00	25	7.00	339	100.00
4.	21	95	28.00	125	37.00	34	10,00	58	17.00	27	8.00	339	100.00
5.	14	41	12.00	60	18.00	45	14.00	101	30.00	91	27.00	339	100.00***

* See Appendix A

** Total may vary from 100% due to rounding

*** This statement were negatively stated. The total responses of disagreement on this statement were added to the total responses of agreements on other statements and vice versa.

no media specialists at their schools helping them in selecting the appropriate instructional materials to achieve their objectives. 73 or 21% of the participating teachers disagreed with that statement, while 17 or 5% of them were undecided.

220 or 65% of the participants agreed that the presence of media specialist in every school is an essential need for using instructional media in teaching. 85 or 25% of the participants disagreed with that statement, while 34 or 10% of them were undecided.

101 or 30% of the participants agreed that there is no need for having media specialists in their schools. The majority of participants, 192 or 57% disagreed with that group as they thought there is an urgent need for having media specialists in their schools. 46 or 14% of the participants were undecided.

Table 4-10 shows that 61% of the participants indicated the importance of having media specialists at the middle school levels. Those participants tend not to use instructional media in their teaching because they lack the presence of media specialists who can help them in selecting the appropriate materials for their individual educational objectives. 28% of those participants disagreed that the presence of media specialists were of a great help to them, while 11% remained undecided.

RQ6

To what extent is instructional media perceived to be important by middle school teachers in Riyadh school district?

Results of RQ6

Table 4-11 summarizes the participants responses regarding the importance of using instructional media in teaching. 251 or 74% of the participants agreed that the use of instructional media in teaching makes any subject matter more interesting. 56 or 19% of the participants disagreed with the idea, while 22 or 6% of them were undecided.

269 or 79% of the participants agreed that audio-visual materials have the capability of improving instruction. 41 or 13% of the participants disagreed with that statement, while 29 or 9% of them remained undecided.

160 or 47% of the participants agreed that AV materials are necessary to provide for individual differences. 122 or 36% of the total participants disagreed with that notion, while 57 or 17% of them were undecided.

250 or 74% of the participants agreed that most concepts can be taught better through certain types of AV materials than by a teacher's explanation. 42 or 13% of the participants disagreed with that statement, while 47 or 14%

TABLE 4-11

FREQUENCY OF RESPONSES REGARDING THE IMPORTANCE OF INSTRUCTIONAL MATERIALS AND EQUIPMENT AS THEY ARE PERCEIVED BY RIYADH MIDDLE SCHOOL TEACHERS

STATEMENT*		SA		A		U		DA		SD		TOTAL	
Rank	No.	N	%	N	%	N	%	N	%	N	%	N	%**
1.	27	127	37.00	124	37.00	22	6.00	49	14.00	17	5.00	339	100.00
2.	1	166	49.00	103	30.00	29	9.00	26	8.00	15	5.00	339	100.00
3.	35	84	24.00	76	22.00	57	17.00	78	23.00	44	13.00	339	100.00
4.	12	136	40.00	114	34.00	47	14.00	23	7.00	19	6.00	339	100.00
5.	3	47	14.00	54	16.00	69	20.00	95	28.00	74	22.00	339	100.00***

* See Appendix A

** Total may vary from 100% due to rounding

*** These statements were negatively stated. The total responses of disagreement on these statements were added to the total responses of agreement on other statements and vice versa.

of the participants were undecided.

101 or 30% of the participants agreed that when teachers use instructional media in the classrooms they lose some of their importance. 169 or 50% of them disagreed, while a total of 69 or 20% of the participants were undecided.

To summarize the results presented in Table 4-11, we find that 65% of the participants agreed on the importance of instructional media in teaching. 22% of the participants disagreed with that, while 13% of them were undecided. However, the diversity in the participants' attitudes regarding the importance of instructional media is clear. As 13% of the participants disagreed that using certain types of AV materials can be better used in teaching than teacher's explanation, we find a higher percentage, 14% of the participants were undecided. It is expected that those participants either do not have available media at their schools or they fear using media in their teaching because they lack the experience to use them and then to avoid embarrassment in front of their students.

While 30% of the participants agreed that teachers lose some of their importance in the classrooms when they use instructional media, we find a close percentage, 20%, of the participants were undecided. It is an indication that this 50% of the participants either lack the essential training in using instructional media or they do not want

to change their traditional ways of teaching.

RQ7

Is the administrative support considered to be a factor influencing the instructional media use by middle school teachers in Riyadh school district?

Results of RQ7

Table 4-12 indicates that only 103 or 31% of the participants agreed that their schools' principals encourage them to use AV materials in their teaching. 202 or 60% of the participants indicated they are not encouraged by their principals to use AV materials in their teaching, while 34 or 10% of the participants were undecided.

237 or 70% of the participants indicated that their principals are against using AV materials in their classrooms. 81 or 24% of the participated teachers disagreed with that statement, while 21 or 6% of the participants were undecided.

268 or 79% of the participants agreed on the notion that their principals consider AV materials are for entertainment and not for learning. 48 or 14% of the participants disagreed with that statement, while 23 or 7% of the participants were undecided.

258 or 76% of the participants agreed that their

TABLE 4-12

FREQUENCY OF RESPONSES REGARDING THE INFLUENCE OF ADMINISTRATIVE SUPPORT ON THE USE OF INSTRUCTIONAL MATERIALS AND EQUIPMENT BY RIYADH MIDDLE SCHOOL TEACHERS

STATEMENT*		SA		A		U		DA		SD		TOTAL	
Rank	No.	N	%	N	%	N	%	N	%	N	%	N	%**
1.	6	46	14.00	57	17.00	34	10.00	118	35.00	84	25.00	339	100.00***
2.	17	78	23.00	159	47.00	21	6.00	44	13.00	37	11.00	339	100.00
3.	28	129	38.00	139	41.00	23	7.00	31	9.00	17	5.00	339	100.00
4.	32	122	36.00	136	40.00	13	4.00	41	12.00	27	8.00	339	100.00
5.	18	102	30.00	158	47.00	2	1.00	53	16.00	24	7.00	339	100.00

* See Appendix A

** Total may vary from 100% due to rounding

*** This statement was positively stated. The total responses of disagreement on this statement were added to the total responses of agreement on other statements and vice versa.

principals believe that using AV materials in the classroom distracts the students' attention. Only 68 or 20% of the participated teachers disagreed with that statement, while 13 or 4% were undecided.

260 or 76% of the participated teachers agreed that their principals believe that using media in the classroom wastes the class time. 77 or 23% of the participants disagreed with that statement, while 22 or 1% of the participated teachers were undecided.

Table 4-12 shows a general consensus among the participated teachers regarding their schools' administrative support on the use of instructional materials and equipment in the classrooms. 72% of the participants indicated negative attitudes toward the administrative support of their principals to use instructional media in their teaching. Only 22% of the total participants had positive attitudes toward their principals regarding the use of instructional media in the classrooms, while 6% of the participants were undecided.

The researcher believes the results of Table 4-12 are due to the fact that most of middle school principals either had no previous experience with AV materials, or they are conservative, tending not to change the traditional methods of teaching.

RQ8

To what extend does the physical arrangement of middle schools in Riyadh influence the teachers' use of instructional media?

Results of RQ8

Table 4-13 indicates that 134 or 40% of the participants agreed that their schools are equipped with all facilities needed for using AV materials. 186 or 55% of the participants disagreed with that statement, while 19 or 6% of the participated teachers were undecided.

64 or 19% of the participants agreed that they like to use AV materials but there is no electricity in their schools. 278 or 81% of the participants disagreed that their schools have no electricity, while there were no undecided participants.

142 or 42% of the participants indicated that their schools are housed in old buildings which lack the basic facilities for using AV materials. 197 or 58% of the participants disagreed that their schools are housed in olf buildings. There were no undecided participants regarding that statement.

58 or 20% of the total participants agreed that all classrooms in their schools are equipped with all necessary facilities for using AV materials. 239 or 71% of the

TABLE 4-13

FREQUENCY OF RESPONSES REGARDING PHYSICAL ARRANGEMENT OF RIYADH MIDDLE SCHOOLS TO HOUSE INSTRUCTIONAL MEDIA

STATEMENT*		SA		A		U		DA		SD		TOTAL	
Rank	No.	N	%	N	%	N	%	N	%	N	%	N	%**
1.	33	61	18.00	73	22.00	19	6.00	107	32.00	79	23.00	339	100.00
2.	20	26	8.00	38	11.00	0	0.00	144	42.00	131	39.00	339	100.00***
3.	31	68	20.00	74	22.00	0	0.00	92	27.00	105	31.00	339	100.00***
4.	19	31	9.00	37	11.00	32	9.00	104	31.00	135	40.00	339	100.00
5.	46	27	8.00	44	13.00	1	0.00	145	43.00	122	36.00	339	100.00

* See Appendix A

** Total may vary from 100% due to rounding

*** These statements were negatively stated. The total responses of disagreement on these statements were added to the total responses of agreement on other statements and vice versa.

participants disagreed with that statement,, while 32 or 9% of the participants were undecided.

71 or 21% of the participants agreed that their classrooms are provided with appropriate places for storing AV materials for immediate needs. 267 or 79% of the participants disagreed that their classrooms are provided with places to store AV materials for immediate needs. Only 1 or 0.3% of the participants were undecided.

Table 4-13 indicates that 53% of the participants indicated negative attitudes toward their schools' physical conditions to house AV materials and equipment. 44% of the total participants had positive attitudes toward the physical conditions of their schools to house AV materials and equipment. 3% of the participants were undecided.

RQ9

Is there a relationship existing between the subject area of teaching and the use of instructional media by Riyadh middle school teachers?

Results of RQ9

In order to determine the relationship between the subject area of teaching and the use of instructional media by Riyadh middle school teachers, one-way analysis of variance was employed. Table 4-14 summarizes the subject areas

TABLE 4-14

THE USE OF INSTRUCTIONAL MEDIA BY RIYADH MIDDLE SCHOOL TEACHERS ACCORDING TO THEIR AREAS OF TEACHING

Areas of Teaching	N	Mean
Islamic Education	47	0.4
Arabic Literature	55	1.9
General Science	50	6.8
Mathematics	45	6.4
Fine Arts	24	3.7
Physical Education	21	3.4
Social Studies	29	9.2
English Language	48	6.3

of teaching, number of participants, and their means.

Table 4-15 indicates that the value of F was found significant at P=<.01.

Student-Newman-Kehl indicates that the social studies mean was significantly higher (P=<05) and significantly different from all means of other subject areas of teaching.

TABLE 4-15

ANALYSIS OF VARIANCE

Source of Variance	df	MS	F-Value	P
Between group	7	396.2	73.3	0.0001
Within group	331	5.4		
Total	338			

RQ10

Is there a relationship between Riyadh's middle school teachers' use of instructional media and their previous experience with the use of instructional media?

Results of RQ10

The relationship between these two variables was obtained by using Pearson Product Moment of Correlation Coefficient. Table 4-16 indicates a significant ($P < .05$) positive correlation of $r = 0.58$ existed between the previous experience and teachers' use of instructional media.

The results of Table 4-16 indicate that teachers with prior training in the use of instructional materials tend to use instructional media more frequently than those who had no prior training. This result is identical with findings of other studies reviewed earlier in Chapter II.

TABLE 4-16

RELATIONSHIP BETWEEN THE USE OF INSTRUCTIONAL MEDIA BY RIYADH MIDDLE SCHOOL TEACHERS AND OTHER VARIABLES

Variables	N	r*	P
Previous experience with AV materials	173	0.58	0.0001
Years of teaching experience	339	-0.04	0.37

*P =>.05

RQ11

Does a relationship exist between the years of teaching experience and the use of instructional media by Riyadh middle school teachers?

Results of RQ11

Pearson Product Moment of Correlation Coefficient was used to determine the relationship between these two variables. Table 4-16 shows a negative correlation ($r = -.04$) exists between years of teaching experience and the use of instructional media, also no significant relationship ($P \geq .05$) was found between the years of teaching experience and the use of instructional media by Riyadh middle school teachers. The researcher can only predict that this result is affected by other variables such as subject matter of teaching and prior training in the use of instructional media by the individuals. Another reason may be due to the fact that young teachers are more experienced in using new methods of teaching, while the older teachers tend to not change the traditional methods of teaching.

RQ12

To what extent does the use of instructional media influence the teacher-student relationship?

