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THE FAILURE AND SUCCESS OF WOMEN STUDENTS AT THE UNIVERSITY OF QATAR

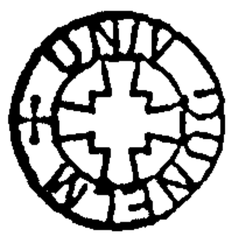
HUDA ABDULRAHMAN TURKEI AL-SOBAI

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PhD Thesis

UNIVERSITY OF DURHAM

1999



2 3 AUG 1999

بسم الله الرحمن الرحيم

In the name of Allah, the most Merciful, the most Beneficent

ABSTRACT

THE FAILURE AND SUCCESS OF WOMEN STUDENTS AT THE UNIVERSITY OF QATAR

by

HUDA ABDULRAHMAN TURKEI AL-SOBAI

PhD Thesis

UNIVERSITY OF DURHAM

1999

This thesis concerns factors relating to the failure and success of women students at the University of Qatar and proposes, through empirical research, to investigate how teaching, learning, learning skills/strategies and psychological variables are related to academic failure or success at the University of Qatar, and make relevant recommendations

The problem of education at the University of Qatar is discussed, the cultural context explained, and Western and Islamic perspectives on the factors and variables are investigated.

A questionnaire, learning skills inventory, battery for personality and need of achievement inventory were used for the students, and interviews with faculty staff were taped.

The findings show that in almost all five faculties, students believed that problems of teaching method lay in the teaching style with the major factors being the level and number of the students and the lack of good books.

With regard to learning style, the findings show that faculty members consider the students' learning style to be dependent on memorisation and rehearsal with other factors being redundancy in courses, large numbers of students, insufficient hours and a lack of facilities.

Information processing and study aids were the learning skills variables found overall to correlate with higher achievers' G.P.A., while study aids, planning and time management correlated with that of lower achievers. Results by faculty showed that study aids were associated with the higher achievers' G.P.A. in the Faculty of Science. In the Faculty of Islamic Studies, review and self-testing were found to be independent factors for higher achievers, whereas selecting main ideas was associated with the G.P.A. of lower achievers. No other associations were found.

No psychological variables were associated with the G.P.A. of either higher or lower achievers across the sample. However, the results by faculty showed that Anxiety and Self-Esteem correlated with the higher achievers' G.P.A. in the Faculties of Science and Humanities, while Self-Esteem was found to correlate with that of lower achievers in the Faculty of Islamic Studies.

DEDICATION

I give thanks to you, Lord, and offer my prayers for the best of your creation, our prophet Mohammed and his followers.

To those who have enveloped me with a love that has filled my soul and overflowed into a love for life and for the people.

To those who, after God, have helped me to reach all that I have achieved and all the success that, by the grace of God, may come my way .

To Mohammed, with his infinite generosity and to our dear sons and daughters.

To my beloved parents, may God grant them a long life.

To all those who love the good of the people and struggle in the service of mankind.

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First of all, it is said in Arabic literature that "It is a well-mannered person who returns a favour" and I want to express my sincere thanks and gratitude to my supervisor, Prof. Michael S. Byram, for his help, directive opinions and valuable advice throughout the years of work on this thesis. His kindness, encouragement, patience and professional guidance were a fundamental factor in helping this work to exist.

Thanks should also be extended to Professor Cofield and Dr. Alred, my previous supervisor who helped me to join the University of Durham, and to all the staff of the Faculty of Education. I wish also to express my gratitude to the faculty staff and the students of the University of Qatar, because without them, I could not have done this work.

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Table of Contents

Chapter One: The Problem of Academic Failure at the University of Qatar..... 1

1.1 Introduction 2

1.2 The Importance of the Study 9

1.3 Statement of the Problem 11

1.4 Purpose of the Study 12

1.5 Research Questions 13

1.6 Scope of the Study 14

1.7 The Structure of the Thesis 15

1.8 Summary 16

Chapter Two: The cultural Context of Qatar 17

2.1 Introduction 18

2.2 Geographical and historical background 18

2.3 The present population situation in Qatar 22

2.4 Social and political organisation 23

2.5 Foreign immigration 24

2.6 Factors which determine human resources in Qatar 27

2.7 The Context of the Educational System in Qatar 30

2.8 Female education and employment 47

2.9 Education and National Development 51

2.10 Prospects for the future 53

2.11 Summary 55

Chapter Three: Teaching and learning, learning skills, and psychological variables from Western and Islamic perspectives. 57

3.1. Introduction 58

3.1.1 Issues of combining Western and Islamic perspectives 58

3.2 Learning and Teaching 59

3.2.1 From the Western perspective 59

3.2.2 From the Islamic perspective 72
3.2.3 Issues on the role of the teacher on students' success or failure 91
3.3 Learning skills 92
3.3.1 From the Western perspective 93
3.3.2 From the Islamic perspective 106
3.4 Psychological Variables 109
3.4.1 Issues on personality from a cross-cultural perspective 110
3.4.2 Psychological variables from the Western perspective 111
3.4.3 Psychological variables from the Islamic perspective 119
3.5 Final Summary 129
3.5.1 Learning from the Western/Islamic perspectives 129
3.5.2 Teaching from the Western and Islamic perspectives ... 130
3.5.3 Concluding remarks on learning skills 130
3.5.4 Concluding remarks on psychological variables 132
3.5.5 Summary and Conclusion 133

Chapter Four: Field Study Design and Methodology 135

4.1 Introduction 136
4.2 The Instruments 138
4.2.1 Interviews with Faculty Staff 141
4.2.2 Students' Questionnaire 146
4.2.2.1 Content of the Questionnaire 147
4.2.2.2 Validity of the Questionnaire 149
4.2.3 The Learning Skills Inventory 150
4.2.4 Battery for Personality 155
4.2.5 Need of Achievement Inventory 158
4.3 Procedure 159
4.3.1 Development of Questionnaires 159
4.3.2 Administration of the Questionnaires 161
4.3.3 Pilot Study 163
4.3.4 Validity of the Inventories 164
4.4 Data Treatment: Statistical Procedures 170
4.5 Summary 172

Chapter Five: The relationship between Teaching/Learning and Academic Failure 173

5.1 Introduction 174

5.2 Descriptive Section: Presentation of Data 175

5.2.1. Teaching Methods 176

5.2.1.1 Overview of Questionnaire Results 176

5.2.1.2 Results according to Faculty 179

5.2.1.3 Conclusion (Teaching Methods) 202

5.2.2. Other Factors Affecting Teaching 205

5.2.2.1 Overview of Questionnaire Results 205

5.2.2.2 Results according to Faculty 207

5.2.2.3 Conclusion (Factors Affecting Teaching) 226

5.2.3. Learning Style 229

5.2.3.1 Overview of Questionnaire Results 230

5.2.3.2 Results according to Faculty 231

5.2.3.3 Conclusion (Learning Style) 235

5.2.4. Other Factors Affecting Learning 236

5.2.4.1 Results of Staff Interviews 236

5.2.4.2 Conclusion (Factors Affecting Learning) 247

5.2.5 Counselling and Guidance 248

5.2.5.1 Students' Responses 249

5.2.5.2 Results of Faculty Staff Interviews 250

5.2.5.3 Conclusion (Counselling and Guidance) 253

Chapter Six: The Relationship between Learning Skills and Certain Psychological Variables, and Academic Failure 254

6.1 Introduction 255

6.2 Stepwise Regression Analysis 256

6.2.1 Stepwise Regression Analysis for female students with high G.P.A. 258

6.2.2 Stepwise Regression Analysis for female students with low G.P.A. 258

6.2.3 Results by Faculty 259

6.3 Learning Skills 263
6.3.1 Learning Skills Variables Predicting Grade Point Average for female Students at the University of Qatar .. 263
6.3.2 Results by Faculty 267
6.3.3 Summary of Learning Skills 269
6.4 Psychological Variables 270
6.4.1 Psychological Variables Predicting Grade Point Average for female Students at the University of Qatar .. 271
6.4.2 Results by Faculty 271
6.4.3 Staff Opinions on Psychological Variables, by Faculty .. 275
6.5 Final Concluding Remarks 281

Chapter Seven: Conclusion and Recommendations 284
7.1 Introduction 285
7.2 Summary of the Study 285
7.3 Findings of the Study 290
7.3.1 Findings Related to Failure/Success at Qatar University 290
7.3.2 Findings Related to the Reviewed Literature 291
7.3.3 Findings Related to the Academic Situation 292
7.3.4 Findings Related to Learning Skills Variables 293
7.3.5 Findings Related to Psychological Variables 294
7.4 Recommendations of the Study 294
7.4.1 Staff Recommendations Regarding Low GPAs. 295
7.4.2 Recommendations by Students at University 302
7.4.3 Recommendations Based on the Reviewed Literature.. 307
7.4.4 Concluding Recommendations of the Study 308
7.4.5 Recommendations for Further Research 310

Bibliography 312

Appendices

Appendix 1	Letters requesting approval from the Ministry and University	331
Appendix 2	Faculty interview schedule	333
Appendix 3	Student questionnaire	337
Appendix 4	Student questionnaire in Arabic	343
Appendix 5	Learning skills inventory	348
Appendix 6	Learning skills inventory in Arabic	356
Appendix 7	Battery for personality	360
Appendix 8	Battery for personality in Arabic	367
Appendix 9	Need of achievement inventory	372
Appendix 10	Answer sheet for Battery for personality	373
Appendix 11	Topics of investigation	374
	1. Learning skills	375
	2. Psychological variables	377
	3. Type of learning	379
	4. Counselling and guidance	381
	5. Type of teaching	383
	6. Methods of teaching allowing for more efficient learning	386
	7. Methods of teaching allowing students to use their own learning style	388
	8. Evaluation	389
	9. Factors affecting teaching	391
	10. Factors affecting learning	396
	11. How to help poor students and strategies to reduce low G.P.A.	400

List of Tables

Table

1.1 The number of male/female students who drop out of the University of Qatar. 4

1.2 The number of years students spend at the University of Qatar 5

1.3 Percentages of D and F grades given for courses offered by the different faculties over three years. 9

2.1 The percentage of non-Qatari employees in the workforce of the State of Qatar 26

2.2 No. of male and female students who did not complete their early education entering adult education and literacy programmes. 33

2.3 Secondary Education graduates (1994/95) 36

2.4 Registration figures at the University of Qatar from 1973 - 1995 39

2.5 Secondary school graduates accepted into the University of Qatar, Fall 1995 40

2.6 The academic grading scale. 44

3.1 Summary of typologies 62

3.2 Approaches to learning 64

3.3 Different approaches to teaching, showing the wide range of instruction methods and associated learning theories 69

3.4 Teaching methods and their frequency of use at the University of Qatar 82

4.1 Validity for need of achievement 165

4.2 Correlation coefficients between sub-scale and the total score. 166

4.3 Correlation coefficients between the items of the first sub-scale 166

4.4 Correlation coefficients between the items of the second scale 167

4.5 Correlation coefficients between the items of the third scale 167

4.6 Correlation coefficients between the items of the fourth scale 167

4.7 Correlation coefficients between the items of the fifth scale 167

4.8 Correlation coefficients between the items of the sixth scale..... 167

4.9 Correlation coefficients between the items of the seventh scale 168

4.10 Correlation coefficients between the items of the eighth scale 168

4.11 Correlation coefficients between the items of the ninth scale 168
4.12 Eysenck personality inventory reliability 169
4.13 Correlation coefficients between the item and its scale 169

5.1 Student responses by category to the question "In your view, what are the disadvantages of teaching at the University?" 176
5.2 Student responses by category to the question "What methods do you prefer University of Qatar staff to use?" 177
5.3 Student responses by category to the question "How do you feel you are doing so far this semester?" 205
5.4 Student responses by category to the question "How many times have you obtained a D grade in your college course?" 206
5.5 Student responses by category to the question "How many times have you failed a college course?" 206
5.6 Student responses by category to the question "After studying a subject, what level of understanding do you usually reach?" 230
5.7 Disadvantages of the academic counselling system as perceived by the students. 249
5.8 Student numbers, by category, to the question "What was the most important outcome of your seeing a counsellor?" 249

6.1 Learning skills and psychological variables predicting G.P.A for high achievers. 258
6.2 Learning skills and psychological variables predicting G.P.A for low achievers. 258
6.3 Multiple correlation and value of variance, accounting for high achieving students in the Science Faculty. 259
6.4 Multiple correlation, value of *f*, and variance, accounting for high academic achievers in the Faculty of Islamic Studies. 260
6.5 Multiple correlation, value of *f*, and variance, accounting for low academic achievers in the Faculty of Islamic Studies. 261
6.6 Multiple correlation, value of *f* and variance accounting for high academic achievers. 262

List of Figures

Fig.

2.1 Map of Qatar 19

2.2 Girls in "Katateeb" education in Qatar 31

2.3 The University today 38

2.4 Registration figures at the University of Qatar from 1973 - 1995 39

2.5 Academic staff at the University of Qatar, distributed according to nationality. 45

2.6 Number of academic staff, 1977-1995 46

2.7 Cartoon from Al-Watan newspaper, 11.5.97 48

3.1 Extroversion 113

3.2 Emotional instability 114

5.1 Commercial educational services in Qatar 178

5.2 The layout of rooms in the women's building at Qatar University. 218

5.3 Media images of the teaching profession in Qatar 228

5.4 Media representation of students in Qatar 241

5.5 Media representation of female students at Qatar University 244

5.6 A Qatari female graduate waiting for a job 245

6.1 Media image of female students at Qatar University. 279

7.1 Student Responses to the question: "What are the most important personal and or social elements you must try to change to be more successful at the University?" 305

CHAPTER ONE

The Problem of Academic Failure at the University of Qatar

1.1 Introduction

1.2 Importance of the Study

1.3 Statement of the Problem

1.4 Purpose of the Study

1.5 Research Questions

1.6 Scope of the Study

1.7 Structure of the Thesis

1.8 Summary

1.1 Introduction

The following chapter gives a brief introduction to the research topic; a statement of the research problem; the purposes of the study; the questions that this research seeks to answer; the method, i.e. the subjects and procedure; as well as the significance and limitations of the research. Finally, it presents an account of the organisation of the research.

Higher education has assumed great importance in the priorities of governments and rulers in the Gulf, especially when these priorities relate to the future and development of Arab society. The second half of the twentieth century has seen an explosion in the number of universities and university students, to the extent that this growth has exceeded that of the whole world with regard to the number of university students, increasing from 444,000 in 1970 to 1,962,000 in 1985 (Al-Utaibi, 1994).

The State of Qatar is one of the Arabian Gulf states which has established its own national university. Available figures show the rapid development of higher education in the Gulf States. For example, Al-Kodari (1990), quoting Amman (1989), pointed out that in the early 60's, there were only 13,984 students at the three Gulf Universities of Kuwait, Saudi Arabia and Iraq. In the 70's, this number had doubled and, with the establishment of three new universities in the Gulf States of Qatar, the United Arab Emirates and Oman, the number of students rose to 171,828 in the 80's.

The reason for this growth is the firm belief among Third World leaders that education is the key to civilisation and development, and universities are seen as a means of achieving social equality (Al-Kodari, 1990) because of the opportunities they create for equality at work.

In fact, many factors were in play on the opening of national universities in the Gulf States, namely:

i) the development and expansion of modern secondary schools (Al-Misnad, 1985)

ii) The increasing demand for university education due to the high social status attached to university degrees.

iii) The financial advantages of a university education which is exemplified in a guaranteed job, a house building loan, and wedding expenses.

iv) The prestige attached to a university degree which is a common social feature of Arab society:

> *The realisation of personal ambitions and aspirations is only possible… besides the army… through university education. That is why there is in each Arab country a veritable flood towards the universities, and an almost infinite prestige attached to the university itself. Even under the circumstances when the students are prevented from joining a university faculty of their choice owing to limited numbers of places available, they seek enrolment in any faculty whatsoever, regardless of their preference for the subject of study, but only to obtain a university degree.* (Szyliowicz, quoted in Al-Misnad, 1985)

This last factor is a somewhat extreme opinion since the expansion of higher education in Arab countries is a natural development, similar to anywhere else in the world, of the expansion of secondary education and it is also a natural result of general development. There are, however, two other factors which distinguish the Arab world from other parts of the world. One is the wealth and welfare, resulting especially from the discovery of oil, which has enabled the governments to build universities and provide them with modern equipment. The other, which may be even more important, is the tremendous heritage of centuries of civilisation that has enriched the history of the Arab countries.

The State of Qatar is a developing country. Higher education is seen as a key to providing Qatari people with the necessary knowledge and skill base for them to assume their roles in the continued development of the country. The national university was established in 1973 with two faculties of education, one for men and the other for women. It then expanded and diversified its activities and faculties year after year until it was finally and officially recognised as a fully

fledged university in 1977. However, the problems resulting from these developments far exceeded original expectations. A number of consequences arise from this phenomenon.

a) Students leave the university because they cannot maintain the minimum average grade requirement. (see Table 1.1)

Academic year	94-95			95-96			96-97		
	Total students	No of dropouts	%	Total students	No of dropouts	%	Total students	No of dropouts	%
Male students	2242	41	1.8%	2348	52	2.2%	2366	53	2.2%
Female students	5649	156	2.8%	6090	140	2.3%	6371	165	2.6%
Total No. of students	7891	197	2.5%	8438	192	2.3%	8737	218	2.5%

Table 1.1: The number of male/female students who drop out of the University of Qatar.

b) Higher numbers of 'F' grades are obtained than expected in all the faculties, reaching double the expected number in Humanities, Science, Islamic Studies and Engineering, average in Administration, and less than expected in the Faculty of Education . These were the findings of Sheikha Al-Misnad (1990) with regard to the students at the University of Qatar.

c) Many students withdraw from courses, but continue in other universities.

d) Students with low grade point averages take longer than the expected time of four years to complete all their courses. The researcher followed up all women students who graduated in 1995 back to their date of enrolment (registration) and found out how many years each student had spent at her faculty, as shown in the following table.

Faculty	Students	4 years		5-7 years		more than 7 years	
Science	199	72	36%	115	57%	12	6%
Education	696	300	43%	347	49%	49	7%
Islamic Studies	128	12	9.3%	91	71%	25	19.5%
Humanities	368	137	37%	213	57%	18	4%
Administration	63	38	60%	24	38%	1	1.5%

Table 1.2: The number of years students spend at the University of Qatar.

The above table shows that more than 50% of the students in all the faculties (except Administration) take 5 to 7 years to complete their courses, while the general plan for graduation is 4 years. In Islamic Studies, this percentage increases to 71% and 20% take more than 7 years.

e) The minimum pass mark at Qatar University is 50%, which is low compared to other universities. For example, the pass mark in the United Arab Emirates University and at universities in the Kingdom of Saudi Arabia is 60%.

f) Some students who graduate from high school with low scores repeat their school-leaving examination to try to achieve higher scores in order to satisfy university requirements.

g) The minimum required grade point average for enrolment in the Humanities Faculty is 65%[1st], and 60% for the Science Faculty, which is again a low grade point average requirement in comparison with other universities, e.g. the UAE university requires 70% for Humanities and 75% for Science, while at Sultan Qaboos University in Oman, 88% is the minimum requirement for entry into Humanities and 92% for Science.

No empirical work has been done in this area, but it is hypothesised that there are a number of factors which may contribute in defining the criteria for admission

---

[1st] The Faculty of Humanities raised its entry requirement to 70% on 3rd November 1997, and the Science Faculty to 65%.

into the University of Qatar. These factors have different weightings in terms of their influence on the admissions criteria for the University of Qatar. Firstly, due to the small size of the population of Qatar (to be discussed in Chapter 2), the government has made deliberate attempts to allow citizens to enter the university by reducing the admissions criteria. Secondly, the University of Qatar is the only official establishment in the country which provides higher education, so it is the only access to higher education. Because of this, the policy makers give the opportunity of higher education to a large number of the population which is itself considered small. Another factor which may lead to the low admissions criteria is the inconsistency between school and workplace. An example of this is that students may specialise in one field but then work in another. Consequently, the selection of students for the university has not been believed to be an important factor. This trend, however, is now decreasing because of the increasing number of graduates.

Academic achievement or failure in higher education has been a point of concern for a long time and continues to be so. Unfortunately, there are, to the knowledge of the researcher, no studies which evaluate the students at the university, nor which talk about failure and success in the Arab Universities in general or the University of Qatar in particular.

Studies and research into educational psychology in general have dealt with academic achievement or failure from different approaches and a variety of aspects, but most of this research has concentrated on the teaching process, on learning or on some psychological variables, but not, as far as the researcher knows, on the three in combination.

Danserau (1978) said that, until the mid 1950s, the focus on teaching in particular attempted to improve the presentation of materials, stemming directly from behavourist (stimulus - response) philosophy.

In the early 1970s, cognitive psychology developed procedures to identify the strategies that were used by students. Researchers concentrated their efforts on

the recognition of factors related to failure or success. Daniels (1992) identified some possible causes of the problems presented in this research, such as:

- Instructional techniques used;
- Social and emotional problems that can impair academic performance;
- Poor preparation for college-level academic work;
- Intellectual abilities;
- Conflicting priorities;
- Personal and family problems;
- Too many credit hours, i.e. students register for too many courses and this negatively affects their ability to concentrate.

Also, the relationship between the faculty advisor, or mentor, and the student had a significant impact on a student's capability to complete their college education, as mentioned by Daniels (1992), quoting Gama (1991), who assume that the student's living conditions produce psychological and emotional characteristics that are inappropriate for adequate learning and promote failure.

A report of the Select Seminar on Excellence in Education by the Capital Area School Development Association (1989) related student success to the teaching process. The report gets to the core of the matter and supports active learning as opposed to passive learning:

> *If American students are to be leaders of a positive future, they must participate actively in the present, they cannot sit passively putting in time while the teacher covers the content. They must select facts and concepts from the mass of information available and synthesise them into patterns meaningful to their lives. We cannot and should not be doing this process for them.* (Pantleo, 1992, 27)

Another group of studies indicated that low academic achievement is due to poor study skills. This perspective was supported in a report by the Association for

Supervision and Curriculum Development (ASCD) (1990), which indicated the following:

> *Unless students develop study skills, they will be unable to respond to expectation at each grade level for greater self -motivation, self-structuring and self-monitoring of the learning process. Study skills will teach students how to manage information and become better life long learners.* (Pantleo, 1992, p. 32)

One important aspect described in the literature which influences student failure is teacher attitude towards student failure. Stabilo (1989), quoted in Pantleo, 1992, stated that there are some teachers who fail 50% of their students. Stabilo believed that to reduce failure, it must be viewed as unacceptable by administrators, teachers and parents.

Al-Utaibi (1994), commenting on the differences in evaluation methods observed in Arab universities, recommended that there was a need for better assessment of the quality of teacher education schools with a focus on the administration resources and the selectivity and productivity of the faculty in order to address this problem, among others, to improve the quality of higher education in the Arab world.

Researchers in the area of achievement motivation and behaviourism have emphasised the importance of culture on achievers, especially Maher and his colleagues in 1970 and 1980. Fyans, Salili Maher & Braskam, 1986, argued, in Leung (1993, p.2), that:

> *Achievement motivation and behaviour must be understood within the achiever's cultural context. This is because individuals from different cultures tend to attach different meaning to any given achievement situation or behaviour, thereby affecting their achievement related efforts.*

Within this context, the assessment of factors that contribute to failure and success at the University of Qatar becomes critically important. We may, therefore, ask ourselves what these factors are. At this point, the researcher would like to stress that this study is intended to determine the factors which affect the failure and success of the women students at the University of Qatar.

1.2 The Importance of the Study

The importance of this study can be clearly seen in view of the fact that:

a) Almost all students experience some academic difficulty at one time or another in their university careers.

b) The increasing importance of education in developing countries highlights the need for improving learning.

c) There are increasing numbers of students with a low grade point average or who do not perform well in the educational setting. In some courses, D and F grades account for more than 25%, reaching as much as 45% in some faculties. The researcher selected one course from each faculty and followed it for three years. The results are demonstrated in the following table.

Year		1994		1995		1996	
Grade		D	F	D	F	D	F
Faculty of Science	N	22	47	27	43	34	25
(Maths)	%	27.5%	59%	26.2%	42%	39.5%	29%
Faculty of Education	N	37	4	48	12	7	1
(General Education)	%	31.6%	3.5%	30.5%	9.5%	12%	2%
Faculty of Islamic Studies	N	31	29	19	18	15	13
(Islamic Culture)	%	25%	24%	15%	14%	32%	27.5%
Faculty of Humanities	N	72	69	55	88	42	31
(Arabic)	%	41.5%	40%	28%	45.5%	42%	31%
Faculty of Administration	N	36	16	33	25	21	13
(Calculating principles)	%	29%	13%	29%	22%	30%	19%

- No A or B grades were given in one semester.

Table 1.3: Percentages of D and F grades given for courses offered by the different faculties over three years .

From the above table, one can conclude that the percentage of D and F grades is high in all faculties except Education. In fact, it is much higher than would be expected from the normal curve system used at the University of Qatar.

d) The results obtained by this study will help in the academic counselling and guidance of students with a view to raising their grade point average.

e) The findings of the study may contribute to better teaching methods and, as a result, better learning.

f) By identifying the factors relating to failure and success, many programmes could be designed to develop both learning skills and psychological factors such as motivation, since effective teaching aims to develop the character from all dimensions, not simply by augmenting knowledge. It should develop the abilities and form new characteristics which enable one to face reality with all its difficulties.

g) Other aims of university education include the preparation of highly qualified manpower, the advancement of knowledge and the development of the community in general, so the results of this study will throw light on some of the factors which will help to achieve these aims and diagnose the other factors which prevent them being achieved.

h) There have been no previous comprehensive studies conducted in the area of learning skills and their relation to failure and success at Qatar University. This study will be the first to deal with this subject and will lay the groundwork for future research in the field of failure and success.

Students with academic difficulties and concerns have long been, and continue to be an area of interest for college counsellors and researchers. Recently, increasing attention has been focussed on the role of the learner as an active participant in the teaching-learning act.

> *In particular, this view suggests that the effects of teaching depend partly on what the learner thinks about during learning such as the learner's active cognitive processing.*
>
> (Wittrock, 1988, p. 287)

Based on a computer search of hundreds of studies, research articles and books concerning the influence of study skills, psychological variables, cultural and

personal factors, creative thinking and teaching on academic achievement, certain results could be summarised as follows:

i. A study skills inventory can discriminate between those who fail and who succeed, e.g. Jaber (1984), McCoy (1978) and Clark (1987).

ii. Study skills programmes correlate positively with academic achievement and study attitude, cf. Weinstein (1978), Jaber, (1984), Columa (1986) and Siliman (1988).

iii. Training programs are mostly effective in learning skills, as in Gadzella, Goldstone & Zimmerman (1977), Askounis (1977), Orlando (1978), Ashmore (1985), Columa (1986), Abuhemidan (1991) and Carns & Carns (1991).

iv. When instruction or counselling on study habits has been provided, subjects have reported higher results in academic courses, as shown in Siliman (1989) and Prather (1983).

The rationale behind the fact that learning strategies and skills are expected to be useful for the learner lies in part in theoretical developments in the field of learning and teaching, and will be presented in Chapter Three, in part in evidence accumulated from recent studies in learning skills.

1.3 Statement of the Problem

Factors related to failure and success involve multiple issues, as mentioned earlier in this chapter. Efforts were focused on teaching and learning in early studies, then a later group of studies focused on learning skills and psychological variables. It would perhaps be useful here to discuss the relation between psychology and education.

Nunn (1992) stated that it has become apparent that learning cannot be isolated from other mediating psychosocial and affective processes. Consequently, educators are increasingly being called upon to bridge the gap between students'

psychological adjustment and their academic performance. Psychological education is a new term which means developing individual, intellectual, emotional and social abilities in a way that helps students to understand themselves and their environment better (Al-Asser, 1984). As a result, the researcher depends on the following principles in selecting the psychological variables:

1. The basic function of educational establishments (schools and universities) is the development of character, not only the addition of new knowledge.

2. Every individual is multifaceted, with many abilities which are not used except under certain circumstances.

3. Personality variables are subject to change under certain circumstances.

Therefore, by testing some related psychological variables which relate to failure and success, we will be better able to provide programmes to develop those variables more successfully. Al-Asser (1984) stated that many studies and research were directed towards developing the individual's character, and abilities such as motivation and need of achievement.

Bearing in mind all the above points, the present study, therefore, aims to identify factors that are related to academic failure in the University of Qatar. Success or failure may affect students' development during college years, a crucial period of individual growth and definition and for many the last time when basic personality change is possible. As a result, the researcher has chosen this topic because of its significance to Qatari society in particular and other Gulf States in general, as these societies are in great need of better investment in both human and natural resources.

1.4 Purpose of the Study

The aims of the study are identified as follows:

i. Investigation of the academic situation at the University of Qatar (descriptive/diagnostic) regarding the following:

   a. Teaching methods.
   b. Factors affecting teaching.
   c. Learning style/approach.
   d. Factors affecting learning.
   e. Counselling and guidance related to learning skills.

ii. Identification of some of the learning skills which may affect failure and success in the University of Qatar.

iii. Identification of some of the psychological variables which may affect failure and success in the University of Qatar.

iv. Recommendations for bringing about changes and improvement.

With these considerations in mind, the researcher proposes to answer some broad but crucial questions related to this issue.

1.5 Research Questions

The issues involved in this study are formulated in the form of broad preliminary questions.

i) What is the relationship between teaching and learning, and academic failure or success at the University of Qatar?

ii) What is the relationship between learning skills and strategies and academic failure or success at the university?

iii) What is the relationship between psychological variables and academic failure or success at the university?

iv) What strategies can students/faculty use to reduce the rate of low grade point averages?

1.6 Scope of the study

The present study aims at recognising the factors related to failure and success at the university of Qatar. The population of the study is taken at random from 5-10% of the female students at the university and 5-10% of the staff (both male and female). Only women students were used for the student sample for the following social and traditional reasons.

Qatar is a country which is deeply bound in tradition and custom. Male and female roles in Qatar are dictated by generations of tradition and religious beliefs. Keeping pace with technological development has necessitated a re-examination of basic cultural values in order to determine how modernisation, particularly of the role of the female in society, fits in with its history of tradition and religion.

In view of this, when the first schools, and subsequently the university, were established, male and female students were separated. Mixing of the two sexes is not welcomed; in fact it is rejected by both males and females alike. It is, therefore, still not accepted for native Qatari females to visit the men's buildings and talk to the students, though non-native female faculty do teach in the men's college. This situation extends even to work areas. Furthermore, the nature of the study, as will be shown later, requires the physical presence of the researcher for at least two hours when collecting the data. This is an additional reason for limiting the scope of the study to the female population only.

The study sample was taken from only the second and third year students, as freshmen are still unfamiliar with the system and would not be able to give in-depth answers to the questions regarding their college advisors. Fourth year students were also excluded from the study in view of the fact that they were in their final year and so they might be either anxious and worried about their last year, or not very interested in answering the questionnaire. Both situations could skew the results.

The study itself was confined within the following limitations:

i) Only certain psychological variables were investigated, namely those expected to bear some relation on academic achievement, e.g. activation, responsibility, self-esteem, anxiety and need of achievement.

ii) Only a number of the learning skills were focused on and selected in order to ensure the feasibility of analysis and consequent evaluation.

and was implemented in the following stages:

i) Application of the instruments on a small sample to ascertain their appropriateness in terms of legibility and usability (i.e. a pilot study).

ii) Implementation of the study itself.

iii) Descriptive and statistical analysis of the data using the full range of the computer package SPSS, with a subsequent report of the findings from the questionnaire and interviews. The relationship between study skill scores and scholastic performance is also calculated.

1.7 The Structure of the Thesis

It is important to present the background and the cultural context which will serve in two ways: by showing how Qatar has developed as a country with particular needs for higher education and the factors which influence the educational context; as well as showing how this has an impact upon the female students and the faculty staff - the subjects of the study.

The second chapter, therefore, consists of two main sections. The first one deals with 'The Cultural Context of Qatar' and discusses the demographic situation, social and political organisations, issues of foreign immigration and other factors which determine human resources in Qatar, concluding with the prospects for the future. The second part looks at the context of the educational system in Qatar and is divided into two parts:

i) School education, covering the level of education; the constitutional and legal bases of education; educational systems; general objectives of

education; curriculum development and educational administration in Qatar.

ii) University education, covering the university as it is today; its structure and degree requirements; education and examinations; and teaching staff.

The third chapter consists mainly of the theoretical framework and a review of related literature. This will be related to the situation in Qatar, with greater emphasis and detail on certain pertinent points.

The fourth chapter covers the research design and empirical investigation. The description and analysis of the information gathered from the students' questionnaires and interviews with the staff members will form the basis of the fifth, sixth and seventh chapters, each of which deals with one of the main research questions under the general heading 'Data Presentation and Analysis'. Chapter eight gives 'Conclusions and Recommendations'.

1.8 Summary

This chapter has provided a brief account of the importance of identifying factors related to failure and success at the University of Qatar. It has included a statement of the research problems and purposes of the study; the research questions and the scope of the study as well as the significance and organisation of the research.

CHAPTER TWO

The Cultural Context of Qatar

2.1 Introduction

2.2 Geographical and historical background

2.3 The present population situation in Qatar

2.4 Social and political organisation

2.5 Foreign immigration

2.6 Factors which determine the human resources in Qatar

2.7 The Context of Educational System in Qatar

2.8 Female education and employment

2.9 Education and national development

2.10 Prospects for the future

2.11 Summary

2.1 Introduction

In order to develop a better understanding of the factors which relate to failure or success at Qatar University, it is necessary to describe the past and present cultural context of the country. This chapter will show how Qatar has developed as a country with particular needs for higher education. At the beginning of the chapter, there is a short overview of the geography and history of the State. The present population situation is also discussed with a brief examination of social and political organisations as well as foreign immigration and the factors which determine human resources in Qatar. The context of the educational system constitutes an important section of this chapter, with special focus on female education and work. The presentation of these issues is considered of particular importance as background information to the present study, as this thesis is about women's education and the failure/success of women students.

2.2 Geographical and historical background.

The State of Qatar is a peninsula roughly 100 miles in length and 35 miles across, located on the eastern shores of the Arabian mainland. It stretches into the Arabian Gulf in a north-south orientation and is bordered on the south by Saudi Arabia and the United Arab Emirates. Located north-west of Qatar, though not sharing a common border, is the island State of Bahrain. (See figure 2.1).

The total area of Qatar is about 11,437 square kilometers and this area includes small islands situated near the shores of Qatar. The land is mostly flat plain with no mountains or highlands, except for a few hills in the north-west. The southern part of the country is mostly covered with sand, with some salty areas.

The climate is desert-like with long hot summers and mild to warm winters with little rain. Humidity during the summer sometimes rises to 90%, accompanied by temperatures of up to 45°C (about 110°F). In the winter, the temperature can drop to 6°C (about 42°F).

Due to the lack of rain and the prevailing dry desert climate, the majority of the land is arid and there are very few animals and spiny plants.

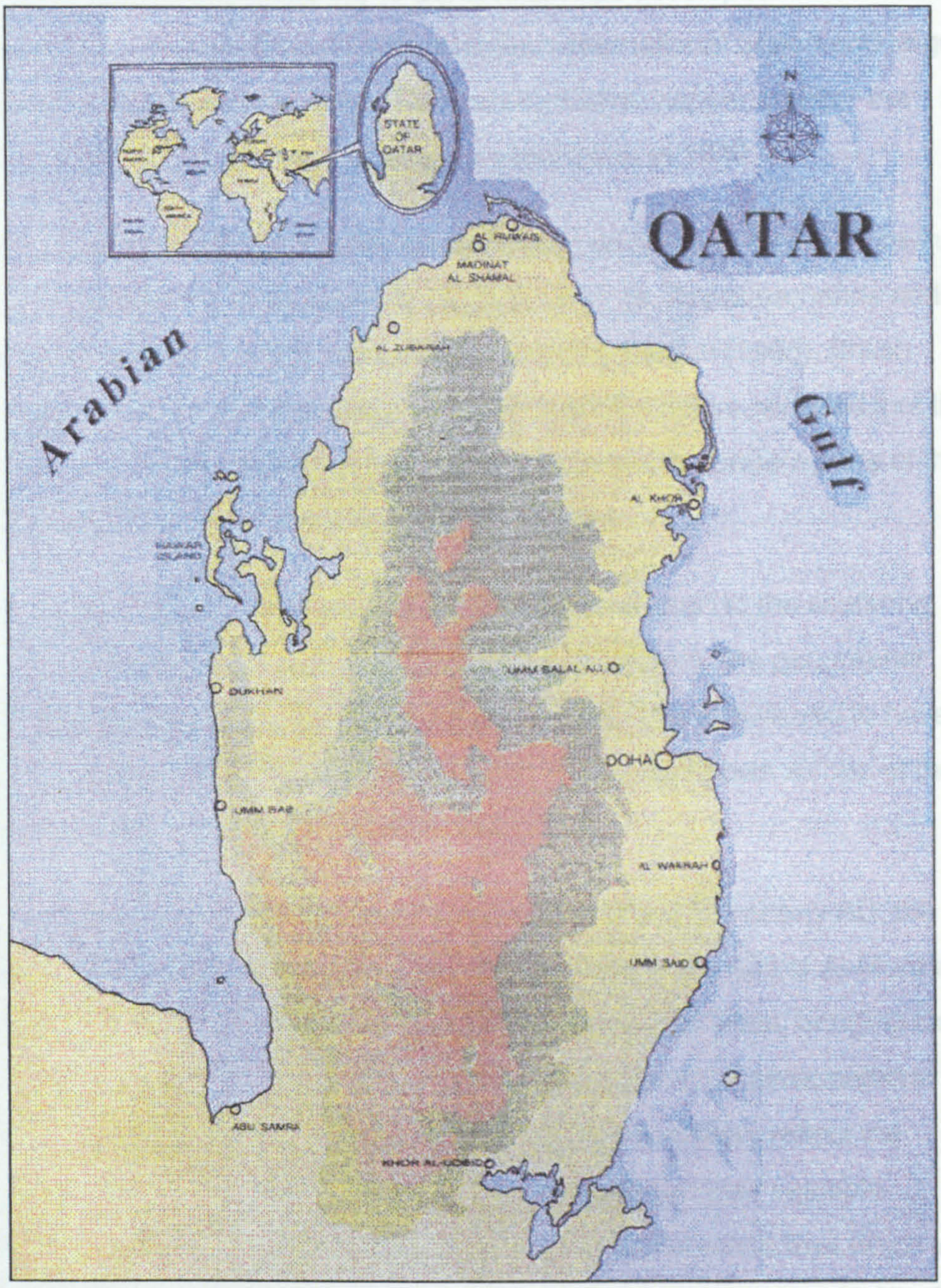


Figure 2.1: Map of Qatar

Before the discovery of oil, Qatar was one of the lesser known countries of the Arabian Gulf. It had been important mainly for fishing, pearling, sailcloth making, date growing and the production of other minor products.

The largest and most populous city is Doha which has developed from a small fishing port into a large metropolis with a modern international airport and large government buildings and projects. This transformation happened after the discovery of oil in 1939, and its subsequent exportation in 1949.

Evidence of early habitation in Qatar can be traced as far back as the 4th century BC, found in artifacts such as inscriptions, rock carvings, flint spearheads and fine examples of pottery which were all uncovered by Danish (1965), British (1973), and French (1976) expeditions. Archeological surveys revealed that the Ubaid civilisation which flourished in southern Iraq and the northern parts of the Arabian Gulf had also reached the Qatar peninsula.

In the 5th century BC, the Greek historian Herodotus referred to the seafaring Cananites as the original inhabitants of Qatar. Furthermore, the geographer Ptolemy showed 'Qatra' on his map of the Arab world. This is believed to have referred to the present Qatari town of Zubarah, which was known as one of the most important trading ports in the Gulf region.

At the time of the appearance of Islam in the middle of the 7th century AD, the Qatar peninsula and the surrounding regions were under the rule of Al-Munzir Arabs. Their king, Al-Munzir Ibn Sawi Al-Tamimi embraced Islam, bringing Qatar into the fold of the Islamic civilisation, and from that point on, it participated in all its successive stages and eras. Records of Arab Islamic history reflect the presence of the skilled seafaring Qataris and acknowledge their valuable contribution towards the formation and provision of the first naval fleet which was assembled to transport the Islamic army under the leadership of Abu Al-Al'a Al-Hadrami. This fleet set sail from Qatar to carry out its mission of Jihad for Islam.

Arab historians and travellers marked the fame and outstanding bravery of the Qatari poet Ibn Al-Fujaah. In his publication 'Mu'jam Al-Buldan', Yaqut Al-Hamawi, a well known Arabian geographer, mentioned Qatar for its fine striped woven cloaks known at the time as Qatari cloaks, and for the Qataris' noticeable skills in the improvement and fine finish of spears, known at the time as Khattiyah spears.

Prior to the mid nineteenth century, many rulers reigned briefly and, as a result, Qatar was never under stable rule. Despite the fact that there have been inhabitants on the peninsula for around six thousand years, the modern state of Qatar dates back to the eighteenth century. At that time, a branch of the Beni Utaba clan moved into the peninsula from northern Arabia and settled primarily at Al-Bida, which is now part of the capital city Doha. During the 10th century AH (the 18th century AD) the Qataris aligned with the Turks to drive out the Portuguese.

Subsequently, Qatar, like all the Arabian Gulf region, came under Turkish rule for four successive centuries. In the last century, two treaties were signed by the leaders of the Beni Utaba : one with Britain in 1878 and the second with the Ottoman Turks.

Qatar was considered to be part of the Ottoman Empire until it was dismantled at the time of World War I. In 1916, Qatar became bound by treaty with Britain, giving the latter control over its defence and foreign affairs for over fifty years.

Before oil was discovered in Qatar, the land had little to offer. The traditional livelihood of the inhabitants was pearling, but this was seriously threatened by the world economic depression of the 1920s and 30s, and the introduction onto the market of Japanese cultured pearls. However, a new era began for Qatar in the 1920s with the dispensing of oil concessions for oil reserves.

The modern leadership of Qatar is associated with the rise of the Al-Thani family, who came to Qatar in the eighteenth century. Article 22 of the provisional constitution established that 'Qatar rulership is hereditary in the family of Al-Thani, whose ancestry has been traced to the Bani Tamim, one of the noble tribes of ancient Arabia' (Clifford, 1977, p31).

In May 1970, a provisional constitution was enacted, which it was said would assist Qatar's federation within the Arab Emirates. Under the constitution, the ruler, in addition to heading the government, also became responsible for the oil industry. Six other members of his cabinet were also members of the royal

family. Qatar decided to remain outside the federation and became independent after much deliberation on 3rd September 1971.

On independence, Qatar and the United Kingdom signed a treaty of friendship and Sheikh Ahmed Bin Ali Al-Thani became Emir on 4th September, but apparently took little interest in the affairs of the State (Clifford, 1977, p.32).

He was deposed on 22 February 1972 in a bloodless coup staged by his cousin Sheikh Khalifa Bin Hamad Al-Thani, who seized power with the support of the ruling Al-Thani family, despite the fact that his avowed purpose included the curtailment of some of the family's long held privileges.

The coup also thwarted the ambitions of the deposed Emir's son, Sheikh Abdul Aziz, who went into exile. Qatar is closely allied with Saudi Arabia and is usually considered as one of the more moderate Arab states. (Abdulla, 1988, p10) The Emir introduced discreet changes during his rule which preserve the Islamic pattern of life.

In early 1981, Qatar joined the newly established Gulf Co-operation Council (GCC). In accordance with the 1970 constitution, Sheikh Khalifa decreed the first Advisory Council, to complement the ministerial government. Its 20 members, chosen from representatives selected by limited suffrage, were increased to 30 in December 1975. (Al-Iqtisad Wal Naft, 1993)

In 1996 Sheikh Hamad, the son of the Emir, took his place after a bloodless coup supported by the ruling Al-Thani family.

2.3 The present population situation in Qatar

Qatar has a population of about half a million, with a relatively low population density (26/sq mile). Because of this, and the harsh, rugged nature of the land in the area, the Gulf states, including Qatar contain vast uninhabited regions.

The spread of inhabitants over a vast area, in addition to the harshness and ruggedness of the land, makes it difficult to establish effective systems of communication and transport which are essential for the introduction and

implementation of the various services, including education, to these different regions. Even if the introduction of these services were possible, they would be costly in view of the small number of inhabitants benefitting from them. As to areas of reasonably dense population, the situation is quite different, as it would be a great deal easier to offer these services if all the possible means were readily available. The benefits from these services would be in most cases commensurate with the balance of cost and return.

The Gulf region is considered to have some of the highest per capita income in the world. In Qatar it is 1800.70 US dollars according to the latest statistical survey published by the General Secretariat of the Gulf States Co-operation Council. (The Co-operation Council of the AGS, 1987.)

2.4 Social and Political Organisation

According to Lorimer, there were a great many small tribes in the area of Qatar at the turn of the 20th century. Many of them were nomadic pastoralists, but today only approximately 10% of the total population are nomadic Bedouins. However, the most important tribal influence in Qatar is that of the Al-Thani family of the Ma'adid tribe. As well as providing the ruler, members of the Al-Thani family hold most of the important positions in Government.

The main feature of Bedouin social structure is that it is based on kinship, real or putative, from the smallest unit to the largest federation of tribes. However, the tribe is the prevailing political unit.

The classification of Bedouin society into its units, and the names and sizes of these units, differ widely from tribe to tribe and region to region. However, the main units into which Bedouin tribes can be divided are as follows:

1. The extended family (Ahl)

2. A group of families that trace descent back five or seven generations to a common ancestor (Hamula).

3. The tribe. The tribal unit is mainly political, although members of a single tribe do consider themselves to be related.

4. In some areas, an association of tribes exists, headed by a sheikh of one of the stronger tribes.

5. Coalitions of these associations of tribes are formed under the duress of war. (Edmund & Bosworth, 1980, p. 490)

The situation in Qatar was historically similar. However, a trend towards the nuclear family has appeared as a result of a number of factors including economic independence and security, which have resulted from modern education and the increasing tendency towards marriages between members of different families and tribes, because this has brought new members from different tribes into the family. It is important to point out that although the trend towards the nuclear family is increasing, it would be incorrect to assume that the traditional style of family and its values are disappearing (Al-Misnad, 1985, p.20).

2.5 Foreign Immigration

Prior to the discovery of oil, Qatar had a homogeneous social structure composed of a number of Arab tribes as mentioned earlier. But a change occurred in the social structure of the population due to the emergence of a new labouring class mainly after the discovery of oil in 1949.

As a consequence, the Gulf states were exposed to the inherent problems associated with foreign immigration. Since the 17th century, Britain, which had full control of the Gulf, had given substantial support and assistance to commercial Indian communities and coerced the rulers of the region to grant them various trade concessions and privileged status. It also extended to them its political and legal protection. This made it possible for these communities to enforce and exercise complete monopoly over most financial and commercial transactions, including wholesale and retail trade, the money market, transport, the ownership of land and commercial establishments.

Furthermore, as the Indians were able to communicate in English, the British authorities found it more convenient to employ them in the armed forces, administration, business trading, banking and transport.

Their services were also sought by companies, governmental and public institutions in all aspects of activities. The mid 19th century saw the beginning of an influx of large numbers of Indian emigrants who were fully supported and encouraged by the British who removed all barriers that could stand in the way of their settling in the land. Thus, when a ship arrived on the coast at any port in any Gulf state, a British representative went on board to the emigrants and collected dues from the captain of the ship before allowing the newcomers to disembark and look for work, which they soon obtained. Britain also encouraged Iranian emigration in the last two centuries. Iran, for political and economical motives, had also been encouraging its subjects to emigrate to the Gulf States, thereby adding to the complexity of the problem. The Iranian settlers succeeded in time in exercising full control over a number of commercial and financial centres. (Morsi, 1990)

On the subject of immigration into Qatar, Al-Kubaisi (1984, p.31) mentioned that foreign immigration is one of the States most highly classified areas of information, with access to data restricted to those with special permission from high authorities. Examination of the full set of statistical records is not allowed. This, according to official sources, is because it affects the security of the State, has to do with the planning of immigration policy, and, lastly, to avoid publicity which might create anxiety in the local population over the large size of the foreign population.

The highest percentage of non-Qatari immigrants (63%) originated from Asian countries. The second largest group was Arab, followed by Europeans and Americans. For individual countries of origin, the Iranians composed the largest element with 31.5% of the non-Qatari total, this high percentage of Iranians being based on historical and regional trans-Gulf contacts. Pakistanis came second (25.8%), followed by Jordanians and Palestinians (14.5%). Gulf States citizens

came fourth with 7,556 immigrants, of which 3,271 were Omanis and 2,042 Saudis.

But foreign immigration brought with it a number of serious problems such as the spread of infectious diseases which had never been known in the region. It was also responsible for bringing about social incoherence and the breakdown of family bonds and interrelationships, as well as economic instability caused by the monopoly and dominance of some of these immigrants over business markets, finance and employment (Morsi, 1990).

It was stated in the Cooperation Revue (1987, p.71) that statistical data on population growth in the Gulf States show that the size of the immigrant work force increased by 69.4% from 1980 to 1985. The same data indicated further steady increases in excess of 80% from 1985 to 1990, and predicted a percentage growth rate of 100% by the year 2010.

Available data for Qatar regarding size of the non-Qatari work force in the government sector and in the mixed sector (government and establishment) is shown in the following table.

Year	Government sector	Mixed sector
1991	61%	83.8%
1992	59%	84.8%
1993	57%	84.8%
1994	53%	83.2%
1995	52%	83%
1996	50%	83%
1997	51%	83%

Table 2.1 The percentage of non-Qatari employees in the work force of the State of Qatar. (The Annual Statistical Group, No. 18. July 1998)

The only data available for the private sector was published in 1993, when the percentage of non-Qataris in the work force was 97%. In view of this, and from the table above it is clear that there is a very high percentage of non-Qataris employed in the private and the mixed sectors, but that the percentage is falling

in the public sector. This is due to two reasons: firstly, there is an increasing number of Qatari graduates leaving the university each year; and secondly, there is now in force an active localisation policy which means that the government is employing Qataris in place of non-Qataris.

The above data clearly demonstrates the size of the immigrant work force in the country and further illustrates the need for a larger, well-educated native workforce to take over. Success and failure therefore play an important role.

2.6 Factors which determine human resources in Qatar

There are a number of factors which influence the general situation regarding human resources and their ultimate determination. We will try to mention some of them in short.

2.6.1 Demographic and Residential Structures

The residential and demographic situation is considered to be an important factor in determining the available manpower. The Gulf states are generally distinguished by common population characteristics which are manifested in:

a) The rapid growth of population following the discovery of oil.

It is obvious that this rapid growth rate cannot be attributed solely to population growth, but also to the influx of foreign labour and immigration which have been greatly encouraged by the following factors:

i. The discovery of oil which has tempted foreign countries to invest in the different related projects.

ii. The rapid growth in the economic, industrial, cultural and construction sectors, which has required a steady increase in the number of skilled and well trained labour.

iii. The lack of any native work force of significance.

b) The concentration of inhabitants in urban zones

This has resulted in unbalanced urban development between rural and modern city areas, which has, in turn, produced an extreme imbalance in the social, cultural and services offered. (Morsi, 1990, p. 28)

c) The high percentage of children

Like all the other Arab states, Qatar is characterised by a population structure comprising a very high proportion of children. Statistical information indicates that more than one third of the population is under nine years of age and that one quarter is made up of youth between fifteen and nineteen years of age. When we consider that this is the age range which requires public schooling, we soon realise the constant and ever increasing pressure that this age group exerts on educational services as a whole and on public education in particular.

The high percentage of children also underscores the need for female education, since the mother's level of education is an extremely important factor for improving and raising the next generation.

d) The shortage of indigenous manpower

The shortage of indigenous manpower in Qatar and the Arab Gulf states has been a constant and common phenomenon which has made the region immensely attractive to an ever-increasing number of skilled and unskilled emigrants alike. Statistical information shows that more than three quarters of the work force in government, combined and private sectors are non Qataris. About 90% of working Qataris are government employees, yet they account for less than half of the government work force (Morsi, 1990).

The lack of any sizable native work force has resulted in a marked increase in the number of Asian immigrants which multiplied fivefold (525%) in the ten years from 1965 to 1975. From 1979, Asian immigration of Indians, Pakistanis and Koreans has been systematically organised

through giant agencies and companies which have obtained contracts for large construction projects and a variety of essential, basic service industries (The Cooperation Revue, 1987 p. 72).

The extremely high percentage of immigrant workers in the Qatari workforce discussed above clearly shows the need for more indigenous university graduates in the Gulf States in general and Qatar in particular, as, being an independent state, it needs more, highly educated native citizens in the workforce to increase development in all areas.

2.6.2. Social Factors

Social factors have a direct bearing on determining and influencing the quantity and quality of both human resources and the work force. One of the most important factors determining human resources is the position of women. In the developed countries, women play an important role in the work field. With regard to the Arab countries they are actually going through an important developmental stage in all fields, including labour and education. It is true that the majority of workers in all work and production sites are men. This is due to social traditions which accord men a high degree of dominance over women. In the Gulf States, in common with all their Arab sister states, women have not yet assumed any significant role as members of the work force, even though there is a marked trend towards change which is manifested in the State's positive interest in improving women's education and hence their chances of getting into the work force. However, statistical data still show that a very small proportion of women have so far assumed any effective role in the work force. In Qatar, for instance, there is no place for the Qatari woman in the work force except in the government sector, where they represent a very small minority.

Bushurbak (1996, p.122) points out that the period from 1980 to 1993 was significant with regard to the Qatari female work force in the government sector, because it saw an increase from 6.8% to 17.6%, 91% of whom worked in the Ministry of Education and at the University of Qatar. The others were employed by the Ministry of Health or worked in social affairs. Most of these women were

aged between 25-39, indicating that work for Qatari females is a relatively recent social phenomenon which is strongly bound to education.

In both the private and the combined sectors we seldom see any female workers. The reasons for this will be discussed in detail in the section on female education and employment (2.8 below).

2.7 The Context of the Educational System in Qatar

A: School Education

- Introduction
- The level of education
- The constitutional and legal bases of education
- Educational systems
- General objective of education
- Educational administration in Qatar

i. Introduction

This section addresses the context of the educational system in Qatar. It is intended to throw light on school and university education in order to pave the way for the current study and to give the reader an idea of the current situation, as a necessary background to the conditions and the frame in which education has grown in Qatar and the other Arab Gulf states. Also, the impact that the educational system, either direct or indirect, has on the success or failure of the students in turn clarifies the field of the current study.

To start this section, it seems appropriate to begin our discussion with a few introductory lines describing the historical circumstances.

As mentioned earlier, Qatar and the Arab Gulf states were under Ottoman Turkish rule for many centuries, living under a cloak of dark ignorance and cultural deprivation. The Ottoman State made no attempt to raise the living conditions in the Arab states under its rule, nor to carry out any sort

of reform. Thus education received no worthwhile consideration. Following the defeat of the Ottomans, the Arab states fell once more under both British and French rule. The Arab Gulf states, including Qatar, were under British domination and Britain started immediately to liquidate all traces of Ottoman domination. However, education was in no way better than it was under Ottoman rule. The British administration showed no interest in building any schools in the Gulf states, and relied for their administration of the region on technical and administrative foreign staff recruited from its overseas colonies, particularly from India.

Due to low income levels and the foreign control over the entire Gulf region before independence, there was no formal educational system, only individual attempts to teach religion, reading, writing, and some arithmetic, but mostly religious education represented in the 'Katateeb' and mosques. Some of these Katateeb catered for girls only, and the famous 'kuttab' of Amna Al-Mahmood, which was established in 1893, was the first girls' school in Qatar (Al-Rayah Newspaper, 1994, No. 4544) The picture shown below of the beginnings of women's education helps illustrate the degree of change.



Fig. 2.2: Girls in 'Katateeb' education in Qatar (Educational development in Qatar, Ministry of Information publication)

In 1938 the Athoriya school for boys was established by Sheikh Mohammed Bin Manee. This famous religious school continued for a quarter of a century. It should be noted that the educational system in Qatar developed from a primarily private system to a public education system. In 1951, the first elementary school for boys was established in Doha, with pupils taught by male teachers. In 1955, the first girls school opened with 50 pupils, taught by female teachers.

The recent educational renaissance initially relied on the curricula and text books used in the schools of other Arab countries. This was a necessary transitional period after which the State began to develop its own curricula and syllabi suitable to the cultural needs of the society.

ii. The Level of Education

Education plays an important role in a society's economic and social development, and the level of education assumes greater significance with the development of human resources. Thus, the increasing importance of education with regard to skilled labour and manpower in Qatar is gaining ever-growing support and attention.

Illiteracy stands at the head of all educational problems. It is a common dilemma in the Arab world and varies relatively in magnitude from one state to another. The Gulf states in general attach prime importance to the eradication of illiteracy and to the promotion of adult education, by which is meant the return to school of adults who may not have completed their primary, preparatory and secondary schooling in their youth, to such an extent that it is offered on a parallel with formal education of the young (see Table 2.2).

In addition to the illiteracy problem, there is also the strikingly low level of education among a large section of the native work force which, again, emphasises the importance of education in developing and increasing the potential, efficiency and skill of this work force.

Stage / Year	Primary		Preparatory		Secondary		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
1976/77	1975	1319	371	-	360	-	2706	1319	4025
1977/78	2284	1124	473	-	468	-	3185	1124	4309
1978/79	2381	1481	717	139	594	126	3566	1726	5292
1979/80	2855	1770	972	317	608	202	4435	2284	6724
1980/81	3028	1478	1195	363	597	272	4820	2113	6933
1981/82	3817	1358	1517	518	741	385	6075	2259	8334
1982/83	4094	1524	1763	698	898	488	6755	2710	9465
1983/84	3598	1605	1848	708	1069	582	6515	2895	9410
1984/85	2499	1439	1128	667	733	606	5360	2712	8072
1985/86	2846	1489	880	556	573	653	4299	2698	6997
1986/87	2200	1318	679	562	556	627	3435	2507	5942
1987/88	2428	1477	921	574	574	639	3923	2690	6613
1988/89	2188	1596	702	521	694	557	3584	2674	6258
1989/90	1767	1105	934	395	704	499	3405	1999	5404
1990/91	1399	1023	1037	614	833	752	3269	2389	5658
1991/92	1198	1059	949	625	737	775	2884	2459	5343
1992/93	1448	1148	1264	371	1044	820	3756	2639	6395
1993/94	1314	1316	1422	728	1415	948	4151	2992	7143
1994/95	344	643	885	443	1131	679	2360	1765	4125
1995/96	388	574	769	367	1133	616	2290	1557	3847
1996/97	351	470	836	316	1104	516	2291	1302	3593

Table 2.2: No. of male and female students who did not complete their early education entering adult education and literacy programmes. (Statistical Year Book Report (1996-1997) Ministry of Education.)

iii. The Constitutional and Legal Bases of Education

The national constitution, basic written laws and educational legislation of all the Gulf states, including Qatar, contain articles concerning education and instruction. Qatar has the modified provisional fundamental law of 1972. There is also a written and formalised educational policy, duly endorsed by the education authorities.

If we review what has been established in the constitution, basic legislation and educational policies, we find that they embody the most modern orientations and principles to be found anywhere in the world. Some of the most important of these principles are:

1. Education is a basis for society's progress.
2. Education is the right of all citizens.
3. Education is the responsibility of the State.
4. Education is not compulsory, but it is free of charge for all those who seek it.
5. Academic freedom in educational institutions and the encouragement of science and scientific research.
6. Religion is an important foundation in the education of the citizen.
7. Freedom of individuals and other institutions to establish private or public schools.

There are different types of education such as 'public education', 'private education' and 'technical education'.

Qatar has no compulsory system, but provides education to all its children and other children who wish to receive it.

In an attempt to propagate education in small and remote villages, the government has opened small preparatory and secondary schools catering to small groups of 15 to 20 or even more students. For students who fail or who find it difficult to continue their studies in post-primary education, Qatar has established a suitable education option named 'industrial apprenticeship'.

In accordance with Islamic values and Qatari customs, there are separate schools for boys and girls. Education is free at all stages, from primary school to university level, for all residents. In addition, all students receive free:

1. Books and paper
2. Transportation

3. Teaching aids

4. Clothing and equipment for sport and scout activities

5. Monthly allowances for needy students

6. Accommodation for students living in villages and studying in Doha

7. Medical treatment

8. Allowances of between QR800 and QR 1,000 to students at the Teacher Training College, Religious Institute and technical and commercial schools. (The Modified Provisional Fundamental Law, 1972)

iv. Educational Systems

Qatar, in line with other Arab states, has adopted the 6-3-3 system for its educational ladder. This is the most popular in the area and is followed by the majority of Arab and Gulf states.

The duration of public education is therefore 12 years, from 6 to 18 years of age, divided into three stages, namely: the primary / elementary stage; the preparatory / intermediate stage; and the secondary stage.

1. Primary / Elementary stage: (six years) for all children from the age of six upwards.

2. Preparatory/Intermediate stage: (3 years) This stage can be completed in either of two tracks, i.e. the Religious Institution (boys only) or the general preparatory school system.

3. Secondary stage: (3 years) There is a choice of four routes for the completion of this stage. The first is the general secondary system. In their second and third years, students in this system may specialise in either the science or arts curriculum. The three other routes are open only to boys and are the religious, vocational and commercial schools. (See Table 2.2) Students who obtain the general secondary diploma qualify to attend the university.

Nationality/Sex / Specialisation	Qatari			Non-Qatari			Total		
	M	F	Total	M	F	Total	M	F	Total
General Secondary	679	1179	1858	711	723	1434	1390	1902	3292
Religious Institute	3	0	3	25	0	25	28	0	28
Commercial Secondary	55	0	55	4	0	4	59	0	59
Industrial Secondary	79	0	79	0	0	0	79	0	79
Total	816	1179	1995	740	723	1463	1556	1902	3458

Table 2.3: Secondary Education Graduates, 1994/95. (Statistical Year Book Report (1995-1996) Ministry of Education.)

