

## **EFFICIENCY OF THE TRANSITIONAL PROGRAM AT KING SAUD UNIVERSITY:**

**A Comparative Study of Educational Achievement Among  
Female Students of the Transitional Program and University  
Female Students Majoring in Kindergarten, Special Education, and Psychology**

**Nawal H. ALJAAD Ph. D  
Kingdom of Saudi Arabia  
King Saud University  
College of Education  
SAUDI ARABIA**

### **ABSRTACT**

The aim of this study was to identify the efficiency of the transitional programs at the College of Applied Studies and Community Service at King Saud University. Data collection relied on the educational achievement rates of the female students enrolled in the College of Applied Studies and also the regular students at the College of Education, King Saud University, majoring in kindergarten, special education, and psychology. The study was conducted on the whole population of the fifth level of the college of education in the majors above.

#### **Finding of the study;**

- Female students at the College of Education have higher grades than the female students at the College of Applied Studies majoring in kindergarten by observing the cumulative rate of 3.5 to 3.99.
- Female students at the College of Education have higher grades than the female students at the College of Applied Studies majoring in psychology by observing the cumulative rates of 3.5 to 3.99.
- (3)Female students at the College of Education have higher grades than the female students at the College of Applied Studies majoring in Special education by observing the cumulative rate of 3.5 to 3.99.

**Keywords:** Educational achievement, transitional program, distance education, education.

### **INTRODUCTION**

Education in the Arab world suffers many problems including the decline in enrolment rates, the disparity between the enrolment rate of girls and boys, the high dropout rates and low spending on education, poor educational services, and the absence of education in terms of quality.

There is also the lack of planning for an educational strategy, which is not based on accurate information and the failure of educational content to meet market needs, as there is no focus on the life skills required. In addition, the focus is on quantity rather than quality. Therefore, the educational system, in its current form, increases dropout rates (Mish'alan, 2006, p. 1).

Quality education is essentially based on the stimulation of students' mental capacity, improving their life skills, promoting their participation and making good use of technological development. Education and knowledge is the key to progress and success at both individual and national levels.

In fact, the quality of education provided in schools now is regarded as one of the major challenges facing Arab governments and communities.

**An initiative to monitor the achievements of education in eight Arab countries shows the extreme weakness of the results of literacy efforts except for Morocco and Tunisia.**

**These are the only two countries in which the percentage of literacy is above the minimum at 80%. With respect to the ability of citizens to effectively perform mathematic calculations, no Arab country has been able to achieve the goal. Only Jordan and Tunisia have been able to achieve the goal of life skills (Qandil, 2004, p.25).**

**Education quality requires reformulation of state priorities so that education takes its due adequate share of GDP of the public expenditure. In addition, personal initiatives should be motivated. Education should be opened to community initiatives and the private sector in order to create a link between educational institutions and local community.**

**Moreover, information technology should be integrated into the areas of formal and non-formal education. This, of course, requires that educational authorities show their readiness to follow new ways in working co-operatively with students and to believe in providing educational opportunities for all citizens (Qandil, 2004, p. 18).**

**Quality of education has been of interest to all those concerned with education at the regional and global levels, where many believe that the way to meet the challenges of the 21st century and seize its opportunities is to raise the quality of education and improve its outcomes.**

**The burden of improving the quality of education is largely assumed by the institutions of higher education and universities.**

**From this perspective and out of the influential role of Saudi universities in the renewal and improvement of educational process and the continued leading role of King Saud University in university education and community service, the University Council ( in its first session for the academic year 1422 AH -1423 AH held on 20 - 21/6/1422AH and its second session for the academic year 1424 AH -1425 held on 1/5/1425 AH) approved the application of the transitional program for joining university education, provided it is prepared and presented by the College of Applied Studies and Community Service at King Saud University.**

**In light of these procedures, the researcher found that there is a need to carry out a study, which aims to identify the efficiency of the transitional programs at the College of Applied Studies and Community Service at King Saud University. Its terms of reference are to identify the difference between female students enrolled in the transitional program at the College of Applied Studies and Community Service and the female students at King Saud University, College of Education, majoring in kindergarten, special education and psychology at the level of educational achievement.**

### **PROBLEM OF THE STUDY**

**The problem of the study can be identified through reading the following questions:**

- **What are the objectives of the transitional program at the College of Applied Studies and Community Service and what are its mechanisms and majors?**
- **To what extent are the university regulations at King Saud University applied to the transitional program?**
- **What is the difference between the female students enrolled in the transitional program at the College of Applied Studies and Community Service and the female**

students at King Saud University, College of Education, majoring in kindergarten at the level of educational achievement?

