



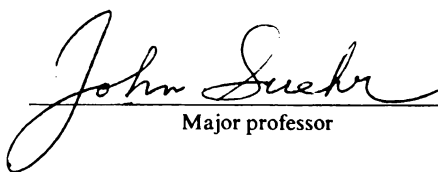


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PERCEPTIONS OF PUBLIC SECONDARY SCHOOL PRINCIPALS  
AND ASSISTANT PRINCIPALS REGARDING  
THEIR INVOLVEMENT IN INSERVICE EDUCATION  
OFFERED BY THE MINISTRY OF EDUCATION IN KUWAIT  
presented by

Mohammad S. Al-Ameeri

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of the requirements for

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Major professor

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PERCEPTIONS OF PUBLIC SECONDARY SCHOOL PRINCIPALS AND  
ASSISTANT PRINCIPALS REGARDING THEIR INVOLVEMENT  
IN INSERVICE EDUCATION OFFERED BY THE  
MINISTRY OF EDUCATION IN KUWAIT

By

Mohammad S. Al-Ameeri

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## ABSTRACT

### PERCEPTIONS OF PUBLIC SECONDARY SCHOOL PRINCIPALS AND ASSISTANT PRINCIPALS REGARDING THEIR INVOLVEMENT IN INSERVICE EDUCATION OFFERED BY THE MINISTRY OF EDUCATION IN KUWAIT

By

Mohammad S. Al-Ameeri

The researcher's purpose in conducting this study was to assess the perceptions of Kuwaiti public secondary school principals and assistant principals regarding the importance of their involvement in needs assessment, planning, implementation, and evaluation of current inservice education programs. The researcher also inquired into these administrators' satisfaction with their involvement and methods being used in the inservice education programs.

The population for the study included all 272 public secondary school principals and assistant principals employed by the Ministry of Education in Kuwait for the 1989/90 academic year. Of that number, 204 (75%) participated in the study. A questionnaire was used to gather data regarding respondents' demographic characteristics and their perceptions of their actual involvement in and satisfaction with their involvement in various aspects of inservice education activities delivered by the Ministry of Education in Kuwait.

The study was primarily descriptive in nature. Because respondents answered most questionnaire items using an ordinal Likert-type scale, means and ranks were used to determine level of importance and extent of involvement. The chi-square test and the Pearson product-moment correlation analysis were used to test the statistical relationship between respondents' involvement and their satisfaction levels.

Based on the study findings, the following conclusions were drawn: Public secondary school administrators recognized the importance of their involvement in inservice education program activities such as needs assessment, planning, implementation and evaluation. No actual involvement was perceived in needs assessment or planning, and actual involvement in implementation was perceived as occurring only through discussions and occasional workshops. Actual involvement in evaluation was perceived as being only through questionnaires at the end of each inservice program/cycle. Respondents expressed dissatisfaction with instruments and techniques and with their level of involvement in inservice education activities. Respondents perceived that they attended inservice education programs without assessment of their needs. They recommended increased involvement as a step toward improving administrative inservice education programs in Kuwait. They also recommended that inservice participants be rewarded with priority for promotion, opportunity for personal growth, wage increase, and merit pay.



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I dedicate this work to the memory of my father, Salem, whose faith in my work kept me going in times of doubt and stress.

To the memory of my mother, whose endless love, support, and constant prayer helped me greatly in my achievement.

And to my wife, "Um-Salem," and my children, Salem, Awatif, Abdulwahab, and Eman, who make it all worthwhile.

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## CHAPTER I

### THE PROBLEM

#### Introduction to the Problem

The role of the secondary school administrator, for the 1990s and beyond, has become extremely complex. New developments in technology, rapid societal changes, and demands to renew and reform secondary education require that public secondary school administrators possess skills not required of their predecessors. Public secondary school administrators who lack the requisite skills are inadequately prepared to deal with the complexities of their jobs, both today and in the future.

The diversity of skills required by today's public secondary school administrators represents a challenge to educators in the Ministry of Education in Kuwait to offer inservice education that may help to address the needs of public secondary school administrators. This study was undertaken to address that problem.

#### Need for the Study

The Ministry of Education has attempted to respond proactively in providing inservice education to public secondary school administrators in Kuwait. However, a lack of positive relationships between inservice education outcomes and the reality of public secondary school administrators' daily work has been noted in the



few studies done to evaluate the productivity and effectiveness of school administration in Kuwait and the outcomes of administrative training (Al-Mohaini, 1976; Al-Tammar, 1983).

In his 1976 study, Al-Mohaini argued that public secondary school principals needed more authority to perform their tasks and that they were not performing their tasks well. These administrators needed more knowledge and skill in educational administration.

The role of public secondary school principals in Kuwait is to do what they have been told by the Ministry of Education (Al-Tammar, 1983). Most of these principals do not have knowledge about educational goals. In their 1985 study, Al-Rasheedi and Khalaph found that only 30.8% of principals had such knowledge, whereas more than 33% of the respondents had not received any education about setting and applying goals.

Al-Musaileem (1988) found that the Ministry of Education in Kuwait interfered in 95% of the principals' work. Such an unhealthy situation does not help principals to be innovators or even to apply what they might have learned from attending inservice education programs.

Participants in the Arabic Conference on the renewal and diversification of secondary education, which was held in Kuwait in November 1987, suggested that secondary school administrators and other school staff should receive intensive training before applying the new educational system in secondary schools.

The final report on inservice education in Kuwait, prepared by a UNESCO expert, emphasized that potential school administrators should receive administrative training before they are assigned to new administrative positions (Hijab, 1981).

Several researchers who investigated the effectiveness of inservice education in Kuwait and the relationship between the inputs and the outcomes of inservice programs, indicated that the outcomes of inservice programs were far less effective than what had been expected (Al-Baghdadi, 1981; Bakeesh, 1982; Bustan, 1981; Hajjaj & Bustan, 1986; Sa'adah, Bakeesh, & Al-Mutairi, 1986). Furthermore, these researchers suggested that public school administrators should be given an opportunity to participate in the selection and execution of inservice education activities. Another suggestion was that the content of inservice programs should be relevant to public school administrators' daily work.

The importance of school administrators' involvement in inservice education has been stressed in the literature. Inservice programs should be planned and carried out to maximize trainees' involvement. Otto and Erickson (1973) added that proper involvement of the participants may be the key to successful planned change in schools.

The value of participants' involvement in inservice education activities has been further documented in the professional literature (Boyle, 1981; Daresh & La Plant, 1985; Goad, 1982; Goldstein, 1986; Harris, 1980, 1989; Knowles, 1980, 1984; Laird,

1985; Orlich, 1989; Rogers, 1969; Wick & Beggs, 1971; Wimpelberg, 1984).

In his 1980 book, The Modern Practice of Adult Education, Knowles suggested that adult learners should have the opportunity to participate in selecting the content of their programs. He stated that few adult educators are conscious of their role as educators of adults. Knowles viewed education as a lifelong process in which instructional goals and learning strategies are based on the interests, needs, and learning styles of the adult.

Other authors have agreed with Knowles. For example, Harris (1980) maintained that:

Involvement of any person in decision-making, in assessing needs, in evaluating and implementing inservice activities is, of course, desirable only to the extent that it contributes to the quality of the inservice education program. Collaborative decisions involve more than just representation of interests. It requires that those to be affected and who have contributions to make shall be involved in decisions. This helps to assure that interests are balanced without loss in the quality of the program.

Clients should have opportunities to serve selectively in roles as planners, designers, managers, presenters, and evaluators of inservice programs or sessions, as well as being trainees (Edelfelt, 1977).

The need for a close liaison and interface among all individuals related to the problem under consideration is essential. Through such an interchange, various methodologies can be developed to meet the goals and needs of all groups involved. This partnership must be demonstrated in each phase of the inservice process (Cochran, 1980).

Some educators view education in the narrow contexts of place (formal educational institutions) and time (childhood through adulthood). This view has been challenged repeatedly by educators advocating education as a lifelong process that is not limited to formal educational institutions. Knowles (1984) suggested that learners should participate in planning their programs, diagnosing their own needs for learning, carrying out their learning plans, and evaluating their learning.

Collaboration and participation of school administrators in inservice education programs has increased in recent years. The expansion of principals' centers in the United States is one indication that school administrators prefer to carry out their inservice education themselves. From 1983 to 1987, approximately 100 principals' centers were established in the United States (Barth, 1987). The essential idea behind a principals' center is that it is initiated and directed by principals, for principals (Carmichael, 1982).

Several factors have contributed to the success of the principals' center at Harvard University:

1. It seeks to improve the self-confidence and self-esteem of principals at a time when public support for them is waning.
2. The setting at Harvard provides an atmosphere of relaxed yet serious inquiry away from day-to-day pressures of the school site.
3. Other important aspects of the program include the diversity of participants and teaching methods.
4. Principals themselves are used as resource persons.

5. There is a sense that the principals "own" and operate the center. (Barth, 1984, pp. 246-254)

The main concept behind the establishment of principals' centers was principals' ownership of their learning. With ownership came involvement. The principals voluntarily engaged in activities that promoted their growth as leaders in school improvement. Hence, principals became both learners and leaders in their schools (Barth, 1987).

#### Statement of the Problem

The problem underlying this study is threefold: The extent to which public secondary school principals and assistant principals in Kuwait are involved in planning and implementing inservice education activities needed to be investigated. Second, there was a need to determine the importance of involvement in inservice education activities, as perceived by public secondary school principals and assistant principals in Kuwait. Finally, the methods and techniques used in preparing, implementing, and evaluating administrative inservice education programs in Kuwait needed to be determined.

#### Purpose of the Study

The researcher's primary purpose in conducting this study was to assess the perceptions of practicing public secondary school principals and assistant principals regarding the importance of their involvement in needs assessment, planning, implementation, and evaluation of current inservice education programs. Specific objectives were as follows:

1. To investigate the type and scope of current inservice education provided by the Ministry of Education to public secondary school principals and assistant principals.

2. To investigate public secondary school administrators' perceptions regarding the importance of their involvement in inservice education activities.

3. To examine the extent to which public secondary school administrators perceived they were involved in needs assessment, planning, implementation, and evaluation of inservice education programs.

4. To determine public secondary school administrators' perceived degree of satisfaction with their involvement in inservice education activities.

5. To discover the factors that public secondary school administrators perceived to prevent or limit their opportunities for involvement in inservice education activities.

6. To determine public secondary school administrators' perceptions of the strengths and/or weaknesses of current inservice education programs and their proposed remedies for those weaknesses.

7. To make recommendations for further research in the field of inservice education in Kuwait.

#### Research Questions

The following questions were posed to guide the collection of data for this study:



1. What is the perceived importance of Kuwaiti public secondary school administrators' involvement in four inservice education activities: needs assessment, planning, implementation, and program evaluation?

2. To what extent do Kuwaiti public secondary school administrators perceive they are involved in needs assessment regarding inservice education programs?

3. To what extent do Kuwaiti public secondary school administrators perceive they are involved in planning administrative inservice education programs?

4. To what extent do Kuwaiti public secondary school administrators perceive they are involved in implementing administrative inservice education programs?

5. To what extent do Kuwaiti public secondary school administrators perceive they are involved in evaluating administrative inservice education programs?

6. Is there a statistically significant relationship between Kuwaiti public secondary school administrators' perceived level of involvement in inservice education activities and these administrators' satisfaction with their level of involvement in these activities?

7. What factors do Kuwaiti public secondary school administrators perceive to have prevented them from being involved in administrative inservice education activities?



8. What kinds of techniques and instruments do Kuwaiti public secondary school administrators perceive to be used in preparing administrative inservice education programs in Kuwait?

9. What kinds of instructional/training methods do Kuwaiti public secondary school administrators perceive to be used in implementing administrative inservice education programs in Kuwait?

10. What kinds of techniques and instruments do Kuwaiti public secondary school administrators perceive to be used in evaluating administrative inservice education programs in Kuwait?

11. Is there a statistically significant relationship between Kuwaiti public secondary school administrators' satisfaction with the techniques used in carrying out administrative inservice education activities and the respondents' satisfaction with their level of involvement in these activities?

12. How do respondents recommend that Kuwaiti public secondary school administrators' involvement in inservice education activities be maximized?

#### Significance of the Study

Considering the substantial changes in Kuwait's social and educational environment and the fact that school administration is in a state of transition, inservice education programs are needed that more adequately address the concerns of that rapidly changing environment. This study was undertaken to investigate the perceptions of public secondary school principals and assistant principals regarding their involvement in current inservice

education programs. A study of these perceptions is important for the following reasons:

1. The results of this research could provide information that may help decision makers at Kuwait's Ministry of Education understand the importance of involvement to the professional growth of inservice education participants.

2. The findings of this research may help inservice education planners design programs that meet the professional needs of public school principals and assistant principals in Kuwait.

3. This research could encourage public secondary school administrators to participate actively in some or all elements of future inservice education programs.

4. This research could provide some help to the directors and top administrators in their efforts to improve selection and promotion of school leaders.

5. The study findings may be used to help inservice coordinators and planners establish new criteria for the selection of inservice program content and instructional methods.

#### Assumptions Underlying the Study

The researcher made the following assumptions in conducting this study:

1. Principals want and need professional growth and renewal opportunities; they do not want to spend time in contrived, overly theoretical activities (Barth, 1987). This statement illustrates the main assumption underlying the study.

2. Involvement of public secondary school principals and assistant principals in planning and executing inservice education programs is highly important if the Ministry of Education wants to help these administrators develop their skills.

3. Participants responded to the survey instrument in a sincere and forthright manner. Validity depends on the extent to which the respondents provided honest, impartial, and unbiased answers to items on the survey instrument.

4. Respondents accurately reported information related to their experience with inservice education programs they had attended.

5. Respondents understood what "being involved" means and thus could provide accurate information on the survey.

6. The inservice education programs in which the public secondary school administrators in this study participated had characteristics similar to those of other such programs offered by the Ministry of Education to all K-12 public school administrators.

#### Delimitations of the Study

This study had the following delimitations:

1. The study was limited to public secondary school principals' and assistant principals' perceptions regarding their involvement in inservice education offered by the Ministry of Education in Kuwait.

2. The researcher investigated respondents' involvement in four specific phases of inservice education: needs assessment, planning, implementation, and evaluation of inservice programs.

3. No attempt was made to assess the effectiveness of the inservice programs or the knowledge public school administrators acquired from inservice education programs.

4. The study purposes will not be achieved unless this document is translated into Arabic and made available to personnel concerned with and involved in the development of public school administrators in Kuwait.

#### Definition of Terms

The following key terms are defined in the context in which they are used in this study:

Administration. "The management, organization, operation, and supervision of an educational institution. [Administration] usually includes all institution functions other than teaching" (Hawes & Hawes, 1982, p. 7).

Administrative inservice education. Formal training provided by the Kuwait Ministry of Education to public school administrators.

Adult education. "Any process by which men and women, either alone or in groups, try to improve themselves by increasing their knowledge, skills, or attitudes" (Good, 1973, p. 16).

Competencies. The knowledge, judgment, and skills needed to perform the task of being a school administrator.

Inservice education. Any planned program of learning opportunities afforded to staff members of schools, colleges, or other educational agencies for the purpose of improving the performance of individuals in currently assigned positions (Harris, 1980).

Needs assessment. An evaluation process with at least three purposes, including analyzing clientele, identifying topics, and specifying areas of need (Pennington, 1980). A training need exists when an employee lacks the knowledge or skill to perform an assigned task satisfactorily (Laird, 1985).

Planning. A sequence of actions involving coordinating things and people to achieve an objective for which there is a stated rationale(s) (Ehrenberg & Brandt, 1976). Planning is thinking things through to decide what to do (Steiner, 1969).

Principals' center. A place where school administrators meet and exchange ideas and experiences. Principals' centers are initiated and directed by the principals themselves. In these centers, school administrators assess their professional needs and try to solve work problems cooperatively and through voluntary involvement and participation. A principals' center focuses on improving these administrators' professional skills, attitudes, and expertise (Carmichael, 1982).

Program evaluation. The testing, measuring, and appraising of the learner's growth, adjustment, and achievement by means of tests as well as nontest instruments and techniques (Good, 1973).

Program preparation. The plan or efforts carried out before the implementation or delivery of instructional action.

School administrators. Those principals and/or assistant principals who are responsible for the functions of elementary, middle, or secondary schools.

#### Organization of the Study

Chapter I contained an overview of the research, including an introduction to the problem, need for the study, a statement of the problem and purpose of the study, the research questions, significance of the study, assumptions underlying the study, delimitations, and definitions of key terms.

A review of literature relevant to administrative inservice education in Kuwait and abroad is provided in Chapter II. The first part of the chapter is concerned with the various aspects and phases of inservice education. The second part of the chapter is devoted to a discussion of human and resource development in Kuwait.

The research design and procedures used in carrying out the study are discussed in Chapter III. Included are a description of the population and the research design, development and validation of the questionnaire, a description of the instrument used in the study and its reliability, and a discussion of the procedures used in collecting and analyzing the data.

Chapter IV contains the results of the data analyses performed in this study. A summary of the study, conclusions drawn from the findings, and recommendations for practice and further research are presented in Chapter V.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

Rapid changes in Kuwaiti society have created pressure on educational policy makers to adapt by introducing new services, instructional materials, and equipment in schools. Therefore, inservice education for those engaged in the learning process is not only desirable but also an activity to which all school districts must commit human and fiscal resources if they are to maintain a viable and knowledgeable staff. As Christensen (1981) wrote, "In any rapidly changing society, the schools are often asked to be a vehicle for assimilating and transmitting changes" (p. 81).

Therefore, to help school administrators respond to the demands on schools, it is important to examine what school administrators' needs are. School administrators want to be involved in project planning, prefer active participation, support long-term or short-range projects, and desire some control over decision making (Daresh & La Plant, 1985).

Planning for administrative inservice education includes assessing needs, developing training objectives, determining activities, preparing evaluation plans, and developing budgets to accomplish the various components of a program. Orlich (1989)

stated that inservice education programs designed for administrators appear to have six commonalities: developing new skills, acquiring current information, learning about new programs, solving problems that tend to recur, expanding a knowledge of administrative theory and practice, and preparing for new challenges, jobs, or positions.

### Inservice Education

#### Defining Inservice Education

Scholars and practitioners have offered many definitions of inservice education, but there is much similarity in both the concepts and the terminology used in defining this important development activity. Among the terms that are used widely and almost synonymously with the term "inservice education" are "on-the-job training," "renewal," "staff development," "human resource development," "continuing education," "professional growth," and "professional development."

Distinctions in meanings can and should be made among these terms (Harris, 1989). For instance, Nadler (1979) attempted to differentiate the meaning of training, which is job-related learning, from education, which is individual-related learning, and from development, which is organization-related learning. He defined training as "those activities which are designed to improve human performance on the job the employee is presently doing or being hired to do" (p. 40). Education is "those human resource development activities which are designed to improve the overall competence of the employee in a specific direction and beyond the



job now held" (p. 60). To Nadler, development "is concerned with preparing the employees so they can move with the organization as it develops, changes, and grows" (p. 88).

In their 1967 book Training and Development, Lynton and Pareek also distinguished between training and education:

The term training is concerned with the role performance of workers in organizational systems. More precisely it is concerned with the development and maintenance of competencies to perform specific roles by persons holding positions in existing systems. In comparison the term education is concerned with the more general growth and development of an individual. (p. 5)

However, training cannot be strictly differentiated from education. The processes of learning involved in each are similar, as are the methods and techniques used in their implementation. Thus, although education and training differ in the conceptual and performance competencies they require, they do demand certain efforts that are similar (Grabowski, 1981).

Generally speaking, the words "training," "education," and "development" are used interchangeably by specialists to describe what they do for their organizations. For instance, the term "training" is defined as experience or a regimen that causes people to acquire new predetermined behaviors (Laird, 1985). Goldstein (1986) used the term "training" to mean the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance in another environment.

Harris (1989) used the term "inservice education" to mean "any planned program of learning opportunities afforded staff members of schools, colleges, members of schools, colleges or other educational

agencies for purposes of improving the performance of the individual in already assigned positions" (p. 18). Hass's (1957) definition of the term "inservice education" is considered to be the guidepost for many studies in this area. He stated that "inservice education includes all activities engaged in by the professional personnel during their service and designed to contribute to professional improvement" (p. 13).

In relation to planned change, Harris and Bessent (1969) provided a concise and precise definition. They viewed inservice education as "a planned, goal-directed change process introduced through a deliberate intervention aimed at some altered future condition" (p. 19).

In relation to the purpose of inservice education, Johnston (1971) stated:

Inservice education may consist of carefully planned, sustained work over a lengthy period leading to a further qualification in the form of an advanced certificate, diploma, or higher degree; it may equally well be casual study, pursued irregularly in the evenings or during vacations, and in no sense leading to measurable recognition for purposes of salary or of promotion. (p. 9)

In relation to personal and professional growth, Dillon-Peterson (1981) described inservice education in The 1981 Yearbook of the Association for Supervision and Curriculum Development as:

a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate having as its ultimate aim better learning for students and continuous responsible self-renewal for educators and schools. (p. 3)

The term "inservice education" is conceived as personal professional development, formalized into courses at the graduate level that lead to advanced degrees and credentials, job promotion, and added competence for the individual. This concept assumes that the trainee is an individual entrepreneur, moving independently along in his/her own career (Edelfelt, 1977).

The preceding definitions of inservice education describe what should be included in such a task. In general, inservice education ideally should include a variety of activities. Thus, if these activities are carried out with active and positive involvement of the training recipients, the activities will contribute to what educators refer to as professional growth.

A well-planned, goal-directed inservice education program is needed for the training of public school administrators in Kuwait. Any of the preceding definitions could be used as guidelines for the planning of administrative inservice education as long as it will help public school administrators develop professionally. The Ministry of Education should decide first the purpose of training and then choose the appropriate plan. As stated by Dillon-Peterson (1981), inservice education should foster personal and professional growth and should be carried out in a supportive, respectful, and positive organizational climate.

#### The Need for Inservice Education

In any career, changing circumstances and changing methods bring a need for periodic retraining. Training needs can be



identified as falling into three broad categories: (a) for the effective execution of one's current job, (b) in preparation for a future job, and (c) to ensure familiarity with current development. Any inservice program plan, therefore, must answer two questions: (a) What is it all about? and (b) What is its relevance to my environment? (Turnbull, 1978).

A need for inservice education exists when there is a discrepancy in the current state of affairs. The need for inservice education is generated by the necessity to maximize congruence between (a) the organization and the environment, (b) organizational structure and purposes, (c) individual employees and the organization, and (d) individual employees and their aspirations. Lack of congruence in these four areas is most often due to change. Inservice education programs are designed to help employees and the organization cope with or respond to change (Friedman & Yarbrough, 1985). Accordingly, inservice education planners must select the inservice program activity with great care. They must also subscribe to the definition of inservice that focuses on some balance between the individual and the educational institution or organization.

Harris (1989) illustrated the need for inservice education in the following statement:

Inservice education is to the school operation what good eating habits and a balanced diet are to human growth and vitality. Without substantial continuing growth in competence in personnel serving in our elementary and secondary schools, the entire concept of accountability has little meaning. (p. 11)



Inservice education versus preservice education. Some writers have said there is a need for inservice education because preservice education is not preparing school personnel to perform their tasks effectively. Hass (1957) argued that "one of the factors which make clear the need for inservice education is that pre-service education cannot adequately prepare members of the public school professional staff for their responsibilities" (p. 14).

Talking about the importance of inservice education, Harris and Bessent (1969) seemed to agree with Hass about the inadequacy of preservice preparation: "Preservice preparation of professional staff members is rarely ideal and it may be primarily an introduction to professional preparation rather than professional preparation as such" (p. 3).

The need for administrative inservice education. The area of administrative preparation has been generally ignored; in fact, Bessoth (1978) asserted that school administrators have entered their field with less preparation than teachers.

The opinion that administrative inservice education is more than a high priority, that it is a necessity if school administrators are to keep pace with their professional-development needs, has been shared by many writers in the field of educational research and development. Wood (1974) wrote:

If the principalship is to survive as a viable, dynamic position in education, then it is imperative that future research be conducted on how best to prepare and continually update the training as the secondary school leader. Many principals already in positions of leadership will need to reassess their skill in light of the challenge they are currently facing and will continue to face. (p. 117)





Sharp (1983) added:

The principalship obviously demands highly developed leadership skills. The principals soon realize that the ever-increasing demands and complex responsibilities of the principalship require more than that knowledge and those skills they already have. (p. 96)

The role of the principal has changed dramatically in recent years, according to Drake and Miller (1982):

The principal will need to be trained or retrained to more directly assume such a responsibility. Perhaps the nature of skills for the '80s is best defined by the term "competencies"; for no matter where we start in analyzing the educational needs of our times, administrative competencies are a necessity for the individual building-level principal. (p. 20)

In a 1967 study conducted by Goldhammer, Aldridge, Suttle, and Becker, superintendents perceived the lack of competence by many building-level administrators as the number-one issue. The inadequacy of principals' preparation presents a major problem for policy and practice in light of the critical role principals play in school improvement (McCary & Hallinger, 1990). Similarly, Olivero (1982) commented:

Principals may have greater needs for renewal than anyone else. For better or ill, the bulk of educational improvements rests on the shoulders of the principal, the very person who has been neglected for so long. (p. 341)

When asked about the role of secondary school principals in solving problems in their schools, Etzioni (1981) said that these principals should be trained to deal with the problems one faces when there is a multiplicity of pressure groups.

### The Needs-Assessment Phase of Inservice Education

What is a need? One source of confusion regarding needs assessment is the lack of a generally accepted, useful, and substantive definition of need. Scriven and Roth (1978) expressed the idea that need is the gap between an actual and a satisfactory situation and does not imply any state of deficiency or deprivation.

Coffing and Hutchinson (1974) defined a need as a concept, an idea, or an image of some desired set of behaviors and/or states. A "need" is a mental image of "what should be" according to the person or persons who hold the image. A need also may be defined as some condition that requires attention, or some desire or value that is not present or not being met (Orlich, 1989).

What does needs assessment mean? Needs assessment is a method of discovering gaps between what "is" and what "ought to take place" (Orlich, 1989). Needs assessment, as a means of finding what is and what ought to be, requires informed examination of existing conditions, reasoned projections of desirable goals, and careful meshing of the two (Wood, Thompson, & Russell, 1981).

Needs assessment is a term that has been used to describe a process with at least three purposes, including (a) analyzing the clientele, (b) identifying topics, and (c) specifying areas of need. Analyzing characteristics and expectations of the clientele to provide data for program and policy decisions is common to each of these purposes (Pennington, 1980).

Harris (1989) viewed needs assessment as a process that has to be undertaken formally or informally before selecting goals and

objectives; in other words, it is part of the goal-setting process. Harris and Hill (1982) differentiated between a needs-assessment process that attends to diagnosing and prioritizing needs for an individual and those procedures that are, in effect, an opinion survey.

Identifying training needs. Training needs exist when an employee lacks the knowledge or skill to perform an assigned task satisfactorily (Laird, 1985). Participants have needs and interests, and the designers of inservice education have a responsibility for trying to arrange relevant experiences. To determine the individual and institutional needs to be met by an inservice education program, a needs assessment should be conducted before program planning.

Conducting a needs assessment. There are many methods by which to assess needs. A few such techniques are surveys, interviews, or questionnaires; testimonials from knowledgeable individuals; committee reports; planning documents; reviews of literature; statements from professional or scientific societies; and scores on objective or standardized tests (Orlich, 1989). The most popular methods for assessing needs are personal interviews and questionnaires. O'Banion (1982) stated that these methods go directly to the source individuals. Each of these methods has its advantages and disadvantages, and each is appropriate to different situations.

The personal interview would be most appropriate for small organizations or for situations in which only a few people are to be



interviewed, because of the time involved. Advantages of this method are that support can be built for staff-development programs, and that the Hawthorne effect (that is, the fact that people feel better or produce more because they think someone is paying attention to them) can increase morale.

Questionnaires provide a way of collecting much information in a short time, so they are appropriate for organizations of any size. Questionnaires also can provide anonymity to respondents, thus ensuring more candid responses. The disadvantage of using questionnaires is that they do not provide the personal touch that interviews do.

Laird (1985) suggested another method of assessing needs that uses information gathered through standard personnel functions. Using Laird's method, it is not necessary to gather additional information. That method is discussed in the following paragraphs.

Assessment of micro needs. Information on micro needs can be garnered by monitoring the following personnel functions:

1. **Performance appraisals.** According to most personnel policies, all employees are to be evaluated at least once a year. During the evaluation process, suggestions for improvement are often made. These suggestions can form the basis of training and development programs for individuals.

2. **Hiring.** When a new employee is hired, there is a need for orientation, which can be met by a staff-development program. Also, during the selection interview process, the individual is evaluated to determine how closely his/her skills and abilities match those

required for the position. Staff development comes into play when a discrepancy exists between actual and required skills.

3. **Transfers and promotions.** The need for inservice training is apparent when a transfer or a promotion occurs. Like newly hired employees, transferred or promoted employees need to be evaluated to determine whether discrepancies exist between their actual and expected competencies. Any discrepancies can be remedied through staff-development programs.

4. **Grievances.** A grievance filed against an individual can signal a need for training and development, either for the person against whom the grievance was filed (to remedy deficiencies in the ability to complete job requirements in a satisfactory manner) or for the person who filed the grievance (to inform the individual of his/her job responsibilities) or to teach the person human-relations skills (Laird, 1985).

Assessment of macro needs. Macro or group needs are indicated when the following conditions exist:

1. **Trends in performance appraisals.** Improving an individual's performance is a micro need; the same need in a number of employees constitutes a trend and, hence, a macro training need,

2. **Trends in grievances.** A number of grievances with common themes or similar complaints filed against many different people may indicate a need for group training.

3. **New policies.** When a new policy is adopted by an institution, all employees affected by the policy must be oriented to it.



4. **Changes in standards.** If a particular change affects a number of employees, there is a need for group training.

5. **New facilities.** When new facilities are opened, an institution must hire or transfer a number of employees to work in them. Employees' common training needs constitute macro needs.

6. **New programs.** Adding a new academic program normally requires the hiring or transfer of a number of employees. In this case, both new hires and transfers need to be trained in skills pertaining to the new area.

Although each of the two types of needs assessments discussed by Laird (1985)--monitoring of personnel functions and interviews/questionnaires--can be used separately, the two can also be used together. Micro training needs identified by personnel-function monitoring can be validated in interviews with supervisors of the potential trainees or with the trainees themselves. Macro training needs identified through monitoring can be pursued with the use of questionnaires given to employees. Information gathered from the monitoring function can validate new needs identified in the questionnaire and interviews.

In light of the above-mentioned needs assessment techniques, Kuwait's Ministry of Education or inservice planners might conduct several different needs assessments. Carrying out a needs assessment requires that Ministry decision makers continuously plan ahead--at least one or more years. In short, a needs assessment is one method by which the Ministry can determine the actual needs of school administrators for inservice education. As Orlich (1989)





stated, proper needs assessment is one of the critical elements of inservice education and ultimately leads to the success of such activities.

#### The Planning Phase of Inservice Education

Planning is determining in advance what a group or an individual should accomplish and how it should be accomplished. In other words, planning is deciding in advance the who, what, when, and how of activities (Deitzer, 1979, p. 95).

The success of an inservice education program appears to depend on an initial plan or strategy. Mager (1975) stated that a plan needs to answer only three questions: Where are we going? How shall we get there? and How will we know we've arrived? These are the core questions a plan must address, but they are only a beginning (Harris, 1989).