Results of RQ12

Table 4-17 summarizes the responses of the participating teachers. This Table indicates that 133 or 39% of the participants agreed that the recent technological devices enhance the teacher-student relationship. 132 or 39% of the participants disagreed with that statement, while 74 or 22% of those participants were undecided.

132 or 39% of the participants agreed that the personal relationship between teachers and students is lost when AV materials are used in teaching. 150 or 44% of the participants disagreed with that statement, while 57 or 17% of those participants were undecided.

105 or 31% of the participants agreed that students respect the teacher who uses AV materials in the classroom. 119 or 35% of the participants disagreed with that statement, while 115 or 34% of the participants were undecided.

126 or 37% of the participants agreed that AV materials decrease the dependence of the student on his teacher. 149 or 44% of the participants disagreed that AV materials decrease the student's dependence on his teacher, while 64 or 19% of the participants were undecided.

TABLE 4-17

FREQUENCY OF RESPONSES REGARDING THE INFLUENCE OF USING INSTRUCTIONAL MEDIA ON TEACHER-STUDENT RELATIONSHIP AS PERCEIVED BY RIYADH MIDDLE SCHOOL TEACHERS

STATEMENT*		SA		A		U		DA		SD		TOTAL	
Rank	No.	N	%	N	%	N	%	N	%	N	%	N	%**
1.	2	51	15.00	82	24.00	74	22.00	88	26.00	44	13.00	339	100.00***
2.	34	58	17.00	74	22.00	57	17.00	86	25.00	64	19.00	339	100.00
3.	45	47	14.00	58	17.00	115	34.00	64	19.00	55	16.00	339	100.00***
4.	41	54	16.00	72	21.00	64	19.00	81	24.00	68	20.00	339	100.00
5.	13	48	14.00	61	18.00	20	6.00	122	36.00	88	26.00	339	100.00

* See Appendix A

** Total may vary from 100% due to rounding

*** These statements were negatively stated. The total responses of disagreement on these statements were added to the total responses of agreement on other statements and vice versa.

109 or 32% of the participants agreed that exposure to AV materials undermines the teacher's role in the classroom. 210 or 62% of the participated teachers disagreed that AV materials undermine the teacher's role in the classroom, while 20 or 6% of the participants were undecided.

From Table 4-17 we can conclude that 44% of the participants agreed that using instructional media in teaching enhances the teacher-student relationship. 36% of the total participants disagreed that instructional media is capable of enhancing or strengthening the teacher-student relationship. 20% of the participants were undecided.

Table 4-17 indicates that participants were divided upon themselves into two different groups. As we find that 30% of the participants agreed that AV materials enhance the teacher-student relationship, we find an equal percentage of the participants are against that idea. This result may be due to the fact that 42% of the total sample of this study had no previous experience with AV materials and that may indicate that those teachers did not tend to use AV materials in their classrooms. Another close percentage of responses was drawn from the statement that students respect the teacher who uses AV materials in his classroom; while 31% of the participants agreed with this statement, 35% of them disagreed with the same statement, and 34% of the participants were undecided. This result is due to the fact that the 69% of the participants who were either against

that statement or undecided were either unsuccessful in using instructional media or never used them before because they have no background in using them. The fact is supported by the results of the individual interviews the researcher conducted with some of the participants. Some teachers indicated that they had some experience in using AV materials and they thought that their students respect them. Some other teachers indicated that they had no experience in using AV materials, but they tried using those media and thought that their students did not like the way they used those AV materials. The third group of participants had no experience in using AV materials and did not try to use the available AV materials their schools have. However, it must be mentioned here that it is not known to the researcher whether the use of instructional media influences the teacher-student relationship, or the teacher-student relationship influences the use of instructional media.

Other Reasons for Using or Not Using AV Materials

The last two questions of the second part of the questionnaires (47 and 48) were open-ended questions. In question number 47, teachers were asked to mention other factors, which were not mentioned in the forty-six statements, that discourage them from using instructional media.

About 41% of the participants mentioned that their schools have no instructional media at all except the blackboards. 52% of the participants indicated that they do not use AV materials because they teach 24 hours a week which leaves them with no time to select or use any supplementary AV materials. 31% of the participants indicated that they do not use AV materials because of the lack of repairing of broken down materials. A total of 9% of the participants indicated that they don't use instructional materials in their teaching because students usually break down these materials. Less than 1% of the participants mentioned that they do not use instructional materials due to their religious and traditional beliefs.

In question number 48, teachers were asked to mention other factors, which were not mentioned in the first forty-six statements, that encourage them to use instructional materials. 71% of the participants indicated they would use instructional media if these media are suitable for their teaching purposes. 32% of the participating teachers indicated that they would use AV materials if they are free to select the subjects of teaching. 40% of the teachers indicated that students' involvement in the learning process encourages them to use AV materials. 33% of the participants indicated that publicity for instructional materials in all schools is an encouraging factor. Only 3% of the total participants thought that using AV materials by middle school

teachers should be required by the Ministry of Education, which would encourage them to use AV materials in their teaching.

Frequent Use of Instructional Materials by Middle School Teachers in Riyadh

The third part of the research questionnaires was a list of different instructional materials. Participants were asked to indicate their frequent use of each medium per term. To elicit the responses, the research divided the frequent use of each medium into four scales. Points in the scales were "zero time," "1-4 times," "5-8 times," and "9 times or more" (see Appendix A).

Table 4-18 summarizes the results of the frequent use of each medium by middle school teachers in Riyadh. This Table indicates the use of "zero time" in all listed materials received the highest rate of responses from all participants. The medium most unused was programmed instructional materials. 258 or 75% of the total participants indicated that they never used this medium before. Second in the raw was the geographic maps which received 254 or 75% of "zero time" uses. However, it must be indicated here that geographic maps are mostly used by social science teachers who were 49 or 14% of the total participants (339). With that fact in mind, we conclude that the 75% of the non-users

TABLE 4-18

THE FREQUENCY OF USE OF DIFFERENT MEDIA BY MIDDLE SCHOOL TEACHERS IN RIYADH

Medium*	zero time		1-4 times		5-8 times		9 or more		Total**	
	N	%	N	%	N	%	N	%	N	%
1. Photographs	142	42	78	23	58	17	55	16	339	100
2. Geographic Maps	254	75	44	13	15	4	27	8	339	100
3. Charts and Graphs	159	46	61	18	54	16	65	19	339	100
4. Model and Globes	247	73	44	13	24	7	24	7	339	100
5. Overhead Transparencies	186	55	115	34	23	7	15	4	339	100
6. P.I. Materials	258	76	61	18	11	3	8	2	339	100
7. Film Strips	220	65	91	27	21	6	4	1	339	100
8. 35 mm Slides	200	59	88	26	41	12	10	3	339	100
9. 8 or 16 mm Slides	186	55	74	22	65	19	11	3	339	100
10. Film Loops	234	69	81	24	16	5	9	3	339	100
11. Audiotapes	146	32	78	23	85	25	64	19	339	100

* See Appendix A

** Total may vary from 100% due to rounding.

of geographic maps are assumed to be non-social science teachers, while 14% of the total participants are social science teachers who use geographic maps between "1-4 times or more" per term. The same can be true with the use of models and globes which are considered to be essential materials for social science teachers. These models and globes received a total of 247 or 73% of "zero time" use. This fact indicates that 14% of the users are presumably social science teachers while the other 9% of teachers were from other fields of teaching.

The medium which was more frequently used "1-4 times" per term was the overhead which 115 or 34% of the total participants indicated they used it "1-4 times" per term. The 35 mm slides were used "1-4 times" by 88 or 26% of the participants. Film loop was used "1-4 times" by a number of 81 or 24% of the total participants. The frequency range labeled "5-8 times" received 85 or 25% of the total participants on the use of audiotapes. Second to audiotapes are the 8 mm or 16 mm instructional films which were used "5-8 times" by 64 or 19% of the participants. Photographs were used "5-8 times" per term by 58 or 17% of the participants. Charts and graphs are used "5-8 times" by a number of 54 or 16% of the participants.

Photographs, charts and graphs, and audiotapes are the most frequently used materials, "9 times or more." 19% of the participants indicated they use audiotapes "9 times

or more" per term. Charts and graphs also were used "9 times or more" by 19% of the participants. 16% of the participants indicated that they use photographs "9 times or more per term."

From Table 4-18 we conclude that with the exception of geographic maps, and models and globes which one assumes to be used by social science teachers in particular, we find the most used materials are audiotapes which are used by 68% of theparticipants, photographs which are used by 58% of the participants, and charts and graphs which are used by 54% of the participants.

The least used materials are programmed instructional materials which are used by 24% of the participants, film loops which are used by 31% of the participants, and film strips which are used by 35% of the participants.

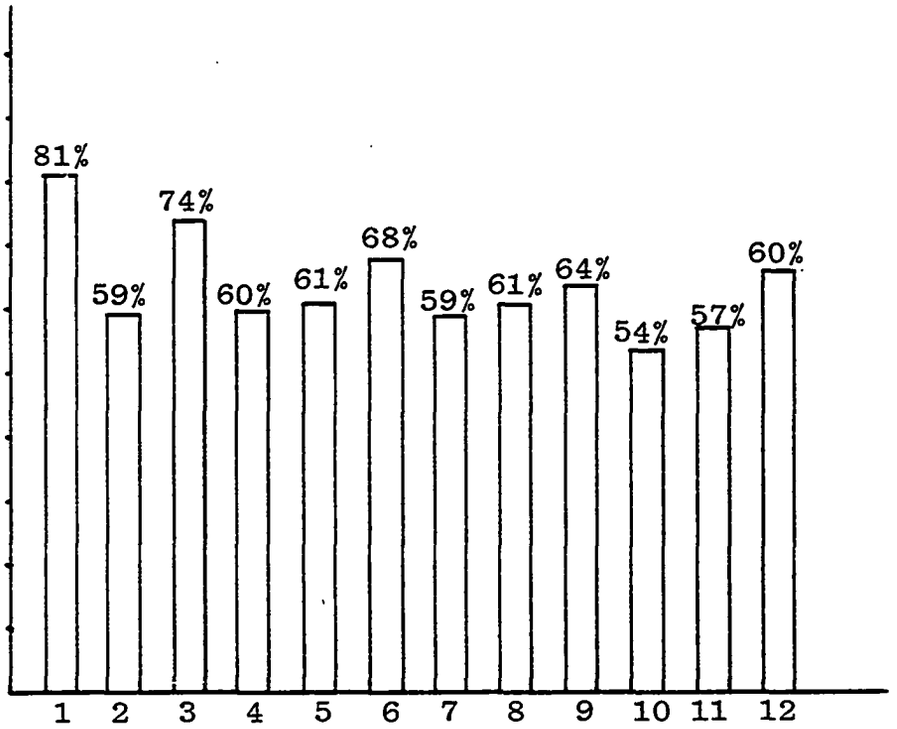
It was found from Table 4-18 that 59% of the participants indicated "zero time" of use of the 11 materials. 22% of the participants indicated"1-4 times" use of those 11 materials. 11% of the participating teachers indicated "5-8 times" use of the listed materials, while only 8% indicated "9 times or more" use of the total 11 materials per term.

Ranking of the Twelve Factors

The fourth and final part of the research questionnaires was a list of the twelve factors of this study. These factors were listed randomly. Participants were asked to rank the twelve factors according to their importance as they perceived them. These factors were categorized by the researcher as 1 = the most important factor ----- 12 = the least important factor.

The results of this question are illustrated in Figure 4-2. Media availability was perceived as number one factor influencing the use of instructional media by 275 or 81% of the participants. Teacher-student relationship was perceived as the least important factor influencing the use of instructional media by 224 or 66% of the participants. Previous experience with AV materials was ranked factor number two influencing the use of instructional materials by 201 or 59% of the participants. In-service training programs was perceived as factor number three influencing the use of instructional media by 252 or 74% of the participants. Physical arrangement of the school was ranked factor number four influencing the use of instructional media by 203 or 60% of the participants. Presence of media specialists was perceived by 208 or 61% of the participants as factor number five influencing the teacher's use of instructional materials. Factor number six was the ease of

Figure 4-1. Ranking of the twelve factors by Riyadh middle school teachers. (See Appendix A)



1. Media Availability
2. Previous Experience
3. In-service Training
4. Physical Arrangement
5. Presence of M.S.
6. Ease of Use
7. Teaching Experience
8. Subject Area of Teaching
9. Administrative Support
10. Desirability
11. Importance of AV Materials
12. Teacher-Student Relationship

use of instructional media which was perceived by 231 or 68% of the participants. The participants ranked their teaching experience as factor number seven by a total number of 200 or 59%. Factor number eight was subject area of teaching which was perceived by 207 or 61%. Administrative support was ranked as factor number nine influencing the use of instructional media by a total participants of 218 or 64%. Desirability was ranked by 183 or 54% of the participants as factor number ten influencing the use of instructional materials by middle school teachers in the two school districts. The next to the least important factor was the importance of instructional media which was ranked as factor number eleven influencing the use of instructional media by 1983 or 57% of the participants.