➤ What is the difference between the female students enrolled in the transitional program at the College of Applied Studies and Community Service and the female students at King Saud University, College of Education, majoring in Special Education at the level of educational achievement?

➤ What is the difference between the female students enrolled in the transitional program at the College of Applied Studies and Community Service and female students at King Saud University, College of Education, majoring in psychology at the level of educational achievement?

### **OBJECTIVE OF THE STUDY**

➤ To determine the objectives of the transitional program, its mechanisms, and its majors.

➤ To know to what extent the university regulations at King Saud University are applied to the transitional program.

➤ To identify the differences between the students of the transitional program at the College of Applied Studies and Community Service and the students at King Saud University, College of Education, majoring in kindergarten, special education, and psychology at the level of educational achievement.

### **SIGNIFICANCE OF THE STUDY**

This study has both a scientific and practical significance. Scientifically, as far as the researcher knows, it is the first study to be conducted on this topic. Practically, it draws the attention of officials and educational decision-makers at King Saud University to the reality of the transitional program at the University.

In addition, the study suggests some standards through which educational achievement and scientific progress of students can be controlled and assessed so as to achieve the objectives of the transitional program of the University.

### **TERMS OF THE STUDY**

#### **Transitional Program**

It is a program which does not end with an academic degree granted to students, but rather qualifies students to join university so that students complete their favoured major in order to obtain a Bachelor's degree after successfully completing the program in accordance with the standards set by the college. This program offers the majors suggested by the College Council and approved by the University Council.

#### **Efficiency**

Efficiency is the body of knowledge and skills which enable us to fulfil an achievement in a harmonious and compatible way with a task or a set of tasks.

### **LIMITATIONS OF THE STUDY**

The limitations of this study can be summarised in the following points:

#### **Human Limitations**

All the study population of the female students enrolled in the College of Applied Studies at King Saud University and the female students enrolled in the College of Education at King Saud University are majoring in kindergarten, special education, and psychology.

### **Spatial Limitations**

King Saud University is located in the City of Riyadh.

### **Limitations of the Topic**

Identifying the efficiency of the transitional program at King Saud University to compare the educational achievement between girls enrolled in the program and university students majoring in kindergarten, special education, and psychology.

## **THE THEORITICAL FRAMEWORK AND REWIEV OF THE LITERATURE**

In the following section, this chapter reviews the theoretical side of the topic of the study in addition to the previous studies conducted on it;

- first, the transitional program at King Saud University: in a continuation of the leading role of King Saud University in higher education and community service, the University Council in its first session for the academic year 1422-1423 AH held on 20-21/6/1422 AH and
- second session for the academic year 1424/1425 AH approved the application of the transitional program for joining university, provided the program is prepared and offered by the College of Applied Studies and Community Service.

The transitional program can be defined as a program which does not end with an academic degree. However, it qualifies the student who is studying in order to join university to continue studies in a similar major to obtain Bachelor's degree after having completed the program in accordance with the standards set by the College. This comes in co-ordination with other colleges of the majors which students are interested in for their university education.

The program also offers the academic majors suggested by the College Council and approved by the University Council. Students' progress and their achievements are supervised and closely watched since they join the program throughout all its educational stages. When the college is certain of a shortcoming on the part of a student to meet the key requirements for joining university education, the student is redirected to a training program which eventually grants a diploma in accordance with the guidelines set by the College Council and approved by the University Council.

Secondly, objectives of the transitional program – this program aims to achieve the following:

- Provide an opportunity for the student, whose educational conditions could not enable her to achieve the required grades for joining university, so that she can be prepared in a transitional program. Thus, she can meet the requirements for joining university education at the appropriate college given the nature of courses of the receiving college. However, for the student who meets the university requirements, she can join diploma programs at the College of Applied Studies and Community Service. In addition, such a student can apply for the equivalents to courses which she has already studied at the program, which reduces the dropout rate at university level in the Kingdom of Saudi Arabia.
- Afford opportunities for larger numbers of male and female students in the majors needed in the labour market.
- Provide higher levels at some departments of the university with students to ensure that there will be sufficient numbers for high efficiency of operation.
- Thirdly, requirements and majors of the transitional program. The requirements of the transitional program include the following provisions:

- Getting a high school diploma or an equivalent diploma provided it was not obtained more than five years ago.
- A student should be Saudi.
- Passing the admission test and the personal interview required by the college, if any.
- The student should not have been excluded for disciplinary or academic misconduct from any university.
- The student enrolled in the program should be of good conduct and behaviour.
- The student should be medically fit.

