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# **Reasons for primary Stage teachers' decline to teach preliminary classes as per the opinion of primary Stage teachers**

**A Thesis submitted to the Department of Education,  
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## **Thesis Abstract**

This study discusses reasons for decline of primary stage teachers to teach preliminary classes as per primary stage teachers' opinion.

The study comprises five chapters. The first chapter includes an introduction to significance of primary education and the historical development of upgrading primary stage teacher and on-job training programs he receives. This chapter also discusses problem of the study represented in different factors causing decline of primary stage teachers to teach preliminary classes in primary stages. The following questions have been raised: What are the factors causing decline of teachers to teach preliminary classes as per the opinion of primary stage teachers in Riyadh. The question was branched into 3 sub-questions which could lead to determining decline factors related with administration, supervisors and students. Moreover, this chapter includes aims of study which determine factors of decline for each relevant aspect. The chapter determines theoretical and practical importance, limits and terms of study. Location limit is Riyadh city and time limit is first term for the year 1427. The subject limit concentrates on decline factors for teaching preliminary classes related to supervisor, teacher and student.

- The second chapter consists of theoretical framework of study composed of primary education with subtitles: importance of primary stage and its objectives, characteristics and duties of teacher and up-grading of primary stage teacher, features of physical, mental, linguistic, social, sexual and religious build-up of preliminary students. The researcher has discussed previous studies related to research explaining the aim of each study and its results and recommendations, the researcher explained how such studies are related with research and similarities or differences between them.

- The third chapter discusses research design and procedural steps using the descriptive approach applied on a sample of (450) representing 10% of study population (4500) teacher. The researcher used a questionnaire format consisting of 3 sides and (34) paragraphs. The questionnaire format has been presented to some arbitrators to confirm reality of content, then reaching consistency of format through reapplication. The researcher used a number of statistical procedures such as percentages, mathematical averages and parametric deviations and orders.
- The fourth chapter presented results of study as follows:  
The declining factors are moderate for the aspect related with school administration.  
Some factors have strong effect such as school's more concentration on administrative aspects than educational aspects. The teacher may lack sufficient appreciation by administration which emphasizes application of rules and instruction.  
The students' factor has strong effect on decline. It includes portions having very strong effect like Class crowdedness. Some portions have strong effect such as students reliance on teacher to teach correct scientific subjects. Students are careless about their home works and some exercises might be exceeding students capabilities. Students do not comply with school procedures as it should be. They are chaotic and careless about their tools and always depend on each others.

Regarding the aspect related with educational supervisor, It has been found that it leads to declining at strong level. In other words, the supervisor cares about externals more than internals, Some supervisors are not so cooperative with teachers in supplying teaching aids. Supervisors always stick to their opinions and impose his authority and command on others. Supervisors do not cooperate with the teacher in studying problems of low performance and achievement for students. There are no specific appraisal assessment parameters for teachers.

The fifth chapter lists several recommendations such as:

- ✓ The authorities responsible for education should seek for treatment of factors causing teachers decline to teach preliminary classes.
- ✓ School administration should encourage and support teachers to teach preliminary classes.
- ✓ Administrative bodies should concentrate more on educational aspects.
- ✓ School administration should appreciate efforts done by preliminary class teachers.
- ✓ School administration should be more flexible when applying rules and regulations on school staff.
- ✓ The school administration should continue with its democratic approach related sharing teachers' reciprocal ideas and discussion of school problems.
- ✓ School should stick to specified number of students in each class to solve the problem of crowdedness.
- ✓ Encourage and award preliminary classes students to share in classes.
- ✓ Support and encourage parents to cooperate with preliminary classes teachers to solve students problems.
- ✓ Set up measures that limit students' carelessness of home duties required from preliminary classes students.
- ✓ Study and revise exercises to fit capabilities of preliminary classes students.
- ✓ Advise preliminary classes students to abide by schooling rules and regulations.
- ✓ Advise educational supervisors to do their best to encourage primary stage teachers to teach preliminary classes students.
- ✓ Advise supervisors to care about internals & not externals.
- ✓ The supervisors should cooperate with teachers to overcome the problems they face with administration.
- ✓ Supervisors should be more cooperative in supplying teaching aids.
- ✓ Supervisors should exhibit more flexibility when discussing teachers' opinions and proposals.
- ✓ Supervisors should study the reasons for low performance and achievement in cooperation with preliminary classes teachers.
- ✓ Supervisors should not be biased to some teachers.

- ✓ Advise educational supervisors not to pay sudden visits to preliminary classes.
  - ✓ Future studies should be carried out regarding available incentives for primary stage teachers to teach preliminary classes.
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