From the above discussion we can conclude that the four most important factors influencing the use of instructional as perceived by the sample of this study were:

1. Media availability
2. Previous experience with AV materials
3. In-service training programs
4. Physical arrangement of the school.

The four least important factors influencing the use of instructional media as perceived by the sample of this study were:

1. Administrative support
2. Desirability

3. Importance of AV materials
4. Teacher-student relationship.

The four moderate factors as perceived by the sample of this study were:

1. Presence of media specialist
2. The ease of use of AV materials
3. Teaching experience
4. Subject area of teaching.

Analysis of the Data Collected from Jizan

As it was noted earlier in this chapter, the analysis of data was performed by analyzing the demographic data of the participants, and then by answering each research question of this study.

Participants were asked to identify their school's region, whether they were enrolled in any instructional media program; if yes, for how long, their areas of teaching, and finally their teaching experience.

School's Region

Table 4-1 indicates that the researcher distributed 218 questionnaires in 49 middle schools in Jizan. The total returned questionnaires was 181 or 83%. After reviewing these returned questionnaires, the researcher excluded 34 or 16% of them because they were either

incomplete or blank. The final number of participants from Jizan was 147 or 67% of the total returned questionnaires.

Previous Training on the Use of Instructional Materials

Participants were asked to indicate whether they had previous training on the use of instructional materials or not. Table 4-19 indicates that 54 or 37% of the participants from Jizan had previous experience on the use of instructional media. 93 or 53% of them had no experience, while 14 or 9% did not respond.

TABLE 4-19

PREVIOUS EXPERIENCE ON THE USE OF INSTRUCTIONAL MEDIA OF JIZAN SCHOOL DISTRICT PARTICIPATED TEACHERS

Response	N	%*
Yes	54	37.00
No	93	63.00
Total	147	100.00

*Total may vary from 100 due to rounding.

The participants who marked "yes" were asked to identify their level of training. Table 4-20 shows that 16 or 30% of the participants had one-week workshop on the use of instructional materials. 22 or 41% of the participants indicated that they had enrolled in one or more than one course on the use of instructional media. 4 or 7% of the participating teachers from Jizan held a degree program in instructional media. 12 or 22% of the participants indicated they had other kinds of training. Only 3 or 6% of them indicated that they had work experience with AV materials, while 9 or 16% did not indicate the type of experience they had.

TABLE 4-20

FREQUENCY OF TRAINING OF JIZAN SCHOOL DISTRICT PARTICIPATED TEACHERS

Level of Training	N	%*
One-week Workshop	16	30.00
One Course	13	24.00
More than One Course	9	17.00
A Degree Program	4	7.00
Other	12	22.00
Total	54	100.00

*Total may vary from 100% due to rounding.

Subject Area of Teaching

All the subject matters taught at the middle school level in Saudi Arabia were included in this study. Participants were asked to indicate their areas of teaching by marking one of the eight subjects of teaching. Table 4-21 shows that 28 or 19% of the participants were Islamic Education teachers. 19 or 13% of the participants were Arabic Literature teachers. 18 or 12% of the participants were General Science teachers. 17 or 12% of the participants were Physical Educational teachers. Mathematics, and Fine Art were represented by 15 or 10% of the participants for each area. 22 or 15% of the participants were Social Science teachers. 13 or 9% of the participants were English Language teachers.

TABLE 4-21

PARTICIPANTS ACCORDING TO THEIR AREAS OF TEACHING

Subject of Teaching	N	%*
Islamic Education	28	19.00
Arabic Literature	19	13.00
General Science	18	12.00
Mathematics	15	10.00
Fine Art	15	10.00
Physical Education	17	12.00
Social Science	22	15.00
English Language	13	9.00
TOTAL	147	100.00

*Total may vary from 100% due to rounding.

Teaching Experience

The last part of the demographic data was dealing with the teaching experience of the participants to elicit the responses. The researcher divided teaching experience to five sub-scales as it is shown in Table 4-22. The table showes that 34 or 23% of the participants had a teaching experience of less than one year. 12 or 8% of the participants had a teaching experience of eleven years or more. The majority of the participants 101 or 68% had a teaching experience of 1-10 years.

TABLE 4-22

TEACHING EXPERIENCE OF JIZAN PARTICIPATED TEACHERS

Years of Teaching Experience	N	%*
Less than one year	34	23.00
1-5 years	61	41.00
6-10 years	40	27.00
11-15 years	4	3.00
More than 15 years	8	5.00
TOTAL	147	100.00

*Total may vary from 100% due to rounding.

Results of the Research Questions: Jizan

This study included twelve research questions to guide the researcher to interpret the results of each question individually.

RQ1

Is media availability considered to be a factor influencing the use of instructional media by Jizan middle school teachers?

Results of RQ1

Table 4-23 indicates that 88 or 60% of the participants either agreed or strongly agreed that their schools have relatively few AV materials and equipment, 51 or 35% of the participants either disagreed or strongly disagreed with that statement, while 8 or 5% of the participants were undecided.

104 or 71% of the participants indicated that it is difficult to obtain instructional materials when they need them. 40 or 28% of the participants disagreed with that statement, while 3 or 2% of the participants were undecided.

93 or 63% of the participants agreed that their schools do not provide them with the necessary instructional

TABLE 4-23

FREQUENCY OF RESPONSES REGARDING INSTRUCTIONAL MEDIA AVAILABILITY BY JIZAN MIDDLE SCHOOL TEACHERS

STATEMENT*	SA	A	U	DA	SD	TOTAL

* See Appendix

** Total may vary from 100% due to rounding

TABLE 4-23

FREQUENCY OF RESPONSES REGARDING INSTRUCTIONAL MEDIA AVAILABILITY BY JIZAN MIDDLE SCHOOL TEACHERS

STATEMENT*		SA		A		U		DA		SD		TOTAL	
RANK	NO.	N	%	N	%	N	%	N	%	N	%	N	%
1.	40	41	28.00	47	32.00	8	5.00	22	15.00	29	20.00	147	100.00
2.	4	56	38.00	48	33.00	3	2.00	23	16.00	17	12.00	147	100.00
3.	25	33	22.00	71	48.00	10	7.00	12	8.00	21	14.00	147	100.00
4.	36	50	34.00	43	29.00	7	5.00	28	19.00	19	13.00	147	100.00
5.	26	15	11.00	14	10.00	3	2.00	48	33.00	66	45.00	147	100.00

* See Appendix

** Total may vary from 100% due to rounding

media to help them teaching their subject matters. 47 or 32% of the participants disagreed with that, while 7 or 5% of the participants were undecided.

30 or 21% of the participants agreed that their schools are equipped with instructional media at present. 114 or 78% of the participants disagreed with that statement, while 3 or 2% of the teachers were undecided.

From the above discussion, we find that 68% of the participants agreed that there are few media available at their schools and these media are usually out of date, hard to obtain these materials, or their schools tend not to provide them with the available instructional materials when they need them. 27% of the participants admitted that instructional media are available at their schools, they are usable, can obtain them when they need them, and their schools provide them with the needed instructional materials. 4% of the total participants were uncertain about the availability of instructional media at their schools.

RQ2

Is the ease of use of instructional media considered to be a factor influencing the use of instructional media by middle school teachers in Jizan school district?

Results of RQ2

Table 4-24 summarizes the results of this question. This table indicates that 95 or 65% of the participants agreed that instructional media at their schools are not organized for easy reference and use. 44 or 30% of the participants disagreed with that statement, while 8 or 5% of the participants were undecided.

100 or 68% of the teachers agreed that audio-visual equipments often break down. 34 or 24% of the teachers disagreed with that statement, while 13 or 9% of the teachers remained undecided.

76 or 51% of the participants agreed that AV equipments are too complicated to operate. 50 or 34% of the teachers disagreed with that statement, while 21 or 14% of the teachers had no idea or were undecided.

74 or 50% of the participants teachers agreed that the use of AV materials requires too much extra work. 33 or 23% of the participants disagreed with that statement, while 40 or 27% of the teachers were undecided.

108 or 73% of the participants indicated that their schools have no media centers at present. 39 or 27% of the participants disagreed with that statement, while there were no undecided participants.

From the above discussion of Table 4-24, we find that about 61% of the participants indicated negative

TABLE 4-24

FREQUENCY OF RESPONSES REGARDING THE EASE OF USE OF INSTRUCTIONAL MATERIALS AND EQUIPMENT BY JIZAN MIDDLE SCHOOL TEACHERS

STATEMENT*		SA		A		U		DA		SD		TOTAL**	
RANK	NO.	N	%	N	%	N	%	N	%	N	%	N	%
1.	16	44	30.00	51	35.00	8	5.00	28	19.00	16	11.00	147	100.00
2.	8	41	28.00	59	40.00	13	9.00	20	14.00	14	10.00	147	100.00
3.	30	36	24.00	40	27.00	21	14.00	29	20.00	21	14.00	147	100.00
4.	5	36	24.00	38	26.00	40	27.00	17	12.00	16	11.00	147	100.00
5.	29	47	32.00	61	41.00	0	0.00	22	15.00	17	12.00	147	100.00

* See Appendix A

** Total may vary from 100% due to rounding.

responses toward the use of instructional media. This high percentage of people tend to believe that the instructional media at their schools are not well organized, often break down, complicated to operate, require much extra work, and above all their schools have no media centers. Only 28% of the participants disagreed with the above group, while 11% of those participants remained undecided.

RQ3

To what extent is the desirability of using instructional media considered to be a factor influencing the use of instructional media by Jizan middle school teachers?

Results of RQ3

The results of this question are summarized in Table 4-25. 56 or 38% of the participants agreed that the preparation for a class using instructional media takes much longer than the preparation for a class using traditional materials. 48 or 33% of the participants disagreed with that idea, while 43 or 29% of them were undecided.

27 or 19% of the participating teachers agreed that the use of instructional media tends to inhibit good teaching habits. 71 or 48% of the participated teachers disagreed with that, while 49 or 33% of them were undecided.

TABLE 4-25

FREQUENCY OF RESPONSES TO DESIRABILITY TOWARD USING INSTRUCTIONAL MEDIA IN TEACHING BY JIZAN MIDDLE SCHOOL TEACHERS

STATEMENT*		SA		A		U		DA		SD		TOTAL**	
RANK	NO.	N	%	N	%	N	%	N	%	N	%	N	%
1.	7	27	18.00	29	20.00	43	29.00	25	17.00	23	16.00	147	100.00
2.	22	14	10.00	13	9.00	49	33.00	31	21.00	40	27.00	147	100.00
3.	42	19	13.00	27	18.00	38	26.00	17	12.00	46	31.00	147	100.00
4.	23	16	11.00	33	22.00	17	12.00	29	26.00	42	29.00	147	100.00
5.	37	11	7.00	27	18.00	24	16.00	51	35.00	34	23.00	147	100.00
6.	11	51	35.00	39	27.00	29	14.00	19	13.00	18	12.00	147	100.00

* See Appendix A

** Total may vary from 100% due to rounding

*** This statement was positively stated. The total responses of disagreement on this statement were added to the total responses of agreement on other statements and vice versa.

46 or 31% of the participants agreed that the use of instructional media tends to impede learning. 63 or 43% of them disagreed with that statement, while 38 or 26% of the teachers had no decision.

49 or 33% of the total participants agreed that the use of instructional media wastes their time and efforts. 81 or 55% of the participants disagreed with that statement, while 17 or 12% of the participants were undecided.

38 or 25% of the participants agreed that the use of instructional media undermines the teacher's relationship with his students. 85 or 58% of them disagreed with that idea, while 24 or 16% of the participants were undecided.

90 or 62% of the participants agreed that the use of instructional media in the classroom should be expanded greatly. 37 or 25% of the teacher participants disagreed with that notion, while 20 or 14% of them remained undecided.

Table 4-25 indicates that participants are favorable to the use of instructional media in the classroom. 50% of the total responses indicated positive attitudes toward the use of instructional media. 28% of the responses indicated negative attitudes toward the use of instructional media in the classroom, while 22% of the responses were neutral.