Fourth, the duration of the study in the program:

The duration of study in the transitional program is two years. A student has the choice to register at any course which is deemed appropriate for her educational achievement after seeking academic counselling at the college. It should be noted that the study plans of transitional majors at the College of Applied Studies and Community Service are the same as the approved plans for the first four levels at the same major at the university.

Fifth, the two majors of the transitional program for female students: University level includes the following majors:

Major	Subject	Duration	Level	Study Plan
Scientific/Literary	Arabic	Four educational levels in four semesters	Transitional	The plan of the College of Arts for the 1 <sup>st</sup> and the 2 <sup>nd</sup> year
Scientific/Literary	English	Four educational levels in four semesters	Transitional	The plan of the College of Arts for the 1 <sup>st</sup> and the 2 <sup>nd</sup> year
Scientific/Literary	Social Studies	Four educational levels in four semesters	Transitional	The plan of the College of Arts for the 1 <sup>st</sup> and the 2 <sup>nd</sup> year
Scientific/Literary	Special Education	Four educational levels in four semesters	Transitional	The plan of the College of Education for the 1 <sup>st</sup> and the 2 <sup>nd</sup> year
Scientific/Literary	Psychology	Four educational levels in four semesters	Transitional	The plan of the College of Education for the 1 <sup>st</sup> and the 2 <sup>nd</sup> year
Scientific/Literary	Pre-elementary Education	Four educational levels in four semesters	Transitional	The plan of the College of Education for the 1 <sup>st</sup> and the 2 <sup>nd</sup> year
Scientific/Literary	Business Administration	Four educational levels in four semesters	Transitional	The plan of the College of Business Administration for the 1 <sup>st</sup> and the 2 <sup>nd</sup> year

Scientific/Literary	Physics	Four educational levels in four semesters	Transitional	The plan of the College of Science for the 1 <sup>st</sup> and the 2 <sup>nd</sup> year
Scientific/Literary	Mathematics	Four educational levels in four semesters	Transitional	The plan of the College of Science for the 1 <sup>st</sup> and the 2 <sup>nd</sup> year
Scientific/Literary	Information Technology	Four educational levels in four semesters	Transitional	The plan of the College of Law and Political Science for the 1 <sup>st</sup> and the 2 <sup>nd</sup> year
Scientific/Literary	Law			

Sixth, the extent of the application of university regulations at King Saud University to the transitional program. The same regulations at Kind Saud University are applied to those studying in the program.

### Previous Studies

This part reviews some studies related to the current study, whether directly or indirectly. These studies will be reviewed by dividing them into Arabic and foreign studies as following as Arabic Studies; Al-Fahd (2002) conducted a study entitled "*The College of Applied Studies and Community Service– an experience on pathway to success.*" The study aimed to identify the difficulties that impede the achievement of the objectives as planned for.

It focused on the analysis of the reality of the College of Applied Studies and Community Service and the difficulties it faces on the way of achieving its objectives. The study had several conclusions, including:

- Lack of adequate financial support for the implementation of all projects, especially those related to buildings and laboratories, as well as the conducting of supporting studies before, during, and after offering the educational program. That is in order to determine the validity of these programs and see how they are compatible with the requirements of the labour market.
- Lack of educational cadres at the College.

In light of these conclusions, a set of recommendations were given including the work to conduct a rigorous study on the best means for guiding students to the best subjects which fit their abilities and their natural orientation so that we can limit the phenomenon of low academic performance.

Al-Hadlaq (1425 AH) also conducted a study entitled *The difficulties facing studies at the College of Applied Studies and Community Service at King Saud University.* "Its aim was to identify the difficulties encountered in studies at the College of Applied Studies and Community Service, whether in curricula, administrative regulatory, financial, technical, or material affairs from the researchers' viewpoints. As a prelude to finding solutions to overcome these difficulties and to achieve this aim, the researcher used descriptive analytical method in the questionnaire that was circulated among the study population. Its most important results include:

- Students were not often given the opportunity to discuss the goals so that they could propose what they see fit in terms of deletion and addition.
- Students were not often given the opportunity to participate in selecting the diploma subjects and activities.
- Lack of adequate incentives to encourage female students.
- There is a limited advertising of diploma programs.
- The weak relationship between female students and staff at the college.

Given the findings of the study, a set of recommendations were suggested including the need for staff members at the college to clarify the program objectives and provide a chance to discuss these objectives with the female students.

Thus, students could suggest what they think is appropriate in terms of deletions and additions commensurate with their needs of education and training for which they have joined the program. Further, there should be financial and moral incentives for the students according to their academic level or their commitment to the College regulations.

