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A STUDY OF SELECTED FACTORS RELATED TO STUDENT
DROPOUTS IN THE SECONDARY SCHOOLS OF
SAUDI ARABIA

by

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ABSTRACT

A STUDY OF SELECTED FACTORS RELATED TO STUDENT DROPOUTS IN THE SECONDARY SCHOOLS OF SAUDI ARABIA

by

Mohammed Abdullah Hajer Ghamdi

One of the most baffling problems confronting the development of the educational system in Saudi Arabia today is the excessive drop-out rate of secondary school students. This study was undertaken to determine the particular socio-psychological climate variables which influence such a dropout situation. These variables included:

1. marital status,
2. parental level of education,
3. financial situation,
4. student interest,
5. antagonism toward teachers,
7. attitude of parents toward education,
8. student attitude toward school,
9. grading system (annual examinations),

10. participation in school activities,
11. student failure,
12. job availability and attractiveness,
13. student attitude toward curriculum subjects.

Specifically, the study attempted to answer the following questions:

1. Is there a difference in the proportion among the dropout and matriculating male students and the high school male graduates over the above-mentioned thirteen variables?
2. Is there agreement in the rank order of reasons for student dropouts among the dropout student and secondary school teacher?
3. Do various types of students indicate different levels of importance of the high school diploma?

Three null hypotheses were then formulated as the basis of this study.

In addition to official reports and government documents, the questionnaire technique was decided upon for use in gathering the needed information. The questionnaire was administered to 400 randomly selected participants (100 dropouts, 100 matriculating students, 100

high school graduates who did not continue their education and 100 high school teachers). The study was conducted in the City of Riyadh, the Saudi Arabian capital.

Following the use of the M.S.U. computer, the statistical treatment of the data revealed the following findings:

1. Dropouts usually came from uneducated homes in which either one or both parents were illiterate.
2. The majority of dropouts (61 percent) came from a low-income family background.
3. Dropouts and non-dropouts differed with regard to their interest in school programs: 63 percent of the dropouts indicated that their education in high school was either not interesting or boring while only 13 percent of the non-dropouts shared the same attitude.
4. More than two-thirds of the dropouts (70 percent) mentioned poor relationship with their teacher.
5. Feelings about an unhappy family situation were more prevalent among dropouts than among non-dropouts; approximately 50 percent of the dropouts came from a broken home

in which either one or both parents were dead or the parents were separated.

6. Non-dropouts were encouraged to attend school by their parents more than were dropouts, and unfavorable attitudes toward school were greater for dropouts than non-dropouts.
7. Annual examinations were found to be an important factor in causing students to drop out of school.
8. Participation in extracurricular activities was more than three times greater among non-dropouts.
9. Grade failure and non-promotion were highly associated with dropouts.
10. Both dropouts and high school graduates were attracted by the availability of government jobs.

The findings also revealed that both agreement and disagreement existed between dropouts and high school teachers in regard to rank ordering of selected factors which cause students to drop out. The factors most closely agreed upon were:

1. the family financial situation,
2. annual examinations,
3. student failure,
4. ill health,
5. student interest in working rather than staying in school,
6. dislike for certain subject(s).

Finally, the majority of the dropouts (92 percent), 90 percent of the non-dropouts and all the high school graduates indicated the importance of all students obtaining a high school diploma.

On the basis of these findings, the first and second hypotheses were rejected and the third hypothesis was accepted. Then, certain steps were suggested with regard to remedial actions to be taken by the Ministry of Education, and recommendations were made for future studies.

Dedicated

To my parents
and to the memory of
my brother, "Saleh."

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Chapter I
INTRODUCTION AND STATEMENT OF THE PROBLEM

Introduction

Education is one of the major factors contributing to the change that **has** already taken place in Saudi Arabia. In fact, it is considered to be **the** most powerful tool in making the achievement of individual and social goals a reality of modern times. For Saudi Arabia as well as for all of the Third World, education is an essential factor in social progress and a prerequisite for the development of modern societies; it is the **most** profitable of social investments.

Sincere efforts have been and are being made to develop the country's human resources, both as an integral part of and as an essential **requisite** for over-all development. Thus, the government's budget for **education** has increased from \$3.1 million in 1952-53 to over \$4532 million in 1977.¹

But while such efforts are still being made in the direction of **expansion**, especially at the secondary level, little is being done

¹Al. Nadma. Daily Newspaper, Mecca, Friday, July 17, 1977.

regarding the high rate of attrition and the growing number of unfinished products at all levels of the educational ladder.