Educational administration in the Arab and Gulf countries is based on a centralised system. All operations decision-making powers lie in the hands of one central authority. Likewise, all education related matters such as the building of schools, determination of syllabi and textbooks are subject to a central authority represented by the Ministry of Education. (Development of Education, report 1981)

There are four other specialist institutes: one for music (managed by the Ministry of Information); one for nursing (managed by the Ministry of Education); the Language Institute, which offers 4-year, part-time programmes teaching English and French to Arabs and Arabic to non-Arabic speakers; and finally, the Institute of Administration, which runs a two-year programme for part-time employees and is managed by the Ministry of Education. The Ministry of Education also operates regional, vocational and technical centres which consist of several divisions and teach skills in the following areas: crafts, electricity, mechanics, machinery, welding, radio, television, air conditioning and masonry.

v. General Objectives of Education

In November 1981, the Ministry of Education of the State of Qatar, in a report to the 38th session of the International Conference on Education in Geneva, gave the following as its educational objectives:

> *The objectives of education emerge from the aspiration and facts of Qatari society. Thus, the general objective of education is phrased as follows: "Education in Qatar aims at bringing up a generation believing in God, proud of Islam, adherent to its teaching, faithful to his homeland and his affiliation to the Arab world, loving goodness and justice and provided with the spirit of struggle and toiling for his own, his nation, religion and humanity in general.*

This general objective was translated into several disciplinary objectives, namely deep-rooted religious and moral education through:

- Inculcating faith in the name of Allah Almighty, thus creating a feeling of piety and obedience to all ordinances revealed by Allah.
- The application of Islamic ideals and values in the context of education.
- Promoting the spirit of loyalty first to the homeland, then to the Gulf, and finally to the whole Arab nation, by raising a generation proud of its home and then proud of all the Islamic and Arab nations.
- Preservation of the country's heritage by identifying the impact of the Islamic legacy on all fields of knowledge, thus identifying the pioneering role of Islam and its contribution to human civilisation.
- Seeking Arab-Islamic unity through the unification of all concepts, culture and feelings of common destiny and the adoption of common action.
- Building up the integral personality of youngsters so as to be able to contribute to and act constantly for the development and prosperity of society.
- Utilisation of the world's innovations and experience in the various fields of technology through the free exchange and flow of experience and information.
- Planning for the future and adopting all developments in science and technology for the welfare of man, provided that such achievements should lead to the formation of national potentials and should not be

confined to the impact of foreign technology. (Major Trends of Education, 1978, p. 18)

B University Education

- The University as it is today
- Structure and Degree Requirements
- Evaluation and Examination
- Teaching Staff

i. The University as it is today

University education in Qatar started in the year 1393 AH (1973 A.D.) with the Faculty of Education, divided into two sections, one for boys and the other for girls. It then expanded and diversified both its activities and the number of faculties year after year until it was finally and officially recognised as a fully fledged university in 1977. In February 1985, the University of Qatar, together with all its affiliates, was moved to its new permanent location.

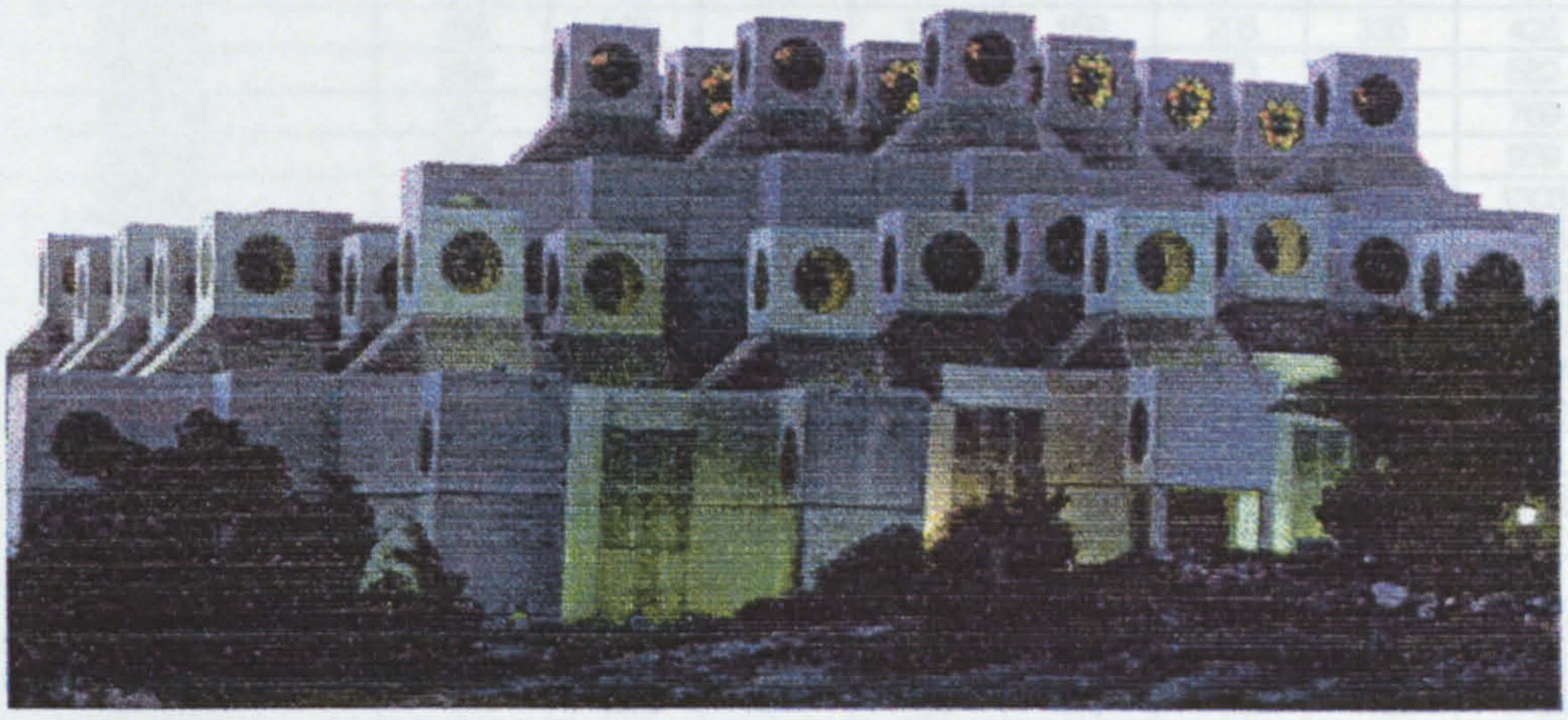


Fig. 2.3: The University Today

It is now attracting increasing numbers of students who have completed their secondary education. (See Fig. 2.4 and Table 2.4).

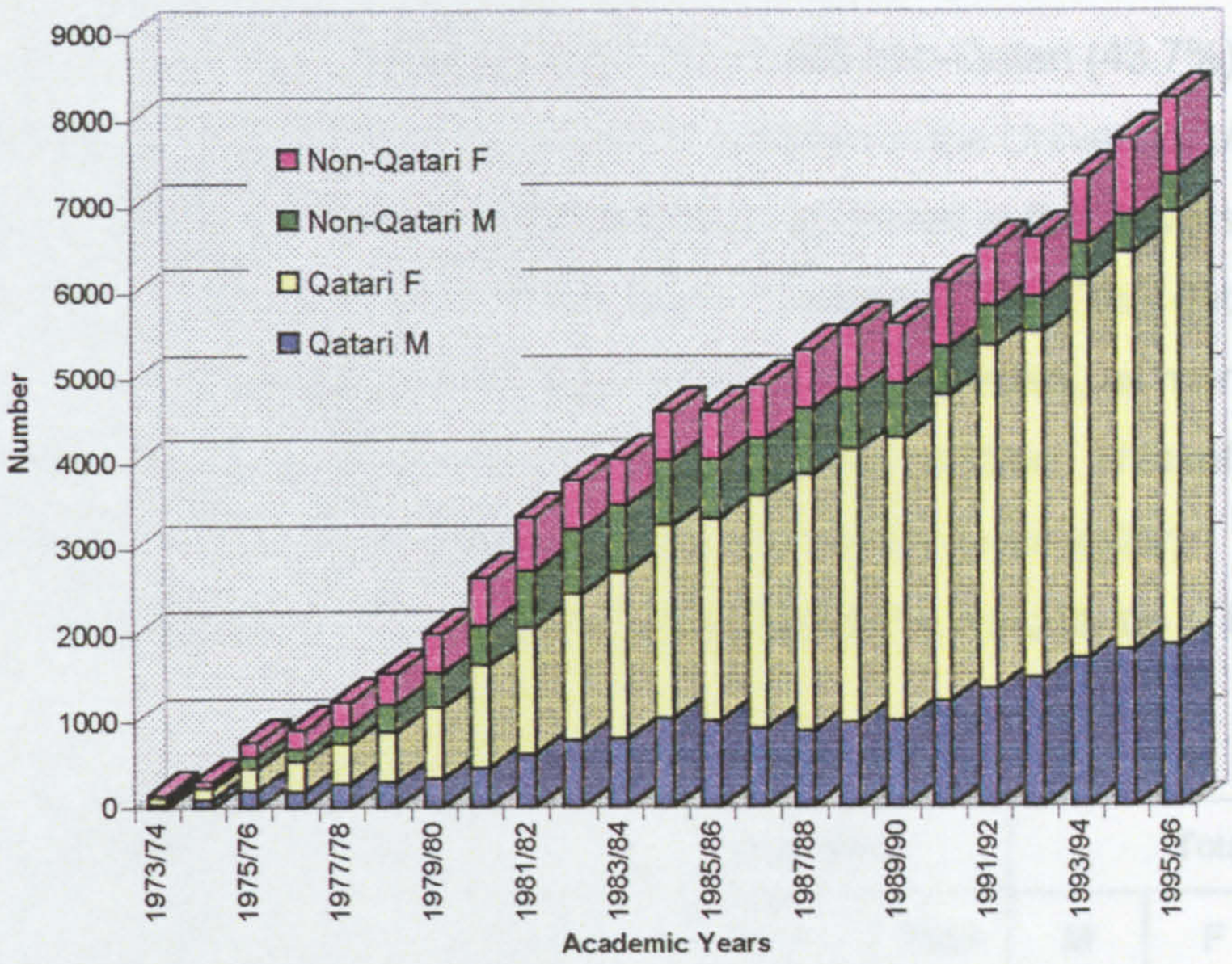


Fig. 2.4: Registration figures at the University of Qatar from 1973 - 1995. (Statistical Year Book Report (1995-1996) Cultural Affairs Dept., University of Qatar.)

Nationality/Sex / Academic Years	Qatari			Non-Qatari			Total		
	M	F	Total	M	F	Total	M	F	Total
1973/74	48	72	120	9	21	30	57	93	150
1974/75	94	128	222	27	61	88	121	189	310
1975/76	196	269	465	139	159	298	335	428	763
1976/77	184	356	540	147	226	373	331	582	913
1977/78	276	470	746	189	299	488	465	769	1234
1978/79	294	591	885	311	368	679	605	959	1564
1979/80	334	838	1172	388	465	853	722	1303	2025
1980/81	468	1180	1648	470	555	1025	938	1735	2673
1981/82	621	1468	2089	652	632	1284	1273	2100	3373
1982/83	784	1698	2482	746	587	1333	1530	2285	3815
1983/84	801	1929	2730	781	554	1335	1582	2483	4065
1984/85	1038	2238	3276	764	584	1348	1802	2822	4624
1985/86	1005	2350	3355	694	571	1265	1699	2921	4620
1986/87	923	2691	3614	675	642	1317	1598	3333	4931
1987/88	885	2998	3883	771	693	1464	1656	3691	5347
1988/89	976	3193	4169	714	738	1452	1690	3931	5621
1989/90	1000	3301	4301	637	699	1336	1637	4000	5637
1990/91	1241	3569	4810	572	761	1333	1813	4330	6143
1991/92	1370	4025	5395	458	695	1153	1828	4720	6548
1992/93	1497	4060	5557	401	708	1109	1989	4768	6666
1993/94	1729	4432	6161	427	763	1190	2159	5195	7351
1994/95	1826	4656	6482	425	887	1312	2251	5543	7794
1995/96	1875	5068	6943	429	899	1328	2304	5967	8271

Table 2.4: Registration figures at the University of Qatar from 1973-1995. (Statistical Year Book Report (1995-1996) Cultural Affairs Dept., University of Qatar.)

There was an estimated number of 3,458 secondary school graduates in the academic year 1994-1995: 1,995 Qatari (56.3%); 1,463 non-Qatari (43.7%). See Table 2.4. Of those, only 1,906 Qatari students enrolled in the University of Qatar (56.3%). The percentage of Qatari students registered at the university reached (82.3%) as opposed to 17.7% non-Qatari students (243). This data shows that the highest percentage of Qatari students were females, as many of the male students are sent abroad to finish their university studies. This reflects the importance of the University of Qatar as the only institution for tertiary learning in the country, and, at the same time, highlights the importance of this study.

Nationality/Sex / Specialisation	Qatari			Non-Qatari			Total		
	M	F	Total	M	F	Total	M	F	Total
General Secondary	532	1362	1894	81	162	243	613	1524	2137
Religious Institute	2	0	2	0	0	0	2	0	2
Commercial Secondary	5	0	5	0	0	0	5	0	5
Industrial Secondary	5	0	5	0	0	0	5	0	5
Total	544	1362	1906	81	162	243	625	1524	2149

Table 2.5: Secondary school graduates accepted into the University of Qatar, Fall 1995. (Statistical Year Book Report (1995-1996) Cultural Affairs Dept., University of Qatar.)

ii. Structures and Degree Requirements

a) Faculties and Councils

The following are the faculties and main bodies of the University of Qatar:

1. Faculty of Education
2. Faculty of Humanities and Social Sciences
3. Faculty of Sciences
4. Faculty of Islamic Law (Sharia) and Islamic studies
5. Faculty of Engineering
6. Faculty of Administration and Economics
7. Faculty of Technology

8. Educational Research Centre
9. Documents and Humanities Research Centre
10. Scientific and Applied Research Centre
11. Biography and Sunna Research Centre
12. Gulf States Development Research Project
13. University Council
14. University Consultative Board of Regents
15. The Supreme Council for Education

b) Academic Year:

The academic year is divided into two semesters, namely, fall and spring. Each semester extends over a period of 16 weeks. Some summer courses are also provided for different specialisations.

c) Programmes, courses and degrees:

The programmes and courses offered by the university are varied and diversified in order to meet different needs and requirements. The major full-time university programmes, in which most students specialise, are in one of the fields listed above. The degree courses are organised on the basis of the credit hour system, by which a total of 144 credit hours is required in order to graduate. Students who successfully complete their programmes are granted the degree of B.Sc. or B.A. in their particular field of specialisation.

Other programmes are regulated on a part-time basis and are offered exclusively by the Faculty of Education .

One specially tailored programme is offered to primary school teachers employed by the Ministry of Education, in order to help them pursue their studies for the B.Sc. or B.A degree. The requirements for graduation are similar to those for the major programme mentioned earlier.

A second part-time programme is offered to post primary (i.e. preparatory and secondary) school teachers employed by the Ministry of Education, to qualify them as teachers.

A qualified teacher in the Arab education system, as in many other systems of the world, is one who is professionally trained as a teacher in a special educational institute. Hence, teachers with B.Sc. or B.A. degrees but no teacher training are not considered to be fully qualified teachers. This part-time teacher-training programme requires 36 credit hours for graduation. Students who successfully complete the course are awarded the General Diploma in Education (equivalent to the PGCE in the UK).

The third part-time course, which is also offered by the Faculty of Education, prepares students for postgraduate studies in education. Twenty-two credit hours are required to graduate. Students who successfully complete the course are awarded the Special Diploma in Education. This Diploma, which is similar to the Academic Diploma in Education in the UK, is a partial fulfilment for further studies in education, such as MA or Ph.D., which are not yet available.

Plans are already under way to start courses for the Master's and PhD degree in the future.

d) Credit hours required for each degree or certificate:

All Bachelor's degrees require 144 credit hours for completion. The certificate in Elementary Education demands the successful completion of 72 credit hours. In Graduate Studies in the Faculty of Education, 36 credit hours are required for the General Diploma and 22 hours for the Special Diploma. The total credit hour requirement for the evolving Master's degree programme (MA) in Education are still under study at this time, although the MA in Educational Psychology, part I, presently requires 22 credit hours.

iii. Evaluation and Examination

a) Interim Evaluation

In the credit hour system which has been adopted by the University, the student is evaluated each semester according to his/her performance in four major academic dimensions:

1. The student's ability to understand or comprehend the content of the subject matter studied.

2. The extent of the knowledge, factual information and experience the student has acquired.

3. The reading, research and practical applications which the student has completed.

4. The extent of the student's participation in regular class discussion and in special seminars conducted during the semester in the subject matter.

b) The Final Evaluation of the Student:

The final evaluation of the student in any particular subject area is calculated according to the following formula:

1. 25% of the final grade is based on such on-going activities as periodic oral and written examinations, term papers, research projects and associated matters.

2. 25% of the final grade is based on mid-term examinations, which may include a practical laboratory test as well as a written test.

3. 50% of the final grade is based on the final examination, administered during the last week of the semester.

A practical laboratory test may also be included as part of this final exam.

Evaluation for seminar courses does not follow the above formula, but is based on continuous assessment. Faculty members who lead such seminars usually evaluate each student according to his overall performance and research efforts as evidenced throughout the semester. Grades are given according to Academic Grading Scale which depends upon the course as a basis for comparison. This scale is divided into five levels: A, B, C, D, F.

Grade	Grade in numbers	Expected percentage
A	90 +	7
B	89 - 80	24
C	79 - 65	38
D	64 - 50	24
F	below 50	7

Table 2.6: The academic grading scale

N.B. The pass mark at the University of Qatar is 50%, as opposed to other universities in the region which use the credit hour system, where the pass mark is 60%, as discussed in Chapter 1.

iv. Teaching Staff

The total number of teaching staff at the university has risen from about 191 in 1973 to 645 at the present time. Despite this fact, the student-teacher ratio has increased considerably from 10:1 in 1973 to 12:1 in 1995. Most of the staff are expatriates or non nationals from various Arab universities, employed on a secondment basis.

It is worth mentioning here that a study conducted by the Arabic Education Bureau for the Gulf States found that Arabic faculty staff who

were non Arabian Gulf natives were more prolific in the production of books and studies, and even more so in participating in conferences and science visits (Touk & Diah Aldeen, 1988, p. 259).

Also, there are visiting professors from different universities, who are invited to teach for short periods, usually two mornths.

Figures 2.5 & 2.6 give details of the teaching staff and show that

i. non Qatari faculty staff outnumber Qatari staff

ii. there is a constant increase in the numbers of both Qatari and non Qatari university staff.

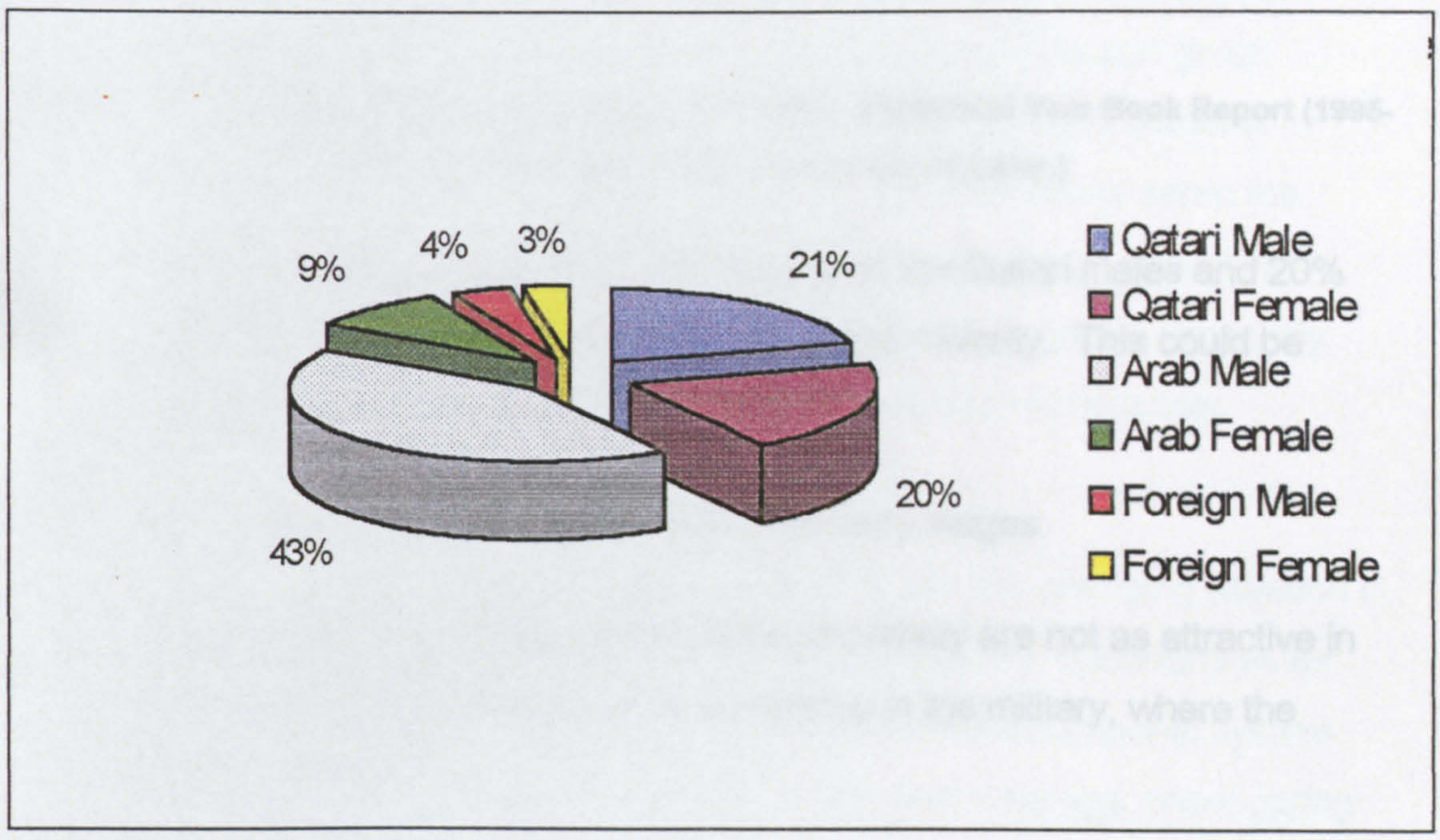


Fig. 2.5: Academic Staff at the University of Qatar, distributed according to Nationality. (Statistical Year Book Report (1995-1996) Cultural Affairs Dept., University of Qatar.)

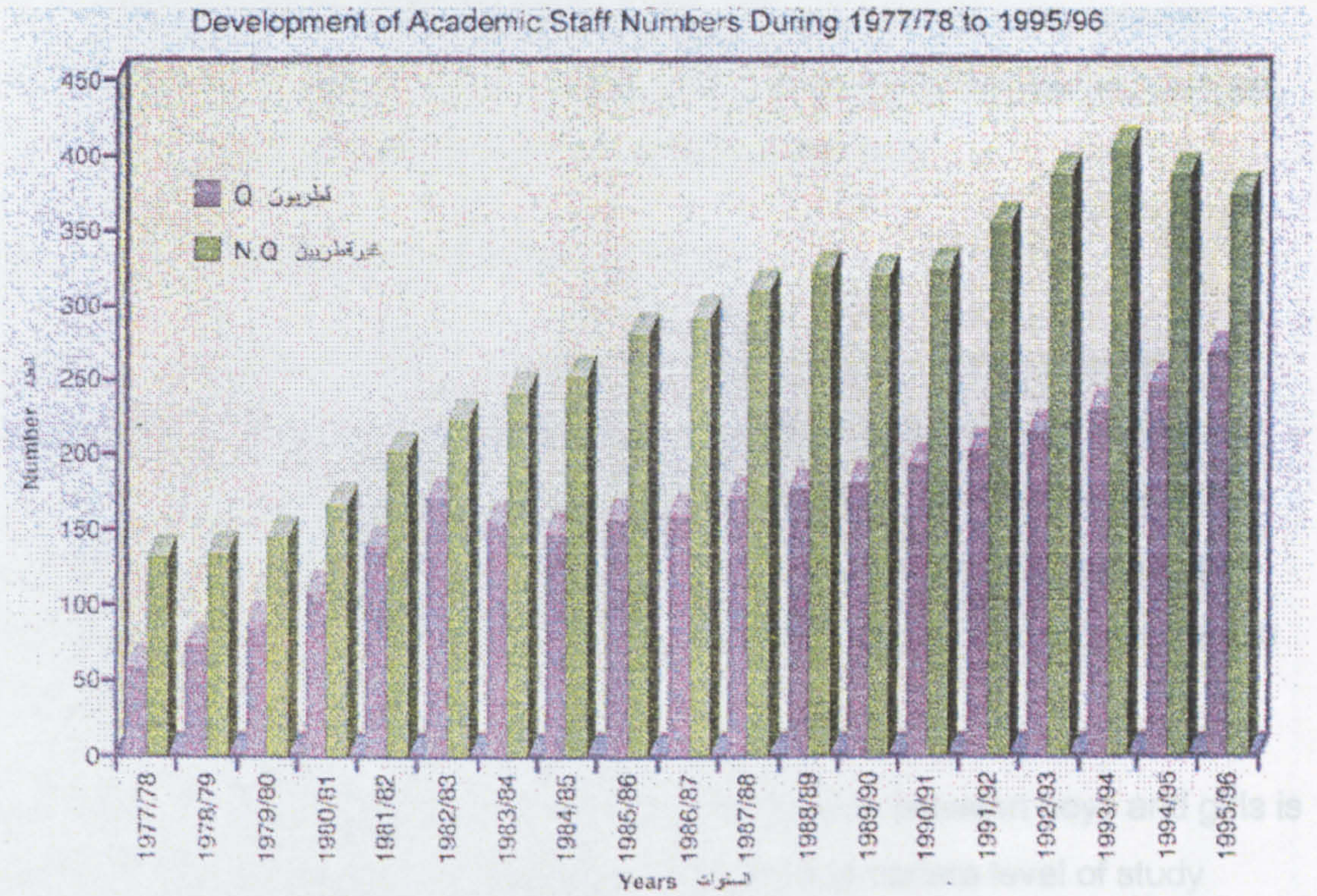


Fig. 2.6: Number of Academic Staff, 1977-1995. (Statistical Year Book Report (1995-1996) Cultural Affairs Dept., University of Qatar.)

It can therefore be seen that 21% of the staff are Qatari males and 20% Qatari females, i.e. non-Qatari staff are in the majority. This could be explained by the following.

- University education in Qatar is still in its early stages.
- The financial advantages of jobs at the University are not as attractive in comparison with other jobs such as working in the military, where the salary is double.
- It is not easy for women to travel abroad in order to gain a higher degree, as they need to be accompanied by a male relative (mahram) who is usually a husband or a brother, and it is not always easy to find a mahram who is free to do so in accordance with local tradition.

This shortage of Qatari staff indicates the need to provide more Qatari staff - another strong indication of the importance of this study.

Also, because of the limited numbers of career openings for women discussed below, it is in the field of education that there are the greatest career opportunities for Qatari females to develop.

2.8 Female education and employment

In reality, female education in Qatar cannot be isolated from the general educational context in the State because schooling begins for both sexes at almost the same time with the same programmes offered to all students from primary school up to University level. This is a strong indicator of the equality between males and females in the field of education, which was emphasised in Islam 1400 years ago.

For reasons of tradition and Islamic values, separation between boys and girls is required. Schools for females are opened at the appropriate level of study wherever there is a sufficient number of students to justify them and great attention is paid to the methods of imparting this education to the students in order to make learning easier and to preserve our spiritual values within the framework of Islam. To achieve this, and in view of the shortage of qualified Qatari female teachers, the best of female teachers are brought in, especially from Arab countries, to operate the new schools and cope with the vast educational developments

Girls today look to education as a means of dealing with the changing situation in Qatar, especially now that the government has expanded the opportunities for their education and employment. The development of the educational system has presented women with options other than traditional marriage, childbearing and the household, although these are still, and will continue to be, very significant, important roles for women. Education and travel have increasingly broadened women's intellectual horizons and expectations and many women now see themselves as valuable 'natural resources', eager to use their education and skills in the service of their families, society and country.

The political position of women can be easily illustrated from the address of H.H. the Emir to the Advisory Council in 1997 when he pointed to a fully democratic

future for the country at the same time as he stated that Qatari women will not just be permitted to vote in the forthcoming municipal elections, they will also be allowed to stand as candidates (Gulf Times, 1997)

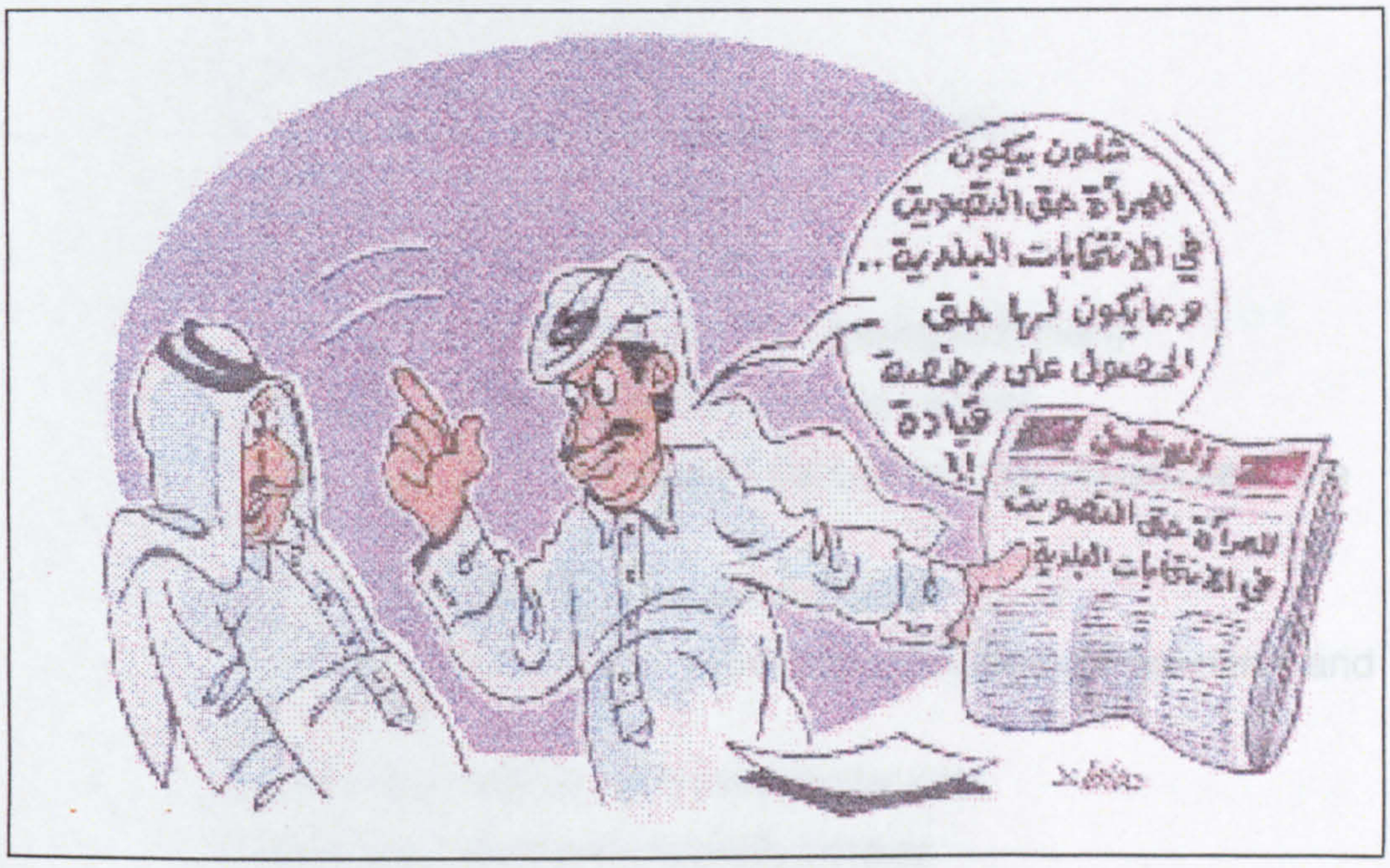


Fig. 2.7: Cartoon from Al-Watan Newspaper, 11.5.97.

Caption reads: "How can women have the right to vote in the municipal elections, when they haven't got the right to get a driving licence?

Higher education for women in Qatar reflects the strong cultural beliefs in the separation of men and women in all social activities, as well as the current socioeconomic developments that require a maximum of education for the largest possible numbers of the population, including, of course, women.

Qatari society has long been a conservative society with strong Islamic values, yet it has demonstrated a high degree of openness to modern technology whilst increasingly adhering to the values of Islam, and it is in this framework that women are now operating.

In fact there are a number of social and cultural factors closely related to the social status of Arab women which determine to a large degree their job opportunities and their domains. A number of Gulf studies have been conducted which reveal the various work fields in which women could be engaged. One of

these studies, (Bayoumi & Ali, 1987), examined the Saudi society which is very similar to Qatari society and showed that Saudi youth of both sexes deem the following occupations to be appropriate for Saudi women other than their roles as housewife, classified in their order of priority:

- Teaching in girls' schools
- Working with women as doctors and nurses
- Sewing and embroidery for women
- Islamic preaching for women
- Broadcasting and editing (without mixing with men)
- Administrative work in fields of female interest
- Supervising public libraries on days when only women have the right of admission
- Various occupations in women's prisons
- Working as assistants in shops selling only female garments and accessories
- General educational administration for girls
- Supervising infant and maternity centres
- Supervising nursery schools
- Caring for delinquent girls
- Inspecting and searching women in airports
- Others, including female photography, typing, translation and cooking (Bayoumi & Ali, 1987 p46)

Another study illustrating the attitudes of society towards women at work is that of Al-Meri (1989) who found the following:

1. Secondary students (84%)had a more positive attitude towards working women than university students (66.2%), reflecting the conservativism which distinguishes university education.

2. The study sample agreed to work under certain conditions, by which working women should:
   - dress in accordance with Islamic precepts
   - not mix with men
   - only work for a few hours.

3. Suitable jobs for women are considered to be:

    i. teacher (94.8%)

    ii. social worker (83%)

    iii. religious guide (77.3%)

    iv. doctor (76.8%)

    v. nurse (73%)

The study also showed that these considerations regarding women's work applied on the whole in all the Gulf area.

However, a comparative study conducted by Jaber & Ummer (1989) into attitudes towards women in society found that high school and university students in 1987 rejected the following more strongly than a similar sample had done ten years previously:

- women not wearing the Hijab (headcovering)
- women and men being together at school or at work
- allowing women to participate in political life

The study conducted by Al-Kodari in Qatar in 1978, quoted in Jaber & Ummer (1989), investigated the change in the attitudes of students from preparatory to university level and found that the direction of change was tending more to the traditional than the modern as the educational level got higher. Furthermore, it was found that at university, there was a big difference between the attitudes of second and third year students, tending towards original traditional values as opposed to modern values, with emphasis on success at work, concern for the future and strict adherence to religion and morality.

Consequently, close examination of Qatari society today shows that there are certain trends concerning moral and social values among the youth who are tending to maintain traditional values and reject the new values that result from the educational and modernisation process, whilst simultaneously demonstrating greater flexibility with regard to new values, either imported or natively developed, especially when these values have religious legitimacy and are not in

contradiction with the religion of Islam. This includes the position of women who are shown in the above studies to support the conservative traditional values and to aspire to positions conforming to Islam.

The studies also revealed that women do not work exclusively for financial reward, but rather for the personal satisfaction and self-actualisation they gain from their work. Furthermore, working fills their spare time, boosts their self image, frees them from their husband's dominance, gives them some sort of financial self sufficiency and security against the misfortune of losing their husbands, enhances their image in the eyes of their husbands and society, and above all, increases the state's dependence on them as members of the indigenous work force, thereby helping to curtail the flow of foreign labour into the country. (Bayoumi & Ali, 1987, p47)

Another practical reason which may motivate Qatari females to finish tertiary education is that there is no longer any work available for those who graduate from secondary schools, unlike the situation in previous years, so a university degree is now necessary for them to find a job.

Furthermore, university graduates have increased marriage prospects, as many Qatari males prefer female graduates for two reasons, one being the fact that they can help with financial support for daily life expenses, and the other that non-graduate males who are married to female graduates can also benefit from the government loans and land which are given to male graduates.

Thus, the limiting factors related to failure and success at the University of Qatar seem to be extremely important in a small society with such characteristics in general and in the field of education in particular, since opportunities in the work field are somewhat limited.

2.9 Education and National Development

Education is directly related to the global development of the country, but it must be decided exactly how education can help Qatar to develop further. Al-Hor (1997) quoted Heju (1997), who tried to answer this question by insisting that

countries who want to develop should develop their education systems by means of global strategies which could be summarised as follows; that education should:

1. be seen as an integrated system
2. have long term views that serve reality and what is actually happening.
3. bear in mind the social, political and economic situation as well as future trends.

To be attainable, such a strategy needs all the policy makers in different fields to share the decisions on education. Al-Hor (1997, p.11) gave the example of the United States, where President Clinton produced documents for the strategy and remedy of education to ensure that Americans have the best level of education in the world. Decisions regarding education, therefore, come from the highest level of leadership in the country. The situation in Qatar is similar. H.H. the Emir, Sheikh Hamad stated at the 19th graduation ceremony for the academic year 96-97 that:

> *The fate of the nation is not determined by the volume of what it consumes, rather by what it produces in the way of knowledge, work, thinking and creativity The strength of the State and its development does not come from the economic resources only, but from the minds and arms of its sons. Let us work together to emphasise the value of creativity. (Publication of the University of Qatar, graduation ceremony 1997)*

Education plays a major role in creating a productive society. H.H. the Heir Apparent stated on the same occasion that:

> *Education is the basis for developing the nation... from this point of view we support education and cultural development.*

Human development is the main tool for global development.

The above shows that there is a true political will to change and develop education, which does not stop at the level of words, but has been translated into concrete actions as seen in the following:

1. The formation of an Emiri committee at the highest level in 1996 to review the educational system of the State of Qatar.

2. Investigation of the educational system by the planning council in cooperation with the United Nations Development Program (UNDP).

3. Administrative changes which took place in 1996

4. Strong cooperation with UNESCO to diagnose problems in the education system and suggest strategies to modernise secondary education in 1997.

The above discussion of the relation of education to development and the position of women in the country illustrates the increased importance of knowing what factors are related to the failure and success of women students at the University of Qatar, so the researcher is of the opinion that the results of this study will be important to the following groups:

1. Those who are interested in planning and strategy makers in the Ministry of Education.

2. Those on the planning council who are interested in remedial education for the coming stages.

3. Those who are interested in university education. This study will help illustrate the points on which university education should concentrate.

2.10 Prospects for the Future

It may well be useful to end this chapter with a look at the prospects for the future in Qatar. The rapidly increasing income that is generated from oil exports has brought new possibilities and opportunities to the people and government of Qatar which are projections of current processes that are visible and fairly comprehensible. The tiny community of Qatar has been, and will continue to be, assured of a substantial income by a number of major oil and gas companies. Despite the numerous existing voices of doom regarding the impending depletion of oil reserves, the fact remains that Qatar enjoys considerable gas reserves that have not yet been tapped. With this income, the government of Qatar has embarked on a very ambitious fast-paced programme to provide widespread social services and virtually unlimited access to the opportunities and comforts of

Western technology. Practically every Qatari has been exposed to a totally new life-style, to new possibilities and opportunities.

The dynamics of change will essentially be governed by the evaluation of internal forces stimulated by the recent affluence. Until recently, the role of the individual Qatari was shackled by poverty and the lack of means, and restricted by the ties of powerful tribal bonds. Today, however, the new opportunities presenting themselves to young Qatari graduates are considerable and will increase with time as new banks are created and as more businesses expand. The demand for doctors, teachers, engineers and traders will continue to increase. This, plus the lure of the concomitant Western life-styles, will combine to weaken the cohesive forces that have in the past sustained Qatari society.

The most important of these are the tribal bonds. The emerging bureaucracy in Qatar today is a hybrid of the old tribal world and the new world of management and job descriptions. Qatari youth is gradually becoming eligible for these jobs, fewer and fewer of which will be dependent on tribal affiliations. Yet these will never disappear entirely, for the strains of the modern jet age act to draw people together for refuge from the buffetings they receive elsewhere.

Although Qatari women may be lagging behind their Egyptian or Lebanese counterparts, they are already infinitely better off than they were more than a decade ago. The growing number of educated women that has given rise to a group, albeit small, of professional women doctors, teachers and scientists, has started to pave the way towards the acceptance of women as equal members of society. The emancipation of women may come about largely for economic reasons, e.g. more women entering the labour force will help to reduce the number of immigrants. The gradual emancipation of women will sooner or later challenge all the basic precepts of male chauvinism, particularly in a society as small as Qatar, where every added member to the economically active population is an obviously desirable asset.

The direction clearly points to the partial replacement of the extended family by the nuclear family. As with tribal relations, it is unlikely that the extended family

will disappear entirely; reverting to the strength and warmth of family ties will always be a welcome relief from the strains of modern life.

The changing values and structure of society, by and large, will also serve to advance the position of the individual, who will play a much more important role in the development of his or her country.

The probable future of Qatar is obviously determined by the present natural and financial resources. Because of its size, Qatar, like all other similar nations, will never be self-sufficient in the sense of producing all its needs. (Zahlan, 1979)

Consequently, in this context, it is important that those women who reach university education should be successful in their studies, whether their ambitions are to enjoy a new lifestyle or to take advantage of the new opportunities opening up to them.

2.11 Summary

This chapter has provided a brief description of the cultural context of Qatar including the current population and its social and political organisation. It has also described foreign immigration and analysed the factors which determine human resources in Qatar.

Section 2.7, which details the context of the school and university education system, provides the reader with the necessary background to the educational system in Qatar. It gives a full and detailed description of the level of education, the constitutional and legal bases of education and the general objectives of university education. A picture has been drawn of the university as it is today, its structure and degree requirements as well as the evaluation and examination system.

This chapter has clearly shown the rapid level of development which has taken place in Qatar over a very short time. This pace of development has been paralleled by development in education and will continue to do so, as the national policy makers see education as an essential tool for the further development of the country.

The discussion above has also provided evidence of the lack of Qatari staff at university level, due to the fact that the university is still very new in relative terms, and to the difficulties mentioned above with regard to women studying abroad because of the need for an accompanying mahram, as well as to the lack of opportunities for women to develop careers in education.

An overview has also been given of the situation regarding female education and employment, their position in Qatari society and attitudes to women at work and in education. There is a great need for further development in all fields, and we have illustrated the importance of the role of education in the future of the country.

Women view education as a means for them to help in the development of their country, as well as a tool for changing their own situation, both with regard to employment and to increasing their marriage prospects. This illustrates even further the importance of recognising the factors relating to failure and success of female students at the University of Qatar.

The studies discussed in this chapter have provided the framework and limits within which women are allowed to work, mainly in government and women's sectors, under certain conditions such as dressing in accordance with Islamic precepts and not mixing with men.

It was also found regarding Qatari society that attitudes are tending more to the traditional than the modern as the educational level gets higher. The studies also revealed that women do not work exclusively for financial reward, but rather for the personal satisfaction and self-actualisation they gain from their work.

In view of the above, the importance of determining the factors which are related to failure and success at Qatar University has been clearly demonstrated, particularly as the university is the only institution for higher education in Qatar for both men and women.

CHAPTER THREE

Learning and teaching, learning skills, and psychological variables from Western and Islamic perspectives

3.1. Introduction

3.1.1 Issues of combining Western and Islamic perspectives

3.2. Learning and Teaching

3.2.1 From the Western perspective

3.2.2 From the Islamic perspective

3.2.3 Issues of the role of the teacher on students' success or failure

3.3 Learning skills

3.3.1 From the Western perspective

3.3.2 From the Islamic perspective

3.4 Psychological Variables

3.4.1 Issues on personality from a cross-cultural perspective

3.4.2 Psychological variables from the Western perspective

3.4.3 Psychological variables from the Islamic perspective

3.5 Final Summary

3.5.1 Learning from the Western and Islamic perspectives

3.5.2 Teaching from the Western and Islamic perspectives

3.5.3 Concluding remarks on learning skills

3.5.4 Concluding remarks on psychological variables

3.5.5 Summary and Conclusion

3.1. Introduction

The discussion in the previous two chapters of the nature of the research topic, i.e. the factors related to failure and success, and its importance within its cultural and educational context has provided a suitable background for this chapter which presents the theoretical framework for learning and teaching, learning skills and psychological variables from the Western and the Islamic perspectives. It was important to clarify what historical roots have had an influence on Qatar as an Arabic, Islamic society and on the education system, which has been affected by both its Islamic historical background and by Western values and theory as a result of education, modern communication and national development.

3.1.1 Issues of combining Western and Islamic perspectives

The purpose of combining these two perspectives is not to argue the respective views, but to highlight the influence of both over the learner. It may also help to shed some light when trying to answer the research question: What is the relationship between teaching and learning and academic failure?

Furthermore, presenting these three main points, i.e. teaching and learning, learning skills, and psychological variables from the two perspectives was an area of concern for many educators (Kazem, 1985) at the first international seminar on Islamic education in the Philippines, where 'Islamisation of the educational system for Muslims in a secular society' was discussed and where it was stated that there is a need for Islamic as well as Western liberal education.

Moreover, presenting these three main points from the two perspectives in this chapter will illustrate the relationship between the two. In fact both teaching and learning and learning skills have developed from ancient sources. Mayer (1960), quoted in Al-Essa (1986), indicated that during the Middle Ages, Muslim culture and learning were far superior to that of other

nations. Higher standards of learning were cultivated and greater tolerance was shown to new ideas, although this spirit has not continued into modern times. The education system placed great emphasis on both scientific and religious knowledge, and Arabic scholarship was governed by an empirical spirit. Scholarship, therefore, was experimentally verified and controlled. The two civilisations have, in fact, fed each other at different periods in history.

It is not claimed here that there is any sharp distinction between the two, more that there is an overlap between them. For this reason, an investigation of the similarities and differences between the two follows at the end of this section. Moreover, it was considered useful to look at the two perspectives in detail, as the target university is expected in theory to be influenced by both the Arabic, Islamic culture and by Western culture.

The following presentation of these perspectives in each of the three main sections of this chapter will be followed by a brief presentation and investigation of the implications that these ideas may have for students at the University of Qatar.

3.2 Learning and Teaching

In this section, we briefly investigate major teaching and learning theories, some aspects of learning styles, and related literature. The purpose of this overview is to provide a basis for discussing theories of failure/success in more detail later.

3.2.1. Learning and Teaching from the Western Perspective

A. Learning Theories

Pyne, Taylor & Boulton-Lewis (1994, p.603) quoted Beneiter (1990) who asked the provocative question: 'What can learning theories contribute to education?' In response to this question, he argued that the potential

contribution of such theories to the field of education may be judged by reference to two criteria. Firstly, the theory should offer a systematic account of some conditions or processes that are implicated in learning difficulties. Secondly, the theory should offer an account of how these learning difficulties may be overcome. (Pyne, Taylor, & Boulton-Lewis, 1994, p. 368)

It has long been recognised that there are at least three major ways in which psychological research and theories can influence educational practice. Briefly, they are

i) Clarifying educational objectives

ii) Delineating instructional methods

iii) Troubleshooting (diagnosing the nature of problems when existing instructional procedures do not satisfactorily help students to reach educational objectives). (Snelbeckers, 1974, p.172)

A1 Conditioning and Cognitive Theories

At the risk of some oversimplification, one can divide learning theories into two major groups, namely, stimulus-response theories, also known as conditioning theories which are a part of behaviourist theory, and cognitive theories. It would be useful to recognise some of the main characteristics of these general orientations towards learning processes.

a. Stimulus-Response, or Conditioning Theories

Typically, these have emphasised objective analysis of behaviour as a means for deriving learning theories, and they usually have accepted the assumption that one can understand complex learning processes best after one has gained at least a fundamental understanding of the simpler learning processes.

b. Cognitive Theories

These primarily emphasise complex intellectual processes such as thinking, language, and problem-solving as major aspects of the learning process. In many respects, they attempt to describe learning as experienced by the learner himself and thus they set for themselves the objective of understanding 'experience'. (Snelbeckers, 1974, p. 65)

Entwistle (1992), quoted Pask's argument for the existence of distinct styles of learning: comprehension learning and operation learning, which in their extreme forms are shown as holist and serialist strategies, used both when trying to understand, and also when 'teaching back' what has been learned.

The holist tends to make more elaborate hypotheses. He/She looks further ahead, builds up a picture of the whole task, looks for links with other topics, and, in extreme cases, relies heavily on personal analogies and idiosyncratic description.

The serialist prefers a narrow focus in learning, concentrating on simple hypotheses and step-by-step learning, paying attention to details and processes, but neglecting the broader personal perspective and links with other topics. He is unlikely to make much use of personal experience in learning academic topics.

However, research has revealed three types of accomplishments that accompany children's learning and skill development in many domains:

(i) The organisation and activation of knowledge at appropriate times.

(ii) The recruitment and effective application of cognitive strategies.

(iii) Awareness and monitoring of variables that influence thinking

These three classes of variables, i.e. schemata, strategies, and metacognition, are of equal importance (Paris, Cross & Lipson, 1984, p. 124)

A2 Approaches to learning

'Approaches to learning' has come to have two quite different meanings:

i) The processes adopted prior to, and which directly determine the outcome of learning. This is the sense used originally by Marton and Slajo (1976), quoted in Biggs (1994), in their description of surface and deep approaches in the phenomenographic case studies of tertiary students.

ii) Predispositions to adopt particular processes, referred to as 'orientations' to learning by Entwistle (1988) in Biggs (1994), as when students are asked by questionnaire how they usually go about learning (Biggs, 1994).

Learning styles and approaches to learning represent two different perspectives on student learning processes that may influence academic achievement. Nevertheless, these two separate areas of research interest share some common features. They both seek to develop and increase understanding of differences in the way students learn, to provide a sound conceptual framework for evaluating individual differences, and provide guidelines directed towards improving student learning outcomes.

Curry (1983, 1987, 1990), and Claxton & Murrell (1987), quoted in Biggs (1994) have developed different typologies in an effort to bring some order to the field. They are summarised in the table below.

	Curry	**Claxton & Murrell**	**Biggs**
1	Cognitive/Personality Style	Personality	Personal Style
2	Information Processing	Information Processing	Information
3	Instructional preference	Social Interaction	Phenomenographic
4		Instructional Preference	Systems

Table 3.1: Summary of Typologies

The intermediate level of Curry's typology is labelled Information Processing. Curry explains that concepts at this level describe the individual's intellectual approach to assimilating information and therefore relates to the classic cognitive information processing model.

The innermost layer of Curry's onion model is termed cognitive personality style. The individual's approach to adapting and assimilating information is based on an underlying and relatively permanent personality dimension.

Biggs (1994) has developed his own classification system, using four distinct frameworks deriving from personality, information processing, phenomenographic and systems theories and emphasising the different components in the total teaching/learning context: the person, the teaching context, the learning processes used, and the learning outcome. In the personal styles model, Biggs incorporates both cognitive style and learning style, as they reflect the stable trait-like characteristics of individuals that can be observed in the different ways they perceive the world, learn tasks and solve problems.

Contained within the information processing model category are the constructs employed by researchers interested in the strategies students use when learning and studying. Biggs' typology, unlike Curry's, does not include his own model of student learning under the information processing label.

The phenomenographic model includes the work of researchers who have sought to understand the learning process by tapping into the student's own experience of learning. In the system model, 'personal traits, contextual factors, level of processing, and quality of outcome are seen as forming open-ended and recursive systems in which individuals adjust their intentions and processing strategies to their view of the task's demands' (Biggs, 1994, p. 320)

Claxton & Murrell (1987), quoted in Biggs (1994), offer a third typology of four categories which classifies models that have been used in higher education. The four categories are:

i) Personality models

ii) Information processing models

iii) Social interaction models

iv) Instructional preference models.

It is apparent that for each typology, there is less disagreement over what constitutes personality styles than there is over classifying information processing models. Claxton & Murrell's typology is an elaboration of Curry's, so there are few discrepancies between the two.

While American research has concentrated on the general intellectual and personality development of students, the series of studies carried out by Marton and his colleagues in Sweden examined specific, academic task-reading on academic articles or textbooks.

This research group has established that approaches to learning are closely linked to level of understanding. The early studies used the simple distinction between deep and surface approaches to learning, but later work has used four categories:

Approach to learning	Level of Understanding
Deep active	Understands author's meaning and shows how argument is supported by evidence
Deep passive	Mentions the main argument, but does not relate evidence to conclusion
Surface active	Describes the main points made without integrating them into an argument
Surface passive	Mentions a few isolated points or examples

(Entwistle, 1992, p. 185)

Table 3.2: Approaches to Learning

These categories inspired the researcher to investigate the level of understanding by asking relevant questions of both students and faculty staff to get an indication of their approach to learning . This section has therefore influenced part of the questionnaire addressed to the students and an oral question in the faculty staff interviews.

Pyne, et al. (1994) believe that cross-fertilisation between the information processing (IP) and the student approaches to learning (SAL) perspectives can make a valuable contribution to the understanding of student learning. He argues that the major implications of these theories for the conceptualisation of student approaches to learning are that:

i) Student learning strategies are better classified according to whether they are 'task-appropriate' or 'task-inappropriate' rather than by the terms of 'deep' or 'surface' strategies;

ii) students will achieve the maximum benefit from a combination of approaches to learning.

The IP perspective tends to observe variables in isolation by eliminating or holding constant the effect of 'extraneous' variables. The SAL perspective observes learning in context. An IP theorist would be naïve to deny or overlook the more complex environment associated with learning in a classroom. (Pyne et al., 1994, p. 369)

Sovik & Per (1994) showed that further studies have indicated that persons who can be classified as impulsive and or anxious often perform poorly on ordinary learning tasks, whereas those who keep calm in a task situation usually will benefit positively regarding task performance.

B Teaching Theories

The different approaches to teaching and learning can be reviewed on a continuous spectrum from leaderless discussion groups to programmed

learning and related to educational theorists and theory. The method selected needs to be suited to the culture and personality of the student, to the course material, and also to the learning style and personality of the teacher, but so often it is an administrative decision. (Wright, 1982)

A number of approaches have been made to induce certain of the processes identified as correlating with understanding and remembering information at a high level of abstraction. These attempts are discussed under two broad headings:

B1 Manipulative approaches

The learner's mental processes are acted upon relatively unconsciously by manipulating the way in which information is presented. A number of studies have investigated the effects of varying the presentation of information on learning outcomes. Varying the sequencing of content, using questions, etc. helps learners to be taught and to learn effectively in a more conscious way.

B2 Metacognitive approaches

The individual is taught specific techniques to apply consciously, or is helped to become more generally aware of certain factors at play in learning. A number of empirical studies in the field of metacognition have dealt with more realistically complex learning by students. A study by Boggiano & Katz (1991) summarises research concerning the long-range effects of teachers' controlling strategies and children's motivational orientations on achievement-related behaviour. Evidence suggests that children with an extrinsic motivation toward schoolwork suffer from important deficits that are influenced by teaching strategy.

There is overwhelming scientific evidence that external conditions are major antecedent settings for the at-risk condition. However, rather than focus on external factors, intrinsic factors that influence students' attribution toward learning in spite of context are examined. Learning approaches that strengthen academic self-efficacy, improve self concept and help students move toward a more internal locus of control, provide a better platform for

individuals to make lasting changes in their beliefs about learning. Moving responsibility back to students allows them to gain control over their learning and reinforces antecedents of personal agency. Learning requires a dynamic tension between conflicting ideas, yet in classrooms where the emphasis is entirely on objective meaning, students are not encouraged to relate their personal subjective understandings.

B3 Methods of teaching

Al-Hashash (1981) quoted Sherman, who described the lecture as a traditional method of teaching in which the teacher gives the lesson or the lecture depending on a textbook that the students have to study, and this was the widespread mode of teaching in the post-Renaissance universities of Europe until the 20th century. Then, new instructional techniques emerged as a result of extensive research conducted to solve problems such as large enrolment and the heterogeneity of individuals.

a. Lectures

The predominant form of teaching in higher education involves lecturing to groups which vary from quite small (10-20) to very large (200+).

Stewart (1992) mentions that in conventional teaching in higher education, the initial stages of orientating, motivating, presenting, explaining, and bringing to clarity are carried out through lectures. But the main weakness of lectures is that information which is not understood, or not taken down in notes, may be missed altogether. Another problem is that the role of the learner becomes more passive.

b. Independent Study

Currently, students are expected to elaborate and consolidate their knowledge mainly through the use of textbooks and the library. Developments this decade (Stewart, 1992) have shown ways of providing students with structured resource materials which encourage

more independent learning. For example, lectures can be replaced by using either (a) a resource centre or (b) self-instructional materials.

c. Tutorials and Discussion Groups.

Discussion groups are used to clarify, elaborate, and consolidate the ideas presented in lectures.

d. Practicals and Project Work

Laboratory exercises and field work provide training in practical skills and experience in collecting and interpreting data. Innovations in project work have made use of a learning contract. This method has been used in a variety of contexts to increase student autonomy in learning by allowing the student to negotiate with the teacher a programme of work which will be interesting to the student whilst satisfying the requirements of the course (Stewart, 1992).

Versatility in teaching is essential. Teachers will have to alternate between structure and freedom, providing an overall structure but allowing enough individual choice for the more autonomous pupils. (Entwistle, 1992, p. 242)

In evaluating methods of instruction and relating them to academic success, it is important to realise that a course can often cause problems that are not related to a lack of appropriate study skills, emotional or psychological problems, how they perceive the learning environment, or lack of maturity or motivation, but due to intellectual difficulties or difficulties with the course generally. Table 3.3 shows different methods of instruction used in higher education.

Table 3.3: Different approaches to teaching showing the wide range of instruction methods and associated learning theories.

Method of Instruction	Associated Learning Theorists	Type of Theory
(Exploratory learning emphasising freedom/self-expression; evaluation retrospective/ subjective.)		
Leaderless discussion group	Rogers	Humanist
Co-operative projects	Maslow	Humanist
Free background reading		
Individual project work	Bruner	Cognitive
Tutor-led discussions	Perry	Developmental
Tutor-led seminars	Marton	Cognitive developmental
Learning cells	Ausubel	Cognitive
Lectures	Broadbent	Cognitive
Handouts and guided reading	Lindsay & Norman	Information Processing
Computer managed learning	Park	Information Processing
Keller-plan courses	Gagne	Task Analysis
Programmed learning	Skinner	Behaviourist
Computer assisted instruction		
(Tight control of content and method; outcomes measured psychometrically and related to pre-determined specific objectives.)		

Source: Entwistle & Hounsell (1982, p. 26) quoted in Entwistle (1992, p.242)

C. Matching Styles of Learning and Teaching

Perhaps one of the most important of Pask's experiments, as quoted in Entwistle (1992, p.95), was his investigation into the effects of matching and mismatching learning materials with students' learning strategies. Students were identified as having adopted holist or serialist strategies. Pask then asked the students to work through a set of programmed learning materials and take a test to discover how much they had learned.

Two types of material were used, holistic and serialist. The former was designed to suit the comprehension learner, being rich in analogy and illustration. The latter was presented in a logical, step-by-step sequence

without 'enrichment'. Students were assigned either to a matched or mismatched condition (holist with holistic material, holist with serialist material, etc.).

The results were dramatic, although based on small samples. There was little overlap in the scores of the matched and mismatched groups. The students in the matched conditions were able to answer most of the questions about what they had learned, whereas the other students generally fell below half marks.

The implication for education is that teachers need to provide opportunities for students to learn in a way which suits their preferred style of learning.

For the moment it is sufficient to highlight the explanatory value of holist and serialist styles of learning and to point out the distinction between hope for success and fear of failure as contrasting modes of motivation. (Entwistle, 1992, p. 95).

Work by Ramsden, quoted in Entwistle (1992, p.107) on the effects of different learning contexts shows how students adapt their learning strategies to the perceived demands of lecturers and departments. In interviews, students emphasised the importance of assessment procedures and the friendliness and enthusiasm of staff in affecting their readiness to adopt a deep approach to a course. Scientists also emphasised the importance of previous knowledge in influencing their strategy, while arts students were likely to mention interest as the more important factor.

D. Counselling

Some studies show that counselling decreases failure and students' absences from school. An example of these is Brown (1990) who carried out a study concerning this issue, the results of which showed that students involved in counselling were less likely to be returned to in-school suspensions. However, those students who did not receive counselling were 13 times more likely to be returned to in-school suspension.

Another factor influencing the students' behaviour seems to be the attitude of their parents toward them. Parents may not be very supportive of their children when they reach high school level. This is indicated by the attendance at parent-teacher conferences.

Brown (1990) investigated the effect of counselling on students' behaviour in a high school where a problem existed causing 43 students in grades 9 through 12 to receive failing grades for the first semester due to excessive absenteeism. A target group of students with excessive school absences was identified by the school faculty. Intervention counselling sessions were held with these students. Of the 46 students, only 12 were involved in two counselling sessions. The purpose of the sessions was to increase students' awareness of individual absences and of the district school board attendance policy. Other purposes of the counselling sessions were to provide the target students and the students' parents or guardians with information about an appeal process and the importance of school attendance.

This programme employed a questionnaire, attendance information, and appeal data in order to measure the success of the counselling sessions. All students belonging to the target group were involved in intervention counselling sessions. All students were made aware of the individual's number of absences and answered correctly to all the questions on an exit interview questionnaire. At the conclusion of the appeal process, 47 students received failing grades for the second semester. However, only 19 students out of 47 belonged to the target group. Of the 19 students, 14 students were successful in presenting appeals and had the mandatory failure waived. It was concluded that intervention counselling helped to decrease students' absences at the secondary school level.

3.2.2. Learning and Teaching from the Islamic Perspective

Further to the above discussion of the Western perspective of learning and teaching theory, it is now of paramount importance to present the Islamic point of view on the same issue to clarify the influence of learning and teaching and the teacher from the Islamic perspective over the learner, as the students, living in Qatar, are part of an Arabic, Islamic society. This section is intended to provide the reader with a review of Islamic principles and views concerning the notions of teaching and learning

A. Teaching

The teaching profession is viewed in Islam as a holy one, since it is the profession of the prophets. Also, Islam considers that teachers or scientists follow this sacred role of the prophet.

A1 Teaching Methods

Islam believes that the human being can be moulded by addressing his mind, and the results of this should appear in a change of attitude, directing his feelings, and the acquisition of new skills or behaviour. From this perspective, teaching methods should include the mind, body and spirit, from both the practical and theoretical dimensions. These teaching methods would be presented through what is practised by educators and teachers and the original resources which appear in the holy Qur'an.