**Al-Hamdan (2004) conducted a study entitled *The Effectiveness of Training Programs at the College of Applied Studies and Community Service at King Saud University in Riyadh and their Role in Raising the Functional Level of Scholars and Students from the Point of View of Staff Members.***

It aimed to identify the effectiveness of training programs at the College of Applied Studies and Community Service at King Saud University in raising the functional level of scholars and students from the point of view of male and female students as well as staff members. The study also aimed to identify the variables of the study according to the type of study and qualification.

The study used the descriptive analytical method based on the questionnaire as a tool of the study, where it had been applied to 177 students at the Department of General Diploma in Education and Accounting, as well as to 61 staff members making the total number of the sample 238 respondents at the College of Applied Studies and Community Service.

The questionnaire was conducted during the second semester of the academic year 1423/1424AH. Practical procedures were also completed to confirm the validity and stability of the questionnaire. The main findings of the study include:

- Students who joined the programs of the College of Applied Studies believe that these programs benefit them through improving their educational level.
- Female students enrolled in the programs of the College of Applied Studies believe that these programs benefit them through improving their educational level.
- Staff members at the College of Applied Studies believe that the programs benefit male and female students through improving their educational level.

The study recommended that specialists in the program should follow up with graduate students in their workplaces to determine to what extent the graduates succeed in the application of their knowledge in practical environments. This will also help identify the difficulties they face in their work business and the need for the students' contribution in the selection of the materials prescribed for them or some parts of them at least.

**Al-Habib (1425 AH) conducted a study entitled *The role of the Colleges of Community Services in Making Educational Opportunities Equal.* It aimed to identify the role of the**

colleges of community services in making educational opportunities equal in higher education.

In the course of achieving this objective, the study tackled three questions in terms of the following:

- characteristics of students at the colleges of community services,
- the success factors these colleges have to achieve the educational goals of their students, and
- the recommendations that are likely to increase the contributions of the community colleges at the KSA into making educational opportunities equal in higher education.

The researcher used the descriptive analytical method in order to analyse the findings relevant to this topic. The study concluded that there are academic, psychological, and social traits which leave a negative impact on the students' experience at the college. The basic components of the community colleges for achieving students' educational objectives are abiding to the policy of the open door, doing both transitional and vocational jobs, offering developmental courses and comprehensive advisory services, using effective teaching techniques, and developing strategies for collecting integrated information.

In light of the above findings, a set of recommendations were offered in terms of the strategies, programs, and services that could double the contribution of the colleges of community services in the KSA into making equal educational opportunities in higher education.

### **Foreign Studies**

In a study conducted by Goldrich (2007) on the encouragement of the contribution of the colleges of community services in the United States, it was found that there were a number of problems facing practitioners and policy makers in upgrading students' level in community colleges, given that it is not suitable to increase the number of the community colleges while the numbers of students enrolled in post-graduate studies are growing.

As a result, many students enrolled in the colleges of community services find themselves unable to complete their educational path. Such a gap in the American colleges of community services is a result of complicated reasons where inequality of social and educational opportunities has its impact on students and the higher education institutions hosting them as well. Consequently, practitioners and policy-makers are facing huge challenges in order to achieve the desired academic development.

This study attempted to identify these challenges including the following:

- Students have different capacities.
- The state has various practices.
- The educational institution has different practices too.

Accordingly, there are problems related to the social and economic structure of such a large community which limits the resources and information available for students. This often happens when they join institutions of higher education as the type and level of higher education is determined through an earlier stage when some educational opportunities are not available for all. Many students try to make a balance between study and work to help their families which separates them from the academic and social life of their institutions.

Among the other challenges facing the parties concerned with the development of education at the colleges of community services are the amount of income which is out of the control of the college, the distribution of wealth and resources, racism, and finally the different levels of education offered to the students from pre-elementary to high school stages. However, facts suggest the institutions of higher education are capable of solving the problems facing students in their first year at colleges.

In another study conducted by McLendon, Michael; Heller, Donald E., Lee, and Stephanie (2009) on the policy of students' transfer to American colleges across various states, the researchers stressed that studies did not discuss with adequate concern the opportunities and obstacles related to the transfer policy into the colleges across different states, although the social system helps conduct comparative analytical studies.

The researchers also believed that it was necessary that studies should tackle many questions, particularly what are the determiners of the transitional programs and their impact in the United States. Shore, Rima, Ed and others (1981) conducted a study entitled "*The Active Transitional Program for Students of Bilingual Schools– George Washington High School.*"

The study data indicated that the Active Transitional Program for students of the bilingual schools of George Washington High Schools in New York, United States of America, provides an educational system in English as a second language to Spanish speaking students whose English language skills are limited.