The diversity of teachers' attitudes toward the use of instructional media in their teaching is assumed to be due to the lack of having enough AV materials and equipment

in many of these schools which the participating teachers represented in this study. Another reason is assumed to be the lack of training those teachers had.

RQ4

Do teachers of middle schools in Jizan school district consider in-service training programs a factor influencing their use of instructional media?

Results of RQ4

Table 4-26 summarizes the results of this question. 98 or 67% of the participants agreed that in-service training programs on the use of instructional media are essential for them to know how to use AV materials and equipment in the classrooms. 41 or 28% of them disagreed with that idea, while 8 or 5% of the participants were undecided.

48 or 33% of the participants agreed that they have no desire to be enrolled in any AV in-service training program. The majority, 92 or 63%, of the participants agreed that they would enroll in any available AV in-service training program, while 7 or 5% of the total participants were undecided.

101 or 68% of the teachers agreed that AV training programs are necessary for every middle school teacher. 32 or 22% of those participants disagreed with that statement,

TABLE 4-26

FREQUENCY OF RESPONSES REGARDING IN-SERVICE TRAINING PROGRAMS ON THE USE OF INSTRUCTIONAL MATERIALS AND EQUIPMENT BY JIZAN MIDDLE SCHOOL TEACHERS

STATEMENT*		SA		A		U		DA		SD		TOTAL**	
RANK	NO.	N	%	N	%	N	%	N	%	N	%	N	%
1.	39	51	35.00	47	32.00	8	5.00	29	20.00	12	8.00	147	100.00
2.	24	31	21.00	17	12.00	7	5.00	50	34.00	42	29.00	147	100.00***
3.	44	71	48.00	30	20.00	14	10.00	25	17.00	7	5.00	147	100.00
4.	15	69	47.00	62	42.00	3	2.00	8	5.00	5	3.00	147	100.00
5.	9	44	30.00	28	19.00	11	7.00	25	17.00	39	27.00	147	100.00

* See Appendix A

** Total may vary from 100% due to rounding

*** This statement was negatively stated. The total responses of disagreement on this statement were added to the total responses of agreement on other statements and vice versa.

while 14 or 10% of them were neutral.

131 or 89% of the teacher participants agreed that the Ministry of Education in Saudi Arabia should create AV training programs for in-service middle school teachers. 13 or 8% of the participants disagreed with that idea, while 3 or 2% of them were undecided.

72 or 49% of the participants agreed that they would not be engaged in any AV training program unless they are given financial incentive besides their salaries. 64 or 44% of the participants indicated that they would be engaged in any AV training program regardless of the financial incentive. 11 or 7% of the total participants were undecided.

The conclusion which can be drawn from Table 4-26 is that most of the participants or 67% of them consider AV in-service training programs as an important factor influencing their instructional media uses in the classrooms. 27% of the participants disagreed with the idea of in-service training programs on the use of instructional media, while 6% were undecided.

The only statement in this Table 4-26 which drew a close percentage, was the statement about the financial incentive. It is expected that giving financial incentive for the enrolees in any AV in-service training program will encourage the large majority of teachers to enroll in the

instructional media in-service programs which are designed by the Ministry of Education in Saudi Arabia.

RQ5

To what extent does the presence of media specialist affect the use of instructional media by middle school teachers in Jizan school district?

Results of RQ5

Table 4-27 indicates that 91 or 62% of the participants agreed that media specialists are good judges of the types of equipment needed in the classrooms. 37 or 26% of the participants disagreed with that statement, while 19 or 13% of them were undecided.

69 or 47% of the participants agreed that media specialists help teachers achieve their educational objectives by selecting the suitable media. 47 or 32% of the participants disagreed with that statement, while 31 or 21% were undecided.

86 or 58% of the participants agreed that they do not use instructional media in their teaching due to having no media specialists at their schools helping them in selecting the appropriate instructional materials to achieve their objectives. 49 or 33% of the teachers disagreed with that statement, while 12 or 8% of them were undecided.

TABLE 4-27

FREQUENCY OF RESPONSES REGARDING THE PRESENCE OF MEDIA SPECIALIST AT THE SCHOOL AS IT IS PERCEIVED BY JIZAN MIDDLE SCHOOL TEACHERS

STATEMENT*		SA		A		U		DA		SD		TOTAL**	
RANK	NO.	N	%	N	%	N	%	N	%	N	%	N	%
1.	10	37	25.00	54	37.00	19	13.00	20	14.00	17	12.00	147	100.00
2.	38	31	21.00	38	26.00	31	21.00	24	16.00	23	16.00	147	100.00
3.	43	46	31.00	40	27.00	12	8.00	22	15.00	27	18.00	147	100.00
4.	21	55	37.00	81	41.00	4	3.00	19	13.00	8	5.00	147	100.00
5.	14	11	7.00	20	14.00	17	12.00	59	40.00	40	27.00	147	100.00***

* See Appendix A

** Total may vary from 100% due to rounding

*** This statement was negatively stated. The total responses of disagreement on this statement were added to the total responses of agreement on other statements and vice versa.

116 or 78% of the participants agreed that the presence of media specialist in every school is an essential need for using instructional media in teaching. 27 or 18% of the participants disagreed with the statement, while 4 or 3% of them were undecided.

31 or 21% of the participants agreed that there is no need for having media specialists in their schools. The majority of participants, 99 or 67%, disagreed with that group as they thought there is an urgent need for having media specialists in their schools. 17 or 12% of the participants were undecided.

Table 4-27 indicates that the importance of having media specialists at the middle school levels was decided by 62% of the total responses. Those participants tend not to use instructional media in their teaching because they lack the presence of media specialists who can help them in selecting the appropriate materials for their individual educational objectives. 26% of those participants disagreed that the presence of media specialists were of a great help to them, while 11% remained undecided.

RQ6

To what extent is instructional media perceived to be important by middle school teachers in Jizan school district?

Results of RQ6

Table 4-28 summarizes the participants' responses regarding the importance of using instructional media in teaching. 94 or 64% of the participants agreed that the use of instructional media in teaching makes any subject matter moreinteresting. 40 or 27% of the participants disagreed with the idea, while 13 or 9% of them were undecided.

85 or 58% of the participants agreed that audio-visual materials have the capability of improving instruction. 33 or 23% of the participants disagreed with that statement, while 29 or 20% of them remained undecided.

62 or 42% of the participants agreed that AV materials are necessary to provide for individual differences. 57 or 39% of the total participants disagreed with that notion, while 28 or 19% of them were undecided.

60 or 40% of the participants agreed that most concepts can be taught better through certain types of AV materials than by a teacher's explanation. 45 or 31% of the participants disagreed with that statement, while 42 or 29% of the participants were undecided.

59 or 40% of the participants agreed that when teachers use instructional media in the classrooms they lose some of the importance. 67 or 45% of them disagreed, while a total of 21 or 14% of the participants were undecided.

TABLE 4-28

FREQUENCY OF RESPONSES REGARDING THE IMPORTANCE OF INSTRUCTIONAL MATERIALS AND EQUIPMENT IN TEACHING AS IT IS PERCEIVED BY JIZAN MIDDLE SCHOOL TEACHERS

STATEMENT*		SA		A		U		DA		SD		TOTAL**	
RANK	NO.	N	%	N	%	N	%	N	%	N	%	N	%
1.	27	43	29.00	51	35.00	13	9.00	21	14.00	19	13.00	147	100.00
2.	1	38	26.00	47	32.00	29	20.00	17	12.00	16	11.00	147	100.00
3.	35	32	22.00	30	20.00	28	19.00	31	21.00	25	18.00	147	100.00
4.	12	33	22.00	27	18.00	42	29.00	19	13.00	26	18.00	147	100.00
5.	3	28	19.00	31	21.00	21	14.00	36	24.00	31	21.00	147	100.00***

* See Appendix A

** Total may vary from 100% due to rounding

*** This statement was negatively stated. The total responses of disagreement on this statement were added to the total responses of agreement on other statements and vice versa.

To summarize the results of Table 4-28, we find that 50% of the participants agreed on the importance of instructional media in teaching. 32% of the participants disagreed with that, while 18% of them were undecided. However, the diversity in the participants' attitudes regarding the importance of instructional media is clear. As 31% of the participants disagreed that using certain types of AV materials can be better used in teaching than teacher's explanation, we find a 29% of the participants were undecided. It is expected that this result is due to the fact that 37% of the participants (147) received some training on the use of AV materials.

RQ7

Is the administrative support considered to be a factor influencing the instructional media used by middle school teachers in Jizan school district?

Results of RQ7

Table 4-29 indicates that only 32 or 22% of the participants agreed that their schools' principals encourage them to useAV materials in their teaching. 109 or 74% of the participants indicated they are not encouraged by their principals to use AV materials in their teaching, while 6 or 4% of the participants were undecided.

TABLE 4-29

FREQUENCY OF RESPONSES REGARDING THE INFLUENCE OF ADMINISTRATIVE SUPPORT ON THE USE OF INSTRUCTIONAL MATERIALS AND EQUIPMENT BY JIZAN MIDDLE SCHOOL TEACHERS

STATEMENT*		SA		A		U		DA		SD		TOTAL**	
RANK	NO.	N	%	N	%	N	%	N	%	N	%	N	%
1.	6	13	9.00	19	13.00	6	4.00	48	33.00	61	41.00	147	100.00***
2.	17	44	30.00	44	30.00	9	6.00	27	18.00	23	16.00	147	100.00
3.	28	39	27.00	36	24.00	21	14.00	33	22.00	18	12.00	147	100.00
4.	32	28	19.00	36	24.00	19	13.00	25	17.00	39	27.00	147	100.00
5.	18	41	28.00	29	20.00	7	5.00	35	24.00	35	24.00	147	100.00

* See Appendix A

** Total may vary from 100% due to rounding

*** This statement was positively stated. The total responses of disagreement on this statement were added to the total responses of agreement on other statements and vice versa.

88 or 60% of the participants indicated that their principals are against using AV materials in their classrooms. 50 or 34% of the participants' teachers disagreed with that statement, while 9 or 6% of the participants were undecided.

75 or 51% of the participants agreed on the notion that their principals consider AV materials are for entertainment and not for learning. 51 or 34% of the participants disagreed with that statement, while 21 or 14% of the participants were undecided.

64 or 43% of the participants agreed that their principals believe that using AV materials in the classroom distracts the students' attention. Also 64 or 43% of the teachers disagreed with that statement, while 19 or 13% were undecided.

70 or 48% of the teachers agreed that their principals believe that using media in the classroom wastes the class time. Also 70 or 48% of the participants disagreed with that statement, while 7 or 5% of the participant teachers were undecided.

Table 4-29 shows that 55% of the participants indicated negative attitudes toward the administrative support of their principals to use instructional media in their teaching. 36% of the total participants have positive attitudes toward their principals regarding the use of instructional media in the classrooms, while 8% of the

participants were undecided.

The researcher believes the results of Table 4-29 are due to the fact that most of middle school principals either had no previous experience with AV materials, or they are conservative and tend not to change the traditional methods of teaching.

RQ8

To what extent does the physical arrangement of middle schools in Jizan influence the teachers' use of instructional media?

Results of RQ8

Table 4-30 indicates that 22 or 15% of the participants agreed that their schools are equipped with all facilities needed for using AV materials. 122 or 83% of the participants disagreed with that statement, while 3 or 2% of the teachers were undecided.

67 or 46% of the participants agreed that they like to use AV materials but there is no electricity in their schools. 80 or 55% of the participants disagreed that their schools have no electricity, while there were no undecided participants.

76 or 51% of the participants indicated that their schools are housed in old buildings which lack the basic

TABLE 4-30

FREQUENCY OF RESPONSES REGARDING PHYSICAL ARRANGEMENT OF THE SCHOOLS TO HOUSE INSTRUCTIONAL MEDIA IN JIZAN SCHOOL DISTRICT

STATEMENT*		SA		A		U		DA		SD		TOTAL**	
RANK	NO.	N	%	N	%	N	%	N	%	N	%	N	%
1.	33	9	6.00	13	9.00	3	2.00	60	41.00	82	42.00	147	100.00
2.	20	39	27.00	28	19.00	0	0.00	38	26.00	42	24.00	147	100.00***
3.	31	43	29.00	33	22.00	0	0.00	40	27.00	31	21.00	147	100.00***
4.	19	7	5.00	4	3.00	11	7.00	53	36.00	72	49.00	147	100.00
5.	46	5	3.00	14	10.00	4	3.00	69	47.00	55	37.00	147	100.00

* See Appendix A

** Total may vary from 100% due to rounding

*** These statements were negatively stated. The total responses of disagreement on these statements were added to the total responses of agreement on other statements and vice versa.

facilities for using AV materials. 71 or 48% of the participants disagreed that their schools are housed in old buildings. There were no undecided participants regarding that statement.