Planning is systematic preparation and decision making for action. It should be a continuous process involving diagnosis, monitoring, data collection, data analysis, evaluation, feedback, agenda building, needs assessment, review of resources and alternative innovations, screening of resources, strategy building, and decision making (Zaltman, 1977).

Thus, the planning process is a strategy of how to determine the most appropriate way to achieve future training goals and objectives. The term strategy refers to a plan consisting of a sequence of action involving coordinating of things and people to achieve an objective for which there is a stated rationale. (Ehrenberg & Brandt, 1976, p. 205)

In brief, planning means thinking things through to decide what to do (Steiner, 1969). In his 1975 book, Preparing Instructional



Objectives, Mager stated that "If you're not sure where you're going, you're liable to end up someplace else--and not even know it" (p. 13).

Developing inservice objectives. The statement of inservice program objectives should express how the trainees are expected to perform upon completion of the program. The main drawback in most inservice efforts is that not enough attention is paid to outcomes, and without attention to outcomes, inservice efforts will remain ineffectual (Otto & Erickson, 1973).

The identification of needs gives direction to long-term efforts by suggesting a goal or goals. To make progress toward the goal, one must have more specific objectives to guide the activities that will lead to attainment of the goal. As Harris and Bessent (1969) pointed out, the activity frequently appears to be confused with the objective: "It is not unusual to find an inservice program in which the only identifiable objective is to have an inservice program" (p. 31).

Worthwhile objectives are stated in behavioral or performance terms. In other words, the objectives are stated in terms that describe what a participant should be able to do upon completion of the program. Such objectives not only provide help in the selection of learning activities, but also guide attempts to evaluate whether an objective has been reached (Otto & Erickson, 1973). The behavioral objectives lead inservice education activities to produce tangible results. Such outcomes are guided by explicitness of intentions (Harris, 1989).

The explicitness of intentions means clearly defined goals and objectives that are derived from identified needs. Thus, an objective is a description of a performance one wants learners to be able to exhibit before they are considered competent (Mager, 1975).

Characteristics of training objectives. Mager and Beach (1983) listed the characteristics of training objectives, which are summarized as follows:

1. An objective says something about the trainee. It does not describe the textbook, the instructor, or the kinds of classroom experiences to which the trainee will be exposed.

2. An objective talks about the behavior or performance of the trainee. It does not describe the performance of the teacher.

3. An objective is about ends rather than means. It describes a product rather than a process.

4. An objective describes the conditions under which the trainee will be performing his/her terminal behavior.

Training objectives should be as explicitly stated as possible, both to validate them against the needs they are intended to serve and to guide the selection of activities and other design considerations. Mager (1975) developed a useful guide to writing performance objectives. He asserted that objectives are well-stated, explicit, and convey maximum meaning with the least uncertainty when they clearly express three things: (a) the performance sought in behavioral terms, (b) the conditions under

which the behavior will be demonstrated, and (c) the standard of acceptability of the performance.

These guidelines for writing performance objectives are useful in planning administrative inservice education programs. However, Harris (1989) argued that these guidelines have the following limitations that must be recognized:

1. Certain learning outcomes (performance) cannot be so clearly specified in advance.

2. Such explicit statements of outcomes tend to encourage preoccupation with fragments of a larger, more complex performance.

Emphasis on outcomes. Several writers in the field of training have emphasized the outcomes of inservice education (Goldstein, 1986; Harris & Bessent, 1969; Mager, 1968; Otto & Erickson, 1973). By definition, all inservice education is concerned with learning outcomes. Harris (1989) stated that:

The nature of those outcomes and the specificity with which they are emphasized are important elements of strategy. The greatest demands for strategic planning for inservice education are often found when outcomes involve complex changes in many aspects of behavior. (p. 38)

Relating trainee to experience to outcomes is an important strategy in promoting good inservice education. Harris presented this strategy as shown in Figure 2.1.



| TRAINEE CONCERNS     | TYPES OF EXPERIENCES  | INTENDED OUTCOMES                            |
|----------------------|---|--|
| To know about...     | To read...  | To understand...                             |
| To operate...        | To demonstrate...<br>To try...<br>To receive cor-<br>rectives...<br>To use...             | To perform as a<br>skilled operator<br>of... |
| To feel confident... | To be observed...<br>To receive assist-<br>ance...<br>To get positive<br>reinforcement... |  |

Figure 2.1: Relating trainee to experience to outcomes.  
Adapted from Harris (1989), p. 39.

There are other strategic concerns when planning for inservice education: Immediate versus intermediate versus long-term outcomes is an issue of practical import. As busy practitioners, trainees (school administrators or staff members) are most eager for training that promises immediate worth. However, the strategic problem is to respond to immediate needs and interests, and still sustain commitments to larger accomplishments or long-term outcomes.

Knowledge versus technique versus practice is still another issue of strategic importance. The strategic problem is to design to avoid neglect of knowledge, avoid mechanistic emphasis on techniques, but to foster change in practice that combines knowledge, skill, understanding, and judgment. This is akin to the best concepts of competence (Harris, 1989).





Planning models for inservice education programs. The success of an administrative inservice education program appears to depend on an initial plan or strategy. Because of the characteristics of adult learning, it becomes apparent that the adoption of new planning models and strategies is important if Kuwait's Ministry of Education is willing to offer effective inservice education to school administrators.

**Goldstein's training model.** Goldstein (1986) presented a general flow-chart model consisting of three elements (see Figure 2.2). The first element is needs assessment, which includes:

1. Organization analysis. This begins with an examination of the short- and long-term goals of the organization, as well as of the trends that are likely to affect these goals (Goldstein, 1986, pp. 26-35).

2. Task and knowledge, skill, and ability analysis. In this part, two types of analyses are used: (a) task analysis, which provides a statement of the activities or work operations performed on the job, and (b) the conditions under which the job is performed. It is not a description of the employees but rather a description of the job.

3. Person analysis. At this stage, the needs assessment has already accomplished an organizational analysis of the work condition and environment. Also, the task analysis has determined what important tasks are performed and the knowledge, skills, and abilities needed to perform those tasks. The analysis of knowledge, skill, and ability provides considerable information for the person

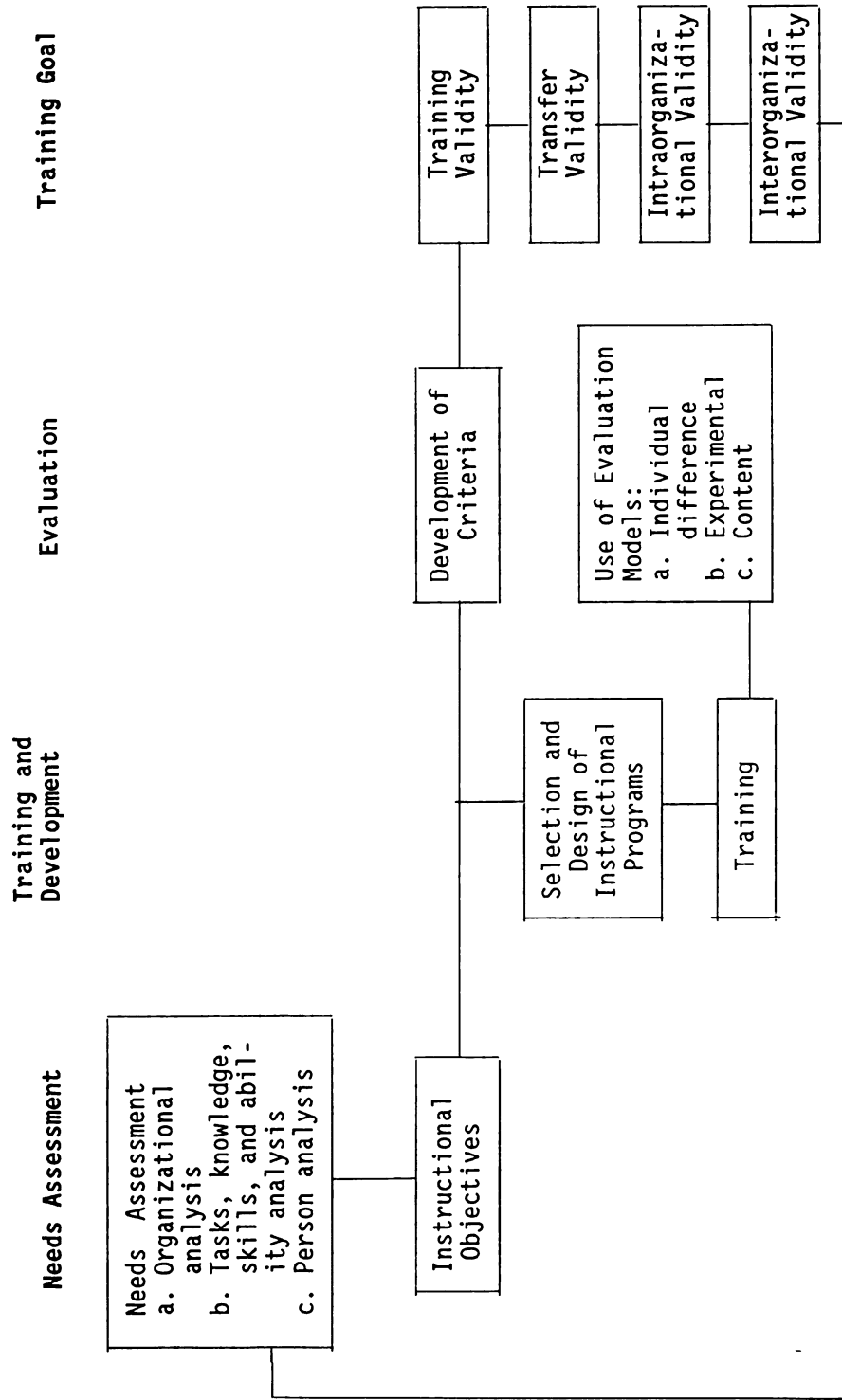


Figure 2.2: Model of an instructional system (training process).  
Adapted from Goldstein, 1986, p. 16.



analysis. To actually perform the person analysis, criteria should be developed, which can be used to assess performance before and/or after training. This analysis can also be used to determine the capabilities of persons on the job for training-design purposes (Goldstein, 1986, pp. 26-62).

The second element of Goldstein's training model is the training-development phase. The learning environment refers to the dynamics of the instructional setting, which support learning. Once the tasks, knowledge, skill, ability, and objectives have been specified, the next step is to design the environment to achieve the objectives. This is a delicate process that requires a blend of learning principles and media selection, based on the tasks the trainee is eventually expected to perform (Goldstein, 1986, pp. 63-107).

The third element in the Goldstein model is the evaluation phase. Goldstein emphasized that the training program should be a closed-loop system in which the evaluation process provides for continual modification of the program (pp. 15-16).

**Goad's training model.** Goad's (1982) model consists of five phases of training cycles: analysis, designing, developing, conducting, and evaluating (see Figure 2.3). Goad considered the training process as a closed-loop or continuous system with the following interrelated phases:

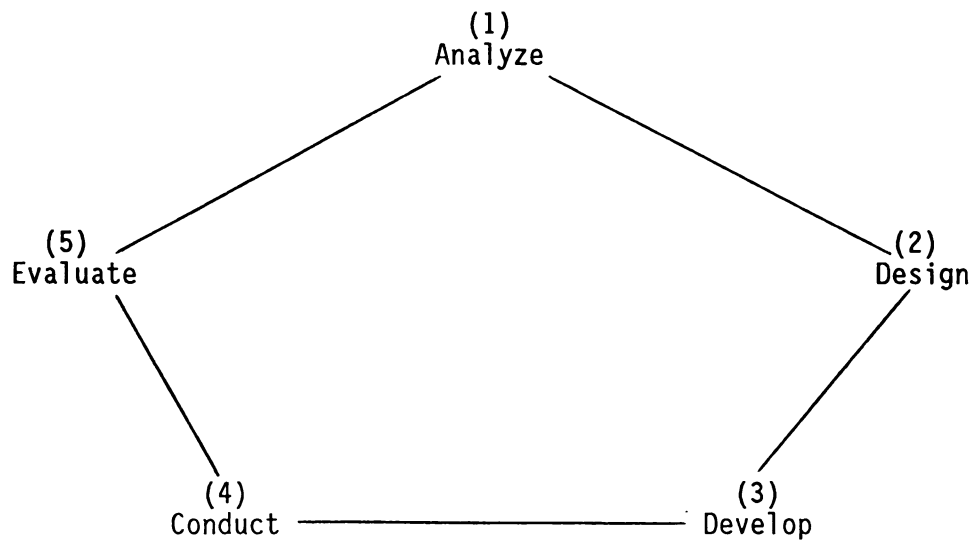


Figure 2.3: The training cycle as a closed-loop, continuous system. Adapted from Goad (1982), p. 11.

1. Analyze to determine training requirements: (a) Identify the problem and then determine whether training is the best way to solve it. (b) Analyze the tasks and skills needed for the job or function for which the training is to be conducted. (c) Identify the learners to be trained.

2. Design the training approach. Like the analysis phase, the design phase requires a great deal of data gathering. The more thorough the front-end analysis, the more comprehensive the training design. Included in the design phase are such tasks as (a) defining the learning objectives on which the training is to be based, (b) determining the best (most appropriate) methods of training, (c) selecting the best media for the training, (d) identifying test items, (e) determining prerequisites for the learners who are to

receive the training, and (f) organizing the training--whether it be a half-day workshop or a multiple-week course--into its initial sequence, based on a variety of data.

3. Develop the training materials. This involves taking the course outline that resulted from the design phase and converting it into a complete set of materials that, when implemented, will result in the attainment of the desired learning objectives.

4. Conduct the training. The role of the trainer is to instruct, cajole, incite, coordinate, and otherwise facilitate the occurrence of learning.

5. Evaluate and update the training. Goad (1982) believed that if good training is to continue to be good, it must be validated, updated, and then updated again. The activities of the evaluation phase include (a) instructor evaluation of the training after various segments are completed, (b) learner evaluation of the course, (c) third-party evaluation of the course, and (d) field evaluation, to determine whether the learners are performing well in the roles for which the training was to have prepared them.

Involvement in the planning process. Zaltman (1977) posed three critical questions regarding people's involvement in initiating the planning process:

1. Who is to be involved in the planning/decision-making process?

2. What are the diagnostic and problem-solving skills (knowledge/experience) held by those involved in the planning process?





3. What are the educational/training needs of members of the planning process?

Obviously, those who intend to involve themselves in the process of planning inservice programs need skill and knowledge to perform their planning roles successfully.

Zaltman (1977) suggested the need for collaborative efforts in the planning process in the following statements:

The degree of acceptance, satisfaction, commitment, and follow-up action with regard to planning decisions is positively related to the degree of involvement that members of the system feel they have in the decision-making process.

Constructive participation and involvement cannot occur unless system members: (1) believe their participation will lead to action; and (2) are able to perform tasks in the planning process. (p. 131)

The planning activity begins with certain value assumptions and proceeds through analyzing the system, setting goals, and formulating different ideas and suggestions. Boyle (1981) stated that the purpose of the involvement task will determine the process to be followed, the roles of the programmer and the client, and the resources necessary for program completion. He suggested that the design of the process of involvement should be based on the program situation rather than on the soundness of the idea of involvement.

Summary. Planning is the process of defining administrative and operational goals and objectives and of devising the means best suited to their achievement. This definition means that those who involve themselves in planning inservice education programs should try to gather facts about the trainees and analyze that information

to determine present and future professional-development needs and to develop procedures and resources to meet those needs.

Planning administrative inservice education involves determining specific steps to be taken to put such a program into operation and bring it to a successful conclusion. Specific steps are taken, such as those mentioned in the Goldstein model, the Goad model, or any other closed-loop training model. Administrative inservice education programs in Kuwait should be designed to meet the needs of public school administrators and to achieve the organizational goals of the Ministry of Education as well. Public school administrators should be actively involved in the needs-assessment and planning processes if effective administrative inservice education programs are to become a reality.

#### The Implementation Phase of Inservice Education

Introduction. Inservice education is a total system; it is a closed-loop process. Such education has a variety of applications and comes in a variety of types. The instructional process is part of a larger system, the learning process. The question is how inservice education designers can start the training session so that maximum learning takes place. In general, something that starts right has a better chance of finishing right than does something that begins badly.

Implementation, however, is not just an instructional process or delivery system. It is part of a closed-loop process, which begins with analysis of needs, careful planning, and clear learning

objectives, and ends with evaluation as a continuous process (starts from the beginning with training program design) that completes the closed loop of the training system.

The challenge facing the trainer is to take the course outline that results from the design phase and convert it into a complete set of materials that, when implemented, will result in the attainment of the desired learning objectives.

Developing inservice education materials. A wide variety of training materials may be needed, depending on the circumstances (Goad, 1982). These materials might include lesson plans used by the instructor; learner materials, such as workbooks, lesson texts, programmed-instruction texts, and handouts; audio-visual aids, such as films, slides, flip charts, and so on; tests based on items identified in the design phase; and evaluation sheets.

Developing training materials is not the only activity in the implementation phase. Goad (1982) suggested other activities, such as making arrangements for the course and taking care of all the logistical and administrative details that can be done in advance, molding the training events into a practical block of instruction, screening existing materials to discover what is usable, and validating the training course and the materials as much as possible before the actual event.

Whatever type of planning or implementation is used, the training effort should be geared to achieve the objectives--no more

or less than this. The basic foundation for training programs is learning.

The inservice education learning environment. What kind of inservice education do school administrators need and/or prefer? Many teachers and school administrators actually have negative feelings toward inservice meetings because they have experienced nonproductive and poorly planned programs. Hilmar Wagner (1975), an assistant professor at the University of Texas, offered ten suggestions on what participants wanted at inservice education sessions:

1. They liked meetings in which they could be actively involved.
2. They liked to watch their peers demonstrate various techniques in their working fields. This demonstration would serve as a model that participants can take back to their schools.
3. They liked meetings that were short and to the point.
4. They liked practical information--almost step-by-step--on how others approached certain tasks. Too often inservice programs are theoretical and highly abstract.
5. They liked well-organized meetings.
6. They liked variety in inservice program activities.
7. They liked some incentives for attending inservice meetings: release time, salary increments, and advancement points on rating scales.
8. They liked an in-depth treatment of one concept that could be completed in one meeting rather than a generalized treatment that attempted to solve every trainee's problems in one session.
9. They liked to have inspirational speakers occasionally; such speakers often gave them the necessary drive to start or complete a given task.



10. They liked to visit other schools to observe others in situations similar to their own. (pp. 13-14)

Instructional design for inservice education. The establishment of instructional procedures is based on the belief that it is possible to design an environment in which learning can take place and later be transferred to another setting (Goldstein, 1986). With regard to designing for learning, Harris (1980) said:

1. The design of activity sequences and materials for use should provide for some differentiated experiences even when common goals, objectives, and needs are being served.
2. The activities and materials should be designed to assure active, meaningful, and purposeful experiences as much as possible.
3. A great variety of activities should be planned that are task-oriented and reality-based as much as possible. (p. 159)

Harris (1975) emphasized that, whatever instructional design or method is used, the training activities must be chosen on the basis of purposes and objectives plus the situational realities, which include group size and available resources.

Designing training sessions. A session is a basic unit of training. Harris (1989) said that without at least some solid information regarding client or group, one or more objectives, and a time frame, a design for instruction is not feasible. Session planning requires information about the number of clients, their past experience, their perceptions of need, their job responsibilities, and the like. These data provide the designer with at least a starting base upon which to determine objectives for training,



specify an appropriate time frame, and proceed to develop a session plan.

A session plan is a document or set of documents and materials that guides the implementation of session activities in operation. Harris suggested the following guidelines for preparing an inservice session plan: statement of the problem, client specification, goals and objectives, schedule of events, description of procedures, evaluation, follow-up plans, and exhibits of materials, equipment, resource persons, and training budget.

Instructional methods and activities. Instructional methods are only as good as their contribution to the achievement of learning objectives. A fundamental criterion in selecting a learning method should be the appropriateness of that method to the learning objectives (Laird, 1985).

Instructional methods or activities are the building blocks of the training session. Harris (1985, 1989) developed lists of activities and detailed descriptions of their unique characteristics. However, the challenge facing designers of inservice education is the selection of an appropriate activity or activities. Harris (1989) emphasized that the following questions need to be answered for an effective inservice education design to emerge:

1. What activity or activities are most likely to stimulate learning toward the objective(s)?
2. Will more than one activity be required? If so, which ones?
3. What sequence of activities is likely to be most effective?





4. How feasible are the chosen activities, given the time frame, size, and composition of the client group, leadership competencies, materials, and other resources available? (p. 76)

Selecting activities for inclusion and sequencing in a training session relies heavily on the designer's understanding of each of the many activities at his/her disposal (Harris, 1989).

#### Selecting Activities for Inservice Education Sessions

Inservice activities in themselves are neither good nor bad; they can be used effectively or disastrously (Thelen, 1954). Inservice leaders should select activities that best suit the objectives of the program. Thelen warned that cautious selection is called for when inservice activities are planned. The author offered the following questions as guidelines for matching activities with objectives:

1. What main objective is the activity supposed to accomplish?
2. Under what conditions does the activity actually work successfully?
3. What undesirable things does the activity produce?
4. What part of the activity is fixed and what can be modified to fit a particular situation?

Harris (1985) provided a list of 26 activities. Those activities are presented in this study with respect to their appropriateness to group size (see Figure 2.4).

| Individualized Activity      | Small Group                    | Medium Group                        | Large Group        |
|------------------------------|--------------------------------|-------------------------------------|--------------------|
| Analyzing and calculating    | Buzz session                   | Brainstorming                       | Panel presenting   |
| First-hand experience        | Discussion--leaderless         | Demonstrating                       | Lecturing          |
| Guided practice              | Discussion--leader facilitated | Film, television, filmstrip viewing | Social interaction |
| Interviewing                 | Group therapy                  | Material/equipment viewing          | Visualizing        |
| Mediating                    | Microteaching                  | Social interaction                  |                    |
| Reading                      | Systematic observation         | Testing                             |                    |
| Videotaping or photographing | Role-playing                   |                                     |                    |
| Writing or drawing           | Social interaction             |                                     |                    |

Figure 2.4: Basic activities for inservice education sessions, according to group size. Adapted from Harris (1985), p. 72; and Harris (1989), p. 83.



Another list of 38 activities was described and analyzed by Laird (1985). The question is: "What method or activity should be used for a training program?" Laird's answer was: "Asking what method to use for a training program is like asking a physician what instrument to use for surgery. It all depends on the nature of the operation" (p. 131).

Lecture. The lecture is probably the most used and misused inservice activity. This activity is an excellent vehicle for providing one-way, controlled input of information and is probably used in some form in almost every inservice program (Otto & Erickson, 1973). Laird (1985) defined the lecture as:

. . . words spoken by the instructor. It is thus a verbal-symbol medium, offering a relatively passive and unstimulating experience for learners . . . unless the speaker has unusual vocal and rhetorical talent. In itself, the lecture is a nonparticipative medium. (pp. 133-134)

Discussion method. The intention of group discussions includes sharing information, analyzing alternatives, developing understandings of complex problems, and arriving at carefully considered decisions (Otto & Erickson, 1973). The discussion method may be more effective than the more passive learning environment of the lecture if the teacher wants learners to reflect on and confront their attitudes (Gall & Gall, 1976).

Demonstration. In this basic activity the participants usually witness a real or simulated activity in a setting that usually includes procedures, materials, equipment, and techniques employed in the "real world." Demonstrations provide trainees with models of specific behavior and help answer questions such as "What do you do



if . . . ?" The specificity necessary for a worthwhile demonstration calls for a relatively narrow topic (Harris & Bessent, 1969).

Observation. Observation provides participants with opportunities to view certain activities in actual situations, such as teaching activities in classroom situations. Observations, like lectures and demonstrations, have a relatively low experience impact because there is no control over the content other than the selection of the observable activity (Otto & Erickson, 1973).

Interviewing. The first type of this activity is **personal interview**. The objective of this person-to-person interaction activity in terms of inservice education is to exchange information with another person in order to effect changes in either one or both persons' behavior. The interview activity should vary according to the advantages and disadvantages of each style in a given situation.

The second type of activity is **group interview**, in which one person interviews several others. The intention is not to change personal behavior; rather, this activity is appropriate in problem-solving meetings because it allows several resource people to respond to the same concerns in a structured manner (Otto & Erickson, 1973).

Field trips. Field trips, excursions, observations, or tours may or may not be participative learning experiences. That depends on how well instructors set up expectations and objectives before the trip takes place. Instructors give each trainee a set of questions for which answers must be supplied. These answers can be





discovered on the field trip. They can be reviewed at a feedback session in the classroom following the tour. Laird (1985) stated that the best method is probably to have the learner actually work with an employee of the visited department.

Role play. This activity permits learners to reenact situations they face on the job, that they will face in the future, or that they perceive to be like those on the job (Laird, 1985). The general procedure of role play is to establish support, identify a situation, assign roles, adhere to the roles, and stop at the appropriate time. The role playing should be directed to a specific problem, and role assignments must be explicit so the participant knows what is expected of him/her. Sometimes follow-up group discussions or an expert's analysis is useful (Otto & Erickson, 1973).

Simulations/games. Simulations are somewhat like action mazes being role-played. Usually they are extensive designs with carefully programmed decision points (Laird, 1985). Games result when simulations are made competitive, with teams vying to see who makes the more effective decisions. In-baskets are a form of simulation that gets at the realities of a job through the paper symptoms of that job. Learners get all the materials one might expect to find in an "in" basket on a typical workday. They must then process that paperwork until all the items are in the "out" basket (Laird, 1985).

Involvement in instructional activities. People learn by doing. The growing trend in training over the years has been to get

learners more involved. One way to do this is to give the learner most, if not all, of the responsibility for learning (Goad, 1982).

Modern learning theories stress that adults must have a degree of ownership of the learning process--that they want to invest their previous experience in those processes. Such ownership and investment are achieved by designs in which the learners actively talk about what they have done in the past or what they are thinking and feeling currently as they experiment with new behaviors during the learning process (Laird, 1985).

There are several techniques for getting learners involved. The use of a variety of experiential techniques will enhance the learning process. Some of the techniques suggested by Goad (1982) are discussed in the following paragraphs.

**Questions.** The use of questions is one of the best means available to stimulate learner response. Questions help arouse interest, stimulate thinking, keep the training on track, and obtain vital feedback.

**Tests.** Tests not only help measure progress and provide feedback, but they also are a means of getting the learners to participate.

**Instruments.** Also called data-feedback devices or inventories, these paper-and-pencil response forms do not test what learners know; rather, they collect data for the learners to use.

**Trainer/learner-developed materials.** Taking notes is one type of such materials. Another is work sheets, which the learners to complete at various times during the training session.



**Presentation/recitation.** This is the technique of having learners explain the whys, whats, and hows of something. In other words, after advanced preparation, the trainees become co-trainers.

**Case studies.** The learners are required to react with solutions to problems that are depicted in the cases.

**Simulations/games.** Simulators range from relatively simple, gamelike devices to complex electronic/digital computers. They teach such things as strategy, negotiation, and decision making. These are frequently used in management training. They may require several people to interact with one another or can be designed for use by an individual.

**Role playing.** This technique commonly is used in teaching human-relations skills. Role plays may be highly structured, with the roles well-defined, or the people who are playing the roles may be given a great deal of flexibility in acting them out.

In using any of the above-mentioned techniques, it is important to have specific objectives and guidelines. Whatever is demonstrated or learned should contribute to the achievement of the specific learning objectives of the training session (Goad, 1982).

The involvement of public school administrators in any of these activities depends on what the administrative training programs are designed to achieve. Implementation of such techniques should be built on specific objectives. What is needed is a well-trained trainer/facilitator who knows what techniques are appropriate for the training session, how and when the program should be offered,



and who should be involved in each activity. As Otto and Erickson (1973) stated, in any inservice program, the marriage between the specific goals and objectives and the actual activity engaged in by the participants will determine, to a great extent, the success or failure of the program.

### The Evaluation Phase of Inservice Education

Definition of evaluation. Stufflebeam and associates (1971) defined evaluation as "a process which links value, information, and decision-making situations in making professional judgments" (p. 13). This concept of evaluation would avoid the ex post facto effect of the congruence or measurement approaches and make evaluation influential in the decision-making process, rather than simply determining what constructive or destructive effects had already occurred. Evaluation is a key factor in making professional, enlightened decisions.

Evaluation is the systematic process of obtaining objective information for educational decision making. The evaluation process, as conceived by Tyler (1934, 1949) and further developed by more recent writers in the field (Bloom et al., 1971; Provus, 1971; Stufflebeam et al., 1971), is a goal- or objective-oriented activity.

Evaluation of inservice education programs. Goldstein (1986) viewed evaluation of inservice education as "a systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption



value, and modification of various instructional activities" (p. 111). In other words, evaluation is an information-gathering technique that cannot possibly result in decisions that categorize inservice programs as good or bad because the objectives of instructional programs reflect numerous goals, ranging from trainee progress to organizational objectives.

When we evaluate without data, we ignore the premise of Bloom's taxonomy of educational objectives. Laird (1985) contended that evaluation is the most complex of the mental skills and can be done effectively only after some knowledge is acquired, comprehended, applied, analyzed, and finally synthesized.

How to evaluate. Inservice education program evaluation almost always demands gathering and digesting information about program status and sharing that information with the program's planners, participants, and/or funders. Morris and Fitz-Gibbon (1978) stated:

The essential purpose behind doing an evaluation usually is to answer the question "Does the unique amalgam of materials, activities, administrative arrangements and role-determined tasks that comprise this particular program seem to lead to its achieving its objectives?" (p. 9)

Some evaluations become more an analysis of how well the program followed the original plan than an examination of how well the program met the original need. When one is evaluating a program rather than a plan, the plan should be treated as a means to the desired end, and the evaluation should emphasize whether the end was attained (Steele, 1973).



Evaluation of the efficiency of inservice education programs is a very important step. Donald Kirkpatrick (1975), an authority in the field of inservice evaluation, divided the subject into four broad segments:

1. Measuring the reactions of participants--how well they liked the training.
2. Measuring the learning of knowledge, skills, and attitudes.
3. Measuring on-the-job behavioral changes that resulted from the training.
4. Measuring desired results--were they achieved? (Measuring results is extremely difficult to do.)

Types of evaluations. Evaluation can be divided into three types, although they do overlap and all three are required to provide effective evaluation. According to Goad (1982), the three types of evaluations are as follows:

**Self-evaluation.** Trainers need to do their own evaluation to know how effective they are, but critiques from observers can be helpful.

**Learner evaluation.** This is the process in which the learners express their opinions and make observations about the effectiveness of the training. Trainers usually have many learner-evaluation forms, but what they use will depend on their training situation. Some of the things on which the trainer wants to receive feedback are: How useful was the material for the trainer's performance and qualifications? Were the learning objectives understood? What was the value of the audio-visual (and other) training aids that were

used? How effective was the allocation of time (overall and various segments)? Were the facilities adequate? Were the learners satisfied with the flow of the training event? How do the learners rate the helpfulness and attitude of the trainers? What suggestions do the learners have for improvement?

**Testing.** This is the process of determining whether the learners learned what was intended. Testing can be done informally, with questions, or with various types of written or performance tests. There are two types of knowledge tests: subjective and objective. Subjective or essay tests are not ordinarily used in training situations. There are several types of objective tests, including oral, true/false, multiple choice, matching, and completion (fill in the blanks). All of these have application in evaluating knowledge learning. Tests can be administered any time that the trainers think they will help--before the lesson starts, during the lesson, or after the session.