According to an official report:

The twin problems of retardation due to repetition of grades and dropping out of school are of quite serious proportion in the Kingdom and their joint impact on the educational system leads to an extreme waste of resources both human and physical which are allocated for the development of national education.²

Such waste results in major education problems such as inadequate manpower, physical losses, over-crowded classes, frustration and the relapsing of some students into illiteracy. Waste in education also takes the form of students dropping out and repeating years; and both situations constitute serious dilemmas for the present system.

In a worldwide study Brimer and Pauli, in their book Wastage in Education a World Problem, indicated the importance of the problem and its impact on human resource development especially for developing nations.

Adolescents will continue to leave school at various stages after receiving an incomplete education, adding to the number of dropouts in the developing countries. This means relapsing into illiteracy in many cases. So the total figures for illiterates will include these by-products of the school. In all countries affected by dropping out, young people will be pushed out into a world embittered, maladjusted and more or less deeply

²Ministry of Education, "The Growth of Education in Saudi Arabia Kingdom" (Riyadh, 1972), p. 39.

disturbed by their failure at school. It is not certain that youth will endure this situation much longer without taking some action.³

And Collins in his article about the wastage problem in Tanganyika concluded that:

When it is recalled that the wastage problem exists in a country such as the U.S.A. with a high literacy rate and a high per capita income, the need becomes more pressing for greater efforts, in all countries concerned, at the community level to form attitudes favorable to a more educated and trained generation of youths.⁴

Finally, from a special report by the National Advisory Council on Supplementary Centers and Services on "dropout prevention" we learn that

There is a growing awareness that the problems are related: that some of the vandalism and violence is caused by students who are real or potential dropouts; that some of the students who are labelled as handicapped drop out of the system because of inadequate diagnosis, prescription and attention to their needs; that children in need of bilingual education are prime candidates for dropping out; that the needs of many dropouts are identical to the needs of many students who somehow stay in school.⁵

³M.A. Brimer and L. Pauli, Wastage in Education A World Problem: Studies and Surveys in Comparative Education (Paris-Geneva: UNESCO I.B.E., 1971), p. 136.

⁴Sydney Collins, "The Social and Economic Causes of Wastage in School and Other Educational Institutions in Tanganyika," Teacher Education in New Countries, No. 1 (May 1964), 50.

⁵The National Advisory Council on Supplementary Centers and Services, Dropout Prevention (April 1975), p. 12.

Therefore, many research studies have been conducted all over the world to study this problem of educational wastage and the students' reasons for dropping out of school (see Chapter 3). This study will attempt to examine certain socio-psychological climate variables which influence student dropouts at the secondary school level in Saudi Arabia.

The Problem

Among the most serious problems facing Saudi Arabian secondary education today is the waste of human resources in the form of students dropping out of school. Indeed, the average yearly rate of high school students labeled as dropouts is over 24 percent, while almost 32 percent of the students failed to achieve a passing grade average which in one way or another causes them to drop out of school. Such statistics suggest that Saudi Arabia's future plan for manpower development is in great danger; the country cannot afford such waste.

In an attempt to examine the reasons for school dropouts, this study will undertake to determine if certain socio-psychological climate variables influence students to drop out at the secondary school level in Saudi Arabia. These variables include:

1. Marital status,
2. Family level of education,
3. Financial situation,
4. Student interest,
5. Antagonism toward teachers,
6. Unhappy family situation,
7. Attitude of parents toward education,
8. Student attitude toward school,
9. Grading system (annual exams),
10. Participation in school activities,
11. Student failure,
12. Job availability and attractiveness,
13. Student attitude toward curriculum subjects.

Need for the Study

The question arises as to why such a large number of students are dropping out of school without any effort from the Ministry of Education or any educational institute to investigate the nature and the causes for their action. Our general knowledge of the antecedents leading to the dropout problem has been expanding due to research efforts in advanced countries. But, as far as the situation in Saudi

Arabia is concerned, no research has ever delved into the issue. It is the assumption of this investigator, however, that there are many socio-psychological factors which are associated with and cause student dropouts which must be examined. Thus, it was the aim of this study to devote its effort to such an examination and the recommendation of a remedy for the situation.

Purpose of the Study

The purposes of this study were:

1. To ascertain the various factors that are related to high school students who drop out.
2. To ascertain the teachers' evaluations of reasons for students dropping out of school and to determine if there was a relationship between the reasons they give and those given by the dropouts.
3. To recommend remedies to be carried out.