Islam also glorifies knowledge and ennobles the intellect so that all works of the intellect and knowledge can be regarded as worship, which brings rewards in this life and in the hereafter. The history of the Qur'an shows that the word 'read' was the first of the Qur'an to be revealed to the Prophet Muhammad. Gulick (1969), quoted in Al-Essa (1986), mentioned that it was also the initial command given to the prophet in his very first moment of his prophecy, and it concerned knowledge. The Qur'an exalts knowledge in many verses of its text. For example, it inquires concerning knowledge: 'Say:

Shall they who have knowledge and they who have it not be treated alike?' (Q. 39:9)

One of the great Islamic scholars of the 6th century A.H. (591 A.H.), Burhan Al-Islam Al-Zarnuji, helps us to develop a better understanding of learning/teaching theory in Islam. Al-Wahidi (1990) investigates the educational thoughts and application of Al-Zarnuji in his book 'Teaching the Learner in the Teaching Path'.

> *Zarnuji's book was well known in Europe, published in Leipzig, Germany, 1709 and reprinted in 1828. It was believed that this book had participated in psychological studies which appeared at the end of the 19th century. And at the beginning of the 20th century, where (Ebbinghaus) practised his experimental studies on oblivion, the results assured Zarnuji's achievements on oblivion, that comes directly after memorising, then decreases gradually. Zarnuji achieved his idea without experimentation, but by experience and intuition.*
>
> *Zarnuji's book included many educational principles as: Permanent education, equality of educational opportunity, compulsory education, democracy of education, selecting the oldest, the most erudite the most efficient, physical health concern, programmed education and maturity level esteem. It also included different educational methods such as: lesson repetition, grandution (sic) in instruction, appearance and dress etiquette, relationship between instructor and learner, etc.*
>
> *(Al-Wahidi, 1990)*

a. Teaching techniques as practised by educators.

Islamic/Arabic educators who work in the teaching field have their own traditional teaching methods such as:

i. Rote learning and memorisation, which occurs mainly orally between the teacher in an active role and the learner as a receiver. This teaching approach has been strongly attacked by Western educators, but from the Arabic point of view it is perfectly acceptable for several reasons, namely that:

- it is necessary for certain bodies of knowledge which are not negotiable and held in great respect, e.g. verses of the Qur'an and the hadiths.

- The learner needs to develop his memory with basic knowledge which he can then use to achieve more successful learning.

ii. Dictation: educators dictate to the learner from a book or from memory.

iii. Reading: different techniques are used, e.g. the teacher reads from a book to a group of students and gives an explanation following each part. Alternatively, the learner reads from the book and the teacher corrects and explains, or it could be a mixture of the two.

iv. Lecturing: The difference between lecturing and rote learning or dictation is that a lecture is prepared but unwritten research which cannot be dictated because of the speed of the lecture.

v. Debating: This was a preferred teaching technique for certain skills such as brainstorming.

vi. Directive self-learning: This kind of teaching is used for special students who cannot attend daily classes. The teacher acts as a counsellor for the students to direct them towards the resources, sets tasks for the learner, corrects his mistakes and joins him in developing his knowledge (Komber, 1988, p. 69).

A2 Teaching techniques advocated in the holy Qur'an

Ummer (1996) discussed the following teaching techniques advocated in the holy Qur'an:

a. Advice and Counselling methods

And swell not thy cheek
(For pride) at men,

Nor walk in insolence
through the earth;
For God loveth not
Any arrogant boaster.
(Sura 31, [Luqman], 18)

These verses show an example of advice given by Luqman to his son. This is a very simple and direct way of teaching, but it is important that the amount of advice is not excessive and that suitable times are selected for it to be given. This kind of counselling is used mainly in teaching the Islamic curriculum, in which the soul is enlightened and uplifted by speech which is directed to this end, but the influence of such counselling is often temporary and so needs to be repeated in order to remind the learner constantly of its importance. (Kutob, 1993, p.187)

b. Narrative

This teaching method is the most effective for young people and adults, and is the one mostly used in the Qur'an.

We do relate unto thee (Muhammad)
the most beautiful of stories,
In that We reveal to thee
This (portion of the) Qur'an:
Before this, thou too
Was among those
Who knew it not.
(Sura 12, [Yusuf], 3)

Behold, Joseph said
To his father: "O my father!
I did see (in a dream) eleven stars
And the sun and the moon:
I saw them prostrate themselves
To me!"
(Sura 12, [Yusuf], 4)

In the Qur'an, narrative is considered to be an important method of teaching by which the results of another's experiences are presented. In all stories, there should be 3 sections: introduction, plot with climax, result.

c. Discussion and Dialogue

This method depends mainly on argument and providing evidence to support opinion. God prohibits people from using argument not based on evidence. It is important here to distinguish two types of knowledge: one which comes from the Qur'an and, being the word of God, is not negotiable and should be accepted unquestioningly; the other, which is the product of human beings, is subject to change and can be discussed and questioned.

Yet there are among men
Those who dispute about God,
Without knowledge, and without
Guidance, and without a Book
To enlighten them.
(Sura 22, [Al-Hajj], 8) (Sura 31, [Luqman], 20)

God also prohibits discussion which leads to hatred and fighting.

Invite (all) to the Way
Of thy Lord with wisdom
And beautiful preaching;
And argue with them

In ways that are best
And most gracious:
For thy Lord knoweth best,
Who have strayed from His Path,
And who receive guidance.
(Sura 16, [An-Nahl], 125)

d. Analogy and Example

In this method, the abstract is paralleled to the concrete and to things which make it clearer and more interesting. This is why this type of teaching is used so frequently in the Qur'an, e.g. God tells us about those whose work he will not accept:

The parable of those who
Reject their Lord is that

Their works are as ashes,
On which the wind blows
Furiously on a tempestuous day:
No power have they over
Aught that they have earned:
That is the straying
Far, far (from the goal).
(Sura 14, [Ibrahim], 18)

e. Work and Habit

This method considers that theoretical ideas have no value if they are not supported by practical results. Ibn Majih reported on the authority of Abu Huraira that the prophet Muhammad said:

> *Oh Lord, I take refuge in you from useless knowledge, from the prayer that is not heard, the heart that is not humble and the soul that is not satisfied*

Also in the Qur'an, many verses associate work with faith, e.g.

To those who believe
And do deeds of righteousness
Hath God promised forgiveness
And a great reward.
(Sura 5 [Ma'ida], 9)

f. Encouragement and Admonishment

Both ways are believed to lead to right learning and the avoidance of wrong behaviour

g. Setting a Good Example

It is human nature to follow great and famous people and a good example is more effective than hollow, decorative words.

Sheikh Abu Ishaak Al-Bnayati said

> *Do not teach your children except with a good religious man, because what a child believes depends on his teacher's beliefs.*

h. Play

Directed or organised play is also another effective way of teaching, especially in childhood. This method instils discipline.

Al-Hor (1996, p. 19), attempting to define Islamic education, quoted Husain and Ashraf (1979, p.1) who describe it as:

> *an education which trains the sensibility of pupils in such a manner that in their attitude to life, their actions, decisions and approach to all kinds of knowledge, they are governed by the spiritual and deeply felt ethical values of Islam. They are trained, and mentally so disciplined, that they want to acquire knowledge not merely to satisfy an intellectual curiosity or just for material worldly benefit, but to develop as rational, righteous beings and bring about the spiritual, moral and physical welfare of their families, their people, and mankind.*

At this point, it appears appropriate to give a brief overview of the differences between Western and Islamic view on teaching.

A3 Western and Islamic views compared

It is clear from the above review that Western teaching depends to a large extent on theories and observed facts, and that emphasis is placed on metacognitive approaches which move responsibility back to the student is such a way that it allows them to gain control over their own learning, and that, as mentioned, the students are not encouraged to depend on their personal, subjective understanding. In the Eastern view, teaching is not based to such an extent on metacognition, but rather concentrates on the teacher in an active role and the learner as a receiver. More attention is paid to the information passed on by the teacher.

In Western cultures, the students are taught to develop self-learning skills and are guided to develop problem-solving techniques in a way that is not found in the East. This actually contradicts what is known about Islamic science, which encourages thought and the search for knowledge, using the debate as a form of brain-storming and to give practice in the synthesis of

evidence. Also, as will be shown below, Islam considers 'learning by asking' to be one of the major methods of learning.

This is the inheritance of the ancient Islamic civilisation, but in practice, when looking at the real situation in the East, the situation is different. This raises the question as to what is the reason behind this apparent contradiction. A possible explanation for this could be that the whole education system was reconstructed at a time of decline in the Islamic civilisation, and those who were considered leaders in the field of education completed their studies in countries such as France and England in the first half of this century. Perhaps it is that they borrowed the structures and theories of the Western education system, but not the real implications.

A4 Teaching in Qatar

But what is the situation in Qatar regarding teaching? According to Al-Shawi (1994, p. 100) who was working in Saudi Arabia, a situation which is very similar to that of Qatar, previous studies in evaluating teacher work reveal that there may exist a positive correlation between certain types of teaching and academic achievement as a result of this teaching. Such teaching takes certain criteria into consideration, e.g. creativity during exposing the lesson, variety in using activities, the teacher's enthusiasm in his or her job, avoiding sharp criticism of students, positive response to students, and using different levels of teaching.

In Jordan, which is an Arabic-Bedouin-Islamic society similar to some extent to Qatar, Al-Kodari (1990) investigated the relationship between the instruction effectiveness of teachers of social subjects and students' achievement, and the effect of both degree of qualification and amount of teaching experience upon their instruction effectiveness.

The results of the data analysis were as follows:

i. The effectiveness of 67% of social subjects teachers in community colleges in Jordan ranged from middle to less than that, while 33% of

them was high. The achievement of 82% of their studies ranged from middle to less than that and 17% was high.

ii. There was no correlation (r = -0.19) between instructional effectiveness of social subjects teachers and the students' achievements in social subjects at community colleges in Jordan.

iii. There was no significant difference among teachers of social subjects due to the qualification. The study showed that the effectiveness of teachers who had B.A. + D qualifications got 130.87 grades, the M.A. got 125.42 grades, Ph.D. 121.81 grades and B.A. 120.81 grades.

iv. There was no significant difference among social subjects teachers due to experience. The study showed that the effective teachers who had more than 15 years experience got 129.62 grades. The effective teachers who had 5 years experience or less got 123.8 grades. The effective teachers who have 10 to 15 years experience got 119.0 grades, while the effectiveness of teachers who had 5 to 10 years experience got 106.8 grades.

Al-Hor (1996, p.26) mentions that the Qatari education system is responding to Islamic belief, faith and instructions. However, in practice there is no evidence that its practitioners are assuming Islamic belief, faith and instruction as they are meant to do. For example, the position and influence of teachers in schools and in society are at present remote from the practice of Islamic societies in the past. The teacher in Islamic society is more than a mere functionary who has certain responsibilities to discharge. Husain and Ashraf (1979, p.104), quoted in Al-Hor (1996, p.120), describe the teacher as:

> *a model to be emulated. He was expected to treat his charges not as so many sheep or cattle which needed to be herded or disciplined, but as impressionable human beings whose characters were to be moulded and who were to be initiated by him into the moral code which society cherished. For this reason, in Islam, the teacher was required not only to be a man of learning, but also to be a person of virtue, a*

> *pious man whose conduct by itself could have an impact upon the minds of the young. It was not only what he taught that mattered; what he did, and the way he conducted himself, his deportment in class and outside, were all expected to conform to an ideal which his pupils could unhesitatingly accept.*

Unfortunately, this conception of teachers hardly exists in Qatari schools. As teachers come to be looked upon more and more as mere salaried persons, pupils lose their respect for those people who deserve to be emulated and on whom they could model themselves. On the other hand, teachers come to think that their responsibilities do not extend beyond what they do within the precinct of the school. (Al-Hor, 1996, p.25)

In the case of Qatar, the whole modern education system is in the Western style, including schools, design, curricula, learning and teaching. As discussed above in Chapter 2, in the transitional period the education system in Qatar initially relied on the curricula and textbooks used in the schools of other Arab countries under foreign rule (British and French), who in turn formed their modern education system on Western lines. There was, therefore, a break with the traditional education system. Most native teachers today complete their higher degrees at Western Universities.

Al-Hor (1996, p. 36) also argues that in the spirit of Islam 'Textbook writers seem to take the view that Islamic science is practised in a scientific spirit with scientific processes and methods, but governed by Islamic attitudes, values and ethics. The benefit of this is that presenting Western knowledge in an Islamic frame and value will reduce the gap between that which is taught and is inherited.' Also, it will make it easier for learners to accept, since this knowledge does not conflict with the learner's values. Again, this will affect failure or success.

A5. Predominant teaching styles used at the University of Qatar

With regard to the situation at the University of Qatar in particular, a study was conducted by Komber (1997, p. 30) to investigate the common methods of

teaching in the University of Qatar, using two tools. The first was a questionnaire directed to the faculty staff covering aims, methods and organisation techniques. The second was directed to the students, covering all methods of teaching. Interviews were also held with both students and faculty to collect the data. It was found that the lecture was the predominantly used technique. The second most popular style was discussion, followed by research. The following table shows the methods used.

Table 3.4: Teaching methods and their frequency of use at the University of Qatar.

Rank order	Teaching Style	Sample	Average
1	Lecture	79	4.49
2	Discussion	79	4.09
3	Research	80	3.51
4	Verbal explanation	78	3.5
5	Practical	77	3.48
6	Problem solving	77	3.30
7	Group work	77	2.91
8	Reading/summarising	76	2.54
9	Experiment	72	2.45
10	Dictation	74	2.36

The above table shows that dictation and experiment were the least popular teaching techniques used at the university. This is because they need a particular curriculum. Also, reading/summarising seems to be used more in secondary schools than at university level. (Komber, 1997)

Saudi society is very similar to Qatari society with regard to the curriculum, teacher training programs, and teacher nationality, so the indications of the following study (Al-Babtain, 1982) could also apply in Qatar, i.e.:

i. Teachers were more dominant in their classroom teaching

ii. Classroom activities were mostly giving directions, criticising, and justifying authority.

The study by Al-Kodari (1990) examined the effectiveness of teacher-dominated classrooms on the students' achievement, and showed that there was no relation between the students' achievements and:

i. instructional effectiveness

ii. teaching experience.

This suggests that teaching methods and teachers' experience has no relation to the students' fail or success rate in secondary schools, although, logically, the opposite would be expected.

The reader might observe that the samples in some of the studies mentioned in this section were taken from secondary school students. The reasons for involving these studies here are the following:

i. those were the related studies available, to the knowledge of the researcher, in the area

ii. the researcher found it very close to university level, not elementary school students

iii. teaching methods are the area of concern for some of the studies, and finally,

iv. the researcher believes that it could be of benefit to the results of this study.

Al-Babtain (1982) investigated the relationship between teacher effectiveness and indirect and direct teaching in Riyadh secondary schools. The findings were:

i. There was no significant relationship between teacher-student interaction and teaching effectiveness as measured by teacher evaluators ratings. It appeared that classroom interaction was not related to effective teaching in Riyadh, Saudi Arabia.

ii. Most of the social science teachers in Riyadh were direct in their teaching which restricted the freedom of their students in classroom interaction.

iii. The classroom activities of most of the social science teachers in Riyadh were found in the controlling categories more than in the motivating categories. This provided evidence that the social science teachers were more dominant in their classroom teaching.

The mean ID (indirect/direct) ratio of the forty teachers was 0.23. This provided further evidence that the teachers used more direct than indirect teaching. The social science teachers in Riyadh's intermediate schools were classified as direct in their teaching.

The classroom activities of most of the social science teachers in Riyadh were found in the controlling categories (giving directions and criticising or justifying authority) more than in the motivating categories (accepting feelings, praising or encouraging, and accepting or using ideas of the student). This study showed that slightly more than three fourths of the teachers (77.5%) were classified as controlling rather than motivating in their teaching. The mean percentage of time spent in student talk in classroom interaction for the forty social science teachers was 18%, which was a low score. This provided evidence that the social science teachers were more dominant in their classroom teaching.

With regard to Qatar, Abbas (1982), in his study at middle-school level, specified the causes of failure in this stage from the teachers' and students' points of view. The most important results obtained were the following:

i. From the students' point of view, the causes of failure were: studying during the examination period only; feelings of anxiety; lack of a suitable place for studying at home; multiplicity of family problems; lack of objectivity in the marking of test papers on the part of some teachers; difficulty of certain study subjects; lack of sufficient proficiency in some teachers; and the

insufficiency of interest they show in the school problems suffered by their students; change of teachers during the school year; scarcity of guidance on the part of school administrations for incompetent students at an early stage.

ii. From the teachers' point of view, the most important causes of failure were insufficient preparation of homework on the part of students; lack of motivation towards studying; irregular school attendance; absent-mindedness on the part of some students, weakness of co-operation between school and home; low educational standard of parents; the opportunity of having a second attempt in the ministerial examinations; continual revision and modification of textbooks within a short period of time; unsuitability of examinations as a means of scientific evaluation; overcrowded classes; lack of teachers for certain subjects during the school year; insufficient follow-up for students on the part of school administration; allocation of school buildings for more than one school each; lack of interest in students' psychological conditions; insufficiency of the specialist supervisors' participation in raising the academic standard in schools.

The samples in those studies were also secondary school students, but what is the situation with university level students at the University of Qatar and, if we assume that this is the situation in Qatari secondary schools, would this affect failure and success at the university? This will be one of the issues raised in interviews with university staff in Chapter 5.

B Learning

Islam encourages learning and places a high value on the learner. The Prophet Muhammad himself said

You should seek knowledge from birth to death.

This, in addition to encouraging the learner, indicates that education should continue throughout one's lifetime. Also, Islam extols the learner with the words:

> *He who seeks knowledge is one with he who fights for Allah.*

The Prophet Muhammad also has many saying concerning knowledge such as:

> *To acquire knowledge is binding on all believers, both men and women. (Ibn-Maja)*
>
> *The acquisition of knowledge is better than worship. (Awsat and Bazzar)*
>
> *The best form of devotion to God is to seek knowledge. (Kunuzul Haqaiq)*
>
> *Acquire knowledge. It enables the possessor to distinguish right from wrong. It lights the way to heaven; it is our companion when friendless; it guides us to happiness; it sustains us in adversity; it is a weapon against enemies and ornament among friends. By virtue of it, Allah exalteth communities, and maketh them guides in good pursuits, and giveth them leadership; so much so that their footsteps are followed, their deeds are imitated, and their opinions are accepted and held in respect. (Ibn Abd Al-Bar, Fadl Al-Ilm)*
>
> *A learned man is like the stars in the firmament which in darkness light the way over the land and the sea. (Ahmed, Musnad)*

Knowledge in the Islamic conception is that which covers every field of life: the life of the whole universe around man and the life of himself in his past, present and future being.

An acquisition of knowledge, therefore, imposes on man the labour of his physical, intellectual and spiritual faculties. The Qur'an and the Prophet Muhammed made it clear that what they mean by knowledge is not the mere assemblage in one's memory of information or experience about a given subject, but correlation and synthesis which might result in a harmonious and intelligent grasp of the objective underlying truth. They therefore insist on reflection as an essential and effective process for the acquisition of knowledge. Abdul Latif (1959), quoted in Al-Essa (1986), said that wherever attention is drawn to reflection and speculation, expressions such as 'herein

signs for folk who reflect' (sic), 'for men of knowledge', 'for folk who heed', and 'for folk who understand' occur repeatedly in the Qur'an and the traditions of the Prophet to highlight the importance accorded to reflection as a means of obtaining insight. The Qur'an, for example, says: 'And he hath subjected to you all that is in the heavens and all that is in the earth: All is from him. Verily, herein are signs for those who reflect'. (Q. 45:13)

Another example is found in the sayings of the Prophet:

> *There is no goodness in that prayer in which one does not know what he prays, and there is no goodness in that knowledge which does not convey any sense; and there is no goodness in that reading over which one does not reflect (Darimi)*

The holy Qur'an lays great emphasis on the study of nature and its phenomena which are subject to uniform laws and operate within them. A close study of these natural laws is always rewarded with the discovery of profound scientific truths. Al-Essa (1986) mentioned that Chippa (1976) said that the Qur'an contains numerous verses whose import is to exhort the thinking section of humanity to study the seen to know the unseen, which is a stark reality.

With regard to the position of the intellect in Islam, the Prophet has placed it in a very high position.

B1 Learning Approaches

These approaches can be summarised in five main methods:

a. Learning from a teacher

This is the traditional approach, by which one learns from a specialised teacher in one of the ways discussed in the section on teaching above, namely:

- rote learning
- dictation

- reading
- lecture and debate
- directive self learning.

b. Learning from a text

This is a kind of self learning in which the learner depends on books as a source of knowledge, not a teacher.

c. Learning by asking.

The prophet said 'Science is a treasure, asking is the key to it, and there are three who will be rewarded for the asking: he who asks, he who listens and he who takes.' In this approach, the student is free to choose books or teachers to learn from. He can even choose more than one teacher.

d. Learning by listening.

Students who cannot ask, unlike the previous group, only listen to get benefit from attending lectures. In fact, there were many famous educators who could not read, but who sat in on classes, listening to the teacher and the questions of the other students.

e. Learning through study

In this approach, students strive to learn while teaching others at the same time. This is a very effective method.

Finally, it may be useful to end by summarising the similarities and differences between Western and Islamic perspectives regarding teaching and learning. The coincidence occurs in many educational principles and modern education methods. Examples of this are found in some teaching methods such as lecturing. On the other hand, the main difference falls in that all principles in the Islamic perspective stem from religion, whereas in the Western perspective, this is not the case. Another difference, which has not been discussed in this section because it does not have core relevance to the

research topic, is that, as mentioned by Al-Wahidi (1990, p. 373), there are differences in some aspects of school punishment and examination systems which are required in a particular area.

B2 Reviewed Literature

The empirical Arabic studies quoted here depend on Western tools for data collection and analysis. This is because there are no specifically Arabic-Islamic inventories in use, but rather Western ones which have been validated in Arabic society.

One of the reasons for this is that psychology as a whole (and the inventories in question) is a modern science which appeared as a separate discipline at the beginning of this century, having previously been considered a part of sociology or religion. In the period in which this appeared, the Arab world was under a number of foreign rulers, and Islamic civilisation was in decline as presented earlier in Chapter Two.

Kutami (1989) investigated the relationship of learning styles and achievement. The study aimed at answering the following questions:

i. Do learning styles of secondary stage students differ according to their achievement speciality?

ii. Do learning styles of secondary stage students differ according to their achievement level?

iii. Do learning styles of secondary stage students differ according to their sex?

The learning style preference was measured by the Dunn, Dunn and Price Learning Style Inventory, which was translated into Arabic and adapted to suit the Jordanian society. The validity and reliability of the Inventory were investigated and found satisfactory. A stratified sample of 400 students was also drawn from the population of the second secondary classes in Zarqa District in Jordan.

The items of the Inventory were distributed among four major fields, and each field was composed of many areas, as follows:

- Environmental Needs: Noise Level, Temperature Level, and Design-Formal, Informal
- Emotional Needs: Motivation Level, Persistence Level, Responsibility Level, Structure, Teacher-Motivated, and Parent-Figure-Motivated.
- Social Needs: Learning alone, with peers, with adults and/or in several ways.
- Physical Needs: Perceptual Learning preferences (Auditory, Visual, Kinesthetic, and/or Tactile) Time of day (morning, late morning, and/or evening) Intake and Mobility.

For the purpose of answering the questions of the study, a multivariant analysis of variance followed by analysis of variance 2 x 2 x 2 were used as suitable statistics to detect the differences between levels of speciality, achievement and sex.

All differences at the two levels of each variable were found to be significant ($p < 0.05$). The results also revealed a significant interaction between speciality and achievement, speciality and sex, and speciality, achievement and sex, and the areas for each difference of the above were as follows:

- For the difference between scientific and art students; scientific students showed higher levels in areas of Formal design, Motivation, Persistence, Teacher Motivation, Auditory learning, Tactile learning, and study in the morning.
- As for the differences between the two levels of achievement, high achievers showed higher levels in the areas of light level, Persistence, Responsibility; but low achievers showed more preference to study with peers, in the presence of adults, in several ways and studying in the evening more than high achievers.
- As far as the differences between males and females are concerned, males showed a high persistency level; whereas females showed a

higher motivation level; females were also more interested in parent-figure motivation and preferred studying in the presence of adults more than males.

- Concerning the interaction of speciality and achievement, high achievers in science streams preferred higher light levels and were tactile learners, studying in the morning to a greater extent than low achievers, but it was the other way round for art students.

- As for the interaction of speciality and sex; males of scientific speciality preferred a formal design while, on the other hand, art students preferred informal design.

- As far as the interaction of speciality, achievement, and sex is concerned, males of scientific speciality with a high achievement level were more interested in parents' motivation, than art males of the same achievement level, but low achievers showed a reverse preference. Females, on both parent motivation and studying in several ways, showed completely different preferences from males of the same achievement level and speciality.

Although this study investigated the two levels of achievement which are the focus of concern in the current study, the psychological variables were not the same, with the exception of motivation and responsibility (see Chapter Four). Another point of difference was the fact that the above study included gender as a point of investigation. Nevertheless, it will be of interest to compare the results with those obtained in this current study (see p 283).

Regarding the situation at the University of Qatar, there are no empirical studies to the knowledge of the researcher which deal with this subject.

3.2.3 Issues on the role of the teacher on students' success or failure

At this point, it is the intention of the researcher to examine briefly the role that the teacher might play in influencing students' success or failure. A number of studies have been carried out in this regard.

Previous studies in evaluating teacher work reveal that there may exist a correlation between effective teaching methods and academic achievement as a result of such teaching. It seems that even teacher attitude and expectations have a direct influence on the teaching process (Wright, 1992).

Karp (1991) investigated the teaching behaviour and instructional methods of elementary school teachers to determine whether teachers with positive attitudes towards mathematics employed different methods in mathematics instruction from those with negative attitudes. Overall, teachers with negative attitudes employed methods that fostered dependency whereas teachers with positive attitudes encouraged initiative and independence.

Ross (1995) reviewed research into teacher efficacy, concluding that teachers who believe they are effective set more challenging goals for themselves and their students, take responsibility for student outcomes, and persist when faced with obstacles to learning. The article suggests that efforts to improve schools should include attention to teacher efficacy.

The teacher has also been seen in Eastern literature as playing an important role in the teaching process. He is not only a transmitter of knowledge, but a builder and a leader in producing a change in behaviour and thought. It is for this very same reason, as mentioned by Abdel Jawad & Metwali(1993, p.85), that Muslims have been very keen on being educated and taught by their teacher, and were resistant to receiving knowledge only through books. Al-Gazali, an influential Arab Muslim educator, emphasised the importance of the role of the teacher in influencing the learner and of the teacher's effect on failure or success. This is supported by Ammer Rezq (Anon, p.122) who views the teacher as an important factor in the success or failure of students as he provides the human element and is responsible for executing the curriculum.

3.3 Learning Skills.

In the following section, learning skills will be investigated from the Western and Islamic perspectives with an overview of related literature.

To maintain the internal consistency of this chapter, the Western perspective is presented first, followed by the Islamic perspective. The aim of doing so in this section is to examine the studies conducted and the tools used to date in the Arab world, in order to be able to choose new tools and inventories or measurement scales for this study which will then constitute a new addition to the field in the area. The contribution of the material in the section on the Western perspective will also give an up-to-date view of current concerns and new methods and approaches.

3.3.1 Learning skills from the Western perspective

A Strategies. What are they?

Kail and Bisaz (1982), quoted in Garner (1988, p. 64), point out that a strategy is a sequence of activities rather than a single event. This means, among other things, that learners need to acquire both the component processes and a routine for organising them.

Kirby (1984), quoted in Nisbet & Shucksmith (1988) makes the distinction that a strategy is essentially a method for approaching a task, or more generally attaining a goal. Each strategy would call upon a variety of processes in the course of its operation.

A1 Categories of Learning Strategies

Weinstein and Mayer (1985) attempted to create a preliminary set of categories to reflect the state of research and practice.

a. Rehearsal Strategies for Basic Learning Tasks

These strategies emphasise simple repetition. For instance, repeating in correct serial order, etc. In fact, it may not even be possible for highly intelligent students to engage in deeper forms of information processing until they acquire a knowledge base on which to act.

b. Rehearsal Strategies for Complex Learning Tasks

Tasks included in this category extend beyond the superficial learning of unrelated bits of information and simple lists.

c. Elaboration Strategies for Basic Learning Tasks

Elaboration can be accomplished in a variety of ways, such as using mental imagery to describe an event in history, etc. In these cases, elaboration involves adding some sort of symbolic construction to what one is trying to learn to make it more meaningful.

d. Elaboration Strategies for Complex Learning Tasks

The major goal of strategies in this category also requires getting learners involved in building bridges between what they already know, have experience of, or believe, and what they are trying to understand. Methods in this category include summarising, paraphrasing, creating analogies, and using prior knowledge, experience, attitudes and beliefs to help make the new information more meaningful.

e. Organisation Strategies for Basic Learning Tasks

Organisation strategies are used to transform information into another format that is easier to understand. The benefits of using organisation strategies appear to be due to both the processing involved in accomplishing the transformation and the structure imposed. Listing foreign words by their part of speech, grouping paintings by an artist, and using a time line to list events are all examples of organisation strategies.

f. Organisation Strategies for Complex Learning Tasks

Examples from this category include outlining chapters from a text, creating a conceptual map, and creating a hierarchy of sources to use in writing a term paper.

g. Comprehension Monitoring Strategies

The term 'metacognition' is used to refer to individuals' knowledge about their own cognitive processes as well as their abilities to control these processes by organising, implementing, monitoring, and modifying them as a function of learning outcomes and feedback.

A sub area within metacognition that is particularly relevant to the present discussion is called compression monitoring. Operationally, it involves establishing learning goals, assessing the degree to which these goals are being met and, if necessary, modifying the strategies being used to facilitate goal attainment.

h. Affective Strategies

Affective support strategies help to create and maintain suitable internal climates for learning. They help to generate a context in which effective studying and learning can take place, and they seem to be influenced by such variables as the content domain and task demands.

Dansereau (1978, p. 3) distinguished between two classes of strategies: those used to operate directly on the materials and those used to operate on the individual in order to maintain a suitable internal psychological climate.

The first class of technique, termed primary strategies, is that persons required to learn material must be able to identify the important, difficult and unfamiliar portions of material and apply techniques to comprehend and retain this material.

The second class of support strategies consists of strategies to allow the primary strategies to flow efficiently and effectively.

People rely on cognitive strategies to promote learning, remembering and problem solving. The use of internal tactics such as rehearsal and paraphrasing, as well as external aids, such as notes and lists, help to reorganise information and ensure retention. Not all learning is controlled by

cognitive strategies, certainly, but tasks that are complex or demanding can be simplified by systematic evaluation of the problem and selection of appropriate strategies. (Paris, Lipson & Wixson, 1983, p. 299)

Lochhead and Clement (1979), quoted in Mayer (1988, p.21) pointed out that there is a long and somewhat disappointing history concerning teaching of these skills. What is new with this interest in learning strategies is that it can be based on an emerging cognitive theory of human learning and memory.

Weinstein, Zimmerman & Palmer (1988) mentions that failure of individuals to use strategies may not be merely the result of a lack of training. It has been repeatedly demonstrated that many pupils with significant learning problems who have participated in strategy training programs do not maintain or generalise their use. In addition, student perceptions of their own achievement attributes may affect strategy.

A2 Developing Learning Strategies

How can appropriate learning strategies be transferred from teacher to children? As quoted in Nisbet & Shucksmith (1988, p.53), Brown and Compione (1970) suggest a 'Socratic teaching method' in which the teacher constantly questions the student's basic assumptions and premises. In this way, the teacher is modelling for the pupil the sort of self-questioning, diagnosing and correction strategies that most adult learners perform internally and intuitively when working on their own.

Several studies report attempts to use modelling techniques deliberately in order to improve learning behaviour.

Wittrock (1988) made the point that it is only recently that interest has been revived in studies of the thought process involved in stimulating learning, memory and comprehension. Research on verbal learning strategies, including the facilitation of attention and comprehension has been increasing, as is research on the use of imagery. For example, images were used to facilitate memory, by use of pegword mnemonics. Infrequently, imagery has

been used to enhance comprehension by having people integrate information, such as by imaging an interaction among the characters in a play.

He presents a model of learning strategies which centres on active learners (1) who attend to instruction; (2) who attribute results to their own effort; (3) who, at least in large part, relate tasks and materials to their knowledge and experience; and (4) who construct meaning from that interaction. These model learners are aware of their own learning strategies, choose among them, and employ them appropriately for the tasks and the context. Basically, the model consists of three cognitive processes - attention, motivation and comprehension.

Zimmerman & Shunk (1989) discusses the usefulness of self-regulated learning for improving student learning and academic achievement. He mentions that researchers interested in academic self-regulated learning have begun to study processes that students use to initiate and direct their efforts to acquire knowledge and skill. This theoretical account also posits a central role for the construct of academic self-efficacy beliefs and three self regulatory processes: self observation, self-judgement and self-reactions.

It is important at this point to distinguish between autonomous and self-directed learning. The main difference between autonomous and self-directed learning, according to Carver and Dickinson (1980), as quoted in Zimmerman & Shunk (1989), is that autonomy is one of many possibilities within self-directed learning. Autonomy represents the upper limit of self-directed learning in that all educational choices are made by the learner independently of teacher and institution.

It was suggested above that a high level of awareness of one's own cognitive processes may greatly contribute to successful course performance. However, the concept of metacognition includes an awareness that it is not only how to achieve course-based goals that is an effective means of achieving one's personal goals in a wider context.

B. Reviewed Literature

B1. Learning Skills

Askounis (1977) explored two treatment programmes in an effort to examine their efficacy for students with academic concerns. The two programmes consisted of treatment one, an integrated approach involving both study skills instruction and self-concept exercise, and treatment two, study skills instruction alone. The study began with three volunteer masters level students who voiced concern over their particular academic difficulties. The three students were assigned randomly to either treatment one – study skills instruction and self-concept exercises; or treatment two – study skills instruction alone; or treatment three – a control person, who received no treatment.

The students were assigned to treatment one and two with a counselor for an hour each week for six weeks.

Instrumentation involved pretest, post-test, and follow-up measures on number of hours studied per week, as well as on an author-constructed self-description instrument. In addition, the Personal Orientation Inventory (POI) was administered on a pre and post-test basis to measure changes in self-concept or self-actualization.

Analysis of the data did not show statistically significant differences for subject one, subject two, or subject three in terms of number of hours studied. However, subject one did show a consistent upward trend. Subject one also showed an increase on the self-description instrument, as well as on the (POL) score. This seemed to uphold the hypothesis that subject one, receiving both study skills and self-concept exercises, would show increases in all measures.

McCoy (1978) explored the academic high-risk students' perceptions of their study skills and determined the frequency of use of their perceived study skills. The population for this study consisted of 92 high-risk students.

A questionnaire was used for collecting the data: the Study Practice Inventory. The questionnaire was developed by the researcher on the basis of the survey data. Based on this study it may be concluded that: in general, these academic high-risk students most likely do not attain maximum efficiency when studying. They seemed to employ the more common, but less efficient study skills with greater frequency .

Also, these students apparently tended to neglect the interrelations among various study skills.

This study encouraged the researcher to explore the students' perception of their study skills and also evaluate their level in part of the questionnaire intended for use with the students.

Carns & Carns (1991) in the U.S. developed a guidance study skills approach designed to increase intermediate students' self-efficacy and awareness of metacognitive skills, learning strategies, and learning style information. 117 fourth graders participated in the study skills unit which was presented in five 1.5-hr sessions. Group scores on the California Test of Basic Skills showed improvements in academic achievement in the areas of language expressions and spelling. Improvement on the total battery averaged 3 years and one month. Grade equivalents responded positively to academic conferences with counsellors. So Carns mentioned that one factor that may have influenced the results was enthusiasm and support on the part of teachers.

A study by Prather (1983) at the academy of U.S. Air Force showed that a study skills programme had low time requirements, raised the students' grade-point average (GPA) by .54 points in the experimental group whereas the subjects in the control group showed an increase of only .02 in their GPA by the end of the semester. He mentioned that academically deficient

students may be suffering more from problems of study habits than from a lack of academic ability.

Gadzella, Goldstone, and Zimmerman (1977) investigated whether university students who were academically successful, when exposed to effective study skills, would differ significantly from the students who were not exposed to these skills in their (a) perceptions of study habits and (b) academic achievement. The participants were 80 students who were given study technique guides, took quizzes, and participated in class discussions and then were compared with 80 students who were not exposed to these aids and activities. Subjects were compared concerning sex, college status, race, and study habits and attitudes three times during the semester. Trend analytical results proved significant.

(i) Difference on teacher approval scale, with experimental group scoring higher.

(ii) Differences on five scales over trials reflecting upward shifts.

(iii) Analysis of the semester grade-point averages showed no significant differences between the groups.

In all the previous studies mentioned above, the samples were either ordinary or high risk students (Askounis (1977), McCoy (1978), Prather (1983), except in Gadzella, Goldstone & Zimmerman (1977), where his sample consisted of university students who were academically successful. This gave the researcher the idea to investigate the relationship between learning skills and academic achievement or failure for both high achievers and low achievers.

The results of the previous studies indicate that learning skills enhance both high achievers and low achievers, except in the study by Gadzella et al. (1977) where no significant differences between the groups were found.

Another study, by Clark (1987), examined the relationship of study skills and learning styles to college achievement, the relationship of study skills and

learning styles, and the possibility of discriminating between successful and unsuccessful students on the basis of study skills and learning styles.

The sample population consisted of 231 second-semester students. During math class, the Survey of Study Habits and Attitude and the Productivity Environmental Preference was administered to the students. Correlation for the relationships between learning style and study habits and attitudes to achievement were low, but significant. It can be cautiously concluded that good students appear to be motivated and responsible, prefer to learn alone rather than with peers, prefer the flexibility and variety of several ways of learning. Good students have good study habits and positive attitudes towards their educational experience. Among the best discriminators between successful and unsuccessful students were responsibility and flexibility.

Other scholars tried to identify the factors associated with the outcome of study skills instruction on an extended time basis. Robyak & Downey (1979) attempted to determine the extent to which students' academic performance could be predicted by a combination of factors such as personality type, prior academic performance achievement level, and study skills knowledge and usage of different scores. The participants were 61 students. The results showed that the best predictors of extended academic performance were past academic performance and the change in study habits made during the study skills course. Also, the results tended to support the notion that the reported level of study skills improvement is related to the future level of academic performances. Study skills improvements have an effect on GPA beyond the one that immediately follows the completion of the study skills course.

Sakamoto, Matsuda & Muta (1985) tested the hypothesis that students with a low level of performance, motivation, and creativity can improve their level by acquiring study skills similar to those of other students already demonstrating a high level of competence.

A 30-item questionnaire on student study skills, a 30-item questionnaire on study motivation, and a 40-item questionnaire on creativity were administered to over 3,000 university and college students in nine different countries. (Brazil: 381; Canada: 177; China: 155; F R Germany: 240; Ireland: 164; U K: 195; USA Mi: 147, Tx: 255; Venezuela: 300, 100; Japan: 901). It is worth mentioning here that Sakamoto et al. developed an International Study Skills Inventory (ISSI) of which the researcher found it useful to adopt some of the items in her study.

Similar factor structures were found on study skills and study motivation. The four study skills factors: 'behavioural', 'cognitive', 'visual', and 'searching', and four study motivation factors: 'challenge', 'taking initiative', 'planning', and 'active persistence' were taken into consideration. It was found that cognitive and visual study skills often showed a high correlation to study motivation factors and that cognitive skills also often showed a high correlation to creativity factors. However, study skills generally did not show high correlation with scholastic performance.

Also, Leung (1985) tested the relationship between study skills, study motivation variables and creativity. The participants who were 177 university students answered the International Study Skill Inventory (ISSI). Item factor analysis and correlational analysis of factors were performed. Four factors were found: (SI) marking text/note taking, (SII) persistent knowledge seeking, (SIII) cognitive attention to main points, and (SIV) surface organization.

Moreover, four factors for motivation were found (MI) curiosity, (MII) persistence, (MIII) organised schedule and (MIV) group leadership. This group of studies investigates the relationship between learning skills and some psychological factors like personality type (Robyak & Downey, 1979) or attitude (Clark, 1987), motivation and creativity (Sakamoto et al., 1985, and Leung, 1985). The results indicate the following: learning skills are enhanced by certain psychological factors such as motivation and attitude and both affect the success or failure of the students, so this is the common area between psychological variables or factors and learning skills.

Paris et al. (1984) examined the hypothesis that children's awareness of their own cognitive skills, or metacognition, plays a major role in their learning and development. The sample consisted of 87 third graders (mean age: 8) and 83 fifth graders (age: 10). Children were given an experimental curriculum, Informed Strategies for Learning (ISL), that was designed to increase children's awareness and use of effective reading strategies. Children who participated in ISL made larger gains than did children in control classrooms on close and error detection tasks. No differences between groups were found on two standardized tests of reading comprehension. This study demonstrates that metacognition can be promoted through direct instruction in the classroom and that increased awareness can lead to better use of reading strategies.

Similar indications found in other studies suggested that prior knowledge facilitates recall in both good and poor readers and that the recall of good and poor readers is similar after reading decoded, familiar texts. Recht & Leslie (1988) for example, investigated how prior knowledge influences the amount of short- term nonverbal and verbal memory and long-term retention in students of high and low ability in reading comprehension. There was a significant main effect for prior knowledge on all measures.

These implications emphasize providing direct instruction in strategies to help the student to consciously use the learned strategies in different contexts.

However, other studies such as the one conducted by Udziela (1996) found that teaching the students formal study skills had no effect on their academic achievement. The study conducted by Udziela (1996) examined whether sixth grade students taught formal study skills would obtain significantly higher reading achievement than those not taught these skills. Study skills can be broken down into ten or more skill areas including: study habits, time management, test-taking, lecture note-taking, reading comprehension, vocabulary, test anxiety, textbook reading, reading speed, and memory.

Subjects of the study were 181 sixth-grade middle school students from a Chicago suburb. Of these, 79 students had participated in formal study-skills training prior to the Illinois Goal Assessment Programme (IGAP) test and 88 had not. From each of the 2 subgroups, 30 students were randomly selected. Results from the 1995 IGAP reading scores were used. A t-test ($p<.05$) for independent samples was done on these 2 sets of scores to determine if there was a statistically significant difference in reading between the two groups. Results revealed that the means for both groups were within 11 points. Results indicated that teaching the students formal study skills had no visible effect on their academic achievement. These results contrast with an earlier study done by Fisher (1986). Further research is recommended at middle school and elementary grade levels.

Behrman (1984), on the other hand, examined the effectiveness of a structured learning-skills course for college freshmen (N=75). Compared to a matched control sample, the learning-skills group achieved a higher GPA after one year and a higher rate of retention after three years.

Foriska (1992) stated that diagnosis of cognitive learning skills could be the first step to reducing painful learning environments. Every student has an individual learning style and different cognitive learning abilities. They believe that such differences must be considered by the teachers and their instruction must be modified based on the students' needs.

Summary

On the basis of the above presentation of the theoretical framework and reviewed Western literature, the researcher came to the following conclusions related to the present study:

1. The study sample would be university level students, both high and low achievers, since the studies indicate that learning skills enhance both high achievers and low achievers.

2. The researcher also determined to explore the students' perceptions of their study skills in the questionnaire that was to be put to them.

3. The reviewed literature showed that the International Study Skills Inventory (ISSI) of Sakamoto et al. (1985) has been used in a variety of countries, so it was decided to use some items of this inventory in the investigation of the learning skill of Qatar University students.

The question could be asked on reading the above section presenting the Western perspective on learning skills whether this would be an adequate base from which to investigate Islamic contexts. The answer to this question is that the learners have already been affected by both their Islamic historical background and by Western values and theory as a result of education and modern communications.

A point that could be added here refers back to section 3.2.2 above which presents aspects of Islamic traditions of teaching and learning. The reader will notice that no questionnaires have been designed on the basis of Islamic values and traditions. Studies conducted even in the Arab world have depended on Western tools. This brings to the researcher's mind the idea of preparing tools in psychology and learning skills derived from Islamic traditions, but this will be done later after completion of this study.

The tools intended to be used in this study are to be validated in Qatari society. As can be seen in the following section on the Islamic perspective and related literature, this is in fact what has been done in other studies - the tools used are Western, but validated in the relevant Arab society. A final point to add here is that what is being measured is human skills which are universal.

One of the reasons for presenting the two perspectives separately is to see the results of both in different locations and societies, as well as to adopt new tools not used to date in Arab society, which could be considered an addition to the field.

3.3.2 Learning Skills from the Islamic Perspective

Learning skills in the Islamic culture are considered as a part of the method which supports learning:

- Memorisation: which is the operation which needs techniques to help the memory store and remember information . Such techniques include: summarisation, repetition, rhythm, visual aids (vision formation).

- Discussion: for clarification and for practice

- Knowledge and some reading techniques (Komber, 1988, p.94)

Komber (1988, p.527) mentioned that nowadays learning to learn is a common function among education systems, similar to self-learning and learning skills such as listening, etc. These strategies and skills have been modernized by the latest educational technology. In fact, in the Islamic Arabic perspective, learning skills are acquired through the teaching and learning process .

The researcher would like to make it clear that in this section on reviewed literature regarding learning skills, Western inventories and scales based on Western theory are used, but validated in the Arabic environment. The samples are, of course, Arabic. The reason for this may be that learning skills are considered relatively new as a technique and in implication in the psychology of education.

Regarding Arabic literature on learning skills, the researcher found that the studies relate learning skills with a number of psychological variables. However, these studies were limited in number, so only the following studies will be presented in this section. The rest will be discussed in the following section on psychological variables.

Esawy (1974) tried to investigate the effect of test anxiety on skilled students. The objective of the study was narrowed down to this question: 'Does test anxiety affect the skilled students?' The sample consisted of 30 male and female students from Alexandria university in the Arab Republic of Egypt. The researcher administered a Learning Skills Inventory and an anxiety one. According to his results, 11% of students did not feel anxious, 5% experienced extreme anxiety and 79% went through moderate anxiety. Other findings of the study indicated that female students tended to be more anxious than males, and that 25% of the students started studying from the beginning of the year, 5% in the middle of the academic year and the rest started studying at the end of the year. Moreover, the results indicated that the students were not familiar with study skills.

Jaber (1980) conducted another study investigating factors related to failure/success at secondary schools in Qatar. They used the Brown-Holtzman Test and other inventories of study and attitude. The sample consisted of 120 male/female students, aged 16-20. The researchers found significant differences in favour of good students regarding study habits and attitudes. This result confirms other studies conducted in Cairo.

In another study in Cairo, Siliman (1988) studied the relationship between studying and superiority by using an inventory containing 91 statements divided into four sub-scales:

i. place / time of studying

ii. preparation / listening to the lesson

iii. how to study

iv. preparation / doing the exam

The sample consisted of 133 students divided into two levels: excellent and average level. Results showed a positive correlation between study habits and academic achievement in favour of the excellent students. Also the results showed a significant difference between excellent students and average students for the same variable.

In Bahrain, Fateem (1989) tested the relation between the study habits and academic achievement of 90 female and male college students by using Brown-Holtzman Inventories. The results indicated that there existed a positive correlation between academic achievement and study habits.

Columa, (1986) investigated the relation between study habits and academic achievement in the College of Education in Riyadh (University of King Saud). The sample consisted of 480 male students. Results indicated that the most effective factor in measuring study habits was the sub-scale of Brown-Holtzman academic achievement. This study recommended the inclusion of study skills programmes in university curricula and emphasized the importance of such programmes.

In Egypt, Sadek and Hoter (1982) conducted research into the study habits of 800 secondary school male/female students, using a questionnaire prepared by themselves. It was found that study habits start to become stable once students start secondary school.

Ryad & Al-Sheikh(1993) conducted a study in Qatari preparatory schools to investigate learning skills and their relation to intelligence, motivation and academic achievement using LASSI (the learning and study strategies inventory), study attitude by Brown-Holtzman and a study skills questionnaire. The findings were that learning skills correlate positively with academic achievement, motivation and intelligence.

In all these studies, the results of Jaber (1980), Siliman (1988) and Fateem (1989) indicated that there existed a positive correlation between academic achievement and study habits, whereas Sadek and Hoter (1982) demonstrated the stabilisation of study habits at secondary school. In view of this, the researcher's attention was drawn to the need to investigate this relationship with students at Qatar University since no previous study has been done in this area at university level. Also, as Brown-Holtzman is clearly commonly used in Arabic studies, the researcher decided to use another inventory used by Sakamoto et

al. (1985) and the learning and study strategies inventory (LASSI) used in the studies mentioned earlier in this chapter.

The reasons behind selecting these inventories were:

1. They are new in the Arab world.

2. They have been tested in different parts of the world, but not, to the knowledge of the researcher, in the Arab world, with the exception of the Ryad & Al-Sheikh study (1993) where it was, however, combined with Brown-Holtzman.

3. They cover a wide range of skills.

4. Results obtained in the Qatari society could be compared to those obtained in studies in other countries.

Regarding the situation in Qatar, a learning skills course was offered in 1994 as an elective course in the University of Qatar program . The course covered 12 skills over a 14-week period. The skills included adjustment, time management, concentration, remembering, note-taking, speed reading, class discussion, listening, preparing for exams and taking exams. In doing this, Qatar University became the second University in the Arab world to offer such a program after King Fahad University in the Kingdom of Saudi Arabia (Abu Hemidan, 1991). The researcher had the opportunity to participate in the teaching of this course.

3.4 Psychological variables:

In the following section, the researcher looks at psychological variables, their theoretical background and related literature in an attempt to shed light on the relationship between these variables and academic failure or success. Again, following the same organisation system used above, the psychological variables will be presented first from the Western perspective, then from the Islamic perspective. However, the researcher would like to mention in advance that the tools used in the Arabic studies were, in fact, Western, but

translated into Arabic. The importance of presenting these variables separately is that:

i) a difference might be found between the Arab and Western personality in respect of the psychological variables related to academic failure or success.

ii) it gives an opportunity to survey the studies and tools which have already been used in the Arab world. The use of new tools and inventories will add to the field.

3.4.1 Issues on personality from a cross-cultural perspective.

At this point, the researcher would like briefly to raise some issues on personality from a cross-cultural perspective, as this has been a point of investigation for many researchers.

Kim & Kim (1997) evaluated the relationship between individual-difference variables and the perceived importance of interactive constraints in a cross-cultural investigation of undergraduate Korean and US students. It was hypothesised that the need for social approval would correlate positively with the importance of 3 "prosocial" interactive constraints, (i.e. concern for other's feelings, concern for avoiding negative evaluation by the hearer, and concern for minimizing imposition), and that "need for dominance" would correlate positively with concern for clarity and concern for effectiveness. The results showed that the different personality characteristics (need of approval or dominance) systematically affect the perceived importance of interactive constraints in both cultures.

Brislin (1997), in his work on understanding cultural influence on behaviour, states that the book was written with two very basic assumptions, firstly that people all over the world will continue to increase their contact with members of diverse cultures, and secondly that research in cross-cultural studies can

provide very helpful guidelines for people as they interact in a fast-changing world marked by increasing intercultural contact.

Qatar, as a case in point, is an Islamic, Arabic state which has been exposed to many cultures because of foreign immigration (see Chapter 2.5), and because of the increased ease of international communication. It could therefore be assumed that this has had an impact on character and values. However, Al-Asser (1983) found in Qatar that the values which related to need of achievement were directed by the common religious, moral and psychological values which it could be said are environmentally oriented and have been passed down from father to son.

Another point that could be raised on this subject is that some emotions and personality characteristics are universal. Anxiety is a good example of a universal emotion, as demonstrated by Spielbergen (1986), who investigated anxiety from a cross-cultural perspective in 11 countries and found further evidence of the universality of anxiety as a fundamental emotion.

The implication of this is that we can, to some extent, use certain tools which have been designed with other cultures in mind (such as Western ones) after they have been validated for a particular study.

Alderini (1982) in a cross-cultural study into the different preferences of Filipino, Egyptian, Sudanese and Qatari students' preferences with regard to the creative features of their teachers, found that culture affects students' preferences in this area in descending order as follows: Filipino, Sudanese, Egyptian and Qatari. Alderini demonstrated that the culture of the Philippines was, of the groups studied, the most encouraging for creativity on the part of the teacher, and showed the impact of the teacher as a model for the students and for the nation.

3.4.2 Psychological variables from the Western perspective.

In this section, the researcher presents Eysenck's personality theory for several reasons. First, most of the psychological variables which seem to

have any effect on academic achievement – as will be shown here – are related to Eysenck's personality theory, which will be presented only briefly as it is not the only main component of the research. Secondly, one of the research questions seeks to determine the psychological variables related to failure and success of both high and low achievers. Thirdly, in view of the fact that the researcher intends to make use of Eysenck's Personality Inventory, as will be seen in Chapter 5, it is crucial to provide the reader with a brief theoretical background.

The ancient Greeks used a type theory. Indeed, the four types of the sanguine, the phlegmatic, the choleric and the melancholic have passed into popular speech. The observations on which these descriptions were based were very astute. Even now, we can recognise particular types falling into these groups. But they were wrong in postulating that everyone would constitute an example of one type or the other. Most people in fact combine aspects of two or more types, and thus fall between the four classificatory baskets. The theory of the four types had a long history, lasting for some two thousand years. It was not finally abandoned until the beginning of this century.

Modern psychologists prefer trait theories to type theories. Traits are descriptions of habitual behaviour patterns, like sociability or persistence or impulsiveness. Such terms are very widely used in common speech. (Eysenck & Wilson, 1975, pp. 1-10)

Most people will know the terms extroversion and introversion through C.G. Jung. In fact, the terms have a much longer history. They occurred as far back as Dr. Johnson's original English Dictionary, although with a rather different meaning. In the nineteenth century, however, they were used in their present sense by novelists. The theory is so bewildering in its complexity that at the present day, very few, if any, psychiatrists or psychologists use or take it seriously.

Clearly there is a possibility that different traits might not be entirely independent, and the discovery of correlations between traits is another task that psychologists have set themselves and have pursued with great application over the years. The outcome has been very clear-cut; there are many quite marked correlations between different traits, and these in turn therefore need to be incorporated into the theory. In order to do this, psychologists have used a hierarchical model.

This model is shown in Figure 3.1 in diagrammatic form. The seven traits which have been measured have been linked together. They all correlate in the sense that people who are sociable are also impulsive, active, risk-taking, expressive and lacking in reflectiveness and responsibility. This combination of traits gives rise to a more general, more inclusive trait, that of extroversion. In other words, extroversion is defined in terms of all the traits which can be empirically demonstrated to correlate together. It is possible to call extroversion a *type*, but this more modern use of the word does not carry any implication that everybody is either an extrovert or introvert . Rather, the term is used in the sense that there is a continuum from one extreme to the other, with the majority of people nearer the centre than the extremes. In fact , people are distributed along this continuum rather as they are on the continuum of height, or intelligence; few are very tall, or very bright, and few are very small, or very dull. Quite a few are tall, or bright; quite a few are small, or dull. Most are of medium height, or of average intelligence. Thus, here the term 'type' is used in this modern sense, not the old-fashioned sense of denoting exclusive groups.

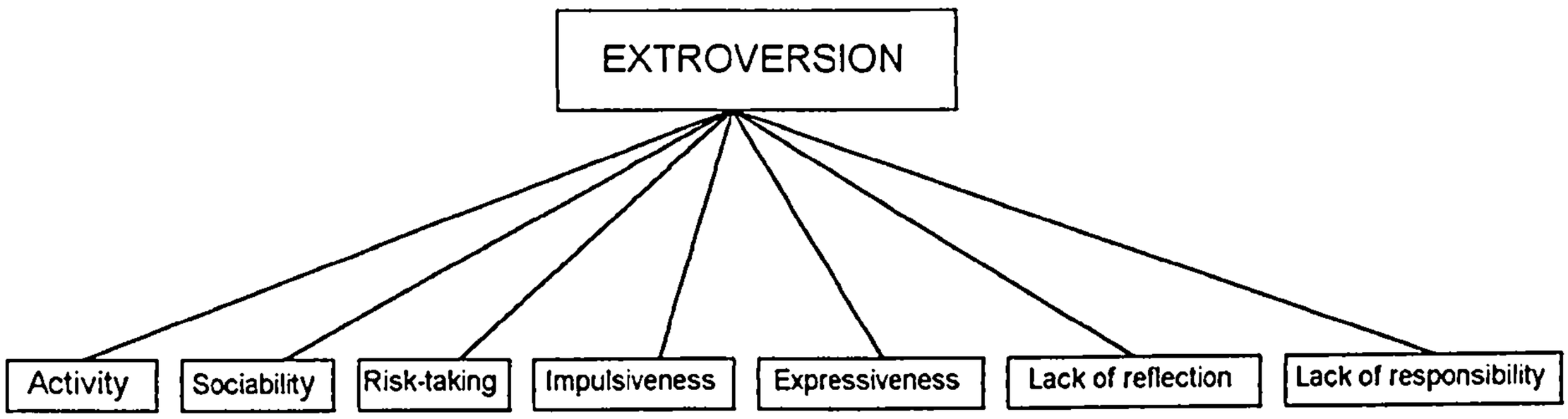


Fig. 3.1: Extroversion

Extroversion-introversion is one modern type concept; are there others? There is considerable agreement among the many workers in this field that two other type concepts have been discovered and are well supported by the evidence.

The second type concept considered here is called emotionality, or anxiety, or lack of adjustment, or instability, or neuroticism (or indeed any of a number of other terms). It too is based on the fact that various traits are empirically found to correlate together; Figure 8 shows that the type is made up of the traits of low self-esteem, lack of happiness, anxiety, obsessiveness, lack of autonomy, hypochondriasis, and guilt feelings. Correlations between these traits are of course not perfect, but there is an undoubted tendency for people who give high scores on one of these traits to give high scores on the others. (Eysenck & Wilson, 1975)

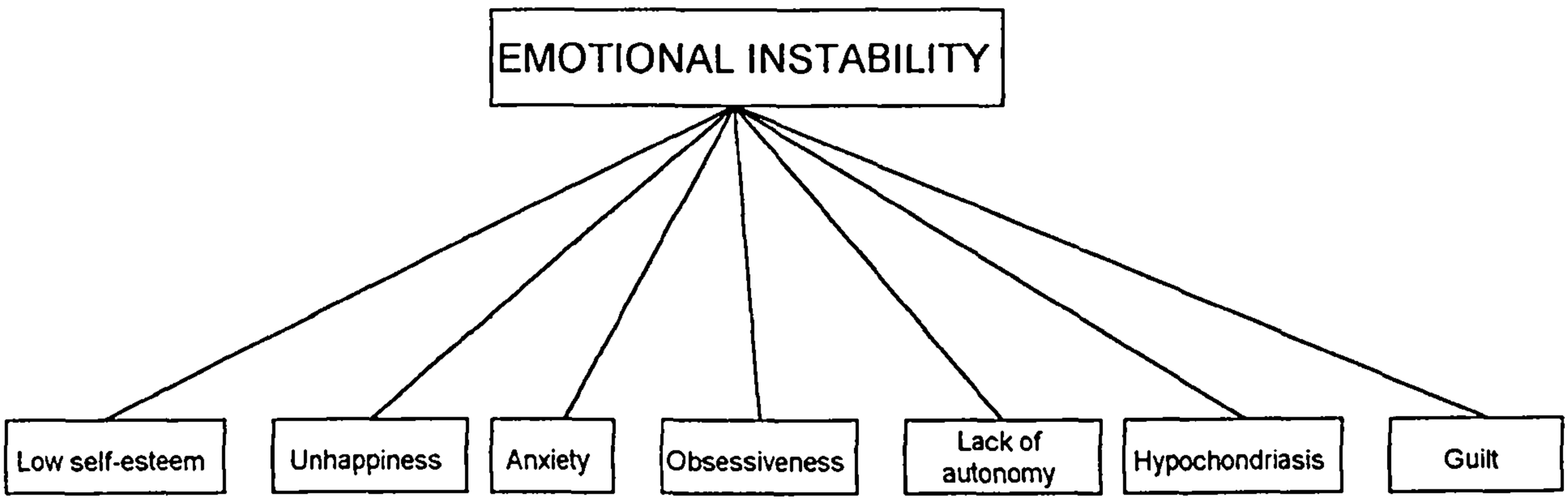


Fig. 3.2: Emotional Instability

In view of the fact that the researcher has to measure a number of psychological variables, four sub-scales were chosen from the Eysenck Personality Scale (2nd scale) (Eysenck & Wilson, 1975):

1. Self-esteem
2. Activation
3. Anxiety
4. Responsibility

These variables were chosen because, firstly, it was considered important to measure self esteem among high and low achievers, as it was assumed that

high achievers have high self esteem and vice versa. Secondly, concerning activation, the assumption was that high achievers are more active than low achievers. Thirdly, with regard to anxiety both theoretically and empirically, anxiety affects achievement either by motivating achievement or by reducing it, and, in fact, as the review of literature on previous studies shows, anxiety seems to affect the grade point average of the students. Finally, with regard to the last variable, responsibility, we need to limit which students are more responsible in which faculties, and does responsibility affect achievement.

Another purpose for choosing the Eysenck Personality Scale (EPS) is that it was standardised in Arabic countries generally, and in the State of Qatar specifically (see Chapter 4, section 2.2.3). Although this scale is not widespread in Arabic studies, the researcher decided to use it in her study because of its efficiency, and hence enable other researchers to use it because it covers the variables investigated in the study (self-esteem, activation, anxiety and responsibility). Furthermore, as it has not been used in Qatari society, the researcher considered providing the field with a new tool which she intends to standardise with the society.

The researcher could not find studies on the relationship between activation and failure/success.