Such an educational system includes the literature of the mother language, as well as bilingual courses in mathematics, science, social studies, and vocational courses.

The goal of this program is to assist students in the transition to complete their education in English and finish their graduation requirements. It is primarily focused on the program applied in 1980/1981.

It describes the state of the program, students' capacities, the structure of the program, the educational services, the non-educational activities, curriculum development, and staff development, supporting services, community involvement, the application and evaluation of the program. The program evaluation process indicates the following:

- Participants mastered English grammar according to the objectives of the program.
- Good achievement in maths, science and social studies.
- The achievement levels in mother language and vocational courses were generally higher than standard rates.
- The attendance rate in the program was significantly higher than school attendance rate.
- Many participants in the program received certificates and scholarships.
- There were also recommendations concerning the development and the improvement of the program.

In a study conducted by Garnett Noel Frederick (2001) entitled 'Comparison of two mentoring programs for at-risk Black adolescents:

**A traditional one-to-one mentoring program and a school-to-work transitional program.'** the purposes= were:

- to compare the impact of mentoring interventions administered in the high school setting, and the workplace of the students who participated in the School-to-Work transitional program;

- to identify how the participants perceived their experience in the mentoring program and the transitional program.

A qualitative approach was used to identify how participants perceived their mentoring experiences with the School-to Work and mentoring programs by utilising focus groups and content analysis. A quantitative approach was used to compare the statistical differences of outcomes between the School-To-Work and mentoring programs, by utilizing descriptive statistics, independent samples *t*-tests.

The sample was limited to participants in the School-To-Work and mentoring programs resulting in 21 participants for the qualitative approach and 114 participants for the quantitative approach.

Results from the qualitative approach indicated that focus group participants in the School-To-Work program were satisfied with the program and the relationship with their mentors. They also suggested that the School-To-Work program be lengthened to include the entire academic year. Participants from the mentoring programs focus group were dissatisfied with their program due to inadequate mentor involvement. Results from the quantitative approach showed that the increase in school attendance for the School-To-Work program at-risk Black male youth was statistically significant compared to the mentoring program participants; the School-To-Work program participants displayed a better outlook for attending college that was statistically significant compared to those in the mentoring program; and the mentoring program participants displayed a better outlook for permanent employment compared to those in the School-To-Work program. Therefore, this study finds that mentoring can contribute to reducing school absences and high school completion in order for at-risk adolescents to attend college. It is recommended that the mentoring program be restructured to eliminate the disparity that exists regarding the administration of the School-To-Work program and the mentoring program.

Picket et al. (1999) conducted a study entitled "*Curricula and Training Program for preparation of teachers to work in transitional services and permanent employment.*"

The study has shown that educational materials have been designed specifically for the performance of teachers who work in transitional services and permanent employment for teenagers and young people with disabilities. The competency-based program helps participants to learn the skills that will enable them to apply them immediately, accept new practices, and increase their understanding of educational materials. This program covers the following areas:

- Activating and promoting the teaching staff and the roles of teachers working in programs of transitional and professional services, communication, and problem-solving.
- Maintaining the human and legal rights of children with disabilities and their families.
- The principles of human development and the factors that hinder the process of human development.
- The educational process, individual education plans, transitional plans, assessment, data collection, goals, educational interventions and educational methods to facilitate the process of transition.
- Working with families.
- Appreciating diversification.
- Emergency procedures, health, and safety.

The formula of educational modules include: educational goals, tools and resources required, the proposed training activities and exercises, information assistance to the trainer, data, and transparency.

Training activities are concerned with small group discussions, creative thinking, problem-solving techniques, case studies, and the exchange of roles.

## THE METHODOLOGY OF THE STUDY

In this study, the researcher uses the descriptive analytical survey method which seeks to determine and then describe the current status of a particular phenomenon. It is a form of organised scientific analysis for the description for any phenomenon or a specific problem. Then such problem is qualitatively examined through the collection of data using a standard method (Melhem 2006, pp. 369-370). Therefore, this approach is appropriate for the current study.

### Data Collection

In the data collection, the study relied on the educational achievement rates of the female students enrolled in the College of Applied Studies and also the regular students at the College of Education, King Saud University, majoring in kindergarten, special education, and psychology.

### Population of the Study

The study population consisted of all students from the fifth grade in the University which hosts all students transferred from the College of Applied Studies and Community Service together with the female students from the university in the second semester 1429/1430 AH.