Research Questions

The following research questions were posed by this study:

- 1) Is there a difference between dropout male and matriculating male students and high school male graduates in thirteen measures of socio-psychological climate variables which include: marital status, family level of education, financial situation, student interest, antagonism toward teachers, unhappy family situation, attitude of parents toward education, student attitude toward school, grading system (annual examinations), participation in school activities, student failure, job availability and attractiveness and
- 2) Is there agreement in the rank order of reasons for student dropouts between the dropout student and secondary school teacher?
- 3) Do various types of students indicate different levels of importance of the high school diploma?

Study Hypotheses

The following hypotheses formed the basis of this study:

- 1) There is no difference in the proportion between male high school dropouts and matriculating male student and high school graduates over thirteen measures of socio-psychological climate variables. These variables are: 1--marital status, 2--family level of education, 3--financial stitution, 4--student interest, 5--antagonism toward teachers, 6--unhappy family situation, 7--attitude of parents toward education, 8--student attitude toward school, 9--grading system (annual exams), 10--participation in school activities, 11--student failure, 12--job availability and attractiveness, 13--student attitudes toward curriculum subjects.
- 2) There is no difference between high school teachers and male high school dropouts in the rank ordering of the selected factors that cause students to drop out of high school.

- 3) There is no difference between various groups of students in regard to their perception of the importance of the high school diploma.

Study Limitations

The samples of this study were drawn from several sources:

- 1) students at the University of Riyadh to represent the matriculating student, 2) high school graduates and high school dropouts who are employed at the government institution in the City of Riyadh to represent both the dropouts and high school graduates, and 3) the teacher in the City of Riyadh high schools to represent the high school teachers.

Definition of Terms

- 1) Dropout student--A dropout is a pupil who leaves school for any reason except death before graduation or completion of a program of studies and without transferring to another school.

- 2) Matriculating student--A matriculating student is one who stays in school and finishes his high school diploma and continues his education through the university.

3) High school graduate--A high school graduate is one who leaves school to seek or accept employment in any government office.

Organization of the Study

Following this chapter which introduces the problem, Chapter II discusses Saudi Arabia and its education system in an effort to familiarize the unacquainted reader with the general setting of the educative system in Saudi Arabia. Chapter III provides a review of the literature on this topic in both developed and developing countries, while Chapter IV explains the methodology used to gather information and analyze data. Chapter V presents the data, and Chapter VI provides the summary and recommendations.

Chapter II

SAUDI ARABIA AND ITS EDUCATION SYSTEM

Introduction

The Kingdom of Saudi Arabia comprises about four-fifths of the Arabian Peninsula, which is about one-third of the size of the United States excluding Alaska. The country is bounded by the Red Sea on the west, the Gulf of Aden and the Arabian Sea on the south, the Gulf of Oman and the Arabian Gulf on the east, and by Kuwait, Iraq, and Jourdain to the North.

Saudi Arabia took its recent form and name in 1932 when King Abdulaziz Al-Saud, who had unified the country seven years earlier, issued a royal decree renaming the country "the Kingdom of Saudi Arabia." Over the years, the country has been explored by many European and American travelers and scholars for many years, and the literature is full of many scholarly, descriptive articles and publications about the area--its history and its people--which the writer sought and collected for learning purposes over the past two years.

A basic fact to keep in mind about Saudi Arabia is that it was once a typically desert area, with a few precarious towns, populated mostly by bedouin tribes roaming with their herds and raiding each other for water and pastures and because of old animosities and desert impulses.

Saudi Arabia is a great sandy desert; winds are extremely harsh during the spring and early summer months, resulting in eroding windswept plains alternating with rolling sand dunes. Plant life is very sparse, the country is distinguished by its barrenness. One of the most desolate and driest places in the world is Saudi Arabia's famous Rub-Al-Khali or "the empty quarter."¹

The people of Saudi Arabia form a relatively homogeneous group, sharing similar physical features, a common language, culture, and values, and a common religion, Islam. In addition, Saudi Arabia's population is dominated by tribal relations.

The dominant relationships in Saudi Arabian society are personal. Allegiance to Islam, loyalty to the family (defined in terms of a group of male kin) and loyalty to the tribe are the strongest bonds felt by most Saudi Arabians. Although sedentarization and detribalization have been proceeding with the encouragement of the government, the tribal structure is still intact among the nomads and in many of the settled communities.²

¹ Mitchell Owens, "A Heath Text for 5th and 6th Grades in Saudi Arabia Government Schools" (Ed.D. dissertation, Columbia University, 1962), p. 1.