Formative and summative evaluations. Evaluators distinguish between two major types of evaluations: formative and summative. Formative evaluation is done during a program or process. As originally conceived by Scriven (1967), formative evaluation is used to determine whether the program is operating as originally planned or whether improvements are necessary before the program is implemented (Goldstein, 1986).

Morris and Fitz-Gibbon (1978) described the formative evaluator as a helper and advisor to the program planners and developers, or

even a planner him/herself. The evaluator is a person who may be called on to look out for potential problems, to identify areas where the program needs improvement, to describe and monitor program activities; and periodically to test for progress in achievement or attitude change.

The major concern of summative evaluation is the evaluation of the final product, with major emphasis on program appraisal. Thus, formative evaluation stresses tryout and revision processes, primarily using process criteria, whereas summative evaluation uses outcome criteria to appraise the instructional program. However, process criteria (such as daily logs of activities) are also important in summative evaluation because they supply information necessary to interpret the data. Of course, both formative and summative evaluations can lead to feedback and program improvement (Goldstein, 1986).

A summative evaluator might have responsibility for producing a summary statement about the effectiveness of the program. In such a case, the evaluator probably will report to the director of the training center or, in the case of Kuwait, to some other Ministerial representatives or officials. The evaluator might be expected to describe the program, to produce a statement concerning the inservice education program's achievement of announced goals, to note any unanticipated outcomes, and possibly to make comparisons with alternative programs. It is difficult to fulfill this role successfully with one instrument such as a posttest. Even with the administration of a pretest before the instructional program begins



and a posttest after participants have been exposed to the instructional program, no indication is given of later transfer performance (Goldstein, 1986).

Models for evaluation. Most evaluation models outline how their various proponents believe evaluations should be conducted. Various types of evaluation models are described in the following paragraphs.

**Adversary evaluation model.** Evaluation should present the best case for each of two competing alternative interpretations of the program's value, with both sides having access to the same information about the program (Levine, 1973; Owens, 1981).

**Decision-oriented evaluation model (CIPP).** Evaluation should facilitate intelligent judgments by decision makers (Stufflebeam et al., 1971).

**Evaluation research model.** Evaluation should focus on explaining educational effects and devising instructional strategies (Campbell, 1969; Cooley, 1976).

**Goal-free evaluation model.** Evaluation should assess program effects based on criteria apart from the program's own conceptual framework (Scriven, 1974).

**Goal-oriented model.** The goal-oriented model emphasizes that evaluation should assess learners' progress and the effectiveness of educational innovations (Bloom et al., 1971; Provus, 1971).

**Transactional evaluation model.** Evaluation should depict program processes and the value perspectives of key people (Rippey, 1973; Stake, 1975).

The Center for the Study of Evaluation (CSE) model of evaluation. In The Evaluator's Handbook, Morris and Fitz-Gibbon (1978) outlined how the CSE model of evaluation works. The CSE program-development model, at least in its major outlines, has guided evaluation theory, practice, and training conducted by the Center for the Study of Evaluation since the late 1960s. The CSE model focuses primarily on when to evaluate and points out phases during the development of a program during which various audiences might effectively use credible information. The four stages to be followed in the CSE model are shown in Figure 2.5.

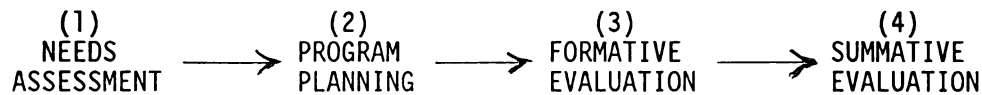


Figure 2.5: Stages of the CSE evaluation model. Adapted from Morris and Fitz-Gibbon (1978).

CSE-model steps for conducting a formative evaluation are as follows:

1. Set the boundaries of the evaluation.
2. Prepare a program statement.
3. Monitor program implementation and the achievement of program objectives.
4. Report and confer with planners and participants.

CSE-model steps for conducting a summative evaluation are as follows:

1. Focus the evaluation--that is, decide what needs to be known, and by whom. Determine the purpose of evaluation.
2. Select appropriate measurements and evaluation design.
3. Collect data.
4. Analyze data.
5. Prepare, assemble, and submit the report.

### A Theory for Inservice Education Programs

The absence of theory-based inservice education programs at all levels was amplified by Cruickshank, Lorish, and Thompson (1979), who reported the apparent lack of theoretically based inservice programs and the attending problems that emerge. Orlich (1989) also observed how little theory was called upon by inservice program designers.

Putting theory into practice is just one of the imperatives for inservice education or any other area of learning. The challenge of moving from theory to practice permeates the educational system. Maley (1982) contended that putting theory into practice should be guided by the identification of theories appropriate for the time, place, and function of the enterprise. The process of theory validation is another imperative that must precede the theory-into-practice process. Finally, for the educator, the challenge of putting theory into practice can be one of the finest stimulators of professional involvement in developing the human component and fulfilling the promise in each individual (Maley, 1982).





Selecting a theory or a combination of theories for inservice education would facilitate learning for all those involved in inservice programs. To select an educational approach for inservice education is of great use to program designers because it causes them to analyze their assumptions, assertions, and definitions before they even begin planning projects (Orlich, 1989).

By selecting a testable model from the theory, inservice program directors can predict more accurately the logical consequences of their decisions. If the selected theory or paradigm is applied properly, efficacious inservice projects and staff-development programs evolve more scientifically and not simply as random events (Orlich, 1989). Thus, the design of administrative inservice programs should be based on theories that promote the involvement of participants and facilitate collaborative training.

Selecting a learning theory for inservice education. Inservice education designers need some learning theory upon which to base the activities they specify in the learning systems they create. Professional instructors need some theoretical basis from which to operate (Laird, 1985). Laird added, "But there are many learning theories; which one should be used? If you must have just one theory, use the one that caused you yourself to learn--if you know what it was!" (p. 114).

Gagne (1970) pointed out in The Conditions of Learning, "I do not think learning is a phenomenon that can be explained by simple theories, despite the admitted intellectual appeal such theories

have." The various learning theories have two chief values, according to Hill (1977):

One value is in providing us with a vocabulary and a conceptual framework for interpreting the examples of learning that we observe. These are valuable for anyone who is alert to the world. . . . The other, closely related, is in suggesting where to look for solutions to practical problems. The theories do not give us solutions, but they do direct our attention to those variables that are crucial in finding solutions. (p. 261)

Thus, although learning theories cannot provide an operator's manual for inservice education designers and instructors, they can be useful as ways of organizing information and of thinking through practical problems in designing and conducting inservice education programs.

What is learning? One of the first practical concerns of anyone attempting to deal with learning theory is the definition of learning. Hilgard and Bower (1966) defined learning as:

. . . the process by which any activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the change in activity cannot be explained on the basis of native response tendencies, maturation, or temporary states of the organism (e.g., fatigue, drugs, etc.). (p. 2)

Learning is a process, not a product, but the measurement of the process presents such major difficulties that educators have followed the practice of measuring the product. Although the learning process is internal and unobservable, evaluations of the effectiveness of an instructional program rest on the measurement of observable behavior as a product of the desired behavior. Learning is a change in the behavior of learners, and it is described most usefully in those terms (Blackburn, 1984).

Putting learning theory into practice. Learning theory and its application to instructional methodology have led many researchers to believe that an intervening link must be developed between the theorist in the laboratory and the practitioners in the applied setting. Bruner (1963) stated the problem:

A theory of instruction must concern itself with the relationship between how things are presented and how they are learned. . . . Learning theory is not a theory of instruction. It describes what happened. . . . A theory of instruction is a guide to what to do in order to achieve certain objectives. (p. 524)

During the 1970s, researchers began the task of developing instructional theories relying on both theoretical and experimental analyses in the laboratory and applied problems taken from instructional settings. Theories were developed about how the learner organized and integrated information and how information was stored (Glaser, 1982).

The issue of putting theory into practice is imperative for the professional educator if there are to be plausible and/or scientific guidelines for his/her actions. The theory in this respect serves as a statement of beliefs growing out of speculation, analysis, and scientific examination (Maley, 1982).

Theories of learning or instruction are, in essence, projections of thought through which the professional educator is able to establish rationality and a sense of logic for decisions in the pursuit of his/her actions. As Cross (1981) stated, "theory without practice is empty, and practice without theory is blind" (p. 110).

Examples of learning theories dealing with the behavior of people in relation to the processes of learning, motivation,

individual differences, involvement, and personal development are presented and described in the following pages.

**The theory of individual differences.** Individual differences extend across the personal qualities of background, emotions, abilities, interests, learning styles, motivations, health, sensory effectiveness, maturity, self-concept, peer pressure, and many more. Some suggested guidelines and principles have been presented as prerequisites to putting the theory of "individual differences" into pedagogical practice (Maley, 1982):

An understanding of the ways in which people are different.

An understanding of the specific learners and their particular individual differences.

A dedication to the proposition that effective education is dependent on the individualization of instruction.

A constant search for ways of bringing instructional programs and practices in line with the individual learner. (p. 7)

Accordingly, an inservice education program or any other educational program would include:

1. A broad range of instructional activities from which the learner can achieve success.
2. Multiple levels of difficulty and challenge in the activities.
3. A broad range of roles that the learners could perform in the training session.
4. Opportunities for learner involvement in terms of his/her goals and purposes.
5. A good variety of instructional strategies to facilitate student or trainee learning in keeping with their needs.
6. A variety of educational media in keeping with the individual sensory needs of the students.

7. Opportunities for every learner to become a somebody and/or build a positive self-concept. (Maley, 1982, p. 8)

**The theory of involvement in the learning process.** This theory is based on the idea that the quality of learning experienced by an individual is highly related to the degree to which he/she is involved in the process of learning as well as with the content. Learning in this context depends on:

Establishing associations or linkages with previous experience or knowledge gained.

Opportunities to use that which is to be learned.

The use of information in various situations.

The use of multisensory input into the central nervous system.

The degree to which the learner finds meaning and/or a relationship to his/her purposes in what is to be learned.

The kind of physical and mental activity engaged in by the learner.

The degree of mental concentration exerted by the learner. (Maley, 1982, p. 8)

Each of the preceding conditions is a form of learner involvement that puts the individual trainee in an active role with the content or the processes of the inservice education program.

Involvement of the learner in the learning process entails an intellectual participation in the processes of searching, challenging, anticipating, analyzing, and concluding. Involvement in the identification and planning of the work to be done by learners builds a personal identification with the materials and activities of the learning experience (Bruner, 1977).

The theory of purposeful learning. The theory of purposeful learning is grounded in the psychological connections of meaning and relevance of the learning experience to the individual learner. It is based on the theory that the student enters the learning activity with purposes and drives that tend to separate out that which is relevant to him/her (Maley, 1982).

The teacher's role may be one of providing the environmental setting or situation through which the learner accomplishes his/her purposes. Klausmeier and Ripple (1971) provided the following description of this learning dynamic:

The theory of purposeful learning attempts to identify and describe conditions within the learner and the school setting that facilitate learning. The sequence of purposeful learning begins with attending to the situation and setting a goal; it ends with goal attainment and the use of acquired knowledge and abilities in other situations. The teacher's role is parallel to that of a student: it is viewed as facilitative and helping rather than as perspective and shaping. (p. 68)

The theory of purposeful learning ranges over a broad spectrum of individual possibilities. Individual purposefulness may stem from such factors as exploration or pursuit of a career, involvement with a hobby, future aspirations, use of the information or skill, purposes for pursuing the study, relevance of the educational experience to one's self-concept, one's interests, and the goals one has set for him/herself (Maley, 1982).

**Sensory-stimulation theory.** This approach to learning says that, for people to change, they must invest their senses in the process. Advocates of the sensory-stimulation approach maintain that 75% of what adults know was acquired through the eyes. They

credit hearing with 13% and say that the remaining 12% of what people know was acquired through touch, smell, and taste. This stress on visual senses as the source of learning results in a heavy attack on the lecture method--unless, of course, it is accompanied by much visual stimulation.

The sensory-stimulation theory recognizes the problem of forgetting. Some studies have shown that people retain only about one-tenth of what they have heard 72 hours after hearing it. Some students retain about 30% of what they have seen. When the stimulation appeals to both ears and eyes, the retention rises to about 70%. Advocates of this theory point out that the more senses are involved, the more lasting is the response (Laird, 1985).

**Reinforcement theory.** Behaviorists teach that a behavior is controlled by its consequences. Humans will repeat a behavior that seems to produce pleasant consequences and will avoid behaviors that seem to lead to unpleasant consequences. To apply this in learning settings, positive reinforcement will shape learning experiences. The implication is that the learner is actively involved in the learning process. The learner is actively engaged and interacting with the instructor whenever learning is really happening (Laird, 1985).

**Facilitation theory.** This approach places greater emphasis on the learner's involvement in the process. In Freedom to Learn, Rogers (1969) examined in depth the relationship between the learner and the instructor. He saw the role of the instructor as that of a facilitator, rather than a stimulator or controller, of the learning

process. Thus, Rogers's concept of facilitation involves permitting students to make responsible choices about the direction of their learning and to live responsibly with those choices. Rogers identified maturity as the ultimate objective of a facilitative learning system. "The most useful learning is learning the process of learning . . . a continuing openness to experience, incorporating into oneself the process of change" (p. 163).

Implementation of the facilitation approach in inservice education requires an investment of sufficient time to enable all parties to discuss their ideas and plans openly. This approach stresses the affective domain and encourages the expression of emotions and feelings. Human relations skills are emphasized; thus, training in these skills is a prerequisite for using the facilitation approach. Motivation is based on Maslow's hierarchy of needs, with each person satisfying his/her own higher-order needs of self-esteem or self-actualization. Finally, the trainer or instructor in the project is perceived as a learning facilitator.

Rogers (1969) abstracted a number of principles from current experience and research that might answer the following questions; How does a person learn? How can important learning be facilitated? What basic theoretical assumptions are involved?

1. Human beings have a natural potentiality for learning.
2. Significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes.



3. Learning which involves a change in self-organizations--in the perception of oneself--is threatening and tends to be resisted.
4. Those learnings which are threatening to the self are more easily perceived and assimilated when external threats are at a minimum.
5. When threat to the self is low, experience can be perceived in differentiated fashion, and learning can proceed.
6. Much significant learning is acquired through doing.
7. Learning is facilitated when the student participates responsibly in the learning process.
8. Self-initiated learning which involves the whole person of the learner--feelings as well as intellect--is the most lasting and pervasive.
9. Independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance.
10. The most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experience and incorporation into oneself of the process of change. (pp. 157-163)

The andragogical model. The prefix "andra" is derived from the Greek "aner," which means "man"; andragogy deals with how adults learn. The leading person in this field is Malcolm Knowles, who pointed out many differences between the ways adults and children learn. According to Knowles, adult learners (a) are problem centered rather than content centered, (b) seek participation, and (c) like the student-centered classroom setting.

Knowles (1984) said that the basic format of the andragogical model is a process design. The andragogical model assigns a dual role to the facilitator of learning (a title preferred over teacher): first, to facilitate the learners' acquisition of content

and, only secondarily, the role of content resource. An andragogical process design consists of the following seven elements:

1. **Climate or setting.** What procedures would be most likely to produce a climate that is conducive to learning? Knowles (1984) considered two aspects of climate. The first is the physical environment, the typical classroom, with chairs in rows and a lectern in front. Although physical climate is important, psychological climate is even more important and more conducive to learning. The psychological climate must be one of mutual respect, collaborativeness, mutual trust, supportiveness, openness and authenticity, pleasure, and humanness (Knowles, 1984).

2. **Involving learners in mutual planning.** A basic law of human nature is at work here: People tend to feel committed to any decision in proportion to the extent to which they have participated in making it. Conversely, people tend to feel uncommitted to any decision to the extent that they believe others are making it for them and imposing it on them.

3. **Involving participants in diagnosing their own needs for learning.** A variety of diagnostic strategies are available, ranging from simple interest-finding checklists to elaborate performance-assessment systems.

4. **Involving learners in formulating their learning objectives.**

5. **Involving learners in designing learning plans.**

6. **Helping learners carry out their learning plans.**

## 7. Involving learners in evaluating their learning.

Individual learners evaluate the accomplishment of objectives. Evaluation also is concerned with judging the quality and worth of the total program (Knowles, 1984).

### Theories of Motivation for Inservice Education

According to basic psychology, two classes of motives determine people's behavior: physiological motives (e.g., hunger, thirst, sexual drives, cold) and psychological motives (e.g., cognitive, achievement). The physiological motives are, obviously, basic; the psychological ones are learned (Goad, 1982).

Many theories regarding motivation have been researched and documented. Those that are useful in gaining an understanding of the importance of motivation to training (Goad, 1982) are discussed in the following paragraphs.

McGregor's Theory X and Theory Y. McGregor was a proponent of a participative approach to management, as opposed to a more autocratic style. Theory X is the label given to the traditional, more authoritarian approach. This theory proposes the notion that the average person dislikes work and will avoid it if he/she can. Theory Y rests on Maslow's higher-order human needs. It assumes that man is active, and wishes to grow and become more and more useful to the organization of which he/she is a part (Griffith, 1979). Both approaches work, whether used by an executive, a trainer, or anyone in a position of authority. But Theory Y--the

more participative approach--is much better suited to adult learning (Goad, 1982).

Maslow's hierarchy of needs. Maslow (1954) classified human needs in a pyramidal order, placing the most basic at the bottom of the pyramid and the least potent at the top. When the physical requirements of survival and security have been assured, an individual looks for social satisfaction. A new level of needs arises when his/her social needs have been met. The person desires to earn the esteem of others. The highest level of needs relates to self-actualization (Maslow, 1954).

Herzberg's motivation-hygiene theory. The work done by Herzberg (1966) resulted in two categories of factors that motivate people: The motivator factors are achievement, recognition of achievement, work itself, responsibility, advancement, and the possibility of growth. The hygiene factors are supervision, company policy and administration, working conditions, relations with others, status, job security, salary, and personal life. Although these factors relate primarily to work, they can be equated with the training setting (Goad, 1982).

Instrumentality theory and motivation. Vroom (1964) developed a process theory of motivation. The theory is based on cognitive expectancies concerning outcomes that are likely to occur as a result of the participants' behavior and on individual preferences among those outcomes. The motivational level is based on a combination of the individual's belief that he/she can achieve certain

outcomes from his/her acts and the value of those outcomes to the person (Goldstein, 1986).

Equity theory. Equity theory is based on the belief that people want to be treated fairly. Adams (1965) stated that "inequity exists for a person when he perceives that the ratio of his outcomes to inputs and the ratio of others' outcomes to inputs are unequal" (p. 280).

Although equity theory appears to be especially relevant to the subject of wage factors (e.g., pay, status, and fringe benefits), it may also have important implications for training. Instructional programs for training may be viewed as an input or an output. In the input case, individuals who have acquired the necessary training experiences may view as inequitable promotions and pay raises earned by individuals without equal educational experience. In the output case, persons may perceive that they are not given the opportunity to attend advanced training courses (Goldstein, 1986).

#### A Conceptual Framework for Involvement

All changes should be introduced with the full consent and participation of those whose daily lives will be affected by the change (Mead, 1955). The literature revealed a wide range of disagreement on the notion of involvement in decisions when developing programs. Boyle (1981) argued that the emphasis on involvement in decisions about a program represents a departure from planning for people to planning with people. Preferably, decisions concerning the activities to be carried out should be made by those

who will benefit and, if not, at least through effective consultation and substantial acceptance by those who will benefit (Cohen & Uphoff, 1977).

A concept of involvement. The first view of involvement is embodied in the concept of power or control. Arnstein (1971), for instance, defined participation as "the redistribution of power that enables the have-not citizens, presently excluded from the political and economic process, to be deliberately included in the future" (pp. 71-72).

The underlying theme is one of conflict: the have-not citizens against the power holders. The basic purpose of this type of participation is to alter drastically the power structure. Boyle (1982) emphasized that the **conflict approach** is not the only approach to social change. It is misleading to imply that participation always entails conflicts of interest.

The functional approach. The functional approach to social change maintains that the major function is to provide the means for increased collective effectiveness. Societal needs become organized in and represented by specific institutions. Collective effectiveness is realized only if all societal needs are met in a balanced fashion (Boyle, 1982).

The institutional building model. Boyle (1982) suggested the institutional building model as an approach to societal change. The basic premise of this model is that change is introduced primarily in and through formal organizations. In the institutional building model, the change agents are identified as the leadership, with

professional and political attributes, that facilitates the change process. The basic tasks of change agents are to (a) define problems, values, objectives, and operating styles of the organization; (b) translate problems and needs into programs through policies and action measures; (c) mobilize and develop human and physical resources; and (d) combine these resources into structure of authority, communication, and effective actions that enable the organization to carry out its programs. Mobilizing and developing human resources into structures that enable the organization to implement its programs is most effective when there is direct participation by those the organization serves (Boyle, 1982).

Definition of involvement/participation. The literature contains many definitions of participation/involvement. Some of these definitions stress people's involvement in the decision-making process, particularly their involvement in implementing programs and decisions, their contributions of various resources, and their cooperation in activities and programs, as well as mutual sharing in the benefits of the development in efforts to evaluate such programs (Cohen & Uphoff, 1977).

Boyle (1982) viewed participation as the process that helps integrate the ever-increasing numbers of differentiated functions and institutions in the social system. To participate means to take a part or share with others in some activity or enterprise (Webster's Third New International Dictionary, 1983). Training participation has been defined as an instructional program designed

to help participants use the processes and procedures of group discussion and other educational procedures in order to learn effectively (Good, 1973).

Involvement in inservice education. The cooperative efforts between planners and recipients of inservice education should be harmonized. Involvement of recipients should begin with initiation of program planning and continue through final evaluation because involvement is an important key to success (Harris, Bessent, & McIntyre, 1969). The following statement by Otto and Erickson (1973) seems to reinforce what Harris et al. suggested:

If the participants have some control over the content of the activity, it may have more relevance for their needs; or, if the activity involves multisensory presentations, involvement is enhanced. Finally, if two-way communication is prevalent the chances for feedback and interaction increase the degree of experience impact. (p. 4)

Continuing, Otto and Erickson pointed out that inservice programs should be planned and carried out to maximize recipients' involvement.

An inservice program cannot be judged solely on its goals; its value is also based on the degree of involvement, cooperation, and assistance of the participants, as well as the degree to which desired changes come about in their knowledge and behavior (Wick & Beggs, 1971).

The absence of cooperative efforts between inservice program planners and training recipients was documented by Rubin (1971): "Historically, there is reason to believe that there have been



differences between the expectations of in-service planners and those of recipients for inservice" (p. 5).

Inservice education for school administrators should be based on comprehensive studies of the real needs of school administrators. Daresh and LaPlant (1985) reported that "administrators want to be involved in project planning, prefer active participation, support long-term or short-range projects, and desire some control of decision making" (p. 39).

The NASSP Bulletin for January 1987 featured principals' center projects, showing the commitment of such organizations to the concept of voluntary involvement (Barth, 1987). Principals' centers and institutions are organized and administered by the principals themselves. The Harvard Principals' Center even allows practitioners to teach in the graduate school. Barth (1987) wrote that the Harvard Center had a very positive effect on principals working through the center.

#### Principals' Centers as Models for Involvement

During the last half decade, a variety of different associations, known by different names but most commonly classified as principals' centers, have appeared on the educational scene. Erlandson (1987) stated that principals' centers will fail if they call attention primarily to themselves. They are facilitators of growth and relationships among the principals they serve. The centers can serve principals in conjunction with universities, professional associations, and state departments of education.

The main idea behind the establishment of principals' centers is the ownership by principals of their learning. And with ownership comes involvement--involvement in the choice to participate and in the governance of their organizations; involvement as providers of resources as well as consumers; and, perhaps most important, involvement of principals by modeling for others, adults and students (Barth, 1987).

Between 1983 and 1987, approximately 100 principals' centers were established in the United States. Wallace (1987) summarized the purposes of principals' centers in the following statement:

Centers range from grass-roots "club" style centers, where principals attend voluntarily and plan, organize, and offer activities in which craft knowledge is shared, to district or state training academies where courses are provided by professional trainers for principals in a given area. (p. 63)

Erlandson (1987) wondered why principals' centers have come on the scene. Established bodies, including universities and professional associations, have for years provided the same benefits promised by principals' centers--chiefly training, renewal, and collegiality. Why, then, have principals' centers been established? And what accounts for their growing popularity? Erlandson's answer is that principals' centers cannot supplant, or even compete with, the agencies and associations that have traditionally supported principals. They are in the business of fostering renewal through relationships designed to continue only so long as they fulfill needs that are unmet by other groups.

The most significant and essential idea behind a principals' center is that it is initiated and directed by principals, for principals. Although the development of each principals' center will be different, it is important to note an idea that is common to all centers. The purpose of principals' centers is not to develop political clout for principals or to improve their working conditions or salaries, although such things could be by-products. A principals' center focuses essentially on improving principals' professional skills, attitudes, and expertise (Carmichael, 1982).

According to Barth (1987), each of the 100 or so principals' centers across the United States is an experiment, a laboratory seeking to foster learning, to make visible and available knowledge about the professional craft, to encourage risk taking, and to develop a culture of collegiality. What principals want and need are real professional-growth and renewal opportunities, not time spent in contrived, overly theoretical activity. Some principals and assistant principals, as members of principals' centers, will gain personal and professional recognition from the society, voluntary attendance, and a neutral and protected setting for their reflections and conversations (Barth, 1987).

IDEA: A model for involvement. The Institute for Development of Educational Activities (IDEA) is a private, nonprofit foundation in Dayton, Ohio. All principals in the Kenmore School District participated in the IDEA principals' inservice program. This program was designed to help build support groups and to develop the

problem-solving skills needed to plan and implement improvements in their school buildings.

After initial awareness workshops, the principal inservice groups meet one day a month during the first year of school improvement to work on planning skills, to help each other solve immediate problems, and to prepare for supporting improvement projects in their individual schools. During the next stage, principals turn their staff-development efforts toward increasing their supervisory skills and focusing on instructional effectiveness.

Thus, knowledge gained in the principals' inservice program is specific, as it evolves from the process of the group. Substantively, the program develops the participants' understanding of the roles of educator, leader, and agent of change and offers training in the skills of group process and problem solving. The group members work toward four specific outcomes:

1. The principal, as a member of a collegial support group, designs, implements, and evaluates his/her own professional-development plan for increasing leadership capability.

2. The principal designs, implements, and evaluates a school-improvement project that includes staff involvement in addressing an identified need within the school.

3. Members of the collegial support group assist and encourage each other in professional-development and school-improvement efforts.

4. The principal adopts continuous improvement as a way of life and accepts personal responsibility for his/her role in the improvement process.

Learning is more than information gathering; it is **participation**. Therefore, group members share their improvement efforts. They learn in styles that are appropriate for each group member. In designing his/her own professional-development plan, each member identifies the knowledge, skills, and attitudes needed to improve job effectiveness; these needs are then verified through a variety of techniques and sources. Through a series of structured activities, each principal becomes more aware of his/her leadership style, how it affects others, and the importance of adaptiveness and flexibility.

An analysis of the school-improvement plans received from the 1979-80 participating principals indicated that most plans addressed needs in two areas: staff programs and the educational climate. According to a survey of the 1979-80 participants, principals viewed the program positively (Sharp, 1983).

The NCLIP model. The North Carolina Leadership Institute for Principals (NCLIP), initiated in 1979, has developed various types of programs to meet the needs of principals and assistant principals. These programs are designed to help individual school administrators develop and maintain administrative skills through three programs:

1. **Business/industry liaison program**. The training in this program is designed to help school administrators strengthen their



supervisory, administrative, leadership, communication, and/or interpersonal skills. The training topics are offered several times throughout the year by different business firms in North Carolina.

2. **Short-term internship program.** This program was designed to provide growth opportunities for school administrators who wish to visit another administrator, school, or educational agency to examine new materials or practices. The short-term internship program is tailored to the individual needs and interests of each participant. After the visit occurs, the participant completes a report on the benefits gained.

3. **Executive assistant program.** Since the Institute's inception, three principals have been chosen to serve one-year terms. The role of the executive assistant includes planning for seminars, handling the paperwork for each seminar, facilitating the seminars on site, assisting with office operations, providing feedback on the principalship, designing and delivering training programs, and writing training materials and position papers on the principalship.

The Institute benefits the executive assistants by broadening their knowledge and skills in the principalship through participation in educational seminars and expanding their knowledge of programs and services available throughout the state and nation (Grier & Draughton, 1987).

The Georgia Principals' Institute. The Bureau of Research and Service of Georgia State University established the Principals'

Institute in July 1964 to assist principals and local school districts in improving educational opportunities for students in 11 Atlanta school systems. This purpose is being achieved through implementation of the NASSP Assessment Center to provide relevant data for principal selection (preservice), development activities for current principals (inservice), and research and dissemination activities (service to the profession).

Principals are actively involved in the development and implementation of service provided by the Principals' Institute. They serve on an advisory board, which sets goals for the year. Outstanding principals are identified by the advisory board to serve as workshop presenters, role models for beginning principals, and resources for principals who want to observe successful programs in action. The process of assessing needs, setting goals, and selecting activities puts control of development in the hands of professionals who know the needs of their peers (Richardson & Robinson, 1987).

The Meadowbrook Leadership Academy. The purpose of this Academy is to provide continuing education and professional-development opportunities for school administrators in the southeastern Michigan and Detroit metropolitan areas. The Academy offers one-day seminars, weekend workshops, week-long institutes, short-term courses, and conventional noncredit courses; participants can receive continuing-education units and graduate credits.

Because the focus of the Academy is on continuing education and professional needs of school principals, a planning group of 12



principals convened to discuss and define the mission of a principals' center and to plan activities for a pilot program. Eventually, the planning group divided into two subgroups. One subgroup focused on assessing the needs of the more than 1,500 principals and assistant principals. The other subgroup addressed the question of the financial and governance structure of the Academy. The importance of principals' involvement in planning for a new principals' center was emphasized (Pine, 1987).

### Human and Resource Development in Kuwait

#### Introduction

Kuwait is a developing country that is endeavoring to use its resources in a balanced way to meet the state's national goals. Because of recent rapid advances in technology and extreme changes in Kuwaiti society, the major challenge facing Kuwait is to provide the means by which the society can pass safely through this critical transitional stage.

The rapid changes in Kuwaiti society, brought about by increased revenues from the petroleum industry, have improved the life style in Kuwait. However, along with these improvements have come significant problems, one of which is lack of trained Kuwaiti professionals and technicians in many areas, such as education, the oil industry, engineering, and medicine. As a result, Kuwait has had to depend on professionally and technically trained and qualified employees and workers from other countries to fulfill this need (Al-Hashel, 1979).

### Composition of Kuwait's Population

The recent marked economic changes have brought about equally rapid changes in the social conditions in Kuwait, including changes in the size and composition of the population, the composition of the labor force, employment levels, and the distribution of wealth and income. Kuwait's population has been increasing at a compounded annual rate of more than 8% for the last 40 years. This phenomenal growth is due to two main developments: (a) the influx of workers from other countries in the region to help in the construction of new infrastructure projects and to staff jobs created by the expansion of public service and (b) the increase of Kuwaitis through a concentrated effort to naturalize tribesmen scattered on the fringes of the country along with a limited number of qualified people who have resided in the country for an extended time (normally 20 years or more) (Khouja & Sadler, 1979).