### Sample of the Study

The researcher used the whole population of the study where the study was applied to all individuals of the study population.

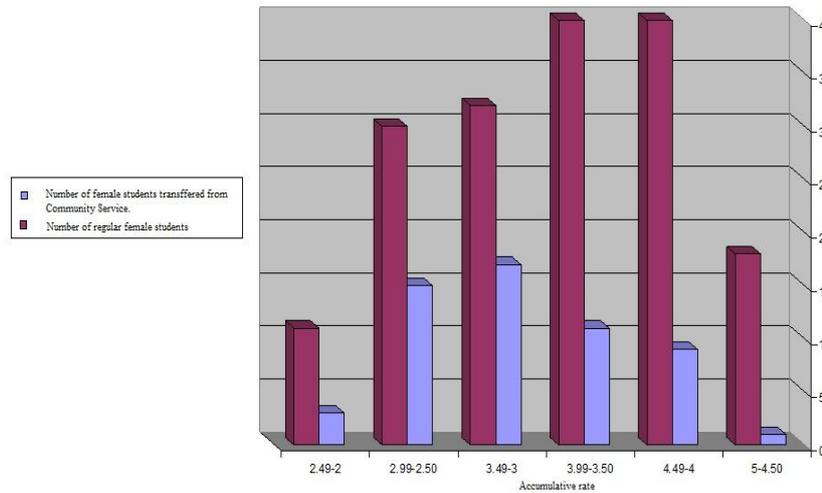
## FINDINGS

The aim of this study was to determine the objectives of the transitional program, its mechanisms, and its majors. The study also aimed to identify the extent of the application of regulations at King Saud University on the transitional program.

It also aimed to identify the differences between regular students at King Saud University, at the College of Education, majoring in kindergarten in the level of educational achievement and the female students enrolled in the transitional program at the College of Applied Studies and Community Service. To achieve these goals, the researcher posed the following questions:

- What are the objectives of the transitional program at the College of Applied Studies and Community Service and its mechanisms and majors?
- To what extent were the King Saud University regulations applied to the transitional program?
- What is the difference between the female students enrolled in the transitional program at the College of Applied Studies and Community Service and regular female students at King Saud University–The College of Education, majoring in kindergarten at the level of educational achievement?
- What is the difference between the female students enrolled in the transitional program at the College of Applied Studies and Community Service and regular female students at King Saud University–The College of Education, majoring in Education at the level of educational achievement?
- What is the difference between the female students enrolled in the transitional program at the College of Applied Studies and Community Service and regular female

**students at King Saud University–The College of Education, majoring in Psychology at the level of educational achievement?**

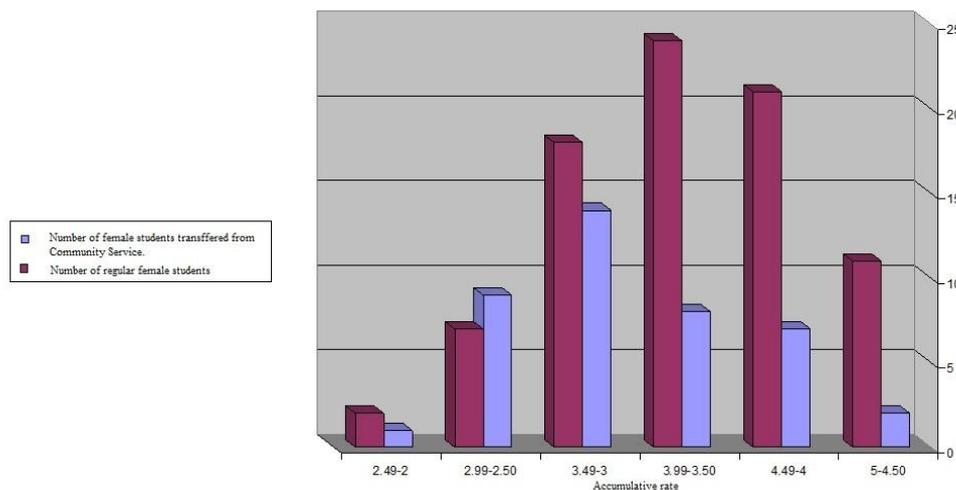


**Chart: 1**  
**Department of Kindergarten**

The following section shows the analysis of the data of the achievement level of the female students enrolled in the College of Applied Studies and comparing them with the regular female students at the College of Education at King Saud University, majoring in kindergarten, and special education.