As the four subscales from the EPS consist of around 90 items, the researcher found it important to use a short scale of need of achievement. Consequently, the scale used in this study consists of a more manageable 14 items. (see Abdel Khalik & Al-Nayal, 1992)

Finally, the Western perspective of self-esteem, anxiety, activation, and responsibility will be presented in Chapter 4 through the Eysenck Personality Scale as part of the description of the tool. In the following, the related literature discussed below will be reviewed in relation to academic failure and success. Many studies investigate this relationship between psychological variables (mostly self esteem, anxiety and need of achievement) and academic success and failure.

a. Self Esteem

Coakley (1993) studied third- and fourth-grade underachievers through improved self-esteem. Specific goals included focusing on self-concept and learning skills and motivation. Large group sessions with students focused on self-esteem enhancement strategies, study skills, and time-management techniques. Small group tutorial sessions focused on the reinforcement of math and reading concepts, while individual interaction centered on the development of mentor relationships with the school staff. Results of the practicum show that despite having experienced a traumatic event in the form of Hurricane Andrew, students readjusted and worked to the best of their ability. All of the objectives of the practicum were achieved: students exhibited significant improvement in self-esteem, reading levels, math levels and overall GPA; and teachers rated students' academic performance and self-esteem as having improved.

Another study was done by Myrick (1989) in which a self-esteem building programme was developed and implemented to reduce the failure and potential dropout rate of limited-English-proficient 9th-grade Haitian students (N=15) who were enrolled in bilingual classes and were selected on the basis of recommendations from their bilingual teachers, referrals for behaviour problems, and failure in two or more subjects. Self-esteem building exercises and counseling sessions were employed over a 10-week development period. Instruments for measuring self-esteem, the Piers-Harris Self-concept Inventory and the Demos Dropout Scale, were used. Students met with a counselor/social worker for 50 minutes, 1 day a week for 10 weeks. The students were put into small groups of 2, 3, 4, and 10 students for the activities to provide an equal amount of time for each student. The activities explored the three general areas which were essential in gaining self-esteem development. Developmental areas included a sense of belonging, a sense of competence, and a sense of

worthwhileness. The results indicated increased levels of achievement for the target group when comparing their pretest and post-test. It was concluded that building positive self-esteem improves academic achievement.

Another study was conducted to investigate the study behaviour of undergraduate and graduate college students at Fort Hays State University, Kansas, by Howard (1993). Undergraduate (N=93) and graduate (N=46) students completed the Study Behaviour Inventory, Form D (SBI-D) and a demographic questionnaire that examined age, gender, academic major, college classification, cumulative undergraduate GPA, average hours studied per week, average hours worked per week, if the subject had ever been on academic probation, if the subject was a community college transfer student, if the subject was involved in organized college athletics, and the subject's difficulties in studying.

The findings revealed that 12 out of 16 main effects comparisons were statistically significant. The results for statistically significant main effects revealed that students with cumulative GPAs of 3.01-4.00 had a higher mean score for the SBI-D factors of feelings of lack of competence, low security, poor self-esteem and long range academic tasks, and a higher mean total score than did the students with lower GPAs. Sophomores and graduate students had a higher mean score for preparing for day-to-day, routine academic activities than did seniors. Females had a higher mean score for carrying out specific long range academic tasks and a higher mean total score than did males. Graduate students had a higher mean score for feelings of lack of competence, low security, poor self-esteem, and a high mean total score on the SBI-D than did seniors.

Beaty (1994) assessed the psychological and academic adjustment of 30 undergraduates with visual impairments and 43 non-disabled undergraduates. The results revealed no inter-group differences on

psychological adjustment. The mean GPA of the subjects with visual impairments was higher than that of non-disabled subjects. Blind/low vision students scored higher than sighted students on self-esteem.

b. Anxiety

Anxiety has also been a variable for investigation and research concerning the effect it may have on academic achievement.

Schonwetter (1995) investigated the interaction between college student entry characteristics and effective instruction. The experimental design involved 380 introductory psychology students and consisted of a Lecture Organization (low, high) by Test Anxiety (low, moderate, high) 2 x 3 design. The dependent variables included student attention, achievement, cognition, affect, and motivation observed during a lecture presentation. A set of hypotheses dealt with identifying which types of students, and under what teaching conditions, learning was enhanced or thwarted. First, test anxiety yielded differences in student learning outcomes. Second, analyses of Test Anxiety with Lecture Organization yielded relatively consistent patterns across a number of learning outcomes: lecture attention , student achievement, perceptions of control, affect, and motivation. High test-anxious students were unable to benefit directly from high-organized instruction, though organized instruction did increase these students' motivation to attend future classes.

Schonwetter (1995) examined the effects of gender and test anxiety on students' achievement, cognition, and affects, with an interest in exploring why some students are less likely to benefit from classroom instruction than others. The data came from a Western Canadian University study of 424 undergraduate students. Correlational and univariate statistics were used to examine the relationships among variables. Results indicated that gender and test anxiety differentially influenced student learning and learning-related outcomes. Low test-

anxious males showed higher achievement outcomes, perceived more success over their performances, and felt more confident than high test-anxious males or females.

Swanson and Howell (1996) investigated the relative influence on test anxiety of academic self-concept, cognitive interference (experience of task irrelevant thoughts), academic achievement, and study skills, with 82 adolescents with learning disabilities and behaviour disorders. Results showed a positive relationship between test anxiety and cognitive interference and a negative relationship between test anxiety and study habits.

Summary

The following conclusions can be reached from the above presentation:

- underachievers can improve their academic performance with improved self-esteem (Coakley, 1993; Myrick, 1984)
- high test anxiety prevents students from benefitting directly from highly organised instruction (Schonwetter, 1995)
- there is a negative relationship between anxiety and study habits.

3.4.3 Psychological variables from the Islamic perspective;

Islam views the human being as distinguished from other creatures by the fact of possessing a 'character'. He feels and understands its dimension - physical, mental and spiritual.

Behold, thy Lord said
To the angels: 'I am
About to create man
From clay:

"When I have fashioned him
(In due proportion) and breathed
Into him of My spirit,

Fall ye down in obeisance
Unto him."
(Sura 38, Sad, v. 71-72)

This verse indicates that the process of human creation goes through:

1. Clay: which refers to physical aspect of the human being

2. Fashioning: including creation of the whole complicated human system of perception, nerves, etc.

3. Spirit: which is clarified as follows:

   i) The spiritual side which believes in God by its nature.

   ii) Intelligence and understanding which comes through the brain and nervous system.

   iii) Free will in the selection of behaviour and expression.

   iv) Human responsibility as a natural result of the freedom and ability to work

   v) Self adjustment.

A. The Islamic view of the personality

In the holy Qur'an, there is a full description of the human personality. The holy Qur'an refers to the conflict of the spiritual and the material and how the human chooses his own way of solving this conflict, which is the true test he has to face in life. He truly wins who can adjust himself between the two and deserves happiness in this world and in the other world

O ye who believe!
Let not your riches
Or your children divert you
From the remembrance of God.
If any act thus,
The loss is their own.
(Sura 63, Al-Munafiqun [The Hypocrites], verse 9)

God has provided the human being with a mind to solve this conflict:

By the Soul,
And the proportion and order
Given to it;

And its enlightenment
As to its wrong
And its right;-

Truly he succeeds
That purifies it,

And he fails
That corrupts it!
(Sura 91, Shams, v. 7-10)

Now have come to you,
From your Lord, proofs
(To open your eyes):
If any will see,
It will be for (the good
Of) his own soul;
If any will be blind,
It will be to his own
(Harm): I am not (here)
To watch over your doings.
(Sura 6, An'am [Cattle], v. 104)

A1 Positive Characteristics

The positive characteristics of the human are:

i. Oneness of origin: sharing the same original father and mother, so they are equal and related.

ii. Respect for life: God creates life, so no-one is permitted to kill another, not even himself.

That if any one slew
A person - unless it be
For murder or for spreading
Mischief in the land -
It would be as if
He slew the whole people:
And if any one saved a life,
It would be as if he saved
The life of the whole people.

(Sura 5, Maida [The Table Spread], v. 35)

iii. The human being is the representative of God on earth

Behold, thy Lord said to the angels: "I will create
A vicegerent on earth." They said:
"Wilt Thou place therein one who will make
Mischief therein and shed blood?'
Whilst we do celebrate Thy praises
And glorify Thy holy (name)?"
He said: "I know what ye know not."

(Sura 2, Baqara [Heifer], v. 30)

iv. The natural, pure belief of God's existence.

v. The ability to express feelings and thought

(God) Most Gracious!

It is He Who has
Taught the Qur'an.

He has created man:

He has taught him speech
(And Intelligence).

(Sura 55, Rahman [The Most Gracious], v. 1-4)

vi. The ability to learn: many factors cooperate together, both biological and environmental.

vii. The ability to take responsibility in a way which gives him an important role.

A2 Negative Characteristics

If a human being loses communication with God, his positive characteristics turn into a weapon against himself and humanity. Negative characteristics, therefore, do exist, but the human spirit guides, controls and defends them from those characteristics, namely:

i. Human weakness: this weakness is experienced in all stages of life, the will and mind are used to control it.

ii. Haste: The human being is always in a hurry which leads to mistakes of either behaviour or emotion.

The prayer that man
Should make for good,
He maketh for evil;
For man is given to
Hasty (deeds).
(Sura 17, Al-Isra [The Children of Israel], v. 11)

If God were to hasten for men
The ill (they have earned)
As they would fain hasten on
The good, - then would
Their respite be settled at once.
(Sura 10, Yunus [Jonah], v. 11)

Faith is the cure for this.

iii. Lack of true faith: at times of crisis, the human remembers his Creator, but when times are good, he forgets to thank Him. The good soul is patient and thanks God whether in crisis or in good times, continuing to do his work and develop the earth, not being in a panic in good or bad times.

iv. Meanness: the human by nature does not like to give, but to take. But he has to learn how to give to the poor and help others. The true believer should protect himself against this vice.

v. Immoderation: in his dealings with others.

Nay, but man doth
Transgress all bounds

In that he looketh
Upon himself as self-sufficient

Verily, to thy Lord
Is the return (of all)
(Sura 96, Alaq [The Clot], v. 6-8)

vi. Terror: an extreme form of fear, so he cannot withstand any crisis.

Truly man was created
Very impatient; -

Fretful when evil
Touches him;

And niggardly when

Good reaches him; -

Not so those devoted
To Prayer: -

Those who remain steadfast
To their prayer;

And those in whose wealth
Is a recognised right

For the (needy) who asks
And him who is prevented
(For some reason from asking);
(Sura 70, Ma'arij [Ways of Ascent], v. 19-25)

B. The Islamic view of the test variables

The above presentation gives a general idea of the personality from the Islamic perspective. The following gives a brief definition of the psychological variables which are to be tested with relation to academic failure or success.

a. Self Esteem

In Islam, the human being is unique and special, not a slave to anyone except his Creator. He is responsible for his behaviour, knows the purpose of his existence in the world, and has free will. In view of all this, if he appreciates himself highly, he will choose and decide on the right and best thing for himself. So the true believer will esteem himself highly, protect himself from error and enrich the spiritual component given him by his Creator. The weak believer will do the opposite.

b. Anxiety

From the Islamic perspective, faith is the only cure for anxiety. A true belief in God gives the human being peace, security, and the relief that everything will go as God has decided. If he is in harmony with God, everything will turn out for the best and there is nothing to be

anxious about, even if things seem bad. The Creator is the only one who knows what tomorrow may bring, so things might change.

In fact, faith gives a human being the following:

i. A response to the need to belong.

ii. Knowledge of the purpose of his existence

iii. Protection from suspicion and confusion.

iv. Companionship with God, so he does not suffer loneliness.

v. Satisfaction and security.

c. Activation

The earth and skies, life and death have been created for a clear goal, so the Creator wants no work from His people other than good work. The race is not between good and bad work, but between good work and the best. (Al-Karadawi, 1993)

The Arabic society before Islam was decreed the manual work, but Islam exhorted its followers to work and be active in many verses of the Qur'an and many of the prophet's sayings, e.g. When the last day starts and one of you has a small palm tree (bush) to plant, plant it.' So everybody should be active and work until his very last breath.

Islam sees work and activation as the fruit of knowledge and true belief, so in the holy Qur'an, we see an association between work and belief in many of its verses, and this activation should be manifest through one of the following:

1. Worship
2. Heredity
3. Civilisation

These three are totally interrelated because worship includes heredity and civilisation and there is no heredity without civilisation and worship.

Activation and work in Islam is interpreted as 'good work' for religion and the world, for the benefit of both the individual and society. The holy Qur'an makes it clear that this is a duty of its followers.

d. Responsibility

Responsibility in Islam is an honour and a duty and he who is able to shoulder responsibility is worthy of honour. Responsibility confers nobility and enables the individual to change and use the ability to better himself which God has given to humans. He also has given a brain so that Man can make his own choices and decisions.

In Islam, everyone is responsible. The Prophet says 'Each of you is responsible and will be asked to answer for his own responsibilities. The Governor is responsible for his followers, the man is responsible for his home, the woman is responsible for her husband's house, even the servant is responsible for his master's money, every one is responsible.'

As well as social responsibilities which are determined by the environment and the status of the individual, there are also personal and private responsibilities which are considered central to all responsibilities. Mankind is responsible for his mind/heart, his ears, his eyes and his time.

The Prophet Mohammed said: 'No-one can move his feet on the great day (Day of Judgement) until he has answered for five things: his life, how he spent it, his knowledge, what he did with it, his money, how he earned and spent it, and his body, how he used it.' From the Islamic point of view, there are three cases in which the individual is responsible for others:

i. If he has a direct influence on the work of others 'the one who shows the way to good is the one who did it' They are both equal. (Saying of the Prophet)

ii. To be an example to others in such a way that if he does good deeds and others follow him, he will be rewarded, but if he sets himself as a bad example, he will be punished for encouraging others to be bad.

iii. If the individual shares responsibility for helping bad or evil work to continue happening by keeping silence, 'The one who keeps silence over evil things is a silent devil.' (Saying of the Prophet).

The difference in the psychological variables of high and low achievers has been of interest to many psychologists and educators.

We now turn to studies in Arab countries which use Western approaches. Abu Susu (1975) mentions in her thesis focussing on Egypt that Stagner (1933) was considered to be the first to investigate the relationship between academic achievement and the personality or psychological factors, referring to the slight relation between higher achievers and dominion, self-enclosure and emotional stability. She also mentions that King (1959) found that need of achievement was higher in high achievers than in low achievers.

It should be noted that the above review of the work of Abu Susu shows reference to Western tradition, despite the fact that the study was conducted in Egypt. This further reinforces the fact that the subject of relating psychological variables to academic achievement is still very new in both Western and Islamic countries.

There is, therefore, indication that there are indeed psychological factors which contribute to achievement and success. Many studies have investigated different psychological variables, one of which was conducted by Hassan (1994) in Egypt with the aim of determining whether there are

significant differences between higher and lower achievers in certain psychological variables (need of achievement, independence, affiliation, dominance, self-blame and aggression).

The sample consisted of 400 male and female students divided into two groups, higher and lower achievers. The results showed only two differences between them, namely:

i) need of achievement was higher in the high achievers.

ii) Self blame was higher in the low achievers.

Another study conducted by Abu Susu (1975) tried to investigate the personal features of low and high achievers. Her study sample consisted of 321 students and her tools included the Eysenck Personality Scale, Adjustment Scale, Personal Preference Inventory, and an IQ test. The results show that:

i) There is a positive correlation between academic achievement and the following psychological variables: affiliation, dominance and need of achievement.

ii) There is a negative correlation between academic achievement and aggression

Al-Dafa'ai (1983) did a comparative study of personality traits in high and low achievers in senior high schools in Baghdad. The most significant findings of the research are:

i) High achievers are distinguished from low achievers by intelligence, emotional stability, strength of personality, strength of emotional makeup towards self-growth and strength of motivational tension. The difference was of statistical significance at 0.01 level.

ii) Low achievers are distinguished from high achievers by domination, adventure, boldness and imagination. The difference was of statistical significance at 0.01 level.

Ibrahim (1991) conducted a study to identify the correlation between the practical education degrees and the psychological variables of self-concept and anxiety for 200 female students in the physical education faculty. The results show that academic achievement increases when self-concept increases and when anxiety decreases.

This result is confirmed by another study conducted by Abubada in 1992, who investigated the relationship between test anxiety in real situation test and study habits of attitude at Bahrain university. The sample consisted of 100 students (male/female) enrolled in psychology courses. Brown and Holtzman Study Habits Inventory was administered to the participants. Results showed that there existed negative correlation between anxiety and study habits. In other words, students showed an increasing rate of anxiety when they lacked good study habits and attitudes.

3.5 Final Summary

The following summary will look at the different sections which have been discussed in this chapter.

3.5.1 Learning from the Western/Islamic perspective

The Western perspective presents three major types of learning theory: Quantitative (how much is learned); Qualitative (what is learned); and Behaviourist (how much behaviour is acquired). A further model has been presented regarding Conditioning and Cognitive theories. Approaches to learning has come to have two quite different meanings, namely a) processes determining the outcome of learning, and b) orientations to learning in which students are asked by questionnaire how they usually go about learning.

The Islamic perspective imposes on man the labour of his physical, intellectual and spiritual faculties. The acquisition of knowledge (learning) is not the mere assemblage in one's memory of information or experience, but correlation and synthesis. Islam insists on reflection as an essential and effective process for learning. Learning approaches include learning from a teacher, from a text, by asking, by listening and, finally, learning through study.

3.5.2 Teaching from the Western and Islamic perspectives

The Western perspective provides different approaches which could be discussed under two broad headings:

i) Manipulative approaches, i.e. the way in which information is presented, and

ii) Metacognitive approaches, which refers to the individual being taught specific techniques to apply consciously, or being helped to become more generally aware of certain factors at play in learning.

Methods of teaching include lectures, independent study, tutorials and discussion groups, practicals and project work.

The Islamic perspective, on the other hand, presents the idea that the human being can be moulded by addressing his mind, so teaching methods should include the mind, body and spirit, from both the practical and theoretical dimensions. Teaching techniques or methods presented in this perspective include rote-learning and memorisation, dictation, reading, lecturing, debating and directive self-learning.

3.5.3 Concluding remarks on learning skills

This review of literature has given the reader an overview of previous studies into factors relating to failure and success, including learning skills in both the West and in Arab countries. These studies seem to imply that there exists a

diversity of opinions regarding learning skills and the effect of such skills on the grade point average which are summarized as follows:

i. Most studies reveal that learning skills programmes raise the students' GPA for both successful and poor students.

ii. However, some studies show that there exists no visible effect of learning skills on students' academic achievement.

iii. Every student has an individual learning style and unique cognitive learning abilities.

iv. Students who show good competence in employing study skills and strategies seem to be 'A' students and this depends to a large extent on their motivation and I.Q.

v. There seems to be a great variety of study skills which affect academic achievement. Nevertheless, no single study covers all these skills. A wide range of inventories have, however, been applied.

vi. There seems to exist a universal concern about study skills and strategies at university level which reflects the importance of their role in education. Also this indicates a need for studies at other educational levels.

From the above studies, the reader can conclude that:

1. High risk students use less efficient learning skills and good students have good study habits.

2. Study skills tend to correlate positively with grade point average in most studies.

It is clear, therefore, from these studies that learning skills correlate positively with students' grade point averages, so, since it has been demonstrated to be an effective factor in relation to students of other universities, it would be

profitable to investigate the relationship between this factor and academic failure at the University of Qatar.

3.5.4 Concluding remarks on psychological variables

The above presentation of studies leads to certain conclusions, briefly presented as follows:

1. Increasing self-esteem could enhance academic achievement

2. High anxiety prevents students from appreciating well-organised instruction. Low test anxiety seems to enhance academic achievement and self-confidence.

The researcher would like to note that the above presentation of the Islamic perspective of personality and some psychological variables provides a general background to the Arab personality and mind. However, in the literature discussed on the subject, as the reader can clearly see, the component tools and theory are not related to the Islamic perspective, but to the Western, as Western inventories and tests based in Western theory are used. However, these tools have been translated and validated for Arabic society.

From the group of studies discussed, one can conclude the following.

a. The psychological variables which affect academic achievement positively in high achievers are:

   i. Need of achievement

   ii. Motivation

   iii. Self-concept

   iv. Affiliation

   v. Dominance

b. The psychological variables which affect the academic achievement negatively (low achievers) are:

i. Anxiety

ii. Self-blame

iii. Aggression

The most significant point is the fact that all studies, both Arabic and Western, despite the fact that they differ in location, methods, samples and statistical processing, have generally detected a number of psychological variables and personality traits such as self-esteem, anxiety, motivation, need of achievement and responsibility with relation to failure and success. This, again, illustrates the importance of detecting those variables in both high and low achieving students and motivates the researcher to investigate the relationship between these psychological variables and failure and success in students at the University of Qatar .

3.5.5 Summary and Conclusion

Conclusion and comment on the review of literature.

1. No great attention was paid to the different subject specialisations when selecting the samples, so it will not be a major consideration in this study which is aimed at the whole population of female students at the university. The results, therefore, will be general.

2. With regard to the selection of the tool, the researcher observed that previous studies depended on one or two tests only. Consequently, the researcher will select more than two tools:

i) Study and learning skills

ii) Eysenck personality scale.

iii) Need of Achievement

iv) Students' questionnaire

4. The researcher selected these because they seem to be more closely related to the subject under investigation, in addition to the fact that a great deal more work has to be done into their use in the Arab world and other reasons discussed above.

CHAPTER FOUR

Field Study Design and Methodology

4.1 Introduction

4.2 The Instruments

4.2.1 Interviews with Faculty Staff

4.2.2 Students' Questionnaire

4.2.2.1 Content of the Questionnaire

4.2.2.2 Validity of the questionnaire

4.2.3 The Learning Skills Inventory

4.2.4 Battery for Personality

4.2.5 Need of Achievement Inventory

4.3 Procedure

4.3.1 Development of Questionnaires

4.3.2 Administration of the Questionnaires

4.3.3 Pilot Study

4.3.4 Validity of the Inventories

4.4 Data Treatment: Statistical Procedures

4.5 Summary

4.1. INTRODUCTION

The main aim of this study is to identify what variables are related to academic achievement or failure at Qatar University, with special focus on failure. Three main questions were asked, namely:

1. What is the relationship between teaching/learning and academic failure or success?

2. What is the relationship between learning skills and academic failure or success?

3. What is the relationship between certain psychological variables and academic failure and success?

with an additional question to be dealt with in detail in Chapter 7, as it relates to recommendations and suggestions, i.e.:

4. What strategies can students/faculty use to reduce the rate of low grade point averages.

However, for operational reasons, these questions have been broken down as follows:

1. What is the academic situation at the University of Qatar with regard to:

    i. Teaching methods

    ii. Factors affecting teaching

    iii. Learning style/approach

    iv. Factors affecting learning

    v. Counselling and guidance.

2. What are the learning skills and psychological variables which are functionally related to grade point average for high and low achieving female students at the University of Qatar?

As the research questions seek to determine the relationship between both learning skills and psychological variables and failure and success, high achievers will show the variables behind success and low achievers will indicate those behind failure. Consequently, question 2 was reformulated to give questions 3 and 4 below.

3. What are the learning skills related to failure and success at the University of Qatar?

4. What are the psychological variables related to failure and success at the University of Qatar?

5. What strategies can students/faculty use to reduce the rate of low grade point averages?

Chapter Two examined the general community background and the educational system in Qatar which have had an impact upon the population of the study. It also gave some general indications of apparent possible causes of the high failure rate.

Chapter Three examined the major learning theories to explain how learning occurs, i.e. the learning procedure; different styles or approaches used by students in contrast to different styles of teaching used by teachers; and we explained the importance of matching learning styles with teaching styles. The relationship between academic achievement or failure, motivation, counselling and certain psychological variables was discussed and a number of related studies, both Eastern and Western, were reviewed.

In comparing the theory with the practice analysed in Chapter Two we concluded that there is a strong need to investigate the situation at Qatar University and deduce which factors lie behind academic achievement and failure.

This chapter now turns to the empirical investigation conducted to establish what styles of teaching and learning are used in Qatar University, what learning problems are found, what psychological variables may relate to failure or success in the present situation, and the possibilities for improvement. The instruments which were used to collect the data are the main topic of this chapter, in addition to the methods employed. First, we will discuss the development of the interviews and questionnaire . Secondly, we will describe the sequence of procedures followed to implement their instrumentation and administration.

4.2 The Instruments

Before embarking on a description of the instrument, the researcher would like to discuss briefly the research methods which are usually used in educational research to give the background on which the choice of instrument to be used was based.

a. The questionnaire

The questionnaire is a tool which is commonly used in research for collecting data about a situation, attitudes and opinions. It is an easy, quick tool, suitable for large samples, but care needs to be taken to ensure that there are no points of weakness which might skew the results. Certain problems can arise if the questions are not clear, but this can be determined in a pilot study and subsequently corrected.

b. The interview

The interview is a distinctive research technique and may serve three purposes. First, it may be used as the principal means of gathering information having direct bearing on the research objectives.(Cohen and Marion, 1980,309)

As Tuckman describes it, quoted in Cohen & Marion (1980), "By providing access to what is 'inside a person's head' [it] makes it possible to measure what a person dislikes (values and preferences) and what a person thinks (attitudes and beliefs). Second, it may be used to test hypotheses or to suggest new ones; or as an explanatory device to help identify variables and relationships. Third, it may be used in conjunction with other methods in a research undertaking." In this study it was used for the three purposes mentioned above.

The interview presents a number of advantages, one of which is the fact that, as people generally prefer to talk than to write, more information can be collected, and the researcher can go into greater depth by encouraging the interviewees to talk. Furthermore, it can be used at all levels, including children and the illiterate, and the interviewer can even gain information by observing the speakers gestures. (Mohammed, 1985, p. 43)

The success of the interview, however, depends upon two things: firstly, the interviewer's ability to ask and direct questions to get the information he needs, and secondly, the desire of the interviewee to be helpful and to cooperate with the interviewer. This requires careful preparation.

In view of the above advantages, the researcher's intention was to use the interview with faculty staff to get as much information as possible. The results would be analysed and presented in a suitable frame.

c. Observation

Interviews and inventories may seem to be the only tools available to gather information about the situation, but direct observation, when possible, is preferable to all the above investigation tools. However, this was not an option in this study for the part on teaching and learning because of the following:

i. It might not be welcomed by the faculty staff to have one of their colleagues observing them, as this could produce a mutually embarrassing situation.

ii. The teaching situation might be biased because of the observation.

iii. The results of the observation could be biased by personal viewpoint. (Al-Jasmani, 1994, p.322)

There are, of course, ways of overcoming these disadvantages, but, given the cultural and professional context at the University of Qatar, it was decided that observation would not be included in the present study, particularly because of problems i and ii above, and that the methods selected by the researcher were suitable for gathering the required information.

d. Tests

These are commonly used because they are objective, quick and easy to distribute, and can take the form of pen-and-paper tests, or practical tests. They are also suitable for large samples. The validity and reliability of the tests, however, are extremely important.

The disadvantages of tests, however, lie in the fact that the examiner may not select answers which do not conform to expectations. In addition, the test questions might not be related to the real situation, some might be vague, and there is the real possibility that the test itself might create an atmosphere of anxiety and fear. (Al-Jasmani, 1994)

The researcher is of the opinion that the disadvantages of the test format could be minimised by careful selection of the test items, checking them thoroughly in a pilot study, and reassuring the sample by ensuring security.

e. Inventories

These are tools designed to recognise one or more aspects of individual behaviour. Hundreds of these inventories have been prepared, e.g. those for study habits, attitudes and personality inventories. To ensure the truth of the examinee's answers, some control items were included in the inventories to determine whether or not the examinee was answering honestly. In this study, a learning skills inventory was used.

On the basis of the above review of available instruments, the researcher chose to use all the different types of instrument with the exception of observation for the reasons given. It was also decided that using these tools together would help to minimise the disadvantages of each.

With the long term goal of contributing to the reduction of failure in courses at Qatar University, the researcher set up a broad program of investigation which involved the following.

4.2.1 Interviews with faculty staff

The other method of data collection employed in this study was through interviews. These were held in order to:

i) Identify the teaching styles and assessment systems used at the University of Qatar as reported by the staff themselves, bearing in mind that it might differ from reality.

ii) Identify to what the teachers attribute students' success and failure.

iii) Identify the factors which affecting teaching.

iv) Suggest some possible solutions to the problem of low grade point averages from the point of view of the staff.

This method was followed due to the many advantages it has over other methods of data collection. Abu Jalalah (1993) quoted McMillan and Schumach (1989:265) who listed the advantages as follows:

1. *the interview is normally flexible and adaptable;*
2. *it can be used with many different problems and types of persons, such as those who are illiterate or too young to read or write;*
3. *the responses in interviews can be probed, followed up, clarified, and elaborated to achieve specific accurate responses;*
4. *in face-to-face interaction, verbal as well as non-verbal behaviour can be noted which provides the interviewer with the opportunity to motivate the respondent;*
5. *lastly, interviews result in a much higher rate of response than questionnaires, especially for topics that concern personal qualities or feelings.*

However, Abu Jalalah (1993) also pointed out that some precautions are recommended by Goetz and LeCompte (1984) who call for the care and attention that should be paid in preparation of the questions, that they should be directly related to the objectives of the study and follow one sequence in each interview. The problem of subjectivity and bias from the interviewer's side may also result in low reliability of the interview and therefore the interviewer needs intensive training in conducting the interview and he/she should also pay attention to the problem of time consumption that is considered as a major disadvantage of interviews.

The researcher prepared the interview schedule for faculty staff and students after completing a review of related literature. A group of interview questions was prepared covering teaching styles, assessment, and the teachers' attributions for the success and failure of the students, based on a review of literature on teaching

methods and curricula, such as Damah, Majeed & Tulfat (1986) and a number of studies into academic failure including the following:

- Komber (1997). As mentioned earlier in Chapter Three, Komber conducted a study to investigate the common methods of teaching used in the University of Qatar, using two tools. The first was a questionnaire directed to the faculty staff covering aims, methods, organisation techniques, and the second was directed to the students covering all methods of teaching. Interviews were held with both students and faculty to collect the data.

- Harr (1993) designed a booklet for students at Florida Community College at Jacksonville (FCCJ) who had been placed on academic warning, probation or suspension. The seven sections of this booklet provide a self-directed approach for identifying some of the factors which contribute to students' academic difficulties and describe resources available to students at the college. The first section reviews FCCJ's standard for students' success. The next section presents a self-evaluation exercise for identifying personal and social strengths and liabilities related to academic success.

- Pantleo (1992) described in his report procedures to develop and implement a program to reduce high school failure rates. A description is given of the project implementation, a presentation and evaluation of the results and a discussion on the future of the intervention.

- Lewallen (1993) established two 'early alert' pilot projects at Antelope Valley College in California to develop a follow-up system of academic difficulty. Two committees were established to explore and develop early alert strategies, the first focussing on basic skills courses and the second on strategies for use across the curriculum. The basic skills committee developed the Early Advantage Referral Form (EARF) to track the extent that students followed through with referrals and measure outcomes. The second project developed the students'

opinion regarding the academic progress (SSAP) form to gauge students' opinions regarding academic difficulties 3 to 5 weeks into the term.

- Romanik & Blazer (1990) surveyed a sample of dropouts to determine their reasons for dropping out of school and to assess the factors currently used by the Dade County (Florida) school system to identify at-risk students. Data was collected from telephone surveys of a randomly selected sample of 2,779 persons who dropped out and data from school surveys concerning 447 at-risk students was analysed.

Most of the questions asked in the studies reviewed were formed for use in questionnaires, so the researcher did not quote them exactly, but tailored them to suit the interview schedule as more questions were sometimes generated. The completed schedule was approved by two senior professors of Methods of Teaching, namely:

1. Bin Ali, Kadnnana, 2. Abdel Mojud Ezat

The interview schedule consisted of 4 pages comprising 24 questions. (See Appendix 2)

The first question aims to establish the major educational objectives to be achieved at department, faculty and university level. The answers will help to determine to what extent the teaching style matches the educational objectives and learning styles.

Question 2 helps to give an idea of faculty opinion of the courses from the point of view of quantity, quality and credit hours.

Question 3 seeks to identify the teaching styles used by the staff. Six options are given.

Question 4 examines the methods used to evaluate student performance. Six alternatives are offered.

Question 5 aims to determine how the staff help students to learn.

Question 6 tests what level of understanding the staff think that the teaching style provides for the student. There are four levels - deep active; deep passive; surface active; and surface passive, based on the detailed explanation provided in the section on approaches to learning in Chapter Three.

Questions 7, 8 and 15 aim to identify whether the staff think that the teaching styles allow students to capitalise on their preferred learning style, or offer different styles of learning. If the answer is yes the participant should explain how.

Questions 9,10, and 11 ask how staff present their information to students.

Questions 12 and 13 aim to identify the factors that influence teaching and learning at the university.

Some of the questions ask for staff opinion on the following aspects:

Whether students are aware of their needs as students - question 14.

The causes of student failure in their courses - question 17.

Solutions to improve academic achievement - question 18.

Question 24 asks for opinions about methods of teaching; ways of accepting students in different branches in the university; and the factors responsible for failure and low achievement.

Question 19 asks if student failure affects the way the staff teach.

Question 20 aims to identify the kind of support needed by the staff in order to reduce the failure rate.

Questions 21 and 23 aim to assess what is expected from efficient students and what traits characterise the weak students.

Discussion of the procedure will follow in the coming section.

4.2.2 The Students Questionnaire

This was developed for the purpose of:

i. identifying the learning styles reported as used at Qatar University.

ii. identifying the learning problems found at Qatar University.

iii. evaluating the students' perceptions of their own academic progress.

iv. recognising other factors which may relate to academic achievement or failure.

v. assessing the relationship between academic achievement or failure and a number of psychological variables (self-esteem, activation, anxiety, responsibility, need of achievement).

The questionnaire was prepared on the basis of the academic failure literature (mentioned above in connection with the faculty staff interview questions).

The students were asked to complete:

1 The questionnaire.

2 The learning skills inventory.

3 A battery of personality tests including an Eysenck Personality inventory sub-scale and need of achievement

The following section gives a detailed description of the above instruments.

4.2.2.1 The content of the student questionnaire:

The questionnaire used in this study consists of items relating to self-perception, and was constructed on the basis of the reviewed literature on teaching methods and curricula, and the studies into academic failure discussed in section 4.2.1 above. It was divided into three sections, and contains three types of question: closed as in Part One, Question 2; open-ended, e.g. Part 3, (Counselling/Guidance) Question 2; and partially open-ended, as in Part 2, Section II, in which the last part of the question is open-ended (See Appendix 4). The students were instructed not to reveal their names and to respond to all of the questions frankly. They were also informed that their responses would be secure and would be used only for research purposes.

i. An introduction that explained the aims of the questionnaire and indicated the importance of the students' opinions. Students were also assured that their answers would be treated in confidence and would not be used for any purposes other than the present study.

ii. The personal data asked for basic details about the students, such as nationality, number of years at college, their grade point average.

iii. The questionnaire itself comprised two parts.

Part 1 contains ten questions grouped in 3 sections.

a) The first question aims to identify the factors that motivate the student to achieve. Nine options are given. The answers to this question are intended to help explain to some extent the factors behind students' achievement and success.

The second question seeks to recognise the students' approaches to learning. Four options are provided and the student has to choose one.

(i) reflects the deep active approach,

(ii) reflects the deep passive approach,

(iii) reflects the surface active approach, and

(iv) reflects the surface passive approach.

The third question asks what methods the students prefer the staff to use. Seven methods are provided.

b) The fourth, fifth and sixth questions examine the students' history of academic failure, asking how many times the student has failed in school or college courses (questions 4 and 5) and how many times they have had D Grades (question 6). The answers given are into once, twice or more.

c) Question 7, 8, 9 and 10 gather students' opinions on the courses offered by the Faculties of Science, Humanities, Administration and Islamic Studies from the following aspects:

- whether the courses are what the students need.
- whether more skills are needed and what these skills are
- the disadvantages of the University of Qatar as seen by the students in each faculty.
- any teaching methods that they would like to see changed

Part 2 is a student self-assessment questionnaire consisting of three sections.

a) The first section aims to identify the reasons for learning difficulties as perceived by the students. It consists of 29 check points from which the participant can choose as many as are appropriate.

b) The second section is addressed to students who feel that they are doing well. Its aim is to identify the factors which contribute to success. Nine check points are given of which the respondents can check any number they wish.

It is a debatable point as to whether the students have the ability to judge for themselves if they are successful or not. In fact they are not asked to examine or evaluate themselves significantly, but simply whether they feel that they are doing acceptably or not. Their answers will mostly reflect their general feelings and impressions on the subject, especially in view of the fact that they are at university level and can be considered to be reasonably mature.

c) The third section covers the area of counselling and guidance and aims to measure the extent to which counselling is helpful.

4.2.2.2 Validity of the Questionnaire

The questionnaire, as discussed above, was constructed on the basis of the reviewed literature on teaching methods and curricula and the studies into academic failure discussed in section 4.2.1.

Since validity is commonly assessed by those with expert judgement, the questionnaires were validated by submitting them to senior experts in the areas of educational research, methods of teaching, and educational psychology, namely Anwar Ryad and Mohammed Umar, who were supplied with copies of the research questions, a clear idea of the population and the purpose of the study. They were asked to judge the instrument's face and content validity and to suggest any changes that they considered necessary.

Face validity refers not to what the test actually measures, but to what it appears to measure (Anastasi, 1990, p.144). It is not content validity, though it may possibly be considered as a step towards content validity.

The role of the two senior experts in the validation procedure was to:

- recognise and approve that the statement/question measured what it intended to measure, which in this case was to identify and evaluate

  i. the learning style as reported at Qatar University.

  ii. learning problems

  iii. students' perceptions of their own progress

  iv. other factors which may relate to success or failure at the University

as well as to:

- reformulate test items in terms that appeared relevant to what they were intended to measure

- make any necessary linguistic changes

- assess whether the items were culturally appropriate. If they were not, the experts were asked to make any necessary changes to make them so, or eliminate them from the questionnaire.

All the changes suggested were made, but no major modifications were deemed necessary, so the instruments were then accepted as their final form.

4.2.3 Learning Skills Inventory:

The researcher drew the items of this inventory from the learning and study skills prepared by Ryad & Al-Sheikh, (1993), which is based mainly on the studies of Foster (1985), Sakamoto, Matsuda & Muta (1985), Weinstein (1978) and Weinstein, Zimmerman & Palmer (1988), which were discussed earlier in Chapter Three in the section on learning skills, as well as other Arabic studies into attitude such as Holtzman & Brown (1955). The researcher had the opportunity to see those studies

and select a number of the items. The original list contained 112 items covering 14 skills relating to the behavioural styles of the students.

The reliability and validity were standardised on Qatari Society by Al-Kodari and Ryad. The validity was tested by person correlation and split-half and it reached 0.01, while the reliability was tested by split-half and it reached 0.886 using Spearman-Brown. The researcher re-tested the validity and reliability for the inventories (see 4.3.4 Validity of the Inventories below).

The items in the list which was used in this study were taken mainly from Sakamoto et al. (1985) and Weinstein (1978) and consists of 49 statements concerning the most important skills and behaviour adopted by students when studying and learning. Students were asked to respond to the statements on a scale of never, rarely, sometimes, most of the time, or always. Some of the statements were negative, referring to behaviour likely to prevent learning, and some statements were positive, referring to behaviour helpful to learning. This inventory covers nine skill areas as discussed above (See Appendix 6).

a) Motivation

This refers to the students' willingness to work; the level of their motivation towards the department; their incentive; their diligence and self-discipline; and the extent to which they are able to 'stay on top' of their work.

Sample item: *Even when study materials are dull and uninteresting, I manage to keep working until I finish.*

Positive statements: items 2, 4

Negative statements: items 22, 44

b) Planning and Time Management

This is the ability of students to create and keep to realistic schedules and take responsibility for their own behaviour. It also requires students to have some knowledge of themselves as students and learners, e.g. what their best and worst times of day are.

Sample item: *I make good use of daytime study hours between classes.*

Positive statements: items 5, 9, 19, 24, 25, 26

Negative statements: item 23

c) Concentration

This is the students' ability to concentrate; pay close attention; listen carefully to and think about what is being said; and whether or not they are easily distracted.

Sample item: *My mind wanders a great deal when I study.*

Positive statements: item 11

Negative statements: items 17, 18, 40

d) Information Processing

This is the students' use of imagination and verbal elaboration and their ability to think about how new information fits with what is already known, to interrelate new information and create comparisons, to think about the meaning of what they read and hear, and to translate information into their own words. It is also intended to assess the students' use of logic.

Sample item: *I try to interrelate themes in what I am studying.*

Positive statements: items 1, 2, 13, 28, 32, 38

Negative statements: item 30

e) Study Aids

This is the students' ability to make use of a broad approach to learning; to supplement learning with helpful techniques; and to make good use of aids to assist learning, such as key words, practice exercises, sample problems, examples, headings, diagrams, etc.

Sample item: *I make drawings or sketches to help me understand what I am studying.*

Positive statements: items 8, 12, 31, 36, 41

Negative statements: item 10

f) Review and Self Testing

These strategies both support and contribute to meaningful learning and effective performance. They also contribute to the consolidation of knowledge and its integration across topics.

Sample item: *I seldom review except just before tests.*

Positive statements: items 14, 37, 41

Negative statements: item 29

g) Test Strategies

This is intended to assess students' approaches to taking tests and exams; their ability to prepare appropriately and review the right materials; whether or not they are able to tie materials together well; and their flexibility. Test-taking strategies include knowing about the characteristics of tests and test items; and how to create an effective test-taking plan.

Sample item: *I can easily handle test questions requiring the comparison of different concepts.*

Positive statements: items 6, 33, 34, 35, 39

Negative statements: items 11, 21, 27, 46

h) Selecting Main Ideas

This assesses the students' ability to select important information for in-depth attention. Most lectures, discussions and text books contain redundant material which helps to explain what is being taught. A student lacking this skill will not have sufficient time to study everything that must be covered.

Sample item: *I have difficulty identifying the important points in my reading.*

Positive statements: item 3

Negative statements: items 16

i) Attitude

Attitude and interest in college have a great impact on a student's diligence in study, particularly in autonomous situations in which they must study on their own.

Sample item: *I feel confused and undecided as to what my educational goals should be.*

Positive statements: item 48

Negative statements: items 42, 45, 47 49

In addition, students were asked to mention, whenever possible, the source from which they learned the necessary information to respond to each item. These sources included friends, teacher, self-discovery, books, courses, adviser, family members, gifted students, etc.

The above questions obviously require a degree of self awareness. In view of the fact that the respondents are second and third year university students, who can be assumed to be fully familiar with the teaching methods used and also to have had the opportunity of discussion and exchange of ideas with their colleagues as well as feedback from their lecturers and exam results, it was decided that it could also be assumed that they would be sufficiently capable of answering the questions at a subjective level.

4.2.4 Battery for Personality

The researcher has prepared this battery from selected sub-scales taken from the following:

- Sub-scale of Emotional Instability by Eysenck, whose work was discussed in Chapter 3.

  1 Self esteem (30 items)

  2 Anxiety (30 items)

- Sub-scale of Extroversion of Eysenck Personality Inventory (See Appendix 8).

  3 Activation (30 items)

  4 Responsibility (30 items)

- Need of Achievement Inventory (Ray, 1979) (See Appendix 10).

The terms used in the inventory are defined as follows.

a) Self Esteem

This refers to the individual's appraisal or evaluation of himself (Wolman, 1975, p.342), and it was found that underachievers can improve their academic performance as their self esteem improves (3.3.1).

Sample item: *Do you feel that you have a little to be proud of?*

Questions: 4, 6, 12, 17, 22, 24, 29, 34, 36, 41, 48, 53, 58, 60, 65, 70, 72, 77, 82, 84, 89, 94, 96, 101, 106, 108, 113, 115, 117

People who score high on self esteem tend to have a lot of confidence in themselves and their abilities. They think of themselves as worthy, useful human beings. Low scorers have a low opinion of themselves, believing that they are unattractive failures.

b) Anxiety

The ego's reaction to external threats is called fear. When the ego is exposed to threats from within, i.e. coming from the Id or the superego, its reaction to such a threat is called anxiety. It is a specific state of displeasure accompanied by motor discharge along definite pathways, Freud wrote in 1926. Sullivan, quoted in Wolman, (1975), said that anxiety results whenever the biological needs of an individual cannot be satisfied in a socially acceptable way; the individual develops a feeling of insecurity and uneasiness.

Sample item: *If you have made an awkward social error can you forget it quite easily?*

Questions: 5, 10, 11, 16, 18, 23, 28, 30, 35, 40, 66, 52, 54, 59, 64, 66, 71, 76, 78, 83, 88, 90, 95, 100, 102, 107, 112, 114, 116, 118

High scorers are easily upset by things that go wrong and are inclined to worry unnecessarily about things that may or may not happen. Low scorers are placid, serene and resistant to irrational fears and anxieties.

c) Activation

This refers to desynchronisation of the electrical recording made from the brain (EEG) when the organism becomes alert (Wolman, 1975, p.7). Actually it involves physical activity and exercises and the lack of chance to practise this activity develops a strong need for it. The level of activity becomes less when the individual is experiencing a depression.

Sample item: *Do other people regard you as a very lively person?*

Questions: 1, 3, 8, 13, 19, 20, 32, 38, 43, 45, 48, 55, 57, 62, 69, 74, 80, 85, 87, 92, 97, 98, 104, 110, 119 120

People scoring high are generally active and energetic. They enjoy all kinds of physical activity including hard work. Low scorers are inclined to be physically inactive.

d) Responsibility

This refers to the accountability for actions and their consequences in those who are assumed to be able to conform to laws, customs and standards of society (Wolman, 1975, p326).

Sample item: *Do you usually finish your meals faster than other people even though there is no reason to hurry?*

Questions: 2, 7, 9, 14, 15, 19, 21, 31, 33, 37, 39, 44, 49, 51, 56, 61, 119, 68, 73, 75, 79, 81, 86, 91, 103, 109, 111

People who score high on the scale are likely to be conscientious, reliable, trustworthy. Low scorers are inclined to be casual, careless of protocol, late with commitments.

Two questions were deleted because they are inappropriate for Qatari society, namely:

81 Do you often not bother to cast your vote in an election?

91 Do you sometimes drink alcohol till you reach a state of intoxication?

4.2.5 Need of Achievement Inventory

Need of achievement: To independently master objects, others and ideas, and to increase self esteem by successful exercise of talent (Wolman, 1975, p.250). This is another variable which is assumed to have an effect on the relationship to failure and success.

This scale was developed by Ray and Lynn in Australia in 1960 to suit surveying studies. The scale consists of 14 items in which the responder can answer "Yes/Not sure/No". Half of the items on the scale are positive and the other half are negative. The maximum score on the scale is 42. Males normally obtain higher scores than females (Lynn, 1991 p. 54; Ray, 1979 pp. 337-344).

The scale has achieved a reliability of more than 0.70 in seven English-speaking countries, with acceptable validity. It has also been used in 34 comparative studies, including Egypt.

An Arabic version of the scale was produced by Abdel Khalek & Al-Nayal (1992). The translation was done by a bilingual specialist, with back translation and a comparison of the responses of bilingual subjects for verification. The reliability of the scale reached 0.80, 0.66 with male and female Egyptian University students .

It was also standardised on students from the University of Kuwait, with reliability reaching 0.73 for males and 0.67 for females, and on Qatari samples (Abdel Khalek & Al-Nayal, 1992) where reliability was tested by split-half and reached 0.78 for male Qatari students and 0.81 for females.

The scale has its own scoring key for the Arabic version.

Sample item: *Do you feel anxious and irritable if you find yourself wasting time doing nothing?*

4.3 Procedure

The data collection instruments used were :

1 interviews and discussions with faculty staff

2 the students' questionnaire.

The researcher will now give the sequence of the procedures that were followed to implement and administer the instruments. The following plan gives an account of the steps followed.

4.3.1 Development of Questionnaires

Students	Faculty staff
1 Design of the questionnaire	1 Design of the interview schedule
2 Application on a small sample to ascertain its appropriateness.	2 Selection of the faculty member for the interview
3 Piloting the questionnaire on female university students	3 Interview with the faculty staff.
4 Test validity	4 Transcription of the interview.
5 Test reliability	5 Analysis of interview data.
6 Administration of the questionnaire to each university student.	

a) The design of the interview

An interview schedule (mentioned above in this chapter) was prepared in advance to help the researcher cover all the main points necessary for the

investigation and to ensure that all interviewees would talk and answer some topics. (See Appendix 2).

b) Selection of the faculty members.

The faculty staff were chosen on the basis of the following criteria:

- nationality
- years of experience at Qatar University
- rank

i. Nationality

Qatari and non-Qatari. As mentioned earlier in Chapter 2, section IV, nationality seems to be an important variable affecting the teaching process. It has been found that the Arab staff members who are not natives of the seven Gulf states, including Qatar, are more productive in writing books or doing research, they have more years of experience and achieve higher degrees i.e. are senior to the others. Consequently, the researcher found nationality to be a potentially important factor which may influence and enrich the interview.

ii. Years of experience

At least two years of teaching at Qatar University were required so that the participant would be familiar with the university system.

iii. Rank

Professors and lecturers were chosen from the faculty staff to represent senior and junior points of view and to show any differences which may occur in the teaching staff.

Four staff members were interviewed from each faculty - two Qatari (junior and senior) and two non-Qatari (junior and senior) in both groups.

c) Holding the Interviews

The interviews started from approximately 10th October 1996. First, appointments were made and the interviewer explained the aim and content of the interview and assured the interviewees that their answers would be treated confidentially and would not be used for any purpose other than that of the study. The researcher found the idea of using a tape recorder was not welcomed by the interviewees, especially the Qatari staff, but it was possible with most of them. The interviews took around 45 to 60 minutes. The interviews were then transcribed (four to six hours for each interview) and photo-copied. Finally an analysis was made by gathering the information related to one topic under one heading, with material from all the interviews.

4.3.2 Administration of the questionnaires

a) Production of the questionnaire

1 The questionnaire was designed as described in detail above.

2 All the questionnaires and the two inventories were translated into Arabic and were approved by two senior professors at the university.

3 The researcher asked the Vice-President of the University of Qatar for permission to:

i. use these questionnaires and inventories

ii. apply the above instruments to around 50 students in each faculty.

iii. take a two hour lecture period in each faculty to demonstrate the test (see Appendices 3, 5, 7 & 9).

4 The above instruments were piloted on a small sample (N = 60), see below, 4.3.3, to ascertain their appropriateness in terms of legibility and usability. This resulted in

i. Forming a scoring sheet and answer sheet to make it quicker to apply and easier to score.

ii. Reformulating some of the statements in the Arabic version to make them clearer.

iii. Limiting the time needed to complete the questionnaire to a maximum of one and a half hours.

iv. The researcher arranged with the lecturer to take the group. Some faculties like Sharia (Islamic Studies and Administration) needed three groups in different courses to collect the sample .

b) Criteria used to select the courses

i. The course had to be a major to ensure that students from other faculties were not registered on it in order to be able to analyse the responses by faculty.

ii. The course had to have lecture sessions of at least 2 hours so that the students had time to complete the questionnaire.

iii. The course should not include any freshmen or first year students as they would not be able to give in-depth answers to the questions regarding their faculties and advisers.

iv. Students who are registered in the same two selected courses by chance were asked to leave the class because there was no reason to repeat the questionnaire.

c) Sample of the Study

The subjects for the current study were :

i. twenty faculty staff: ten senior (professors) and ten junior (lecturers); (16) male and (4) female; ten Qatari, ten non-Qatari. All had at least two years' experience.

ii. a total of 315 second and third year female university students distributed at follows: (57) Education, (72) Humanities, (77) Science, (58) Administration and (50) Islamic Studies, selected according to their major courses.

Marital status was not a consideration, since it was considered not to have an effect on success or failure for the reason that marriage and study do not conflict in Qatar. This is because it is a normal state of affairs to finish secondary school, get married and then continue to study at university. Furthermore, it is a natural situation for a large percentage of the students and is facilitated by the social situation because of the extended family and the fact that having servants is normal.

4.3.3 Pilot Study

The instruments used in this study were pilot tested in order to:

1. test the validity and reliability of the questionnaires.

2. double check the appropriateness of items in terms of clarity, intelligibility and presentation.

This study was begun on 1st November 1996 with sixty students in five groups from the five faculties, Science, Administration, Education, Islamic Studies and Humanities in the following way:

1. The researcher explained the aim of the study and the importance of their participation and opinions.

2. Students were assured that their answers would be treated confidentially and that no names were to be written on the answer sheets.

3. The researcher explained that they would receive one question booklet and answer booklet and they were given instructions that:

   - the latter booklet was to be written in
   - there was no correct or incorrect answer
   - their first response would be the most true
   - they should answer honestly, not choose the answer which was more socially acceptable.

4 The answers were scored and the validity and reliability of the questionnaire were tested

4.3.4 The validity of the Inventories

Although all the inventories used for the students have been standardised in the Arabic community and are widely used internationally, the researcher re-tested the validity and reliability for the following purposes:

1. The researcher omitted some questions which were not suitable for Qatari society, such as in Eysenck personality inventory, and selected sub-scales from a long list, as in learning skills.

2. To double check that all items on the inventories were valid and reliable.

3. To ensure that these inventories were valid and reliable for the study sample.

a) Need of Achievement

i. Reliability

The researcher calculated the Reliability of (N=100) for female Qatar University students by two methods:

- Alpha Cronbach coefficients which reached 0.582
- Split-half coefficient which reached 0.676 ($P < 0.01$)

ii. Validity

Validity was tested by internal consistency (item and total score correlation). The following table shows the results.

Item No	Correlation coefficient	Item No	Correlation coefficient
1	0.46	8	0.26
2	0.44	9	0.47
3	0.28	10	0.41
4	0.23	11	0.50
5	0.50	12	0.43
6	0.42	13	0.25
7	0.35	14	0.151

Table 4.1: Validity for Need of Achievement

All coefficients are significant at the two levels of significance (0.01, 0.05), but only item no 14 was not significant when using the item total score correlation. So the researcher excluded this item from the scale when administrating it in the main study. (The need of achievement scale consisted of 14 items on Qatari female students.)

b) Learning Skills

i. Reliability

It was tested by two methods:

- Alpha Cronbach coefficients which reached 0.584
- Split half coefficient which reached 0.742 ($P < 0.01$)

ii. Validity

Validity was tested by internal consistency, item and total score correlation, sub-scale with total score correlation and item and sub-scale score correlation. The following tables show the results:

Table 4.2: Correlation coefficients between sub scale and the total score

Scale	Correlation coefficients
1 Motivation	0.49
2 Planning and time management	0.43
3 Concentration	0.57
4 Information processing	0.46
5 Study aids	0.46
6 Review and self testing	0.74
7 Test strategies	0.72
8 Selecting main idea	0.45
9 Attitude	0.48

All the correlation coefficients are significant at level 0.00l.

- **Motivation**

Table 4.3: Correlation coefficients between the items of the first sub-scale

Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
2	0.55	4	0.66	22	0.68	24	0.75

* All correlation coefficients are significant at level 0.001.

- **Planning and time management**

Table 4.4: Correlation coefficients between the items of the second scale

Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
5	0.55	9	0.75	19	0.62	24	0.09

Item	Correlation	Item	Correlation	Item	Correlation
25	0.75	26	0.55	32	0.66

* All correlation coefficients are significant at level 0.001.

- **Concentration**

Table 4.5: Correlation coefficients between the items of the third scale

Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
11	0.61	17	0.56	18	0.56	40	0.75

* All correlation coefficients are significant at level 0.001.

- **Information processing**

Table 4.6: Correlation coefficients between the items of the fourth scale

Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
1	0.48	13	0.55	21	0.62	28	0.48	32	0.54

* All correlation coefficients are significant at level 0.001.

- **Study Aids**

Table 4.7: Correlation coefficients between the items of the fifth scale

Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
8	0.49	10	0.66	12	0.66	31	0.71

Item	Correlation	Item	Correlation
36	0.64	41	0.65

* All correlation coefficients are significant at level 0.001.

- **Review and self-testing**

Table 4.8: Correlation coefficients between the items of the sixth scale

Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
6	0.58	29	0.45	33	0.64	34	0.82

Item	Correlation	Item	Correlation
35	0.48	39	0.57

* All correlation coefficients are significant at level 0.001.

- **Test strategies**

Table 4.9: Correlation coefficients between the items of the seventh scale

Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
6	0.55	11	0.75	21	0.62	27	0.59

Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
33	0.75	34	0.55	35	0.58	39	0.45

Item	Correlation
46	0.72

* All correlation coefficients are significant at level 0.001.

- **Selecting main idea**

Table 4.10: Correlation coefficients between the items of the eighth scale

Item	Correlation	Item	Correlation
3	0.56	16	0.66

* All correlation coefficients are significant at level 0.001.

- **Attitude**

Table 4.11: Correlation coefficients between the items of the ninth scale

Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
35	0.48	42	0.55	47	0.63	48	0.27

Item	Correlation
49	0.88

* All correlation coefficients are significant at level 0.001.

c) Eysenck Personality Inventory (EPI)

i. Reliability

This was tested by Alpha Cronbach for a sample of female Qatari students (N=100) from Qatar University and it was as follows:

Table 4.12: Eysenck Personality Inventory Reliability

Scale	No of cases	No of item	Correlation coefficients
1 Anxiety	100	30	0.682
2 Self esteem	100	30	0.742
3 Activation	100	30	0.682
4 Responsibility	100	28	0.611

- All correlation coefficients are significant at level 0.001.
- No. of items = 118, Value of reliability = 0.7537

ii. Validity

Validity was tested by internal consistency for items and sub-scale total score correlation. The following tables show the results:

Table 4.13: Correlation coefficients between the item and its scale

Anxiety		Self esteem		Activation		Responsibility	
Item No	Correlation with scale	Item No	Correlation with scale	Item No	Correlation with scale	Item No	Correlation with scale
4	0.77	5	0.4	1	0.68	2	0.57
6	0.27	10	0.6	3	0.51	7	0.38
12	0.56	16	0.42	8	0.49	9	0.6
17	0.37	18	0.48	13	0.4	11	0.72
22	0.4	23	0.52	15	0.48	14	0.58
24	0.43	28	0.46	20	0.52	19	0.64
34	0.69	30	0.41	25	0.46	21	0.45
36	0.45	35	0.5	27	0.41	26	0.69
41	0.6	40	0.43	32	0.5	31	0.47
46	0.4	42	0.63	38	0.43	33	0.5
48	0.47	47	0.4	43	0.63	37	0.6
53	0.65	52	0.51	45	0.51	39	0.66
58	0.39	54	0.54	50	0.54	44	0.69
60	0.47	59	0.43	55	0.43	48	0.54
65	0.69	64	0.59	57	0.59	51	0.56
70	0.66	66	0.35	62	0.35	56	0.52
72	0.58	71	0.5	67	0.5	61	0.43
77	0.5	76	0.8	69	0.8	63	0.59
82	0.59	78	0.47	74	0.47	68	0.5
84	0.54	83	0.37	80	0.37	73	0.66
89	0.46	88	0.54	85	0.54	74	0.54
96	0.65	90	0.5	87	0.5	79	0.47
101	0.49	95	0.58	92	0.58	86	0.48
106	0.6	100	0.56	97	0.39	93	0.56
108	0.49	102	0.57	98	0.56	99	0.63
113	0.5	107	0.75	103	0.57	104	0.54
115	0.33	110	0.72	105	0.75	109	0.7
117	0.41	112	0.63	118	0.72	111	0.49
		114	0.58	119	0.55		
		116	0.58	120	0.61		

As the table shows, all items reached a significant value at level ($P < 0.01$).

4.4 Data Treatment: Statistical procedures

The data collected was coded and was then entered into a computer at the ERC (Education Research Centre) at the university. The Statistical Package for Social Sciences (SPSS-X) was used for the analysis.

The advice of Professor Raafat Bakhoum, a statistician at the University of Qatar was sought, as was that of Dr. Mahmoud Omar and Dr. Nyal of the Psychology Department for suitable data treatment. All were agreed that the best way to interpret the data collected in answer to the questions posed by this study was to use simple descriptive statistics and, therefore, frequency and percentage counts were used in the first stage of the analysis of the data.

The reason behind this approach to the analysis of the data is that crude data was collected in the study, which can be directly presented and analysed by means of frequencies and percentages, especially in view of the fact that some of the responses involved the free judgement and opinions of the respondents in the students' questionnaire and the staff interviews. This kind of data is better analysed and interpreted from an anthropological/ethnographic perspective, rather than that of a statistician. In addition to this, correlation analysis is used in Chapter 6 to explain the relationship between personality factors and study skills.

Abu Jalalah (1993) quoted Gay (1976: 223) who indicated his approval of this approach, indicating:

> *The first step in data analysis is to describe, or summarize, the data using descriptive statistics. In some studies, such as certain questionnaire surveys, the entire analysis procedure may consist solely of calculating and interpreting descriptive statistics. Descriptive statistics permit the researcher to meaningfully describe many, many scores with a small number of indices.*

The answers to each question are presented in tabular form, showing the frequency and percentage occurrence of each item. The data are then summarised and analysed.

The interviews were used in this study as sources of qualitative data to establish and explain the opinions of the teaching staff on the research questions, whilst simultaneously supporting the quantitative data gathered from the questionnaires and inventories. Furthermore, the interviews may present the whole reality as seen by the teaching staff.

Twenty faculty staff were interviewed and the responses were transcribed and analysed by hand. Firstly, the recorded material was transcribed onto sheets bearing the name of the faculty. Then the information was transferred onto sheets which had been divided into specific sections, each allocated to a particular topic. This made reference to the different topics covered both simple and practical. (See Appendix 11).

The intention of the researcher was to use stepwise regression in the second stage of analysis as the statistical operation for the tests and inventories, for the three reasons given below:

1. To determine which learning skills and psychological variables predict the grade point average for low/high achievers separately
2. To estimate the extent to which those variables predict grade point average.
3. To be able to perform separate stepwise regression analysis for each faculty.

In view of the fact that the study investigates failure and success, it is logical that the samples tested should be from the higher achievers to represent success, and low achievers to represent failure. Asseid (1978) quoted Kelley (1939) who found that the most distinctive divisions for higher and lower achievers divided the scale into two bands, the higher taken from the top 27% and the lower from the bottom 27%. It was hoped that following this would clearly indicate the variables which are functionally related to failure and success.

4.5 Summary

This chapter has described the procedures and steps that were taken by the researcher during the field work process of the study. It also demonstrated the content of tables and the validity of the questionnaire used. The account also included a description of the pilot study and finally a description of the data treatment and statistical procedures.

The next chapter is devoted to the statistical procedure that will be employed and the presentation and analysis of the findings of this study.