The growth of Kuwait's labor force during the 1950s and early 1960s was remarkable, averaging 9% per annum during the years from 1946 through 1957 and more than 16% annually in the following eight years. Although in comparison to other countries the labor force continued to increase rapidly during the second half of the 1960s and the early 1970s, the growth rate decreased to lower levels, averaging about 6.5% annually since the mid-1960s. Further reasons for this slow-down were the slower growth of the economy and the increased restrictions on entry to the country (Khouja & Sadler, 1979).

### The Need for Development Planning

The first five-year plan. The first five-year plan of the state of Kuwait (hereafter called the plan) was released in early 1966. The plan encompasses two sets of objectives, one of long-run implications and the other of a more immediate nature. The long-term goals deal with the basic structure of the society to actuate social and economic principals. Among these are:

1. Building a diversified, self-sustaining economy, with emphasis on sectors other than oil.
2. Raising the standards of education and training.
3. Insuring a high rate of economic growth.
4. Creating a geographical balance between cities and smaller municipalities through improved transportation and communication facilities.
5. Increasing the proportion of Kuwaitis in the labor force.
6. Assuring and raising the proportion of Kuwaitis in the labor force.
7. Creating employment opportunities.
8. Limiting the use of labor from nonindigenous sources, except in highly technical vocations, to be balanced and surpassed by the exit of certain numbers of unskilled non-Kuwaitis.
9. Realizing a greater degree of social justice.
10. Recognizing the principle that every citizen has inviolable proprietary rights.
11. Working toward Arab economic complementarity (Ministry of Planning, 1968).

### Trends Toward Education and Training

To achieve the first three objectives of the plan and to raise the proportion of Kuwaitis in the labor force, the government of Kuwait has spent millions of Kuwaiti dinars on the progress of education and training. Table 2.1 indicates the growth of the Ministry of Education's budget compared to the state budget during the period from 1972/73 to 1981/82.

Table 2.1.--Comparison of the Ministry of Education's budget to the state budget in Kuwait (in millions of Kuwaiti dinars).

| School Year | State Budget | Ministry Budget | Ratio of Ministry Budget to State Budget | Rate of Growth of Ministry Budget |
|-------------|--------------|-----------------|--|-----------------------------------|
| 1972/73     | 412.0        | 47.0            | 11.5                                     | 100%                              |
| 1973/74     | 450.0        | 54.0            | 12.0                                     | 115%                              |
| 1974/75     | 574.0        | 62.0            | 10.8                                     | 132%                              |
| 1975/76     | 827.0        | 87.0            | 10.5                                     | 185%                              |
| 1976/77     | 1322.0       | 106.0           | 8.0                                      | 225%                              |
| 1977/78     | 2038.0       | 122.0           | 6.0                                      | 259%                              |
| 1978/79     | 1991.0       | 129.0           | 6.5                                      | 274%                              |
| 1979/80     | 2300.0       | 165.0           | 7.2                                      | 351%                              |
| 1980/81     | 2975.0       | 184.0           | 6.2                                      | 391%                              |
| 1981/82     | 2082.7       | 221.5           | 7.2                                      | 471%                              |

Source: Hakim (1984), p. 25.

An abundance of capital and the small size of the population have enabled Kuwait to make rapid strides in education. Education is now compulsory for children 4 to 16 years of age. Stress has been placed on adequate secondary education on the grounds that a

poorly developed education at this level could become a hindrance to the success of both primary and higher education (El-Mallakh, 1968).

Another area of human resource development is the preparation and training of manpower for the labor force. At least three separate methods of human resource development are used in Kuwait:

1. The first method is to make greater use of existing facilities and institutes by additional sites of instruction, using added staff if necessary.

2. On-the-job and apprenticeship training is being developed, which is considerably cheaper than institutional training. Such types of training can be carried out, provided the prerequisite supervisory training is implemented.

3. As a member of the Cooperative Council of the Gulf States, Kuwait should participate on the committees established with representatives from each state in the Gulf area. Their task would be to advise the governments in the Gulf on opportunities for cooperative efforts at employment-oriented human resource development programming.

### The Educational System in Kuwait

Historical background. Education in Kuwait began at the turn of the eighteenth century in the form of private schools known as *katateeb* (literally, places to teach and learn writing and reading) and seminars at mosques. In Kuwait, mosques have played a very important role in education since the times of the early settlers. Education at that time was limited to reciting and memorizing the

Quran and the sayings (Hadith) of the Prophet Mohammad (Peace be upon him). In the mosques, students were taught reading, writing, and simple arithmetic operations needed for purposes of exchange and trade.

Private (nongovernmental) education in Kuwait began in 1912, with the establishment of Al-Mubarakiah School, the first school in Kuwait. Its curriculum includes Islamic education, Arabic language, history, geography, and mathematics (Al-Ahmed, 1986). The opening of this school in 1912 marked the beginning of Kuwait's present educational system.

Al-Mubarakiah's principal wrote the textbooks and designed the program, which was concerned primarily with arithmetic and correspondence in addition to the curriculum of the home schools. In 1931, the world economic slump hit Kuwait, causing a drop in the pearl market, the financial base for Al-Mubarakiah school. As a result, the school was closed until 1936 (Freeth & Winston, 1972). In 1936, the Council of Education (Majlis Al-Ma'arif) was established, and formal education in Kuwait began.

In 1954, education in the modern sense began with the emergence of new concepts in Kuwaiti society, which impelled the Department of Education to reconsider its educational philosophy, objectives, and existing educational provisions. Two prominent educationalists, Al-Agrawi and Al-Qabbani, were assigned the task of examining the existing system of education and suggesting ways of developing it so as to meet the society's need for specialized workers as oil revenues began affecting the standard of living. In light of these

experts' report, a new school ladder (four years of primary school, four years of intermediate [middle] school, and four years of secondary school) was adopted; compulsory education was extended to eight years, and a teacher education institute was established, among other educational developments (Al-Ahmad, 1986).

The second major turning point began with Kuwait's independence in 1961. At about the same time the country became a member of the Arab League and the United Nations. The door was opened for cultural contacts with other countries and the exchange of educational experiences. Accordingly, the need was recognized for educational planning; the development of educational administration; and changes in the educational ladder, plan of study, curricula, textbooks, and educational technology (Al-Ahmad, 1986).

#### Educational Administration and Leadership

Educational administration is an important function, guided by clearly defined scientific principles, although in Kuwait such administration long remained an arbitrary procedure that was void of any scientific, thoroughly studied planning. The functions of departments of education include educational administration of all patterns and at all levels--primary, intermediate, and secondary. In other words, these functions involve administration at the level of central planning, regional authorization, and local implementation. All of these functions are carried out within a centralized policy of education and its administration (Al-Ahmed, 1986).

In a conference paper entitled "Toward a Better Future in Education in the Arabian Gulf," Al-Mohaini (1976) asserted that an autocratic relationship and centralization are two characteristics of Kuwait's educational system. He reported how school administrators, supervisors, and directors perceived various aspects of educational administration in Kuwait (see Table 2.2).

Table 2.2.--School administrators', supervisors', and directors' perceptions of various aspects of educational administration in Kuwait.

|   | School<br>Adminis-<br>trators<br>(%) | Super-<br>visors<br>(%) | Directors<br>(%) |
|---|--------------------------------------|-------------------------|------------------|
| <u>Kind of relationship: centrali-<br/>zation or decentralization</u> |                                      |                         |                  |
| Centralized system  | 82                                   | 80                      | 64.0             |
| Decentralized system  | 8                                    | 6                       | 22.7             |
| Combination   | 10                                   | 14                      | 13.3             |
| <u>Relationship between schools<br/>and the Ministry of Education</u> |                                      |                         |                  |
| Autocratic relationship   | 84                                   | 73                      | 50               |
| Guidance relationship   | 12                                   | 21                      | 27               |
| Leadership relationship   | 4                                    | 6                       | 23               |
| <u>How much authority should<br/>be given to principals?</u>          |                                      |                         |                  |
| Authority from principal  | 78                                   | 47                      | 20               |
| Unlimited authority   | 9                                    | 1                       | --               |
| Limited authority   | 1                                    | 8                       | 60               |
| When situation needs it   | 12                                   | 44                      | 15               |

Source: Al-Mohaini (1976).



According to Al-Tammar (1983), the Ministry of Education should delegate more authority to public secondary school principals. Similarly, in his 1987 study of public secondary school principals' job satisfaction, Safar suggested that the authorities should take appropriate measures to help raise principals' level of satisfaction with respect to autonomy, development and advancement, involvement in decision making, relationships with superiors, and job security.

In an effort to decrease centralization, the Ministry of Education has divided the state of Kuwait into five educational zones: Al-Ahmadi, Al-Farwaniyah, Al-Jahra, Al-Asimah (the capital), and Hawalli. Each of these zones was established to serve a number of residential areas. Another reason for establishing educational zones was to provide educational services better and faster to local schools and communities throughout Kuwait.

School administration. What tasks, skills, and competencies have been identified for school administrators in Kuwait? In the School Organization Manual, issued by the Ministry of Education in 1975, the school principal's tasks are described as follows:

1. The principal is responsible for everything within the school building. He/she is in charge of observing and evaluating the progress and implementation of educational programs at his/her school. The principal also is responsible for all managerial and administrative tasks, as well as technical, social, and cultural matters.



2. As an instructional leader, the principal is required to perform the following tasks:

- a. Distribute and endorse the master teaching plan.
- b. Assign teachers to extracurricular activities.
- c. Revise all teachers' class work records, classroom activities, and students' exams.
- d. Assign teachers to disciplinary tasks within classrooms and on the school playground.
- e. Visit and observe teachers in classrooms and take notes on these observations.
- f. Observe and monitor students' behavior and progress.
- g. Endorse all official records and documents issued within the school building.

3. The principal has the right to deal directly with all directorates in the Ministry of Education and can demand supplements to or repairs of the school building's physical plant and facilities.

4. The principal has the right to punish any school employee, either orally or in writing.

5. The principal may not prevent any school employee from writing or complaining to the Central Office of the Ministry of Education.

6. The principal may accept or reject new students from outside his school locale for reasonable causes.

7. The principal has the right to punish student offenders, within the limits of the rules and regulations stated by the Ministry of Education.

8. The principal is the head of the school building's administrative board, which consists of the principal, assistant principal, head teachers, school counselors, and social workers. The main purpose of this board is to help the principal with various tasks, such as dealing with major disciplinary problems and estimating the annual school budget and the need for equipment, facilities, teachers, other school employees, and students for the following school year. The board meets weekly to discuss procedures of the monthly and final school examinations, in accordance with the Ministry of Education's policy regarding this matter (Ministry of Education, 1975, pp. 5-9).

The specific tasks and responsibilities of assistant principals in Kuwait are as follows:

1. Supervising and maintaining discipline, in cooperation with the teachers.
2. Preparing and administering the master schedule.
3. Preparing substitute teachers' schedules.
4. Organizing and supervising the cafeteria.
5. Supervising and administering student organizations.
6. Supervising, monitoring, and evaluating classified employees.
7. Preparing and maintaining proportionate budgets for the various activity accounts, and keeping accurate records.-

8. Managing the school buildings and physical plant.
9. Gathering and preparing data about school employees.
10. Helping the principal supervise and administer school examinations.
11. Performing any additional tasks assigned to him by the principal (Ministry of Education, 1975, pp. 10-11).

In general, it is assumed in this school organization manual that the assistant principal will increase his/her general knowledge of administrative and managerial responsibilities through working and cooperating with the school principal. However, the assistant principal's daily interaction with the principal and other staff members is the only way in which he/she can learn about the administrative duties involved in the principalship; this is not sufficient preparation for potential school principals.

The role of the school principal. Public school principals in Kuwait do not actually perform the same tasks as school administrators in advanced countries. Furthermore, most of their responsibilities are nonacademic and are carried out routinely and "by the book" (Al-Mohaini, 1976, p. 2). Haider (1974) described the role of a public school principal in Kuwait as follows:

The principal has no options regarding the curriculum syllabus, teaching staff, or the choice of textbooks; he is merely an instrument for the Ministry of Education. The school's principal has no freedom for action even on the basis of day-to-day school operations. It is difficult to operate with efficiency with the present form of centralization in which too much authority is invested in a few top officials who retain ultimate control over even minor decisions. Thus, not only does this centralization constitute a serious obstacle to educational efficiency and waste of both resources and

personnel, but it also prevents any possible initiation of flexibility with any given situation. (pp. 68-69)

In his study, Al-Mohaini (1976) found that public school principals wanted (a) more authority to run their schools, (b) less interference in school matters by the Central Office of the Ministry, (c) more cooperation between school and home, (d) an opportunity to participate in educational and administrative decisions, and (e) evaluation based on fair and appropriate criteria (pp. 25-28).

In Kuwait, the principals follow directives handed down to them from the Ministry. The Ministry has the legal authority to issue decrees that determine every aspect of the educational process in the country. For this reason, in her 1983 study, Al-Tammar suggested that the Ministry of Education needs to give more attention to the importance of public secondary school principals' role. She wrote:

1. There is a need for a new outlook on the role of the principal for the secondary school in Kuwait.
2. The Ministry has to delegate more authority to the principals.
3. Decentralization of education in Kuwait could very much result in a more powerful and effective principal.
4. The decentralized system that makes the principal more independent would release his capacity to create and stimulate change toward the better for schooling and education.
5. There is an obvious need for active involvement and participation of the secondary school principals in running their schools. (pp. 26-27)

Al-Rasheedi and Khalaf (1985) found that 30.8% of public secondary school principals had knowledge about the educational

goals, whereas more than 33% had not received any kind of education about goal setting and application. Ninety-six percent of the respondents perceived that knowledge of goals was an important matter in their work. Al-Rasheedi and Khalaf concluded that the present educational goals and objectives exist only on paper but are not applied in daily school life.

Regarding the academic level of public school administrators, Al-Rasheedi and Khalaf (1985) found that 9% of administrators had a secondary education certificate and 54% possessed a teaching diploma (two years postsecondary education). Most public secondary school administrators have a university degree. The researchers also indicated that about 50% of school administrators had been in their positions for six or fewer years; 76.1% had been in their positions ten or fewer years.

Al-Rasheedi and Khalaf (1985) emphasized that principals need more training in goal setting and in knowledge and skills of educational and school administration. Furthermore, they recommended that principals be given an opportunity to participate in decision-making processes as part of their roles as school leaders.

In a recent study of school administration in Kuwait, Al-Musaileem (1988) examined all the decrees issued by the Ministry of Education between 1983 and 1985. He found that the Ministry interfered in 95% of the principals' work. As a result, public school principals are little more than receivers or transformers of

the Ministry's orders and instructions. Such an unhealthy situation will not help principals to be innovators or even to apply what they might have learned from inservice education.

School principals spend most of their work hours in their offices, attempting to finish the mountains of paperwork required by the Ministry (Al-Musaileem, 1988). In addition, the principal is required to carry out his daily school tasks effectively. In 1987, the Ministry issued a new booklet as a guide for school principals' work. This booklet contained 109 duties the principal should perform throughout the academic year. With all of these administrative and managerial responsibilities, no individual can perform this role effectively. Furthermore, the instructional role of the principal requires that he/she visit classrooms, as well as evaluate teachers, the curriculum, and students' progress. Al-Musaileem suggested that the Ministry of Education should pay more attention to the process by which principals are selected and promoted and provide better on-the-job training for these individuals.

At the Arabic Conference on the Renewal and Diversification of Secondary Education in the States of the Arabian Gulf, held in February 1987, a paper was presented by the Arabic Center for Educational Researchers in the Gulf States (1987) about school administrators' need for inservice education. It was recommended that decentralization and more cooperation between central educational administrators and school administrators are the best ways to solve some administrative problems in the schools.



In a paper presented at the Arabic Conference on Renovation and Diversification in Secondary Education, which was held in Kuwait in November 1987, the Kuwaiti delegation indicated that the lack of qualified teachers and school administrators hindered the change process (Ministry of Education, 1987). For example, Kuwait adopted the credit system in 1978, but after ten years only a few schools were applying that system. Accordingly, inservice education was recommended for teachers, and for school administrators as well.

On June 30, 1985, His Highness the Emir of the State of Kuwait issued a decree forming a supervisory committee whose main purpose was to evaluate the state's educational system. Two years later, the committee reported its findings and made a number of recommendations. Major issues discussed in the committee report were general educational goals, educational policy, educational planning, and educational administration.

In relation to school administration, the committee recommended that the criteria for selecting school principals and assistant principals and the evaluation of their performance needed to be revised and improved. Continuous professional inservice education programs are needed for educational leaders in schools and in the Ministry's directorates and departments. It was recommended that a comprehensive plan for inservice education be established for this purpose. Also, the Ministry should offer a variety of styles of inservice education. Follow-up studies should be carried out after each inservice education program to develop and build better programs.



Selection and promotion of academic and administrative personnel. Three types of promotion are used in the educational system in Kuwait. The first is in the academic area, where teachers may advance in academic rank, be promoted to positions with increased responsibility (such as departmental chair, head teacher, or academic supervisor), or be granted higher status with better pay. Criteria governing advancement in academic rank may include length of service in the teaching profession and length of service in a particular rank. School principals and academic supervisors also may make recommendations to central office administrators concerning teachers they believe should be considered for promotion.

The second type of promotion pertains to nonacademic support personnel. These personnel appear to be promoted on the same basis as business people, if they are working in administrative/professional areas only.

The third type of promotion is the selection of school building administrators. Principals and assistant principals are promoted according to the criteria used in both academic and administrative types of promotions.

A brief look at the way in which public school administrators are selected and promoted will help explain the necessity for more systematic and well-planned administrative inservice programs, not only for school administrators but also for those who are in charge of the selection process at the Ministry of Education.

All assistant principals in the Kuwaiti K-12 public educational system enter their jobs through academic promotions as teachers. Potential school administrators are nominated for assistant principalships according to the following conditions:

1. Potential administrators should have performed effectively in their teaching assignments.

2. Potential administrators should have had excellent reports in the preceding two years, at the minimum, from the academic advisor and the school principal.

3. A written recommendation letter from the principal is a prerequisite for the nomination.

4. Potential administrators are interviewed individually by a committee for 10 to 20 minutes.

When the committee has made its decision, the candidate is notified of his/her new job. The new assistant principal enters the new job without any kind of induction. Recently, the Ministry of Education considered requiring attendance at an inservice education program as a prerequisite for nomination to school administration positions.

New assistant principals, as well as teachers and new principals, are assigned to their schools according to certain criteria. Factors considered in making assignments include the candidate's wishes, the welfare of students, working relationships, seniority, annual reports, and vacancies in schools.

Selection of school principals is similar to the selection of assistant principals. Selection of new principals is based on

seniority, a letter of recommendation, annual reports, and vacancies in schools. The last is the most important criterion in selecting and assigning new principals.

The absence of accurate and reliable techniques in selecting and promoting school staff members to higher administrative positions has resulted in Kuwait's having school administrators who are insecure and poorly prepared. Al-Mohaini (1976) contended that administrators are running their schools by the book, according to traditional notions and authority, in order to cover their own inferiority and inefficiency.

A model for the selection of school administrators. Effective selection of educational administrators is a challenging task (Buckley, 1971). Tesolowski and Morgan (1980) emphasized that the problem of selection has been difficult to handle and will become even more challenging in the future. Wagstaff and Spillman (1974) pointed out that many principals have discovered much too late that they are not up to the demands of the job. The authors added that this problem might be prevented by using assessment-center procedures.

In Kuwait, as elsewhere, assessment techniques could be used to provide more valid information about candidates for administrative positions. Based on the assessment results and evaluation reports, Ministry officials could make final selection decisions in the context of candidates' strengths and weaknesses. In selecting school administrators, the Ministry of Education must bear in mind

that students and teachers, as well as school programs, are directly affected by the selection.

The objective of the selection process is to hire individuals who will be successful in school administration. Rebore (1982) stated that the selection process should be implemented through a series of activities that will minimize the chance of hiring individuals who are inadequate performers.

Assessment-center techniques. Cohen (1975) defined assessment centers as places where job-related assessment programs are conducted. The assessment is with regard to one's future performance in a specific role (Lopez, 1970). Techniques used by assessment center personnel to determine the personal characteristics of participants include interviews, in-basket exercises, leaderless group discussions, business game exercises, projective tests, and paper-and-pencil tests (Bender, 1973; Bray & Grant, 1966; Moses, 1973).

**Interviews.** An interviewer attempts to acquire insights into an interviewee's development. Information regarding the interviewee's work objectives, attitudes toward the current place of employment, social values, and personal idiosyncrasies is obtained. Interviews often are coupled with more traditional instruments, such as biographical data forms, personal history questionnaires, and short autobiographical essays. Interviews require time, effort, and an expert interviewer who is able to analyze and draw conclusions about the interviewee's personal characteristics.

**Leaderless group discussions.** These discussions are designed to evaluate candidates' interpersonal skills. They consist of competitive group problems, which require six candidates to arrive at a mutually agreed upon decision.

**Business game exercises.** These exercises often present a manufacturing problem. Participants assume roles as partners in a manufacturing enterprise.

**The in-basket technique.** This is an individual exercise for evaluating administrative ability. Participants receive a set of materials that a manager might expect to find in the in-basket. Items range from telephone messages to detailed reports. Participants are allowed three hours to review materials and take appropriate action on items by writing letters, memos, and reminders. After they have reviewed the materials, participants are interviewed. Reasons are sought for the actions that have been observed.

**Projective tests.** Such tests as the Rotter Incomplete Sentences Blank, the Bell Incomplete Sentences Test, and the Thematic Apperception Test sometimes are used in assessment procedures.

**Paper-and-pencil tests.** Such instruments as the School and College Ability Test, the Test of Critical Thinking in Social Science, and the Contemporary Affairs Test are used. McIntyre (1974) pointed out that tests should be used sensibly, cautiously, flexibly, and in combination with other evidence.

The services of assessment centers are expensive. Estimates have placed costs at \$500 to \$600 per candidate (Wilson & Tatge,





1973). However, the expense of employing a poor manager far exceeds that involved in selecting one who is more qualified (Tesolowski & Morgan, 1980).

### Conclusion

The relationship between central administration and school administration in Kuwait is a major issue (Al-Mohaini, 1976; Al-Musaileem, 1988; Khalaph & Al-Rasheedi, 1985; Al-Tammar, 1983). The role and functions of public school administrators appear to be unclear, despite the written guide. The effectiveness of public school principals in performing their role has not been adequately assessed. More than annual reports and years of experience are needed in selecting and promoting school staff and assistant principals to higher administrative positions. There appears to be a need for inservice programs for all those involved in the selection process.

### The Present Status of Administrative Inservice Education in Kuwait

Administrators at all levels in the Kuwaiti Ministry of Education believe that inservice education is the most appropriate way of improving the managerial and administrative skills of public school administrators. At present, however, administrative inservice education is not seen as fulfilling the needs of practicing public school administrators in Kuwait. Not enough administrative inservice is offered, and much of what is provided is viewed as having little applicability and value to the participants.



Most administrative inservice education programs are chosen by Training Center officials and the administrative or academic supervisors and usually are delivered in a mode that does not encourage school administrators' active involvement.

The characteristics of inservice education offered to Ministry of Education personnel were described by a UNESCO expert in 1981 as follows (Hijab, 1981):

1. Most inservice education policies are remedial and reactive in nature.
2. Inservice education programs are not well planned.
3. The main idea behind training is to provide untrained or unqualified employees with information to help them do their jobs as required by the Ministry of Education.
4. The Ministry supervisors are the only people in charge of initiating or suggesting new inservice education programs.
5. Training programs are focused on treating certain topics and problems and are given to certain categories of employees more than others.
6. The Department of Human Resource and Curricula Development has the only people who may accept or deny any new training program.
7. The training session is the actual training unit, whereas the training program has come to be a group of unrelated sessions.
8. There is no set of general principles or goals for staff-development policy in the Ministry of Education.
9. Employees' training needs have not been identified or categorized.

10. It seems that the main purpose of evaluating inservice education programs is to distribute rewards and punishments and not to improve the inservice education program itself.

11. Ministry officials such as heads of departments, heads of educational zones, heads of supervisory sections, and some assistant secretaries have not received inservice education before being assigned to their positions.

The inadequacies of inservice education in Kuwait have been reported in several studies. In a paper presented to the Conference on the Selection and Training of Educational Administrative Leaders in the Arabian Gulf States, the director of the Curriculum Research Center in Kuwait suggested that educational leaders should be trained before and after they are selected for or promoted to higher positions (Bustan, 1981). He recommended that trainees should be given an opportunity to participate in the processes of needs assessment, planning, and evaluation of inservice education programs.

Bakeesh (1982) conducted a survey of all inservice education programs offered by the Ministry of Education to school administrators and staff members between 1975 and 1980. He found that:

1. Lectures were the tool used most frequently in delivering inservice education.

2. Most inservice education programs were delayed or canceled because of the lengthy bureaucratic procedures involved in gaining approval for these programs.

3. Most inservice education programs were remedial in nature. They lacked accurate and long-term planning for continuous professional development.

4. Inservice education programs were designed and implemented without identifying trainees' needs.

5. Evaluation of inservice education programs was used as a tool to appraise or punish trainees, instead of as an aid in developing and improving inservice education.

In an evaluative study of inservice education programs and their effects on the trainees, Bakeesh and his colleagues (1985) suggested that school administrators should be given an opportunity to participate in the following aspects of inservice education programs: (a) setting goals and objectives of inservice education, (b) selecting the content of training programs, (c) evaluating training sessions, and (d) carrying out follow-up studies to see how training affects the trainees in their work.

Another study of how inservice education programs affect the work of public elementary school assistant principals was conducted by Sa'adah et al. (1986). They found that there was no official plan to conduct follow-up studies with inservice program trainees after they finished their training. Furthermore, assistant principals said they did not receive much help in their jobs from the inservice education programs/cycles they had attended.

Hajjaj and Bustan (1986) suggested that administrative inservice education programs should include more information on new instructional techniques. Furthermore, they said that academic

supervisors and teachers need to know more about educational administration. They recommended that public school administrators and teachers be given an opportunity to participate in identifying their educational programs and to help make decisions about appropriate ways to solve those problems.

Sa'adah (1986) emphasized the importance of trainees' involvement in inservice education program activities. He suggested a training program in which trainees are given an opportunity to be involved, not only in inservice education programs but also in their preservice programs.

#### The Role of the Training Center in Preparing School Administrators

The first training center in Kuwait was established in 1974. By Ministerial Decree Number 75952, issued in May 1974, the Eastern Elementary School for Girls was converted into a center for training. The new center became a department of the Research and Technical Coordination Directorate. On December 15, 1979, Ministerial Decree Number 79/310 was issued, by which the Training Center became an independent directorate in the Ministry of Education.

In 1985, the Training Center issued a report on the five-year training plan of the Ministry of Education, spanning academic years 1980/81 through 1984/85. This plan was to cover all inservice education programs offered by the Ministry of Education through the Training Center during that period.

In this plan, the proportion of training to be offered to administrators was small, as compared to the development programs

for other segments of the staff. The assessment of professional needs for training was carried out by Ministry officials only (top administrators, directors, and supervisors). It seems that the main purpose of the plan was to serve the interests of certain groups in the Ministry of Education; trainees were not included among those groups.

In this plan, public school principals and assistant principals were categorized into five groups, according to their school level. They were to receive inservice education accordingly, as follows:

1. Public secondary school principals and assistant principals who worked in credit-system secondary schools received their training with the school staff in academic year 1980/81. (In 1981, just six secondary schools used the credit system.)

2. An inservice education program for public secondary school principals in the general system was delivered in academic year 1981/82.

3. Two training cycles were offered to public kindergarten and elementary school principals in academic year 1982/83.

4. Inservice education in academic year 1983/84 was given to public middle school principals.

5. Public kindergarten and elementary school assistant principals attended an administrative inservice education program during academic year 1984/85.

Comments. The plan described above seems to be an annual report about what the Training Center achieved during the five years from 1980/81 through 1984/85, rather than a sophisticated plan for

accomplishing stated inservice education goals. One can notice from the plan that administrators at each school level were assigned to attend only training session during the five-year period.

### Chapter Summary

The review of literature relevant to inservice education revealed some divergence of opinion concerning how to carry out inservice activities. However, there were general indications of agreement on the following matters:

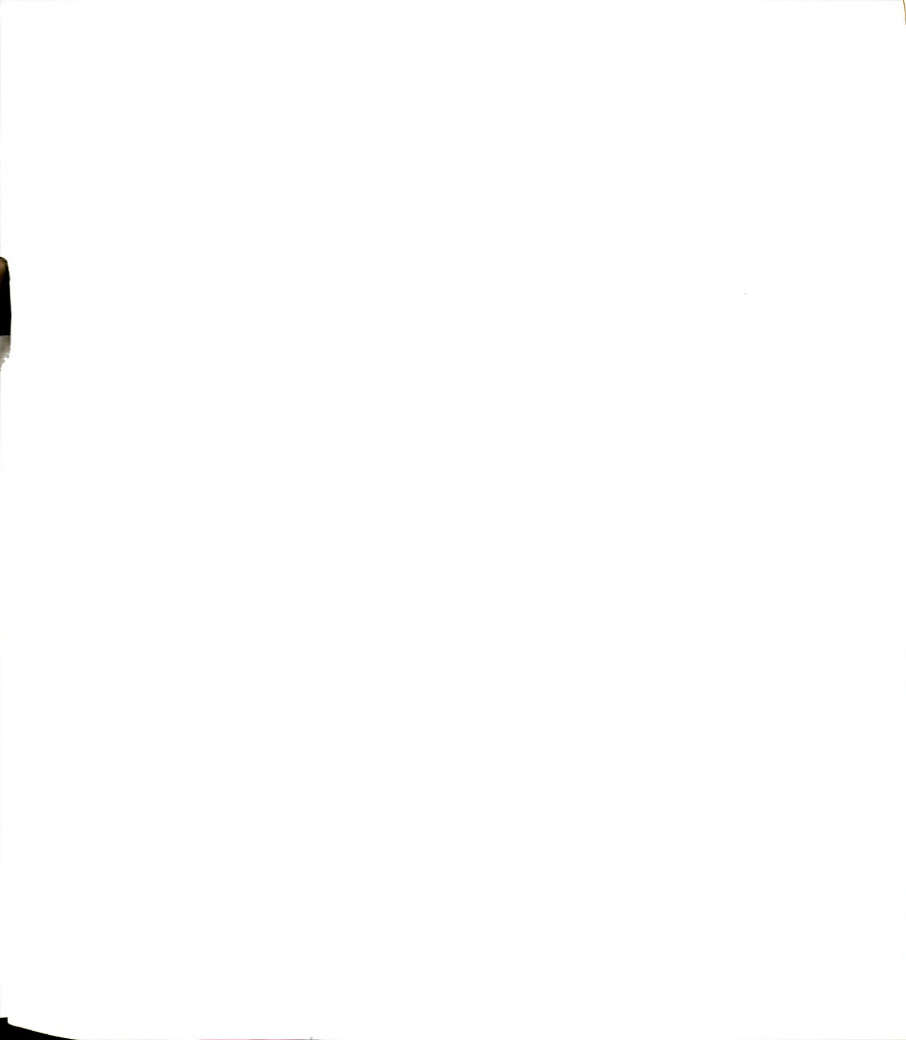
1. There is a need for inservice education to upgrade and improve school administrators' performance.

2. Through needs assessment, inservice planners can discover gaps between "what is" and "what ought to take place" (Orlich, 1989). Such assessment is the first step in identifying needs and prioritizing goals for inservice education programs.

3. Although the literature revealed a wide range of viewpoints on program participants' involvement in decisions when developing programs, studies relevant to inservice education indicated that collaborative efforts are needed in planning, implementing, and evaluating inservice programs for school administrators.