² George Lipsky, Saudi Arabia: Its People, Its Society, Its Culture (New Haven: Hraf Press, 1959), p. 2.

Population estimates both from international organizations and from official Saudi Arabia sources have continued to vary widely in the mid-1970s. (See Area Handbook for Saudi Arabia 1977, pp. 62-64.) In February 1976 the government released a brief statement on a census conducted between August 19, 1974 and September 16, 1974 which showed the total population to have been 7,012,642, the annual birthrate, approximately 2.75 percent, and the death rate, 20 per 1,000.³

Before the discovery of oil about three decades ago, Saudi Arabia was isolated. Her people used to depend for their livelihood on primitive agriculture and animal husbandry and small scale fishing and trade--which grew out of the pilgrimages of Muslim to Mecca. With the development of an oil industry and Saudi Arabia's increased contact with the outside world, however, profound changes touching every aspect of daily life have occurred in Saudi society.

Lipsky describes social change in Saudi Arabia in 1959:

The difference between the traditional order and what is taking shape is very great and for the present, at least, change is occurring more rapidly here than in the Middle East.⁴

³Richard F. Nyrop and others, Area Handbook for Saudi Arabia, Foreign Area Studies, 3d ed. (Washington, D.C.: American University, 1977), pp. 62-64.

⁴Lipsky, p. 90.

and William Rugh in 1973:

Saudis with a secular education have broken less new ground in the social sphere than they have in the economic. Traditional factors such as kinship and religion still are very important in Saudi social behavior, and have only been modified but not changed in recent years. Family ties remain very strong in Saudi society, but they are undergoing some transformation.⁵

Today Saudi Arabia is no longer an image of a traditional desert kingdom. Indeed,

it is changing so fast that one is unable to categorize it. "Transitional" is a poor term and "modernizing depicts only a partial reality."⁶

In the past the country was distinguished by its famous Rub-Al-Khali, one of the largest sand masses of the world which occupies an area of about 250,000 square miles in the southern part of the country and attracts many European and American travelers and scholars. Now, however, the country is distinguished by its wealth and huge oil production along with the world's largest known oil reserve, which attracts many western businessmen instead. In fact, it has been estimated that

Saudi probable reserves are more than 175 billion (b) or about a quarter of the world's proven reserves. Last year [1975] production of some 7 million (bld)

⁵William Rugh, "Emergence of a New Middle Class in Saudi Arabia," Middle East Journal, 2, No. 1 (Winter 1975), 17.

⁶M. A. Saleem-Khan, "Saudi Arabia: Wahabism and Oil," Islam and the Modern Age, Quarterly Journal, 11, No. 2 (May 1971), 87.

was about 13% of the world's output. It produced more than a quarter of OPEC output and nearly 50% of the oil output of Arab nations. Potential daily capacity is now around 12 million bld.⁷

The oil sector's share of gross domestic product (GDP) amounted to about 87 percent in fiscal year (FY) 1975, while GDP per capita in the same year amounted to the equivalent of approximately US\$6,000 based on the official population estimate of a little over 7 million.⁸ In 1975 the government announced its five-year development plan for 1975-1980, the cost of which has been estimated at around US\$145 billion.

One of the basic plan objectives is a 114% increase in the Saudi GNP and reduction of the share of oil in it from 86% to 82%. Of the 145,000 million dollars in the plan, 63% has been allocated for social and economic development, 18% for defense, 8% for administration and 11% for other expenditures, including foreign aid. The objective of this plan, the largest any one country has ever undertaken, is the creation of productive branches of industry, agriculture and the like.⁹

⁷ Bart Collins, "Middle East Plans Are Geared to Big Budgets, High Prices," The Oil and Gas Journal, 74, No. 29 (July 19, 1976),

⁸ Nyrop and others, p. 220.

⁹ Rodmilo Trojanoic, "The Development of Saudi Arabia: Oil Boom, Domestic Development, and International Position," Review of International Affairs, 27 (February 20, 1976), 27.