CHAPTER FIVE

The relationship between Teaching/Learning and Academic Failure

5.1 Introduction

5.2 Descriptive Section: Presentation of Data

5.2.1. Teaching Methods

5.2.1.1 Overview of Questionnaire Results

5.2.1.2 Results according to Faculty

5.2.1.3 Conclusion (Teaching Methods)

5.2.2. Other Factors Affecting Teaching

5.2.2.1 Overview of Questionnaire Results

5.2.2.2 Results according to Faculty

5.2.2.3 Conclusion (Factors Affecting Teaching)

5.2.3. Learning Style

5.2.3.1 Overview of Questionnaire Results

5.2.3.2 Results according to Faculty

5.2.3.3 Conclusion (Learning Style)

5.2.4. Other Factors Affecting Learning

5.2.4.1 Results of Staff Interviews

5.2.4.2 Conclusion (Factors Affecting Learning)

5.2.5. Counselling and Guidance

5.2.5.1 Students' Responses

5.2.5.2 Results of Faculty Staff Interviews

5.2.5.3 Conclusion (Counselling and Guidance)

5.1 Introduction

The previous chapter dealt with the design and methodology of the empirical investigation conducted to determine the style of teaching and learning in Qatar University, learning skills, and the psychological variables that may relate to failure or success in an attempt to shed light on the main research questions:

1. What is the relationship between teaching/learning and academic failure?
2. What is the relationship between learning skills and academic failure?
3. What is the relationship between psychological variables and academic failure?

With regard to the fourth question, referring to the strategies that students and faculty can use to reduce the rate of low grade point averages, this will be discussed in Chapter Severn as it includes suggestions and recommendations.

In this chapter, we shall try to find the answer to the first question which, for operational reasons, was broken down as follows:

1. What is the academic situation at the University of Qatar concerning:

    i) Teaching Methods
    ii) Factors affecting teaching
    iii) Learning style/approach
    iv) Factors affecting learning
    v) Counselling and guidance.

This forms the descriptive section of the study. The data sources are broken down as follows:

- The academic situation at Qatar University

  i) Teaching methods

  - University staff interviews
  - Students' questionnaire

  ii) Factors affecting teaching

  - University staff interviews
  - students questionnaires

  iii) Learning style

  - University staff interviews
  - Students' questionnaires

  iv) Factors affecting learning

  - University staff interviews
  - Students' questionnaires

  v) Counselling and Guidance

  - University staff interviews
  - Students' questionnaires

5.2 Descriptive Section - Presentation of Data

This section investigates the academic situation at the University of Qatar with regard to: teaching methods, factors affecting teaching, learning styles, factors affecting learning, and counselling and guidance, from the perspectives of both university staff members and students. The section intends to give the background to and a preliminary survey of the situation in an attempt to deduce which factors relate to success or failure at the University of Qatar.

It must be stated here that, because of the nature of the taped interviews and the open-ended questions used by the researcher to get the most out of the university staff, as well as the size of the sample (N = 20, 4 from each Faculty), the results cannot be tabulated in a simple form. The researcher

has attempted to ascertain as many ideas and views on the areas listed above and specifically on types of teaching which are recommended and used by teaching staff in the different disciplines. The results of this part of the study are reported here descriptively. However, for reasons of validity, the wording obtained from faculty members, translated into English, will appear in italics.

A short conclusion will follow the discussion of each topic.

5.2.1 Teaching Methods

5.2.1.1 Overview of Questionnaire Results

Students of all five faculties were asked two questions.

i. What are the disadvantages of teaching at the university? (See Appendix 3, Part One, Question 9)

ii. What methods do you prefer Qatar university staff to use? (See Appendix 3, Part One, Question 3)

As the reader can see, these questions are fully or partially open-ended.

The researcher grouped the students' answers in 6 categories as derived from their answers.

	Faculty staff character		Style of teaching		Teaching material		Administrative System		Good/not that bad		No comment	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Science	15	19.5	28	36	2	2.5	7	9	6	8	6	8
Education	5	9	25	44	11	7	2	3.5	1	2	7	12.3
Islamic Studies	6	12	23	46	3	6	2	2.1	3	6	9	18
Humanities	9	12.5	23	31.5	5	5.5	12	16.5	4	5.5	11	15
Administration	8	14	18	31	2	3.5	5	8.6	2	3.5	18	31
Totals n=	43	14	117	37	15	3.5	28	8.62	16	3.5	51	31

Table 5.1: Student responses, by category, to the question: "In your view, what are the disadvantages of teaching at the university?"

This table shows that there is general agreement between students of the five faculties which can be summarised as follows:

1. The highest percentages are found in style of teaching

2. There is also agreement among students of the different faculties with the exception of Humanities, in that the second highest percentages occur in staff character.

3. There are no major discrepancies between students of the different faculties

The second question is: "What methods do you prefer University of Qatar staff to use?" The results are given in the Table below.

	Lecture		Computers		Reading from text		Small groups		Research		Others	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Science	46	60%	5	6.5%	5	6.5%	8	10%	12	15.5%	0	0%
Education	29	51%	4	7%	3	5%	13	23%	5	9%	0	0%
Islamic Studies	20	40%	5	10%	7	14%	11	22%	9	18%	0	0%
Humanities	38	52%	3	4%	21	29%	5	7%	9	12%	0	0%
Administration	35	60%	4	7%	5	8.5%	11	19%	4	7%	0	0%
Totals n=	168	53.3%	21	6.7%	41	13.%	48	15.2%	39	12.4%	0	0%

Table 5.2: Student responses by category to the questions: "What methods do you prefer University of Qatar staff to use?"

1. This table shows that students of all faculties without exception preferred the lecture as the method of choice, with students of Science and Administration returning the highest percentages in favour of lectures (60% in each case).

2. Small groups was the second most preferred method overall, as shown in the following percentages: 23% in Education, 22% in Islamic Studies, 29% in Administration. The only faculties which did not follow this trend were Humanities, where students preferred "reading from the text" as their second choice and Science, who chose "research papers".

3. Research papers was the fourth choice overall. Percentages reached 18% in the Faculty of Islamic Studies, and 12% in Humanities.

A note of clarification perhaps is called for here regarding the exact meaning of the term 'Research papers'. These are on a topic chosen by either the student or the teacher. The student develops the topic into a paper which is mainly theoretical. It forms 10-25% of the final grade. In the following section, factors affecting teaching, the staff pointed out that the growing number of commercial education centres in the city is a major reason for their refusing to use this form of teaching, on the grounds that students can buy such papers very easily.

The researcher found more than 40 such centres officially registered with the Doha municipality in 1997. However, according to an official spokesman, many more are doing this kind of work under names such as book shops and stationers because it is a good investment (see Fig. 5.1 below). This provides evidence of the increasingly important role these centres play for students who depend on them to produce their work, which, in turn affects methods of teaching. This perhaps helps explain the reason for the popularity of this choice.



Fig. 5.1: Commercial Educational Services in Qatar

5.2.1.2 Results according to Faculty

The results are examined here on a Faculty basis in view of the fact that:

i. The students are not all of the same level (different Faculties have different entry requirements regarding the percentage obtained in the School Leaving Certificate).

ii. The curricula and the nature of the subjects are not the same, and this could affect the results.

iii. It gives the opportunity to investigate in depth any special features that distinguish one Faculty from another.

1. Science Faculty

1a) Opinions expressed at staff interviews

Staff who commented on their methods of teaching referred to lectures:

- *Myself, I use lectures mainly*

Others observed that their methods of teaching depend on two elements: the lecture and the textbook:

- *types of teaching mainly depend on books and lectures for myself and for others, which is the same the world over.*

It was also mentioned that:

- *two thirds of the lectures are theoretical and one third application.* *We have to lecture to give the right background.* (Of course, the nature of the subject would lend itself to this).

However, there were some exceptions to the choice of the lecture:

- *"I do not depend on books and use discussion. I try to bring the lecture alive by discussion and keep asking the students. I succeed only with some students."*

It can be concluded from the above review of the opinions of the Science Faculty staff that lecturing is the predominant method used by a majority of the staff with some preferring discussion.

Their answers reflect to some degree the way in which the staff were taught themselves, as pointed out by one of the staff who mentioned that they were taught themselves in secondary schools through lectures and books. It is also confirmed by non-Qatari female staff who used to teach in other Arab universities and who complained about the students, saying: "The students do not welcome new methods of teaching."

1b) Students' Responses

The questionnaire administered to the University students included two questions related to this point. The first question was, "From your point of view, what are the disadvantages of the teaching methods used?" The students' written comments were listed, then the opinions expressed were categorised under the following groups:

i. Faculty staff character
ii. Style of teaching
iii. Teaching material
iv. Administrative System
v. Good/not that bad.
vi. No comment.

i. Faculty Staff Character: n=15 (19.5%)

This was the second highest percentage after style of teaching. Examples of responses include:

- *They are moody (*referring to the fact that the staff were not consistent in their behaviour, but showed signs of being influenced by factors external to their work at the university, i.e. not related to the university and their students, but other matters.)

- *Boring* (indicating that they were rigid, as stated by some students).

Other students viewed the staff as not mature enough to respect them, shouting at them as if they were still students at school, e.g.

- *They do not respect others' opinions*
- *Prejudice*

Once again, it might be here that the students felt that no space was given for them to express their opinions and discuss what is right and wrong because of the limited time given to them. Alternatively, it might be, as will follow later in the section on learning (5.24) that the faculty staff consider the students to be spoiled and not serious about their studies due to a lack of motivation.

ii. Style of teaching: n = 28 (36%)

- *Only by lecturing* (n = 9)
- *No discussion (*n = 4)

Students used the word "rote-learning" when talking about the lectures, by which they mean passive lecture attendance in which no discussion is allowed, only the giving of information.

- *The speed of the lecture* (n = 4)

Some students found that the lectures were given to them so fast that they could not follow them or take notes. In fact, this is a new skill for them, since they are not used to doing this at secondary school. Perhaps also the quantity of information is too great for them to register in a short time. Furthermore, it indicates that they lack note-taking skills.

iii. Teaching Material: n = 2 (2.5%)

- *Not related to our experience*

Some students found the teaching material not related to their experience, a comment which recurs later in the section on factors affecting teaching. One of the faculty staff mentioned that the specimens used in teaching are not from the local environment, which supports this point. Also, modern books, also to be discussed later, are only available in English, not in Arabic. These books reflect other cultures and experiences which are not similar to those found in Qatar.

Other students criticised the teaching material for being dependent on books and lectures, reminiscent of their experiences at school, despite the fact that they expected more from university teachers.

- *We feel that the level is not the same at other universities, but seems to be lower.* This might be more a personal opinion stemming from the low level of admission to the university.

- *Limits itself only to books and lectures*

iv. Administrative System: n = 7 (9%)

- *It feels like school*

- *Exam timetables clash.*

v. Good/not that bad: n = 6 (8%)

vi. No comment: n = 6 (8%)

Results from the Science Faculty on the two questions show that 60% of the students (n = 49) prefer the lecture as the method of choice, while 36% of the science students see the major problems of teaching method lie in the style of teaching. Nine students commented that teaching is "only by rote-

learning", a form of lecturing which is perceived negatively as no discussion is allowed.

1c) Summary

To sum up the main points mentioned above regarding the teaching methods used in the Faculty of Science, the following picture emerges.

Lecturing is the predominant method used by the majority of the staff, with some expressing a preference for discussion. The reason for this, as explained by the staff themselves is twofold: both staff and students were taught by this method; and the staff feel that the students do not welcome new methods of teaching.

The students themselves, however, criticise the teaching style for being only lectures with no allowance for discussion, and some of the students also refer to the problem of the speed at which the lectures are given. There are a number of factors which might explain this. One factor could be the huge amount of information that has to be conveyed to the students in a limited time. Another could be that the faculty staff are not aware of the latest developments in teaching methods as it is not their specialisation. It could even be attributed to the nature of the courses themselves, as science courses include a heavy factual load.

One important point must be made, however, regarding the teaching styles used. 60% of the students prefer the lecture as the method of choice. At the same time, they criticise it. This supports the staff comments that the students like this method because they are used to it, though it might be seen negatively as no discussion is allowed.

2. Faculty of Education.

2a) Results of Staff Interviews

Education Faculty staff made the following comments on the methods of teaching (with an analysis below):

All the staff who commented on their methods of teaching referred to lectures and this seems to dominate. One interviewee explained it in terms of Arab university traditions:

- *Lectures mainly, as in all Arab universities. Discussion sometimes.*

- *Mainly lectures and discussions.*

Another explained

- *In Education, we use traditional ways of teaching and preparation as this is required by the Ministry. Also this is the way in which the student-teacher will be evaluated by inspectors.*

This view is supported by a study by Al-Nuri (1979), quoted in Al-Hor (1996) that "Although the education system in Qatar has witnessed great improvement in various areas, traditional teaching methods remain, with little emphasis on change."

There are, however, some exceptions to the tradition. One interviewee referred to the use of groups, in a course involving modern technology:

- *Groups because of the small numbers of students because of the nature of the computer course.*

Another expresses dissatisfaction with the traditions

- *In our department, we are still short of practical applications.*

Faculty staff responses point to the lecture as the predominant method of teaching. Also, the comments give a good explanation of why this is so: it is required by the ministry which evaluates student-teachers on this basis.

The nature of the courses opens up another option, working in groups, similar to the expectations of the Science Faculty .

- *I use all methods of teaching - lectures, discussions, workshops and small sessions.*

2b) Students' Responses

Students answered as follows on the problems of the teaching methods used:

i. Faculty staff character: n = 5 (9%)

Some students in the Faculty of Education consider one of the main disadvantages of the faculty staff character to be that they do not care enough

- *Not caring if the students understand or not*

This may reflect the fact that little or no opportunity is given for discussion in the predominant lecture format, and, together with the vast amount of information to be processed, this leads to a feeling of distance which the students perceive as being a lack of care or interest on the part of the staff.

- *Different nationalities which produces misunderstanding in speech.*

This is due to the fact that many teachers come from other parts of the Arab world such as Algeria and Morocco. If we go back to Chapter 2, we find that the percentage of non-local male/female Arab lecturers is as high as 52%. Many of these speak different dialects of Arabic.

- *Not that much in their field.*

ii. Style of teaching: n = 25 (44%)

- *Ambiguity in giving information*
- *Traditional teaching as if we are in school*
- *Rote-learning*
- *Depends on memorisation*
- *No discussion.*

Once again, we find a similar situation in that the problem of the teaching style is considered to be the lecture which gives no opportunity for

discussion. This recorded the second highest percentage (44%) in the five Faculties. This Faculty is distinguished by mentioning that there is ambiguity in the information given which may be a result of the different nationalities. The combination of facts that the teachers are considered not to care, and the ambiguity in teaching in the Faculty of Education, which is supposed to know and practise all methods of teaching, raises a serious question in this area. More research needs to be done to investigate the situation there.

iii. Teaching Material: n = 4 (7%)

- *Too much material*

Students feel that the course content is of an unrealistically high quantity.

> *"we are given too much material in the courses, especially in view of the fact that the professor depends on lectures, textbooks and tests; it is becoming too much."*

In reality, the students' opinions expressed on this aspect appear to give a slightly exaggerated view, as the courses should be based at least on the sources mentioned. However, the students could be looking for a lighter work load, possibly due to personal/family responsibilities, or the fact that they are so accustomed to the 'easy life' that they do not want to trouble themselves. The following comment made by one of the students sheds a little more light on this:

> *Professors sometimes do not omit the first section of the course, which was tested in the mid-term exams, but include it with material from the second section for examination in the final.*

This means that they expect no more than 12 lectures to be examined at any one time on a 2-hour course.

- *Questions in exams and material in lectures are not suitable for different levels of students. They are mainly addressed to highly competent students and sometimes to the very good.*

An important issue is raised here, namely that the teaching staff are expected to design the tests to cater to and evaluate all levels of students in such a way that the A students can show their abilities as well as the C students or

lower. This points to the need for another study to evaluate the testing system of the university.

Another consideration is that the comments on the lecture material may reflect the opinions of weak students who, again find the exam questions to be addressed not to the weak, but to A students. It could be that time limitations make it difficult for the lecturers to slow down and explain difficult points in an easier-to-understand but more time-consuming way, or it could be the lack of any discussion which would enable poor students to clarify and understand points better. Or, again, it could be the weak level of the students when they enter the university which influences this type of comment.

- *Curriculum depends on memorisation, not understanding.*

This refers back to the fact that the curriculum is not analytically based, but rather that it depends on memorisation. Possible reasons for this could be:

a. the nature of the courses themselves, such as those related to Arabic language, the history of education or Islamic studies, which require a certain degree of memorisation; or

b. the feeling on the part of the lecturers that they have great quantities of information to cover but insufficient time to do so. By delivering the information in large chunks which have to be memorised, the lecturers may feel that they are able to go faster and cover more material in the allotted lecture times.

iv. Administrative System: n = 2 (3.5%)

- *No supervision of faculty staff*
- *System like at school*

v. Good/not that bad: n = 1 (2%)

vi. No comment: n = 7 (12.28%)

The above data shows that almost half of the students indicated the style of teaching as the main disadvantage in this area, the biggest problems being, in their view, the use of traditional teaching methods and memorisation. This is supported by the opinions of the faculty staff and can be explained by:

- the size of the classes
- the long curriculum
- Ministry requirements,

which all oblige the faculty to use these methods.

The first of these three, the size of the classes, is a problem faced by all the faculty staff, as indicated in the interviews. The number of students sometimes exceeds 100 per lecture and discussion with this number in a 40-minute lecture would be quite impossible. Indeed one of the faculty commented: *"How can I run the lecture allowing 100 students to discuss! It would be like a circus. I cannot do that."*

Looking back to Chapter 2, Section B, the reader might notice the ever-increasing number of students coming into the university, especially since the academic year 1994, when the government allowed other, non-Qatari Arabs to enrol at the university on a fee-paying basis.

With regard to second consideration, the long curriculum, the faculty staff view the curriculum as being too long for the short, 14-week semester. Another issue related to this is class administration, which eats into lecture time. Taking attendance at the beginning of the lecture can take up to 10 minutes out of the scheduled 40 minutes, especially with large groups. Another factor which has aggravated the situation is the recent decision that courses with 3 contact hours are no longer allowed to be held over one double period and one single period, but must be held over three single periods, which shortens the real time available for lecturing.

Finally, as for the third factor, Ministry requirements, there appears to be a significant discrepancy between the Ministry's requirements of the teachers it

employs and evaluates by inspectors using traditional, old methods, and the approach at the University which is training student-teachers in modern methods. However, this approach seems not to be working, for, although the student-teachers theoretically have modern methods in mind, in practice they use traditional ones. The reason for this lies partly in the fact that the female inspectors evaluate the student-teachers on a traditional teaching method basis, and this inherently contradictory situation is influencing the faculty staff to fall back on traditional old methods.

With regard to the second question on preferred methods, the students answers show that 51% prefer lectures and 23% prefer small groups.

The choice of lectures as a preferred method of teaching on the part of the students is understandable in that:

i. students are familiar with this method

ii. it is easier for the students to sit in on lectures than for them to have to look up the information in a number of books

iii. the exams are based mainly on the lecture content, so the students have the main resource for studying for tests

iv. it is a direct method of giving information which the teachers themselves are used to and which they experienced themselves in their own student days, so it might be that the staff find this a clear and simple method, a feeling which could be conveyed to the students.

As for the choice of small groups as the second preferred teaching method, one might ask where the students have got their experience of working in small groups. The answer is that the students take some courses which by their very nature are held in small groups, as mentioned by the faculty staff, *"small numbers of students because of the nature of the computer course,"* so the students have the possibility of experiencing the advantages of small group teaching which leads them to this preference.

Another point is that some of the students might find small groups less intimidating in a way that enables them to discuss or share their views more easily than in a big group. The professors themselves admit that having large numbers of students makes it difficult to allow discussion.

2c) Summary

To sum up the main points mentioned above regarding the teaching methods used in the Faculty of Education, the picture is as follows:

- lectures are stated by the faculty staff to be the predominant method of teaching. 51% of the same faculty's students also prefer lectures as the best method of being taught, while 44% of the students view the style of teaching to be a problematic area at the university, criticising it for being rote-learning and traditional in style with no discussion allowed.

  This could be explained by the fact that the faculty staff face external factors which force them to use these methods, i.e. Ministry requirements, as well as a number of internal factors including a shortage of time, the length of the curricula and large student numbers. This reflects upon the students who receive this as "ambiguous information" in the traditional teaching they are given. Nevertheless, they still prefer the lecture, firstly because it is what they are used to and secondly because the quantity of information is "too great". It therefore appears that the students in the Faculty of Education have thrown the ball back into the faculty staff court.

- Class size seems to be an area of concern for even world leaders and policy makers. It was mentioned in the Al-Manfa Journal (33, 70,1998), quoting from the Audio Cushion Week (February, 1998) that President Clinton himself has stated that the American plan to develop education was to increase the number of qualified teachers and reduce the number of students in class.

3. Faculty of Islamic Studies

3a) Staff interviews

Opinions of the staff of the Faculty of Islamic Studies included the following comments:

- *Credit hours is a quick method of teaching which is not good (sandwich information).* This expression, used by one of the Faculty staff, means firstly that the information is concentrated and, secondly, it is quick and does not need to be prepared, in the sense that it is ready information.

This supports students' criticisms regarding teaching style when they referred to lecturing without discussion. It was also confirmed when other Faculty members say:

- *Teaching style is traditional by lecturing only, as the curriculum is religious.*
- *Lectures because of the nature of the courses.*
- *We have only one type of teaching which is lecture.*
- *Giving keys only because of the huge amount of information.*
- *Islamic culture expects us not to overdo the amount of information given*

However, there are some exceptions in staff who encourage discussion and asking questions:

- *Encourage discussion after the students asked to have more time for this.*
- *I found that asking questions during the lecture breaks the rigidity and helps concentration.*

The above shows lecturing to be the predominant method of teaching. The nature of the courses offers some explanation for this, in that the subject matter contains principles which are not negotiable, but must be accepted without question. Nevertheless, some of the lecturers found it possible to use

discussion and may even insist on it. The last quote above was given by a Qatari male professor who obtained his Ph.D. in the United States. He went so far as to add "*If the students do not respond to the discussion, I leave the lecture.*" so he is forcing the students to take an active part.

3b) Students' Responses

The students' answers to the first question, "What are the disadvantages of teaching at the University?" revealed the following:

i. Faculty staff character: n = 6 (12%)

- *They do not care.*
- *Unable to estimate/evaluate the students correctly.*
- *Unfair.*

Students of the Faculty of Islamic Studies agree with those in the Faculty of Education in viewing the teaching staff as not caring about their students. Some explanation for this perception may be found in the long curriculum which has to be covered in a limited amount of time, as well as the fact that traditional methods are followed because of the nature of the subject.

One comment which distinguished these students from others is the fact that they perceive the staff to be unfair in evaluating the students. The low educational level of the students who enrol in this Faculty may partially explain this, as well as the fact that, as will be discussed later under psychological variables, these students have high self-esteem, which means that they excuse their low grades by blaming them on the teacher, not on themselves.

ii. Style of teaching: n = 23 (46%)

- *Lectures are given without considering if the students understand or not* (which is consistent with the comment that the Faculty staff do not care)

- *Reading from books only (by the staff member) in the lecture and we follow the reading or underline what they read.*

- *No interaction between the students and the lecturer.* (This indicates that the interaction mentioned by the staff is not always perceived to exist by the students).

- *Only lecturing (rote-learning)*

These comments are similar to those made by students in other Faculties.

It seems appropriate here to review the views of the staff of the Faculty of Islamic studies with regard to their teaching style in the light of the students comments.

The students refer to the lecture, as do the staff, who, as explained above commented that it is a suitable tool for the religious curriculum. Furthermore, because of the nature of the subject, the staff admitted to reading from the text on occasion. However, when the researcher asked the students about this point after they had completed the questionnaire, they said that lecturers in their other courses such as education, history and psychology also use this reading approach. The students commented that they underlined what was said to highlight what was important and would be included in the tests.

The staff, when asked why they read from the textbooks, answered either that they did not want to confuse the students by discussing material in the lecture that was not to be found in the textbook, or that they thought that the students like this direct way of teaching (though this would surely not apply to all of them).

iii. Teaching material: n = 3 (6%)

- *Redundancy* (referring to the fact that some of the course have similar content but different names, which can cause confusion).

- *Big quantity* (which is also stated by the Faculty staff)

- *It is not related to life.* (This may be because of the nature of some courses which deal with ancient history, a different situation from

that found in the Science Faculty with regard to the same comment on the material not being related to life.)

iv. **Administrative System: n = 2 (2.1%)**

- *Problems in registration.*

v. **Good/not that bad: n = 3 (6%)**

vi. **No comment: n = 9 (18%)**

With regard to points iv, v and vi above, the number of students responding is very low, these are taken as isolated comments which cannot be used as a basis for general argument. This is the case with each faculty, and so comment on this will not be repeated.

It is noticeable that students of the Faculty of Islamic Studies returned the highest percentage (46%) who saw the style of teaching as the main disadvantage of teaching at the university.

The students chose the lecture (40%), small groups (22%) and writing research papers (18%) as their preferred teaching methods.

In fact, their preference for small groups is the actual opposite of the reality in the Faculty of Islamic Studies, where the large number of students is one of the major factors affecting both teaching and learning, as will be discussed below.

Their expressed preference for research papers (18%), the highest percentage among all the faculties, is rather surprising as:

1. research requires mental skills such as information processing which are not characteristic of Islamic Faculty students who are considered by the teachers as the weakest students in the university.

2. this rather contradicts the faculty staff view that memorisation is the preferred learning style of their students. More than one Faculty

member mentioned that "They like you to prepare information and give it to them without effort," or that "Most of them like to have a book and memorise the parts which will come in the exam."

3. research papers presented by students as part of their work are not really valuable, because, as pointed out by Faculty staff, most of them can "buy these research papers from commercial education offices for the sum of 200 QR". However, this may explain the reasons behind their choice.

3c) Summary

To sum up again the main points discussed above regarding the teaching methods used in the Faculty of Islamic Studies, the following picture emerges.

Lecturing without discussion is the predominant method as stated by both the faculty staff and the students. The nature of the courses offers some explanation for this.

The students view this as rote-learning, ignoring the needs of the students, 46% of whom saw the style of teaching as the main disadvantage of teaching at the university.

4. Faculty of Humanities

4a) Staff Interviews

Humanities faculty staff opinions included using traditional teaching methods, which they refer to as being the way they had been taught themselves. Also, they were not taught teaching methods during their career preparation.

- *Traditional teaching because we are not familiar with education theory.*

One interviewee referred to lectures and discussion, but by this he meant discussing research papers with the students as opposed to open discussion.

- *Lecture is the main teaching style beside discussion* (which is conducted only with lecturers who supervise research papers).

Once again, the lecture is the main method used by faculty staff. But an important point is raised here by one of the staff, i.e. that they are not familiar with education theory and methods of teaching. This is true also for staff in other faculties such as Administration (except for Education) where one member of staff commented that: "We need courses which provide us with the new methods and techniques of teaching." As mentioned earlier in Chapter 3/B & C, this issue also affects other Arab staff at the university .

4b) Students' Responses

Humanities Faculty students responded as follows:

i. Faculty staff character: n = 9 (12.5%)

- *The lecturer's voice is very low*
- *No interaction between the lecturer and the student*
- *Not evaluating students correctly*
- *Unfair*
- *Discrimination.*

In these students' responses, the reader may notice that the teacher/student relationship is mentioned here for the first time. The students convey an important message about this kind of relationship. In fact, it was found (Al-Talib, 1978, p.25) that there is a strong relation between the students' attitude towards their teachers and their achievement, that is to say, when their acceptance of the teacher was high, their achievement was high and vice versa. It is because of the perceived absence of such a relationship that feelings of unfairness or discrimination may exist.

ii. Style of Teaching: n = 23 (31.5%)

The students perceived that the problems with teaching lie in the teaching style and described it as follows:

- *No discussion is allowed*
- *Rote-learning*
- *Not using teaching aids*
- *Not enough explanation*
- *Dependence on books and lectures*

This has already been mentioned and discussed in the other Faculties and stated by the Faculty staff members themselves, but in this faculty, it is not usual. The students see it to be a disadvantage that teaching aids are not used and this distinguished them from those of other faculties. This could be explained by the fact that the faculty staff feel that they lack knowledge of teaching methods which include the skill of using teaching aids.

iii. Teaching materials: n = 4 (5.5%)

Some students find the problem of teaching materials is that they:

- *Concentrate on quantity only*
- *Depend on unavailable sources* (by which they refer to the lack of books or the delays in receiving them)

On the subject of teaching materials here, it might be noticed that only a few students consider them to be a disadvantage. This could be because they consider this aspect to be of minor importance. Furthermore, the problem that books are not available or are late in arriving seems to be a common problem throughout the different faculties of the university. This could be a reason why the students feel that it is not something out of the ordinary and therefore not worth special comment.

iv. **Administrative System: n = 12 (16.5%)**

- *Applying the curve system* (referring to the Normal Curve the university follows for evaluation purposes. Only a certain number of students can get A or B grades, etc., following the specific percentages which were fully described in Chapter Two, B)

- *Inefficient* (the administrative staff, not the teaching staff, are often unqualified)

- *Similar to school*

- *Large student numbers*

v. **Good/not that bad: n = 4 (5.5%)**

vi. **No comment: n = 11 (15.06%)**

As shown in Table 5.2, as in all other faculties, the highest percentage of students chose the lecture as the preferred teaching method, but Humanities is the only faculty which then chose reading from a text (29%). This may be explained by a) the nature of the courses in Humanities and b) the methods which faculty staff themselves admit to using.

4c) Summary

The above discussion shows once again that lecturing can be concluded to be the main teaching method used by the staff because they are not familiar with education theory. The students themselves criticise this, commenting that the staff do not use teaching aids nor allow discussion.

However, the reader might have noticed a similar yet contradictory picture emerging from all the faculties, i.e. that the students criticise the lecture whilst at the same time choosing it as their preferred teaching method. It could be that they would like to have lectures which also gave an opportunity for discussion and in which teaching aids were used. For this reason, the researcher would suggest that all faculty staff should take training courses in teaching method.

5. Faculty of Administration

5a) Staff Interviews

Staff of the Faculty of Administration were of the opinion that they use the lecture format mainly because:

- *Lectures only*
- *Rote-learning because both faculty staff and students are used to this style of learning and teaching*

However, because of the amount of material to be covered in the courses, discussion is not practicable:

- *Lectures mainly and little directive discussion because the time we have does not allow us to enter into discussion.*

Furthermore, the courses are so general, they offer little in the way of depth to encourage discussion:

- *The courses are general rather than specialised because job opportunities are limited and there is not much need for specialisation.*

The staff are aware of this problem, but cannot do anything about it because, as one of the staff commented:

- *Conservative universities do not like to change their plans very quickly*
- *Insufficient courses*

However, some attempt is made to change this by:

- *I try not to encourage memorising by not writing the definitions.*

The above points to the lecture once again as the main method of teaching, as well as to rote-learning and memorisation. The explanation given for this is that both teachers and students are used to this method.

5b) Students' Responses

Administration Faculty students responded as follows:

i. Faculty staff character: n = 8 (14%)

The comments of the students which could be categorised under Faculty staff character were as follows:

- *Not helpful*
- *Do not have academic ability*
- *Voice is too low*
- *Not well organised*
- *Not concerned about the students*

Perhaps there is a link here between these comments and the opinions of the Faculty staff expressed above. For example, because the courses are general rather than specialised, there are not enough of them and they are based on lectures only, this could lead to the students' comments showing that they perceive the staff to lack academic ability and not be well organised. Furthermore, when the staff do not provide the students with written material such as books or written summaries, the students may view this as a sign that the staff are not helpful and not concerned about them.

ii. Style of Teaching: n = 18 (31%)

- *Needs to be developed* (by which the students mean the use of more modern technology and teaching aids)
- *Depends on rote-learning*
- *Difference between what is mentioned in lectures and in the textbooks* (students say that they are confused about what they are expected to study for exams)
- *Not related to experience, only theoretical*

- *No practice, we don't have the opportunity to practice, we only have theoretical information.*

This is very much because the staff themselves admit that opportunities for practice are very limited and almost non-existent for female students. Moreover, the general nature of the courses gives the students the impression that they are not related to their own experience.

- *No discussion is allowed.*

This point was also mentioned by the faculty staff who commented that they used the lecture format only because this is what the staff and the students are used to. Nevertheless, some of them do use directive discussion, by which they mean that the faculty select the point for discussion. Perhaps the problem here is that the students would like to discuss other points than those selected by the staff.

iii. Teaching material: n = 2 (3.5%)

- *They demand something which is not included in the curriculum*
- *No link between the courses.*

Once again, the students pay little attention to the teaching material (only 3.5%). Perhaps this could be because teaching style and the staff character are more visibly noticeable than the teaching material.

iv. Administrative System: n = 5 (8.62%)

- *Evaluation and exams not clear (n = 3)* (This comment reflects the inadequacy of the counselling system, a point which is also made by Faculty staff regarding the credit-hour system).
- *Too many students.* (referring to the crowded classes which often exceed 60 students. This was again one of the factors which affect teaching mentioned by the staff.)

v. Good/not that bad: n = 2 (3.5%)

vi. No comment: n = 18 (31%)

Students chose the lecture (60%) then small groups (19%) as their preferred teaching methods.

5c) Summary

The main point emerging from this discussion of the Administration Faculty regarding methods of teaching is the use of the lecture, resulting from a number of possible factors such as:

- the insufficient number of courses
- the fact that they are so general that they cannot go into any depth

31% of the students see the style of teaching as a problem area, part of which is the lectures and part the gap between theory and practice.

5.2.1.3 Conclusion (Methods of Teaching)

a) Teaching Methods and Style

The above data shows the lecture to be the common teaching method used at the University of Qatar. It is also the preferred teaching method chosen by the students. This is consistent with Stewart, (1992) , who states that the lecture is the predominant form of teaching. The data also indicates that in a number of cases, one book is used as the basis for study and that in the main, the teaching method is dependent on the book used.

However, this should be viewed with caution, since the word 'lecture' covers a vast range of styles. Furthermore, it is common practice among students and staff at the University of Qatar to use the same word in Arabic, which translates into English as 'lecture', for any teaching/learning encounter, be it with a large group of over 100 students in an impersonal lecture hall or a small language class of 10 students or even a practical, where there is time and opportunity for the students to discuss freely with the teacher/lecturer if it

is allowed. All these sessions are referred to in Arabic by the same word 'lecture'.

The common perception among students and staff of the 'lecture' is more that it is a teaching style that can be found in any environment - whereas the student in the West may refer to and distinguish between lectures, classes, seminars and tutorials, all of these would be and are covered by the word 'lecture' at the University of Qatar, referring to the giving of information as discussed in 3.3.2.2. Perhaps this is because of the view, discussed above, of the student as the 'receiver' of information from the teacher which predominates in the Eastern system of education.

For this reason, a lecture at the University of Qatar does not equate to one in Scotland, where Stewart (1992) described it as the predominant form of teaching, or in any other Western country, where it can contain different activities such as discussion, argument and using various modern teaching aids. Whereas the role of the teacher in a Western culture is that of a facilitator, in the Eastern culture, his or her role is to convey information.

A related study by Al-Kodari & Subaih (1981), which covered all the Gulf universities stated that a high percentage of faculty staff depends on only one book. Many of the staff also dictate a lot to the students which lowers their level. He also found that few faculty staff members ask their students to go to other references, suggesting that this is due to:

i. the fact that evaluation is based on the book

ii. the weak second language level of the students

iii. the lack of references

On the basis of classroom observation conducted in 1989, Pantleo (1992, p.14) reported that large group, direct instruction was the most commonly observed instructional method used by the staff, as is the case in this study, although there is evidence that the effectiveness of the personalised system of instruction is considered the most effective teaching method among the

other strategies (Al-Hashash, 1981). Nevertheless, Morsi (1985) quoted James Michener who argued that certain characteristics play a major role in the success of a teacher, one of these being the use of more than one teaching style.

b) Faculty staff character

There is general agreement among students of the different faculties, with the highest percentages occurring in staff character rather than in teaching material and the administrative system, as shown in Table 5.1 and in the students' responses.

Another point regarding staff character which was reported by the students referred to the fact that the staff appeared to care little about the students In fact, teacher character plays an important role in the teaching process.

Al-Zubaidi & Saud (1985) investigated the features which students like to see in a teacher and found the following: "respect for the students' character", co-operating with the students, having deep knowledge, making friends with the students, being fair and objective in evaluation (Aissaui, 1984). This was also confirmed by another study. These features are very similar to those which the student sample of this study view as problems of teaching, grouped under the category of Faculty Staff Character. Also, Watfa (1993) found that there is a decrease in the level of interaction between the faculty staff members and the students which was reflected in the students' responses with regard to the staff character.

The students also commented that the staff member's voice was very low. This could possibly be explained by the fact that a large number of students are usually found in a class, so the students at the back cannot hear clearly. Another factor related to this is that those students sitting in the back row find it easy to talk among themselves and this makes the situation worse.

5.2.2. Other Factors Affecting Teaching

5.2.2.1 Overview of Questionnaire Results

Two sources of information will be discussed for each faculty in the investigation of this topic, namely the opinions of the staff and the responses of students to self-assessment questions regarding their academic levels. The relevance of these questions to the topic is based on a review of psychological literature which shows that the standard of the students is considered to be an important component affecting teaching, in addition to the comments of the faculty staff members interviewed for this study.

The three questions are:

Table 5.3: Student responses, by category, to the question: "How do you feel you are doing so far this semester?"

	Excellent		Very Good		Good		OK		Not Good		Poor	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Science	1	1.3	21	27.0	29	37.7	18	23.0	3	4.0	1	1.3
Education	1	2.0	14	24.0	22	38.6	15	26.0	2	3.5	0	0.0
Islamic Studies	0	0.0	9	18.0	19	38.0	17	34.0	1	2.0	2	4.0
Humanities	3	4.0	10	13.0	32	44.0	27	37.0	1	1.4	0	0.0
Administration	2	3.0	17	29.0	23	39.0	15	26.0	3	5.2	0	0.0
Totals (n =)	7	2.22	71	22.5	125	39.68	92	29.2	10	3.17	3	0.95

The above table shows that: a) the highest percentage of students in all faculties classified themselves as "Good" (39.68%), b) the lowest percentages were returned for the "Poor" (0.95%) and "Excellent" (2.22%) categories

Table 5.4: Student responses, by category, to the question: "How many times have you obtained a D grade in your college courses?"

	Once		Twice		More		Never	
	No.	%	No.	%	No.	%	No.	%
Science	6	7.8	13	17.0	39	50.6	10	13.0
Education	6	10.5	5	9.0	38	66.7	4	7.0
Islamic Studies	0	0.0	4	8.0	44	88.0	0	0.0
Humanities	6	8.0	14	19.0	47	64.0	3	4.0
Administration	3	5.2	13	22.0	32	55.0	9	15.5
Totals (n =)	21	6.66	49	15.55	200	63.49	26	8.25

These results show that nearly all the students questioned have had a D grade, with most students in the Faculty of Islamic Studies having had a D grade more than twice. The highest percentages in the "Never" category were returned by the Faculties of Science (13.%) and Administration (15.5%). This is predictable as Science and Administration students need a high grade point average to enrol in their respective faculties (see Chapter 3), whereas students in the Faculty of Islamic Studies have the lowest grade point averages overall.

Table 5.5: Student responses by category to the question: "How many times have you failed a college course?

	Once		Twice		More		Never	
	No.	%	No.	%	No.	%	No.	%
Science	17	22.0	10	13.0	20	26.0	26	34.0
Education	22	38.6	10	17.5	12	22.0	10	17.5
Islamic Studies	9	18.0	16	32.0	22	44.0	1	2.0
Humanities	18	24.6	15	20.5	6	8.0	26	35.6
Administration	22	38.0	7	12.0	4	7.0	24	41.4
Totals n =	88	27.93	58	18.41	64	20.31	87	27.6

In view of the great differences between the results of the different faculties, each faculty is dealt with individually below. The results do, however, confirm the study conducted by Al-Misnad (1990) (see Chapter 1) of University of Qatar students, in which the results revealed that the incidence of F grades was much higher than expected in all faculties, reaching double the expected number in the Faculties of Humanities, Science and Islamic Studies. In this present study, the Faculties of Islamic Studies and Science show the highest percentage rate for students getting F grades more than twice.

5.2.2.2 Results according to Faculty

1. Faculty of Science

1a) Staff Interviews

Opinions of the faculty staff as to which factors affected their teaching at the university could be categorised as follows:

1. Facilities and Books

This has been seen as a major factor, including labs etc. One interviewee stated that there is no problem in this area:

- *Most facilities, such as labs and computers, are available.*

However, the problem lies in the books used, which are principally in English, as mentioned by one interviewee:

- *New books are available only in English, but the students don't have the language ability to use those books.*

This was confirmed by another interviewee, supported by the comment of a third:

- *Modern Arabic books are not available. The latest edition will be at least 8-10 years old.*

- *Absence of good books in Arabic.*

This situation is not confined to the books used, but also applies to the specimens used:

- *Lack of specimens relating to the local environment. Problems with foreign books that are not relevant to the local environment.*

Finally, another major problem is the fact that many books are late in arriving from the publishers, as stated by many of the staff interviewed:

- *Delays in receiving books.*

These comments show that the Faculty staff view books as the main problem affecting their teaching and, obviously, student learning. This matter has an impact noticed in the student responses which were categorised under the disadvantages of teaching regarding teaching material, when students said the material was "vague", "not clear", "different from what is taught", etc. Of course, the absence of good, new Arabic books will force both the teachers and students to work much harder, either to present or to assimilate the information. However, other facilities like modern labs, computers are available.

2. Students

The staff perceived that the students as learners was a major factor. Their academic level is weak either because they do not have enough courses:

- *Very weak level because of the shortage of hours.*

Or, alternatively, the opposite was also stated, that their weak level is due to their heavy study load with many hours.

- *Numbers of hours too high for the students*

Another possibility is that they enter the university with a weak academic level:

- *Their basic knowledge is very weak when they come to university, so we have to start again.*

Of course this is not the case for all the students, there are some good students, but the two extremes of different levels could be another factor influencing the teaching process:

- *The different levels of students*

There is also the fact that there are large numbers of students, which could affect the possibility of discussion or other forms of interaction:

- *Again numbers of students and places is an important factor.*

Finally, the attitude of the students can either encourage or discourage the staff, and could even motivate them.

- *Students' attitudes affect teaching, since they are interested in the grade, not in understanding.*

In this category, the reader may find agreement among the Faculty staff regarding the weak level of the students which was explained by the number of hours for the students and also the fact that their basic knowledge level is not very high. However, the students are not a homogeneous group, but there are striking differences in their levels, which again influences the teaching procedure.

3. Courses

The faculty staff members view the courses as an important factor affecting teaching in the following ways.

First of all, the shortage of course hours does not allow the staff to go into any depth, as mentioned by one interviewee:

- *Both shortage of course hours and high numbers of students affect the level of teaching*

The problem applies specifically at Qatar University, as mentioned by another member of staff:

- *In comparison with courses offered at other Arab universities, the courses are few here.*

Furthermore, the organisation of the courses is a problem. There should, of course, be a certain sequence in providing the students with information, but this is not, in fact, always the case.

- *Some courses should be taken in the first year, but they are taken in the last year when the students should be specialising.*

Finally, students do not attach much importance to lab work which is very important. This is because of the university regulation which stipulates that only 20-25% of the grade can be given for lab work (see Chapter 2). This was commented upon by one interviewee.

- *More grades should be for the lab.*

Also, there is agreement among the Faculty staff regarding the shortage of courses which, in turn, affects the level of the students, in turn affecting the teaching. The number of lab hours also should be increased.

1b) Students' Responses

1. In response to the first question on assessment of the students' level, the highest rate (37.7%) was found in the "Good" category, followed by "Very good" (27%). Both "Excellent" and "Poor" categories got only 1.3%. As mentioned above, the relevance of this topic is based on a review of psychological literature which shows that the standard of the students is considered to be an important component affecting teaching. In addition, the Faculty staff opinion in the above overview indicates that they find that the level of the students is an important factor in their teaching.

2. With regard to the question: "How many times have you obtained a D grade in your college courses?", 50.6% of the Science students have had a D more than twice and 17% of them twice. 13% of Science students responded that they had never had a D grade, the second highest rate of all the faculties, which reflects the high standard of the Science faculty students.

3. As for the third question, referring to the number of F grades obtained by the students:

   34% have never failed a college course

   26% have failed more than twice

   22% have failed only once.

It is to be noted that, despite the high G.P.A. admission requirement for the Science Faculty and the consequent good level of the students, the Faculty of Science ranked third in the "Never" category. It could be that the nature of the courses and their level of difficulty are factors giving rise to the high percentage of F grades in addition to the factors commented on by the Faculty staff, i.e. weak level, the absence of good books, the lack of specimens and the fact that their basic knowledge is very weak when they come to the university. This is despite the fact that, as discussed in Chapter 3, the specific educational objective stated for secondary schooling is that: "this stage counts as an introduction or bridge to university and should train them to use scientific methods."

However, it must be borne in mind that the Qatari population, like all the other Arab states (see Chapter 2,6.1), has a high percentage of school-age children. Statistical information indicates that one quarter of the population are youth between the ages of fifteen and nineteen, i.e. at secondary school level. The high number of students at this level exerts pressure on the educational services as a whole.

2 Faculty of Education

2a) Staff Interviews

The staff members pointed out the following factors which affect their teaching.

1. The Role of the Ministry

Some staff members consider that the Ministry of Education interferes with their work:

- *In Education, the situation in the Ministry and the way in which they evaluate teachers forces us to use traditional old methods of teaching and preparation of student-teachers.*

Others view it more strongly:

- *This is a critical matter. The Ministry of Education prohibits male lecturers from visiting schools with their student-teachers, so they ask for help from female Ministry of Education inspectors to direct and evaluate the student-teachers. This greatly affects the level of teaching.*

The above quotations indicate that Ministry regulations seems to influence the teaching situation in the University in two ways:

i) Methods of evaluation and preparing students

ii) Not allowing male lecturers to visit the schools.

This situation could be resolved by preparing or training supervisors in courses at the university and creating clear standardised methods of evaluation which could be applied objectively.

2. The Role of the Student

This is seen as having an important effect upon teaching and stems from their low levels of motivation and activation.

- *The traditional old methods of teaching are what the students are used to and they reject any new methods.*

Some of the students were described as:

- *Negative students*

or even, in the opinion of other members of staff:

- *Students are not qualified. It is known that only 10% are capable of studying at university. At Qatar University there is no strict admission restriction. Anybody can enrol very easily.*

Examples of students' behaviour were quoted to support this, such as:

- *Students do not like to use many books because they feel confused.*

- *Female students like to stick to books and avoid discussion compared with male students.*

And finally, the number of students was also referred to as a major factor.

- *Large numbers*

From the above quotations, one can conclude that students reject new methods, or at least do not encourage the use of new methods other than those they are used to. However, the students' views on this point showed that they find the teaching style to be boring and discouraging "only lecturing", rote-learning" and "reading from the book", etc.

It would seem, therefore, that there is a misunderstanding between the two sides, or it could be that some of the students give this impression to the lecturers because of their low motivation levels and lack of enthusiasm.

Variation of books is also not welcome and viewed as a cause of distraction. Furthermore, the reluctance of female students to engage in discussion might be a result of their traditional upbringing.

3. The Role of the University

The last group of factors mentioned by the staff members relates to the university.

- *Inside the university itself, there is conflict between the lecturers over the way the same course is taught by different lecturers. One may use a lecture style while another may use discussions or group work. One may use only one book while another may use several. Students may feel confused by these different methods.*

Lack of motivation on the part of the staff and of rewards were referred to by one interviewee and confirmed by another:

- *Faculty staff lack need of achievement and motivation, especially non-Qataris.*

- *No privileges for good faculty staff.*

Another aspect related to the university is the shortage of course hours and the lack of facilities:

- *Shortage of hours for each course.*

- *Absence of technology facilities.*

One interviewee referred to the disruption of lectures which affected teaching. By this was meant the time lag between lectures, wasting the lecturer's time.

- *Disruption of lectures.*

Feelings of insecurity and low motivation and depression on the part of the staff, as well as lack of rewards, were cited as the factors affecting teaching in addition to other factors such as the insufficient number of courses, differences in evaluation systems and ways of presenting lectures.

A study by Rezq (Anon) seems useful to conclude this section, as it confirms some of the results found. The study showed that factors affecting teaching as stated by teachers themselves were as follows:

- not allowing teachers to use the university library
- not having teachers work in their own field of specialisation
- the fact that university courses are mainly theoretical and lacking in application.

2b) Students' Responses

1. Education faculty students assessed themselves as follows:

   No students viewed their level as "Poor"

   38% view themselves as "Good".

2. 66.7% of the students have obtained a D grade more than twice and 7% have never got a D.

3. 38.6% of the students have failed once, nearly the same percentage as returned by Administration students.

4. 17.5% have failed twice, or have never failed.

This data gives an indication of the level of the students in the Faculty of Education and, as mentioned by the staff, there are several reasons which could explain this, namely:

1. Large student numbers have an impact on teaching and learning.

2. the lack of good books, or at the least delays in their arrival.

3. the lack of need of achievement and motivation on the part of the Faculty staff.

3 Faculty of Islamic Studies

3a) Staff Interviews

Opinions of the staff of the Faculty of Islamic Studies could be categorised as follows:

1. Student Factors

- *The level of the students - "I cannot use my favourite teaching style."*
- *Students cannot write Arabic.*
- *Good students make us prepare well for the lecture and motivate the teacher during the lecture.*

This review of the opinions of the staff may show that there are, for the first time, contradicting opinions in the Faculty regarding the level of the students, indicating that this factor does not affect the level of teaching of some of the staff. It could be explained by the fact that there are in the Faculty of Islamic Studies a number of staff members who are highly motivated and see themselves as preachers, working and trying to convince others to follow them without feeling tired or bored.

- *The level of students does not affect teaching methods because "I am like a merchant who exposes his goods and encourages his students to buy."*

Other members, however, made comments similar to those of staff in other Faculties regarding the student number and their weak level.

- *We had 600 students last year, only 20 of whom registered out of choice.*

- *Islamic faculty students are considered the weakest students, whose average is not accepted in other faculties.*
- *Number of students*

2. University Factors

The faculty staff members raised a number of issues which relate to the university. Some of these generally agreed with those raised by other faculties such as the size of the curriculum being greater than that allowed for in the number of course hours. It was commented that:

- *The hours are not enough because of the quantity of the curriculum*
- *Size of the curriculum. They expect us to cover a large quantity of the curriculum*
- *Length of the semester is not enough to provide good enough data*

One interviewee suggested how the staff cope with this insufficiency of teaching hours in the semester:

- *We squeeze the curriculum because the hours are not enough.*

Another commented on the effect this has on the staff:

- *I only give a quarter of what I intend to give.*

which results in a weak student level - another factor affecting teaching. It would appear that there is a cycle of cause and effect here, with one factor leading to another and back again.

One of the members of this faculty made the following suggestion as to how more time could be found to cover everything necessary:

- *Full academic year is better than terms*

However, the university does not only influence the teaching negatively because of the time allocated for the courses, but also as a result of the classroom facilities provided:

- *The shape of the classroom* (see Fig. 5.2 below) *is designed for small groups* (octagons), *but because of the large numbers, students sit in rows.*

which does not create a good situation for either the teacher or the students.

A further point which could be mentioned here is the amount of administrative or professional responsibilities which the staff has also to carry:

- *Responsibilities outside teaching exhaust lecturers (i.e. conferences).*

Finally, there is a psychological factor affecting teaching, namely:

- *Anxiety about the output of the Faculty, the deterioration of the level.*

As stated above, the full academic year is better than terms for the nature and length of the courses that will reduce the anxiety of staff which affects teaching. Also mentioned is the shape of the classrooms as another factor. The diagram below shows the layout of rooms in the Women's Building. The classrooms are designed for small groups, sitting in a U-shape in octagonally shaped rooms, but because of the large number of students, the rooms are crowded with seating arranged in lines.

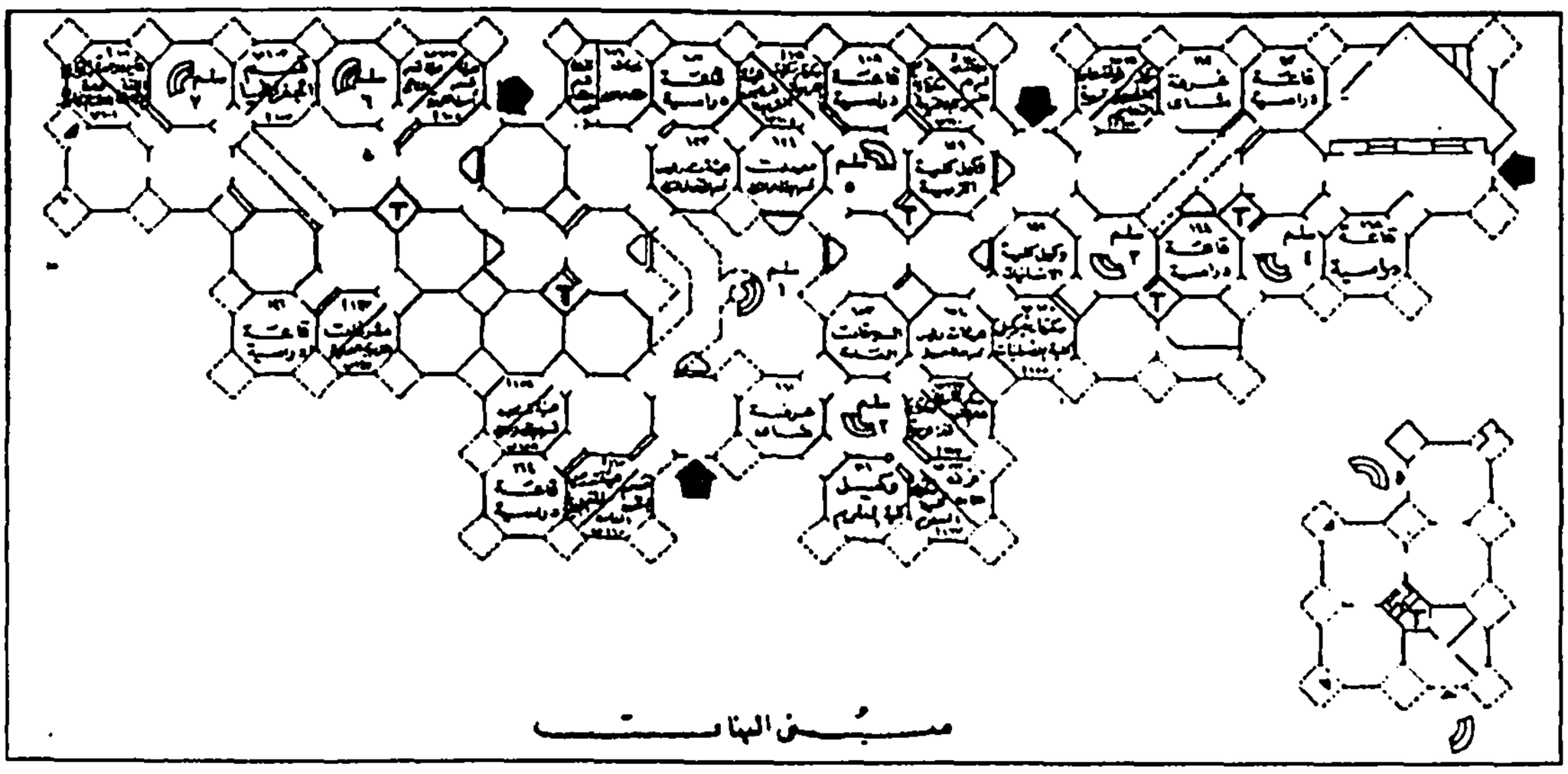


Fig. 5.2: The layout of rooms in the Women's Building at Qatar University.

3b) Students' Responses

1. In their responses to the first question on the students' assessment of their level:

   - No students assessed themselves as "Excellent"
   - Only 18% assessed themselves as "Very Good"
   - 34% assessed themselves as "OK"
   - 38% (the highest percentage) assessed themselves as "Good".

2. 88% of the students have obtained a D grade more than twice. Note that the Faculty of Islamic Studies is the only one in which there are students who have never had a D grade (Table 5.4)

3. 44% have failed more than twice, the highest percentage of all the faculties. 2% have never failed, the lowest percentage. 32% have failed twice, again the highest percentage among all the faculties.

The above data clearly illustrates the fact that the student level is generally very weak. Not one student assessed herself as "excellent" and 44% have failed more than twice. This confirms the opinion of the faculty staff.

4 Faculty of Humanities.

4a) Staff Interviews

The following staff opinions were expressed regarding the factors affecting teaching:

1. Courses

The faculty staff perceive the courses to be a factor affecting teaching, as do the staff of the Faculties of Science and Islamic Studies. The limited number of hours allocated to each course per week was commented upon by one interviewee:

- *Some courses need more hours.*

and this was confirmed by another:

- *Hours are not enough for specialisation because of the educational courses.*
- *Specialised hours are not enough.*

Some of the staff went much further, considering the number of weeks per semester to be inadequate:

- *Sixteen weeks is not enough*

These opinions expressed here and by the staff of the Faculty of Islamic Studies might be due to the fact that many staff members came to Qatar University from other Arab universities such as Egypt, Syria and others, which do not use the same American credit-hour system (see Chapter 2,B,b). Consequently, they are not familiar with the system when they arrive, and by the time they have become familiar with it, they return home (the usual length of stay is four years).

This results in a lack of depth to the courses as stated by one interviewee:

- *No depth to the quality of courses.*

and it also affects the teaching methods by not allowing discussion for example, as commented upon above.

Another factor affecting teaching is the amount of repetition in the course content:

- *Some kind of repetition in courses - the same content is taught under different names.*

This lowers the level of enthusiasm of the teacher and causes a drop in the interest level of the students, which in turn affects the teacher.

Finally, as seen with all the other faculties, the number of students is again a factor:

- *The size of the classes and the shortage of time.*
- *Large numbers - in history courses some groups exceed 100 students.*

The above could be summarised by saying that insufficient hours lead to a more superficial treatment of the course material.

2. Faculty staff

The comment below reflects the suffering of the teacher's position in society.

- *Depression faced by the faculty staff due to their position in society.*

Ageel (Anon), in his study investigating factors that might cause faculty staff to seek other employment in Saudi Arabia, pointed to lack appreciation, depression, ineffective subordinates and the lack of any possibility to build a reputation.

Another factor in common with the Faculty of Education is the amount of administrative work which eats into the time allowed for professional development.

- *Faculty staff have to do other jobs apart from teaching*

Finally, there is the problem of the insecurity about their jobs felt by a number of the staff, as there have been many incidents of dismissal before the completion of contracts.

- *Faculty staff members do not feel at peace with the university because there is no job security.*

3. Students

The staff members here share the same view regarding the number of students and how this adversely affects the interaction possible between the staff and students.

- *Number of students. If it is too big, as is the case in most courses, this affects the teaching badly.*

Also, motivation plays an important role because, as one of the staff mentioned:

- *Their motivation motivates me. If the students are alive, I'm alive. If they are dead, I'm dead too. It goes like this.*

This was confirmed by another interviewee:

- *The low motivation of students is an important factor.*

It is noticeable here that there are no complaints about the level of the students, indicating that the staff are satisfied in this regard.

4b) Students' Responses

1. With regard to the students' assessments of their levels:
   - No students viewed themselves as "Poor"
   - The highest rate was in the "Good" category (49%)
   - The Humanities Faculty has the highest percentage of all the faculties in the "Excellent" category (4%)
2. 64% of the students have obtained a D more than twice in their courses and 4% have never had a D.
3. 35.6% of the students have never failed a college course and 24% have failed only once.

This data shows that 49% of the students assessed themselves as "good" which agrees with the opinion of the faculty staff. Consequently, the level of the students in the Faculty of Humanities does not appear to be a factor affecting the teaching.

5 Faculty of Administration

5a) Staff Interviews

Administration Faculty staff expressed the following opinions regarding the factors which affect teaching, which could be grouped as follows:

1. Personal factors

One interviewee referred to the salary as a motivating factor:

- *Good salary.*

referring to the fact that the salary paid at Qatar University is lower than that paid in other Gulf states. This encourages non-Qatari staff to transfer to those universities which offer a higher rate of pay, but this is not an option for the Qatari staff.

In fact, salary is considered an important factor affecting teaching. Hajaj (1981) mentioned that Dutch staff have the highest salary in the world, while academic staff in the rest of Europe and North America are considered to be in the middle range, receiving a salary which itself is sufficient for their life-style. However, in Egypt, India, Japan and Latin America, they have to do a lot of outside work to keep themselves in the range of the middle classes.

The staff of this faculty also shared the same view as those in the Faculty of Education with regard to the time of the lectures. One interviewee commented:

- *Time of lectures and disruption distract the concentration sometimes.*

This, in fact, has a twofold effect. Firstly, with regard to the students, if the lectures are scattered, they spend all day at the university which makes them tired and does not give them enough time for study at home. This is an important factor, as the students, in their own words, are not used to studying at the university. Instead, they make use of the time between lectures to socialise with their friends. Even if they have a couple of hours between lectures, they spend the time travelling home and back or having a quick meal. The libraries, though well-stocked, do not have sufficient study facilities for the students where they can sit in peace and quiet and concentrate on their work without interruptions from their friends and other students. This, secondly, reflects back on the teachers, who, as one interviewee commented, feel that their students are:

- *Tired, sleepy, present only in body, but not in mind.*

Another commented that:

- *We cannot blame them because it is exhausting because of the time.*

Secondly, there is the mirror effect upon the staff, who commented:

- *If I had a lecture every three or four hours, this would waste my time.*

Recently, some of the staff have been calling for the adoption of the school system which starts at 7 a.m. and runs through until 2 or 3 p.m. The reason for this, in addition to what was mentioned above is that it is:

- more suitable for our climate
- better not to keep the girls late into the evening as at present, where 8 p.m. is the last lecture
- more economical for electricity and other things.

In fact some of the universities in Saudi Arabia have changed over to this system and are finding it quite successful.

The members of this faculty also mentioned other factors affecting teaching which were not raised by the other faculties, such as:

- *If the lecturers supervised Masters or PhD. Students it would increase their knowledge.*

This refers to the natural growth of knowledge which accompanies the supervision of Masters and Ph.D. students. The issue was raised because there are no such programmes offered in Qatar at the moment, but the university intends to do so in the near future.