The second part of this chapter contained a discussion of human and resource development in Kuwait. Millions of Kuwaiti dinars have been spent to further the progress of education and training. To pursue both educational and research goals, the government of Kuwait





recently has given more attention to the establishment of educational and training institutes.

Researchers who have studied the effectiveness of inservice education have found that public school administrators are in desperate need of training and professional development. Most writers suggested that public school administrators and teachers should be given an opportunity to participate in selecting and evaluating the contents of their inservice education programs (Al-Ahmed, 1986; Al-Baghdadi, 1981; Al-Musaileem, 1988; Al-Rasheedi & Khalaph, 1985; Al-Tammar, 1983; Bakeesh, 1982, 1985; Bustan, 1981; Hijab, 1981).

Because the researcher's main objective in this study was to investigate the perceived importance and degree of involvement by Kuwaiti public secondary school administrators in inservice education activities, a review of relevant studies in this area was carried out. Relationships between the educational leadership at the Ministry of Education and the administrative leadership in the schools was the main focus of these studies. Accordingly, the role of public school administrator has been seen as ineffective because leadership is so highly centralized in the Ministry.

## CHAPTER III

### RESEARCH DESIGN AND PROCEDURES

#### Introduction

The researcher's primary purpose in conducting this study was to assess the perceptions of public secondary school principals and assistant principals in Kuwait regarding the importance of their involvement in needs assessment, planning, implementation, and evaluation of current inservice education activities. A secondary purpose was to investigate these administrators' perceptions of their actual involvement in inservice education activities and their satisfaction with that level of involvement.

The research design and procedures are discussed in this chapter. Included are the research questions, a description of the study population, the research design, development and validation of the questionnaire, a description of the content of the instrument and its reliability, methods used in collecting the data, and the data-analysis procedures.

#### Research Questions

The questions the researcher sought to answer in this study were as follows:

1. What is the perceived importance of Kuwaiti public secondary school administrators' involvement in four inservice education

activities: needs assessment, planning, implementation, and program evaluation?

2. To what extent do Kuwaiti public secondary school administrators perceive they are involved in needs assessment regarding inservice education programs?

3. To what extent do Kuwaiti public secondary school administrators perceive they are involved in planning administrative inservice education programs?

4. To what extent do Kuwaiti public secondary school administrators perceive they are involved in implementing administrative inservice education programs?

5. To what extent do Kuwaiti public secondary school administrators perceive they are involved in evaluating administrative inservice education programs?

6. Is there a statistically significant relationship between Kuwaiti public secondary school administrators' perceived level of involvement in inservice education activities and these administrators' satisfaction with their level of involvement in these activities?

7. What factors do Kuwaiti public secondary school administrators perceive to have prevented them from being involved in administrative inservice education activities?

8. What kinds of techniques and instruments do Kuwaiti public secondary school administrators perceive to be used in preparing administrative inservice education programs in Kuwait?

9. What kinds of instructional/training methods do Kuwaiti public secondary school administrators perceive to be used in implementing administrative inservice education programs in Kuwait?

10. What kinds of techniques and instruments do Kuwaiti public secondary school administrators perceive to be used in evaluating administrative inservice education programs in Kuwait?

11. Is there a statistically significant relationship between Kuwaiti public secondary school administrators' satisfaction with the techniques used in carrying out administrative inservice education activities and the respondents' satisfaction with their level of involvement in these activities?

12. How do respondents recommend that Kuwaiti public secondary school administrators' involvement in inservice education activities be maximized?

#### The Study Population

Kuwait is a small country. Its 563 K-12 public schools are scattered throughout the country, with a higher concentration of schools in the cities than in the countryside. The population for this study comprised all of the 272 public secondary school administrators employed by the Ministry of Education in Kuwait. Because records of all employees in the Ministry of Education were available, it was possible to obtain the names of the school administrators to be contacted for this study.

Public school administrators were defined as those persons listed in the 1989-90 Administrative Directory published by the

Planning Directorate of the Ministry of Education (Ministry of Education, 1989-90). The 272 public secondary school administrators included 69 male principals, 67 female principals, 69 male assistant principals, and 67 female assistant principals.

### Research Design

This was a descriptive study, in which a survey approach was used. This study was an investigation of the scope and current status of administrative inservice education programs in Kuwait, as perceived by public secondary school principals and assistant principals. In addition, the researcher examined these administrators' perceptions of their actual involvement in particular inservice education activities, as well as the importance of and their satisfaction with their involvement in such activities.

Fox (1969) clarified the intention of a descriptive survey:

A descriptive survey is intended to describe a specific set of phenomena in and of themselves. The rationale for the purely descriptive survey is the fact that the information provided is in itself the answer to the research question posed. (pp. 423-424)

Borg and Gall (1983) and Leedy (1985) emphasized the importance of descriptive studies. Borg (1981) stated that descriptive research is important because it is necessary to know something about the characteristics of the subjects before attempting to answer more complex research questions.

### The Research Questionnaire

#### Development and Validation

A questionnaire is used for two basic objectives: (a) to collect information relevant to the purposes of the study and (b) to collect this information with maximum reliability and validity (Warwick & Lininger, 1975). The questionnaire can be a valuable tool in educational research if it is devised with sound methodology (Borg & Gall, 1983). Leedy (1985) suggested that, when employing a questionnaire as a tool in survey research, researchers keep in mind the following:

1. The language must be unmistakably clear in telling precisely what the researcher wishes to learn.
2. Questionnaires should be designed to fulfill a specific research objective.
3. Questionnaires succeed as their success is planned.
4. The initial letter to potential participants is all important.

As the first step in developing the questionnaire for this study, the researcher conducted a thorough review of related literature pertaining to inservice education. This review was helpful in acquiring a sound knowledge of the subject, which was necessary in constructing a questionnaire relevant to the study objectives. Following this review, the researcher developed items for the initial draft of the questionnaire.

Next, the researcher pretested the survey instrument with a group of Kuwaiti public school administrators who were on leave from





their schools. These educators were asked to fill out a comment form indicating how long it had taken them to complete the questionnaire, items that needed clarification, and suggestions of additional items that should be included (see Appendix A for a copy of this form). The researcher also interviewed the respondents personally after they had completed the survey, to resolve any ambiguities.

After making the recommended modifications, the researcher presented the questionnaire to Irvin Lehmann and Steve Raudenbush, educational research experts in the College of Education at Michigan State University, for their review. In light of their comments and suggestions, the researcher revised certain items.

The researcher then translated the revised questionnaire into Arabic. The translation was revised and its accuracy approved by Salha Abdulhakeem, head of the English Language Department in the Research Center in Kuwait. The Arabic was further revised for accuracy by Rafeek Al-Hulaimi, head of the Arabic Language Department in the Research Center.

Personal interviews were then conducted with a group of school administrators and researchers in Kuwait. An Arabic copy of the questionnaire was given to each member of a panel consisting of two public secondary school principals, two public secondary school assistant principals, five researchers from the Research Center, and one official from the Training Center. The researcher's purpose in

doing this was to increase the validity of the questionnaire and to endorse its ethical acceptability for this study.

Finally, before administering the questionnaire, the researcher sought the advice of the members of his doctoral committee. Upon receiving their approval, the investigator proceeded with the data collection.

### Content of the Instrument

The questionnaire developed for this study was divided into five sections and contained 60 items (see Appendix B). The first section of the questionnaire contained items designed to elicit professional and demographic information about the respondents, including their present administrative position, years of experience as an administrator, age, gender, and highest educational degree attained.

The second section of the questionnaire concerned respondents' perceptions of the importance of public secondary school principals' and assistant principals' involvement in specific inservice education activities: needs assessment, planning, implementation, and evaluation of inservice education programs.

The third section of the questionnaire contained six parts. The first four parts included items related to the participants' involvement in needs assessment, planning, implementation, and evaluation of inservice education programs. The fifth part had items related to the respondents' satisfaction with their level of involvement in administrative inservice education activities. The



sixth part included items related to barriers that respondents perceived to have prevented or tended to prevent them from being involved in inservice education activities.

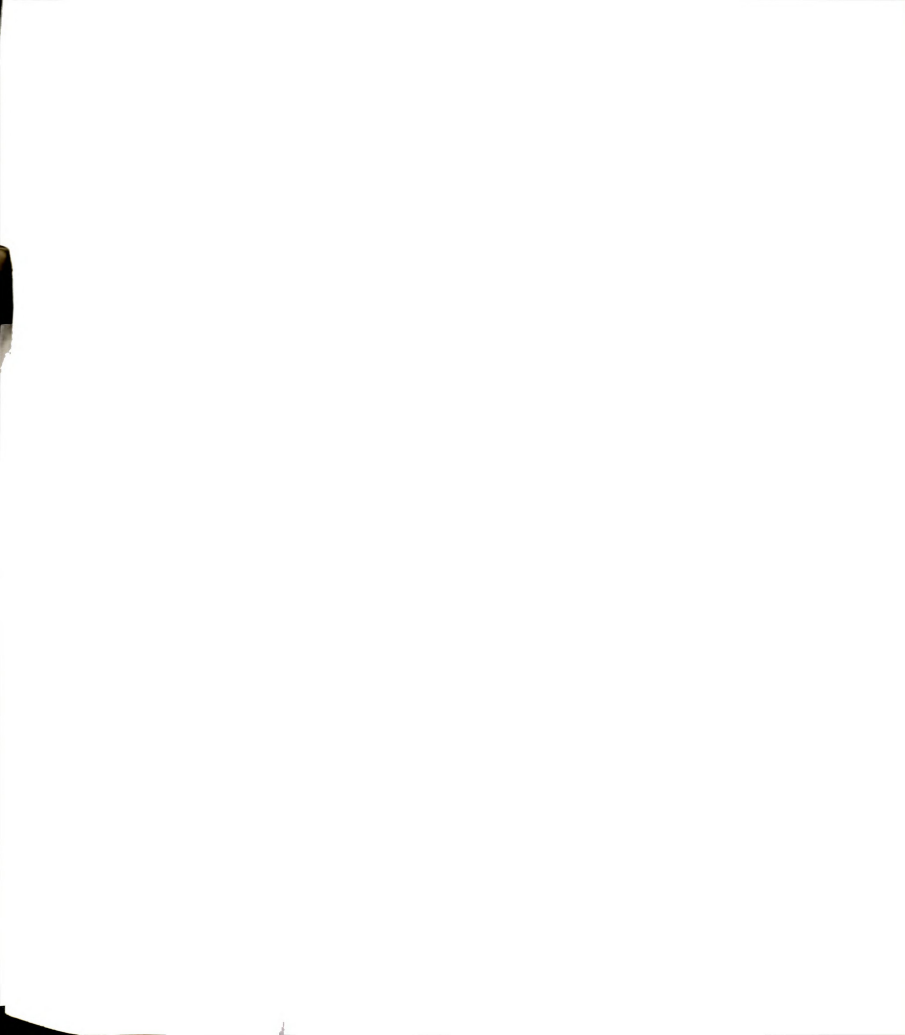
The fourth section of the questionnaire contained items related to techniques and instruments used in preparing, implementing, and evaluating administrative inservice programs, and the respondents' satisfaction with the methods by which current inservice education activities are carried out.

The fifth section of the questionnaire was intended to elicit respondents' agreement/disagreement with eight recommendations and suggestions for improving inservice education programs and for maximizing public school administrators' involvement in such programs.

### Reliability

Reliability is the degree to which a measurement instrument is consistent or dependable (Sowell, 1982). Gay (1987) defined reliability as the degree to which a test consistently measures whatever it was designed to measure. The more reliable a test, the more confidence one can have that the scores obtained if the test were readministered would approximate those obtained in earlier administrations.

Cronbach's alpha reliability coefficient (Mehrens & Lehmann, 1984), a measure of internal consistency, was used to determine the reliability of the questionnaire items pertaining to academic



interests and motivational factors and influences. The following alpha coefficient values were obtained:

|   |      |
|---|------|
| Importance of involvement in inservice education activities (4 items)                                     | 0.87 |
| Need assessment (4 items)   | 0.72 |
| Planning process (4 items)  | 0.73 |
| Implementation (7 items)  | 0.59 |
| Evaluation (4 items)  | 0.49 |
| Satisfaction with involvement (4 items)   | 0.93 |
| Factors affecting involvement in inservice education activities (6 items)                                 | 0.49 |
| Techniques and instruments  |      |
| Preparation of inservice education programs (4 items)   | 0.44 |
| Training and instructional methods used in the implementation of inservice education activities (7 items) | 0.71 |
| Methods of evaluation (4 items)   | 0.49 |
| Satisfaction with techniques (4 items)  | 0.89 |
| Recommendations and suggestions (8 items)   | 0.79 |
| Overall questionnaire (60 items)  | 0.89 |

Different researchers have determined various levels of alpha coefficients to be acceptable for denoting internal consistency. In this study, although the alpha coefficients for items under evaluation, factors affecting involvement, preparation of inservice education, and methods of evaluation were less than 0.5, the overall alpha coefficient was 0.89 for the 60 items, which was quite high.



### Data-Collection Procedures

The study population comprised all 272 public secondary school principals and assistant principals employed by the Ministry of Education in Kuwait for the 1989-90 academic year. To reach these individuals, the researcher compiled a list of the names and locations of public secondary schools in Kuwait with the help of the Department of Planning in the Ministry of Education.

To obtain permission from the Ministry of Education to survey public secondary school administrators and to meet with them during their working hours, the researcher had to follow certain procedures. First he submitted an application to conduct the study, along with a copy of the proposal, to the Department of Follow-Up and Coordination at the Ministry of Education. A meeting with the Undersecretary of the Ministry of Education was arranged to discuss the nature of the study. After receiving approval to conduct the study, the researcher contacted the directors of the educational zones in Kuwait and asked them to facilitate the distribution of the questionnaires to local public secondary school principals and assistant principals.

During June and July 1990, the questionnaires were mailed to all public secondary school principals and assistant principals throughout Kuwait. Each questionnaire contained definitions of certain terms used in the instrument to ensure consistency in the respondents' interpretations of this wording. Each questionnaire was accompanied by a transmittal letter explaining the study,



requesting the administrators' participation, and assuring them that their responses would be kept in strict confidence. (See Appendix C for a copy of the cover letter.) A return-addressed, stamped envelope was included for respondents' convenience.

Two weeks after the first questionnaire was sent, a follow-up letter and a second copy of the questionnaire were mailed to nonrespondents. The researcher contacted some of the nonrespondents by telephone to encourage them to return their completed questionnaires.

Of the 272 public school principals and assistant principals to whom questionnaires were sent, 204 returned completed questionnaires. This represented a 75% response rate. Demographic characteristics of the respondents are reported in Chapter IV.

#### Data-Analysis Procedures

Responses to the questionnaires were coded and the results keypunched for computer processing. The Statistical Package for the Social Sciences (SPSS-X) was used in analyzing the data.

This study was primarily descriptive in nature. Descriptive statistics in the form of means, percentages, and ranks were used in treating the data. According to Engelhart (1972), descriptive statistics such as means, percentages, and ranks are useful in summarizing data so as to facilitate their interpretation.

Because most of the questionnaire items were of an ordinal Likert type, means and ranks were used to determine (a) the



respondents' perceptions of the importance of involvement in inservice education activities; (b) the degree to which respondents were involved in needs assessment, planning, implementation, and evaluation of inservice education programs; (c) the extent to which certain factors affected respondents' involvement in inservice education activities; and (d) the extent to which certain instruments/techniques were used in the inservice education programs.

Besides descriptive statistics, the Pearson product-moment correlation analysis was used to determine whether there was a statistically significant relationship between public secondary school administrators' perceived degree of involvement in inservice education activities and their satisfaction with that level of involvement (Research Question 6). The chi-square test of statistical significance was used to determine whether a statistically significant relationship existed between public secondary school administrators' satisfaction with the techniques used in carrying out inservice education activities and the administrators' satisfaction with their level of involvement in these activities (Research Question 11).

Ferguson (1982) said that it is conventional to adopt either the .01 or the .05 level of significance. He further stated that the investigator may choose, perhaps arbitrarily, a particular level of significance. For the purpose of this study, the .05 level of significance was adopted.

### Summary

The research design and the methodology of the study were presented in this chapter. The study population was described, and the development and pretesting of the survey instrument were discussed, as were the validity and reliability of the instrument. Data-collection and data-analysis procedures also were specified. The results of the data analyses are presented in Chapter IV.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The data presented in this chapter were gathered from public secondary school administrators (principals and assistant principals) employed by the Ministry of Education in Kuwait in academic year 1989-90. In all, 204 public secondary school administrators from a total population of 272 participated in the study. This represented a 75% response rate.

This chapter contains the results of the data analyses conducted in the study. Demographic characteristics of the study participants are presented in the first section. Results of the data analyses performed to answer the research questions are presented in the second section.

#### Demographic Characteristics of the Respondents

The distribution of respondents by administrative position and selected demographic characteristics (gender, years of experience, age, and educational level) is shown in Table 4.1. It is clear in the table that, of the 204 respondents, 104 (51%) were male and 100 (49%) were female. With regard to administrative position, 99 (48.5%) of the participants were principals, and 105 (51.5%) were assistant principals.



Table 4.1.--Distribution of respondents by demographic characteristics.

| Characteristic      |               | Principals |      | Assistant Principals |      | Total |      |
|---------------------|---------------|------------|------|----------------------|------|-------|------|
|                     |               | n          | %    | n                    | %    | n     | %    |
| Gender              | Male          | 53         | 51.0 | 51                   | 49.0 | 104   | 51.0 |
|                     | Female        | 46         | 46.0 | 54                   | 54.0 | 100   | 49.0 |
| Years of experience | < 10 years    | 44         | 38.3 | 71                   | 61.7 | 115   | 56.4 |
|                     | 10-28 years   | 55         | 61.8 | 34                   | 38.2 | 89    | 43.6 |
| Age                 | < 30 years    | 19         | 31.7 | 41                   | 68.3 | 60    | 29.4 |
|                     | 30-35 years   | 28         | 46.7 | 32                   | 53.3 | 60    | 29.4 |
|                     | 36-56 years   | 52         | 61.9 | 32                   | 38.1 | 84    | 41.2 |
| Educational Level   | Teaching dip. | 3          | 27.3 | 8                    | 72.7 | 11    | 5.4  |
|                     | Bachelor's    | 90         | 48.9 | 94                   | 51.1 | 184   | 90.6 |
|                     | Master's      | 5          | 62.5 | 3                    | 37.5 | 8     | 4.0  |

As shown in Table 4.1, 53 (51.0%) of the principals were male, whereas 54 (54%) of the assistant principals were female. Of the 99 principals, 44 (38.3%) had fewer than 10 years of administrative experience; 55 (61.7%) had from 10 to 28 years of such experience. For the assistant principals, the level of experience was nearly the reverse of that held by principals. Of the 105 assistant principals who were involved in the study, 71 (61.7%) had fewer than 10 years of experience, and 34 (38.3%) had been in the profession for 10 to 28 years. As expected, therefore, principals generally had been in the profession longer than assistant principals.

Overall, of the 204 respondents, 60 (29.4%) were younger than 30 years, 60 (29.4%) were between 30 and 35 years of age, and 84

(41%) were between 36 and 56 years of age. More of the older respondents (52 or 61.9%) were principals than were assistant principals (32 or 38.1%). In contrast, 19 (31.7%) of the principals were younger than 30 years, whereas 41 (68.3%) of the assistant principals were under 30.

With regard to formal education, almost all of the respondents (184 or 90.6%) had a bachelor's degree as their highest level of formal education. The remaining 19 had a teaching diploma (11 or 5.4%) or a master's degree (8 or 4.0%). Of the 11 administrators whose highest formal education was a teaching diploma, three (27.3%) were principals, whereas eight (72.7%) were assistant principals. Of the eight administrators who had master's degrees, five (62.5%) were principals, as compared to three (37.5%) who were assistant principals. The bachelor's degree holders were evenly distributed between the two levels of the administrative hierarchy; 90 (48.9%) were principals and 94 (51.1%) were assistant principals.

Thus, as shown by the distribution of respondents according to demographic characteristics, in general, public school administrative positions were evenly distributed between males and females. It was found that principals were generally older, had more years of experience, and had more formal education than assistant principals. It was also found that the public school administrative positions (principal and assistant principal) in Kuwait were held primarily by individuals holding bachelor's degrees.



### Results Pertaining to the Research Questions

Twelve research questions were addressed in this study. Data gathered in the survey to address those questions are presented in the remainder of this chapter. In the following pages, each question is restated, followed by the results pertinent to that question.

#### Research Question 1

What is the perceived importance of Kuwaiti public secondary school administrators' involvement in four inservice education activities: needs assessment, planning, implementation, and program evaluation?

Four inservice education activities in which participants in inservice education programs might be involved were listed in the questionnaire. Respondents were asked to indicate their agreement with the importance of administrators' involvement in inservice education programs through these activities, using an ordinal Likert-type scale ranging from Agree strongly (5) to Disagree strongly (1). Based on the responses, a mean rating was calculated for each activity. The mean ratings could range from 1.00, indicating the lowest level of agreement, to 5.00, indicating the highest level of agreement. The percentages of responses in each category, mean ratings, and ranks for the four inservice education activities are shown in Table 4.2.

From Table 4.2 it can be seen that the highest level of agreement was observed for the activities of **Assessment of needs** (mean = 4.82, rank = 1) and **Evaluation of inservice education programs** (mean = 4.79, rank = 2). The lowest mean rating among

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### Research Question 2

To what extent do Kuwaiti public secondary school administrators perceive they are involved in needs assessment regarding inservice education programs?

Four aspects of the needs-assessment activity regarding inservice education programs were listed in the questionnaire. Respondents were asked to indicate their perceived level of actual involvement in each of these activities, using a three-point ordinal scale ranging from Not involved (1), through Uncertain (2), to Involved (3). Using respondents' individual ratings, the researcher calculated a mean rating for each of the four aspects of needs assessment. A high mean rating (near 3.00) indicated that the school administrators perceived themselves to be actually involved in that needs-assessment activity, whereas a low mean (near 1.00) indicated no involvement. The percentages of responses in each category, mean ratings, and ranks for the four specific needs-assessment activities are shown in Table 4.3.

As shown in Table 4.3, the mean ratings ranged from 1.03 to 1.16, indicating that, overall, school administrators perceived no involvement in the four needs-assessment activities listed in the questionnaire. Although the mean ratings were generally very low, the highest rating was observed for the activity of **Defining the problems and subjects for inservice education** (mean = 1.16, rank = 1). The mean ratings for the other three activities differed by no more than .04. Thus, in general, the respondents perceived themselves as not being involved in needs-assessment activities regarding inservice education programs.

Table 4.3.--Respondents' perceived involvement in specific needs-assessment activities.

| Needs-Assessment Activity  | Position   | Response (%) |     |      | Mean | Rank |
|--|------------|--------------|-----|------|------|------|
|  |            | I            | U   | NI   |      |      |
| Defining the problems and subjects for inservice education                               | Principals | 4.0          | 5.1 | 90.9 | 1.13 | 1    |
|  | Assistants | 9.5          | --  | 90.5 | 1.19 |      |
|  | All        | 6.9          | 2.5 | 90.7 | 1.16 |      |
| Collecting data for needs-assessment purposes  | Principals | --           | 6.1 | 93.9 | 1.06 | 2    |
|  | Assistants | 4.8          | --  | 95.2 | 1.10 |      |
|  | All        | 2.5          | 2.9 | 94.6 | 1.07 |      |
| Designing some of the instruments/techniques that have been used in the needs assessment | Principals | 2.0          | 4.0 | 93.9 | 1.08 | 3    |
|  | Assistants | 1.9          | 1.0 | 97.1 | 1.05 |      |
|  | All        | 2.0          | 2.5 | 95.6 | 1.06 |      |
| Analyzing data that have been gathered for needs-assessment purposes                     | Principals | --           | 2.0 | 98.0 | 1.02 | 4    |
|  | Assistants | 1.9          | --  | 98.1 | 1.04 |      |
|  | All        | 1.0          | 1.0 | 98.0 | 1.03 |      |

Key: NI = Not involved (1)  
 U = Uncertain (2)  
 I = Involved (3)

### Research Question 3

To what extent do Kuwaiti public secondary school administrators perceive they are involved in planning administrative inservice education programs?

Four planning-process activities pertaining to inservice education programs were listed in the questionnaire. Respondents were asked to indicate their perceived level of actual involvement in each of these activities, using a three-point ordinal scale ranging from Not involved (1), through Uncertain (2), to Involved (3). As in Research Question 2, means, percentages, and ranks were



computed for each of the planning-process activities. A high mean (near 3.00) indicated perceived actual involvement, whereas a low mean (near 1.00) indicated no involvement. The percentages of responses in each category, means, and ranks for the four planning-process activities are shown in Table 4.4.

Table 4.4.--Respondents' perceived involvement in specific planning-process activities.

| Planning-Process Activity   | Position   | Response (%) |     |      | Mean | Rank |
|---|------------|--------------|-----|------|------|------|
|   |            | I            | U   | NI   |      |      |
| Suggesting topics for school administrator inservice education programs/cycles            | Principals | 11.1         | 3.0 | 85.9 | 1.25 | 1    |
|   | Assistants | 6.7          | 1.0 | 92.4 | 1.14 |      |
|   | All        | 8.8          | 2.0 | 89.2 | 1.20 |      |
| Involved in allocation of human and material resources for inservice education programs   | Principals | 7.1          | 2.0 | 90.9 | 1.16 | 2    |
|   | Assistants | 4.8          | --  | 95.2 | 1.10 |      |
|   | All        | 5.9          | 1.0 | 93.1 | 1.13 |      |
| Identifying and prioritizing goals and objectives for inservice education programs/cycles | Principals | 1.0          | 6.1 | 92.9 | 1.08 | 3    |
|   | Assistants | 2.9          | 1.0 | 96.2 | 1.07 |      |
|   | All        | 2.0          | 3.4 | 94.6 | 1.07 |      |
| Designing strategies of inservice education programs/cycles                               | Principals | --           | 2.0 | 98.0 | 1.02 | 4    |
|   | Assistants | 1.0          | --  | 99.0 | 1.02 |      |
|   | All        | 0.5          | 1.0 | 98.5 | 1.02 |      |

Key: NI = Not involved (1)  
 U = Uncertain (2)  
 I = Involved (3)

The results shown in Table 4.4 are similar to those for Research Question 2. The mean ratings for all four planning-process activities were very low, indicating respondents' perceived general lack of involvement in planning inservice education programs. The mean ratings ranged from 1.02 to 1.20. The highest mean rating was for **Suggesting topics for school administrator inservice education programs/cycles** (mean = 1.20, rank = 1), followed by **Involvement in allocation of human and material resources for inservice education programs** (mean = 1.13, rank = 2). Mean ratings for the other two planning-process activities were 1.07 and 1.02. In general, therefore, the Kuwaiti public school administrators perceived themselves as not being involved in planning inservice education programs.

#### Research Question 4

To what extent do Kuwaiti public secondary school administrators perceive they are involved in implementing administrative inservice education programs?

Seven instructional methods used in inservice education programs were listed in the questionnaire; these included lectures, discussions, workshops, field trips, films, tape recordings, and videotapes. Respondents were asked to indicate their actual involvement with each of these instructional methods in inservice education programs. As in the previous two research questions, a three-point ordinal response scale was used, ranging from Not involved (1), through Uncertain (2), to Involved (3). A mean rating was computed for each instructional method. The percentages of

responses in each category, the mean for each instructional method, and the ranks of the methods are shown in Table 4.5.

Table 4.5.--Respondents' perceived involvement with specific instructional methods used in inservice education programs.

| Instructional Method | Position   | Response (%) |      |      | Mean | Rank |
|----------------------|------------|--------------|------|------|------|------|
|                      |            | I            | U    | NI   |      |      |
| Discussions          | Principals | 67.7         | 4.0  | 28.3 | 2.39 | 1    |
|                      | Assistants | 72.4         | 9.5  | 18.1 | 2.54 |      |
|                      | All        | 70.1         | 6.9  | 23.0 | 2.47 |      |
| Workshops            | Principals | 47.5         | 8.1  | 44.4 | 2.03 | 2    |
|                      | Assistants | 51.4         | 3.8  | 44.8 | 2.07 |      |
|                      | All        | 49.5         | 5.9  | 44.6 | 2.05 |      |
| Lectures             | Principals | 14.1         | 4.0  | 81.8 | 1.32 | 3    |
|                      | Assistants | 2.9          | --   | 97.1 | 1.06 |      |
|                      | All        | 8.3          | 2.0  | 89.7 | 1.19 |      |
| Videotapes           | Principals | 8.1          | 5.1  | 86.9 | 1.21 | 4    |
|                      | Assistants | 4.8          | 1.9  | 93.3 | 1.11 |      |
|                      | All        | 6.4          | 3.4  | 90.2 | 1.16 |      |
| Films                | Principals | 5.1          | 10.1 | 84.8 | 1.20 | 5    |
|                      | Assistants | 1.9          | --   | 98.1 | 1.04 |      |
|                      | All        | 3.4          | 4.9  | 91.7 | 1.12 |      |
| Tape recordings      | Principals | --           | 5.1  | 94.9 | 1.05 | 6    |
|                      | Assistants | 1.0          | 1.0  | 98.1 | 1.03 |      |
|                      | All        | 0.5          | 2.9  | 96.6 | 1.04 |      |
| Field trips          | Principals | --           | 4.0  | 96.0 | 1.04 | 7    |
|                      | Assistants | --           | 1.0  | 99.0 | 1.01 |      |
|                      | All        | --           | 2.5  | 97.5 | 1.03 |      |

Key: NI = Not involved (1)  
 U = Uncertain (2)  
 I = Involved (3)





The mean ratings ranged from 1.03 to 2.47. The highest mean ratings were observed for the instructional methods of **Discussions** (mean = 2.47, rank = 1) and **Workshops** (mean = 2.05, rank = 2). The lowest mean ratings were observed for the instructional methods of **Field trips** (mean = 1.03, rank = 7) and **Tape recordings** (mean = 1.04, rank = 6). If the mean ratings are interpreted according to the response scale they represent, mean ratings in the 1.0 to 1.5 range would indicate no involvement, 1.5 to 2.25 would indicate uncertainty, and 2.25 to 3.00 would indicate involvement. According to this interpretation, respondents perceived that they were involved only in **Discussions** (mean = 2.47); they were uncertain about their involvement in **Workshops** (mean = 2.05) and perceived no involvement in the remaining five instructional methods (mean ratings ranging from 1.03 to 1.19). Thus, other than **Discussions**, in which respondents perceived slight involvement, the findings indicated no involvement in the instructional methods used in inservice education programs.

#### Research Question 5

To what extent do Kuwaiti public secondary school administrators perceive they are involved in evaluating administrative inservice education programs?

Four activities concerning the evaluation of inservice education programs were listed in the questionnaire. Respondents were asked to rate their perceived involvement in each of these evaluation activities, using a three-point ordinal scale ranging from Not involved (1), through Uncertain (2), to Involved (3). From

the responses, a mean rating was computed for each of the four activities. The percentages of responses in each category, the mean for each evaluation activity, and the ranks of the activities are shown in Table 4.6.