11 or 8% of the total participants agreed that all classrooms in their schools are equipped with all necessary facilities for using AV materials. 152 or 85% of the participants disagreed with that statement, while 11 or 7% of the participants were undecided.

19 or 33% of the participants agreed that their classrooms are provided with appropriate places for storing AV materials for immediate needs. 124 or 84% of the participants disagreed that their classrooms are provided with places to store AV materials for immediate needs. 4 or 3% of the participants were undecided.

Table 4-30 indicates that 70% of the participants indicated negative attitudes toward their schools' physical conditions to house AV materials and equipment. 28% of the total participants had positive attitudes toward the physical conditions of their schools to house AV materials and equipment. Only 2% of the participants were undecided.

It can be concluded from the results of Table 4-30, and the researcher visits to the selected schools, that most of these schools were not built for the purpose of schooling. Indeed many of them lack basic facilities such as libraries, media centers, and laboratories. Many of

them are private homes rented to the public schools to overcome the problem of not having enough designed schools.

RQ9

Is there a relationship existing between the subject area of teaching and the use of instructional media by middle school teachers in Jizan?

Results of RQ9

In order to determine the relationship between the teachers' use of instructional media and the subject matter of teaching, one-way analysis of variance was used. Table 4-31 summarizes the subject areas of teaching, number of participants, and their means.

Student-Newman-Keul indicates that the social studies mean was significantly higher ($P=<.05$) than the other means. However, the same test (NSK) indicates that the mean of Social Studies was not significantly different from the mean of Mathematics, English Language, and General Science.

TABLE 4-31

THE USE OF INSTRUCTIONAL MEDIA BY JIZAN MIDDLE SCHOOL TEACHERS ACCORDING TO THEIR AREAS OF TEACHING

Subject Areas of Teaching	N	Mean
Islamic Education	28	0.1
Arabic Literature	19	1.1
General Science	18	6.1
Mathematics	15	7.2
Fine Art	15	3.6
Physical Education	17	4.6
Social Studies	22	7.6
English Language	13	7.1

TABLE 4-32

ANALYSIS OF VARIANCE

Source of Variance	df	M.S.	F-Value	P
Between Group	7	172.8	26.5	0.0001
Within Group	139	6.5		
TOTAL	146			

Table 4-32 indicates that the value of F was found highly significant at P $\leq$ .01

RQ10

Is there a relationship between Jizan's middle school teachers' use of instructional media and their previous experience with the use of instructional media?

Results of RQ10

In order to determine the relationship between the teachers' previous experience with instructional media and their use of instructional media, the Pearson Product Moment of Correlation Coefficient was used. Table 4-33 indicates a significant ($P=<.05$) positive correlation of r = 0.350.35 existed between the use of instructional media and previous experience of teachers with instructional media uses. This result shows that teachers with previous experience with the use of instructional media tend to use these media more often than those who had not prior training in the use of these media.

TABLE 4-33

RELATIONSHIP BETWEEN THE USE OF INSTRUCTIONAL MEDIA BY JIZAN MIDDLE SCHOOL TEACHERS AND OTHER VARIABLES

Variables	N	r*	P
Previous experience with AV Materials	54	0.35	0.0001
Years of Teaching Experience	147	-.03	0.59

*P =>.05

RQ11

Does a relationship exist between the years of teaching experience and the use of instructional media by Jizan middle school teachers?

Results of RQ11

In order to determine the relationship between the years of teaching experience and the teachers' use of instructional media the Pearson Product Moment of Correlation Coefficient was used. Table 4-33 indicates a negative correlation (r = -.03) exists between teachers' instructional media use and their years of teaching experience; also, no significant relationship (P=>.05) was found between the years of teaching experience and the use of instructional

media. This finding complies with findings of other studies reviewed in Chapter II. It can be predicted that this result is affected by other variables such as prior training of the teachers and the subject matter of teaching.

RQ12

To what extent does the use of instructional media influence the teacher-student relationship?

Results of RQ12

Table 4-34 summarizes the responses of the participant teachers. This Table indicates that 49 or 34% of the participants agreed that the recent technological devices enhance the teacher-student relationship. 42 or 29% of the participants disagreed with that statement, while 56 or 38% of those participants were undecided.

48 or 32% of the participants agreed that the personal relationship between teachers and students is lost when AV materials are used in teaching. 51 or 35% of the participants disagreed with that statement, while 48 or 33% of those participants were undecided.

59 or 40% of the participants agreed that students respect the teacher who uses AV materials in the classroom.

TABLE 4-34

FREQUENCY OF RESPONSES REGARDING THE INFLUENCE OF USING INSTRUCTIONAL MEDIA ON TEACHER-STUDENT RELATIONSHIP AS IT IS PERCEIVED BY JIZAN MIDDLE SCHOOL TEACHERS

STATEMENT*		SA		A		U		DA		SD		TOTAL**	
RANK	NO.	N	%	N	%	N	%	N	%	N	%	N	%
1.	2	20	14.00	29	20.00	56	38.00	25	17.00	17	12.00	147	100.00***
2.	34	30	20.00	18	12.00	48	33.00	39	27.00	12	8.00	147	100.00
3.	45	36	24.00	23	16.00	40	27.00	29	20.00	19	13.00	147	100.00***
4.	41	22	15.00	18	12.00	32	22.00	42	29.00	33	22.00	147	100.00
5.	13	28	19.00	32	22.00	19	13.00	47	32.00	21	14.00	147	100.00

* See Appendix A

** Total may vary from 100% due to rounding

*** These statements were positively stated. The total responses of disagreement on these statements were added to the total responses of agreement on other statements and vice versa.

48 or 33% of the participants disagreed with that statement, while 40 or 27% of the participants were undecided.

40 or 27% of the participants agreed that AV materials decrease the dependence of the student on his teacher. 75 or 51% of the participants disagreed that AV materials decrease the student's dependence on his teacher, while 32 or 22% of the participants were undecided.

60 or 41% of the participants agreed that exposure to AV materials undermines the teacher's role in the classroom. 68 or 46% of the teachers disagreed that AV materials undermine the teacher's role in the classroom. While 19 or 13% of the participants were undecided.

Table 4-34 indicates that 41% of the participants either agreed or strongly agreed that the use of instructional media in teaching enhance the teacher-student relationship. 32% of the participants either disagreed or strongly disagreed that the use of instructional media can strengthen the teacher-student relationship. 27% of the participants were undecided.

The results of Table 4-34 coincide with the fact that 37% of the total participants (147), had previous experience with instructional media. As 60 or 41% of the participants stated positive attitude toward the influence of using AV materials on teacher-student relationship. We find 87 or 59% of the participants had negative attitudes or were undecided. It is expected that this high

percentage (59%) of participants either never tried using AV materials in their teaching or they feared using these materials because they lack the required experience.

Other Reasons for Using or Not Using AV Materials

Participants were asked to mention other factors, which were not stated by the researcher, that prevent them from using AV materials in teaching. 85% of the participants indicated that they do not use instructional media in their teaching because they are required to finish the text book in a certain time. 69% of the participants indicated that they do not use AV materials in their teaching because their classrooms have very large numbers of students in a very limited space. 66% of the participants mentioned the fact that the amount of home work and monthly quizzes which keep students always busy are the reasons behind their limited use of AV materials. 14% of the participants indicated that they don't use AV materials because carrying these materials from a floor to another might harm their health.

In question number 48, teachers were asked to mention other factors, which were not mentioned in the first forty six statements, that encourage them to use instructional materials. 83% tended to indicate that they would use AV materials if they had modern schools with enough

places for media centers, libraries, and an auditorium to facilitate the use of these media. 19% of the participants indicated that they would be encouraged to use AV materials if students are required to be tested in the materials they see in classrooms.

Frequent Use of Instructional Materials by Middle School Teachers in Jizan

The third part of the research questionnaires was a list of different instructional materials. Participants were asked to indicate their frequent use of each medium per term. To elicit the responses, the researcher divided the frequent use of each medium into four scales. Points in the scales were "zero time," "1-4 times," "5-8 times," and "9 times or more" (See Appendix A).

Table 4-35 summarizes the results of the frequent use of each medium by Jizan middle school teachers. the table indicates the use of "zero time" in all listed materials received. The highest rate of responses from all participants. Not different from Riyadh's data, the most unused medium was programmed instructional materials. 137 or 93% of the total participants indicated "zero time" use of this medium. Models and globes received 126 or 86% of "zero time" use. However, it must be indicated here that the researcher believes that the 14% users of this medium

TABLE 4-35

THE FREQUENCY OF USE OF DIFFERENT MEDIA BY MIDDLE SCHOOL TEACHERS IN JIZAN

Medium *	zero time		1-4 times		5-8 times		9 or more		Total**	
	N	%	N	%	N	%	N	%	N	%
1. Photographs	88	60.00	27	18.00	22	15.00	11	7.00	147	100.00
2. Geographic Maps	122	83.00	3	2.00	3	2.00	19	13.00	147	100.00
3. Charts and Graphs	84	57.00	28	19.00	22	15.00	13	9.00	147	100.00
4. Model and Globes	126	86.00	8	5.00	7	5.00	6	6.00	147	100.00
5. Overhead Transparencies	88	60.00	30	20.00	18	12.00	11	7.00	147	100.00
6. P.I. Materials	137	93.00	8	5.00	2	1.00	0	0.00	147	100.00
7. Film Strips	117	80.00	28	10.00	2	1.00	0	0.00	147	100.00
8. 35 mm Slides	121	82.00	12	8.00	14	10.00	0	0.00	147	100.00
9. 8 or 16 mm Slides	103	70.00	21	14.00	19	13.00	4	3.00	147	100.00
10. Film Loops	113	77.00	17	12.00	12	8.00	5	3.00	147	100.00
11. Audiotapes	73	50.00	33	22.00	31	21.00	10	7.00	147	100.00

* See Appendix A

** Total may vary from 100 due to rounding

are Social Science teachers who represent 15% of the total participants (147). Similar situation is happening with the use of geographic maps which recieved 122 or 83% of "zero time" use. It is expected that most of this medium's users are Social Science teachers.

The medium which is more frequently used "1-4 times" was audio tapes which are used by 33 or 22% of the participants. The overhead is used "1-4 times" by 30 or 20% of the participants. Charts and graphs are used "1-4 times" by 28 or 19% of the participated teachers.

The medium which is used "5-8 times" is the audiotapes which received 31 or 21% of the participants. Second to audiotapes, are charts and graphs, and photographs which are used "5-8 times" by 22 or 15% of the participants. 8 mm or 16 mm films are used "5-8 times" by 19 or 13% of the participated teachers.

Geographic maps are used "9 times or more" by 13% of the participants. Charts and graphs are used by 9% of the participants "9 times or more." Photographs and audiotapes are used "9 times of more" by a total of 7% of the participants.

From Table 4-35 we conclude that the most materials being used by Jizan participated teachers are audiotapes (50%), charts and graphs (43%), photographs (40%), and the overhead (40%). The least materials being used are programed instructional materials (7%), 35 mm slides (195), and

film strips (20%).