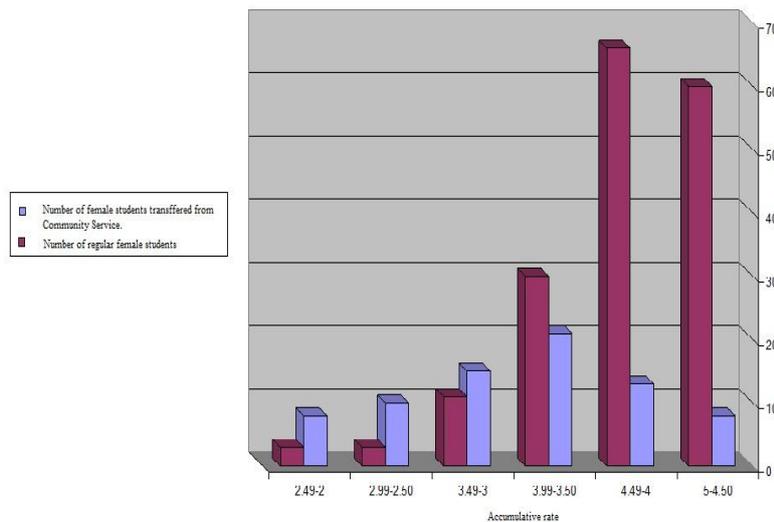
Chart: 1 shows that female students at the College of Education have higher grades than the female students at the College of Applied Studies majoring in kindergarten by observing the cumulative rate of 3.5 to 3.99 represented by the third column on the right hand, the cumulative rate of 4 to 4.49 represented by the second column on the right hand, and the cumulative rates of 4.50 to 5 represented by the first column on the right hand.

It is also noted that the majority of the female students at the College of Applied Studies had accumulative rates from 2.50 to 2.99 represented by the fifth column on the right hand and cumulative rates from 3 to 3.49 represented by the fourth column on the right hand.



**Chart: 2**  
**Department of Psychology**

**Chart: 2** shows that female students at the College of Education have higher grades than the female students at the College of Applied Studies majoring in psychology by observing the cumulative rates of 3.5 to 3.99 represented by the third column on the right hand, the cumulative rates of 4 to 4.49 represented by The second column on the right hand, and the cumulative rate of 4.50 to 5 represented by the first column on the right hand. It is also noted that the majority of the female students at the College of Applied Studies had accumulative rates from 2.50 to 2.99 represented by the fifth column on the right hand and cumulative rates from 3 to 3.49 represented by the fourth column on the right hand.



**Chart: 3**  
**Department of Special Education**  
**Comparison of cumulative rate**

**Chart: 3** shows that female students at the College of Education have higher grades than the female students at the College of Applied Studies majoring in kindergarten by observing the cumulative rate of 3.5 to 3.99 represented by the third column on the right hand, the cumulative rate of 4 to 4.49 represented by the second column on the right hand, and the cumulative rates of 4.50 to 5 represented by the first column on the right hand.

It is also noted that the majority of the female students at the College of Applied Studies had accumulative rates from 2.50 to 2.99 represented by the fifth column on the right hand and cumulative rates from 3 to 3.49 represented by the fourth column on the right hand. It is also clear from the fourth, fifth and sixth columns on the right hand that the number of female students at the College of Applied Studies is higher in these rates that those of the female students at the College of Education.

It is obvious from the preceding pages that the female students at the College of Education have higher achievement rates in each of the majors of kindergarten, psychology, and special education than the female students at the College of Applied Studies.

The reason is that the College of Education requires students to obtain 90 grades in high school for their admission in addition to passing the tests specified by each department including the General Aptitude Test, while the College of Applied Studies does not have any requirements for admission provided that a student is a graduate of high school.

It also gives priority to the student who pays registration fees without checking her high school grades. This, of course, explains the low rates of the female students at the College of Applied Studies.

### RECOMMENDATIONS OF THE STUDY

- The level of the female students at the College of Applied Studies and Community Service should be upgraded through the application of admission requirements applicable at the university.
- Remove the obstacles that limit the improvement of the level of students in the literary fields.
- Pay attention to the provision of educational requirements and appropriate means to improve the level of students at the Saudi universities and institutes.
- Conduct further studies and future research at the level of educational achievement of the female students at the Saudi universities and institutes.

### BIODATA and CONTACT ADDRESSES of the AUTHOR

**Nawal bint Hamad bin Mohammed ALJAAD** is appointed in the university, 1993. Now he is Assistant Professor in the Department: Education and preschool Education. Ph.D., Foundation of Education, Imam Muhammad bin Saud University 2002. And Master of Arts, Continuing Education, Pennsylvania State University, USA, 1990. Bachelor, Communication Arts, Carlo College, Pittsburgh, USA, 1989.