Table 4.6.--Respondents' perceived involvement in the evaluation of inservice education programs.

| Evaluation Activity   | Position   | Response (%) |     |      | Mean | Rank |
|---|------------|--------------|-----|------|------|------|
|   |            | I            | U   | NI   |      |      |
| Questionnaires at the end of each inservice education program/cycle | Principals | 76.8         | 5.1 | 18.2 | 2.59 | 1    |
|   | Assistants | 94.3         | --  | 5.7  | 2.89 |      |
|   | All        | 85.8         | 2.5 | 11.8 | 2.74 |      |
| Interviews  | Principals | 12.1         | 3.0 | 84.8 | 1.27 | 2    |
|   | Assistants | 9.5          | 1.9 | 88.6 | 1.21 |      |
|   | All        | 10.8         | 2.5 | 86.8 | 1.24 |      |
| Observations  | Principals | 7.1          | 4.0 | 88.9 | 1.18 | 3    |
|   | Assistants | 5.7          | 1.9 | 92.4 | 1.13 |      |
|   | All        | 6.4          | 2.9 | 90.7 | 1.16 |      |
| Achievement tests   | Principals | 2.0          | 7.1 | 90.8 | 1.11 | 4    |
|   | Assistants | --           | 2.9 | 97.1 | 1.03 |      |
|   | All        | 1.0          | 5.0 | 94.1 | 1.07 |      |

Key: NI = Not involved (1)  
 U = Uncertain (2)  
 I = Involved (3)

The mean ratings ranged from 1.07 to 2.74. However, it should be noted that a rating higher than 2.00 was observed for only one activity (Questionnaires at the end of each program/cycle; mean = 2.74, rank = 1); the other three evaluation activities had mean

ratings below 1.25. Assistant principals perceived a higher level of involvement in this top-ranking activity than did principals. The observed mean ratings and ranks for the other evaluation activities were as follows: **Interviews** (mean = 1.24, rank = 2), **Observations** (mean = 1.16, rank = 3), and **Achievement tests** (mean = 1.07, rank = 4). Overall, respondents seemed to perceive a lack of involvement in the specific activities pertaining to the evaluation of inservice education programs.

#### Research Question 6

Is there a statistically significant relationship between Kuwaiti public secondary school administrators' perceived degree of involvement in inservice education activities and these administrators' satisfaction with their level of involvement in these activities?

The respondents' perceived degree of involvement in needs assessment, planning, implementation, and evaluation of inservice education programs was measured by averaging the perceptions of involvement in the specific components listed under each activity in the questionnaire. Respondents also were asked to indicate their satisfaction with their level of involvement in these four major activities pertaining to inservice education. In responding, they used a five-point Likert-type scale ranging from Very dissatisfied (1) to Very satisfied (5). From the responses, mean ratings were computed for respondents' satisfaction with their level of involvement in each of the four activities. Using these pairs of measures--level of involvement and satisfaction with involvement--a Pearson product-moment correlation analysis was used to determine

whether a statistically significant relationship existed between the respondents' perceived level of involvement in the specified inservice education activities and their satisfaction with that level of involvement. The resulting Pearson correlation coefficients ( $r$ ) and their corresponding significance levels are shown in Table 4.7.

Table 4.7.--Results of the Pearson product-moment correlation analysis for the relationship between respondents' involvement in four activities of inservice education and their satisfaction with that level of involvement.

| Inservice Education Activity                   | $r$  | p-Value |
|--|------|---------|
| Assessment of trainees' needs                  | .320 | .000*   |
| Planning of inservice education programs       | .415 | .000*   |
| Implementation of inservice education programs | .423 | .000*   |
| Evaluation of inservice education programs     | .488 | .000*   |

\*Significant at the .05 level.

Statistically significant relationships were found between the respondents' perceived level of involvement in all four activities pertaining to inservice education programs and their satisfaction with that level of involvement. The following correlation coefficients were observed: Needs assessment ( $r = .32$ ,  $p < .05$ ), Planning process ( $r = .415$ ,  $p < .05$ ), Implementation of inservice education programs ( $r = .423$ ,  $p < .05$ ), and Evaluation of inservice



education programs ( $r = .488$ ,  $p < .05$ ). All of these correlation coefficients were positive, indicating a positive relationship between respondents' perceived level of involvement in the activities and their satisfaction with that level of involvement.

#### Research Question 7

What factors do Kuwaiti public secondary school administrators perceive to have prevented them from being involved in administrative inservice education activities?

Six factors that might hinder the involvement of public school administrators in inservice education activities were listed in the questionnaire. Respondents were asked to indicate their agreement/disagreement with each factor, using the following three-point scale: Disagree = 1, Don't know = 2, and Agree = 3. A mean rating was computed for each factor to determine the extent to which respondents perceived it to be a hindrance to their involvement in inservice education activities. A high mean (near 3.00) indicated that the factor was perceived to be a hindrance, whereas a low mean (near 1.00) indicated that the factor was not perceived as a hindrance to the administrators' involvement in inservice education activities. The percentages of responses in each category, the mean rating for each of the six factors affecting involvement in inservice education activities, and the rank of each factor are shown in Table 4.8.





Table 4.8.--Respondents' perceptions of factors affecting their involvement in inservice education activities.

| Factor  | Position   | Response (%) |     |      | Mean | Rank |
|---|------------|--------------|-----|------|------|------|
|   |            | A            | DK  | D    |      |      |
| Only training center personnel permitted to be involved in inservice education program activities                               | Principals | 77.6         | 8.2 | 14.3 | 2.63 | 1    |
|   | Assistants | 81.9         | 3.8 | 14.3 | 2.68 |      |
|   | All        | 79.8         | 5.9 | 14.3 | 2.66 |      |
| Public secondary school administrators excluded from participation in inservice education program activities                    | Principals | 74.5         | 7.1 | 18.4 | 2.56 | 2    |
|   | Assistants | 77.1         | 5.7 | 17.1 | 2.60 |      |
|   | All        | 75.9         | 6.4 | 17.7 | 2.58 |      |
| Public secondary school administrators do not have enough time to participate in inservice education program activities         | Principals | 21.4         | 4.1 | 74.5 | 1.47 | 3    |
|   | Assistants | 48.6         | 1.0 | 51.4 | 1.98 |      |
|   | All        | 35.5         | 2.5 | 62.1 | 1.73 |      |
| Personal reasons (e.g., family responsibility, health, etc.)  | Principals | 23.2         | 6.1 | 70.7 | 1.53 | 4    |
|   | Assistants | 33.3         | 2.9 | 63.8 | 1.70 |      |
|   | All        | 28.4         | 4.4 | 67.2 | 1.61 |      |
| Involvement in inservice education program activities requires professional skill and knowledge they don't have at present time | Principals | 10.1         | 6.1 | 83.8 | 1.26 | 5    |
|   | Assistants | 15.2         | 2.9 | 81.9 | 1.33 |      |
|   | All        | 12.7         | 4.4 | 82.8 | 1.30 |      |
| Public secondary school administrators believe that participation in inservice program activities is a waste of time            | Principals | 6.1          | 1.0 | 92.9 | 1.13 | 6    |
|   | Assistants | 17.1         | 1.9 | 81.0 | 1.36 |      |
|   | All        | 11.8         | 1.5 | 86.7 | 1.25 |      |

Key: A = Agree (3)  
 DK = Don't know (2)  
 D = Disagree (1)

The mean ratings ranged from 1.25 to 2.66. According to these mean ratings, the respondents perceived two factors to be a hindrance to their involvement in inservice education activities. These were Only training center personnel are permitted to be involved in inservice education program activities (mean = 2.66, rank = 1) and Public secondary school administrators are excluded from participation in the inservice education program activities (mean = 2.58, rank = 2). The mean ratings for the other four factors were all under 2.00, which indicated that, in general, respondents did not perceive these factors to be a hindrance to their involvement in inservice education activities.

#### Research Question 8

What kinds of techniques and instruments do Kuwaiti public secondary school administrators perceive to be used in preparing administrative inservice education programs in Kuwait?

Four techniques and instruments that can be used to identify the inservice education needs of public secondary school administrators were listed in the questionnaire. Respondents were asked to indicate whether they agreed/disagreed that the particular technique/instrument was used to identify the inservice education needs of administrators in Kuwait, using a three-point ordinal scale with Disagree = 1, Don't know = 2, and Agree = 3. Based on the responses, a mean rating was computed for each technique/instrument. A high mean rating (near 3.00) indicated general agreement that the technique/instrument was used to identify administrators' inservice education needs, whereas a low mean rating (near 1.00) indicated



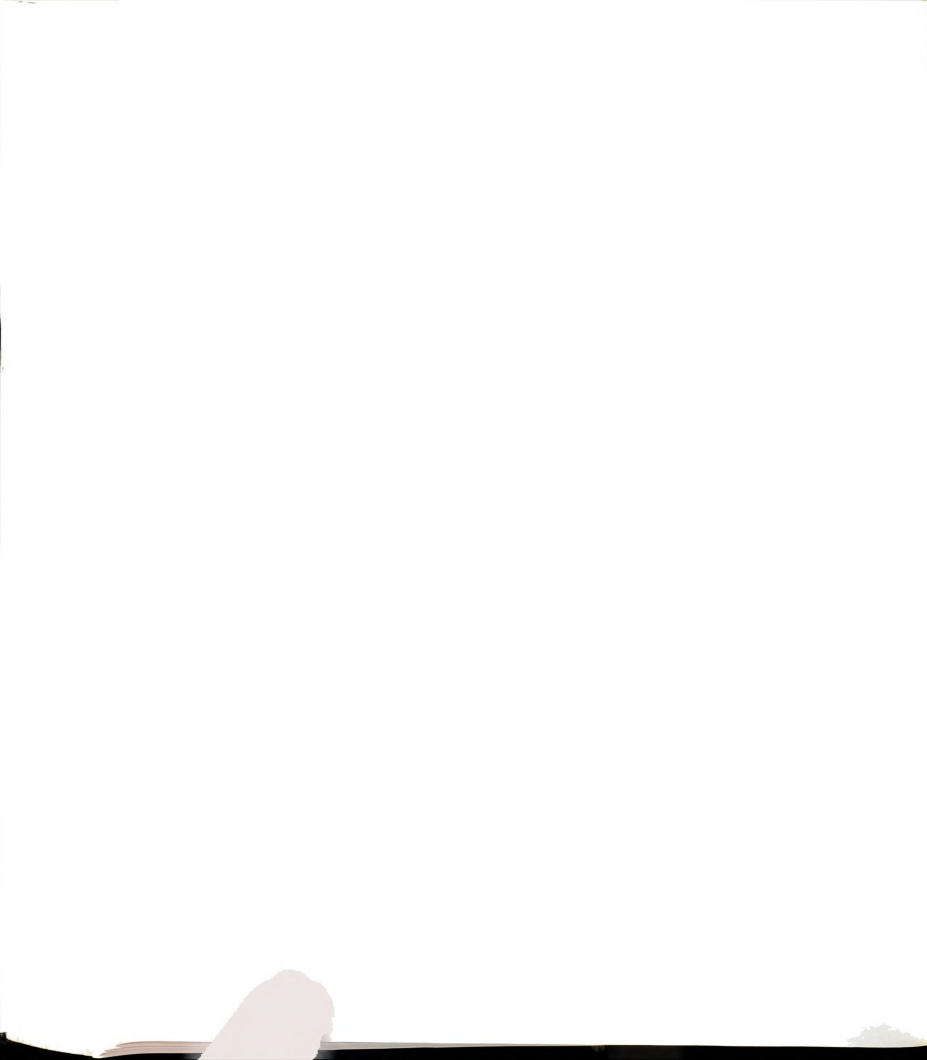
that the technique/instrument was not used. Percentages of responses in each category, mean ratings, and ranks for the four techniques/instruments are shown in Table 4.9.

Table 4.9.--Respondents' perceptions that certain techniques/instruments are used in identifying public secondary school administrators' inservice education needs.

| Technique/Instrument  | Response (%) |      |      | Mean | Rank |
|---|--------------|------|------|------|------|
|   | A            | DK   | D    |      |      |
| Public secondary school administrators attending the inservice education programs without assessment of their needs | 74.0         | 4.4  | 21.6 | 2.53 | 1    |
| Report by Ministry of Education Central Office officials  | 40.4         | 21.2 | 38.4 | 2.02 | 2    |
| Survey of public secondary school administrators' needs   | 19.7         | 11.3 | 69.0 | 1.51 | 3    |
| Interviews between public secondary school administrators and Training Center personnel                             | 13.2         | 15.2 | 71.6 | 1.42 | 4    |

Key: A = Agree (3)  
 DK = Don't know (2)  
 D = Disagree (1)

As shown in Table 4.9, the mean ratings ranged from 1.42 to 2.53. The highest mean ratings were observed for the techniques/instruments of Public secondary school administrators attending the inservice education programs without assessment of their needs (mean = 2.53, rank = 1) and Reports by Ministry of Education Central



Office officials (mean = 2.02, rank = 2). Mean ratings for the other two techniques/instruments were under 2.00. Interpreting these mean ratings according to the values they represent, the one item with which respondents agreed was that no assessment was being made of the inservice education needs of public secondary school administrators; they did not know whether another technique (reports by Ministry officials) was being used at all. The two techniques/instruments that were perceived not to be used in identifying the inservice education needs of public secondary school administrators were Surveys of public secondary school administrators' needs (mean = 1.51, rank = 3) and Interviews between public secondary school administrators and Training Center personnel (mean = 1.42, rank = 4).

#### Research Question 9

What kinds of instructional/training methods do Kuwaiti public secondary school administrators perceive to be used in implementing administrative inservice education programs in Kuwait?

Seven instructional/training methods were listed in the questionnaire. These included lectures, discussions, workshops, field trips, films, tape recordings, and videotapes. Respondents were asked to indicate the extent to which each of these methods was being used in implementing inservice education programs in Kuwait, using a three-point ordinal scale on which Never used = 1, Sometimes used = 2, and Always used = 3. Intermediate mean ratings were interpreted according to their proximity to one of the three values (always, sometimes, or never). The percentages of responses in each

category, mean ratings, and ranks for the use of each of the seven instructional/training methods are shown in Table 4.10.

Table 4.10.--Respondents' perceptions of the use of selected instructional/training methods in implementing administrative inservice education programs.

| Instructional/Training Method | Response (%) |      |      | Mean | Rank |
|-------------------------------|--------------|------|------|------|------|
|                               | AU           | SU   | NU   |      |      |
| Lectures                      | 92.6         | 6.9  | 0.5  | 2.92 | 1    |
| Discussions                   | 26.0         | 57.8 | 16.2 | 2.10 | 2    |
| Workshops                     | 6.4          | 57.6 | 36.0 | 1.70 | 3    |
| Films                         | 10.3         | 35.8 | 53.9 | 1.56 | 4    |
| Videotapes                    | 5.9          | 29.4 | 64.7 | 1.41 | 5    |
| Tape recordings               | 1.0          | 12.3 | 86.8 | 1.14 | 6    |
| Field trips                   | 1.5          | 2.0  | 96.6 | 1.05 | 7    |

Key: AU = Always used (3)  
 SU = Sometimes used (2)  
 NU = Never used (1)

As shown in Table 4.10, the mean ratings for the seven training/instructional methods ranged from 1.05 to 2.92. The highest mean rating was observed for Lectures (mean = 2.92, rank = 1). This was the only method that respondents perceived to be always used. The respondents' general perception was that Discussions (mean = 2.10, rank = 2) were sometimes used. The mean ratings for the other five methods ranged from 1.70 to 1.05, indicating that respondents perceived these methods to be almost never used in implementing administrative inservice education programs in Kuwait.

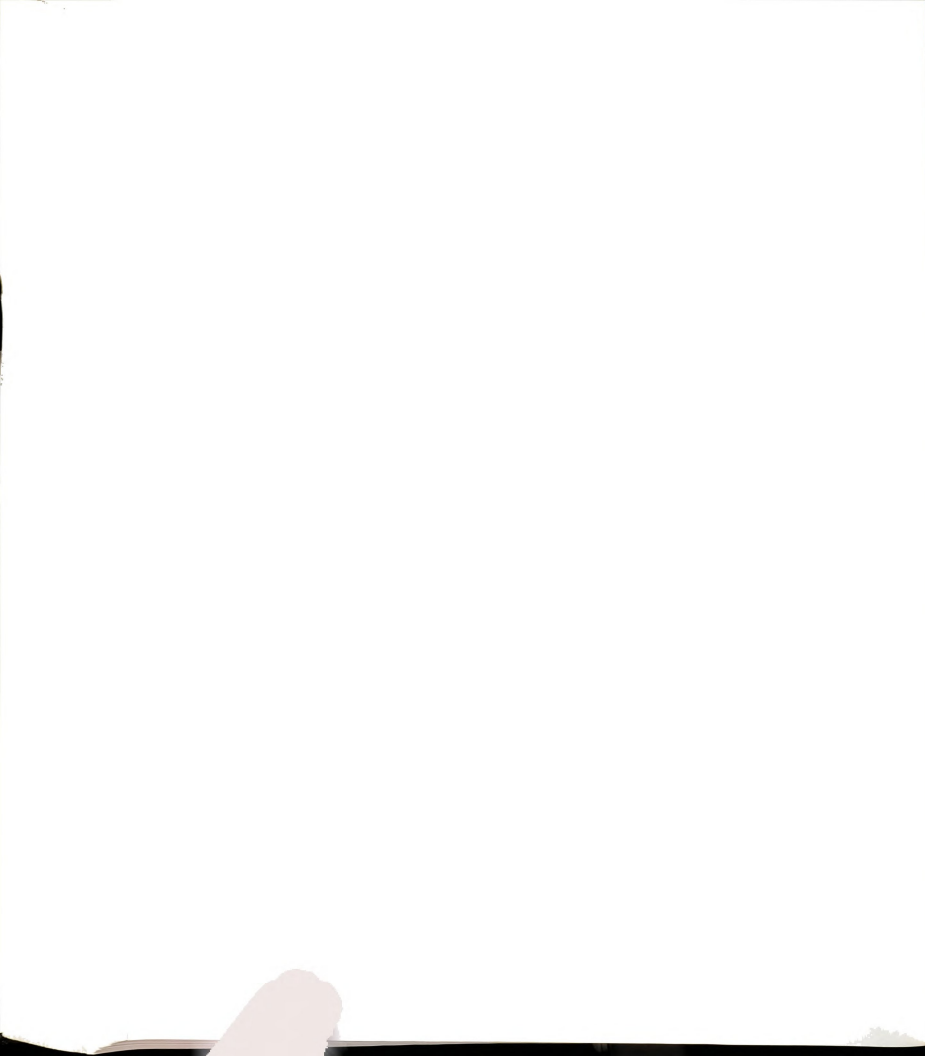
Research Question 10

What kinds of techniques and instruments do Kuwaiti public secondary school administrators perceive to be used in evaluating administrative inservice education programs in Kuwait?

Four techniques/instruments that can be used to evaluate administrative inservice education programs were listed in the questionnaire. As in Research Question 9, respondents were asked to indicate the extent to which the technique/instrument was used in evaluating inservice education programs, using a three-point Likert-type scale on which Never used = 1, Sometimes used = 2, and Always used = 3. From the responses, mean ratings were computed for the four techniques/instruments. Percentages of responses in each category, means, and ranks for the four evaluation techniques/instruments are shown in Table 4.11.

From Table 4.11, it can be seen that the mean ratings ranged from 1.13 to 2.38. A high mean rating was observed for Questionnaires at the end of each inservice education program/cycle (mean = 2.38, rank = 1). Mean ratings for the other three techniques/instruments were less than 1.50, indicating they were sometimes or never used. These ratings were as follows: Observation during implementation of inservice education programs (mean = 1.28, rank = 2), Interviews between trainers and trainees individually or in groups (mean = 1.27, rank = 3), and Achievement tests to measure the trainees' progress (mean = 1.13, rank = 4). In general, public secondary school administrators perceived that most of the techniques/instruments listed in the questionnaire were





almost never used in evaluating inservice education programs in Kuwait.

Table 4.11.--Respondents' perceptions of the use of selected techniques/instruments in evaluating administrative inservice education programs.

| Technique/Instrument  | Response (%) |      |      | Mean | Rank |
|---|--------------|------|------|------|------|
|   | AU           | SU   | NU   |      |      |
| Questionnaires at the end of each inservice education program/cycle | 45.1         | 48.0 | 6.9  | 2.38 | 1    |
| Observation during implementation of inservice education programs   | 0.5          | 27.5 | 72.1 | 1.28 | 2    |
| Interviews between trainers and trainees individually or in groups  | 1.0          | 25.0 | 74.0 | 1.27 | 3    |
| Achievement tests to measure the trainees' progress                 | 1.0          | 11.3 | 87.7 | 1.13 | 4    |

Key: AU = Always used (3)  
 SU = Sometimes used (2)  
 NU = Never used (1)

#### Research Question 11

Is there a statistically significant relationship between Kuwaiti public secondary school administrators' satisfaction with the techniques used in carrying out administrative inservice education activities and the respondents' satisfaction with their level of involvement in these activities?

For the four broad areas of involvement in inservice education activities, namely, assessment of trainees' needs, planning of the



inservice education programs/cycles, implementation, and program evaluation, respondents were asked to indicate their level of satisfaction with the techniques/instruments used in carrying out these activities. Respondents also were asked to indicate their satisfaction with the level of their involvement in these four activities. The administrators responded to both items using a five-point Likert-type scale ranging from Very dissatisfied (1) to Very satisfied (5).

For data-analysis purposes, the five response options were collapsed into two categories: Dissatisfied (1) and Satisfied (2). Using these two categories, a chi-square test of statistical significance was used to determine whether a statistically significant relationship existed between respondents' satisfaction with the techniques used in administrative inservice education activities and the respondents' satisfaction with their level of involvement in these activities. The chi-square values and their corresponding significance levels for the four inservice education activities are shown in Table 4.12.

As shown in Table 4.12, statistically significant relationships were found between respondents' satisfaction with the techniques used in carrying out inservice education programs and respondents' satisfaction with their level of involvement in each of these activities. The values were as follows: **Assessment of trainees' needs** ( $\chi^2 = 111.9$ ,  $p < .05$ ), **Planning of inservice education programs** ( $\chi^2 = 132.2$ ,  $p < .05$ ), **Implementation of inservice**



education programs ( $\chi^2 = 125.6$ ,  $p < .05$ ), and Evaluation of inservice education programs ( $\chi^2 = 77.9$ ,  $p < .05$ ).

Table 4.12.--Chi-square results for the relationship between respondents' satisfaction with the techniques used in administrative inservice education activities and respondents' satisfaction with their level of involvement in those activities.

| Inservice Education Activity                   | Chi-Square Value | df | p-Value |
|--|------------------|----|---------|
| Assessment of trainees' needs                  | 111.9            | 1  | .000*   |
| Planning of inservice education programs       | 132.2            | 1  | .000*   |
| Implementation of inservice education programs | 125.6            | 1  | .000*   |
| Evaluation of inservice education programs     | 77.9             | 1  | .000*   |

\*Significant at the .05 level.

Although, in general, respondents expressed more dissatisfaction than satisfaction, most of those who were dissatisfied with the techniques used in carrying out inservice education activities also were dissatisfied with the level of their involvement in these activities. From the size of the observed chi-square values, this relationship was quite obvious.

### Research Question 12

How do respondents recommend that Kuwaiti public secondary school administrators' involvement in inservice education activities be maximized?

Eight recommendations for ways inservice education in Kuwait might be improved were listed in the questionnaire. Respondents were asked to indicate whether they agreed or disagreed that each recommendation was important for the improvement of inservice education programs in Kuwait. An ordinal scale was used, with Disagree = 1, No opinion = 2, and Agree = 3. Based on the responses, a mean rating was computed for each recommendation. A high mean rating (near 3.00) indicated that the suggested recommendation was important, whereas a low mean rating (near 1.00) indicated that the recommendation was not important for the improvement of inservice education programs in Kuwait. The percentages of responses, means, and ranks for the eight recommendations are shown in Table 4.13.

As shown in Table 4.13, the mean ratings ranged from 2.36 to 2.94. The following recommendations had the highest mean ratings: Another type of incentive is needed by the trainees, like priority for promotion, opportunities for personal growth, etc. (mean = 2.94, rank = 1); All inservice education program participants should be rewarded with things like wage or salary increases, merit pay, etc. (mean = 2.93, rank = 2); and School administrators should be involved in evaluation of the inservice education programs/cycles (mean = 2.86, rank = 3). The following recommendations received the lowest mean ratings: School administrators should be given an

Table 4.13.--Respondents' agreement/disagreement with recommendations for improvement of inservice education programs in Kuwait.

| Recommendation   | Position   | Response (%) |     |     | Mean | Rank |
|--|------------|--------------|-----|-----|------|------|
|  |            | A            | NO  | D   |      |      |
| Another type of incentive is needed by the trainees, like priority for promotion, opportunities for personal growth, etc.  | Principals | 97.0         | 1.0 | 2.0 | 2.95 | 1    |
|  | Assistants | 96.2         | 1.0 | 2.9 | 2.93 |      |
|  | All        | 96.6         | 1.0 | 2.5 | 2.94 |      |
| All inservice education program participants should be rewarded with things like wage or salary increases, merit pay, etc. | Principals | 96.0         | 1.0 | 3.0 | 2.93 | 2    |
|  | Assistants | 96.2         | 1.0 | 2.9 | 2.93 |      |
|  | All        | 96.1         | 1.0 | 2.9 | 2.93 |      |
| School administrators should be involved in evaluation of the inservice education programs/cycles                          | Principals | 93.9         | 2.0 | 4.1 | 2.90 | 3    |
|  | Assistants | 90.5         | 1.0 | 8.6 | 2.82 |      |
|  | All        | 92.1         | 1.5 | 6.4 | 2.86 |      |
| There should be an assessment of the trainees' needs before the beginning of inservice education programs                  | Principals | 90.9         | 2.0 | 7.1 | 2.84 | 4    |
|  | Assistants | 92.4         | --  | 7.6 | 2.85 |      |
|  | All        | 91.7         | 1.0 | 7.4 | 2.84 |      |





Table 4.13.--Continued.

| Recommendation  | Position   | Response (%) |     |      | Mean | Rank |
|---|------------|--------------|-----|------|------|------|
|   |            | A            | NO  | D    |      |      |
| Attendance at the inservice education programs should be voluntary  | Principals | 84.7         | 7.1 | 8.2  | 2.77 | 5    |
|   | Assistants | 85.7         | 3.8 | 10.5 | 2.75 |      |
|   | All        | 85.2         | 5.4 | 9.4  | 2.76 |      |
| School administrators should have the opportunity to participate in the implementation of the inservice education programs/cycles | Principals | 76.8         | 2.0 | 21.2 | 2.56 | 6    |
|   | Assistants | 66.7         | 3.8 | 29.5 | 2.37 |      |
|   | All        | 71.6         | 2.9 | 25.5 | 2.46 |      |
| School administrators should be encouraged to participate in the planning of inservice education activities                       | Principals | 71.7         | 5.1 | 23.2 | 2.49 | 7    |
|   | Assistants | 70.5         | 1.9 | 27.6 | 2.43 |      |
|   | All        | 71.1         | 3.4 | 25.5 | 2.46 |      |
| School administrators should be given an opportunity to participate in all inservice education activities                         | Principals | 65.7         | 9.1 | 25.3 | 2.40 | 8    |
|   | Assistants | 63.8         | 4.8 | 31.4 | 2.32 |      |
|   | All        | 64.7         | 6.9 | 28.4 | 2.36 |      |

Key: A = Agree (3)  
 NO = No opinion (2)  
 C = Disagree (1)

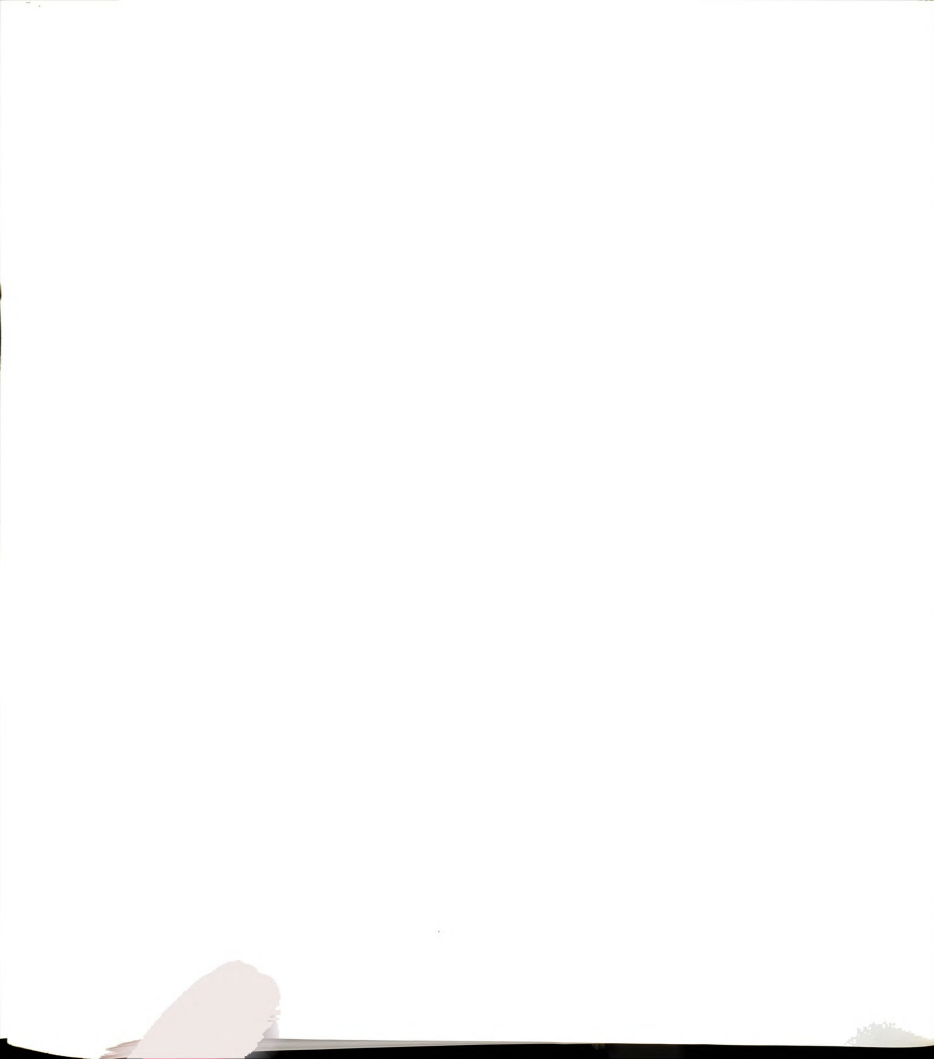


opportunity to participate in all inservice education activities (mean = 2.36, rank = 8); and School administrators should be encouraged to participate in the planning of inservice education activities (mean = 2.46, rank = 7). Mean ratings for the remaining recommendations ranged from 2.46 to 2.84.

The mean ratings for all eight recommendations were higher than 2.25. Interpreting these ratings according to the scale they represent, one can say that respondents perceived all of these recommendations to be important in the improvement of inservice education programs in Kuwait.

Open-ended responses. In addition to the eight recommendations for improvement of inservice education programs listed in the questionnaire, respondents could write in their own suggestions for improving inservice education in Kuwait. The public secondary school principals and assistant principals who participated in the study offered the following suggestions:

1. Ministry of Education officials should have more trust in public school administrators.
2. The policy regarding attendance at inservice education programs needs to be revised or changed.
3. The number of lectures should be decreased.
4. Theoretical studies and lectures are not providing administrators with pertinent information to solve daily work needs and problems.



5. A survey of public school administrators' needs is necessary, and needs assessment should be part of any inservice education program.