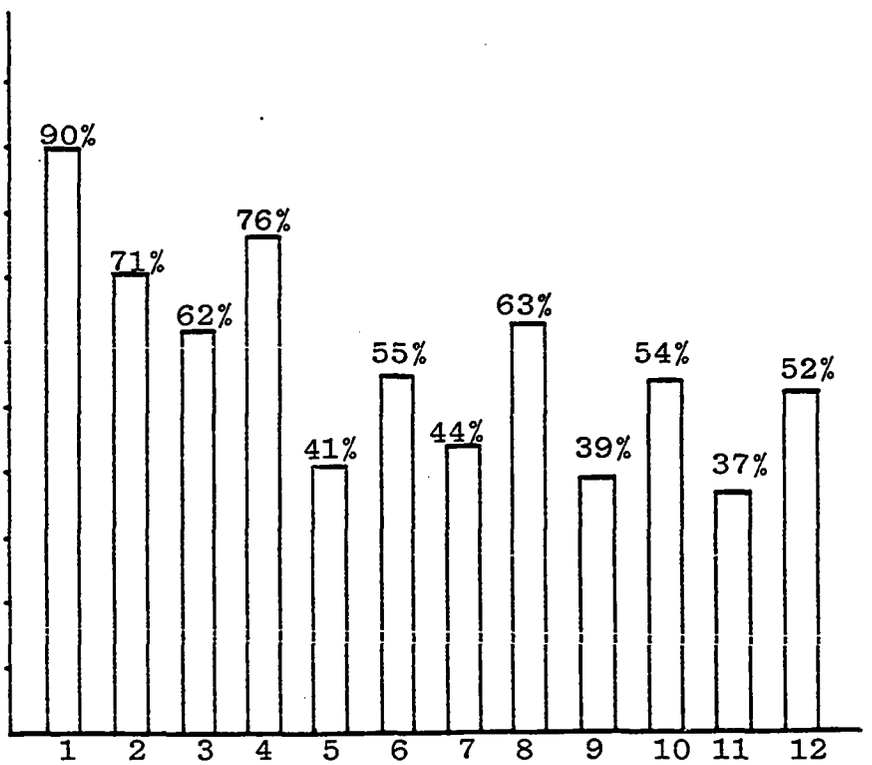
It was found from Table 4-35 that 73% of the participants indicated "zero time" of use of the eleven materials. 13% of the participants indicated "1-4 times" use of those eleven materials. 9% of the participating teachers indicated "5-8 times" use of the listed materials, while only 56 indicated "9 times or more" use of the total eleven materials per term.

Ranking of the Twelve Factors

The fourth and final part of the research questionnaires was a list of the twelve factors of this study. These factors were listed randomly. Participants were asked to rank the twelve factors according to their importance as they perceived them. These factors were categorized by the researcher as 1 = the most important factor------ 12 = the least important factor.

The results of this question are illustrated in Figure 4-3. Media availability was perceived as number one factor influencing the use of instructional media by 132 or 90% of the participants. Teacher-student relationship was perceived as the least important factor influencing the use of instructional media by 77 of 52% of the participants. Physical arrangement of the school was ranked factor number two influencing the use of instructional materials by 105

Figure 4-2. Ranking of the twelve factors by Jizan middle school teachers. (See Appendix A)



1. Media Availability
2. Previous Experience
3. In-service Training
4. Physical Arrangement
5. Presence of M.S.
6. Ease of Use
7. Teaching Experience
8. Subject Area of Teaching
9. Administrative Support
10. Desirability
11. Importance of AV Materials
12. Teacher-Student Relationship

or 71% of the participants. Previous experience with AV materials was perceived as factor number three influencing the use of instructional media by 92 or 62% of the participants. In-service training program was ranked factor number four influencing the use of instructional media by 111 or 76% of the participants. Presence of media specialists was perceived by 60 or 41% of the participants as factor number five influencing the teacher's use of instructional materials. Factor number six was the ease of use of instructional media which was perceived by 81 or 55% of the participants. The participants ranked their subject matter of teaching as factor number seven by a total number of 64 or 44%. Factor number eight was administrative support which was perceived by 92 or 63% teaching experience was ranked as factor number nine influencing the use of instructional media by a total participants of 57 or 39%. Desirability was ranked by 79 or 54% of the participants as factor number ten influencing the use of instructional materials by middle school teachers in the two school districts. The next to the least important factor was the importance of instructional media which was ranked as factor number eleven influencing the use of instructional media by 54 or 37% of the participants.

From the above discussion we can conclude that the four most important factors influencing the use of instructional as perceived by the sample of this study were:

1. Media availability
2. Physical arrangement of the school
3. Previous experience with AV materials
4. In-service training programs.

The four least important factors influencing the use of instructional media is perceived by the sample of this study were:

1. Teaching experience
2. Desirability
3. Importance of AV materials
4. Teacher-student relationship.

The four moderate factors as perceived by the sample of this study were:

1. Presence of media specialist
2. The ease of use of AV materials
3. Subject matter of teaching
4. Administrative support.

A Comparison Between the Results of the Two School Districts

The statistical analysis of data collected from both Riyadh and Jizan show that these two school districts have both similarities and differences. In demographic data, we find that Riyadh had 339 teacher participants, while Jizan had 147 teacher participants. 51% of Riyadh's teachers

had prior experience in the use of instructional media, while the total media trained teachers from Jizan was only 37%.

Instructional media were perceived to be unavailable in Jizan's schools by 68% of the participants. 56% of Riyadh's teacher participants agreed that their schools have few instructional media.

70% of Jizan teacher participants indicated that their schools lack the basic facilities for using AV materials, while 53% of Riyadh teacher participants shared that notion with Jizan's teachers.

A total of 31% of Riyadh's participants indicated that they use AV materials in their teaching, while 17% of Jizan's participants tend to use AV materials.

Social Studies teachers in both school districts were found to be the most frequent users of instructional media among all other subject teachers.

Instructional media use was indicated as desirable by 78% of Riyadh's teachers while 50% of Jizan's teachers indicated their desire to use AV materials in teaching.

Instructional media was perceived as important method to facilitate teaching by 65% of Riyadh's teacher participants while only 49% of Jizan's teachers perceived instructional media as an important method to facilitate teaching.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to investigate factors influencing the use of instructional media by middle school teachers in Riyadh and Jizan, Saudi Arabia. These factors are:

1. Media availability
2. Ease of use
3. Desirability toward using media
4. In-service training programs
5. The presence of media specialist
6. Importance of instructional media
7. Administrative support
8. Physical arrangement of the school
9. Subject area of teaching
10. Previous experience with AV
11. Years of teaching experience
12. The impact of using instructional media on the teacher-student relationship.

Research questionnaires were developed for the purpose

of this study and were distributed in the randomly chosen schools. 486 was the total number of participants from both school districts; Riyadh (339), and Jizan (147).

The collected data were analyzed by using the Statistical Analysis System (SAS). Three different techniques were employed for data analysis: Percentages, analysis of variance, and Pearson Product Moment of Correlation Coefficient.

Summary of the Findings

The findings of this study are:

1. A total of 51% of Riyadh teacher participants (339) had prior training in the use of instructional media, while 37% of Jizan teacher participants had the same qualification.

2. Instructional media was assessed as being unavailable in their schools by 56% of Riyadh's teachers and 68% of Jizan's teachers.

3. 67% of the study participants from Riyadh indicated that the available media are not well organized for easy use, while 61% of Jizan's teachers indicated the same attitude.

4. Use of instructional media was found to be a desirable method of teaching by 78% of Riyadh's teachers and by only 50% of Jizan's teachers.

5. In-service training programs in the use of

instructional media were considered to be an essential need for teachers by 71% of Riyadh's teachers and 67% of Jizan's teachers.

6. 61% of the total responses from Riyadh and 62% of the total responses from Jizan indicated the importance of having a media specialist in every middle school.

7. The use of instructional media in classrooms should be expanded. That is what 65% of Riyadh's teachers and 49% of Jizan's teachers agreed on in their responses.

8. School administration was found to be discouraging teachers from using instructional materials in their teaching. This finding was supported by 72% of Riyadh's teachers and 55% of Jizan's teachers.

9. 70% of Jizan's teachers and 53% of Riyadh's teachers admitted that their schools lack the basic facilities to house AV materials and equipment and that these schools were not built for the purpose of teaching.

10. The relationship between subject area of teaching and the use of instructional media by teachers was found highly significant at (P= .01) in both school districts.

11. Student-Newman-Keul test indicated that Social Studies mean was significantly higher (7.6) than all means of other subject areas, but was not significantly different (P= .05) from the means of Mathematics (7.2) and General Science (6.1) in Jizan.

12. SNK test further indicated that the mean of Social

Studies in Riyadh (9.2) was found significantly higher and different (P=.05) from all means of other subject areas of teaching.

13. The relationship between teachers' previous experience with AV materials and their instructional media use in both school districts was highly significant (P=<.05). In Riyadh (r=.58), in Jizan (r=.35). This result indicates that teachers with prior training in the use of instructional media tend to use these media more frequently than those who had no prior training.

14. A negative correlation was found between the years of teaching experience and teachers' use of instructional media in both school districts. The correlation (r=-.04) in Riyadh, and (r=-.03) in Jizan. Also there was no significant (P=>.05) relationship found between these two variables in both school districts. This result assumed to be affected by other variables such as subject area of teaching and previous experience with instructional media uses.

15. 44% of Riyadh's teacher participants and 41% of Jizan's teacher participants indicated that using instructional media in teaching enhances the teacher-student relationship.

16. 50% of Riyadh participants and 73% of Jizan's participants indicated a "zero time" use over a school term of the listed instructional materials.

17. The use of "1-4 times" per term of instructional media was indicated by 22% of Riyadh teachers and 13% of

Jizan's teachers.

18. 11% of Riyadh's teachers and 9% of Jizan's teachers use instructional media "5-8 times" per term.

19. Instructional media was used more than 8 times a term by 8% of teachers from Riyadh and by 5% of Jizan teachers.

20. The most important factors influenching the teachers' use of instructional media were decided by both samples (Riyadh and Jizan) as:

A. Media availability was ranked number one by the teachers of the two school districts.

B. Previous experience was ranked number two by Riyadh's teachers, and number three by Jizan's teachers.

C. In-service training was ranked number three by Riyadh's teachers, and number four by Jizan's teachers.

D. Physical arrangement was ranked number four by Riyadh's teachers, and number two by Jizan's teachers.

Conclusions

The results of this study show, in general, that the recognition or the reasons for using instructional media in teaching are still far removed from the minds of most of

the participants. These results seem to support the following conclusions:

1. Instructional media availability was considered to be the most important factor influencing the teachers' use of AV materials in teaching. Unfortunately, these media were either unavailable, or relatively few of them were available and not suitable for immediate use.

2. In-service training programs in the use of instructional media were perceived to be an essential need for teachers to know how to use these modern technological devices. In fact, very few in-service training programs in the use of instructional materials exist, especially in Jizan, because the Ministry of Education in Saudi Arabia is in need to have those Saudi teachers in the duty of teaching and time is not made available for in-service training programs. Another reason for having few in-service training programs is due to the fact that most teachers require financial incentives for their enrollment in many in-service training programs.

3. The presence of a media specialist was considered as of a great help to teachers in order to help them to select appropriate AV materials and equipment when they need them. Indeed, most of the selected schools which participated in this study have no media specialist, or even a librarian, to organize and maintain the available materials and equipment.

4. Administrative support to use AV materials and equipment by middle school teacher participants of this study was found to be of no help. The results of this study show that most of these schools' principals do not encourage teachers to use instructional materials and equipment. In fact, many of the principals consider AV materials and equipment as entertainment and not for learning.

5. Physical arrangement of the selected schools was not much better than the administrative support. A total of 62% from Riyadh and Jizan indicated that their schools are inadequate for housing instructional media. Some of these schools have no electricity. Many schools have small classrooms and large number of students.

6. Teachers with prior training in the use of instructional materials tend to use these materials more frequently than those who had no prior training.

7. Due to the lack of having instructional media in many schools, in both Riyadh and Jizan, and the fact that many teachers lack the experience in using instructional media, especially in Jizan, 41% of Riyadh's selected teachers and only 27% of Jizan's selected teachers use instructional media in their teaching.

8. Media availability, previous experience in the use of instructional media, in-service training programs, and the physical arrangement of the school were determined by both school districts' teachers as the most important

factors influencing their use of instructional media.

Summary of Conclusions

This study showed that instructional media are generally unavailable and if they are available, they are not suitable to meet the different needs of middle school teachers.

The limited use of available instructional media is due to many reasons, among them are: the schools studied lack the basic facilities for using these media. Also many of the teacher participants have no experience which enables them to use these new media. Many selected schools which have limited amount of instructional media have no media specialists or even librarians to organize these materials for an easy use by teachers. School principals were found to be a major obstacle toward using instructional media by the two samples of this study. Finally, most of the teacher participants indicated that in-service training programs in the use of instructional media do not exist at present particularly in Jizan school district.

Recommendations

Effort and teacher education are still needed to enhance and improve the quality in the schools and quantity of use of instructional media in both Riyadh and Jizan, and one may assume in the entire school system of Saudi Arabia. (Indeed, this study was limited to only boys' middle school teachers in only two school districts.)

Suggestions for further studies include:

1. Studies similar to this study should take place in girls' middle schools in Saudi Arabia.

2. A study comparing the attitudes of women teachers with the attitudes of men teachers toward the use of instructional media is desirable.