Another point which was mentioned only by the staff of the Faculty of Administration is the shortage of teaching staff:

- *Shortage of faculty staff which sometimes causes dropping of important courses (e.g. Financial Management)*

Finally, an interesting point was raised regarding the training of faculty staff to motivate the students. This is an important point and reflects the view that the staff share the responsibility for motivating the students instead of simply blaming them. An in-service training programme for teaching methods would help here.

- *The faculty staff members' ability to use clues to stimulate students*

Some of these opinions echo those voiced by members of other faculties, such as the good salary, but here we find two comments referring to the important factor of staff development, and the ability to motivate students. Another important factor faced by the staff is the shortage of certain specialisations.

2. Miscellaneous

- *Hours not enough.*
- *No assistant professors*
- *No good Arabic books*

- *Facilities for teaching are often poor, e.g. the blackboard is waxed, the OHP does not always work*

- *Group size is a major factor*

Again, there are similarities with the opinions of staff from other faculties, such as the insufficient quality and quantity of the courses, and the student number, but the reference to poor facilities is unlike the comments of other Faculty staff. Reference is also made to the lack of assistant professors, something which was stopped nearly 10 years ago.

5b) Students' Responses

In their self-assessment of their levels, no students viewed themselves as doing poorly. Most Administration students (39%) assessed themselves as "Good", with the next highest percentage (29%) assessing themselves as "Very Good".

55% of the Administration students have had a D more than twice, but 15.5% of them, the highest percentage among all the faculties, reported never having obtained a D.

Finally, 41.4% of the students of this faculty have never failed a college course, again the highest percentage of all the faculties, and 38% have failed only once.

This is consistent with what is expected from Administration students, as they, together with Science students, need a high grade point average to enrol in the university.

5.2.2.3 Conclusion (Factors Affecting Teaching)

On the basis of the opinions expressed by the faculty staff on this point, it appears that there is general agreement regarding the factors which affect their teaching, summarised as follows:

- Low student level
- Lack of student motivation

These two factors are discussed by Martin (1992, p.222-224) quoted in Zaiton & Menizl (1994), who found that teachers who have to deal with disinterested students on a daily basis often become discouraged and leave the profession or passively accept the low standard that many students adopt for their school work.

- High student numbers
- Lack of or delay in receiving books
- Faculty staff lack need of achievement and motivation
- Insufficient hours
- Administrative duties
- Staff depression caused by their position in society
- Not a good salary. They are paid less than in other Gulf states
- Insufficient staff and inadequate teaching facilities

These findings regarding the position of the staff reflect those of Zaiton & Menizl (1994) (see Chapter 3) in which the factors are summarised as:

- Lack of motivation
- Duties of the faculty staff other than teaching
- Poor professional preparation
- Poor financial rewards.

Another interesting comment made by the faculty members refers to the depression caused by the staff's position in society. As discussed above (Chapter 2), the discovery of oil has encouraged foreign immigration which has been responsible for economic instability caused by the monopoly, and this has resulted in a big difference in salary scales between the private and public sectors. Teachers, unfortunately, have been the most affected, suffering from this erosion of salary and rapidly increasing prices.

Al-Beilawi & Al-Hammadi (1986) investigated the social status of teachers in Qatar and discovered that economic position is a main factor determining

social standing. He found that the declining economic position of teachers affects their self-image and forces them to seek employment in other fields. Furthermore, teachers' efforts frequently go unrewarded, as reflected in daily disagreements with parents, and even cartoon and comic characters produce negative images of the profession (see below).



Caption reads: References for the research paper are equivalent to five books... and you can only buy them from So-and-So's Bookshop. (Saduck)



"Those of you who agree for me to teach you at home, raise your hands... those of you who don't, open them (for a thrashing)" (Al-Watan newspaper, 8.10.97)



"Look at the results of your private teaching!!!"
(Al-Watan newspaper, 2.4.96)

Fig. 5.3: Media Images of the Teaching Profession in Qatar

The above cartoons present the teacher as being interested in money only, not in giving a good education. The reader might notice that the teacher in all the cartoons is depicted as being a non-native, non-Qatari. This also reflects the view of Qatari society that non-Qatari teachers come to the country only to make a lot of money, which is, of course, not true in all cases.

Finally, with reference to earlier tables showing the level of the students and the number of failures discussed above, there is the issue of failure and its effects on student achievement. Pantleo (1992) quotes Rogers (1989) who discussed the effects that fail grades have on student achievement. He believed that fail grades label students negatively and so do not serve to increase their positive self image. Rogers argued that fail grades attack the person, and that the education system should be more concerned with the mastery of skills and knowledge than assigning fail grades to students. This vicious circle of failure lowering achievement is, therefore, another factor affecting success and failure.

5.2.3 Learning Style

Two data sources were used to investigate this area, i.e. faculty interviews and students' responses to one question. Again, as mentioned earlier in Chapter 3, 3.1, Swedish researchers have established that approaches to learning are closely linked to the level of understanding, for which four categories are used as discussed above. The question was formulated as follows:

> "After studying a subject, what level of understanding do you usually reach (circle one only):
>
> 1. Able to understand the author's meaning and show that the argument is supported by evidence.
> 2. Able to mention the main argument, but unable to relate the evidence to the conclusion
> 3. Able to describe the main points made, but without integrating them into an argument

4. Able to mention a few isolated points or examples.

This question attempts to determine the students' approaches to learning. Four options are provided, of which the student has to choose one.

1. reflects the deep active approach
2. reflects the deep passive approach
3. reflects the surface active approach
4. reflects the surface passive approach.

5.2.3.1 Overview of Questionnaire Results

Before any discussion of the results for each individual faculty, the following table gives the overall results.

Table 5.6: Students' responses to the question: "After studying a subject, what level of understanding do you usually reach?"

	Understanding /Evidence		Mention main argument		Describe Main Point		Mention a few points	
	No.	%	No.	%	No.	%	No.	%
Science	52	67.5	7	10.0	14	18.0	1	11.3
Education	28	49.0	13	23.0	10	17.5	2	3.5
Islamic Studies	30	60.0	5	10.0	10	20.0	3	6.0
Humanities	43	59.0	16	22.0	13	18.0	6	8.0
Administration	24	14.5	7	12.0	19	33.0	5	8.5
Totals n =	177	56.19	18	15.23	66	20.92	17	5.39

This table shows that most students in all faculties were of the opinion that their understanding reached the level of being able to understand the author's meaning and show how the argument is supported by evidence, i.e. Science Faculty students (67.5%), Islamic Studies Faculty (60%) Humanities (59%) education (49%). The lowest percentage of students said that they are

able to mention only a few isolated points or examples: Administration (8.5%), Humanities (8.0%), followed by the Faculty of Islamic Studies (6%).

These results are rather unexpected when compared with the comments of the teachers, who referred to the students depending on memorisation and rehearsal for learning, as well as with the high incidence of D and F grades as reported by the students. This raises many questions as to whether the students really understand these fine distinctions when referring to the level of understanding. In fact, one cannot be sure for a number of reasons, including those mentioned above, that they are able to distinguish what is meant and hence that the data really justifies the notion of deep active learning, also because of their limited knowledge about the degree of understanding. It is accepted that higher understanding students can distinguish these fine distinctions because they have gone through the different stages, but it could be in this case that they estimate themselves highly, to the extent that they select the option which matches their self-image.

Another relevant point was discussed in 3.3.2, where it was explained that, in the Islamic culture, memorisation, and discussion for clarification and for practice are considered as skills which support learning. These skills, however, do not offer enough explanation of, or practice in, these fine distinctions of the level of understanding in a way which could clarify what is meant by those words.

5.2.3.2 Results according to Faculty

1. Faculty of Science.

1a) Staff Interviews

Staff comments on the type of approach/style of learning included the following:

- *The ability to come to conclusions is very low.*
- *The ability to think of something that is not written down is low.*
- *The ability to analyse and compare does not exist.*
- *They do not have the ability to write reports or research papers.*

However, other staff members still have hope that this ability could be developed

- *Abstract thinking does not exist but could be developed.*

One reason suggested for this was the kind of teaching the students receive before entering the university:

- *I feel that students do not have the ability to put information together when they come to university.*

One interviewee made the comment that students could be trained to answer the kinds of questions asked:

- *Models of exams are put in the library for students to train on.*

Finally, the comments showed that the staff view the learning style used by their students as being memorisation.

- *Depends on memorising only*
- *Memorisation*
- *When I asked them to mention two features, they mentioned ten features, trying to impress the lecturer with what they knew.*

From these quotations, it can be concluded that the staff in the faculty consider that the students' ability of analytical and abstract thinking is limited and not what they would expect from a university student. Also, they depend on memorisation, which could refer to surface active or passive level of understanding, i.e. that they can describe or mention only main points or isolated facts.

1b) Students' Responses

In answer to the question regarding the level of students' understanding, 67.5% chose the deep active approach (see Chapter 3). 18% of the students reported that they could describe the main points made, but without integrating them into an argument.

These results were surprising and seem to conflict with the opinions of the faculty staff. The difference could, perhaps, be explained by the high expectations of the staff regarding the students, or, alternatively, there may be a lack of clarity in the question, or even, which is more probable, the exam questions only test direct simple questions which depend on rote learning and memorisation, not analytical ability. Empirical investigation is needed here.

2. Faculty of Education

2a) Staff Interviews

Opinions of the staff regarding the students' approach to learning were:

- *Memorising only.*

2b) Students' Responses

Nearly half of the students in the Faculty of Education chose the deep active approach (49%), and 23% reported being able to describe the main point. The percentage seems to be high, but, in fact, it is the second lowest, putting this result with what was stated by the staff, showing a point of weakness which could be explained by what Al-Hor (1997) quoted from Bawazeer (1979) who pointed out that teachers are concerned with preparing students for passing examinations, and emphasises the importance of memorisation in achieving this. He goes on to say that, as a result of these methods of teaching, teachers become conveyors of information rather than facilitators of learning. He adds that, in this type of environment, students tend to seek the teacher's approval rather than participate in discussion concerning evidence, findings and rationales.

3. Faculty of Islamic Studies

3a) Staff Interviews

Islamic Faculty staff were of the opinion that:

- *Learning operation is passive.*
- *The role of the learner is negative.*
- *They like ready-made information like a sandwich.*
- *Around 50% of the students are able to analyse and construct.*

So it can be concluded that half the learners are learning by a deep active approach and the others are learning by a surface active or passive approach.

3b) Students' Responses

In answer to the question addressed to the students, the results show that 49% used the deep active approach and 23% used the deep passive approach, which is consistent with the views of the staff.

4. Faculty of Humanities

4a) Staff Interviews

Here again, the staff viewpoint agreed with other faculties, in that they consider the students' analytical skills to be weak:

- *The analytical part in learning is very weak.*
- *Finding relationships between things does not exist.*

One staff member even volunteered a percentage of how many students had the necessary skill:

- *Only 5% of the students can analyse.*

4b) Students' Responses

59% of the Humanities students are able to understand the author's meaning (deep active learning). 22% practice deep passive learning. The nature of this approach requires the ability to compare and analyse, which contrasts with the comments of the faculty staff. Again, this result contradicts the stated opinions of the staff. It could be that the question is not clear enough, or that both staff and students are unfamiliar with this kind of question because of their specialisation in the Humanities.

5. Faculty of Administration

5a) Staff Interviews

Faculty staff agreed with members of other faculties regarding learning style.

They consider that it depends on memorising:

- *Memorising for tests only and forgetting all information directly after the test.*

They also believe that it lacks analytical skills:

- *Inability to analyse, only able to recall.*

The work of Jaber & Younis (1984) is relevant here. The study investigated the relationship between cognitive style and preferable study habits and attitude. Cognitive style refers to all the psychological dimensions which are used to acquire knowledge, such as thinking, remembering, problem solving and conceptualising. He found that recall was the most common approach used by students, characterised by the acceptance of information without discussion.

A new comment made here was the fact that the students do not have the necessary skills for teamwork. They rely on individual learning.

- *They lack the ability to work together in teams.*

5b) Students' Responses

The results show that 33% used a surface active approach and 14.5% used a deep active approach. This could be understood in the light of their specialisation, which deals more with numbers and figures than with building a discussion.

5.2.3.3. Conclusion (Learning Style)

Responses to the question to determine the level of understanding (which reflects the style of learning), were surprising in that students of all the

Faculties claimed to reach a deep active level, in complete contrast to the comments of the Faculty staff members, who were of the opinion that students' style of learning depends on memorising and rehearsal at very low levels of abstract thinking and analysis.

In fact, the high rate of incidence of D and F grades mentioned above supports the opinions of the faculty staff. An alternative interpretation of this finding may lie in the ambiguity of the question.

In the section 2.1 above, Teaching Methods, it was found that the lecture is almost the only type of teaching used, whereas in fact the use of a variety of teaching methods has a positive effect on the learning process (Goodlad 1984).

Pantleo (1992, p.16) quoted Goodlad (1984) who also suggested that teachers who provide a variety of classroom approaches can make a significant difference to student learning. Sizen (1985), also quoted in Pantleo (1992,p. 16), believes that the student should be a "worker" and the teacher should serve as a "coach", rather than a deliverer of instructions through a lecture format (Pantleo, 92, 16)

5.2.4 Other Factors Affecting Learning

The following discussion is based on the results of staff interviews only.

5.2.4.1 Results of Staff Interviews

1. Faculty of Science

Staff members of the Faculty of Science view the factors which have an impact on student learning as being:

- *Redundancy in courses affects the students' learning by exposing them to different approaches by different lecturers.*

This might reduce students' motivation towards the course, or confuse them by exposing them to different approaches to the same content. This point was also mentioned by the staff of the Faculty of Education below.

2 Faculty of Education

The opinions of the faculty staff on factors which affect learning could be categorised as follows:

1. Factors relating to the University or the Faculty

Redundancy is mentioned, as just commented on above:

- *In Education, redundancy may affect learning because often the same content is taught under different course names, as in the Technology of Education.*
- *Redundancy in courses.*

which echoes the comments of the Faculty of Science. However, the Faculty of Education also expressed another point, i.e.:

- *Facilities are not available in government schools in the same way as they are provided in private foreign schools, although the government is capable.*

This refers to modern labs, large classrooms and facilities for sports activities which allow for variation in learning styles as well as helping to motivate the learner.

Another interesting comment mentioned by one of the interviewees was that:

- *Cancelling female assistant professor posts does not reward A-grade students.*

This decision depressed many students whose ambition was to carry on their studies in their field. Some of these students continue at their own expense, but the fact that this promotion possibility was removed has a negative impact

on them and consequently on their students, who perceive their future as being blocked.

Once again, the shortage of courses and hours seems to influence both the teaching and learning processes. A couple of the staff members commented on the lack of hours:

- *Shortage of hours, as they are not enough for each course.*
- *Shortage of courses in the total plan for the faculty.*

The comment below refers to teaching strategy and process, which indicate that aims should be clear for the students to facilitate concentration.

- *Aims should be clear to the student.*

Also, to keep both motivation and concentration levels high, variety is needed:

- *Variation in presenting the information.*

One interviewee referred to evaluation techniques, which also influence learning indirectly:

- *Objectives should be designed to achieve implication level not only remembering.*

Finally, the staff referred to the results of the students' adopting the learning procedure of memorisation, i.e. that they are able to do a test, but they forget all about what they have learned afterwards. The information is therefore encoded only temporarily, for the specific purpose of the exam, a factor which has a strong effect on learning.

- *Learning by heart which results in being unable to remember after the test and failure when applied to work.*

As it might be noticed, many of those factors were seen as affecting teaching also in both ways.

2. Factors relating to the students themselves

One of the interviewees stated that:

- *Some students are pushed towards some sections which they do not like.*

This happens when certain sections are closed. The students then feel that they are obliged to enrol in other sections against their will. There is also the situation that a number of students have to enrol in certain faculties because their school-leaving percentage is not high enough to allow them to enrol in their faculty of choice. Alternatively, a number of students feel obliged to register in certain sections because they feel this will give them better job opportunities than their faculty of choice for which jobs are not available because the positions have been filled.

Another that 'programme learning' is an effective factor, enabling the students to learn at their own speed at times which are suitable for them.

- *Students should be encouraged to use "program learning" by computer as it is available.*

On the logical subject of attendance, the following comment was made:

- *Attendance and absence is a major factor.*

which also includes the use of office hours. In fact, most students do not come to see the faculty staff during their office hours.

- *Bad use of office hours.*

Secondary schooling is also blamed, as students there learn by memorisation and rote-learning, methods which they bring with them to the university.

- *Educational system before university.*

In addition, reference is made to the situation that what is tested serves the objectives of the course, but does not reflect the content of the course.

- *Difference between objectives and what the exams test and what is really taught.*

It can be concluded from the above data that students' motivation towards their section has an important effect on their learning. Attendance also affects learning. Motivation will push him or her to seek the professor's assistance in office hours. Al-Ahmady (1988) found that there is a positive, significant correlation between academic guidance and achievement and also between motivation and achievement.

3 Faculty of Humanities

The staff of this faculty mentioned two main factors affecting the learning process. The first was that:

- *A degree has become necessary to get a good job. This forces everybody to try to finish university even if they do not have the ability. She may spend six to eight years before graduating.*

The importance of being a graduate is that it is the key to getting a job, but also that every male graduate also gets land offered by the government and a loan of approximately U.S.$200,000. As this does not apply to female graduates, women students are not in such a hurry to finish their studies.

The cartoon below, which appeared in a local newspaper, focussed on this phenomenon, depicting it as follows:



Caption reads: "One of us finished elementary, preparatory, secondary school and university. Do you know why?
"Sure. To serve his country"
"No. For a good car, a mobile phone, a bleep and to be able to fly out every weekend"

Fig. 5.4: Media representation of students in Qatar

The second factor mentioned was low motivation, as mentioned by other faculties. The low motivation levels reflect the fact that the students are not interested in learning:

- *Their main aim is to graduate*. They are not interested in what changes may occur in their behaviour or knowledge.

Another factor which might account for the students' low motivation is that:

- *They feel that faculty staff are not fair. That feeling comes mainly "from what they hear from others"*. This negative feeling lowers their motivation and ability to learn.

Finally, there is the consideration that:

- *They do not use the library because of a Qatar University rule that every course should have a certain textbook*. So they depend only on one book which limits their ability to analyse and criticise. Also

this makes them interested only in what they will be tested on, and nothing else.

4 Faculty of Islamic Studies

The comments made by the staff were as follows:

- *luxurious lifestyles*
- *Too many facilities - they do not feel they have to struggle. Life is too easy.*

This point was a topic of investigation by Al-Hamid (1989), who found that high socio-economic status affects achievement negatively. In fact it has been noticed that students in this high bracket do not bother about studying much. This could be because they have access to material distractions such as cable TV, electronic games and foreign travel.

In a recent study by the Department of Social Work in the U.A.E (Abu Dhabi) (Zaharat Al-Khaleej, 1998), it was found that weak students spend just one hour a day studying and the rest of their time watching local and cable T.V. programmes. This study views cable T.V. as a major cause for the deterioration in the level of the students, particularly as it was introduced into the society only some 3 or 4 years ago.

The point was also made that:

- *Something is wrong with learning at secondary and preparatory school. Students cannot write one correct sentence.*

possibly because of their low level.

Another interviewee mentioned the lack of motivation to enrol in this faculty:

- *Nobody registers by choice in the Faculty of Islamic Studies; they do so because it may be the only option open to them (as this faculty accepts students with a low G.P.A. from secondary school).*

A number of reasons were given for this reluctance:

- *Society views religious men as "funny" and they are not held in great respect.*

This has been put forward as a stereotype in a number of films which portray the religious man as being an idiot who speaks only in classical Arabic and knows nothing. There has been debate in the media on this subject in an attempt to put a stop to this.

- *It is a poor occupation.*
- *Low salary in comparison with other jobs*
- *Female students refuse to marry graduates of the Faculty of Islamic Studies.* (because of the stereotype discussed above)

One interviewee mentioned an important factor, referring to family concern:

- *lack of family interest* (students are not interested in the subject)
- *The role of the family: students feel sorrow and pain because their parents do not know if they pass or fail.*

This is because many of the parents are old, illiterate, or not highly educated themselves as the history of education in Qatar is still new. Consequently, it is difficult for them to evaluate their daughters' performance at college. Another possibility is that they are used to a school system in which the students progress from one year to the next, whereas the credit hour system at the university is not easy for them to understand. They simply know that their daughter is in her first, second or third year at the university, but the course grades have no meaning for them.

Another made a comment about the students' extreme concern about their appearance:

- *Female students pay more attention to their appearance than their studies"* as shown in the cartoon below.



Caption reads: "I'm preparing for the fashion and jewellery battle at the university"
(Al-Sharq newspaper cartoon booklet)

Fig. 5.5: Media Representation of Female Students at Qatar University

Another group of problems was referred to as affecting learning which relate to job opportunity or the lack thereof.

- *No jobs are available for women* (women are not allowed to work in places that are available to men and this is a much bigger problem than that faced by the men)
- *At the Ministry of Education, they have to wait for 3 to 4 years*

Even though the opportunities for work in this Ministry are much greater than in others where the prospects are slim, graduates still have to wait some 3-4 years for an opening because there are too many female teachers.

- *They cannot work at the courts.*

These are considered serious problems which affect learning and motivation in the university. Once again, this was illustrated in a cartoon, shown below, in one of the local newspapers (Al-Watan, 18.9.1995)- showing it to be a topical issue in the forefront of the concerns of the society.



Fig. 5.6: Caption: A Qatari female graduate waiting for a job.

Considerations such as the difficulties of finding work, the luxurious lifestyle and the status of the job discussed above are compounded by other factors also mentioned by the staff which are presented briefly below, including comments such as:

- *Male students have lower salaries when they work in the courts in comparison with other graduates in the same positions from other faculties such as Law.*

- *Students prefer to be passive, not active, because this is how they were taught to learn. Mostly, discussion is not welcomed.*

- *Social situation, like having children.*

- *Receiving books late (this problem happens often).*

This comment reflects the common problem referred to by almost all the faculties, despite the fact that the books needed are well-known to the university.

- *Shortage of learning skills*

- *The extent to which society appreciates science and learning.*

- *The value of the learner.*

The last two comments were made by non-Qatari staff who view Qatari society as being luxurious, with no value attached to science or learning and the learner. This mistaken impression has been created by the irresponsibility of a minority of Qatari families who offer their children wealth and position without pushing them to complete their studies.

It does not apply to the majority of Qatari society, as was demonstrated by a study conducted by Jaber (1989) who found that attitude and study habits increase as the education level increases (from preparatory to secondary). No difference was found between the sexes nor between the Qatari sample and the non-Qatari sample.

- *When I teach 50 students, around 15 (30%) fail while when I teach the same course to a group of 14 students, nobody fails.*
- *It seems that large numbers affects both learning and teaching.*

Once again, the above quotations illustrate the effect of the large number of students on teaching and consequently learning, which was referred to several times by faculty staff.

Most of these factors were reported by other faculties which indicates a similarity of situation regarding the students.

5. Faculty of Administration

The Faculty of Administration has the following views regarding the factors affecting student learning. Specific differences were discussed relating to either the society or the university.

The staff commented on several good factors which are true for all the faculties. The organisation of the lectures is a point which has already been discussed, as is the absence of aims to motivate the students.

- *The organisation of lectures often means that students spend all day at university, so they have no time to study.*

- *Knowing that they all have the same job opportunities, whether they are A or D grade students, because the grade level is not a factor affecting employment.*

- *Jobs are available for everybody, as administration is a relatively new faculty with a limited number of graduates, so jobs are available, which is considered a positive feature.*

One interviewee commented on the fact that the men have better facilities at their disposal in all aspects:

- *Better facilities for the men, including the library.*

Another referred to the lack of job opportunities for women:

- *Female students do not have the opportunity to practise their studies because they are not acceptable socially.*

5.2.4.2 Conclusion (Factors Affecting Learning)

In view of the above faculty staff opinions, we can conclude that:

a. In general, factors regarding the university can be grouped as follows:
   - Redundancy in courses
   - Large student numbers
   - Shortage of hours and courses
   - Facilities
   - Ambiguity in aims
   - Organisation of lectures
   - Absence of rewards.

b. With regard to the students on the basis of the above, we can summarise the factors as follows:

- Attendance
- Motivation
- Not being interested in getting benefit from what they learn (changing behaviour) but in passing exams.
- Luxurious lifestyles
- Being passive learners
- Social situation
- Shortage of learning skills.

5.2.5 Counselling and Guidance

Two sources of data were used to investigate this area at the University of Qatar:

i. The opinions of faculty staff expressed in personal interviews.

ii. Self assessment questions addressed to students, i.e.

- In your view, what are the disadvantages of academic counselling?
- What was the most important outcome of your seeing a counsellor?

Briefly, the counselling system used at the University of Qatar involves one counsellor for each 30 or so students. The counsellor is a member of staff of the same faculty as the students. The counsellor sees the students each term before registration, helping them to select suitable courses and an appropriate number of hours. The counsellor may also require a student to drop courses. This is obviously a system geared more to academic counselling and ensuring that the credit hour system is followed, rather than the type of counselling discussed earlier in 3.2.1 (D)

5.2.5.1 Students' Responses

Because these two questions were deliberately open-ended in order to get the most out of the University students, the responses were grouped in suitable categories depending upon the type of answer. The table below shows the results for the two questions across all the faculties.

Table 5.7: Disadvantages of the Academic Counselling System as perceived by the students

	Not available		Not very helpful		Didn't meet him		Very bad		Good		No comment	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Science	10	13.0	26	34.0	4	5.0	14	18.0	15	19.5	4	5.0
Education	3	5.26	17	30.0	2	3.5	11	14.5	5	9.0	17	30.0
Islamic Studies	6	12.0	11	22.0	0	0.0	13	26.0	7	14.0	10	26.0
Humanities	6	8.0	18	24.5	2	2.7	10	6.0	18	24.5	17	33.0
Administration	10	17.0	15	26.0	6	10.0	8	14.0	2	3.44	16	27.6
Total n =	36	11.4	87	29.0	16	5.0	56	18.0	47	15.0	54	17.0

Table 5.7 shows that there is broad agreement between all faculty students in finding the academic counselling system to be not very helpful. Science and Education have the highest percentages (34% and 30%). The second highest percentage category was "Very Bad", with the Faculty of Islamic Studies showing the greatest dissatisfaction (26%) followed by Science and Education (18% and 14.5% respectively).

Table 5.8: Student numbers, by category to the question: "What was the most important outcome of your seeing a counsellor?"

	Directive		Increasing GPA		Didn't see him		Nothing		Bad outcome	
	No.	%	No.	%	No.	%	No.	%	No.	%
Science	13	17.0	0	0.0	3	4.0	31	40.0	4	5.0
Education	7	12.0	2	3.5	7	14.0	37	65.0	1	2.0
Islamic Studies	8	11.0	7	14.0	5	10.0	27	59.0	-	-
Humanities	19	29.0	5	9.0	14	19.0	31	42.0	6	8.0
Administration	1	1.5	0	0.0	13	22.5	44	76.0	1	1.5
Total n =	48	15.0	14	45.0	42	13.0	170	54.0	12	4.0

As shown in the table above, the highest percentage was returned in the "Nothing" category, indicating that there is no outcome from seeing a counsellor. The "Directive" category has the second highest percentages, and the lowest category was "Bad Outcome".

5.2.5.2 Results of Faculty Staff Interviews

1. Faculty of Science

- *We do not have counselling in the first year since the courses are compulsory. In the second year we have counselling groups, but not for individual students.*

The above comment gives a reason why Science students have the highest rate for viewing counsellors as not helpful (34%) and the second highest percentage of all the faculties viewing counselling as very bad. Furthermore, Science Faculty students are the only ones who never view counselling as a way of increasing their GPA. 40% of the students stated that they do not get any outcome from seeing the counsellor.

2. Faculty of Education

The members of the Faculty of Education considered that counselling was not helpful to the students for several reasons:

- *In spite of great efforts on the part of Qatar University, counselling is not following students for various reasons.*

This could be because:

- *The system is not helpful.*

An example was given by another interviewee:

- *Some courses close when they reach certain numbers.*

These comments from faculty staff are consistent with the results obtained from the students' responses with regard to counselling.

3. Faculty of Islamic Studies

The staff of this faculty have different opinions on counselling:

- *Relations between teachers and students may help students more than counselling.*

- *Students need to learn from the lecturer through friendly relationships.*

One interviewee goes as far as following the progress of students of students who are not even in his faculty:

- *I follow some of the students who are not from my college.*

while another admits to problems that have happened:

- *Sometimes a mistake by the counsellor leads to the suspension of students.*

One of his colleagues considers the responsibility to be shared between both teacher and student.

- *The situation is complex. Maybe both the students and the counsellor share the responsibilities.*

Islamic Studies students are the only ones who did not say that they never met their counsellors, yet they returned the highest percentage viewing counselling as very bad (26%) (i.e. not useful) while 22% found it not very helpful.

4. Faculty of Humanities

Things seem a little different in Humanities. This may be because the nature of studies such as Sociology and Social Sciences leads the staff to feel that they are doing a good job.

- *In Social Science we follow students through the whole year, not only at registration time.*

However, this is not the case in all departments of this faculty, as one of the interviewees described his role as a counsellor simply to involve putting his signature on their registration cards, which echoes the description given by many of the students:

- *It has no role except to put a signature on the card.*

This is also confirmed by another interviewee who said that:

- *Some of the faculty staff are not doing their job in counselling.*

However, one explanation was put forward that:

- *Most of the counsellors are non-Qatari Arabs who are not familiar with the university system. When they start to know the courses, most of them return home.*

In view of the above, it is clear that 3 out of 4 minimise the role of the counsellor, with the exception of the staff of the Social Sciences Department, who follow their students throughout the whole year. This may be the case in the Social Sciences Department simply because of the nature of the department. This also explains why 24.5% of the students, the highest percentage among the colleges, found counselling "Good". On the other hand, 6% of the students, the lowest rate returned by all faculty students, found it very bad, which supports the previous findings.

5. Faculty of Administration

The staff in this faculty were very frank and open and had no difficulty in identifying what they considered to be problem areas.

- *We are not qualified in counselling.*
- *We need to be trained.*

One interviewee even went so far as to admit:

- *We also need to study the skills of teaching.*

There is no doubt that experience will have an impact on how the staff deal with situations that arise. Confirmation of this is found in a study by Jaber (1984) who investigated and evaluated teacher behaviour in three samples (elementary, preparatory and secondary) in Qatar. It was found that experience and educational training has sometimes a relation with the correct response in an educational situation. This relation sometimes disappears, possibly due to the nature of the behavioural and educational phenomena which are affected by more than one different factor.

17% of the faculty's students found that counsellors are not available and 26% that they are not very helpful.

5.2.5.3 Conclusion (Counselling and Guidance)

On the basis of the above data, it can be concluded that counselling is not effective and is not carried out in accordance with its basic operating principles. Moreover, the people who work as counsellors lack experience in counselling.

CHAPTER SIX

The Relationship between Learning Skills and
Certain Psychological Variables, and Academic Failure

6.1 Introduction

6.2 Stepwise Regression Analysis

6.2.1 Stepwise regression analysis for female students with high G.P.A.

6.2.2 Stepwise regression analysis for female students with low G.P.A.

6.2.3 Results by Faculty

6.3 Learning Skills

6.3.1 Learning Skills Variables Predicting Grade Point Average for female students at the University of Qatar

6.3.2 Results by Faculty

6.3.3 Summary of Learning Skills

6.4 Psychological Variables

6.4.1 Psychological variables predicting Grade Point Average for female students at the University of Qatar

6.4.2 Results by Faculty

6.4.3 Staff Opinions on Psychological Variables by Faculty

6.5 Final Concluding Remarks

6.1 Introduction

In the previous chapter, the descriptive section of the research was presented in an attempt to find the answer to what might be the relationship between teaching/learning and academic success/failure through an investigation of the academic situation at Qatar University regarding female students. However, in this chapter, the focus is on answering the second and third major general research questions: "What is the relationship between learning skills and academic success and failure?" And "What is the relationship between psychological variables and academic success and failure?"

The reason for combining these two questions together is that in reality there is an overlap between psychological variables and learning skills. Therefore, it is difficult to separate them. There are also statistical reasons as will be clarified below. In order to determine the variables which affect high and low achievers, the following operational question was formed:

1. What are the learning skills and psychological variables which are functionally related to grade point average for high- and low-achieving female students at the University of Qatar?

The data sources are broken down as follows:

i The learning skills and psychological variables which contribute to grade point average for high and low achievers.

   a) learning skills inventory

   b) battery for personality

As mentioned above, the data sources regarding the statistical findings for low and high achievers have been treated separately in light of two basic goals:

Goal 1: to determine which variables are functionally related to the grade point average, and

Goal 2: to evaluate the extent to which those variables predict grade point average.

ii. Learning skills which may be functionally related to failure and success for low and high achievers separately.

a) learning skills inventory

iii. Psychological variables which may be functionally related to failure and success for low and high achievers separately.

a) Battery for personality
- Eysenck personality scale
- Need of achievement

It would perhaps be appropriate here to remind the reader that the statistical analysis presented in this chapter, stepwise regression, was used for the reasons given in 4.4 above, which are briefly:

1. to get the most out of the inventories in an attempt to find the variables which might be functionally related to failure/success for low and high achievers.
2. to enable cross-comparison among the individual faculties to see if the predicting variables change among these faculties and to get more detail through the sub-samples. Stepwise regression can give the desired information with the sample sizes used.
3. Stepwise regression presents the amount of variance accounted for by the predictors in G.P.A. for low and high achievers separately.

6.2 Stepwise Regression Analysis

Stepwise regression analysis was conducted to determine the amount of variance accounting for all the 14 learning skills and psychological variables in G.P.A. for low and high achievers separately. Furthermore, the analysis was performed to help identify which predictive variables have a significant

contribution to the G.P.A. for both the high achievers group and the low achievers group separately.

To obtain answers to the third research question "What are the learning skills related to the success and failure of female students at the University of Qatar?", stepwise regression (SWR) was used for high and low achievers. Grade point average was used as the dependent variable and the 14 learning skills and psychological variables were used as the independent variables. This method, stepwise regression, was chosen for three reasons:

1. To determine which learning skills and psychological variables predict the grade point average for low/high achievers separately.

2. To estimate the extent to which those variables predict grade point average.

3. To be able to perform separate stepwise regression analysis for each faculty.

For statistical reasons, the results of the learning skills inventory and the psychological variables will be discussed in the same section, but each will be discussed and interpreted separately, despite the fact that the researcher believes it difficult to separate psychological variables from learning skills variables because they are, in fact, as in real life, interdependent. Nevertheless, for the purposes of explicitness and accuracy, this study deals with each statistically significant variable individually for both higher and lower achievers.

The results will be discussed below for:

i. higher and lower achievers among Qatar University students separately

ii. each faculty separately.

The discussion will be centred around learning skills and psychological variables as predictors of G.P.A.

6.2.1 Stepwise regression analysis for female students with high G.P.A.

For high achievers at Qatar University, Study Aids and Information Processing were the only two predictors that significantly contributed to high academic performance. This is shown in the following table:

Variables		Multiple Correlation	*f*	Significance of *f* ratio	R^2	*F*	Significance of *F* value	*b*	*B*	*C*
dependent	independent									
G.P.A.	Study aids	0.267	6.345	.05	.071	6.345	.05	-.03	-.267	4.380
	Information Processing	0.398	7.715	.01	.158	7.715	.01	.037	.317	3.648
	Study aids							.043	-.381	

Table 6.1: Learning skills and psychological variables predicting G.P.A. of high achievers

The above table indicates that the amount of variance contributed by Study Aids alone in G.P.A. of high achievers was 0.071, but that when this (i.e. Study Aids) was combined with Information Processing, the two variables together accounted for 0.158 in G.P.A. of high achievers.

6.2.2 Stepwise regression analysis for female students with low G.P.A.

Variables		Multiple correlation	*f*	Significance of *f* ratio	R^2	*F*	Significance of *F* value	*b*	*B*	*C*
dependent	independent									
G.P.A.	Time management	.221	4.33	.05	.049	4.33	.05	.008	.221	1.945
	Study aids,	.355	6.001	.01	.126	6.001	.01	-.013	-.302	2.128
	time management							.012	.004	

Table 6.2: Learning skills and psychological variables predicting G.P.A. for low achievers

The above table shows that the amount of variance contributed by Time Management alone to the G.P.A. was 0.49, but that when it was combined with Study Aids, the two variables together accounted for 0.126 in G.P.A.

6.2.3 Results by Faculty

1. Faculty of Science

1a. High Achievers

By using stepwise regression on a sample consisting of 21 students which represents 27% of the high achievers in the Faculty of Science, the results show the following:

Table 6.3: Multiple correlation and value of variance accounting for high achieving students in the Science Faculty

Variables		Multiple correlation	R^2	f	Significance of f ratio	F	Significance of F value	b	B	C
dependent	independent									
G.P.A.	Anxiety	0.59	.35	9.47	0.01	9.47	0.01	.037	.59	3.39
	Anxiety, Study Aids	0.77	.59	12.28	0.01	12.28	0.01	.038 -.049	.60 -.496	4.39
	Anxiety, Study Aids, Self-Esteem	0.86	.74	14.87	0.01	14.87	0.01	.035 -.050 .039	.56 -.50 .38	3.79

In the above table, it can be seen that the amount of variance contributed by Anxiety alone in G.P.A. was 0.35, but when Study Aids was combined with Anxiety, the two together accounted for 0.59, and that when Self Esteem was combined with the two (i.e. Anxiety and Study Aids), the three together accounted for 0.74 in G.P.A.

1b. Lower Achievers

By using stepwise regression on a sample of 21 students representing 27% of the low achievers in the Science Faculty, the results show no statistically significant effects of the independent variables on academic achievement, indicating that, for low achievers, none of the 14 variables were able to predict G.P.A.

This could be understood in the light of the nature of the variables in question, which could be considered desirable predictors enhancing achievement, a case

which does not apply to low achievers. A possible explanation could also be found in the fact that low achievers are aware of their low academic level and academic weakness and this is reflected in their responses to the test items.

2. Faculty of Education

Stepwise regression for high and low achievers in the Education Faculty showed that none of the 14 independent variables seem to predict G.P.A. There is the possibility that the nature of their academic university courses would not make these salient variables. There could be other variables better at predicting G.P.A. that are not taken into account in this present study.

3. Faculty of Islamic Studies

3a. High Achievers

The amount of variance contributed by Review and Self-Testing to the G.P.A. was 0.429, as shown in the following table:

Variables		Multiple Correlation	*f*	Significance of *f* ratio	R^2	*F*	Significance of *F* value	*b*	*B*	*C*
dependent	independent									
G.P.A	Review and self testing	0.655	9.002	.01	0.429	9.002	0.01	-.145	-.655	5.042

Table 6.4: Multiple correlation, value of *f*, and variance accounting for high academic achievers in the Faculty of Islamic Studies

As mentioned in section 4.2.2.2, Review and Self-Testing refer to both supporting and contributing variables to meaningful learning and effective academic performance, which is expected from high achievers.

3b. Lower Achievers

Variables		Multiple Correlation	R^2	*f*	Significance of *f* ratio	*F*	Significance of *F value*	*b*	*B*	*C*
dependent	independent									
G.P.A	Selecting main idea	.681	.464	10.395	.01	10.395	.01	.104	.681	1.300
	Selecting main idea/ Self-esteem	.806	.650	10.234	.01	10.234	.01	.111 .019	.725 .434	.985

Table 6.5: Multiple correlation, value of *f*, and variance accounting for low academic achievers in the Faculty of Islamic Studies

These two variables, Selecting the Main Idea and Self-Esteem, have a statistically significant contribution to grade point average for low achievers in the Faculty of Islamic Studies only. The amount of variance accounted for in G.P.A. by Selecting the Main Idea alone was 0.464, but when Self-Esteem was combined with the former, the two variables together accounted for 0.650 in G.P.A.

The unexpected point here is that lower achievers' self-esteem contributes to their grade point average, contradicting the previous literature on the subject. This could be explained partly by the nature of their study, which emphasises the human being (see 3.3.2), oneness of origin as a representative of God, and, in 3.3.2.B, high appreciation of self. Furthermore, the explanation could lie in the fact that the students have other responsibilities, such as their being married and having children, which could mean that they have a successful life outside their studies which enhances their self-esteem and reduces the importance of the grade point average.

4. Faculty of Humanities

4a. High Achievers

The results indicate that anxiety and self esteem are both significant predictors of G.P.A. with high academic achievers, as shown in the following table:

Variables		Multiple Correlation	R^2	f	Significance of f ratio	F	Significance of F value	b	B	C
dependent	independent									
G.P.A.	Anxiety	.673	.453	14.902	0.01	14.902	0.01	-.068	-.673	4.591
	Anxiety, Self Esteem	.770	.593	12.393	0.01	12.393	0.01	-.067 -.047	-.661 -.375	5.162

Table 6.6: Multiple correlation, value of *f*, and variance accounting for high academic achievers.

From this table, we can see that the amount of variance contributed by Anxiety alone in G.P.A. was 0.453, but when Self-Esteem was combined with Anxiety, the two variables together accounted for 0.593 in G.P.A.

That is to say, for high achievers in the Humanities Faculty there appear to be two psychological variables which were able to significantly predict their academic achievement: Anxiety and Self-Esteem. This is similar to the situation with high achievers in the Faculty of Science, and the same explanation could apply here also. One further point should be added, however, with regard to Self-Esteem as it appears in three of the five faculties, which could give a small indication of its social impact on the individual, both with high achievers as in Science and Humanities and with low achievers in the Faculty of Islamic Studies. This impact might stem from the strong family background discussed in Chapter 2.4. Living in an extended family gives a feeling of security.

This relates to the findings of Jaber (1987) that 64% of the sample feel loyal to the family or tribe, while only 10% feel loyalty to the state.

An explanation for the presence of Anxiety in the higher achievers of these two faculties could lie the nature of their studies and courses, as they are not offered Psychology courses which could help them to understand their personalities better.

4b. Low Achievers

By using stepwise regression on a sample of low achievers, the results show no independent variables were able to significantly predict G.P.A. This could be explained by the possibility that the materials used for investigation and testing

included items expected to be associated with higher achievers than with low achievers.

5. Faculty of Administration

Stepwise regression for the higher and lower achievers in the Faculty of Administration showed no independent variables were able to significantly predict grade point average, indicating the presence of other variables than those which were used in this study.

6.3 Learning Skills

6.3.1 Learning Skills Variables Predicting Grade Point Average for female students at the University of Qatar.

The results show the following for the total sample of the University of Qatar students regarding the learning skills inventory and its relation to success and failure.

a. Higher Achievers.

As shown in Table 6.1, only two skills were found to predict or affect G.P.A., i.e. Information Processing and Study Aids.

- **Information Processing**

As mentioned above in 4.2.2.2.(d) this refers to the students' use of imagination and verbal elaboration and their ability to think about how new information fits with what is already known. It is also intended to assess the students' use of logic.

In fact, these characteristics are all expected of high achievers.

The analysis by Kozminsky & Kaufman (1992, p.335) of the relationship between the academic achievement and information processing of high school students showed that deep processing was the major factor affecting academic achievement, which is supported by these results.

Also, Redding (1990) found that underachievers showed a significant performance differential between holistic and analytic tasks. Underachievers performed at a high level on tasks that required holistic processing, but not on tasks that required precision, attention to detail, and/or convergent problem solving. The differential performance was not related to differences in verbal and performance IQ, but was related to the level of school achievement as measured by the grade point average.

Loranger (1994, p.347) tried to determine whether successful learners would differ in the quality of their information processing from unsuccessful learners. Results show that performance differences and responses given during the interview session appeared to be related to various tenets of the good information processor model. The results also show successful students to be more motivated to succeed and more likely to be active, purposeful and flexible in their strategy use. Less successful students, on the other hand, perceived themselves to be unsuccessful. They lacked self-knowledge or were inefficient in strategy use.

- **Study aids**

This refers to the students' ability to make use of a broad approach to learning, to make good use of aids to assist learning, such as key words, etc.

In addition, Study Aids and Information Processing share certain components, as mentioned in the descriptive section of the tool in Chapter 4.

These abilities were expected to be found in the higher achievers. Both variables are a part of learning skills, and the reviewed literature in 3.3.3 shows that students who show good competence in employing study skills and strategies seem to be 'A' students, which is confirmed by this recent result.

Gadzella (1995) found that the students with high grades, the higher achievers, processed information deeply, elaborated on it and used effective study skills, whereas those with lower grades processed information in a shallow manner, failed to personalise it and did not use effective study skills.

It should be noted here that there might be other variables, which are not related to those examined in this study, that might affect the G.P.A., for example, personality variables, attitudes towards teachers, etc. These many other variables need to be investigated in further studies.

b. Lower achievers.

The results show that only Study Aids and Time Management predicted the grade point average. Again, the same results were obtained earlier in this chapter.

This result is somewhat surprising, as both higher and lower achievers' G.P.A.'s are predicted by the same variable, Study Aids. However, in an interview with Dr. Youssef Al-Abdulla of the Educational Psychology Dept. of the University of Qatar, he pointed out that, given the fact that external factors affect behaviour more than internal factors in the Arabian Culture, including that of Qatar, Study Aids as an external factor, was able to emerge as a significant predictor of G.P.A. not only for low achievers, but also for high achievers.

This might also give a small indication of the minor effectiveness of learning skills (Study Aids in particular) as seen in 3.3.3.ii, where it was seen that some studies show that there exists no visible effect of learning skills on students' academic achievement.

This result rather conflicts with those of the study by Macan, Shahani, Dipboye & Phillips (1990, p. 760), in which it was reported that students who perceived themselves to be in control of their time reported significantly greater evaluation of their performance, greater work and life satisfaction, less role ambiguity, less role overload, and fewer job-induced and somatic tensions. The findings are consistent with the theory and advice on time management, but they also indicate that the dynamics of time management are more complex than previously believed, and that time-management alone is probably not sufficient for achievement.

Briton & Tesser (1991, p.405) also concluded that time management practices may be associated with college achievement.

On the other hand, Thombs (1995, p.280) found that the best discriminator of the two groups was high school GPA, followed in descending order of importance by study habit problems, career plan certainty, and time management problems.

Jaber (1987) found that social responsibility and attitude towards time on the part of Qatar University students decreases as the female students are spending more years at the university. This rather contradicts what would be expected from the students, as they are assumed to have a more mature attitude towards their social responsibilities. An explanation suggested for this was that when individuals feel that they are about to graduate and enter the workforce, they might feel an increase in tension which could limit their concern for their personal and family affairs to a large extent, at least temporarily until they graduate.

The results of the current study minimise the role of time management on the students' GPA. This result could be explained in the light of the examination system, which rewards students with lower ability because the examinations measure recall and memory more than creativity, evaluation and critical thinking. Consequently, the more time a low achieving student puts into his studies in general, the higher the resulting grades will be. In fact, the examination system is biased in favour of lower level students, giving more credit to those who study more and organise their study time.

Munsell & Cornwell (1994, p.305) describe a holistic reinstatement programme for college students who were dismissed for poor academic performance. An evaluation survey of 15 students revealed that the majority viewed the most helpful aspect of the program to be developing a time-management plan with the support of a peer advisor. This is also supported by the current research findings.

Students participating in the Munsell & Cornwell study were asked "Do you feel that you need more skills in any of the following alternatives: writing,

reading, remembering, preparation for exams, concentration, taking notes, listening, motivation, time management."

47% of the sample chose concentration, 43% chose preparation for exams and 38% selected time management. Concentration refers to the students' ability to pay close attention, listen carefully and think about what is being said. Clearly, concentration is part of the Information Processing process, so choosing this skill may give an indication of its level of importance and concern to them. The same explanation could be used for preparation for exams, which requires certain Information Processing skills.

However, time management is also an effective variable for the lower achievers, which refers to the students' ability to create and keep to realistic schedules. It also requires students to have some knowledge of themselves as students and learners. Perhaps it is that the lower achievers have this skill, but other factors stand in the way of its effectiveness. More study is needed in this area.

A further point which could be added is that the higher achievers might not feel a need to consciously prepare a schedule, but simply get on with their studies, with their study plan in their head. Lower achieving students, on the other hand, might be spending more time actively organising and planning, thus delaying the start of their studies proper.

6.3.2. Results by Faculty

a. Higher achievers

It can be seen from Tables 6.3 and 6.4 that Study Aids is a predictor of grade point average for the higher achieving students in the Faculty of Science while Review and Self-Testing were significant predictors of G.P.A. for high achievers in the Faculty of Islamic Studies.

Review and Self-Testing are strategies which both support and contribute to meaningful learning and effective performance. They also contribute to the consolidation of knowledge and its integration across topics. These

strategies require a degree of rehearsal, which the students of the Faculty of Islamic studies use frequently, as mentioned earlier in Chapter 5, 2.3.2 - "students depend on memorisation" as stated by the staff.

b. Lower Achievers:

In Table 6.5, the results show that Selecting the Main Idea is the only significant learning skill which predicts the G.P.A. for low achievers, and this in one faculty only: the Faculty of Islamic Studies.

This assesses the students' ability to select important information for in-depth attention. Most lectures, discussions and text books contain redundant material which helps to explain what is being taught. A student lacking this skill will not have sufficient time to study everything that must be covered. It could be that the lower achievers have this ability, but are not putting it to good use.

No variables were found to be predictive of high and low G.P.A. in other faculties. Once more, other variables than the ones used in this study might be predictors of G.P.A, so more investigation is needed here.

In linking the results of regression analysis with the results of the responses to the students' questionnaire, two conclusions can be reached:

1 With regard to the question: "Do you feel that you need more skills in any of the following...?", (Appendix 3, Part One, Question 8) Science Faculty students chose Concentration (32%) and Planning and Time Management (39%) more than other options, reflecting the nature of their needs, especially for their future.

While Review and Self Testing were found to be a significant predictor of the students' G.P.A. in the Faculty of Islamic Studies, their responses to the same question mentioned above gave Concentration (58%) and Remembering (36%). This indicates that female students perceive a need for a greater level of concentration and remembering because of the nature of their academic university courses which depend to a large extent on memorisation.

2. Regarding the question: "If you are doing OK or better, to what do you attribute your success?", (Appendix 3, Part Two, Section II) female students of both the Faculties of Science and Islamic Studies chose Good Study Habits (37.7% and 32.5% respectively) and Previous Study (38% and 44% respectively). This is consistent with Loranger (1004, p.347) in which he found that good study habits were a distinguishing feature of higher achievers.

It could be further added here that the specialisations of those two faculties, Science and Islamic Studies, are fields in which the students already have a background and a basis from preparatory and particularly high school. They therefore feel familiar with those two fields and perceive this as contributing to their success. Moreover, as stated by some of the faculty members during the interviews, there might be a certain degree of overlap and repetition in some courses which could give this indication.

The results returned by the Faculties of Education, Humanities, and Administration, on the other hand, show no learning skills predicting their students' G.P.A.'s. Students of Administration, Education and Humanities attributed their success to Good Study Habits (55%, 51% and 39.7% respectively). These seemingly inconsistent results may be resolved by saying that students' study habits may be different from the learning skills assessed in the present study. This could be why the students attributed their success to their good study habits, while at the same time learning skills were unable to statistically predict their academic success.

6.3.3 Summary of learning skills.

It can be concluded from the above discussion that the learning skill variables predicting the grade point averages of the higher achievers in the university are the following:

a. Information Processing
b. Study Aids (also Science Faculty separately)
c. Review and self-testing (Islamic Faculty)

In fact, the characteristics which distinguish the above skills would be expected to be found in higher achievers.

Those which predict the G.P.A of lower achievers are:

a. Study Aids
b. Planning and Time Management
c. Selecting the main idea (Islamic Faculty)

Study Aids seems to be a common variable for both higher and lower achievers. This could be seen in the light of the contradictory literature regarding learning skills. It may also be that the lower achievers have this skill, but other variables prevent its effectiveness. As stated, more study is needed in this area, as is also the case with planning and time management.

6.4 Psychological Variables.

The third research question was: "What are the psychological variables which are functionally related to success and failure in the University of Qatar?"

The psychological and personality variables in question are: anxiety, self-esteem, activation and responsibility from the Eysenck personality scale, need of achievement and the learning skills inventory.

The following discussion of these results will consider:

i. the total sample population regarding the higher and lower achievers.

ii. each faculty separately, with regard to the higher and lower achievers.

6.4.1 Psychological variables predicting Grade Point Average for female students at the University of Qatar

No psychological variables were found to be predictors of either higher or lower achievers' grade point averages by using stepwise regression for the total sample population.

6.4.2. Results by Faculty

i. Higher achievers

Tables 6.3 and 6.6 show that Anxiety and Self-Esteem are the only psychological variables predicting the grade point average, and this in the Science and Humanities faculties only.

- **Anxiety**

Anxiety is the major psychological variable and which predicts G.P.A. for students in the Faculty of Humanities and the Faculty of Science.

ii. Linking results from regression analysis with the results from the responses to the students' questionnaire

The above results are inconsistent with the results obtained from the students' questionnaire, which points to Test Anxiety as the main reason for being less than "OK" (29% of the students of the Faculty of Science, and 26% in the Humanities). However, this rather differs from Healy, (1991) (see Chapter 3, 4.B), who found that anxiety interferes with the acquisition of career decision-making skills and vocational identity. Also, Schonwetter (1995) found that test anxiety differentially influenced student learning and learning-related outcomes. Low test-anxious males showed higher achievement outcomes and perceived more success in their performance.

Nevertheless, this difference could be clarified if the students refer to the anxiety as moderate anxiety which could be motivating. The anxiety referred to in the previous studies was high anxiety.

iii. Linking results from regression analysis with the results from the faculty interviews

If we now turn to the interviews with members of staff, we find that staff of the Faculty of Humanities stated that they found "girls are more motivated than boys because of jealousy." The girls are more motivated than the boys because of the social environment surrounding them. Girls cannot do anything but study, whereas the boys have both more freedom and more rights than girls.

A study by Kafafi (1988) looked at the use of leisure time by students at Qatar University. It was found that:

- T.V. and videos were the most common ways of spending leisure time.
- Female students spend most of their leisure time at home.
- Family disagreements and daydreaming were the results of the way the leisure time was used.

On the other hand, competition among the girls themselves increases their motivation to achieve, in addition to the rewards offered to them by the wife of the Emir if they achieve more and obtain more distinctions. These rewards include the gift of a valuable watch and also the honour of being able to attend the graduation ceremony in the presence of the wife of the Emir only if they are A or B students, as well as a dinner presided over by the wife of the Emir.

This is one explanation why they are so anxious, for otherwise they would lose this gratification. Motivation of this kind increases anxiety.

Science Faculty staff, on the other hand, found that their students "don't have strong motivation to study, only to be at university. Besides, we can see that competition between the students is not strong, because the number of students is not as high as in Humanities where competition is highly perceived among the students.". This point may explain why anxiety among Science students is less than in the Faculty of Humanities.

According to Lynn, if it happens that the student is anxious to a normal degree, this helps to motivate him. Moreover, it helps make his performance better. He also points out that the relation between anxiety and performance is a curvilinear one. This means that if the person is not anxious at all, then his performance will be weak as he does not have the necessary motivation. But if he is too anxious, his performance will also be affected because he cannot concentrate on his performance. (Lynn, 1991)

In Egyptian and Qatari societies, however, previous studies reveal that there is a positive correlation between anxiety and achievement (Abdel Khalek & AlNayal, 1991, 1992).

Another study which supports these results is that of Ford (1995) in which it was found that problems experienced by gifted students in general included high anxiety and stress, low self concept and poor peer relations.

These studies, therefore, confirm that anxiety pushes students to greater achievement.

- **Self-esteem**

This is the second psychological variable, predicting G.P.A. in the Faculty of Science and in Humanities. This result is also consistent with students' responses to the question: "What factors motivate you to achieve in college?" Self-esteem was the choice of 70% of the Science students and 53% of the Humanities students.

This is also consistent with the investigation conducted 25 years ago in 1983 by Alasser, who mentioned that the needs of female Qatar University students are: learning new things

self-respect

respect from others.

Although the results are relatively lower than one would expect to predict the G.P.A. of higher achievers, they are not inconsistent, as they suggest that when the anxiety score is high, the consequences of self-esteem are low, as found by Schonwetter (1995) whose study demonstrated that low test-anxious males showed higher achievement outcomes and felt more confident than high test-anxious males or females.

In addition, had the researcher applied her battery of psychological variables at the beginning of the course, i.e. before the exams, then one would have expected that anxiety would be lower and self-esteem would be higher, insofar as the stimuli for anxiety, especially exams, would not have occurred. However, the battery was applied within the mid-term examinations.

Park's study (1994) found that psychological tests showed that females were more sensitive to criticism. Anxiety may be related to fear of failure.

Swanson & Howell (1996, p.389) investigated the relative influence on test anxiety of academic self-concept, cognitive interference, academic achievement and study skills, with 82 adolescents with learning disabilities and behaviour disorders. The results showed a positive relationship between test anxiety and cognitive interference, and a negative relationship between test anxiety and study habits.

Another interesting study by Barrett (1991) examined fear of success among Community College students. The results of the study show that:

1. females have more fear of success than males.

2. There is no association between self-esteem and fear of success.

3. There is no association between grade point average and fear of success.

These results might be different from those at Qatar University because of the nature of the education system, since in the U.S., co-education might create a different atmosphere from the single-sex environment at Qatar University. Fear of success on the part of female students in a co-

educational environment could emerge from a fear of losing the chance to be accepted by male students, since they might not be attracted to a female who is superior to them. The situation is different at the University of Qatar for reasons such as:

a) success might give them more responsibility.

b) success might lead on to a more difficult stage.

c) success could lead to a stage beyond the level of her abilities.

Anxiety may, therefore, have arisen from a fear of success. Furthermore, G.P.A. and self esteem do not exclude the existence of fear of success and anxiety.

b. Lower Achievers

The results given in Table 6.5 show that only Self-Esteem predicts G.P.A. with lower achievers, and this in only one faculty, i.e. the Faculty of Islamic Studies.

This is consistent with the data resource from students' responses to the question "What factors motivate you to achieve in College?" 54% responded by selecting the item Self Esteem which, in fact, is the second highest rate among all the five colleges.

The opinions expressed below by the faculty staff help to explain this result.

6.4.3 Staff Opinions on Psychological Variables, by Faculty.

The results of the staff interviews show that all the staff in the different faculties view the lack of motivation as a major psychological variable which affects student academic achievement. The following sections look at the opinions of the staff of each faculty.

1. Faculty of Science

One interviewee express the lack of motivation as follows:

- *They don't have strong motivation to study, but only to be at university.*

by which he is referring to the fact that female students like to be at the university because of the social life it offers them, as mentioned earlier, not because of a desire to study.

2. Faculty of Education

The staff of this faculty are of a similar opinion as their colleagues in other faculties expressed as follows:

- *Low motivation is remarkable.*
- *Low motivation which is clearly apparent in students' behaviour.*

Another interviewee felt that the staff have the responsibility for the students' lack of motivation which is partly true.

- *We need to motivate students more.*

3. Faculty of Islamic Studies

The staff of the Faculty of Islamic Studies also share the view of their colleagues that the students lack motivation:

- *Absence of a real desire to study.*
- *Motivation is weak.*
- *Lack of motivation and a desire to learn.*
- *Motivation is a matter of question.*

However, they add other variables which encourage a low level of motivation. The first of these is high expectations which might be the result of high self-esteem, a variable discussed above which characterises the students of this faculty.

- *High expectation from the students regarding receiving marks. They usually expect full marks when they write one or two lines only.*

The second is irresponsibility, which seems to be confirmed by other studies which will be discussed below. One reason for this might be due to the way in which the children are raised. Jaber (1987) found that Qatar mothers' attitudes to their children and the way they raised them were more forgiving and extra-protective, unlike Egyptian and Palestinian mothers. This over-protectiveness might lead to such feelings.

- *Irresponsibility which declares itself in the following evidence:*

  i) *female students do not carry their books or bags, but the maid does it for them.*

  ii) *They get angry when the lecture room is a bit far from the main building.*

  iii) *Lack of knowledge of what is happening around them, i.e. in the newspapers.*

4. Humanities Faculty

- *Girls are more motivated than boys only because of jealousy.*

The above shows that lack of motivation and irresponsibility were points of concern for most of the staff. The students appear not to have any real motive stemming from their own will and desire to learn.

Absence of desire and a lack of motivation decrease the level of anxiety, while irresponsibility and high expectations, as stated by the faculty staff, reflect the self-esteem of the students. In addition, the comment, "there is a need for respect by society", reflects their need for self esteem which was evident when they selected this variable as the one which motivated them to achieve at school.

Lack of motivation could be understood in a socio-cultural dimension, as mentioned in Chapter 2. The discovery of oil has had a great impact on the socio-economic lifestyle of Qatari society which has become more luxurious. This may lie behind the feeling of irresponsibility. There is also the fact of the presence of foreign workers (Chapter 2) which has resulted in there being many servants and helpers, and this has consequently helped to free these girls from their responsibilities.

Jaber (1987) found that there is a significant difference between Qatari and non-Qatari female students in their attitude to work accuracy in favour of non-Qataris, and it was suggested that social and economic circumstances lay behind this. Qatari females are economically more secure than non-Qataris and depend more on their family name and their relatives than on their work, which is not the case with non-Qataris.

A final point can be added in that the lifestyle (with the extended family) (Chapter 2) has produced some degree of irresponsibility, due to the nature of a life in which uncles, grandmothers, sisters, etc. share duties, not to mention foreign workers. This cartoon from a local newspaper once again illustrates this point.



Caption reads: Nurse: Congratulations! It's a boy

Father: Can you please keep him here and raise him? His mother's busy with the university and fashions

Fig. 6.1: Media image of female students at Qatar University

With regard to Self-Esteem, most of the girls in the Faculty of Islamic Studies are married and are stable in their married life. As a point of clarification here, marriage is not considered an important variable which could have an effect on G.P.A. (see 4.3.2.c), since living in an extended family and the strong social structure helps to reduce the duties and responsibilities to a great extent, besides other facilities like having a maid, cook and a baby-sitter. This helps to raise their Self-Esteem, for having a husband and children is a very important variable in the Gulf area. Achievement, therefore, ranks second in their scale of importance, with married life coming in first place.