6. Inservice education should be delivered during the school day, not at the expense of participants' families.

7. Coordination among inservice education programs is needed to avoid repetition of topics and activities.

8. The instructional techniques used in inservice education programs need to be improved.

9. Research studies are needed to pinpoint the kinds of topics and techniques to be used in inservice education.

10. To have inservice education programs delivered smoothly and on time, they should be decided through direct and simple ways of communication.

11. If they are to be successful, new inservice education programs should be based on assessments of trainees' needs.

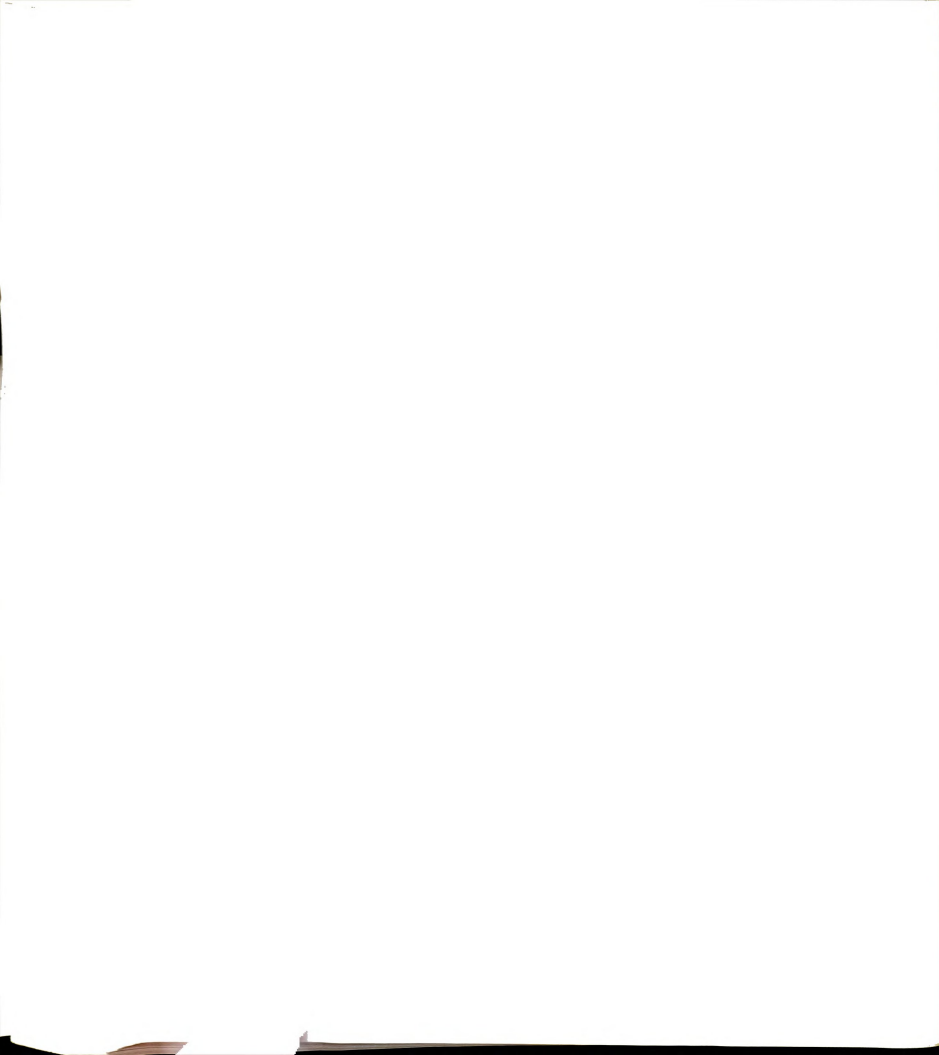
12. Visiting other schools is very important. We hope to see it in the future.

13. A timetable plan for topics and activities is needed before carrying out inservice education programs.

14. Providing transportation to and from the Training Center should be considered in the future.

15. More practical and field-study inservice education programs are needed.

16. Some or all inservice education activities should take place at school.



17. Inservice education should be obligatory for all school staff and administrators.

18. Financial rewards would encourage school administrators to attend and participate actively in inservice education programs.

19. Brochures about inservice education policy should be made available to public school administrators.

20. More collective and individual discussion during each session is needed to pave the way for the evaluation of inservice education program content.

21. Each school district should have its own inservice education programs.

22. Inservice education programs should cover and treat both administrative and technical fields.

23. A clear set of goals and objectives is helpful in understanding the content of inservice education programs.

24. Evaluation of inservice education programs should take place during the activity and after participants return to their schools.

25. Candidates for principalships and assistant principalships should receive administrative inservice education before being assigned to their positions.

26. The value and success of inservice education programs should be evaluated continuously.

27. Evaluation of measurements of school productivity is necessary as a basis for inservice education program plans.



28. Public secondary school principals need more inservice education.

29. Inservice education programs should treat the problems of school districts individually.

The recommendations for improvement of inservice education, listed above, are tabulated in Table 4.14 according to the gender and position of the respondents.

### Summary

In this chapter, the results of the data analyses were presented, according to the 12 research questions. A summary of the study, discussion of the findings, conclusions drawn from the findings, recommendations for practice, and suggestions for further research are presented in Chapter V.

Table 4.14.--Tabulation of open-ended responses regarding recommendations for improvement of inservice education.

| Recommendation<br>Number <sup>a</sup> | Male<br>Assistant<br>Principals<br>(n = 51) |      | Female<br>Assistant<br>Principals<br>(n = 54) |      | Male<br>Principals<br>(n = 53) |      | Female<br>Principals<br>(n = 46) |      | Total<br>Response | Percent<br>of All<br>Respondents |
|---------------------------------------|---|------|---|------|--------------------------------|------|----------------------------------|------|-------------------|----------------------------------|
|                                       |   |      |   |      |                                |      |                                  |      |                   |                                  |
|                                       | n   | %    | n   | %    | n                              | %    | n                                | %    |                   |                                  |
| 1                                     | 9   | 20.0 | 10  | 22.2 | 14                             | 31.1 | 12                               | 26.7 | 45                | 22.1                             |
| 2                                     | 9   | 21.9 | 11  | 26.8 | 8                              | 19.5 | 13                               | 31.7 | 41                | 20.1                             |
| 3                                     | 10  | 25.0 | 10  | 25.0 | 12                             | 30.0 | 8                                | 20.0 | 40                | 19.6                             |
| 4                                     | 6   | 16.0 | 7   | 17.5 | 14                             | 35.0 | 13                               | 32.5 | 40                | 19.6                             |
| 5                                     | 6   | 15.4 | 10  | 25.6 | 14                             | 35.9 | 9                                | 23.1 | 39                | 19.1                             |
| 6                                     | 5   | 14.3 | 11  | 31.4 | 11                             | 31.4 | 8                                | 22.8 | 35                | 17.2                             |
| 7                                     | 8   | 22.8 | 8   | 22.8 | 11                             | 31.4 | 8                                | 22.8 | 35                | 17.2                             |
| 8                                     | 5   | 14.3 | 11  | 31.4 | 11                             | 31.4 | 8                                | 22.8 | 35                | 17.2                             |
| 9                                     | 5   | 14.7 | 2   | 5.9  | 14                             | 41.2 | 13                               | 38.2 | 34                | 16.7                             |
| 10                                    | 3   | 9.1  | 7   | 21.2 | 11                             | 33.3 | 12                               | 36.4 | 33                | 16.2                             |
| 11                                    | 3   | 9.1  | 1   | 3.0  | 16                             | 48.5 | 13                               | 39.4 | 33                | 16.2                             |
| 12                                    | 5   | 16.7 | 1   | 3.3  | 12                             | 40.0 | 12                               | 40.0 | 30                | 14.7                             |
| 13                                    | 5   | 17.9 | 7   | 25.0 | 7                              | 25.0 | 9                                | 32.1 | 28                | 13.7                             |
| 14                                    | -   | --   | 14  | 51.8 | -                              | --   | 13                               | 48.2 | 27                | 13.2                             |

Table 4.14.--Continued.

| Recommendation<br>Number <sup>a</sup> | Male<br>Assistant<br>Principals<br>(n = 51) |       | Female<br>Assistant<br>Principals<br>(n = 54) |      | Male<br>Principals<br>(n = 53) |      | Female<br>Principals<br>(n = 46) |      | Total<br>Response | Percent<br>of All<br>Respondents |
|---------------------------------------|---|-------|---|------|--------------------------------|------|----------------------------------|------|-------------------|----------------------------------|
|                                       | n   | %     | n   | %    | n                              | %    | n                                | %    |                   |                                  |
| 15                                    | 3   | 12.0  | 2   | 8.0  | 11                             | 44.0 | 9                                | 36.0 | 25                | 12.2                             |
| 16                                    | -   | --    | 10  | 40.0 | 2                              | 8.0  | 13                               | 52.0 | 25                | 12.2                             |
| 17                                    | 1   | 4.8   | 8   | 38.1 | 4                              | 19.0 | 8                                | 38.1 | 21                | 10.3                             |
| 18                                    | 6   | 30.0  | 8   | 40.0 | 4                              | 20.0 | 2                                | 10.0 | 20                | 9.8                              |
| 19                                    | 1   | 5.5   | 10  | 55.5 | 7                              | 39.0 | -                                | --   | 18                | 8.8                              |
| 20                                    | 3   | 16.7  | 9   | 50.0 | 4                              | 22.2 | 2                                | 11.1 | 18                | 8.8                              |
| 21                                    | 3   | 17.7  | 10  | 58.8 | -                              | --   | 4                                | 23.6 | 17                | 8.3                              |
| 22                                    | 2   | 15.4  | 5   | 38.5 | 4                              | 30.8 | 2                                | 15.4 | 13                | 6.4                              |
| 23                                    | 4   | 33.3  | 5   | 41.7 | 3                              | 25.0 | -                                | --   | 12                | 5.9                              |
| 24                                    | 3   | 30.0  | -   | --   | 5                              | 50.0 | 2                                | 20.0 | 10                | 4.9                              |
| 25                                    | 1   | 11.1  | 2   | 22.2 | 2                              | 22.2 | 4                                | 44.4 | 9                 | 4.4                              |
| 26                                    | 1   | 14.3  | 1   | 14.3 | 4                              | 57.1 | 1                                | 14.3 | 7                 | 3.4                              |
| 27                                    | -   | --    | -   | --   | 3                              | 60.0 | 2                                | 40.0 | 5                 | 2.4                              |
| 28                                    | 1   | 25.0  | 2   | 50.0 | 1                              | 25.0 | -                                | --   | 4                 | 2.0                              |
| 29                                    | 1   | 100.0 | -   | --   | -                              | --   | -                                | --   | 1                 | 0.5                              |

<sup>a</sup>The recommendations are given in their entirety on pages 151-154.

## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The researcher's primary purpose in conducting this study was to assess the perceptions of Kuwaiti public secondary school principals and assistant principals regarding the importance of their involvement in needs assessment, planning, implementation, and evaluation of current inservice education programs. Additional purposes were to determine public secondary school administrators' perceived degree of satisfaction with their level of involvement in inservice education activities and to discover the factors that the administrators perceived to prevent or limit their opportunities for involvement in such activities.

#### Study Population

The target population consisted of all 272 public secondary school principals and assistant principals employed by the Ministry of Education in Kuwait during the 1989-90 academic year. Of that number, 204 (75%) participated in the study.

#### Instrumentation

The researcher developed a questionnaire, based on a review of the literature on inservice education. In addition to demographic

characteristics, items were designed to elicit respondents' perceptions of the importance of involvement in needs assessment, planning, implementation, and evaluation of inservice education programs in Kuwait; and the administrators' satisfaction with their level of involvement in these activities and with the instruments/techniques used in carrying out inservice education programs. In addition, respondents were given an opportunity to suggest ways to improve inservice education programs in Kuwait.

#### Data Collection

After receiving approval from the Kuwaiti Ministry of Education to conduct the study, the researcher mailed questionnaires to all public secondary school principals and assistant principals throughout the country. Two weeks after the first questionnaires were sent, a follow-up letter and a second copy of the questionnaire were mailed to nonrespondents. In all, 204 of the 272 administrators returned completed questionnaires, a 75% response rate.

#### Data Analysis

The study was primarily descriptive in nature; descriptive statistics in the form of means, percentages, and ranks were used in treating the data. The Statistical Package for the Social Sciences (SPSS-X) was used in analyzing the data. The Pearson product-moment correlation analysis was used to determine whether there was a statistically significant relationship between public secondary school administrators' perceived degree of involvement in inservice education activities and their satisfaction with that level of

involvement (Research Question 6). The chi-square test of statistical significance was used to determine whether a statistically significant relationship existed between administrators' satisfaction with the techniques used in carrying out inservice education activities and the administrators' satisfaction with their level of involvement in these activities (Research Question 11). The .05 alpha level was set as the criterion for statistical significance. The major findings for each research question are discussed in the following section.

#### Summary of the Findings

Research Question 1: What is the perceived importance of Kuwaiti public secondary school administrators' involvement in four inservice education activities: needs assessment, planning, implementation, and program evaluation?

The two activities receiving the highest mean ratings with regard to the importance of administrators' involvement were **Assessment of needs and Evaluation of inservice education programs**. In general, public secondary school administrators agreed or strongly agreed that it is important for Kuwaiti administrators to be involved in inservice education programs by participating in needs assessment, planning, implementation, and evaluation of these programs.

Research Question 2: To what extent do Kuwaiti public secondary school administrators perceive they are involved in needs assessment regarding inservice education programs?

Overall, school administrators perceived little or no involvement in the four specific activities of needs assessment for



inservice education programs. Although the mean ratings were generally very low, the highest rating was observed for the activity of **Defining the problem and subjects for inservice education**.

Research Question 3: To what extent do Kuwaiti public secondary school administrators perceive they are involved in planning administrative inservice education programs?

The mean ratings for the respondents' extent of involvement in all four planning-process activities were very low, indicating a general lack of involvement in inservice education programs through the planning activity. The highest mean rating was for the activity of **Suggesting topics for school administrator inservice education programs/cycles**, followed by **Involvement in allocation of human and material resources for inservice education programs**.

Research Question 4: To what extent do Kuwaiti public secondary school administrators perceive they are involved in implementing administrative inservice education programs?

According to the mean ratings for the respondents' extent of involvement in the implementation of administrative inservice education programs, slight involvement was perceived in only one instructional method--**Discussions** (mean = 2.47), uncertainty was perceived with regard to involvement in **Workshops**, and no involvement was perceived in the remaining five methods.

Research Question 5: To what extent do Kuwaiti public secondary school administrators perceive they are involved in evaluating administrative inservice education programs?

Overall, the respondents indicated a lack of involvement in the specific activities of evaluation of inservice education programs in Kuwait. The only high mean rating was observed for the activity





of Questionnaires at the end of each inservice education program/cycle (mean = 2.74). The other three evaluation activities had mean ratings below 1.25.

Research Question 6: Is there a statistically significant relationship between Kuwaiti public secondary school administrators' perceived level of involvement in inservice education activities and these administrators' satisfaction with their level of involvement in these activities?

Using the Pearson product-moment correlation analysis, a statistically significant relationship was found between the respondents' perceived involvement in the four inservice education activities of needs assessment, planning, implementation, and program evaluation and these administrators' satisfaction with their level of involvement in such activities. All four correlation coefficients were positive, indicating a general positive relationship between respondents' perceived level of involvement and their satisfaction with that involvement.

Research Question 7: What factors do Kuwaiti public secondary school administrators perceive to have prevented them from being involved in administrative inservice education activities?

The public secondary school administrators perceived two factors to be a hindrance to their involvement in inservice education activities. These were: Only Training Center personnel are permitted to be involved in inservice education program activities (mean = 2.66) and Public secondary school administrators are excluded from participation in the inservice education program activities (mean = 2.58).

Research Question 8: What kinds of techniques and instruments do Kuwaiti public secondary school administrators perceive to be used in preparing administrative inservice education programs in Kuwait?

The highest mean ratings were observed for the following two instruments/techniques: **Public secondary school administrators attending the inservice education programs without assessment of their needs** (mean = 2.53) and **Report by Ministry of Education Central Office officials** (mean = 2.02). Respondents agreed that the first technique/instrument was used to identify the needs of public secondary school administrators; they did not know whether the other was being used at all. The two instruments/techniques that respondents perceived not to be used in identifying the needs of public secondary school administrators were **Surveys of public secondary school administrators' needs** (mean = 1.51) and **Interviews between public secondary school administrators and Training Center personnel** (mean = 1.42).

Research Question 9: What kinds of instructional/training methods do Kuwaiti public secondary school administrators perceive to be used in implementing administrative inservice education programs in Kuwait?

Of the seven instructional/training methods that might be used in implementing administrative inservice education programs, **Lectures** (mean = 2.92) had the highest mean rating. This was the only method that respondents perceived to be always used. The administrators perceived that **Discussions** (mean = 2.10) were sometimes used in implementing administrative inservice education programs in Kuwait and that the other five methods were almost never used.

Research Question 10: What kinds of techniques and instruments do Kuwaiti public secondary school administrators perceive to be used in evaluating administrative inservice education programs in Kuwait?

The highest mean rating was for Questionnaires at the end of each inservice education program/cycle (mean = 2.38). Mean ratings for the other three techniques/instruments were less than 1.50. In general, the public secondary school administrators perceived most of the techniques/instruments listed in the questionnaire to be almost never used in evaluating inservice education programs in Kuwait.

Research Question 11: Is there a statistically significant relationship between Kuwaiti public secondary school administrators' satisfaction with the techniques used in carrying out administrative inservice education activities and the respondents' satisfaction with their level of involvement in these activities?

The chi-square test revealed a statistically significant, positive relationship between respondents' satisfaction with the techniques used in carrying out administrative inservice education activities and the administrators' satisfaction with their level of involvement in all four activities: needs assessment, planning, implementation, and program evaluation. In general, respondents expressed greater dissatisfaction than satisfaction; most of those who were dissatisfied with the techniques also were dissatisfied with their level of involvement in the inservice education activities.

Research Question 12: How do respondents recommend that Kuwaiti public secondary school administrators' involvement in inservice education activities be maximized?

Of the recommendations for improvement of inservice education programs listed in the questionnaire, the following received the highest mean ratings: Another type of incentive is needed by the trainees, like priority to be promoted, opportunities for personal growth, etc. (mean = 2.94); All inservice education program participants should be rewarded with things like wage or salary increases, merit pay, etc. (mean = 2.93), and School administrators should be involved in evaluation of the inservice education programs/cycles (mean = 2.86). Recommendations receiving the lowest mean ratings were: School administrators should be given an opportunity to participate in all inservice education activities (mean = 2.36) and School administrators should be encouraged to participate in the planning of inservice education programs (mean = 2.46). Based on the mean ratings, respondents perceived all of the proposed recommendations to be important in maximizing administrators' participation in inservice education activities in Kuwait.

### Conclusions

The following conclusions were drawn from the findings of the study:

1. Although public secondary school administrators recognized the importance of their involvement in needs-assessment activities of inservice education programs, they were not actually involved in such activities.



2. Public secondary school administrators recognized the importance of their involvement in planning activities of inservice education programs without actually becoming involved in these activities.

3. Public secondary school administrators recognized the importance of their involvement in implementation activities of inservice education programs. However, they perceived their actual involvement in such activities to be only through discussions and sometimes workshops. They had not been involved in using lectures, field trips, films, tape recordings, or videotapes.

4. Public secondary school administrators recognized the importance of their involvement in evaluation activities of inservice education programs. However, they perceived their actual involvement to be only through questionnaires at the end of each inservice education program/cycle. No involvement in observations, interviews, or achievement tests was perceived.

5. In general, respondents' perceptions of the importance of involvement in needs assessment, planning, implementation, and evaluation of inservice education programs were far higher than their perceived actual involvement in these activities. Thus, public secondary school administrators clearly saw a need to become more involved in the activities of inservice education programs.

6. Assessment of needs and evaluation of inservice education programs were perceived to be more important than planning and implementation of such programs.





7. The fact that only Training Center personnel are permitted to be involved in inservice education activities was perceived to have prevented public secondary school administrators from being involved in such activities. Thus, these administrators are being excluded from participating in needs assessment, planning, implementation, and evaluation of inservice education programs because such participation is not part of their job description. Personal reasons (e.g., family responsibilities, health, and so on), insufficient time, and lack of skills were not among the factors perceived to prevent public secondary school administrators from participating in inservice education activities.

8. Public secondary school administrators agreed or strongly agreed that they attended inservice education programs without an assessment of their needs having been done. Surveys of public secondary school administrators and interviews between these administrators and Training Center personnel were not being used to identify the inservice education needs of the administrators.

9. Lecture was the only instructional/training method that was perceived to be always used in implementing administrative inservice education programs. Discussions were perceived to be sometimes used. Workshops, films, videotapes, tape recordings, and field trips were perceived to be never used in implementing such programs.

10. Questionnaires at the end of each inservice education program/cycle were the only technique/instrument that respondents perceived to be always used in evaluating administrative inservice education programs. Observations during implementation of inservice

education programs, interviews between trainers and trainees individually or in groups, and achievement tests to measure trainees' progress were perceived to be almost never used in program evaluation.

11. In general, respondents expressed a high level of dissatisfaction with techniques/instruments used in carrying out inservice education activities and with their level of involvement in such activities. Dissatisfaction with techniques/instruments was directly related to administrators' dissatisfaction with their level of involvement in the inservice education activities.

12. The most highly recommended ways of improving administrators' level of involvement in inservice education activities were providing incentives for participation, such as priority for promotion and opportunity for personal growth; rewarding program participants with such things as wage increases and merit pay; and involving administrators in the evaluation of inservice education programs/cycles. Other recommendations were giving administrators an opportunity to participate in all inservice education activities and encouraging administrators to participate in the planning of inservice education programs. Respondents perceived all eight recommendations listed in the questionnaire to be important in maximizing Kuwaiti public secondary school administrators' involvement in inservice education activities.

### Recommendations for Practice

Based on the findings of this study, the following recommendations for practice are offered:

1. Currently, Kuwaiti public secondary school administrators are made to understand that only Training Center personnel are permitted to be involved in inservice education activities. This policy needs to be changed. The job descriptions of public secondary school principals and their assistants should include participation in inservice education activities: assessing participants' needs, planing the process, and implementing and evaluating the outcome of inservice education programs.

2. There is a need to use modern instructional/training methods beyond lectures in implementing inservice education programs in Kuwait. These methods should include workshops, visual and nonvisual aids, and computers.

3. Other methods of evaluating inservice education programs, beyond questionnaire surveys, should be emphasized. These methods could be in the form of observations, tests, interviews, and follow-up studies on the effects of inservice education on administrator trainees' performance.

4. Trainees' needs should be assessed before the beginning of an inservice education cycle.

5. All participants in inservice education programs should be rewarded for taking part in the program activities.

6. Such incentives as promotions and merit pay increases should be considered for inservice education program participants.

### Suggestions for Further Research

1. A study using trainers as the subjects should be undertaken to assess the activities of needs assessment, planning, implementation, and evaluation of inservice education programs in Kuwait.
2. A study should be conducted to investigate the perceptions of inservice education program participants regarding their needs for continuing education and the planning, implementation, and evaluation of inservice education programs in Kuwait.
3. Kuwaiti public secondary school principals' and assistant principals' satisfaction with inservice education programs should be investigated, using standardized satisfaction scales.
4. Inservice education programs in Kuwait need to undergo an evaluation, to determine ways and means of improving the programs overall.

## APPENDICES

## APPENDIX A

### PRETEST COMMENTS

PRETEST COMMENTS

1. Amount of time to complete this form is \_\_\_\_\_.
2. Items which are confusing, unclear and need reworking:

Question No.Comments

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

3. Some training activities which should be omitted from this study:

|       |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |

4. Some training activities not mentioned in this study and should be added:

|       |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

5. Other comments:

|       |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

## APPENDIX B

### ARABIC AND ENGLISH VERSIONS OF THE QUESTIONNAIRE



بسم الله الرحمن الرحيم

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### موضوع الدراسة

دراسة لاستطلاع آراء نظار المدارس الثانوية بالكويت ووكلائها حول مدى اسهامهم في التحضير للدورات التدريبية التي تقدمها لهم وزارة التربية ومدى اسهامهم في تنفيذها وتقييمها

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اعداد

محمد سالم سعيد العميري

جامعة ولاية ميشيغان

١٤١٠ هـ / ١٩٩٠ م

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بسم الله الرحمن الرحيم

معلومات شخصية ووظيفية :

فيما يلي بعض البيانات الخاتمة بأفراد الدراسة على بطاقة المعلومات للأجابة ضع الرقم الذي يتفق مع حالتك في المربع الخالي امام البند .

١- ما نوع الوظيفة التي شغلها حاليا ؟

١- ناظر مدرسة

☐

٢- وكيل مدرسة

☐

٢- ما عدد السنوات التي أمضيتها في مجال الادارة التدريسية ؟

☐

٣- كم تبلغ من العمر ؟

☐

٤- ما فئة الجنس التي تنتمي اليها ؟

١- نكر

٢- أنثى

☐

٥- ما هي أعلى درجة علمية حصلت عليها ؟

١- بـ لـ و م العـ لـ مـ يـ ن

٢- الدرجة الجامعية

٣- درجة الماجستير

درجة علمية أخرى ، أنكرها -----

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أولاً : ما أهمية مساهمة اداريو المدارس فى خطوات اعداد وتنفيذ وتقييم البرامج التعريبية ؟

للإجابة ضع دائرة حول الرقم الذى يتفق مع وجهة نظرك وذلك حسب القياس الخامس التالى :

| لا أوافق مطلقا | لا أوافق | لا أرى | أوافق | أوافق تماما |
|----------------|----------|--------|-------|-------------|
| ١              | ٢        | ٣      | ٤     | ٥           |

|                                   |   |   |   |   |   |
|-----------------------------------|---|---|---|---|---|
| ١- عملية تحديد الاحتياجات للتعريب | ١ | ٢ | ٣ | ٤ | ٥ |
| ٢- تخطيط برامج التعريب            | ١ | ٢ | ٣ | ٤ | ٥ |
| ٣- تنفيذ برامج التعريب            | ١ | ٢ | ٣ | ٤ | ٥ |
| ٤- تقييم البرنامج التعريبى        | ١ | ٢ | ٣ | ٤ | ٥ |

ثانياً : ماهى المجالات الممكنة للإسهام فى التعريب ؟

للإجابة على أسئلة هذا الجزء ( ٥ - ٢٣ ) ضع دائرة حول القيمة التى تتفق مع وجهة نظرك وذلك طبقا

للقياس التالى التالى :

| لم أساهم | لا أرى | سأهت |
|----------|--------|------|
| ١        | ٢      | ٣    |

أ - تحديد الاحتياجات للتعريب :

|  |   |   |   |
|--|---|---|---|
| ٥- تحديد المشكلات والموضوعات للبرنامج التعريبى           | ١ | ٢ | ٣ |
| ٦- تجهيز بعض الأدوات لاستخدامها فى تحديد رغبات المتعربين | ١ | ٢ | ٣ |
| ٧- الإسهام فى جمع البيانات حول احتياجات المتعربين        | ١ | ٢ | ٣ |
| ٨- تحليل البيانات التى تم جمعها                          | ١ | ٢ | ٣ |

مجالات أخرى -----

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ب - التخطيط للبرامج التعريبية :

|  |   |   |   |
|--|---|---|---|
| ١- الاسهام فى اختيار وتحديد اهداف برامج التعريب            | ١ | ٢ | ٣ |
| ١٠- الاسهام فى وضع استراتيجية معينة للتعريب                | ١ | ٢ | ٣ |
| ١١- المشاركة فى اختيار بعض العناصر البشرية اللازمة للتعريب | ١ | ٢ | ٣ |
| ١٢- اقتراح بعض الموضوعات لاجراها ضمن منهج التعريب          | ١ | ٢ | ٣ |

مجالات أخرى فى التخطيط ساهمت فيها

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ج - تنفيذ البرامج التعريبية :

|                        |   |   |   |
|------------------------|---|---|---|
| ١٣- المحاضرات          | ١ | ٢ | ٣ |
| ١٤- المناقشات          | ١ | ٢ | ٣ |
| ١٥- ورش العمل          | ١ | ٢ | ٣ |
| ١٦- الزيارات الميدانية | ١ | ٢ | ٣ |
| ١٧- الأنلام            | ١ | ٢ | ٣ |
| ١٨- سجلات الكاسيت      | ١ | ٢ | ٣ |
| ١٩- الفيديو            | ١ | ٢ | ٣ |

طرق أخرى ساهمت فى تصميمها انكرها

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د- الاسهام فى تقويم البرامج التدريبية :

|               |                           |   |   |   |
|---------------|---------------------------|---|---|---|
| ٢٠- الاستغناء | فى نهاية الدورة التدريبية | ١ | ٢ | ٣ |
| ٢١- الملاحظ   | ة                         | ١ | ٢ | ٣ |
| ٢٢- المق      | ابلات                     | ١ | ٢ | ٣ |
| ٢٣- الاختب    | ارات التحصيلية            | ١ | ٢ | ٣ |

طرق أخرى للتقويم ساهمت فيها - - - - -

- - - - -

- - - - -

هـ - رأى اداريو المدارس الثانوية فى مجالات الاسهام المتاحة لهم :

عبر عن مدى موافقتك لامكانية الاسهام فى التعريب بوضع دائرة حول القيمة وذلك حسب القياس  
الخماسى التالى :

| غير مناسب مطلقا | غير مناسب | لا أنرى | مناسب | مناسب تماما |
|-----------------|-----------|---------|-------|-------------|
| ١               | ٢         | ٣       | ٤     | ٥           |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ٢٤- مستوى الاسهام فى تحديد الاحتياجات للتعريب       | ١ | ٢ | ٣ | ٤ | ٥ |
| ٢٥- مستوى الاسهام فى التخطيط للتعريب                | ١ | ٢ | ٣ | ٤ | ٥ |
| ٢٦- مستوى الاسهام فى برامج التعريب                  | ١ | ٢ | ٣ | ٤ | ٥ |
| ٢٧- مجال اسهام الاداريين فى تقويم البرامج التدريبية | ١ | ٢ | ٣ | ٤ | ٥ |

مستوى الاسهام فى مجالات أخرى أنكرها - - - - -

- - - - -

- - - - -

و - العوامل التى تؤثر فى اسهام اداريين المدارس فى عمليات التعريب :

للاجابة ضع دائرة حول القيمة التى تتفق مع وجهة نظرك وذلك طبقا للقياس الثلاثى التالى :

|          |        |       |
|----------|--------|-------|
| لا أوافق | لا أرى | أوافق |
| ١        | ٢      | ٣     |

|       |       |       |  |
|-------|-------|-------|--|
| ٢     | ٢     | ١     | ٢٨- أسباب شخصية ( عائلية أو صحية )   |
| ٣     | ٢     | ١     | ٢٩- يقتصر الاسهام فى عمليات التريب على الموظفين العالمين فى مركز التريب                            |
| ٣     | ٢     | ١     | ٣٠- يعنى اداريو المدارس من المشاركة فى عمليات التريب   |
| ٣     | ٢     | ١     | ٣١- انشغال اداريو المدارس بمنعهم من المساهمة فى عمليات التريب                                      |
| ٣     | ٢     | ١     | ٣٢- يعتقد اداريو المدارس بعدم جدوى المشاركة فى أنشطة التريب  |
| ٣     | ٢     | ١     | ٣٣- يتطلب العمل فى الأنشطة التريبية مهارة خاصة غير متوفرة حاليا عند نظار المدارس الثانوية ووكلائها |
| ----- | ----- | ----- | عوامل أخرى أنكرها  |
| ----- | ----- | ----- |  |
| ----- | ----- | ----- |  |

