ABSTRACT

Attitudes of Saudi Students toward the General Aptitude Test (GAT)

The purpose of this study was to determine the attitudes of Saudi students toward the General Aptitude Test (GAT). The GAT standard test is used in Saudi Arabia to assess students’ level of general ability in verbal and quantitative areas mastered over time. The qualitative research method was used in this study, and interviews wereconducted. The general research question was “What is your attitude toward the General Aptitude Test GAT?” The participants were 20 Saudi students, who were enrolled at a Rocky Mountain Redon university in a variety of academic programs. The participants were volunteers from 20-30 years ages. The procedures for data analysis included: (a) transcriptions, (b) organization of data, (c) repeated readings of the transcripts, (d) themes were coded, and (e) analysis of the content themes and description of the data. Based on the findings, the participants reported that: (a) their experiences were positive in general but they were unsatisfied with their scores for several reasons; (b) the GAT was established relatively recent in the Saudi educational system, (c) students have a lack of information and awareness about the GAT, and (d) they were young when they took the test. In regard to their evaluation of purpose: (a) negative toward (i.e., GAT version); positive toward (i.e., GAT idea). Many perceived the GAT negatively for several reasons: (a) it is biased against students, (b) the current form of the GAT is not fair, (c) it is unjust to exclude high school scores, and (c) other similar responses. The students reported that they perceived the GAT positively in general, but with some substantial amendments, such as: (a) length of time of the GAT, (b) number of questions, (c) separate the test into more sections, (d) allow breaks between periods, (e) reduce the difficulty, and (f) provide more awareness of it to students, parents, and families.

*Keywords*: Attitudes test, General Aptitude Test (GAT).