3. Parallel studies should be conducted with teachers of other school levels (e.g., secondary school teachers).

4. Similar studies should deal with students' attitudes toward the teachers who use instructional media in their teaching.

5. Similar studies should investigate the cultural impact on using instructional media in teaching in Saudi Arabia.

6. Similar studies should investigate reasons behind school principals' resistance toward using instructional media.

7. A study on the influence of in-service training

programs on using instructional media by Saudi Arabian teachers should be undertaken.

8. A study dealing with the use of instructional media and years of teaching experience is a possible topic for future research.

Recommendations for the Ministry of Education in Saudi Arabia

1. The Ministry of Education should provide middle schools with different kinds of instructional media to meet the different purposes and different needs of teachers to improve the methods of teaching.

2. It is necessary for the Ministry of Education to provide schools with media specialists to maintain and update instructional media for immediate use.

3. In-service training programs are an essential need for teachers to know how to use instructional media in teaching. It is the desire of many participants of this study that the Ministry of Education establishes such programs in different regions of the country, particularly in rural areas of the kingdom.

4. The Ministry of Education should investigate the reasons behind the resistance of many middle school's principals toward using instructional media by teachers in Riyadh and Jizan specifically and in all other school

districts generally.

5. The teacher participants indicated their urgent needs for having modern schools which have the facilities to house and use instructional media effectively. The researcher recommends that the Ministry of Education should seriously consider this need and start building schools equipped with general facilities to use instructional media.

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APPENDIX A

Dear Middle School Teacher:

At the present I am involved in writing my doctoral dissertation at the University of Oklahoma. My subject is dealing with the factors which influence the instructional media use by junior high school teachers. The results of this study should help point to some of the major obstacles which prevent teachers from using audio-visual materials in classrooms.

With this letter, there is a questionnaire which I hope you will kindly read and carefully respond to each item; your responses will be kept confidential.

Thank you for giving me some of your time, and thank you for your cooperation.

Sincerely yours,

Talal H. Bakri

GENERAL INFORMATION

1. School's Region:

2. Have you ever been enrolled in any program on the use of instructional media?

   yes _____ no _____

3. If your answer is yes:

   a - one week workshop in instructional media
   b - one course in instructional media
   c - more than one course in instructional media
   d - a degree program in instructional media
   e - other, please specify _____

4. What is the subject area that you are teaching?

   a - Islamic Education
   b - Arabic Literature
   c - General Science
   d - Mathematics
   e - Fine Art
   f - Physical Education
   g - Social Studies
   h - English Language

5. Teaching experience:

   a - less than one year
   b - 1-5 years
   c - 6-10 years
   d - 11-15 years
   e - more than that

Directions: In the following questions, you have five alternatives to choose from. These alternatives are:

1 - strongly agree (SA)
2 - agree (A)
3 - undecided (U)
4 - disagree (D)
5 - strongly disagree (SD)

You are kindly asked to choose only one response which you think represents your opinion about each item.

Example: The use of media makes any subject more interesting.

1 - If you strongly agree put a ✓ in the SA box.
2 - If you agree but not strongly put a ✓ in the A box.
3 - If you are not sure put a ✓ in the U box.
4 - If you disagree put a ✓ in the D box.
5 - If you strongly disagree put a ✓ in the SD box.

Thank you for your cooperation.

		SA	A	U	D	SD
1.	Audiovisual materials have the capability of greatly improving instruction.	[ ]	[ ]	[ ]	[ ]	[ ]
2.	Recent technological ad- advances will enhance the teacher-student relationship.	[ ]	[ ]	[ ]	[ ]	[ ]
3.	Teachers, when using AV materials, lose some of their importance in the classroom setting.	[ ]	[ ]	[ ]	[ ]	[ ]
4.	It is difficult to obtain audiovisual materials when I need them.	[ ]	[ ]	[ ]	[ ]	[ ]
5.	The use of AV materials requires too much extra work.	[ ]	[ ]	[ ]	[ ]	[ ]
6.	My school's principal encourages me to use AV materials in my teaching.	[ ]	[ ]	[ ]	[ ]	[ ]

		SA	A	U	D	SD
7.	It takes much longer to prepare for class using AV materials than using traditional materials.	[ ]	[ ]	[ ]	[ ]	[ ]
8.	AV equipment often breaks down.	[ ]	[ ]	[ ]	[ ]	[ ]
9.	I will not engage myself in any AV training program unless I am given financial incentive besides by salary.	[ ]	[ ]	[ ]	[ ]	[ ]
10.	Media specialists are good judges of the types of equipment needed in most classrooms.	[ ]	[ ]	[ ]	[ ]	[ ]
11.	I think the use of AV materials in the classroom should be expanded greatly.	[ ]	[ ]	[ ]	[ ]	[ ]
12.	I think most concepts can be taught better through certain types of AV materials than by a teacher's explanation.	[ ]	[ ]	[ ]	[ ]	[ ]
13.	Exposure to AV materials undermines the teacher's role in the classroom.	[ ]	[ ]	[ ]	[ ]	[ ]
14.	There is no need for having media specialists in our schools.	[ ]	[ ]	[ ]	[ ]	[ ]
15.	The Ministry of Education should create AV training programs for in-service middle school teachers.	[ ]	[ ]	[ ]	[ ]	[ ]
16.	AV materials are not organized for easy reference and use.	[ ]	[ ]	[ ]	[ ]	[ ]
17.	My school's principal is against using AV materials in my classroom.	[ ]	[ ]	[ ]	[ ]	[ ]

		SA	A	U	D	SD
18.	The principal believes "to use AV materials is to waste the class time."	[ ]	[ ]	[ ]	[ ]	[ ]
19.	All classrooms in my school are equipped with all necessary facilities for AV materials.	[ ]	[ ]	[ ]	[ ]	[ ]
20.	I like to use AV materials but there is no electricity in the school.	[ ]	[ ]	[ ]	[ ]	[ ]
21.	Having a media specialist in every school is an essential need for using media.	[ ]	[ ]	[ ]	[ ]	[ ]
22.	The use of AV materials tends to inhibit good reading habits.	[ ]	[ ]	[ ]	[ ]	[ ]
23.	Using AV materials wastes my time and efforts.	[ ]	[ ]	[ ]	[ ]	[ ]
24.	I have no desire to be enrolled in any AV in-service training program.	[ ]	[ ]	[ ]	[ ]	[ ]
25.	Available AV materials are frequently out of date.	[ ]	[ ]	[ ]	[ ]	[ ]
26.	My school is equipped with media at present.	[ ]	[ ]	[ ]	[ ]	[ ]
27.	The use of AV materials makes any subject matter more interesting.	[ ]	[ ]	[ ]	[ ]	[ ]
28.	According to my principal's point of view, AV materials are for entertainment and not for learning.	[ ]	[ ]	[ ]	[ ]	[ ]
29.	My school has no media center at present.	[ ]	[ ]	[ ]	[ ]	[ ]
30.	AV equipment is too complicated to operate.	[ ]	[ ]	[ ]	[ ]	[ ]

		SA	A	U	D	SD
31.	My school is housed in an old buidling which lacks the basic facility for using AV materials.	[ ]	[ ]	[ ]	[ ]	[ ]
32.	My school's principal believes that using AV materials in the classroom distracts the student's attention.	[ ]	[ ]	[ ]	[ ]	[ ]
33.	My school is equipped with all facilities needed for using AV materials.	[ ]	[ ]	[ ]	[ ]	[ ]
34.	The personal relationship between teacher and student is lost when AV materials are used in teaching.	[ ]	[ ]	[ ]	[ ]	[ ]
35.	AV materials are absolutely necessary to provide for individual differences.	[ ]	[ ]	[ ]	[ ]	[ ]
36.	My school is not providing me with the necessary AV materials to help me teach my subject matter.	[ ]	[ ]	[ ]	[ ]	[ ]
37.	AV materials tend to undermine the teacher's relationship with his students.	[ ]	[ ]	[ ]	[ ]	[ ]
38.	Media specialists actively help teachers achieve their educational objectives.	[ ]	[ ]	[ ]	[ ]	[ ]
39.	An AV in-service training program is essential for me to teach me how to use AV materials.	[ ]	[ ]	[ ]	[ ]	[ ]
40.	There are relatively few AV materials and equipment available at my school.	[ ]	[ ]	[ ]	[ ]	[ ]
41.	AV materials decrease the dependence of the student on his teacher.	[ ]	[ ]	[ ]	[ ]	[ ]

		SA	A	U	D	SD
42.	In general, the use of AV materials tends to impede learning.	[ ]	[ ]	[ ]	[ ]	[ ]
43.	I don't use AV materials in my classroom because there is no media specialist in my school to help me select the appropriate AV materials.	[ ]	[ ]	[ ]	[ ]	[ ]
44.	It is necessary for every middle school teacher to enroll in AV training programs.	[ ]	[ ]	[ ]	[ ]	[ ]
45.	Students respect the teacher who uses AV materials in the classroom.	[ ]	[ ]	[ ]	[ ]	[ ]
46.	All the classrooms in my school are provided with appropriate places for storing AV materials for immediate needs.	[ ]	[ ]	[ ]	[ ]	[ ]

47. In your own words, what other obstacles, not mentioned above, prevent you from using AV materials in the classroom? (Name as many as you want.)
    1.
    2.
    3.
    4.
    5.

48. In your own words, what other factors, not mentioned above, encourage you to use AV materials in the classroom? (Name as many as you want.)
    1.
    2.
    3.
    4.
    5.

How frequently (# of times) do you use any of these instructional materials in teaching per term?

INSTRUCTIONAL MATERIAL	Zero	1-4	5-8	9 or more
a. Photographs	☐	☐	☐	☐
b. Geographic maps	☐	☐	☐	☐
c. Charts and graphs	☐	☐	☐	☐
d. Models and globes	☐	☐	☐	☐
e. Overhead Transparencies	☐	☐	☐	☐
f. P.I. materials	☐	☐	☐	☐
g. Film strips	☐	☐	☐	☐
h. 35mm slides	☐	☐	☐	☐
i. 8mm or 16mm instructional films	☐	☐	☐	☐
j. Film loop	☐	☐	☐	☐
k. Audiotapes	☐	☐	☐	☐
l. Others, please specify				
_____	☐	☐	☐	☐
_____	☐	☐	☐	☐
_____	☐	☐	☐	☐

Which of the following do you consider as the most important factors influencing your use of AV materials and equipment. Use the following strategy. 1 is the most important ..... 12 is the least important.

___ Media availability

___ The presence of media specialist

___ Previous experience with AV materials

___ Your subject area of teaching

___ Your teaching experience

___ The ease of use of AV

___ Your desirability

___ The administrative support

___ In-service training programs

___ The importance of AV materials

___ Teacher-student relationship

___ Physical arrangement of the school

APPENDIX B

بسم الله الرحمن الرحيم

المملكة العربية السعودية

وزارة المعارف

ادارة التعليم بمنطقة الرياض

الادارة المدرسية

الرقم .....

التاريخ .....

المرفقات .....

الموضوع .....

الاخوة مديري المدارس المتوسطة المحترمين

السلام عليكم ورحمة الله وبركاته وبعد : -

الاستاذ /طلال حسن بكري / احد المبتعثين من قبل وزارة التعليم العالي لدراسة الدكتوراه في مجال الوسائل التعليمية ، ويرغب تعبئة استمارات الاستفتاء الخاصة باستخدام الوسائل التعليمية وذلك من قبل منسوبي مدرستكم .

نرجو التعاون معه وتسهيل مهمته ، شاكرين لكم تعاونكم .

ودمتم ،،

م/أ

مدير عام التعليم بمنطقة الرياض

د . عبدالعزيز عبدالرحمن الثنيان

المملكه العربيه السعوديه
وزارة المعارف
ادارة التعليم بمنطقة جيزان

الرقم ـــ
التاريخ ١٤٠٢/٢/٥
المشفوع

المكرم مدير متوسطة

السلام عليكم ورحمة الله وبركاته وبعد :-

يطلكم الاستاذ / طلال حسن علي بكري ومهمته القيام بابحاث خاصه بالوسائل التعليميه نامل التعاون معه وتقديم التسهيلات اللازمه شاكرين تعاونكم ودمتم ،،

مدير التعليم بمنطقة جيزان
محمد سالم العطاس

صورة للفهارس
للشئون الفنيه

بسم الله الرحمن الرحيم

أخي العزيز مدرس المرحلة المتوسطة/ المحترم

السلام عليكم و رحمة الله و بركاته

كجزء من رسالة الدكتوراه فانه يتعين علي أن اقوم باستفتاء شامل عن العوامل المؤثرة على استخدام الوسائل التعليمية من قبل مدرسي المرحلة المتوسطة.