#### ثالثا : الطرق والأساليب المستخدمة فى التريب

أجب بوضع دائرة حول القيمة التى تتفق مع وجهة نظرك وذلك تبعا للقياس التالى :

|          |        |       |
|----------|--------|-------|
| لا أوافق | لا أرى | أوافق |
| ١        | ٢      | ٣     |

#### أ - اعداد برامج النورات التريبية :

|   |   |   |   |
|---|---|---|---|
| ٢ | ٢ | ١ | ٢٤- تعد البرامج التريبية بواسطة دراسات مسحية لرغبات اداريي المدارس  |
| ٣ | ٢ | ١ | ٢٥- تعد بناء على تقارير المسئولين فى وزارة التربية                  |
| ٣ | ٢ | ١ | ٢٦- يجرى موظفو مركز التريب مقابلات تمهيدية مع نظار المدارس ووكلائها |

٣٢٧- يتم تكليف اداريو المدارس بحضور الدورات التدريبية بدون أخذ رغباتهم التدريبية ١ ٢ ٣

طرق أخرى تستخدم للاعداد للدورات التدريبية أنكرها -----

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ب - من خلال حضورك للدورات التدريبية أجب على الأسئلة ( ٣٨ - ٤٤ ) بوضع دائرة حول القيمة التي

تتفق مع وجهة نظرك حسب القياس الثلاثى المزيج

|     | ١ - معنى استخدام كل طريقة فى التعريب |               |              | طرق ووسائل التعريب |
|-----|--------------------------------------|---------------|--------------|--------------------|
|     | لاستخدم على الاطلاق                  | تستخدم أحيانا | تستخدم دائما |                    |
| ٣٨- | ١                                    | ٢             | ٣            | المحاضرات          |
| ٣٩- | ١                                    | ٢             | ٣            | الناقشات           |
| ٤٠- | ١                                    | ٢             | ٣            | ورش العمل          |
| ٤١- | ١                                    | ٢             | ٣            | الزيارات الميدانية |
| ٤٢- | ١                                    | ٢             | ٣            | الأفلام            |
| ٤٣- | ١                                    | ٢             | ٣            | مجلات الكاسيت      |
| ٤٤- | ١                                    | ٢             | ٣            | الفيديو            |

أساليب وطرق أخرى أنكرها -----

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ج - الأساليب المستخدمة في تقييم الدورات التدريبية :

للإجابة ضع دائرة حول القيمة التي تتفق مع وجهة نظرك وذلك تبعا للقياس التالى :

| لا يستخدم مطلقا | يستخدم أحيانا | يستخدم دائما |
|-----------------|---------------|--------------|
| ١               | ٢             | ٣            |

- ٤٥- الاستغناء في نهاية كل دورة تدريبية
- ٤٦- الملاحظة والمراقبة
- ٤٧- القياسات
- ٤٨- الاختبارات التحصيلية

طرق أخرى تستخدم في التقييم أنكرها

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د - رأى ائربو المدارس الثانوية في الأساليب المستخدمة في أنشطة التدريب المختلفة :

للإجابة ضع دائرة حول القيمة التي تتفق مع وجهة نظرك وذلك حسب القياس الخامس التالى :

| غير مناسب على الإطلاق | غير مناسب | لا أرى | مناسب | مناسب تماما |
|-----------------------|-----------|--------|-------|-------------|
| ١                     | ٢         | ٣      | ٤     | ٥           |

- ٤٩- الأسلوب المتبع في تحديد احتياجات نظام المدارس ووكلائها للتدريب
- ٥٠- الطريقة المتبعة في التخطيط للدورات التدريبية
- ٥١- الأسلوب المتبع في تنفيذ الدورات التدريبية الحالية
- ٥٢- الأسلوب المتبع في تقييم البرامج / الدورات التدريبية

أساليب أخرى استخدمت في الأنشطة التدريبية أنكرها

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رابعاً : اقتراحات لتطوير وتحسين البرامج التدريبية :

للإجابة على الأسئلة ( ٥٣ - ٦٠ ) ضع دائرة حول القيمة التي تتفق مع وجهة نظرك وذلك تبعاً للمقياس  
اليلي التالى :

| لا أوافق | بدون رأى | أوافق |
|----------|----------|-------|
| ١        | ٢        | ٣     |

- ٥٣- يجب إتاحة الفرصة لجميع إدارى المدارس الاسهام فى الأنشطة التدريبية ١ ٢ ٣
- ٥٤- لابد من تحديد احتياجات المتربين قبل التخطيط لأى برنامج تدريبى ١ ٢ ٣
- ٥٥- يجب أن يشجع إداريو المدارس للمشاركة فى عملية تخطيط البرامج التدريبية ١ ٢ ٣
- ٥٦- يجب إتاحة الفرصة للإداريين للمشاركة فى تنفيذ البرامج التدريبية ١ ٢ ٣
- ٥٧- حينذا لو يكون حضور الدورات التدريبية تطوعياً ١ ٢ ٣
- ٥٨- ضرورة وضع حوافز مادية لمكافأة المشاركين من نظار المدارس ووكلائها فى ١ ٢ ٣
- الأنشطة التدريبية
- ٥٩- ضرورة وضع حوافز معنوية لتشجيع نظار المدارس ووكلائها على المشاركة فى ١ ٢ ٣
- الأنشطة التدريبية
- ٦٠- يجب إتاحة الفرصة لنظار المدارس ووكلائها للاسهام فى تقيم ومتابعة ١ ٢ ٣
- أشر التدريب

إذا كان لديك مقترحات أخرى أذكرها - - - - -

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### Definitions for Participants

Please read carefully before you start answering the questionnaire!

**Involvement:** This term refers to the cooperative efforts between the planners, directors, instructors, and/or coordinators of any inservice education program and the recipients or trainees of this program.

**Needs Assessment:** This is the assessment of the actual training needs of the trainees, in order to determine the gap between what exists and what ought to be done.

**Planning:** This step means the systematic preparation and decision making for inservice education programs. It is the process of setting purposes, goals, and objectives; analysis of data gathered in needs assessment; and design of program components.

**Implementation:** This includes contents of training programs, such as books, aid materials, instructors, teaching instruments and materials, and so on, as well as organization of inservice education programs, which means that specific procedures and activities are adopted to achieve the intended objectives.

**Evaluation:** This is the process of appraising every step of the program and the outcomes (ends) to identify areas in which the program needs improvement, or to make decisions regarding continuation or replacement of the program.

**PERCEPTIONS OF PUBLIC SECONDARY SCHOOL BUILDING ADMINISTRATORS  
TOWARD THEIR INVOLVEMENT IN INSERVICE EDUCATION PROGRAMS**

This questionnaire is an attempt to assess the importance of involvement in the activities of inservice education, as perceived by public secondary school principals and assistant principals. Another objective is to assess how they feel toward their actual involvement in assessing their training needs, and in planning, implementing, and evaluating inservice programs offered to public secondary school administrators by the Ministry of Education in Kuwait. The third objective is to investigate what kinds of instructional methods are used to train public secondary school principals and assistant principals. However, the main goal of this research study is to provide the information elicited from your answers to those in charge of planning and delivering inservice education. This information might help make inservice programs for school administrators sponsored by the Ministry of Education and other educational institutions in Kuwait as relevant as possible.

When you answer this questionnaire, it is not necessary to sign your name. In reporting the results, only statistical summaries of the responses will be cited. No reference will be made to individuals or to particular schools. The code number on the form will be used for follow-up purposes with nonrespondents. Your careful attention to the instructions will facilitate accurate and rapid processing of the data.

Sincerely yours,

Mohammad S. Al-Ameeri



Professional Information

Please answer all of the following questions, putting an X on the line next to the response that most accurately describes your professional demographics.

Your present position:

- ☐ 1. Principal
- ☐ 2. Assistant principal

How many years have you worked as an administrator? \_\_\_\_\_ years

What is your age: \_\_\_\_\_ years

What is your gender?

- ☐ 1. Male
- ☐ 2. Female

What is the highest degree you have earned?

- ☐ 1. Teaching diploma
- ☐ 2. Bachelor's degree
- ☐ 3. Master's degree
- ☐ 4. Other (please specify) \_\_\_\_\_

## PART I

Importance of Involvement in Inservice Education Programs

This section deals with your perceptions of the importance of public secondary school principals' and assistant principals' involvement in needs assessment, planning, implementation, and evaluation of inservice education programs/cycles.

Directions: Regarding the importance of involvement in each of the inservice education activities listed below, circle the number that best describes how you feel.

|   | Very<br>Impor-<br>tant<br>5 | Impor-<br>tant<br>4 | No<br>Opinion<br>3 | Not<br>Impor-<br>tant<br>2 | Absolutely<br>Not<br>Important<br>1 |
|---|-----------------------------|---------------------|--------------------|----------------------------|-------------------------------------|
| 1. Assessment of needs                                  | 5                           | 4                   | 3                  | 2                          | 1                                   |
| 2. Planning of inservice<br>education programs          | 5                           | 4                   | 3                  | 2                          | 1                                   |
| 3. Implementation of<br>inservice education<br>programs | 5                           | 4                   | 3                  | 2                          | 1                                   |
| 4. Evaluation of inserv-<br>ice education programs      | 5                           | 4                   | 3                  | 2                          | 1                                   |

## PART II

Areas of Involvement in Inservice Education

This section deals with areas of inservice education in which public secondary school principals and assistant principals are actually involved.

Directions: For the following questions regarding your involvement in inservice education activities, circle the number that best describes how you feel.

|   | Involved<br>3 | Uncertain<br>2 | Not<br>Involved<br>1 |
|---|---------------|----------------|----------------------|
| A. <u>Needs Assessment.</u> In which of the following aspects of the needs-assessment process have you been involved? |               |                |                      |
| 5. Defining the problems and subjects for inservice education   | 3             | 2              | 1                    |
| 6. Defining some of the instruments/techniques that have been used in the needs assessment                            | 3             | 2              | 1                    |
| 7. Collecting data for needs-assessment purposes  | 3             | 2              | 1                    |
| 8. Analyzing data that have been gathered for needs-assessment purposes   | 3             | 2              | 1                    |
| Others (please specify) _____   |               |                |                      |
| <hr/>   |               |                |                      |
| B. <u>Planning Process.</u> In which of the following planning procedures have you ever been involved?                |               |                |                      |
| 9. Identifying and prioritizing goals and objectives for ISE programs/cycles  | 3             | 2              | 1                    |
| 10. Designing strategies of ISE programs/cycles   | 3             | 2              | 1                    |
| 11. Suggesting topics for school administrator ISE programs/cycles  | 3             | 2              | 1                    |

|   | Involved<br>3 | Uncertain<br>2 | Not<br>Involved<br>1 |
|---|---------------|----------------|----------------------|
| 12. Involvement in allocation of human and material resources for ISE programs/cycles | 3             | 2              | 1                    |
| Other (please specify) _____  |               |                |                      |

C. Implementation of ISE Programs. In which of the following training/instructional methods incorporated in the ISE programs have you been involved?

|                              |   |   |   |
|------------------------------|---|---|---|
| 13. Lectures                 | 3 | 2 | 1 |
| 14. Discussions              | 3 | 2 | 1 |
| 15. Workshops                | 3 | 2 | 1 |
| 16. Field trips              | 3 | 2 | 1 |
| 17. Films                    | 3 | 2 | 1 |
| 18. Tape recordings          | 3 | 2 | 1 |
| 19. Videotapes               | 3 | 2 | 1 |
| Other (please specify) _____ |   |   |   |

D. Evaluation of ISE Programs. In which of the following evaluation procedures have you been involved?

|   |   |   |   |
|---|---|---|---|
| 20. Questionnaires at the end of each ISE program/cycle | 3 | 2 | 1 |
| 21. Observations  | 3 | 2 | 1 |
| 22. Interviews  | 3 | 2 | 1 |
| 23. Achievement tests                                   | 3 | 2 | 1 |
| Other (please specify) _____                            |   |   |   |





- E. Satisfaction With Involvement in ISE Activities. This section deals with public secondary school administrators' satisfaction with their involvement in the selected activities of inservice education programs.

Directions: For the following questions regarding how satisfied you are with your involvement in inservice education activities, circle the number that best describes how you feel.

|  | Very<br>Satis-<br>fied<br>5 | Satis-<br>fied<br>4 | No<br>Opinion<br>3 | Dis-<br>satis-<br>fied<br>2 | Very<br>Dissat-<br>isfied<br>1 |
|--|-----------------------------|---------------------|--------------------|-----------------------------|--------------------------------|
| 24. Assessment of needs                                  | 5                           | 4                   | 3                  | 2                           | 1                              |
| 25. Planning of inservice<br>education programs          | 5                           | 4                   | 3                  | 2                           | 1                              |
| 26. Implementation of<br>inservice education<br>programs | 5                           | 4                   | 3                  | 2                           | 1                              |
| 27. Evaluation of inserv-<br>ice education programs      | 5                           | 4                   | 3                  | 2                           | 1                              |
| Other activities (please specify) _____                  |                             |                     |                    |                             |                                |

- F. Factors Affecting Involvement in ISE. This section deals with factors that have prevented or tend to prevent you from being involved in inservice education activities.

Directions: For the following questions regarding factors affecting your involvement in inservice education activities, circle the number that best describes how you feel.

|   | Agree<br>3 | Don't<br>Know<br>2 | Dis-<br>agree<br>1 |
|---|------------|--------------------|--------------------|
| 28. Personal reasons (e.g., family respon-<br>sibilities, health problems, etc.)                | 3          | 2                  | 1                  |
| 29. Only Training Center personnel are<br>permitted to be involved in ISE<br>program activities | 3          | 2                  | 1                  |

|   | Agree<br>3 | Don't<br>Know<br>2 | Dis-<br>agree<br>1 |
|---|------------|--------------------|--------------------|
| 30. Public secondary school administrators are excluded from participation in the ISE program activities                | 3          | 2                  | 1                  |
| 31. Public secondary school administrators do not have enough time to participate in ISE program activities             | 3          | 2                  | 1                  |
| 32. Public secondary school administrators believe that participation in ISE activities is a waste of time              | 3          | 2                  | 1                  |
| 33. Involvement in ISE program activities requires professional skill and knowledge they don't have at the present time | 3          | 2                  | 1                  |
| Other factors (please specify) _____  |            |                    |                    |

## PART III

ISE Techniques and Instruments

This section deals with techniques and instruments that are used in delivering inservice education to public secondary school administrators.

Directions: To answer the following questions, circle the number that best describes how you feel.

|  | Agree<br>3 | Don't<br>Know<br>2 | Dis-<br>agree<br>1 |
|--|------------|--------------------|--------------------|
| A. <u>Preparation of ISE Programs.</u> With regard to the preparation process for ISE programs/cycles, which of the following techniques are used to identify the needs of public secondary school administrators? |            |                    |                    |
| 34. Surveys of public secondary school administrators' needs   | 3          | 2                  | 1                  |
| 35. Reports by Ministry of Education Central Office officials  | 3          | 2                  | 1                  |
| 36. Interviews between public secondary school administrators and Training Center personnel  | 3          | 2                  | 1                  |
| 37. Public secondary school administrators attending the ISE programs without assessment of their needs  | 3          | 2                  | 1                  |
| Other techniques (please specify) _____  |            |                    |                    |

- B. Training and Instructional Methods Used in the Implementation of ISE Programs. During your attendance at ISE programs/cycles, which of the following training and instructional methods were used?

Directions: To answer the following questions, circle the number that best describes how you feel.

|                              | Always<br>Used<br>3 | Sometimes<br>Used<br>2 | Never<br>Used<br>1 |
|------------------------------|---------------------|------------------------|--------------------|
| 38. Lectures                 | 3                   | 2                      | 1                  |
| 39. Discussions              | 3                   | 2                      | 1                  |
| 40. Workshops                | 3                   | 2                      | 1                  |
| 41. Field trips              | 3                   | 2                      | 1                  |
| 42. Films                    | 3                   | 2                      | 1                  |
| 43. Tape recordings          | 3                   | 2                      | 1                  |
| 44. Videotapes               | 3                   | 2                      | 1                  |
| Other (please specify) _____ |                     |                        |                    |

- C. Methods of Evaluation in Current ISE. How often were the following evaluation techniques used in each ISE program/cycle that you attended?

Directions: To answer the following questions, circle the number that best describes how you feel.

|  | Always<br>Used<br>3 | Frequently<br>Used<br>2 | Never<br>Used<br>1 |
|--|---------------------|-------------------------|--------------------|
| 45. Questionnaires at the end of each ISE program/cycle                | 3                   | 2                       | 1                  |
| 46. Observation during implementation of ISE programs                  | 3                   | 2                       | 1                  |
| 47. Interviews between trainers and trainees individually or in groups | 3                   | 2                       | 1                  |
| 48. Achievement tests to measure the trainees' progress                | 3                   | 2                       | 1                  |

Other methods used in evaluation (please specify) \_\_\_\_\_

\_\_\_\_\_

- D. Satisfaction With Techniques Used in Current ISE. This section deals with how public secondary school administrators feel about the methods by which ISE is carried out.

Directions: To answer the following questions, circle the number that best describes how you feel.

|  | Very<br>Satis-<br>fied<br>5 | Satis-<br>fied<br>4 | No<br>Opinion<br>3 | Dis-<br>satis-<br>fied<br>2 | Very<br>Dissat-<br>isfied<br>1 |
|--|-----------------------------|---------------------|--------------------|-----------------------------|--------------------------------|
| 49. The way public secondary school administrators' needs are identified             | 5                           | 4                   | 3                  | 2                           | 1                              |
| 50. Planning of the ISE programs/cycles  | 5                           | 4                   | 3                  | 2                           | 1                              |
| 51. Application of instructional and training methods in current ISE programs/cycles | 5                           | 4                   | 3                  | 2                           | 1                              |
| 52. Evaluation of the current ISE programs   | 5                           | 4                   | 3                  | 2                           | 1                              |

Your feeling about other methods (please specify):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## PART IV

Recommendations and Suggestions

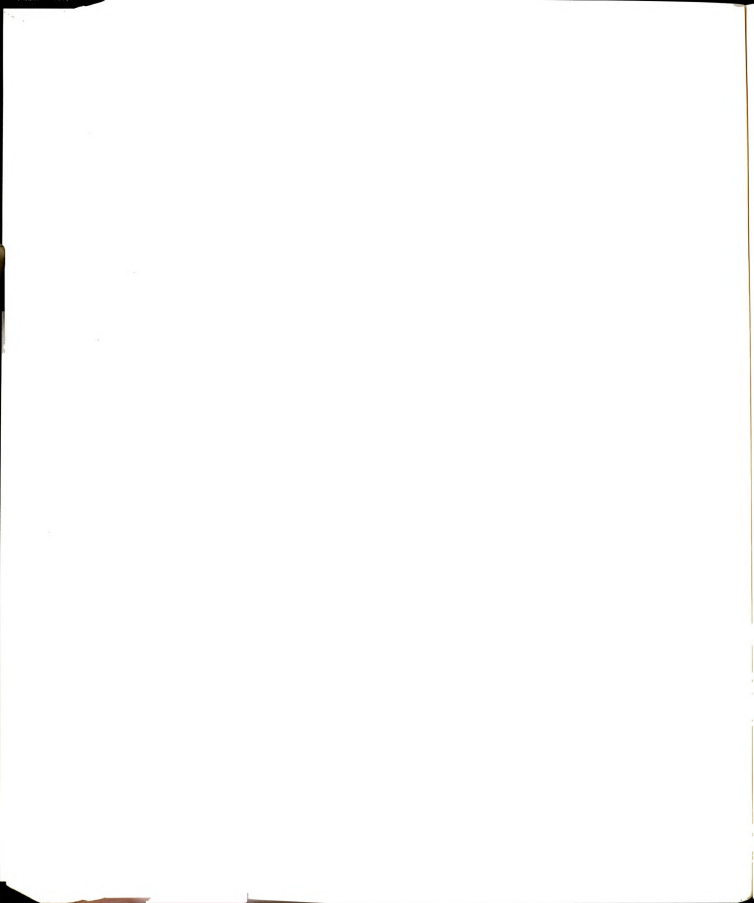
This section deals with respondents' suggestions for the improvement of ISE programs.

Directions: Please indicate your opinion about the suggestions listed below by circling the number that best describes how you feel.

|   | Agree<br>3 | Don't<br>Know<br>2 | Dis-<br>agree<br>1 |
|---|------------|--------------------|--------------------|
| 53. School administrators should be given an opportunity to participate in all ISE activities                                 | 3          | 2                  | 1                  |
| 54. There should be an assessment of the trainees' needs before the beginning of ISE programs                                 | 3          | 2                  | 1                  |
| 55. School administrators should be encouraged to participate in the planning of ISE programs                                 | 3          | 2                  | 1                  |
| 56. School administrators should have the opportunity to participate in the implementation of the ISE programs/cycles         | 3          | 2                  | 1                  |
| 57. Attendance at the ISE programs should be voluntary  | 3          | 2                  | 1                  |
| 58. All ISE program participants should be rewarded with things like wage or salary increases, merit pay, etc.                | 3          | 2                  | 1                  |
| 59. Another type of incentive is needed by the trainees, like priority for promotion, opportunities for personal growth, etc. | 3          | 2                  | 1                  |
| 60. School administrators should be involved in evaluation of the ISE programs/cycles   | 3          | 2                  | 1                  |

Other suggestions (please specify) \_\_\_\_\_

\_\_\_\_\_





## APPENDIX C

### QUESTIONNAIRE COVER LETTERS IN ARABIC AND ENGLISH

٥٠٣/٨٦٨٠٠٠



وزارة التربية

ادارة تنسيق ومتابعة التعليم العام

رقم لائحة : وت / أ ت / ع /

التعليمية

السيد المحترم / مدير منطقة

تحية طيبة . . ويعد

يقوم السيد / محمد سالم سعيد العميري الباحث بمركز البحوث التربوية  
بتوزيع استفتاء خاص بدراسته للحصول على درجة الدكتوراه في الادارة التربوية .

يرجى التفضل بتسهيل مهمته في توزيع الاستفتاء المرفق على السادة  
نظار المدارس الثانوية ووكلائها ( عام ومقررات ) .

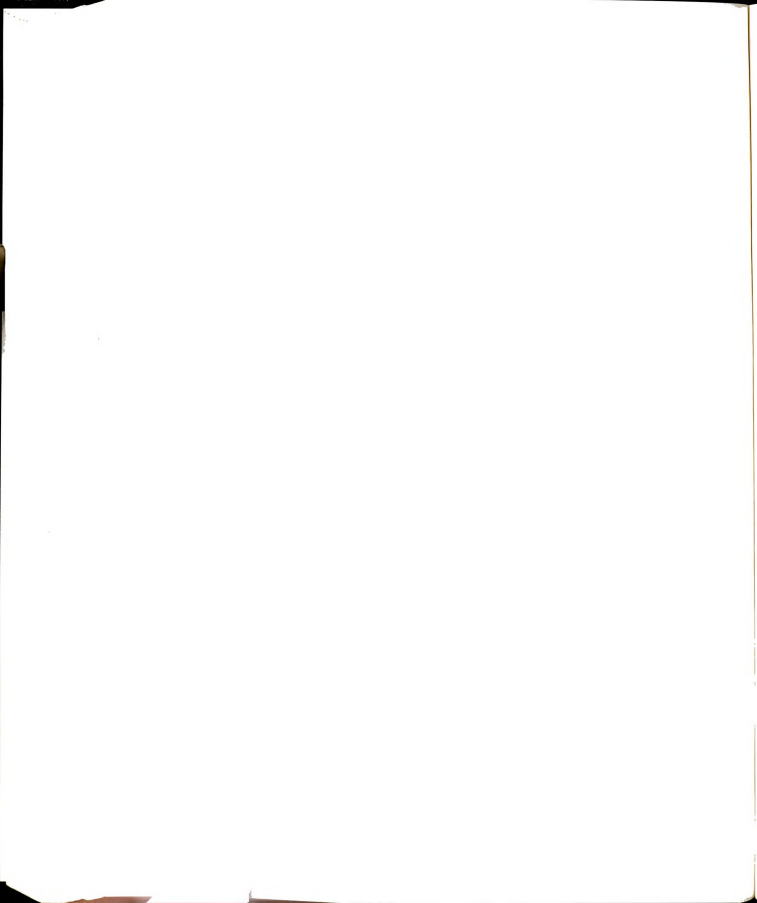
شاكرين لكم حسن تعاونكم .

مع خالص التحية ،،،،

مديرة ادارة تنسيق  
ومتابعة التعليم العام

نسخة للسيدة / الوكيل المساعد للتعليم العام  
نسخة / للملف

ع.ي



بسم الله الرحمن الرحيم  
=====

مقدمة :

حضرات الزملاء المحترمين

السلام عليكم ورحمة الله وبركاته وبعد

نقد بملت جهودا مكثفة لرفع مستوى البرامج التعريبية ، وتحسين مردودها لدى أعضاء الهيئة الادارية والفنية فى مدارس الكويت .

وفى سبيل تحقيق الفائدة المرجوة فى هذا المجال ،فانه ليمبح من الأهمية بمكان كبير ، أن تتضافر الجهود بين الشرفين على عقد الدورات التعريبية والمعتبرين أنفسهم ، بحيث يغلق الشرفون مع المعربين على التسقي فيما بينهم لتحديد الاحتياجات واعداد البرامج التعريبية وأساليب تنفيذها ومتابعتها وتقييمها .

وتأتى دراستا هذه لاستطلاع وجهات نظر المربين من النظار والناظرات والوكلاء والوكيلات فى المدارس الثانوية حول ما يقدمونه من المشاركة الفاعلة فى تحديد الجوانب التعريبية التى يحتاج اليها المعربون ، وفى اعداد البرامج المطلوبة ، ومتابعة المعربون فى اثناء فترة التعريب وبعدها .

ومما لا شك فيه أن وجهات نظركم سيكون لها تأثير ملحوظ فى النتائج التى سوف تسفر عنها هذه الدراسة .

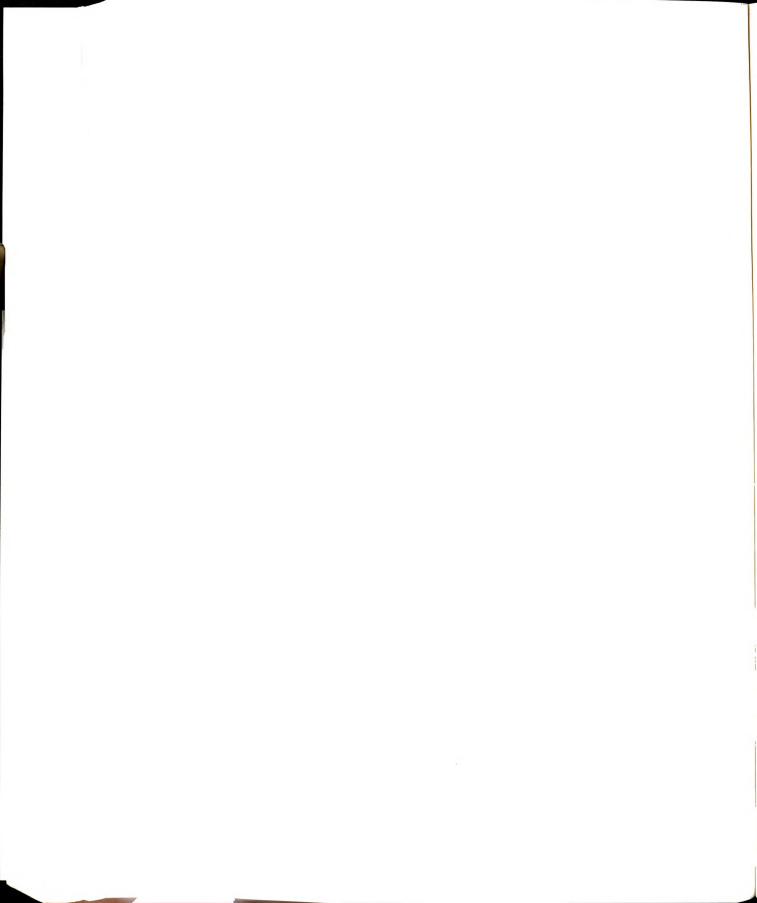
ولا يفوتنا أن نطمئنكم بأن المعلومات التى ترد فى اجاباتكم سوف تبقى طى الكتمان ، كما أن الاجابة عن بنود الاستبانة جميعا لن تستغرق أكثر من خمسة عشرة دقيقة من وقتكم الثمين ..

مع خالص التحية والتقدير . ، ،

ملحوظة : نرجو أن تكرموا مشكورين باعانة الاستبانة فى موعد أقصاه ١٩٩٠/٦/٣٠م

أخوكم

محمد سالم سعيد العميرى



Date, 1990

Dear Colleague:

Efforts are being made to improve the quality and effectiveness of in-service education programs in Kuwait. In order to receive optimal benefits, it is important that cooperative efforts between in-service education planners/coordinators, and recipient school building administrators be harmonized.

This study is an attempt to measure the attitude of public secondary school principals and assistant principals toward the extent of their involvement in needs assessment, planning, implementation, and evaluation of in-service education. You are one of the population of secondary school principals and assistant principals in Kuwait being asked to participate in this study. Your participation, cooperation, and honesty in responding to the questionnaire are highly appreciated and are a reflection of your awareness of the importance of this study.

The researcher assures you that all information will be kept in the strictest confidence. Your completion of the enclosed instrument implies your consent to participate in this study. Please make sure you read and understand the instruction provided for each part, which will help you in completing the questionnaire.

A return by \_\_\_\_\_, 1990, will be greatly appreciated. Please return your questionnaire in the enclosed stamped, self-addressed envelope.

Thank you for your participation and cooperation.

Sincerely yours,

Mohammad S. Al-Ameeri

MSA/cld  
Enclosures

APPENDIX D

FOLLOW-UP LETTERS

In the Name of Allah, Most Gracious, Most Merciful

Date, 1990

Dear Colleague (name):

Two weeks ago, you were sent a questionnaire and a request to participate in a study to measure the attitude of public secondary school principals and assistant principals toward their involvement in the ISE activities such as needs assessment, planning, implementation/organization, and evaluation. If you have already completed and returned the form, then this is an opportunity for us to say "Thank you!"

If you have been too busy to complete the form, may I ask that you do so now? The validity of this study depends very much on subjects' responses. It should take no longer than fifteen minutes to complete. All information will be held in the strictest confidence. Another instrument is enclosed in case you misplaced the first copy.

A return by \_\_\_\_\_, 1990 will be greatly appreciated. Please return your questionnaire in the enclosed stamped, self-addressed envelope.

Sincerely yours,

Mohammad S. Al-Ameeri

MSA/cld

Enclosures:      Questionnaire  
                     Return Envelope



Date \_\_\_\_\_, 1990

Mr./Ms. \_\_\_\_\_  
\_\_\_\_\_ Secondary School  
\_\_\_\_\_ Educational Zone, Kuwait

Dear Mr./Ms. \_\_\_\_\_:

A short time ago, you received a questionnaire designed to measure the attitude of public secondary school principals and assistant principals toward the importance and extent of their involvement in inservice education activities. This is just a reminder to ask your help in completing and returning that form. If you have already done so, thank you. If not, your reply is critically needed for the success of this research.

Your participation will be greatly appreciated.

Sincerely yours,

Mohammad S. Al-Ameeri

MSA/cld

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## BIBLIOGRAPHY

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