Educational System Development in Saudi Arabia

Historical Background

In the Arabian Peninsula, education remained haphazard until the message of the prophet Mohammed came from the Holy City of Mecca like a light in the wilderness. This was an amazing advance in human thought at a time when the whole world lived in the darkness of ignorance. The prophet was the first teacher; the "Koran," the first textbook; and the Mosque, the first school. Illiterate though he was, Mohammed admonished his followers with these inspiring words:

Acquire Knowledge, it enables the possessor to distinguish right from wrong, it lights the way to Heaven, it is our friend in the desert, our society in solitude, our companion when friendless, it guides us to happiness, it sustains us in misery, it is an armament among friends and an armour against enemies.

And, according to Tibawi:

Muslim education was launched by a man who is traditionally reputed to have been illiterate. And yet both as a preacher of a new religion and as the head of a state, Mohammed proved to be an effective teacher and an enthusiastic promoter of learning. It is a significant fact that his first experience of the revelation of the "Qur'an" started with the divine command "Read."¹⁰

¹⁰ A. L. Tibawi, "Muslim Education in the Golden Age of the Caliphate," Islamic Culture, The Hyderabad Quarterly Review: Hyderabad, Deccan, 28, No. 1 (January 1954), Johnson reprint Corporation (New York, London, 1971).

In the earliest day of Islam teachers of that content taught gratuitously, but the acquisition of learning was confined to adults. This necessitated the establishment of the "Kuttab" for children in which the three Rs were taught in addition to poetry and the recitation of the "Koran." A class of special, very highly qualified teachers emerged for the education of princes and sons of the wealthy. Another class of teachers journeyed the land in quest of the widening range of Arabic and Islamic learning. The content of education continued to be religious in character.

Hitti has described the education during the period of the Abbasid dynasty (750-1258):

The child's education began at home. As soon as he could speak it was the father's duty to teach him "the word," La ilaha illa e lah, "no God whatsoever but Allah." When six years old the child was held responsible for the ritual prayer. It was then that his formal education began. The elementary school "Kuttab" was an adjunct of the mosque, if not the mosque itself. Its curriculum centered upon the Koran as a reading textbook. With reading went writing Together with reading, penmanship the students were taught Arabic grammar, stories about the prophets--particularly hadiths relating to Mohammed--the elementary principles of arithmetic, and poems--throughout the whole curriculum memory work was especially recognized.

Girls were welcome to all the religious instruction in the lower grade of which their minds were capable, but there was no special desire to guide them further along the flowery and thorny path of Knowledge The children of the wealthy had private tutors . . . who instructed them in religion, polite literature and the art of verification. Very commonly these tutors were of foreign extraction

Adult education was nowhere carried on in a systematic way, but the mosques in almost all Moslem towns served as important educational centers.¹¹

The devotion to and search for knowledge soon made the Arab world the preserver, if not the cradle, of civilization. Damascus, Baghdad, Cairo, and Cordova became some of the great intellectual centers of the world. Mankind's first institution of higher learning was established by the Caliph Al-Mamun in 830 at his capital, Baghdad. One hundred and forty years later Al-Azhar University was founded at Cairo where it continues to function as Islam's great theological school--the oldest university in the world. Arabic became the classical language of learning; in it was preserved and transmitted to Europe the learning of the Greeks, thus paving the way for the Renaissance. Arab culture had reached a very high standard by the twelfth century.

The accumulation of learning encouraged the Arabs to carry on energetic research in various fields. They welcomed, sponsored, and stimulated learned men, scientists, artists, musicians and poets from many places. They established schools in which the knowledge and wisdom of great scholars and philosophers could be studied. The works of such men--Greek, Roman, Syrian, Persian and Indian--were translated into Arabic and thus were preserved for future civilizations. The Arabs also made new contributions of their own to medicine and other sciences and to literature, especially to poetry. They invented algebra and chemistry,

¹¹ Philip K. Hitti, History of the Arabs, 7th ed. (London: Macmillan and Co. Ltd., 1960), pp. 408-413.

the names of which are derived from Arabic words. They greatly advanced the Knowledge of astronomy.¹²

After 1500, however, Arab culture and civilization fell into a long decline. The Arab empire broke up, trade collapsed, worldly resources disappeared, learning no longer excited men, the zest for discovery and experimentation waned, and the struggle for life itself often became an austere and precarious experience.