Administrative experience are deputy chairman of department of education and preschool education. Supervisor of the unit of guidance and supervision of oliasha Center. Practical experience are Teaching graduate and under graduate courses at the Department of Education and preschool education. Participation in the preparation of the five-year plan for the College of education. He has many members of the committees as of faculty, of self study assessment of king Saud University conduct tests at the center of university studies for girls, graduate Education Section, on writing Description of courses, on the Status exam questions for the acceptance of Masters, honouring the occasion of the 50th anniversary of King Saud University of the department Academic Development. Courses and workshops are The use of new learning management system. Active learning and teaching to large classes. Standards and academic accreditation system and quality assurance. Analysis of the strengths, weaknesses and opportunities and challenges of King Saud University. Students achievement tests between article or mcq. Different strategies for teaching evaluation, Creative leadership, Preparing data using spss, 2008 Training course to meet the media and to meet with visiting delegations of the University. Microsoft office, NCATE Workshop 2008, Strategic planning and effective leadership 2008, Seminars and conferences are the presence of a large number of symposia, most recent includes education and the future of education in Saudi Arabia, globalization and the priorities of Education and World Conference: Islam's position on terrorism.

Scientific societies are Member of the American Society of continuing education and adult education. Member of the American Society of the assets of Education.

**Dr. Nawal bint Hamad bin Mohammed ALJAAD**  
Assistant Professor in the Department  
Education and preschool Education Phone:  
4352060 College: Education. Address: King Saud University,  
P.O. Box 7695 Riyadh 11472. SAUDI ARABIA  
Emails: [aljaad@ksu.edu.sa](mailto:aljaad@ksu.edu.sa) or [aljaad85@yahoo.com](mailto:aljaad85@yahoo.com)

## REFERENCES

### First, Arabic References

**Al-Habib, Abdel-Rahman bin M. (1425 AH).** The role of the Colleges of Community Services in Making Educational Opportunities Equal. *King Saud University Journal*; Vol:17 Education Sciences.

الحبيب، عبد الرحمن بن مجد (1425هـ)، دور كليات المجتمع في تحقيق تكافؤ الفرص التعليمية، مجلة جامعة الملك سعود، م17، العلوم التربوية

**Al-Hamdan, Nahla bint H. (2004)** The Effectiveness of Training Programs at the College of Applied Studies and Community Service at King Saud University in Riyadh and their Role in Raising the Functional Level of Scholars and Students from the Point of View of Staff Members. M.A. Thesis from the College of Education at King Saud University.

الحمدان ، نهله بنت حمدان (2004م) فاعلية برامج التدريب بكلية الدراسات التطبيقية وخدمة المجتمع بجامعة الملك سعود في رفع المستوى الوظيفي للدارسين والدارسات من وجهة نظرهم ومن وجهة نظر أعضاء هيئة التدريس ، اطروحة (ماجستير)، جامعة الملك سعود كلية التربية.

**Al-Hadlaq, Abeer bint Abdelaziz bin Sa'd (1425 AH)** *The difficulties facing studies at the College of Applied Studies and Community Service at King Saud University.* . MA thesis from the College of Education at King Saud University.

الهدلق، عبير بنت عبد العزيز بن سعد (1425هـ)، الصعوبات التي تواجه الدراسات في كلية الدراسات التطبيقية وخدمة المجتمع بجامعة الملك سعود، رسالة ماجستير، جامعة الملك سعود، كلية التربية.

### Second, English References

**Garnett N. F. (2001).** *Comparison of two mentoring programs for at-risk Black adolescents: A traditional one-to-one mentoring program and a school-to-work transitional program*, <http://digitalcommons.fiu.edu>

**Goldrich-Rab, S. (2007).** *Promoting Academic Momentum at Community Colleges; Challenges and Opportunities.* New York: Community College Research Center, Teachers College, Columbia University.

**McLendon, M.; Heller, Donald E.; Lee, S. (2009).** High School to College Transition Policy in the American States: Conceptual and Analytic Perspectives on Conducting Across-State Study (EJ826810) *Educational Policy*, Vol: 23, Number 2 pp. 385-418.

**Pickett, A. L.; Faison, K.; Formanek, J.; Woods, J. (1999).** *A Core Curriculum & Training Program to Prepare Para educators To, Work in Transitional Services and Supported Employment Programs. Second Edition.* (ED436871), <http://www.eric.ed.gov>

**Shore, Rima, Ed and Others (1981).** George Washington high school: A Vitalized transitional program for bilingual school students. *Final evaluation report, 1980-1981* <http://www.eric.ed.gov>