Leung (1993, p.4) said that Maher et al. argue that an individual's other sociocultural characteristics, specifically gender and socio-economic status, as well as their age and self-perception, are important variables that might affect the meaning that individuals attach to a given achievement behaviour or situation, thereby affecting their achievement strivings. (See Chapter 4 regarding motivation.)

Responsibility is an important issue here which affects failure or success. Students should feel responsible for their failures or success so that they might show improvement.

Once again, culture has a great impact on this study. Leung (1993) showed that cultural difference in the attribution of failure to the teacher might be one reason why Chinese students have been found to consistently outperform their American counterparts in achievement tests.

Conversely, feeling "irresponsible" and looking for scapegoats rather than for ways of self-improvement, neither of which is likely to lead to future success, increases self esteem and reduces anxiety.

The results of our study are consistent with the principles of Islam which is widespread in the Gulf area. Islam assures that anxiety comes when a person is away from God, so belief in Islam, especially from students in the Faculty of Islamic Studies, may be stronger than girls in other faculties, and this is reflected in their behaviour and psyche, which leads them to be more at ease and calm. We can therefore conclude that the relation is significantly negative when anxiety decreases, self esteem increases. This interpretation leads us to conclude that the nature of the subject studies in this faculty has a hand in decreasing anxiety.

The findings of Duhna (1989) revealed that:

1. higher achievers are more motivated than lower achievers.
2. female students were more motivated than males

3. higher achievers showed more responsibility than lower achievers.

However, unlike the findings of Duhna, the results of the present study did not find motivation and responsibility to be significant predictors for either high or low achievers. Perhaps this could be explained by the social circumstances in Qatar, which, unlike those in Jordan, do not encourage responsibility or motivation in the sense that the population is smaller in Qatar, thus reducing competition and enabling the population to enjoy a better standard of living. It might also be that the presence of responsibility increases motivation and that the opposite is also true: that in the case of a lack of the former, the latter is also absent. As to whether gender is a functionally related variable and female students are more motivated than males, this needs further investigation including the male students at the university.

6.5 Final Concluding Remarks

It can be concluded from the above discussion of the results regarding the psychological variables that Anxiety and Self-Esteem are the only psychological variables which significantly predict G.P.A. in the Faculties of Science and Humanities. Of the remaining variables, Activation and Responsibility seem, contrary to expectation, to have no significance on the grade point average.

This finding can be interpreted to mean that:

- luxury lifestyle
- living in extended families
- high self esteem for the higher or lower achievers

result in the absence of Activation and Responsibility.

With regard to the learning skills variables, the findings presented for the total population, both higher and lower achievers showed that Information Processing and Study Aids were found to predict G.P.A for higher achievers by both total population and faculty-specific results. Concerning the lower achievers, Study Aids, Planning, and Time Management predict G.P.A. Results by faculty show that Study Aids predicts G.P.A. for the higher achievers in the Science Faculty, but no variables were predictors of GPA for the lower achievers as would be expected. In addition, for the Faculties of Education and Administration, stepwise regression for the higher and lower achievers showed no independent variables to predict their grade point averages, whereas for higher achievers in the Faculty of Islamic Studies, review and self testing were found to be independent variables, although selecting main ideas is the variable predicting G.P.A. for the lower achievers in the same faculty .

However, the results by faculty showed that a number of psychological variables did predict G.P.A. for either higher or lower achievers. For example, the higher achievers in the Faculties of Science and Humanities were found to be predicted by two variables: Anxiety and Self-Esteem. Self-Esteem was found to be the independent variable predicting the G.P.A.'s of lower achievers in the Faculty of Islamic Studies .

It can be concluded from the above results regarding the psychological variables that Anxiety and Self-Esteem are the only predictive psychological variables, found only in the Faculties of Science and Humanities. Self-Esteem proved to be a predictive psychological variable in the Faculty of Islamic Studies as the independent variable predicting the G.P.A. of low achievers.

Of the remaining variables, Activation, Responsibility and Need of Achievement, contrary to expectations, seem to have no significance for the grade point average.

Thus, based on this finding, it can be interpreted that the luxurious life style, living in extended families and high self-esteem for the higher or lower achievers may result in the absence of activation and responsibility. In the light of this, it would appear that there are cultural factors at play in enhancing behaviour.

CHAPTER SEVEN

Conclusion and Recommendations

7.1 Introduction

7.2 Summary of the Study

7.3 Findings of the Study

7.3.1 Findings Related to Failure/Success at Qatar University

7.3.2 Findings Related to the Reviewed Literature

7.3.3 Findings Related to the Academic Situation

7.3.4 Findings Related to Learning Skills Variables

7.3.5 Findings Related to Psychological Variables

7.4 Recommendations of the Study

7.4.1 Staff Recommendations Regarding Low GPAs.

7.4.2 Recommendations by Students at University

7.4.3 Recommendations Based on the Reviewed Literature

7.4.4 Recommendations of the Study

7.4.5 Recommendations for Further Research

7.1 Introduction

This study has aimed at limiting and identifying factors that are related to academic failure in the University of Qatar. This aim was the guiding framework for all the chapters in this study. In the following sections the whole study will be reviewed and summarised, concluding with the findings and recommendations.

7.2 Summary of the Study

Chapter One provides the reader with a brief introduction to the research topic, academic achievement or failure in higher education, which has been a point of concern for a long time. Studies and research in educational psychology have dealt with academic achievement or failure mostly from the perspective of either the teaching process as presented by the teacher or the learning process as presented by the learner. This study has tried to combine both perspectives.

A statement of the problem was presented to limit and identify the factors that are related to academic failure in the University of Qatar. The researcher also, identified the aims and research questions which this study seeks to answer.

The consequences of the problem result in the fact that a number of students leave the university because they cannot maintain the minimum grade point average requirement. Also, the rate of 'F' grades obtained exceeds what is expected in all the faculties, with a number of consequences which are presented in this chapter. The chapter then proceeds to outline the method intended to be used, including subjects, procedure, and the limitations of the study. This chapter also begins to consider female education and employment in Qatar since the study is concerned with female failure. A section on educational development was also included to give the necessary background to the subjects in the study sample.

The purpose of Chapter Two is to relate the content of the thesis to the real situation in the country, so it describes the past and present cultural context of Qatar, including the country's geography, history, government, population and religion. It also focuses on social and political organisation, foreign immigration and factors which determine the human resources in Qatar. A special section in this chapter is devoted to the context of the education system in Qatar in order to throw light on existing school and university education. The discussion of school education examines the level of education, the constitutional and legal bases as well as the general objectives of education. The section on university education gives details about the university as it is today, its structure and degree requirements, and also the education and examination system. Finally a detailed description of the teaching staff is presented as they are consulted in the empirical work.

Chapter Three discusses teaching/learning, learning skills and certain psychological variables from two perspectives, i.e. the Western and Islamic. The issue in combining these perspectives is not to argue the respective views, but to highlight the influence of both over the learner. Also, it illustrates the relationship between the two.

Thus, major types of learning theories such as quantitative, qualitative, behaviouristic, conditioning and cognitive are investigated and the ways learning takes place from the different points of view are explained. In addition, approaches to learning and learning styles are presented in four categories: deep active, deep passive, surface active and surface passive. Teaching theories are discussed under two broad headings: manipulative approaches and metacognitive approaches.

Eysenck's personality theory provides the reader with the psychological characteristics which are associated with the learner and argues that people who are sociable are also impulsive, alive, risk-taking, expressive but lacking in reflectiveness and responsibility. The second personality type is called neuroticism and this type is made up of the traits of low self-esteem, lack of

happiness, anxiety, obsessiveness, lack of autonomy, hypochondriasis, and guilt feelings.

The psychological variables which are selected for the study are those related to failure and success: self-esteem, activation, anxiety, and responsibility.

The Islamic perspective provides the reader with the essential Islamic principles and views concerning the notions of teaching and learning which seem to mostly depend on learning from a teacher, from a text or by listening. This supports the findings in Chapter Five, in which faculty staff claim that the students' learning style depends mainly on memorisation which was also related to the method the teachers used.

Both perspectives were presented with the relevant reviewed literature from both Western and Arabic studies which suggest that learning skills and strategies, some psychological variables, and teaching and counselling play important roles in success and failure. The investigation of the previous literature reveals that learning skills have a strong impact on the students' GPA, self-esteem, anxiety and responsibility, which in turn influence their academic achievement. Thus, these findings helped the researcher to investigate whether these findings are valid for and influence students at the University of Qatar or otherwise.

Chapter Four, is an account of the empirical investigation conducted in order to establish what styles of teaching and learning are used at the University of Qatar. Learning problems and some psychological variables that may relate to failure or success in the present situation are discussed. The instruments which are used to collect the data are the main topic of this chapter.

A taped interview was prepared for four members in each faculty; two Qataris and two non Qataris, two of whom were senior lecturers and two junior. This was done in order to identify the staff's own perceptions of teaching style and assessment. The factors affecting teaching at university level were investigated to identify learning styles and factors affecting learning.

Furthermore, an attempt was made to assess the relationship between academic achievement or failure and a number of psychological variables. This was done by asking students to complete the following:

1 a questionnaire

2 a learning skills inventory

3 a battery of personality, including a sub scale of the Eysenck personality inventory and need of achievement.

A pilot study was also conducted to test the validity and reliability of the questionnaire and to double check the appropriateness of the items included.

Chapter Five focuses on the presentation and analysis of the findings of the study in an attempt to answer the first research question "What is the relationship between teaching/learning and academic failure?" through an investigation of the following: a. teaching method, whereby the lecture was found to be the predominant method; b. factors which affect teaching, in which a number of factors were determined, some of which relate to the students such as students numbers, low levels and low motivation, some to the faculty, including low motivation, insecure situation, absence of rewards, low salary, etc., and some to the university such as insufficient hours, shortage of courses, facilities, delays in receiving or the total absence of books.

Chapter Six focuses on the presentation and analysis of the findings of the study in an attempt to answer the second and third questions "What are the relationships between learning skills and certain psychological variables and academic failure?" The empirical data were analysed by stepwise regression and factor analysis for the quantitative data. Descriptive statistics of frequency and percentage counts were employed as the basis for these analyses.

The findings revealed that information processing and study aids are associated with the G.P.A. of high achievers across all faculties, and time

management and study aids are the learning skills associated with the GPA of low achievers. However, no psychological variables were found to be associated with either higher or lower achievers' G.P.A.'s. Nevertheless, by using factor analysis, need of achievement was found to be the only psychological variable to have any association with the GPA. The results for both learning skills and psychological variables were established and discussed in detail with relation to each faculty.

Chapter Seven, in the framework of the previous chapters, summarises the final findings and draws some conclusions, recommendations and suggestions for further research. Before the researcher sums up the findings of this study, it is important to repeat the research questions which were broken down as follows:

1. What are the academic situations of the University of Qatar concerning:

    i. Methods of teaching?

    ii. Factors affecting teaching?

    iii. Learning style/approach?

    iv. Factors affecting learning?

    v. Counselling and guidance?

2. What are the learning skills and psychological variables which influence high grade point averages for female students at the University of Qatar?

3. What are the learning skills and psychological variables which influence low grade point averages for female students at the University of Qatar?

4. What are the learning skills related to failure and success at the University of Qatar?

5. What are the psychological variables related to failure and success at the University of Qatar?

6. What strategies do the students/faculty use to reduce the rate of low grade point average?

7.3 Findings of the Study

7.3.1 Findings Related to Failure/Success at University of Qatar

When the current investigation was complete, the available data concerning failure and success at the University of Qatar were analysed. In addition, the personal experience of the researcher as one of the faculty staff, a member of the faculty of education, contributed to reaching important conclusions.

Some students leave the university because they cannot maintain the minimum grade point average requirement. The number of such students for the academic year 96-97 reached 165 (2.6%). Furthermore, the occurrence of 'F' grades is much higher than would be desired in all the faculties, e.g. 31% in the Humanities and 29% in Science. In other countries with a stricter approach, students would not be allowed to continue their studies with low grades, and this would increase the percentage of failure/dropout even further.

The researcher traced the history of all the students who graduated in 1995 back to the date of their enrollment to find out how many years each student had spent in her faculty. The findings showed that more than 50% of the students spent 5 to 7 years in all the faculties except Administration, although the general plan for graduation is 4 years. In Islamic Studies the percentage rose even higher, reaching 71%, 20% of which stayed for more than 7 years.

In addition, the researcher took one course from each faculty and traced its results back for three years. The results show that in some courses 'D' and 'F' grades exceed 25% and may reach 45% in some faculties, a much higher figure than would be expected from the normal curve system followed at the University of Qatar.

These results, together with the description of the education system in Qatar, provide the background for the current situation at the University of Qatar.

7.3.2 Findings Related to the Reviewed Literature

The literature reviewed in Chapter Three revealed that learning skills can be expected to have a strong impact on the students' G.P.A. and that psychological variables like self-esteem, anxiety and responsibility are associated with academic achievement.

A review of Arabic literature in the field shows that the Brown-Holtzman Inventory (study habit and attitude inventory) has been widely used in Arabic studies, and that improved academic performance has been observed from both 'A' level students and poor achievers after the implementation of learning skills programmes.

It was also found that: academic achievement could be improved by improving self-esteem; high test-anxiety increases motivation, but low test-anxiety seems to lead to higher achievement; and that responsibility seems to be one of the best discriminators between successful and unsuccessful students.

The studies show that the teachers' attitude, strategies and behaviour affect the teaching and learning operations. The attention given by the teacher to the students improves their grades, self-esteem, attendance and attitudes. Also, counselling could decrease failure and the rate of student absence.

The findings of the studies reviewed in this literature served as the basis for the investigation undertaken at the University of Qatar by this researcher, with the psychological variables, self-esteem, anxiety and responsibility, together with other variables, chosen to be tested.

7.3.3 Findings Related to the Academic Situation

This section is presented to give a background to and a preliminary survey of the situation in an attempt to deduce the factors which relate to success or failure at the University of Qatar. Findings regarding teaching show that in almost all five faculties, students were of the opinion that problems of teaching method lay in the teaching style. There is, furthermore, general agreement among all the students that the method they would prefer to be used by the staff is the lecture, with their second choice being small groups. Based on the review of the opinions of the faculty staff, lecturing seems to be the predominant method of teaching.

The reader may notice that although the students are not satisfied with the lecture, which is the predominant method of teaching used in the whole university, they state that it is their preferred method. One might conclude, therefore, that there is a problem with the quality of the lectures and the way they are presented. The students need clear and well-organised lectures, as discussed below, so it would appear that the ambiguity of aims is a factor affecting teaching.

Factors affecting teaching in the staff's opinion are mostly: the level of students, the number of students, the lack of good books, the number of hours and the faculty staff's lack of need of achievement and motivation. Moreover, faculty staff have to do other jobs besides teaching due to a shortage of staff.

The findings related to learning style show that, as expressed by members of the faculty, students' learning style depends on memorization and the rehearsal of very low levels of abstract thinking and analysis. The high rate of incidence of 'D's and 'F's mentioned above supports the opinions of the faculty staff. The factors affecting learning at the university could be summarized into categories such as redundancy in courses, i.e. many courses have the same content, but are presented with different names, large number of students, insufficient hours, a lack of course facilities and

ambiguity in the aims and organization of lectures, that is to say, that the goals are sometimes not clear for the teacher.

Other factors regarding the students, could be summarized as follows: attendance, motivation, lack of interest in getting benefit from what they learn (changing behaviour) and concentration on passing the exams only . Also the luxurious life styles of the students, the fact that they are passive learners and their shortage of learning skills are other factors which affect learning. Finally, counselling at the university is found to be ineffective and is not carried out in accordance with its basic operating principles. Moreover, the people who work as counsellors lack useful relevant experience.

7.3.4 Findings related to Learning Skills Variables

These findings are presented for the total population, both higher and lower achievers. Information processing and study aids were found to be associated with the G.P.As of higher achievers by both total population and faculty-specific results. Concerning the lower achievers, study aids, planning, and time management affect their GPAs. Results by faculty show that study aids influence the higher achievers in the Science Faculty, but no variables had an effect on the GPA of the lower achievers. In addition, for the Faculties of Education and Administration, stepwise regression for the higher and lower achievers showed no independent factors to affect their grade point averages, whereas for higher achievers in the Faculty of Islamic Studies, review and self testing were found to be independent factors, although selecting main ideas is the all-affecting factor for the lower achievers in the same faculty.

A point to consider is that study skills seems to be a common variable for both the higher and lower achievers. It could well be that the lower achievers have this skill, but that there are other factors affecting their academic deterioration. More studies are needed into this, as into planning and time management.

Thus, based on these findings, more attention should be paid to developing study skills by offering specific training programmes. At the very least, the skills could be taught and practised during classes. Special care should also be given to lower achievers.

7.3.5 Findings Related to Psychological Variables

Regarding the total sample of female students at Qatar University, no psychological variables were associated with either higher or lower achievers' grade point averages. However, the results by faculty showed that a number of psychological variables did affect either higher or lower achievers. For example, the higher achievers in the Faculties of Science and Humanities were found to be affected by two variables: anxiety and self-esteem. Self-esteem was found to be the affecting independent factor influencing the GPAs of lower achievers in the Faculty of Islamic Studies .

It can be concluded from the above results regarding the psychological variables that anxiety and self-esteem are the only effective psychological factors, found only in the Faculties of Science and Humanities. Self-esteem, as the dependent variable affecting GPA of the low achievers, proved to be effective psychological factors in the faculty of the Islamic studies. Of the remaining variables, activation, responsibility and need of achievement, contrary to expectations, seem to have no effect on the grade point average.

Thus, based on this finding, it can be interpreted that the luxurious life style, living in extended families and high self-esteem for the higher or lower achievers may result in the absence of activation and responsibility. In the light of this, it would appear that there are cultural factors at play in enhancing behaviour.

7.4 Recommendations of the Study

Following this presentation of the overall picture of the factors related to failure and success at the University of Qatar, the researcher considers it useful to present some recommendations regarding this study.

7.4.1 Staff Recommendations regarding Low GPAs

The researcher recorded interviews with faculty staff, asking them for their suggestions and strategies on how to reduce the rate of low GPA's. The following list illustrates the suggestions as indicated by the members of each faculty.

Question: ***How can weak students be helped and what strategies could be used to reduce low GPA?***

1. Science Faculty

Staff suggestions with regard to the university/faculty included a suggestion by one member of staff:

- *Weak students cannot be helped during lectures because this wastes a lot of time.*

One of the suggestions refers to raising the required entry level.

- *Weak students should not be accepted at the university.* (i.e. they should find work or alternative study programmes).

In fact this was done only recently. This recommendation stems from the fact that there is a great difference in the level of ability of the students, so it is suggested that only the best are selected for the academic work. This does not really solve the problem of the weak students, but it allows faculty staff to raise their teaching level as most of the staff find that their teaching level is affected by the student level and lecture time is consequently wasted.

Also their recommendations extended to the field of testing, suggesting that the students be pushed to change their learning styles by the use of analytical questions, for example:

- *Change the type of questions in a way that students do not depend on memorisation.*

and trying to motivate the students:

- *Students should be motivated by the use of things they appreciate.*(money, for example, is not a major concern, so some other form of motivation should be considered.)

The suggestions extended to the teaching process, with one of the staff being of the opinion that the use of teaching aids as a tool would clarify the content and motivate the students:

- *Teaching aids should be used to clarify the information more efficiently.*

Suggestions regarding the students focussed on seeking academic help, such as:

- *Make good use of office hours and professional assistance.*

This opinion was confirmed by another member of staff who was of the opinion that students should help themselves by seeking assistance from the faculty staff outside lecture times.

2. Education Faculty

Staff suggestions regarding the university/faculty included mainly two points. The first is to provide the faculty with enough professorial/graduate assistance to help both the students and the faculty by taking over some of the less critical work of the staff. One interviewee suggested the following:

- *There should be professorial assistance to help the faculty staff to raise the level of the students.*

The second point noted by the professors was that following the courses in sequence in consecutive semesters would be of great help to both students, by clarifying more effectively the material studied, and to faculty staff in that the fruit of their efforts would be maximised.

- *There should be better timetabling for the schedule of the courses in such a way that students can take courses in sequence in consecutive semesters.*

There was also a suggestion that staff could be helped to improve their teaching by getting feedback on their performance:

- *Some universities have centres for feedback on all courses. They distribute evaluation sheets covering the teaching methods, advantages and disadvantages of the courses at the end of each, and the papers are returned to the centre, which in turn passes them on to the staff in confidence, so that they can improve themselves.*

Staff suggestions regarding the students included developing the students' ability to discuss and take a more active role. One interviewee commented that:

- *Students should take part in discussions for making decisions or suggesting solutions.*

an opinion confirmed by another interviewee:

- *Students should take an active role*

Another comment was directed towards students' abilities, suggesting that they should enter the faculties of their choice according to their ability.

- *Students should take courses according to their abilities.*

3. Faculty of Islamic Studies

The suggestions of the staff of the faculty of Islamic Studies were concerned with the following. First of all, it was suggested that there should be a switch to the full-year system, starting in January and finishing in December.

- *Adopt the full year system, which suits us better.*

- *Other countries such as Egypt and Syria use the full-year system. Even some universities in Saudi Arabia have switched from the semester to the full year, which is better.*

The family should also take an active role in the educational process by being supportive:

- *family support is essential for the students.*

Secondly, it was observed that motivation could be increased by reward or punishment, according to the interviewee's recommendation:

- *encourage good students*
- *punish weak students*
- *enhancing motivation by rewards.*

These suggestions from the Faculty of Islamic Studies may have been influenced by the religious background which encourages reward and punishment (see Chapter 3, 2.2 on Encouragement and Admonishment). From the point of view of the staff, who brought up the subject of punishment, this could range from indirect comments to outright anger or threats of what might come to, in the final analysis, the punishment itself (Kutob, 1993, p.192). In the case of the students, many of whom are mature married women, the punishment for weakness is failure.

Thirdly, comments were made regarding the attitude of the teacher. It was suggested that he be humble and friendly, and that he should not just depend on books, but develop good relations with the students:

- *the teacher should be sincere and humble at work*
- *books should not be considered to be the only source*
- *close working relations between the teacher and the student.*

Another suggestion related to the forming of small groups for the classes:

- *division of students into smaller groups, not more than 20.*

Finally, it was recommended that the students should be prepared to raise their standards, either through extra courses, or by doing more preparation.

- *the students should be prepared*

All the suggestions were directed towards the university or faculty staff. Reference is made to the character of the faculty staff and their relationships with the students in order to improve attitudes towards study.

4. Faculty of Humanities

Staff suggestions included a number of comments which were not put forward by the other faculties, such as:

- *Individualisation of learning—students should acquire the skills to study alone*

which is a feature of the world today.

Another comment was the idea of doing away with coursebooks, as suggested by one interviewee:

- *Dropping the supply of coursebooks, ask students to get information from the library.*

A suggestion made by one of the staff was that salaries should be increased to ensure that good professors from Arab countries would stay at the University of Qatar.

- *Most of the good faculty staff leave the university because they have better offers elsewhere, even though the people here may have been very kind.*

If good staff could be given better incentives to stay, they could help more, especially knowing the university better.

Remaining comments echoed those of the other faculties, such as small groups:

- *Making smaller groups of students in classes*

and the use of rewards:

- *Rewarding the students.*

- *Offering better jobs for 'A' and 'B' students.*

Another suggestion was made, similar to one expressed by the Faculty of Islamic Studies, that the full-year system should be adopted.

- *The full year allows both the students and the faculty to assimilate the curriculum.*

However, not much optimism was expressed with regard to poor students who, it was suggested, should be excluded:

- *Poor students cannot be helped because they do not have enough motivation.*

The above suggestions were mostly directed to motivating the students and developing better skills by which they can learn how to learn and find resources. This implies a new, positive role of the type required in today's world knowledge explosion - a crucial point.

5. Faculty of Administration

The staff of this faculty made a constructive suggestion which reflects the problems they are experiencing due to a lack of suitable material in Arabic:

- *Good books should be translated into Arabic.*

6. Summary

To sum up the main suggestions put forward, the staff were found to be in broad agreement on the following:

i. Raising the required entry level.

ii. Motivating the students through a system of reward and punishment.

iii. Encouraging a more positive attitude on the part of the students

iv. Forming small teaching groups

v. Making it possible for teaching assistants to join the faculty

vi. Establishing a translation committee to translate material into Arabic.

At the operational level, the researcher would like to suggest how these recommendations could be brought into reality. The following suggestions are based on the comments and findings of the study; they are not the stated recommendations of the staff or students.

1. First of all, there should be other alternatives for underachievers which could satisfy them and prepare them for the job market as well as suiting their abilities. Such alternatives could include minor colleges and institutions to ensure that these students would be catered to and not abandoned

2. The students at the university should be given good orientation as to the nature of the departments and courses as well as psychological guidance which would help them to know themselves better with regard to aspects such as ability, attitude, etc.

3. A students' union should be set up to take care of students' problems.

4. Group numbers should not exceed 20-25. This could be achieved by offering more sessions for each course, taught by more than one professor.

5. A tutorial system should be established, run with the help of graduate students or professorial assistants.

6 The opportunities for field work should be increased, as well as jobs in the university offering special positions for A/B students.

e.g. such students could be considered senior graduates and C/D students junior graduates.

7. Teacher training and motivation programmes should be provided for the faculty staff and the students.

7.4.2 Recommendations by Students at the University

The researcher asked students to answer the following question on the questionnaire. The responses obtained from the students express their points of view regarding the factors which might be helpful in reducing failure and enhancing success.

Question: ***What are the three most important personal and/or social elements you must try to change to be more successful at university?***

Students' responses were categorized as follows:

a. Individual Factors

i. Learning skills

Example: Concentration

- Time management
- Review
- Development of goals
- Attendance
- Ability to take part in class discussions

The figures obtained showed that the highest suggestion for developing the situation better from the point of view of the students concerned learning skills (56% of the students). This shows the importance of these skills to the students who are aware that they lack them and of the fact that they need them. They are, therefore, suggesting that learning skills courses be offered.

ii. Psychological Characteristics

Example: Developing self-confidence

- *Get rid of shyness.*
- *Reduce exam anxiety.*
- *Get rid of extra sensitivity.*
- *Be more cooperative.*
- *Be frank.*
- *Be more flexible.*
- *Try to avoid stress.*

The students' second most popular suggestion for better development regarded their own psychological characteristics (28%). The list above indicates that the students need a psychological programme to enhance and develop some of their psychological characteristics. Educational psychology provides such programmes. An example could be 'a programme on motivation'.

b. Home environment

Example: Need encouragement

- *Need help with homework.*
- *Keep away from family problems.*
- *Keep balance between home responsibility and college.*
- *Home environment affects my achievement at college to a great extent .*
- *Change some of the customs.*
- *Change my social life style.*
- *Feel that my family share with me what I face.*

- *Find the right person to take care of my problems.*
- *Reduce socializing.*
- *Change the environment which I live in.*

As shown, the home environment accounted for only 20% of the recommendations. The researcher believes that developing the psychological characteristics and learning skills of the students through specific programmes will reduce most problems to a great extent as the students will have better insight and clearer judgement.

Those programmes should also be directed towards the students families, either through the public media or school councils, or the medical centres which are distributed throughout the state.

c. University System

The recommendations from students regarding the university system include:

- *Changing the type of teaching.*

which could be done by

- *Allowing more discussion.*

The other major recommendation was to change the whole credit system, i.e. affecting the length of the courses:

- *Change the credit system of learning.*

Reference was also made, as by the staff, to changing lecture timing:

- *Change the timing of lectures (starting and finishing).*

and even further, to changes in the evaluation system:

- *Establish a better and more accurate evaluation system.*

In short, the system, as is, is not what they want.

With regard to the relations between the teachers and the students, the recommendations focussed on fostering such relations by:

- *Encouraging greater cooperation between the faculty staff and the students.* and

- *Establishing a students' union.*

Finally, those who work in the university environment and are unfriendly to the students should be changed because they have a bad impact upon them.

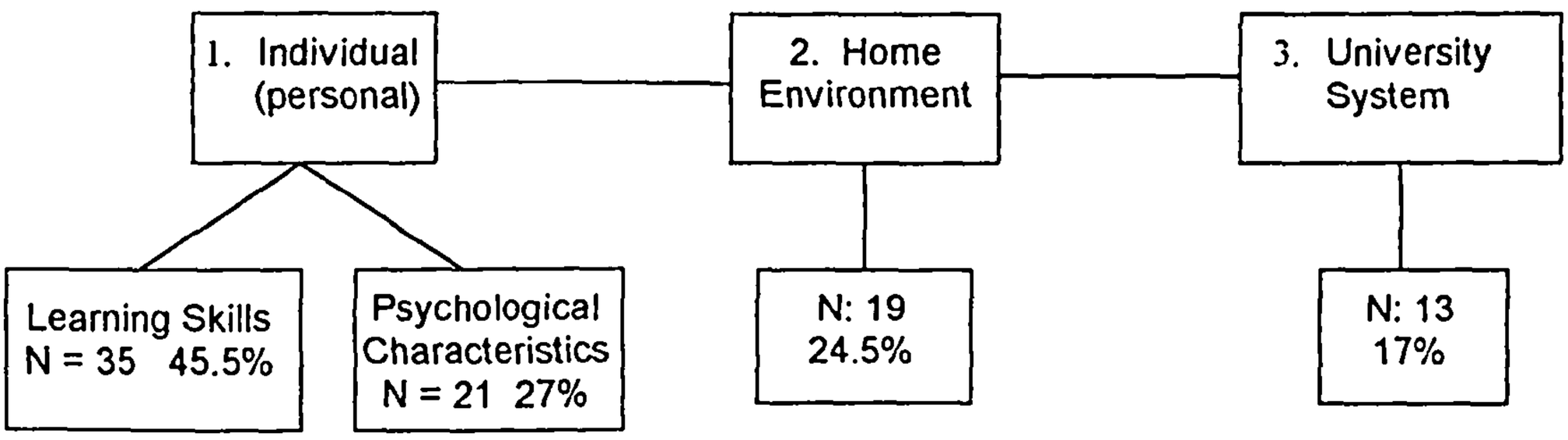
- *Change the administrative staff and some university staff for their unsympathetic treatment of the students.*

In view of the above, the reader might draw the conclusion that the credit hour system is not welcomed by the students. The other option would be a full year system. The other suggestion relates to developing the teaching methods used. This could be applied by establishing a teacher-development centre which would offer help to the students.

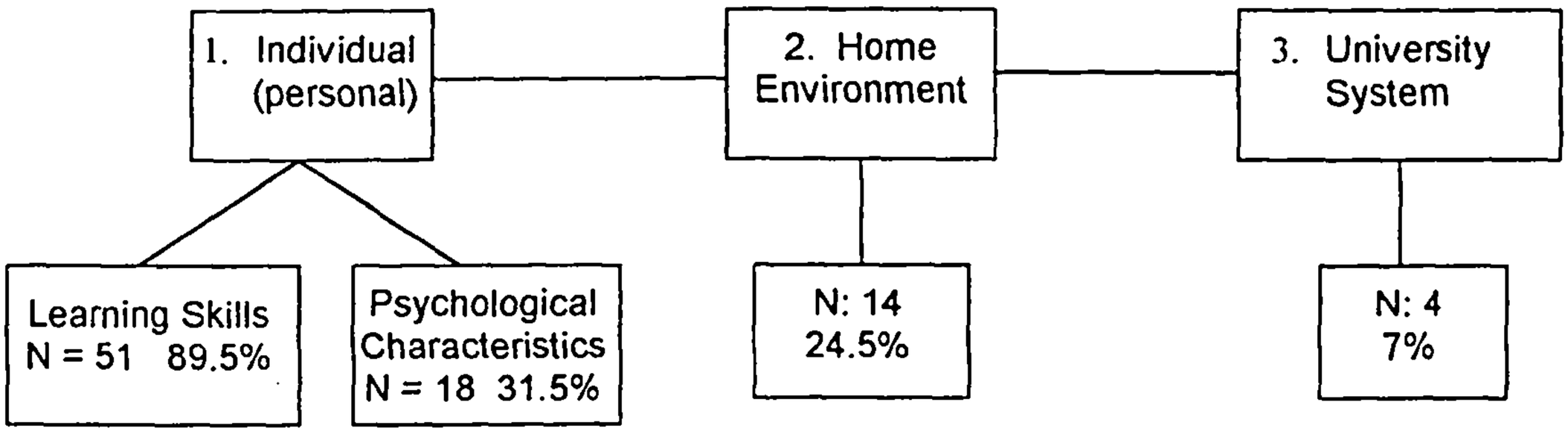
The charts below show the student responses to the question: "What are the most important personal and/or social elements you must try to change to be more successful at the university?"

Fig. 7.1: Student Responses to the question: "What are the most important personal and or social elements you must try to change to be more successful at the University?"

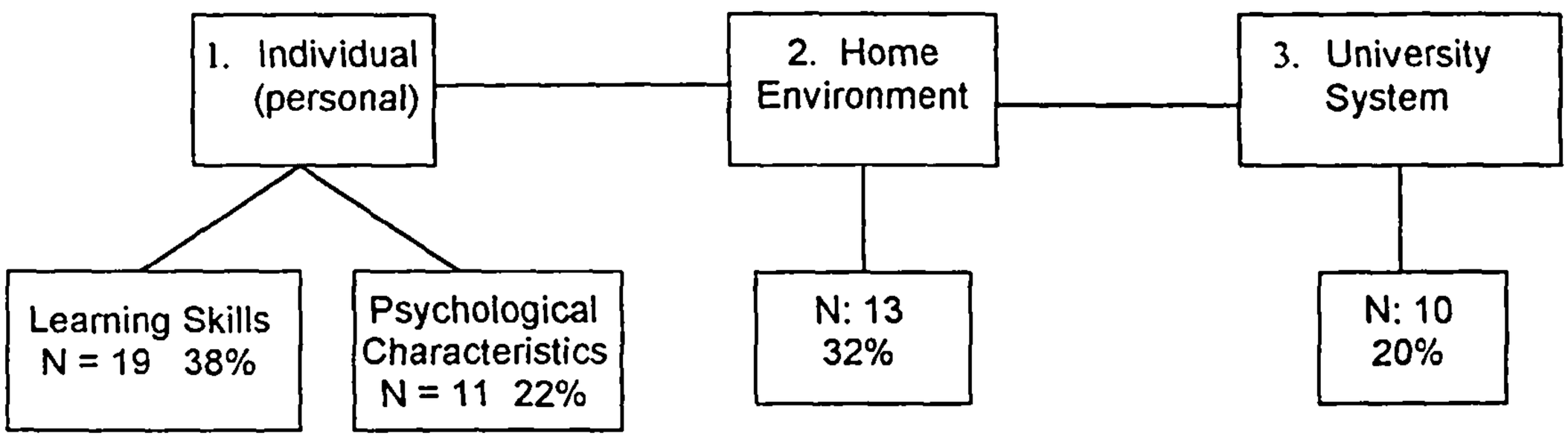
1. Science Faculty Students' Answers



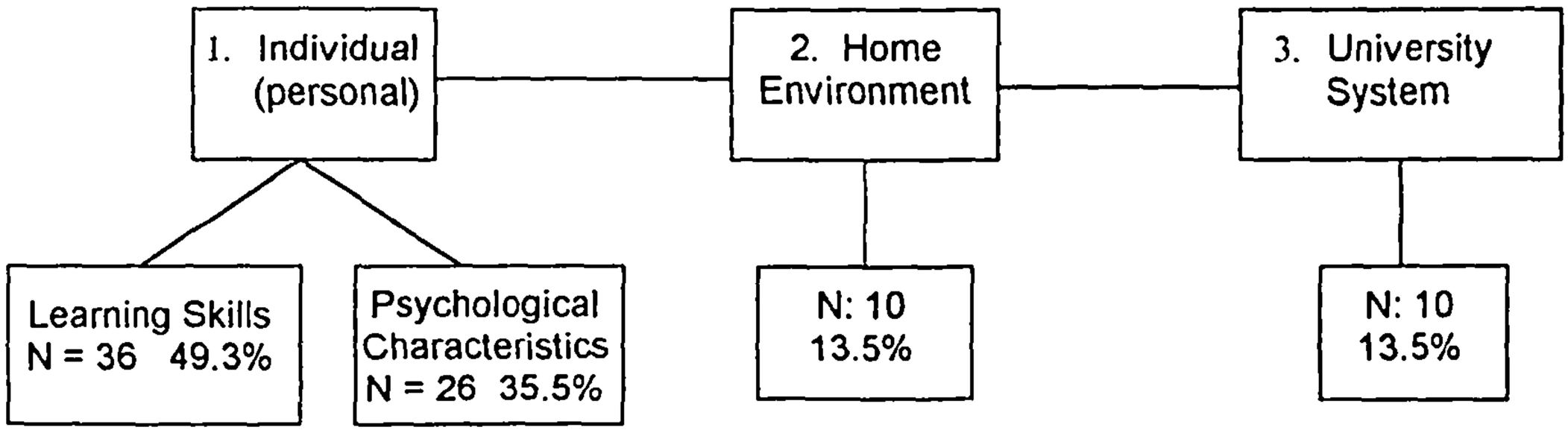
2. Education Faculty Students' Answers



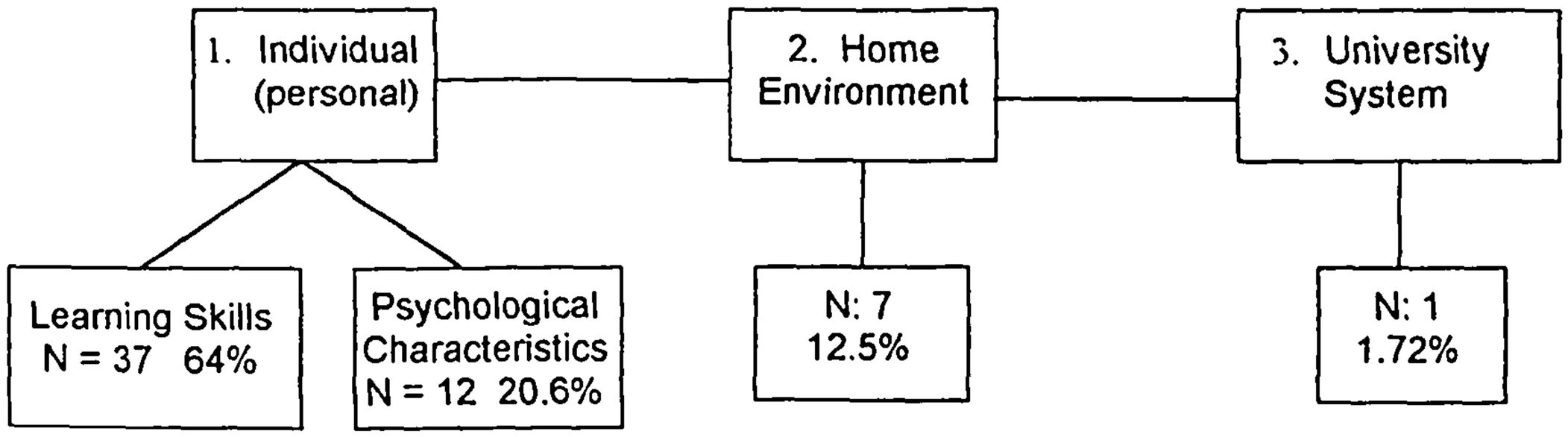
3. Islamic Studies Faculty Students' Answers



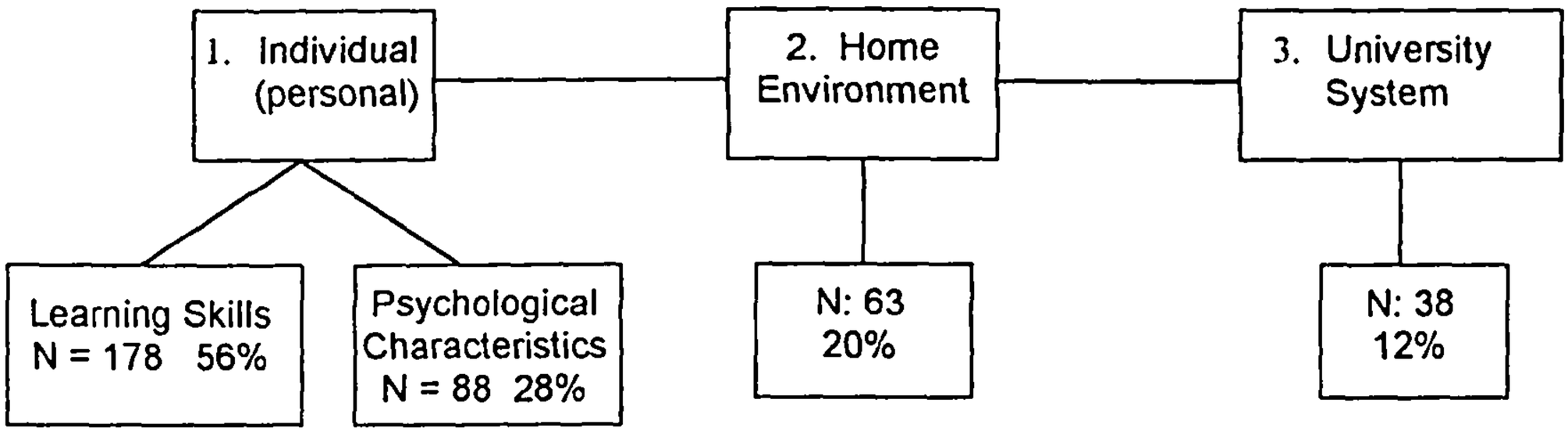
4. Humanities Faculty Students' Answers



5. Administration Faculty Students' Answers



6. **University Students' Answers**



7.4.3 Recommendations Based on the Reviewed Literature

Some of the researchers reviewed mention that the phenomenon of failure (at University of Qatar) needs to be studied and the entry level into the University raised as one of the solutions which may reduce the problem. (Almisnad 1990)

Others suggest that the teachers themselves should be involved. For example, teachers should be able to stimulate the students, and be able to use more educational media. Faculty staff should be prepared educationally and should attend courses in the professional development of their ability and knowledge of teaching methods. (AlKatib, 1988)

Supervisors, who work for the Ministry, direct the teachers and evaluate them, should attend training workshops to acquire a greater awareness of learning skills and how to develop them.

Although students with an aptitude to learn from conventional teaching methods will succeed, because of the wide range and diversity of students' abilities, only a few students benefit from traditional teaching methods such as the lecture and seat work. (Al Essa, 1986)

Others recommend the integration of learning skills into the college curriculum. (Columa, 1986; Abu hemidan, 1991)

7.4.4 Concluding Recommendations of the Study

To sum up, the overall picture indicates that according to the results of this study, as tested by inventory and the views of the faculty staff and the students, teaching/learning, learning skills and psychological variables are related to academic failure.

1. Insofar as the university is concerned, there are a number of suggestions that should help the institution improve its student services and fulfill their needs. These suggestions centre on the following:

   i. Adopt the full year system which starts in January and finishes in December to shorten the length of the study period for the efficient students and give ordinary students the opportunity to select their courses in a way which suits them.

      This suggestion will solve many problems at the university of Qatar, such as the large numbers of students and the problem of spending too many years at the University.

   ii. Improve the teaching conditions of teachers by improving the social standing of teachers through the use of the media.

      This recommendation has been drawn from the comments referring to the poor social situation of the Islamic teachers.

   iii. Supply the teaching staff with all the modern materials and media they need and make additional training programs available for them This will improve the teaching ability of faculty teaching staff and make information they need available to them. This recommendation was also made by the staff to improve teaching.

iv. Give foreign/non-native teaching staff suitable notice before dismissing them. This would help teachers to feel more secure because they would know that they would not be dismissed suddenly, or that, if dismissed, they would have sufficient time to adjust to the change. This point is based on the comments of the Humanities staff, who expressed their fears in this concern.

v. Increase both salaries and rewards to encourage them to remain in their teaching position as long as possible.

vi. Improve the teaching environment by providing extra buildings and facilities, fewer students in each classroom, a relevant curriculum and learning experiences which are relevant to the curriculum and relate to present-day issues.

vii. Adopt new teaching (and evaluation) methods such as seminars, tutorials and workshops. Conversely, reduce the function of the lecture by developing the use of discussions, reduce the number of students permitted to attend as auditors, and use more study aids.

viii. Provide the funding and other support needed to develop a centralised guidance and counselling office staffed by the necessary professionals.

ix. Faculty should have the opportunity to receive feedback on their performance. A student evaluation of faculty could be one source of such feedback.

x. Form a committee to undertake and oversee the translation of textbooks into Arabic.

xi. An immediate decision should be made to provide psychological and educational services for each student, e.g.:

a. learning skills should be taught as a compulsory course for all university students from the first year.

b. Programs should be provided to develop psychological characteristics such as motivation, self-assertiveness, anxiety (how to reduce it), etc. The Psychology Department should be responsible and supervise such programmes, which could be integrated into courses, or offered separately. These could be credit-hour courses or electives provided by the department.

c. Due attention should be paid to the development of the personality traits of high-achieving and low achieving students through educational and psychological guidance.

7.4.5 Recommendations for Further Research

As a result of the research findings, and in the light of the limitations of the study as discussed in Chapter One, also in view of the fact that this is a new area of study, more research is needed. The following research topics can be put forward:

1. Since this study has dealt only with female students as subjects because of social and traditional reasons, another study should be carried out concerning the factors related to failure and success of the male students at the University of Qatar.

2. Other psychological variables are to be investigated, such as academic self-esteem and assertiveness.

3. Other learning skills, especially the ones related to the students' I.Q. need to be investigated.

4. Learning skills programmes could be developed and taught. The evaluation of such programmes could give clear indications of the importance of learning skills as a major learning influencing variable.

5. Deciding on the most suitable stage for the introduction of the teaching of learning skills is a controversial issue. The question is whether such skills should be taught during the first year at university, or before university in high school. This issue cannot be decided without further research.

6. Evaluation and continuous training programmes for both the teaching staff and counsellors at the university are other issues which could be worked out through more investigation and research.

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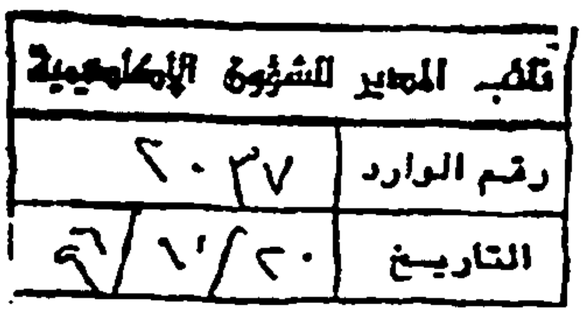
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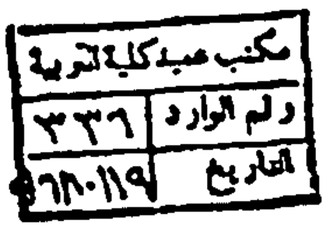
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Appendix 1 Letters requesting approval from the Ministry and University



بسم الله الرحمن الرحيم

المحترم سعادة الأستاذ الدكتور / عميد كلية التربية



تحية طيبة وبعد ،

أحيطكم علماً باني بصدد تطبيق استبيان لطالبات الجامعة بهدف جمع معلومات عن طرق الدراسة والاستذكار بالإضافة إلى جزء لقياس الشخصية حيث أنه ضمن صلب دراستي للحصول على درجة الدكتوراة من جامعة « درم » وبأشراف البروفسور Byram .

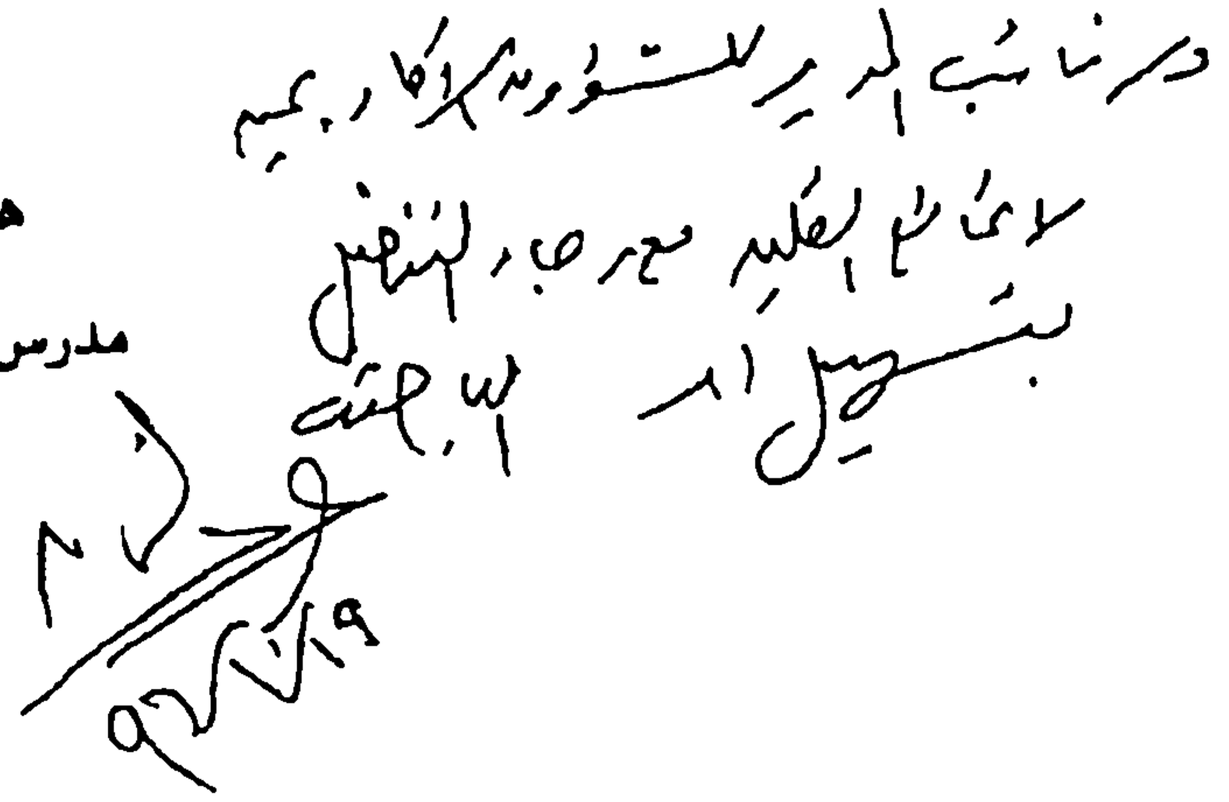
برجاء التفضل بموافقة سعادتكم على هذا الاستبيان

هذا ولكم عميق الشكر والإمتنان

مقدمة الطلب

هدى عبد الرحمن تركي

مدرس مساعد - قسم علم النفس



بسم الله الرحمن الرحيم

سعادة السيد / عميد كلية التربية المحترم

تحية طيبة وبعد

الرجاء التكرم بموافقة سعادتكم على أن أحصل على بعض محاضرات

ت - ن / ٢٣٠ نمو نفسي د . هشام عبد الله

ت - ن / ٢٣٠ نحو نفسي د . عبد العزيز المغيصيب

لأقوم بدراستي الإستطلاعية وكذلك الرجاء توجيه الكتاب إلى عمداء كليات كل من الشريعة ، الإنسانيات ، الإدارة ، العلوم والتكنولوجية ، للحصول على مجموعة واحدة ضمن المقررات الأساسية لكل كلية وذلك لتكوين العينة اللازمة بالتقسيم الشامل .

وقد سبق ان أرسلت إلى سعادتكم صورة من الإختبار المزمع تطبيقه على الطالبات والذي يستغرق مايقارب المحاضرتين .

شاكرة تعاونكم ولكم عميق الامتنان

هدى عبد الرحمن عبد الله تركي السبيعي

مدرس مساعد - قسم علم النفس

كلية التربية

Appendix 2 Faculty Interview Schedule

Dear Colleague,

This questionnaire is designed to gather information about teaching styles and factors related to student academic achievement and failure. The information obtained by means of this study will not be used for any other purposes than that mentioned above.

Department:

Years of experience in Qatar University:

Rank:

Nationality:

1. Educational institutions set themselves a number of objectives. State which objectives you think are the most important to be achieved at the following levels:

   Your department:

   Your faculty:

   University of Qatar:

2. What is your opinion of the courses you teach to students?

Quantity: sufficient insufficient Quality: sufficient insufficient Credit hours: sufficient insufficient

3. Which one of the following teaching styles do you use?

   lecture

   investigation

   group discussion

   all of the above

   other

4. Which methods do you use to evaluate student performance?

student participation in class discussions

presentation of term papers

quizzes and mid-term tests

continuous assessment

all of the above

5. How do you help students learn more efficiently?

6. Which level of understanding does your teaching style provide the students with?

Understand author's meaning and shows how argument is supported by evidence

Mentions the main argument, but does not relate evidence to conclusion

Describes the main points made without integrating them into an argument.

Mentions a few isolated points or examples.

7. Do your teaching methods allow students to capitalise on their preferred learning styles by offering alternative modes of presentation which will also tend to reinforce any learning taking place?

8. Do you think your teaching methods offer students sufficient variety in terms of how material is presented to allow them to adopt different styles of learning?

9. How can the information you are trying to communicate to students be structured and presented most effectively?

10. What forms of interaction are most appropriate in developing understanding?

11. During lectures, do you use techniques such as questioning and "buzz-sessions"?

12. What factors have an influence on teaching at the university?

13. What factors have an influence on student learning at the university?

14. Do you think that university students are aware of their needs as students?

15. Do you provide alternative 'tracks' through which students can learn, e.g. offering a choice between lectures and resource-based learning?

16. From your point of view, what are the cases of student failure in your setting?

17. What solutions can you propose to improve student achievement in Qatar University?

18. Do you think that student failure affects your own way of teaching and does it interfere with your professional responsibilities?

19. What kind of support do you need in the classroom in order to reduce failure rates among students?

20. What do you expect from efficient students?

21. Do you think that teaching methods used in Qatar University allow students to learn in an efficient way?

22. What are the traits that characterise weak students?

23. Would you like to give any opinions concerning:

Methods of teaching in Qatar University?

Ways of accepting students in different branches in the university?

Factors responsible for failure and low achievement?

Appendix 3 Student Questionnaire

Dear Student,

This questionnaire is designed to gather information about your learning approach and factors attributing to your success and failure. You are asked to read each section and follow the instructions.

The information obtained from this study will not be used for any other purposes than those mentioned above.

Thank you for your cooperation.

Academic Year:

Department:

Major:

Part One

1. What factors motivate you to achieve in college? Circle one or more of the following options.

   a. Preparing for a career
   b. Parental encouragement of expectations
   c. Self esteem
   d. Approval of others (teachers/parents/friends)
   e. Rewards (money, etc.)
   f. Emotional security
   g. Financial security
   h. Other

2. After studying a text, what level of understanding do you usually reach. Circle ONE only.

a. Able to understand author's meaning and show how argument is supported by evidence.
b. Able to mention the main argument, but unable to relate evidence to conclusion.
c. Able to describe the main points made, but without integrating them into an argument.
d. Able to mention a few isolated points or examples.

3. What methods do you prefer Qatar University staff to use?

a. Lectures
b. Computers
c. Reading from a text book
d. Small group
e. Doing a research project
f. Other (please specify)

4. How many times did you fail a course in school?

Once Twice More ( ) Never

5. How many times have you failed a college course?

Once Twice More ( ) Never

6. How many times have you obained a D grade in your college courses?

Once Twice More ( ) Never

7. Do you think that on the whole the major and minor courses you took in previous semesters were what you really needed?

Strongly agree Agree Don't know Disagree Strongly disagree

8. Do you feel that you need more skills in any of the following:

writing	reading
discussion	remembering
taking exams	concentration
note-taking	time management
exam preparation	motivation
listening	other (please specify)

9. From your point of view, what are the disadvantages of Qatar University?

   a. Teaching at Qatar University
   b. Academic Counselling

Part Two

1. How do you feel you are doing in this class at present? (Circle ONE)

   Excellent Very well Good OK Not well Poorly

   If you feel that you are not doing 'OK', please answer Section I. If you feel that you are doing 'OK' or better, please go to Section II.

Section I

If you feel that you are doing less than 'OK', try to identify the reason. Check as many items as appropriate).

a. Haven't really studied, even though I've had the time.
b. Have difficulty talking to the instructor
c. Don't have the background knowledge assumed by the teacher.
d. Have been absent too many times.
e. Don't have time to study because of family obligations
f. Poor study habits (e.g. putting off study until the night before an exam)

g. Registered for too many courses
h. Too many outside activities
i. Not seeking help when I need it
j. Poor reading skills
k. Poor writing skills
l. Poor Maths skills
m. Low motivation (no strong desire to study)
n. Difficulty in understanding the teachers
o. Personal/family problems
p. Can't understand the lecture materials
q. Having difficulty taking notes
r. Have text anxiety (very nervous about taking tests)
s. I study, but I still do poorly in exams
t. Can't tell what is important enough to stress in studying
u. Have difficulty with writing assignments
v. Classroom environment is disruptive
w. Other (please specify) _____

Section II

If you are doing OK or better, to what do you attribute your success?

a. Good study habits (e.g. good concentration, note-taking, etc.)
b. Have taken a study skills class
c. Have had some of this material in previous classes
d. Have made use of instructor's office hours
e. Background from previous class(es)
f. Other (please specify) _____

Part Three

Social Factors

1. Are your family and friends supportive?

   Yes No Don't Know

2. Can you meet all your responsibilities without difficulty?

   Yes No Don't Know

3. If you work, does it leave you enough energy for University?

   Yes No Don't Know

4. Can you stand up against peer pressure when necessary?

   Yes No Don't Know

5. Do you enjoy socialising without it interfering with University?

   Yes No Don't Know

6. Is your social life rewarding and satisfying?

   Yes No Don't Know

7. Are you generally able to get along with other students?

   Yes No Don't Know

8. Do you relate well to your instructors?

   Yes No Don't Know

If you answered No or Don't Know to one or more of the questions above, you should think about how these factors may be affecting your academic progress. There are many other such factors. The examples above should give you an idea of what you are looking for.

What are the three most important personal and/or social things you must try to change to be more successful in university?

1. _____

2. _____

3. _____

If you have a personal or social concern that you want to discuss with someone, make an appointment with a counsellor in the Counselling and Advising Centre.

Counselling/Guidance

1. Do you feel that you and your counsellor have developed a reasonable plan for you to improve your Grade Point Average?

   Yes No

2. What was the most important outcome of you seeing a counsellor?

   _____

   _____

3. Name specific changes you have made as a result of talking to a counsellor.

   _____

   _____

4. Which of the following options would help you to feel more comfortable at Qatar University?

   a. Spending more time with your teacher. Yes No
   b. Spending more time with your counsellor Yes No
   c. Spending more time in the library Yes No

Appendix 4 Student Questionnaire in Arabic

بسم الله الرحمن الرحيم

الفصل الدراسي ..... القسم ..... التخصص الرئيسي .....

المعدل العام : ( )

عزيزتي الطالبة :

الهدف من هذا الاستبيان هو جمع معلومات عن طرق تعلمك والعوامل المساهمة في نجاحك أو فشلك في دراستك الجامعية . المطلوب منك قراءة كل قسم بعناية واتباع التعليمات الخاصة به تأكدي أن اجابتك لن تستخدم سوى لأغراض البحث العلمي ، لاتفكري كثيراً في الاجابة على كل بند فالاستجابة الأولى هي أصدق الاستجابات ، وشكراً لتعاونك

القسم الأول :

(١) ماهي الأسباب التي تدفعك للتفوق في الكلية ؟ ضع دائرة حول واحدة أو أكثر من الخيارات التالية :

أ - الإعداد للحصول على الوظيفة .

ب- التشجيع الوالدي وتوقعاتهم .

جـ- تقدير الذات

د - الحصول على موافقة أو تقبل الآخرين (مدرسين - آباء - أصدقاء) .

هـ- الحصول على مكافآت (مالية وغيرها) .

و - تحقيق الأمن النفسي .

حـ - الضمان المالي (تأمين الدخل المادي) .

ي - التنافس مع الآخرين .

خ - اسباب أخرى تذكر .....

القسم الثاني : ضع دائرة حول إختيار واحد فق في كل مايأتي :

(٢) عند دراستك لموضوع ما ، فأنك تكون قادر على :

أ - فهم المعنى الذي يقصده المؤلف ومعرفة الدلائل التي تدعم المناقشة .

ب- ذكر المناقشة الرئيسية ولكن غير قادر على إيجاد العلاقة بين الدلائل (القرائن) والنتيجة .

جـ - وصف النقاط الهامة ولكن بدون ربطها بالمناقشة .

د - ذكر بعض النقاط أو الأمثلة غير المترابطة فقط .

(٣) أي طريقة تدريس تفضل أن يستخدمها المدرسين في جامعة قطر :

أ - المحاضرة .

ب- الكمبيوتر .

جـ- القراءة من الكتاب .

د - المجموعات الصغيرة .

هـ- عمل مشروعات .

و - أخرى الرجاء ذكرها .....

(٤) كم مرة رسبت في المدرسة ؟

أ - مرة واحدة ب- اثنين جـ - أكثر

(٥) كم مرة رسبت في مقررات الكلية ؟

أ - مرة واحدة ب- اثنين جـ - أكثر

(٦) كم مرة حصلت على تقدير (د) في مقررات الكلية ؟

أ - مرة واحدة ب- اثنين جـ - أكثر

(٧) هل تعتقد أن المقررات التي تقدم لك في تخصصك الرئيسي هي ما تحتاجه فعلاً ؟

أوافق بشدة أوافق لا أدري غير موافق غير موافق إلى حد كبير

أ - المقرر الأول

.....

ب- المقرر الثاني

.....

جـ- المقرر الثالث

.....

د - المقرر الرابع

.....

هـ- المقرر الخامس

.....

أوافق بشدة أوافق لا أدري غير موافق أرفض أرفض بشدة غير موافق إلى حد كبير

ولي تخصصك الفرعي

أ - المقرر الأول

.....

ب- المقرر الثاني

.....

جـ- المقرر الثالث

.....

د - المقرر الرابع

.....

هـ- المقرر الخامس

.....

(٨) هل تشعر أنك بحاجة إلى اتقان هذه المهارات بصورة أكبر حدد واحدة أو أكثر بوضع دائرة على رقمها :

أ - الكتابة	د - الاستعداد للامتحان	ز- الاستماع
ب- القراءة	هـ- التركيز	جـ- الدافعية
حـ- التذكر	و- ترددين الملاحظات	ح- المناقشة

أخرى حدد.....