مع رسالتي هذه ستجد عزيزي المدرس صورة من هذا الاستفتاء والذي ارجوه مخلصا هو قراءة الفقرات بدقة و الاجابة عليها بعناية و تمعن.

ختاما أجد نفسي شاكرا لكم تعاونكم معي في سبيل الارتقاء بمستوى التدريس في المرحلة المتوسطة خاصة و مراحل التعليم بشكل عام.

أكرر للجميع شكري و تقديري و الله اسأل ان يوفق الجميع.

أخوكم

طلال حسن علي بكري
أحد مبتعثي جامعة الملك سعود
بالولايات المتحدة الامريكية

الجـــزء الاول

معلومـــات عـامـــــة

١ ــ المنطقـة التعليميـة التابـع لهـا :

٢ ــ الجنســـية : ☐ سعودى ☐ غير سعودى

٣ ــ هل سبق لك ان أخذت دورة تدريبية على استخدام الوسائل التعليميـة ؟

☐ نعم ☐ لا

٤ ــ اذا كانت اجابتك بنعم فارجو وضع علامة ✓ على احدى الفقرات التاليـة :

☐ ا ــ اسبوعا واحدا

☐ ب ــ فصلا دراسيا كاملا

☐ جـ ــ أكثر من فصل دراسي

☐ د ــ أحمل شهادة في الوسائل التعليمية

☐ هـ ــ غير ذلك ، أذكر ذلك _____

_____

_____

٥ ــ ما هي المادة التي تقوم بتدريسها ؟

١ ــ علوم اسلامية

٢ ــ لغة عربية

٣ ــ رياضيات

٤ ــ علوم عامة

٥ ــ تربية فنية

٦ ــ تربية بدنية

٧ ــ اجتماعيات

٨ ــ لغة انجليزية .

٦ ــ ما هي المدة التي قضيتها في التدريس؟

☐ ا) اقل من سنة

☐ ب) ١ ــ ٥ سنوات

☐ جـ) ٦ ــ ١٠ سنوات

☐ د) ١١ ــ ١٥ سنة

☐ هـ) أكثر من ١٥ سنة

الجزء الثاني

ارشادات عامة

يحتوى هذا الاستفتاء على ٤٨ فقرة تأتي بعد الاجابة على المعلومات العامة التي تلي صفحة الارشادات العامة.

أمام كل فقرة من ١ ـ ٤٦ خمسة اختيارات كما يلي :ـ

الاختيار	الاختصار
١ـ أوافق تماما	ا ت
٢ـ أوافق	ا
٣ـ غير متأكد	غ
٤ـ لا أوافق	لا ا
٥ـ لا أوافق تماما	لا ا ت

والمطلوب منك عزيزى المدرس ان تضع أحد هذه الاختيارات اختصارا امام كل فقرة من الفقرات بحيث يعبر ذلك عن رأيك الحقيقي نحو تلك الفقرات. مثال :

استخدام الوسائل التعليمية تجعل موضوع الدرس شيقا .

١ـ فاذا كنت توافق تماما ضع علامة ✓ أمام ا ت

٢ـ واذا كنت توافق ولكن ليس بنفس الدرجة السابقة ضع علامة ✓ أمام ا

٣ـ واذا كنت غير متأكد من الاجابة ضع علامة ✓ أمام غ

٤ـ واذا كنت لا توافق ضع علامة ✓ أمام لا ا

٥ـ واذا كنت لا توافق تماما ضع علامة ✓ امام لا ا ت .

شاكرا لكم مرة أخرى جميل تعاونكم

سائلا التوفيق من الله للجميع

الرقم	الفقـــــــــــــــرة	ا ت	ا	غ	لا ا	لا ا ت
١	تمتاز الوسائل التعليميـة بمقدرتها على تحسين عملية التدريس					
٢	الوسائل التكنولوجية الحديثة تقوى من علاقة المدرس بالطالب					
٣	حينما يستخدم المدرس الوسائل التعليميـة في الفصل يفقـد شيئا من أهميته كمدرس •					
٤	من الصعوبة الحصول على الوسائل التعليمية حين أكـــون محتاجا اليهـا •					
٥	استخدام الوسائل التعليميـة يتطلب عملا اضافيا فيهـــا •					
٦	مديو مدرسـتي يشجعني على استخدام الوسائل التعليميـة في الفصـــل •					
٧	التدريس بواسـطة الوسـائل التعليميـــة يحتاج الى وقـت أكثر من التدريس بدون استخدام تلـك الوسـائل •					
٨	آلات الوسـائل التعليميـة معرضـة للعطـل •					
٩	لا أود الانضمام الى اى برنامج تدريبي على اسـتخدام الوسـائل التعليميـة ما لم تكن هناك مكافأة ماليـــة •					
١٠	المختصين في الوسـائل التعليميـة هم أكثر الناس معرفـــة بما يتطلبه الفصل من تلك الوسـائل •					
١١	في اعتقادى ان استخدام الوسـائل التعليميـة في الفصل المدرسـي يجب ان يتسـع نطاقهـا •					
١٢	أعتقد أن معظم المواد يمكن تدريسـها بشـكل أفضل اذا اسـتخدم المدرس احدى الوسـائل التعليميـة المساعدة •					
١٣	اسـتخدام الوسـائل التعليميـة في الفصـل يقلل مـــن أهميـــة المدرس •					

الرقم	الفقـــــــــــرة	ا ت	ا	غ	لا ا	لا ت
١٤	لا اعتقد ان هناك حاجـة لوجود مختص بالوسائل التعليميـة في مدرسـتي •					
١٥	على وزارة المعارف ان تقوم بعمل دورات تدريبيـة علـــى استخدام الوسائل التعليمية للمدرسـين بالمرحلة المتوسطة •					
١٦	الوسائل التعليميـة غير منظمـة للاستخدام و الرجوع اليهـا وقت الحـاجـــة •					
١٧	مدير مدرسـتي ضد استخدام الوسائل التعليميـة في الفصل •					
١٨	يعتقد مدير المدرسـة ان استخدام الوسائل التعليميـة هو مضيعـة للوقت ليس الا •					
١٩	كـل فصول مدرسـتي مزودة بالتجهيزات التي تسـاعد علـى استخدام الوسـائل التعليميـــة •					
٢٠	أحب استخدام الوسائل التعليميـة اثناء شـرح الدرس ولكن عدم وجود الكهرباء يحول دون ذلـك •					
٢١	وجود مختص بالوسائل التعليميـة في المدرسـة ضرورة حتمية لاستخدام الوسائل التعليميـــة •					
٢٢	استخدام الوسائل التعليميـة ينمي القدرة على القـــراءة •					
٢٣	اسـتخدام الوسائل التعليميـة ما هو الا مضيعة لوقـتي و جهـــــد ى •					
٢٤	ليس لدى الرغبـة في الالتحاق بأى برنامج تدريبي علـــــى استخدام الوسائل التعليميـة في التدريس •					
٢٥	الوسائل التعليميـة الموجودة في المدرسـة غالبا ما تكون قديمـة و غير صالحـة للاسـتعمال •					
٢٦	مدرسـتي مجهـزة بجميع الوسائل التعليمية في الوقت الحاضر					

الرقم	الفقـــــــــــــــرة	ا ت	ا	غ	لا ا	لا ا ت
٢٧	استعمال الوسائل التعليمية يجعل موضوع الدرس شيقا •					
٢٨	يعتقد مدير مدرستي ان الوسائل التعليمية تستخدم للتسلية لا للتعليم •					
٢٩	ليس هناك مركزا للوسائل التعليمية في المدرسة في الوقت الحالي •					
٣٠	أجهزة الوسائل التعليمية معقدة ولا أعرف كيف أستخدمها •					
٣١	مدرستي عبارة عن مبنى قديم يفتقر الى ابسط الاحتياجات لاستخدام الوسائل التعليمية •					
٣٢	في اعتقاد مدير مدرستي ان استخدام الوسائل التعليمية في الفصل يؤدي الى صرف انتباه الطالب عن المغزى الحقيقي للدرس•					
٣٣	مدرستي مزودة بجميع التسهيلات لاستخدام الوسائل التعليمية •					
٣٤	تفقد العلاقة الشخصية بين المدرس والطالب حينما تستخدم الوسائل التعليمية في التدريس•					
٣٥	الوسائل التعليمية ضرورية جدا لاظهار الفوارق الفردية بين الطلبة •					
٣٦	المدرسة تزودني بما أحتاج من الوسائل التعليمية لاستخدامها أثناء الشرح •					
٣٧	الوسائل التعليمية تقلل من علاقة المدرس بتلاميذه •					

الرقم	الفقـــــــــــــرة	أ ت	أ	غ	لا أ	لا أ ت
٣٨	من مميزات المختصين في الوسائل التعليمية انهم يساعدون المدرس على تحصيل الاهداف التربوية التي يسعى الى تحقيقها •					
٣٩	البرامج التدريبية على استخدام الوسائل التعليمية لمدرسي المرحلة المتوسطة ضرورة حتمية لتعريف المدرس بأهمية الوسائل التعليمية •					
٤٠	ليس في مدرستي سوى أجهزة ووسائل تعليمية قليلة جدا •					
٤١	الوسائل التعليمية تنقص من اعتماد الطالب على مدرسه					
٤٢	بشكل عام ، الوسائل التعليمية تعوق عملية التعلم •					
٤٣	سبب عدم استخدامي للوسائل التعليمية يعود الى عدم وجود مختص بالوسائل يساعدني على انتقاء المناسب منها •					
٤٤	من الضرورى جدا ان يلتحق مدرس المرحلة المتوسطة بدورة تدريبية على استخدام الوسائل التعليمية •					
٤٥	يحترم الطلبة المدرس الذى يقوم باستخدام الوسائل التعليمية أثناء شرح الدرس •					
٤٦	جميع الفصول في مدرستي مزودة بأماكن لحفظ الوسائل التعليمية لاستخدامها حين الحاجة اليها •					

٤٧ــ في نظرك ، ما هي العقبات الاخرى التي تحول بينك و بين استخدام الوسائل التعليمية في الفصل و التي لم تذكر في الفقرات السابقة • اذكر منها ما تشاء

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٤٨ــ في نظرك ، ما هي الحوافز الاخرى التي تساعد على استخدام الوسائل التعليمية في الشرح و التي لم تذكر في الفقرات السابقة• اذكر منها ما تشاء •

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كم عدد المرات التي تستخدم فيها المواد و الوسائل التعليمية التالية في كل فصل دراسي :

الرقم		صفر	١ ــ ٤	٥ ــ ٨	٩ مرات فاكثر
١ــ	صور فوتوغرافية •				
٢ــ	خرائط جغرافية •				
٣ــ	رسوم و جداول بيانية •				
٤ــ	مجسمات الكرة الارضية •				
٥ــ	شرائح العرض الرأسي •				
٦ــ	مواد تعليمية مرمجة •				
٧ــ	أفلام ثابتة •				
٨ــ	شرائح (سلايدات) •				
٩ــ	أفلام تعليمية (٨ ملم و ١٦ ملم) •				
١٠ــ	أفلام حلقية (لوب فيلم) •				
١١	أشرطة صوتية •				
١٢•	وسائل أخرى (ما هي بالتحديد)				

الجـــزء الرابـــــع

ط هي أهـم العوامـــل التي تؤثـر على اسـتخدامك للوســـائل التعليميـــــة ؟
فيمـا يلي ١٢ عامـلا أرجو ترتيبهـا حســب الاهمية ١ = أهـــم العوامـــل ،
١٢ = أقـل العوامـــل أهميـــة •

- توفـر الوســائل التعليميـــــة •
- وجود متخصص في الوســائل التعليميـــــة •
- خبرتـك السـابقـة مع الوسائـل التعليميـــة •
- المـــادة التي تدرســـــها •
- خبرتـــك في التدريس •
- ســـهولـة اسـتخدام الوســـائل التعليميـــة •
- الرغبـــة في اسـتخدام الوســـائل التعليميـــة •
- مســـاعدة الادارة المدرسية لـك •
- البرامج التدريبيـــة على اســـتخدام الوســائل التعليميـــة •
- أهميـــة الوســائل التعليميـــة •
- العلاقـة بين الطالب والمدرس •
- التصميـــم المدرســـــي •

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انتـــــــهى

لكـــم منـي الفـــــك شـــــكر