(٩) من وجهة نظرك ، ماهي عيوب كل من :

أ - التدريس بالجامعة .

.....

ب- الإرشاد الأكاديمي .

.....

القسم الثاني :

كيف تشعر بمستواك في هذا الفصل ؟

أ- ممتاز ب- جيد جداً جـ- جيد د- متوسط هـ- أقل من المتوسط د- ضعيف

إذا أخترت أ أو ب أو جـ أو د في البند السابق رجاء انتقل إلى الجزء التالي

أولاً : إذا كنت تشعر أن مستواك أقل من « جيد » حاول أن تتعرف على الأسباب بوضع علامة (س) بين القوسين على كل ماتراه سبباً مناسباً لذلك .

( ) ١- لا أدرس في الحقيقة ، على الرغم من أنه لدي الوقت .

( ) ٢- أجد صعوبة في التحدث مع المحاضر .

( ) ٣- ليس لدي المعلومات السابقة التي يتوقعها المدرس مني .

( ) ٤- غيابي المتكرر .

( ) ٥- ليس لدي الوقت الكافي للاستذكار بسبب التزاماتي العائلية .

( ) ٦- عادات استذكاري سيئة مثل تأخير الدراسة حتى قبل الامتحان مباشرة .

( ) ٧- سجلت في عدد كبير من القدرات .

( ) ٨- المشاركة في العديد من النشاطات الخارجية .

( ) ٩- عدم البحث عن المساعدة عن الآخرين حين احتاجها .

( )١٠- نقص مهارتي في القراء .

( )١١- نقص مهارتي في الكتابة .

( )١٢- نقص مهارتي في الحساب .

( )١٣- اشعر بعدم الرغبة في التعليم .

( )١٤- صعوبة فهم المدرسين .

( )١٥- وجود مشاكل عائلية و/ أو شخصية .

( )١٦- لا أستطيع فهم المحاضرات .

( )١٧- أجد صعوبة في تدوين ملاحظات المحاضرة خلف المحاضر .

( )١٨- أشعر بالقلق تجاه الامتحان .

( )١٩- أدرس ولكن أحصل على درجات منخفضة .

( )٢٠- لا أستطيع تحديد ماهو هام بدرجة كافية لتأكيد دراسته .

( )٢١- أجد صعوبة في اداء الواجبات الكتابية .

( )٢٢- بيئة الصف تعمل على تشتيت إنتباهي .

( )٢٣- اذا كانت لديك اسباب أخرى رجاء تدوينها .

ثانياً :

إذا كنت تشعر أن مستواك جيد فأكثر ، فأي من العناصر التالية تساهم في نجاحك ؟

ضع علامة (✓) بين القوسين بجوار البند .

١- عاداتي الدراسية جيدة (مثل المراجعة الفورية ، وحسن التركيز ، تدوين المحاضرات( )

٢- دراستي في مقدر مهارات الدراسة والاستذكار ( ) .

٣- سبق أن درست مقررات تشبه ما أدرسه الآن ( ) .

٤- استفدت من الساعات المكتبية للمحاضر ( ) .

٥- اذا كانت لديك أسباب أخرى برجاء تدوينها

.....

.....

القسم الثالث :

فيما يلي مجموعة أخرى من الأسباب التي يحتمل أن تسهم في نجاحك في الجامعة :

١- هل تتلقي تشجيع من عائلتك واصدقائك نعم لا ؟

٢- هل تستطيع القيام بكل مسئولياتك بسهولة نعم لا ؟

٣- اذا كنت تعمل ، هل لديك الطاقة الكافية للدراسة في الجامعة نعم لا ؟

٤- هل تستمتع مقاومة ضغط أحد (اصدقائك) بمعنى أن تبدي رغبتك حتى ولو كانت في غير اتجاههم أو مخالفة لهم نعم لا ؟

٥- هل تستطيع بالحياة الإجتماعية بدون تدخلات الجامعة ؟ نعم لا ؟

٦- هل حياتك الاجتماعية ممتعة ومجزية نعم لا ؟

٧- بصورة عامة هل تشعر أن بامكانك أن تندمج مع الطلاب الآخرين نعم لا ؟

٨- هل علاقتك بالمحاضرة جيدة نعم لا ؟

إذا أجبت بـ (لا) أو (؟) لواحد أو أكثر من الأسئلة السابقة فعليك بالتفكير في هذه العوامل التي تؤثر على تقدمك الدراسي .

الأمثلة السابقة قد تعطيك فكرة عما تبحث عنه . أكتب أهم ثلاثة اشياء شخصية / إجتماعية عليك أن تغيرها لتصبح أكثر نجاحاً في الجامعة ؟

١- .....

٢- .....

٣- .....

١- هل تشعر أن مرشدك قد أعد خطة لتعديل ولتحسين معدلك العام ؟

نعم لا ؟

٢- ماهي أهم نتائج مقابلاتك مع المرشد ؟

٣- اذكر تغيير واحد قمت بعمله نتيجة التحدث أو أخذ رأي المرشد .

.....

.....

٤- أي من الاختيارات التالية تساعد على الشعور بالراحة أكثر من جامعة قطر ؟

قضاء وقت أطول مع المدرسين .

قضاء وقت اطول مع المرشد .

قضاء وقت أطول في المكتبة .

وشكراً لتعاونكم

Appendix 5 Learning Skills Inventory

Dear Student,

This questionnaire is designed to gather information about learning and study practices and attitudes. It consists of 59 statements related to learning and studying. You are asked to read each statement and then mark one of the following responses:

1. Always 2. Most of the time 3. Sometimes 4. Rarely 5. Never

Please check (✓) only one of these alternatives for each item. Do not check any item merely on the basis of a general impression.

In the space provided under **source,** please mention the source which influenced you. The following list may be of some assistance:

1. Friends
2. Teacher
3. Self-discovery
4. books
5. courses
6. Adviser
7. Family members
8. Gifted students ("A" level students)
9. Other sources (please specify)

The information obtained by means of this study will not be used for any other purposes than those mentioned above.

Thank you for your cooperation.

Academic year:

Department:

Major:

KEY

For the purposes of this study, the following key has been used to indicate the skill areas to which individual items refer. Positive statements are marked (+) and negative statements are marked (-).

TM	Time Management
SA	Study Aids
IP	Information Processing
RST	Review/Self Testing
MOT	Motivation
TS	Test Strategy
SMA	Selecting Main Idea
ATT	Attitude
CON	Concentration

Questionnaire

Statement	always	most of the time	sometimes	rarely	never	source
1. When I have to memorize new information, I construct mental images to help me remember it. (IP+)						
2. Even when study materials are dull and uninteresting, I manage to keep working until I finish. (MOT-)						
3. When taking notes, I underline parts I think are important. (SMA+)						
4. If a difficult problem arises, I like to challenge it.(MOT+)						
5. At the beginning of a term, I make up daily activity and study schedules. (TM+)						
6. When I study for an exam, I try to pull together the information from class and the assigned readings. (TS+)						
7. When tests are returned, I find that careless mistakes have lowered my grades. (MOT-)						
8. I gather together the main points of the books I read so I can understand them. (SA+)						

Statement	always	most of the time	sometimes	rarely	never	source
9. I try not to be late for classes. (TM+)						
10. I often find that I have been reading, but do not know what it was all about. (CON-)						
11. I have trouble understanding just what a test question is asking. (TS-)						
12. I memorize key words to remind me of important concepts before a test. (SA+)						
13. I try to interrelate themes to what I am studying. (IP+)						
14. My underlining is helpful when I review materials before a test. (RST+)						
15. I am up to date with my class assignments. (TM+)						
16. I have difficulty identifying the important points in my reading. (SMA-)						
17. Problems outside of school (e.g. financial difficulties, conflicts with my parents, etc.) cause me to neglect school work. (CON-)						
18. My mind wanders when I study.(CON-)						

Statement	always	most of the time	sometimes	rarely	never	source
19. I make good use of daytime study hours between classes. (TM+)						
20. I do not work through practice exercises and sample problems. (SA-)						
21. I try to see how what I am studying would apply to my everyday life. (IP+)						
22. I have trouble studying by myself. (MOT-)						
23. I find it hard to stick to a study schedule. (TM-)						
24. At the same time each day, I plan what I am going to try to get done. (TM+)						
25. When I get behind in my studying, I quickly make up back assignments to get up to date. (TM+)						
26. At the beginning of a study period, I organize my work so that I will use the time most effectively. (TM+)						
27. I have difficulty adapting my study habits to different types of courses. (TS-)						

Statement	always	most of the time	sometimes	rarely	never	source
28. When I study, I try somehow to organize the material in my mind. (IP+)						
29. I seldom review except for just before tests. (RST-)						
30. I am unable to summarize what I have just heard in a lecture or read in a text book. (IP-)						
31. I use the special study aids, such as italics, headings and sub-headings, that are in my text book. (SA+)						
32. I translate what I am studying into my own words. (IP+)						
33. I try to analyze my study difficulties and find my weak points. (TS+)						
34. I can easily handle test questions requiring the comparison of different concepts. (TS+)						
35. I do the minimum amount of studying for my courses. (TS-)						
36. I make drawings or sketches to help me understand what I am studying. (SA+)						

Statement	always	most of the time	sometimes	rarely	never	source
37. I lay aside returned examinations, reports and homework assignments without bothering to correct errors indicated by the instructor. (RST-)						
38. When I am studying a topic, I try to make everything fit together logically. (IP+)						
39. When having difficulties recalling something, I make an effort to recall something else that might be related to it. (TS+)						
40. I do not understand some course materials because I do not listen carefully. (CON-)						
41. I use the chapter heading as a guide to identify important points in my reading. (SA+)						
42. I would rather not be in school. (ATT-)						
43. I review my notes before the next class. (RST+)						
44. I lose interest in my studies after the first few days of a new semester.(MOT-)						

Statement	always	most of the time	sometimes	rarely	never	source
45. I feel confused and undecided as to what my educational goals should be. (ATT-)						
46. When taking tests, writing essays, etc. , I find that I have misunderstood what is wanted of me and lose marks because of it. (TS-)						
47. In my opinion, what is taught in my courses is not worth learning. (ATT-)						
48. I feel that my study habits and skills could be improved. (ATT+)						
49. I do not care whether or not I finish school so long as I can find a husband. (ATT-)						

Please comment as freely as you wish on any aspect of the above statements.

Appendix 6 Learning Skills Inventory in Arabic

بسم الله الرحمن الرحيم

عزيزتي الطالبة

هذا الاستبيان مصمم لجمع معلومات عن التعلم والاتجاهات نحو الدراسة .

ويتكون من (٤٩) عبارة عليك قراءة العبارات واختيار احدى الاستجابات التالية :

١- دائماً ٢-معظم الاوقات

٣- بعض الاوقات ٤- قليل من الاوقات

٥- ابداً

الرجاء وضع اشارة (/) واحدة فقط من كل هذه الخيارات بالنسبة لكل عبارة .

الرجاء الالتزام بالدقة فلا تضع (/) على أساس الإجابة المفترض ان تكون وإنما حسب ما هو بالنسبة لك شخصياً .

أما بالنسبة للفراغ المتروك تحت كلمة مصدر ، الرجاء ذكر المصدر الذي منه تعلمت هذه الاستجابة القائمة التالية سوف تساعدك .

١- الأصدقاء

٢- المدرسة

٣- الاكتشاف الذاتي

٤- الكتب

٥- القدرات

٦- المرشد

٧- أعضاء الاسرة

٨- الطلاب الموهوبين (الطلاب الممتازين الذين يحصلون على الامتياز)

٩- مصادر أخرى (الرجاء تحديدها)

المعلومات التي سوف تحصل عليها لن تستخدم سوى لأغراض البحث المذكور سابقاً

وشكراً لتعاونك

السنة الدراسية القسم التخصص الرئيسي

(١)

العبارة	دائماً	معظم الاوقات	بعض الاحيان	قليل من الاوقات	ابداً	المصدر
١- حينما يتوجب على حفظ معلومات جديدة فانني أنشأ صوراً ذهنية تساعدني على التذكر						
٢- على الرغم من كون مواد الدراسة مملة وغير مثيرة فانني أتمكن من الاستمرار في عملها حتى الانتهاء منها						
٣- حين أدون ملاحظات فانني أخطط تحت المعلومات التي أعتقد أنها هامة						
٤- اذا ظهرت مشكلة صعبة فانني أحب التحدي						
٥- في بداية الفصل الدراسي أضع جدولاً واحدد النشاطات اليومية						
٦- حين أدرس للامتحان ، فانني احاول أن أضع المعلومات التي حصلت عليها من الفصل مع الواجبات						
٧- حين أستلم أوراق الاختبار ، ابحث عن الأخطاء التي خفضت درجتي						
٨- أجمع الافكار الرئيسية معاً من الكتب التي اقرها حتي يمكن فهم هذه الكتب						
٩- احاول ان لا اتأخر عن المدرسة (الجامعة)						
١٠- اجد نفسي في الغالب اقرأ ولكن لا أعرف ما اقرأه بالضبط						
١١- أجد صعوبة في فهم المقصود من السؤال في الامتحان						
١٢- احفظ الكلمات الافتتاحية لتذكرني بالمفاهيم الرئيسية قبل الاختبار						
١٣- أحاول أن أجد علاقة بين المواضيع حين أدرس						

(٢)

العبارة	دائماً	معظم الاوقات	بعض الاحيان	قليل من الاوقات	ابداً	المصدر
١٤- تظليلي (تخطيطي تحت الكلمات) يساعدني كثيراً في المراجعة قبل الامتحان						
١٥- ليس لدي واجبات متأخرة						
١٦- لدي مشكلة في التعرف على النقاط الهامة في قراءتي						
١٧- المشاكل خارج نطاق المدرسة (مثل المصاعب المالية والصراع مع أحد الوالدين ... الخ) تسبب اهمالي لدروسي						
١٨- اسرح كثيراً حين أدرس						
١٩- استفيد استفادة جيدة من الساعات التي بين المحاضرات						
٢٠- لا أتدرب على التمارين والنماذج						
٢١- احاول ان أعرف كيف يمكن تطبيق ما أتعلمه في حياتي اليومية						
٢٢- من الصعب أن ادرس بنفسي						
٢٣- أجد من الصعب ان التزم بجدول دراسي						
٢٤- في نفس الوقت كل يوم ، أخطط ما على أن أفعله						
٢٥- حين أتخلف في دراستي فانني بسرعة أحاول أن أنهي وظائفي حتى يمكن تسليمها في الوقت						
٢٦- في بداية فترة الدراسة ، أنظم عملي بحيث يمكن الاستفادة من الوقت بصورة أكفأ						
٢٧- من الصعوبة أن أكيف عاداتي في الاستذكار للمقررات المختلفة						
٢٨- حين أدرس فانني أحاول ان أنظم المواد في ذهني						
٢٩- نادراً ما اراجع ما عدا قبل الاختبار						
٣٠- انا غير قادر على تلخيص ما سمعته من المحاضرة أو ما قرأته من الكتاب						
٣١- استخدم (وسائل) خاصة مثل الخط المائل والعناوين الرئيسية والفرعية الموجودة في الكتاب كرسائل مساعدة في الدراسة						

العبارة دائماً معظم بعض قليل من ابداً المصدر

العبارة	دائماً الاوقات	معظم الاحيان	بعض الاوقات	قليل من الاوقات	ابداً
٣٢- اترجم ما أدرسه بلغتي الخاصة					
٣٣- احاول ان احلل صعوباتي الدراسية وأن أجد نقاط الضعف					
٣٤- من السهل ان أجيب على أسئلة الامتحان التي تتطلب مقارنة مفاهيم مختلفة					
٣٥- أدرس الحد الأدني بالنسبة للمقررات الدراسية					
٣٦- أعمل رسومات واسكتشات لتساعدني في فهم ما أدرسه					
٣٧- أضع جانبا اوراق الاختبارات المعاده (المصححة) والتقارير بلا محاولة تصحيح الخطأ					
٣٨- حين أدرس موضوعا احاول ان أربط الاشياء بصورة منطقية					
٣٩- حين أجد صعوبة في التذكر ، أبذل جهدي في تذكر شئ قريب منة أو له علاقة به					
٤٠- لا أفهم بعض مواد المقررات لأني لا أستمع جيداً					
٤١- استخدم عنوان الفصل كدليل لمعرفة النقاط الهامة في قراءتي					
٤٢- الفشل لو لم أكن في الجامعة					
٤٣- أراجع ملاحظاتي قبل موعد الدرس القادم					
٤٤- أفقد اهتمامي بالدراسة بعد أيام قلائل من بدء الفصل الدراسي					
٤٥- أشعر بعدم وضوح ما يجب ان يكون عليه اهدافي التعليمية					
٤٦- حين أجيب في الامتحان أو اكتب مقالة أو .... الخ أجد أني افقد درجات بسبب سوء فهم السؤال وعدم معرفتي بما يتطلبه مني					
٤٧- في رأيي ، أن ما يدرس في مقرراتي لا يستحق التعليم					
٤٨- أشعر أن مهاراتي في الاستذكار من الممكن تطويرها					
٤٩- لا أهتم بأن انهي دراستي الجامعية أم لا ما دام يمكن أن أجد زوجاً مناسباً .					

الرجاء علق بحرية على أي من العبارات السابقة

(٤)

Appendix 7 Battery for Personality

Questionnaire

1	Are you happiest when you get involved in some project that calls for rapid action?	Yes	?	No
2	Are you inclined to be over-conscientious?	Yes	?	No
3	Do you become restless when working at something in which there is little action?	Yes	?	No
4	Do you think you are able to do things as well as most other people?	Yes	?	No
5	Do you blush more often than most people?	Yes	?	No
6	Do you feel that you have little to be proud of?	Yes	?	No
7	Are you normally on time for appointments?	Yes	?	No
8	When climbing stairs do you usually take them two at a time?	Yes	?	No
9	Do you live by the maxim that a job worth doing is worth doing well?	Yes	?	No
10	Would you say that you seldom ever lose sleep over your worries?	Yes	?	No
11	Are you often actually aware of the ticking of clocks?	Yes	?	No
12	Do you often think of yourself as a failure?	Yes	?	No
13	When you are driving in a car, do you get very frustrated by slow-moving traffic?	Yes	?	No
14	Can you always be fully relied upon?	Yes	?	No
15	Are you inclined to be slow and deliberate in your actions?	Yes	?	No
16	Are you usually calm and not easily upset?	Yes	?	No
17	Do you suffer from Inferiority feelings?	Yes	?	No
18	Do you sometimes feel that you have so many difficulties that you cannot possibly overcome them?	Yes	?	No

19	Are you inclined to live each day as it comes along?	Yes	?	No
20	Do you usually finish your meals faster than other people even though there is no reason to hurry?	Yes	?	No
21	Do you often leave things to the last minute?	Yes	?	No
22	In general are you pretty sure of yourself?	Yes	?	No
23	Is life often a strain for you?	Yes	?	No
24	Do you often wish that you were someone else?	Yes	?	No
25	Do other people regard you as a very lively person?	Yes	?	No
26	Do you have a tendency to let things slide' occasionally?	Yes	?	No
27	Are you always 'on the go' when not actually sleeping?	Yes	?	No
28	As a child were you afraid of the dark?	Yes	?	No
29	Would you be troubled by feelings of inadequacy if you had to make a speech?	Yes	?	No
30	Do you often feel restless as though you want something but do not really know what?	Yes	?	No
31	Do you have difficulty applying yourself to work that requires sustained concentration?	Yes	?	No
32	Do you like organizing and initiating leisure-time activities?	Yes	?	No
33	Does it often take you a long time to get started on something?	Yes	?	No
34	Are there a lot of things about yourself that you would change if you could?	Yes	?	No
35	Are you inclined to tremble and perspire if you are faced with a difficult task ahead?	Yes	?	No
36	Do you think that you are quite popular with people in general?	Yes	?	No

37	Do you often forget little things that you are supposed to do?	Yes	?	No
38	When you are walking with other people do they often have difficulty keeping up with you?	Yes	?	No
39	Are you ordinarily a carefree person?	Yes	?	No
40	Are you often afraid of things and people that you know would not really hurt you?	Yes	?	No
41	Do you have a great deal of confidence in your decisions?	Yes	?	No
42	Are you less prone to anxiety than most of your friends?	Yes	?	No
43	At work or at play, do other people find it hard to keep up with the pace you set?	Yes	?	No
44	Would you enjoy writing a critical discussion of a book or article?	Yes	?	No
45	Are you inclined to rush from one activity to other without pausing for rest?	Yes	?	No
46	Would you say that you have a high opinion of yourself?	Yes	?	No
47	Do you often worry unreasonably over things that do not really matter?	Yes	?	No
48	Do you often feel ashamed of things that you have done?	Yes	?	No
49	Would you say that generally you have a serious and responsible attitude toward the world?	Yes	?	No
50	Do you often find yourself hurrying to get places even when there is plenty of time?	Yes	?	No
51	Are you considered an easy-going person?	Yes	?	No
52	Are you anxious about something or somebody most of the time?	Yes	?	No

53	Do you feel embarrassed when looking at photographs of yourself and complain that they seldom do you justice?	Yes	?	No
54	If you have made an awkward social error can you forget it quite easily?	Yes	?	No
55	Are you frequently lacking in energy and motivation to do things?	Yes	?	No
56	If you say you will do something do you always keep your promise no matter how inconvenient it might turn out to be?	Yes	?	No
57	Do you like to lie in bed late in the weekends?	Yes	?	No
58	Are there some members of your family who make you feel you are not good enough?	Yes	?	No
59	Can you relax quite easily when sitting or lying down?	Yes	?	No
60	Do you get very upset if someone criticizes you?	Yes	?	No
61	Do you sometimes have a tendency to be 'slap dash' in your work?	Yes	?	No
62	Do you prefer holidays that are quiet and restful without a great deal of rushing about?	Yes	?	No
63	Do you usually answer a personal letter immediately after you have received it?	Yes	?	No
64	Are you easily startled by someone appearing unexpectedly?	Yes	?	No
65	Do people regard you as useful to have around?	Yes	?	No
66	Do you find it difficult to sit still without fidgeting?	Yes	?	No
67	Do you generally move about at a leisurely pace?	Yes	?	No
68	Are you generally unconcerned about the future?	Yes	?	No
69	When you wake up in the morning are you usually ready to 'get cracking'?	Yes	?	No

70	Are you often inclined to question your worth as a person?	Yes	?	No
71	Do you worry a great deal over money matters?	Yes	?	No
72	When people say nice things about you, do you find it difficult to believe they are really sincere?	Yes	?	No
73	Can you honestly say that you honour your commitments more than most people?	Yes	?	No
74	Are you usually full of pep and vigour?	Yes	?	No
75	Do you set an alarm clock if you have to be up at a particular time in the morning?	Yes	?	No
76	Can you drop off to sleep quite easily at night?	Yes	?	No
77	Do you sometimes withhold your opinions for fear that people will laugh and criticize you?	Yes	?	No
78	Are you easily embarrassed in a social situation?	Yes	?	No
79	Do you always follow the rule 'business before pleasure'?	Yes	?	No
80	Do you want to have a lot of things to do all the time?	Yes	?	No
81	Are you shy and self-conscious in social situations?	Yes	?	No
82	Are you easily 'rattled' if things didn't go according to plan?	Yes	?	No
83	Do you have a tendency to feel below the people you meet even though, objectively speaking, you are not outranked?	Yes	?	No
84	Do other people seem to get more done in a day than you?	Yes	?	No
85	Did you occasionally play truant in your school days?	Yes	?	No
86	Most days, are there times when you enjoy just sitting and doing nothing?	Yes	?	No

87	Do you often wake up sweating after having a bad dream?	Yes	?	No
88	Do you usually feel that you can accomplish the things you want to?	Yes	?	No
89	Does your voice get shaky if you are talking to someone you particularly want to impress?	Yes	?	No
90	Would you rather watch sports than play them?	Yes	?	No
91	Do you go out of your way to find a rubbish bin rather than throw a wrapper on the street?	Yes	?	No
92	Do you often pray for forgiveness?	Yes	?	No
93	Would you stay calm and collected in the face of an emergency?	Yes	?	No
94	Are you often reticent with other people because you think they will not like you?	Yes	?	No
95	Do you frequently take a nap in the middle of the day?	Yes	?	No
96	Do you get agitated if you have to wait for someone?	Yes	?	No
97	Have you occasionally 'played thick' to avoid an unpleasant responsibility?	Yes	?	No
98	Do you sometimes get into a state of tension and turmoil when thinking over your difficulties?	Yes	?	No
99	Do you find it difficult to do things in a way that wins the attention and approval of others?	Yes	?	No
100	Do you worry too long over humiliating experiences?	Yes	?	No
101	If you think you may have to wait a few minutes for a lift are you inclined to take the stairs instead?	Yes	?	No
102	Do you think it is pointless to make provision for your old age?	Yes	?	No
103	Normally, do you tend to do things at a rapid rate?	Yes	?	No

104	Do you often catch yourself pretending to be a better person than you really are?	Yes	?	No
105	Would you describe yourself as self-conscious?	Yes	?	No
106	Do you sometimes feel that you can never do anything right?	Yes	?	No
107	If you find something valuable in the street, would you pass it in to the police?	Yes	?	No
108	Do you often feel bubbling over with excess energy?	Yes	?	No
109	Would you describe yourself as 'happy go lucky'?	Yes	?	No
110	Do you worry unnecessarily over things that might happen?	Yes	?	No
111	Are you inclined to get yourself all worked up over nothing?	Yes	?	No
112	Have you at least a normal amount of self-respect?	Yes	?	No
113	Have you ever felt you needed to take tranquilizers?	Yes	?	No
114	Do you think your personality is attractive to the opposite sex?	Yes	?	No
115	Are you a nervous person?	Yes	?	No
116	Are you generally very enthusiastic about starting a new project or undertaking?	Yes	?	No
117	Do you often feel tired and listless?	Yes	?	No

Appendix 8 Battery for Personality in Arabic

هذه بعض الأسئلة التي تتعلق بالنواحي الشخصية والاجتماعية والتربوية . أقرأ كل سؤال وحدد اجابتك عليه بالايجاب أو بالنفي . فاذا كانت اجابتك بالايجاب أكتب كلمة (نعم) أوضع علامة (/) أمام رقم السؤال في ورقة الاجابة . واذا كانت اجابتك بالنفي ، فاكتب كلمة (لا) أوضع علامة (X) أمام رقم السؤال في ورقة الاجابة . وإذا لم تستطع ان تحدد اجابتك على السؤال بالايجاب أو بالنفي ضع علامة الاستفهام (؟) أمام رقم السؤال .

ليست هناك اجابات صحيحة أو نموذجية ، وإنما هي وجهات نظر شخصية قد تنطبق عليك أو لا تنطبق . أملأ البيانات الأولية في ورقة الاجابة ، وأجب عن كل سؤال بأول اجابة ترد الى ذهنك عند قراءة السؤال . ولا تكتب شيئا في ورقة الأسئلة .

١- هل تكون أكثر سعادة عندما تنغمس في المشروعات التي تتطلب العمل السريع ؟

٢- هل تشعر بعدم الارتياح عندما تعمل في شيء أو تمارس نشاطاً فيه القليل من الحركة والاثارة ؟

٣- هل تعتقد انه بامكانك ان تعمل الاشياء وعلى نفس مستوى الجودة والإتقان مثل معظم الآخرين ؟

٤- هل يحمر وجهك أكثر من معظم الناس ؟

٥- هل تشعر بأن لديك القليل لتفخر به ؟

٦- هل تحافظ على مواعيدك وتلتزم بها عادة ؟

٧- عند صعودك للدرج ، هل تأخذ كل درجتين مرة واحدة في العادة ؟

٨- هل تعيش بالمثل القائل : إذا أديت عملاً يستحق الأداء فعليك أن تؤديه باتقان .

٩- هل تعتقد انه من النادر بالنسبة لك ان يضيع منك اليوم بسبب القلق ؟

١٠- هل تشعر بدقات الساعة (تكات) ؟

١١- هل تظن أنك شخص قلق؟

١٢- حين تقرد السيارة هل تشعر بالاحباط الشديد نتيجة لبطء حركة المرور ؟

١٣- هل أنت شخص يمكن الاعتماد عليه دائماً بشكل دائم ؟

١٤- هل تميل إلى أن تكون بطيئاً ومترويا ؟

١٥- هل أنت هادي، ومن الصعب استثارتك ؟

١٦- هل تعاني من مشاعر النقص ؟

١٧- هل تشعر في بعض الاحيان انك تواجه صعوبات كثيرة بحيث لا تستطيع أن تتغلب عليها ؟

(١)

١٨- هل تميل إلى ان تعيش كل يوم كما يأتي ؟

١٩- هل غالباً ما تنتهي من تناول طعامك اسرع من الآخرين على الرغم من أنه ليس من سبب يدعو للسرعة ؟

٢٠- هل تترك عمل الأشياء حتى اللحظة الأخيرة غالباً ؟

٢١- بصفة عامة هل أنت شخص واثق من نفسك ؟

٢٢- هل الحياة في كثير من الأحيان عبء لا يحتمل بالنسبة لك ؟

٢٣- هل تتمني لو كنت شخصاً آخر في بعض الأحيان ؟

٢٤- هل يعتبرك الآخرون شخصاً نشيطاً مفعم بالحيوية ؟

٢٥- هل لديك ميلاً في بعض المناسبات لترك الأمور تحدث بدون ضوابط أي بترك الحبل على القارب ؟

٢٦- هل تكون دائماً منشغلاً عندما لا تكون نائماً بالفعل ؟

٢٧- حين كنت طفلاً هل كنت تخشى الظلام ؟

٢٨- هل يضايقك الشعور بالنقص وعدم الكفاءة اذا كان عليك أن تلقي حديثاً ؟

٢٩- هل تشعر غالباً بالقلق وعدم الراحة ، كما لو كنت تريد شيئاً ولكنك لا تعرف ما هو ؟

٣٠- هل تجد صعوبة في أن تقوم بعمل يتطلب تركيزاً لفترة طويلة ؟

٣١- هل تحب ان تنظم وتخطط أوقات النشاط بان تبادر بممارستها ؟

٣٢- هل تستغرق وقتاً طويلاً للاستعداد والبدء في أداء عملها ؟

٣٣- هل هناك أشياء كثيرة على نفسك تتمنى لو استطعت تغييرها ؟

٣٤- هل ترتعش وتتصبب عرقاً اذا واجهت عملاً صعباً ؟

٣٥- هل تعتقد انك محبوب ذو شعبية ، بين الناس بصفة عامة ؟

٣٦- هل يحدث غالباً ان تنسى الأشياء الصغيرة التي كان من المفروض أن تقوم بها ؟

٣٧- عندما تسير مع افراد هل غالباً ما يجدون صعوبة في التواصل معك ؟

٣٨- هل انت عادة شخص مرتاح البال ومطمئن القلب ؟

٣٩- هل تخاف كثيراً من أشياء أو اشخاص تعرف تماماً أنها لا تضرك في الواقع ؟

٤٠- هل لديك ثقة كبيرة في قدراتك ؟

٤١- هل أنت أقل تعرضاً للقلق من أصدقائك ؟

٤٢- أثناء العمل أو أثناء اللعب ، هل يجد الافراد الآخرون صعوبة في مجاراتك (حسب معدل السرعة الذي حددته لنفسك) ؟

(٢)

٤٣- هل تستمتع بكتابة مناقشة ناقدة لكتاب أو مقالة ؟

٤٤- هل تميل إلى ان تنتقل من نشاط ما الى آخر دون التوقف لأخذ قسط من الراحة؟

٤٥- هل يمكن القول بان لديك تقديراً عالياً لنفسك ؟

٤٦- هل تقلق قلقاً غير معقول على أشياء غير ذات أهمية في الواقع ؟

٤٧- هل تشعر في حالات كثيرة بالخجل من أشياء فعلتها ؟

٤٨- هل تعتقد ان لديك اتجاهات جادة ومسئولة نحو العالم ؟

٤٩- هل تجد نفسك متعجلاً (مستعجل) للوصول للأماكن التي تقصدها حتى عندما يكون لديك متسع من الوقت ؟

٥٠- هل يمكن اعتبارك شخص بسيط ومتساهل أو سلس ؟

٥١- هل أنت قلق معظم الوقت على' خص أو شيء ما ؟

٥٢- هل تشعر بالاحراج من صورة فوتوغرافية لك اذا كانت لا تصورك كما ينبغي ؟

٥٣- اذا أتيت فعلاً غير لائق من الناحية الاجتماعية فهل تنسى ذلك بسهولة ؟

٥٤- هل يحدث كثيراً ان تجد نفسك تفتقد الى النشاط والدافعية لعمل الأشياء ؟

٥٥- عندما تعد بأنك ستفعل شيئاً ما ، فهل دائما ، تلتزم بوعدك ، بدلا من عدم الاقتناع بهذا الشئ ؟

٥٦- هل تميل الي أن تدخل سريرك متأخراً في عطلة نهاية الاسبوع؟

٥٧- هل يشعرك بعض أفراد أسرتك بأنك لست طيبا بالقدر الكافي ؟

٥٨- هل يسهل عليك ان تشعر بالاسترخاء حينما تجلس أو تستلقي ؟

٥٩- هل تنزعج كثيرا اذا انتقدك شخص ما ؟

٦٠- هل لديك ميل في بعض الاحيان لأن تكون متهاونا وغير مكترث ؟

٦١- هل تفضل الاجازات الهادئة والمسترخية والتي بدون قدر كبير من الازدحام والصخب ؟

٦٢- هل ترد عادة علي الرسائل الشخصية مباشرة عقب إستلامك لها ؟

٦٣- هل تفزع اذا ظهر امامك شخص فجأة وبغير توقع ؟

٦٤- هل ينظر الناس اليك علي إنك نافع ومفيد حين تكون قريبا منهم ؟

٦٥- هل تجد من الصعوبة ان تجلس ساكتا أو هادئا دون تململ ؟

٦٦- هل تميل بصفة عامة الي ان تمشي الهوينا وبدون عجلة (علي مهل وبدون عجلة) ؟

٦٧- هل أنت غير مبال أو لاتهتم بالمستقبل بصفة عامة ؟

٦٨- عندما تستيقظ في الصباح هل تكون في الغالب مستعدا للإنطلاق للنشاط والحركة ؟

(٣)

٦٩- هل من المهم بالنسبة لك أن تكون محبوبا من عدد كبير من الناس ؟

٧٠- هل تقلق بدرجة كبيرة بالنسبة للمسائل المالية ؟

٧١- حينما يقول الناس عنك أشياء حسنة فهل تجد صعوبة في تصديقهم فيما يقولون ؟

٧٢- هل تعتقد بأمانة أنك تفي بتعهداتك والتزاماتك اكثر من معظم الناس الآخرين ؟

٧٣- هل انت تتسم/ملئ بالحيوية والنشاط عادة ؟

٧٤- هل تضبط المنبة إذا كان عليك ان تستيقظ في موعد معين في الصباح ؟

٧٥- هل تستطيع النوم بسهولة أول الليل ؟

٧٦- هل تحجم عن ابداء رأيك أحسانا ، خوفا من سخرية الناس وانتقادهم لك ؟

٧٧- هل تتعرض للحرج بسهولة في المواقف الاجتماعية ؟

٧٨- هل تتبع دائماً قاعدة في العمل قبل المتعة ؟

٧٩- هل تحب ان يكون لديك اشياء كثيرة للقيام بها طوال الوقت ؟

٨٠- هل أنت خجول وحساس في المواقف الاجتماعية ؟

٨١- هل يسهل ان تنزعج اذا لم تسر الأمور حسب ما خطط لها ؟

٨٢- هل لديك ميل الى الشعور بأنك أقل من الآخرين الذين تلتقي بهم حتى ولو كنت غير ذلك من الناحية الواقعية ؟

٨٣- هل ينجز الآخرون في يومهم أكثر منك ؟

٨٤- هل تستمتع بممارسة الالعاب المنفردة كلعب الورق أو حل الالغاز والكلمات المتقاطعة ؟

٨٥- هل أغلب الأيام ، هل هناك أوقات تستمتع فيها بمجرد الجلوس دون عمل أي شيء ؟

٨٦- هل تستيقظ في حالات كثيرة تتصبب عرقاً اذا حلمت حلماً مزعجاً ؟

٨٧- هل تشعر عادة بأنك تستطيع أن تحقق الأشياء التي تريدها ؟

٨٨- هل يهتز صوتك اذا تحدثت الى شخص تريد أن تؤثر فيه ؟

٨٩- هل تشاهد المباريات الرياضية اكثر مما تشارك فيها باللعب ؟

٩٠- هل يمكن لك ان تتوقف عن السير في طريقك لتبحث عن سلة مهملات بدلاً من تلقي المهملات في الطريق ؟

٩١- هل تصلي كثيراً طلباً للمغفرة ؟

٩٢- هل تبقى هادئاً ومتماسكاً في مواجهة الظروف الطارئة ؟

٩٣- هل تتحفظ كثيراً في معاملتك لبعض الناس ، لأنك تعتقد أنهم لا يميلون اليك ؟

٩٤- هل تفضل أن تأخذ فترات راحة أثناء ساعات العمل ؟

(٤)

٩٥- هل تغضب وتشعر بالهياج اذا ما كان عليك أن تنتظر أحد ؟

٩٦- هل تتجنب الالعاب المثيرة مثل ركوب القطار (الذي يعلو ويهبط مقلوباً) والعربات الحديدة عندما تكون في مدينة الملاهي ؟

٩٧- هل تتوتر توتراً شديداً عندما تفكر في مشكلاتك ؟

٩٨- هل تجد من الصعب عليك أن تعمل الاشياء بالطريقة التي تثير انتباه وموافقة الآخرين ؟

٩٩- هل تقلق لفترة طويلة من جراء الخبرات التي تثير الاحساس بالمهانة ؟

١٠٠- اذا كان عليك ان تنتظر المصعد لعدة دقائق فهل تميل الى أن تستخدم الدرج في الصعود بدلاً من انتظار المصعد ؟

١٠١- هل تظهر انه ليس من المهم ان تدخر لشيخوختك ؟

١٠٢- هل تميل عادة ان تنجز الأشياء بسرعة ؟

١٠٣- هل تضبط نفسك في حالات كثيرة متظاهراً بأنك شخص أفضل مما أنت عليه في الواقع ؟

١٠٤- هل تعتقد انك شخص حساس وسريع التأثر ؟

١٠٥- هل أنت شخص عصبي ؟

١٠٦- اذا ما وجدت شيئاً ثمنياً في الشارع هل تسلمه الى رجال الشرطة ؟

١٠٧- هل تشعر في كثير من الاحيان بأنك متحمس بشدة وتمتلك طاقة زائدة ؟

١٠٨- هل تعتبر نفسك شخص خالي البال ، لا مبال ولا تقيم للدنيا وزنا ؟

١٠٩- هل تقلق بصورة غير ضرورية بشأن الأمور التي قد تحدث لك ؟

١١٠- هل تشك كثيراً في قدراتك ومهاراتك الجسمية ؟

١١١- هل تميل الى ان تجهد نفسك بصورة كبيرة في أشياء لا تستحق ذلك ؟

١١٢- هل لديك - على الأقل - قدر مناسب من احترام الذات ؟

١١٣- هل شعرت قط انك في حاجة الى تناول بعض العقاقير المهدئة ؟

١١٤-هل تعتقد انك شخص جذاب لافراد الجنس الآخر ؟

١١٥- هل تكون شغوفاً ومتحمساً - بصفة عامة - في مشروع أو مهمة جديدة ؟

١١٦- هل تشعر في معظم الأحيان انك متعب وفاتر الهمة ؟

APPENDIX 9 Need of Achievement Inventory

Here are some questions. Read each question carefully. Choose the answer that expresses your own opinion and put a circle around Yes or No.

1. Do you think that being calm and relaxed is important to enable you to make progress in work? Yes No

2. Are you satisfied when you find yourself less efficient than your colleagues at work? Yes No

3. Do you feel bored if you are asked to achieve some modifications in the organisation you are working or studying in? Yes No

4. Do you make a great effort to develop friendships with people who are important to you in your work? Yes No

5. Do you feel anxious and irritable if you find yourself wasting time doing nothing? Yes No

6. Do you often made a great effort to be efficient in your sphere of work (school, organisation, occupation)? Yes No

7. Do you prefer working with an inefficient colleague, rather than a difficult, but efficient colleague? Yes No

8. Do you tend to plan for your occupational future? Yes No

9. Are success and progress in life important to you? Yes No

10. Do you think that you are an ambitious person? Yes No

11. Do you have more of a desire to read about successful people than to work to be a successful person? Yes No

12. Would you describe yourself as lazy? Yes No

13. Do you find that days pass without you achieving anything? Yes No

14. Do you tend to accept life as it is without any planning? Yes No

Appendix 10 Answer Sheet for Battery for Personality

مقياس ايزنك للشخصية
(ورقة إجابة)

ت ذ	ق	ن	ت م
٣ ( )	٤ ( )	١ ( )	٦ ( )
٥ ( )	٩ ( )	٢ ( )	٨ ( )
١٦ ( )	١٥ ( )	٧ ( )	١٣ ( )
٢٨ ( )	١٧ ( )	١٤ ( )	١٨ ( )
٣٣ ( )	٢٣ ( )	١٩ ( )	٢٥ ( )
٣٥ ( )	٢٧ ( )	٢٤ ( )	٣٠ ( )
٤٧ ( )	٢٩ ( )	٢٦ ( )	٣٢ ( )
٥٢ ( )	٣٤ ( )	٣١ ( )	٣٦ ( )
٥٧ ( )	٣٩ ( )	٣٧ ( )	٣٨ ( )
٥٩ ( )	٤١ ( )	٤٢ ( )	٤٠ ( )
٦٤ ( )	٥١ ( )	٤٤ ( )	٤٣ ( )
٧١ ( )	٥٣ ( )	٤٩ ( )	٤٥ ( )
٧٦ ( )	٥٨ ( )	٥٤ ( )	٤٦ - ( )
٨٠ ( )	٦٣ ( )	٥٦ ( )	٤٨ ( )
٨٢ ( )	٦٥ ( )	٦١ ( )	٥٠ ( )
٩٣ ( )	٧٠ ( )	٦٦ ( )	٥٥ ( )
٩٨ ( )	٧٥ ( )	٦٨ ( )	٦٠ ( )
١٠٣ ( )	٧٧ ( )	٧٣ ( )	٦٢ ( )
١١٠ ( )	٨١ ( )	٧٩ ( )	٦٧ ( )
١١٢ ( )	٨٦ ( )	٨٣ ( )	٦٩ ( )
١١٤ ( )	٨٨ ( )	٨٤ ( )	٧٢ ( )
نعم	٩١ ( )	٨٥ ( )	٧٤ ( )
لا	٩٢ ( )	٨٩ ( )	٧٨ ( )
؟	٩٤ ( )	٩٥ ( )	٩٠ ( )
	٩٧ ( )	٩٦ ( )	١٠١ ( )
	٩٩ ( )	١٠٠ ( )	١٠٦ ( )
	١٠٤ ( )	١٠٢ ( )	١٠٨ ( )
	١٠٥ ( )	١٠٧ ( )	نعم
	١٠٩ ( )	١١٥ ( )	لا
	١١١ ( )	١١٦ ( )	؟
	١١٣ ( )	نعم	
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APPENDIX 11 TOPICS OF INVESTIGATION

1. Learning skills
2. Psychological variables
3. Type of learning
4. Counselling and guidance
5. Type of teaching
6. Methods of teaching allowing for more efficient learning
7. Methods of teaching allowing students to use their own learning style
8. Evaluation
9. Factors affecting teaching
10. Factors affecting learning
11. How to help poor students and strategies to reduce low GPA

1 Learning skills:

Science faculty staff opinion:

- It seems that students are happy with their level and like to make the smallest efforts only
- They know what they are missing.

Education faculty staff opinion:

- It seems that students are not aware of the skills they are lacking. ·
- Only a few students seek help in the office hours. ·
- Not available but I teach them during my lecture.

Islamic faculty staff opinion:

- They don't have study skills and they don't seem to be willing to learn or to acquire them because they want to "pass" the exam.
- Not available, especially concentration - "we seldom found students who have good learning skills".
- "We cannot start teaching these skills to students who are already over 18 years old".
- There is a clear decline in the level of learning skills.
- The student who lacks learning skills is the one to be blamed.
- Good students seem to have the ability to use their learning skills.
- Weak students do not have the learning skills so it is not fair to compare them with good ones. It is as if you are pushing heart failure patients to wrestle.

Humanities faculty staff opinion:

- This a clear problem. I wonder how they have succeeded up to university level without learning skills.

- Learning skills do not exist. Students need to be taught these skills during counselling courses.
- We can see this mainly with first year students.

Administration faculty staff opinion:

- Students need to have compulsory courses in learning skills.
- Students usually ask for help with learning skills after taking tests.
- They don't have the skills for studying. In general the skills almost do not exist and this cannot be fixed immediately. In education students should acquire learning skills and be able to use them and teach them.
- There is a severe shortage in learning skills. I think there should be a special course to treat this.

2 Psychological Variables

Science faculty staff opinion:

- They don't have strong motivation to study but only to be at university.

Education faculty staff opinion: ·

- We need to motivate students more. ·
- Low motivation is remarkable. ·
- Aims are not achieved yet.
- Low motivation which is clearly apparent in students' behaviour.

Islamic faculty staff opinion: ·

- Absence of real desire to study.
- High expectation from the students regarding receiving marks. "They usually expect full marks when they write one or two lines only". ·
- Students are creative when they have the opportunity. ·
- Motivation is weak.
- Lack of motivation and desire to learn.
- Irresponsibility which declares itself in the following evidence:
    a) female students do not carry their books or bags but the maid does it for them.
    b) they get angry when the lecture room is a bit far from the main building.
    c) lack of knowledge of what is happening around them i.e. in the newspaper. ·
- Motivation is a matter of question. ·
- There is a need for respect by society.
- Good students are stable, satisfied and lacking in tensions.

Humanities faculty staff opinion:

- Girls are more motivated than boys because of jealousy.

Administration faculty staff opinion:

- Girls seem to be less interested in studying
- Shyness and social raising might be behind the avoidance of discussion in class
- Level of ambition is low.
- Need of achievement is not a feature of university students.
- They lack enthusiasm.
- They are not very interested.
- They feel depressed.
- They need motivation.

3 Type of Learning

Science faculty staff opinion:

- Depends on memorising only.
- Models of exams are put in the library for students to train on.
- The ability to come to conclusions is very low.
- The ability to think of something that is not written down is low.
- I feel that students do not have the ability to put information together when they come to university.
- Memorisation.
- Abstract thinking does not exist but could be developed.
- The ability to analyse and compare does not exist.
- When I asked them to mention two features they mentioned ten features, trying to impress the lecturer with what they knew.
- They do not have the ability to write reports on research papers.

Education faculty staff opinion:

- Memorising only.

Islamic faculty staff opinion:

- Learning operation is passive.
- The role of the learner is negative.
- They like ready-made information like a sandwich.
- Around 50% of the students are able to analyse and construct.

Humanities faculty staff opinion:

- The analytical part in learning is very weak.
- Finding relationships between things does not exist.
- Only 5% of students can analyse.

Administrative faculty staff opinion:

- Memorizing for tests only and forgetting all information directly after the test.
- Inability to analyse, only able to recall.
- They lack the ability to work together in team work.

4. Counselling and Guidance

Science faculty staff opinion:

- We do not have counselling in the first year since the courses are compulsory. In the second year, we have counselling groups, but not for individual students.

Education faculty staff opinion:

- In spite of great efforts presented by Qatar University, counselling is not following students for various reasons.
- Some courses close when they reach certain numbers.
- The system is not helpful.

Islamic faculty staff opinion:

- Relations between teacher and students may help students better than counselling.
- Sometimes a mistake by the counsellor leads to the suspension of students.
- The situation is complex. Maybe both the student and the counsellor share the responsibilities.
- Students need to learn from the lecturer through friendly relationships.
- I follow some of the students who are not from my college.

Humanities faculty staff opinion:

- In social science we follow students through the whole year, not only at registration time.
- It has no role except to put a signature on the card.
- Most of the counsellors are non Qatari Arabs and are not familiar with the university system. When they start to know the courses, most of them return home.

- Some of the faculty staff are not doing their job in couselling.

Administration faculty staff opinion:

- We are not qualified at counselling.
- We need to be trained.
- We also need to study the skills of teaching.

5. Type of Teaching.

Science faculty staff opinion:

- Types of teaching mainly depend on books and lectures.
- I try not to depend on books and use discussion and cancel exams.
- I use open book exam.
- Students do not welcome new methods of teaching.
- In my courses, students should understand, analyse and apply the information.
- With the existence of huge numbers, we cannot vary teaching methods according to students' learning style because of the large numbers.
- Strong level of students encourages lecturers to search and prepare more.
- Type of teaching is affected by the shortening of course hours and the increased number of students. This reduced interaction between students and teachers.
- We spend hours in preparation of lectures because there are no good Arabic books.
- Two thirds of the lecture is theoretical and one third application. This kind of interaction is necessary.
- Their weakness in English language affects the teaching style since all Arabic books are very old.

Education Faculty staff opinion:

- In education we use the traditional way of teaching and preparation since this is what the Ministry requires. Also this is the way in which the student/teacher will be evaluated by inspectors.
- Lectures mainly, as in all Arab universities. Discussion sometimes.

- I use all methods of teaching - lectures, discussions, workshops and small sessions.
- Mainly lectures and discussions.
- Groups because of the small numbers of students because of the nature of the computer course.
- In our department, we are still short of practical applications.

Islamic faculty staff opinion:

- Credit hours is a quick method of teaching which is not good (sandwich information).
- Teaching style is traditional by lecturing only since the curriculum is religious.
- Islamic culture leads us not to overdose the information.
- Giving keys only because of the huge amount of information.
- Lectures because of the nature of the courses.
- We have only one type of teaching which is lecture.
- Encourage discussion after the students asked to have more time for this.
- I found that asking questions during the lecture breaks the rigidity and helps concentration.

Humanities faculty staff opinion:

- Traditional teaching because we are not familiar with education theory.
- Lecture is the main teaching style beside discussion with their research paper lecturers only.

Administration faculty staff opinion:

- The courses are more general than specialised because the opportunity for work is narrow and there is not much need for specialisation.

- Conservative universities do not like to change their plans very quickly.
- Lectures mainly and little directive discussion.
- Lectures only.
- Courses are not enough.
- Rote learning because both faulty staff and students are used to this style of learning and teaching.
- I try not to encourage memorising by not writing the definitions.

6 Methods of teaching allowing for more efficient learning.

Science faculty staff opinion:

- It is not possible because of the nature of the courses.

Education faculty staff opinion:

- No it is not available because of the nature of courses.

Islamic faculty staff opinion:

- Islamic point of view of teaching and learning is that the teacher should not consider himself as the only source of knowledge, but he should be humble and try to learn from the student himself according to the Prophet who said "the listener may know better than the one who talks"
- Good human relations will help push the educational operation to a great extent. This is not available unfortunately.
- Lecture is the traditional method but is not what is needed. Active learning cannot be used because of shortage of time (only fourteen weeks for each semester) and too large a quantity of information to be assimilated. The learner becomes passive.
- Our aims towards teaching cannot be completed for the following reasons:
    a. Time factor which is not enough.
    b. financial capabilities
    c. missing/neglected practical side of teaching, even in teaching method - most lecturers come to lectures like recorders.
- Some courses like the 'missionary' depend mainly on the practical side. When I taught this course I changed the whole system. I gave the mark mainly for practice and participation and I cancelled the final exam. The result was great.
- We squeeze the curriculum because the hours are not enough.

- We cannot bring our teaching to the level of the students because of the nature of the course.
- We help them to pass the course only because we cannot teach them the basic skills like grammar, etc.
- The amazing thing is that the same quantity which for ten years was enough for two hours is now too much for three hours.

Humanities faculty staff opinion:

- Because of the small groups, discussion is available.
- Do not exist because we do not study education.
- I tried to make the students more active, not only passive receivers, but I failed.

Administration faculty staff opinion:

- It is not possible because of the nature of courses.

7. Methods of teaching allowing students to use their own learning style.

Science faculty staff opinion:

- In science this cannot be followed because of the nature of the courses.
- I give the theoretical part separately from the experimental part and they will present the report.

Education faculty staff opinion:

- Our methods of teaching vary from discussion to lecture to programme learning.

Islamic Faculty staff opinion:

- Trying to adjust learning according to learner view by using different methods:
  a. encouraging
  b. punishing
  c. trying to be impressive which is very important.

  N.B. this method of teaching is trying to pull the student or adapt him to learn by the teacher method.
- The amazing fact that during the last ten years the quantity that was enough for two hours cannot new be covered even in three hours.

Humanities faculty staff opinion:

- The lecturer is the only one who chooses his method of teaching without paying attention to students, and this is determined by the subject (e.g. grammar). We may give some freedom in sharing discussion.

Administration faculty staff opinion:

- In administration we would like to give practice in companies and some government establishments, but they refuse.
- The students in England, Canada and Qatar are the same, they like the easiest way of learning with lecturer and notebook.

8. Evaluation

Science Faculty staff opinion:

- Labs and final exam reports.
- Two or three exams depending on the numbers of the students.

Education faculty staff opinion:

- Report and research is part of evaluation.
- Qatar University system - two tests and one research.
- Practical and written exam for mid-term and final.
- Qatar University system.

Islamic faculty staff opinion:

- Only by exam. Discussion is not available for the following reasons:
    a. Large numbers - over 50 students.
    b. students wear veils (nikab) so the lecturer does not know who is talking. They all look the same.
- Research also is not considered for the following reason: the educational commercial centres offer ready made research for only QR 200.
- Two exams and one final
- Re-test is available since the aim is to help the student to understand the curriculum.
- Final exam is the basic.
- Research could be at centres, so it is useless.

Humanities faculty staff opinion:

- Regulations of the university limit us with three quarter exams. I wish there were no exams.

- Following the regulations of the university system. We respect this system.

Administration faculty staff opinion:

- Two tests during the course and final ten grade for discussion.
- Two exams and final, following the university regulations.
- Staff usually reduce the numbers of failures to acceptable levels.
- The scale is not fair - 47 to 69 is a D grade.

9. Factors affecting teaching.

Science faculty staff opinion:

- Numbers of hours are too much for the student.
- Most facilities such as labs and computers are available.
- New books are available only in English.
- Modern Arabic books are not available.
- The different levels of the students.
- Students' concerns affect teaching, since they are interested in the grade, not in understanding.
- Both shortage of course hours and increased numbers of students affect the level of teaching.
- Again numbers of students and places is an important factor.
- The basic knowledge is very weak when they come to university, so we have to start again.
- Some courses should be taken in the first year, but they are taken in the last year when students should be specialising.
- Very weak level because of the shortage of hours.
- More grades should be for the lab.
- Comparing the courses given at other Arab universities, the courses are few here.
- Absence of good books.
- The delay of receiving books.
- Absence of specimens which relate to the local environment. Problems with foreign books that are not applicable to the local environment.

Education faculty staff opinion:

- In education, the situation in the Ministry and the way which they evaluate teachers forces us to use the old traditional methods of teaching and preparation of student teachers.
- This is a critical matter. The Ministry of Education prevents male lecturers from visiting schools with their student teachers, so they ask help from female Ministry of Education inspectors to direct and evaluate student teachers. This affects to a great extent the level of teaching.
- Students do not like to use many books because they feel confused.
- The old traditional methods of teaching are the way that the students are used to, and they reject any new methods.
- Inside the university itself there is a conflict between the lecturers over the way the same course is taught by different lecturers. One may use a lecture style method and another may use discussions or group work. One may use only one book, while another may use several books. Students may feel confused between these methods.
- Female students like to stick to books avoiding discussion, compared with male students.
- Students are not qualified. It is known that only 10% are capable of studying at university. At Qatar university there is no strict admission restriction. Anybody can enrol very easily.
- Faculty staff lack the need of achievement and motivation, especially non-Qataris.
- Shortage of hours for each course.
- No privileges for good faculty staff.
- Large numbers.
- Absence of technological facilities.
- Negative students.

- Disruption of lectures.

Islamic faculty staff opinion:

- Level of students does not affect teaching methods, because I am like a merchant who exposes his goods and encourages his students to buy.
- Islamic faculty students are considered the weakest students whose average is not accepted at the other faculties.
- We squeeze the curriculum because the hours are not enough.
- Nature of the course.
- Number of students.
- Length of the semester.
- Size of the curriculum.
- Full academic year is better than terms.
- The shape of the classroom is designed for small groups (U-shape), but because of the large numbers, students sit in rows.
- The hours are not enough because of the quantity of the curriculum.
- The level of the students - I cannot use my favourite teaching style.
- I only give a quarter of what I intend to give.
- We had 600 students last year, only 20 of whom registered by their own will.
- Students cannot write Arabic.
- Good students make us prepare well for the lecture and motivate the teacher during the lecture.
- Anxiety about the output of the college, the deterioration of the level.
- Number of students.
- Administration work exhausts lecturers (e.g. conferences)

Humanities faculty staff opinion:

- Hours are not enough for specialisation because of educational courses.
- No depth to the quality of the courses.
- Numbers of students.
- Sixteen weeks is not enough.
- Faculty staff have to do other jobs apart from teaching.
- Depression faced by the faculty staff due to their position in society.
- Some kind of repetition in courses.
- Some courses need more hours.
- Faculty staff members do not feel at peace with the university.
- Large numbers - in History courses, some groups exceed 100 students.
- New rule in lecturing which indicates no double lectures, but only 45 minutes, so the time is short.
- Absence of university life. Students do not participate in any activities inside university.
- Low motivation of students.
- Specialised hours are not enough.
- The size of the classes and shortage of time.

Administration faculty staff opinion:

- Good salary.
- Time of lectures and disruption.
- If the lecturers supervised Masters or Ph.D. students, it would increase their knowledge.
- Hours are not enough.
- No professorial assistants.

- No good Arabic books.
- Shortage of faculty staff which sometimes causes dropping of important courses (e.g. financial management).
- Facilities for teaching are often poor, e.g. the blackboard is waxed; the OHP does not always work.
- Group size is a major factor.
- The faculty staff members' ability to use clues to stimulate students.

10. Factors affecting learning

Science faculty staff opinion:

- Redundancy in courses which affects the students' learning by exposing different approaches by different lecturers.

Education faculty staff opinion:

- In Education, the redundancy may affect learning because often the same content is taught under different course names, as in the Technology of Education.
- Facilities are not available in government schools as they are already provided in private foreign schools, although financially the government is capable.
- Cancelling female professor assistant posts does not reward 'A' students.
- Some students are pushed towards some sections which they do not like.
- Redundancy in courses.
- Shortage of hours, they are not enough for each course.
- Shortage of courses in the total plan for the faculty.
- Aims should be clear to the student.
- Variation in presenting the information.
- Students should be encouraged to use 'program learning' by computer, as it is available.
- Objectives should be designed to achieve implication level, not only remembering.
- Attendance and absence is a major factor.
- Bad use of office hours.
- Learning by heart which results in being unable to remember after the test and failure when applied to work.

- Educational system before university.
- Difference between objective and what the exams test, and what is really taught.

Islamic faculty staff opinion:

- Too many facilities - they do not feel they have to struggle. Life is too easy.
- Something wrong with learning at secondary and preparatory school. Students cannot write one correct sentence.
- Nobody likes to register in the Islamic Faculty of his or her own free will, but it may be the only option open to him. The reasons for this are:
    1. Society views the religious men as 'funny', without much respect.
    2. It is a poor occupation.
    3. Low salary.
    4. Female students refuse to marry Islamic Faculty graduates.
- Student failure is due to:
    1. Lack of family interest.
    2. luxury lifestyle.
    3. female students pay great attention to their appearance. It is not needed for this degree.
- No jobs are available for women:
    1. At the Ministry of Education, they have to wait for 3 - 4 years.
    2. They cannot work at the courts.
    3. Male students have a smaller salary when they work at court in comparison with other graduates in the same position from faculties such as law.

- Students prefer to be passive, not active because this is how they were taught to learn. Mostly discussion is not welcomed.
- Social situations like having children.
- Receiving books late (this problem happens often).
- Shortage of learning skills.
- The extent to which society appreciates science and learning.
- The value of the learner.
- The luxurious lifestyle.
- When I teach 50 students, around 15 (30%) fail, while when I teach the same course to a group of 14 students, nobody fails.
- It seems that large numbers affect both learning and teaching.
- The role of the family: students feel sorrow and pain because their parents do not know if they pass or fail.

Humanities faculty staff opinion:

- A university degree has become necessary for jobs, which forces everybody to try to finish university, even if they do not have the ability. She may spend six to eight years before graduating.
- Low motivation.
- They feel that faculty staff are not fair. That feeling comes mainly from what they hear from others.
- Their main aim is to graduate. They are not interested in what changes may occur in their behaviour of knowledge.
- They are not using the library because of a Qatar University rule that every course should have a certain book.

Administration faculty staff opinion:

- The organisation of the lectures often means that students spend all day at the university.
- Knowing that they all have the same chance to work whether they are A or D students.
- Better facilities for men including the library.
- Jobs are available for everybody.
- Female students do not have the opportunity to practice their studies because they are not acceptable socially.

11. How to help poor students and strategies to reduce low GPA.

Science faculty staff opinion:

- Change the type of questions so that they do not depend on memorisation.
- Make good use of office hours and professional assistance.
- Weak students should not enrol at the university.
- We cannot help poor students during lectures because we will waste time.
- Using teaching aids.
- Motivate students with the use of things they appreciate.

Education faculty staff opinion:

- There should be professor assistance to help the faculty staff to raise the level of the students.
- Students should share in discussion making or suggesting solutions.
- Better organisation for the schedule of the courses in a way that students can take courses in sequence.
- Every student should take courses according to their abilities.

Islamic faculty staff opinion:

- Family orientation
- Encourage good students
- Punish weak students
- The teacher should be sincere and humble at work.
- The students should be prepared.
- Books should not be considered to be the only source.
- Divide into smaller groups, not more than 20.
- Deep relations between teacher and student.

- Try to increase motivation by rewards.

Humanities faculty staff opinion:

- Individualisation of learning - students should acquire the skills to study alone.
- Omit books for the courses. Ask students to find information from the library.
- Make the groups smaller.
- Reward students.
- Offer better jobs for A/B students.
- We cannot help poor students because they do not have motivation.

Administration faculty staff opinion:

- Translate good books into Arabic.