The middle East enjoyed a civilization culturally far superior to that of Western Europe. Altogether this civilization endured for about five hundred years, from the eighth to the thirteenth century, and witnessed intellectual, artistic, scientific, and cultural achievements, that were to deeply influence world culture. Yet in the end this rich and complex culture became ossified, the high achievements in science, literature, and medicine, and the fine arts became dim memories, and pedantism and obscurantism replaced the thirst for Knowledge and intellectual activity. Similarly, the educational system that had once produced Savante and scholars, statesmen and administrators, now became an agency for conservatism and reaction.¹³

The situation in Saudi Arabia was no better than in the other Arab and Moslem countries. Ignorance reigned supreme. Educational institutions were in fact limited to small and widely scattered

¹²Arabian American Oil Company, Aramco Handbook: Oil and the Middle East (Dharan, Saudi Arabia: Printed in the Netherlands by Joh. Enschede'en Zonen-Hrarlem, 1968), p. 39.

¹³Joseph S. Szyliowicz, Education and Modernization in the Middle East (Ithaca and London: Cornell University Press, 1973), p. 51.

literacy "Kuttab" which were frequented by a minority of the people, and most of what they learned was forgotten soon after they left the class.

The beginning of the nineteenth century witnessed a revival in education owing to the efforts of a few individuals and the Islamic mission established in Mecca and Medina. In 1903 Hagg Mohamed Ali Zeynel founded a regular Arab school in Jeddah and another in Mecca known till this day under the name of the "Falah Schools." Then, in 1924, the Hachemite School in Jeddah and the Assanlatiyyah and Al-Fakhariyya's School in Mecca were established by the Hachemite rulers in the Hijaz.

Dar-Al-Hadith in Mecca was founded by Ali and Osman Hafez in 1941 near Medina for the children of the Bedouin population. Indeed, the desert's Bedouins in Saudi Arabia are a paradigm case of a cultured but illiterate people. For them, the family is the most important, if not the only institution of learning. Trial and Winder describe the Bedouin's education:

He is illiterate, but he knows much of his country's history in detail, and he can recite the Koran in addition to a great mass of folk poetry. He also has an uncanny ability to find his way and to survive in the vast desert wastes.¹⁴

¹⁴G. T. Trial and R. Winder, "Modern Education in Saudi Arabia," History of Education Journal, 1, No. 3 (1950), 122.

Many important skills such as knitting, horsemanship, hunting, primitive medical treatment, etc. used to be transferred from Bedouin father to son, generation after generation.

During the same period Al-Hasa Province on the east side of the country was in no better condition than the western part of the country, and Najd at the center of the country, which had become the field of tribal disputes, was altogether deprived of education opportunities, except for a very few and scattered "Kuttab."s.

Rote learning, memorization, poetry, oratory, recitation, classical Arabic grammar and composition, as well as intensive study of the Koran and the Hadiths, were the main core and characteristics of the "Kuttab" curriculum. According to Munro:

As the heartland of Islam, Saudi Arabia naturally, and until very recently saw no need for any change in the centuries-old concentration of its educational institutions on the study of the Koran to the exclusion of virtually everything else. In the "Mosques" and "madrasaha" of Mecca, Medina and elsewhere, the life, sayings and actions of the Prophet, as revealed in the Koran and the Hadith and transmitted by his companions (as-sahaba) and their successors, were endlessly and lovingly told and retold for the benefit of those who sought a deeper understanding of Islamic belief. Instructors prescribed certain texts by famous authors and gave detailed expositions of their meaning. A student was expected to learn these texts and the instructor's commentary and if he were able to recite them to his teacher's satisfaction he was awarded a diploma or "ijazah" which entitled him to teach the text and the instructor's commentary to others.¹⁵

¹⁵ John Munro, "On Campus in Saudi Arabia," Aramco World Magazine, 25, No. 4 (1974), 3.

The Development of Modern Education

First Phase

On March 15, 1926 the General Directorate of Education was established to direct the general education at all levels in the country. It was then that schools were opened in an organized form. But elementary education was only slightly different from the traditional "Kuttab" system.

The curriculum shows that over eighty-two percent of the total class hours are spent on religious disciplines and the Arabic language, the other eighteen percent being divided between history, geography, arithmetic and geometry. Such a schedule is certainly far more than elementary school pupils can assimilate with any degree of understanding.¹⁶

Secondary education was based upon the Egyptian system (which had its basis in the old British system), and it consisted of a five-year course.¹⁷ The curriculum suffered from lack of variety and flexibility. In fact, according to Trail and Winder:

One can readily see that there is no flexibility of any sort in our schedules, that there is no provision for physical education or recreation and that

¹⁶George T. Trail and R. Bayly Winder, "Modern Education in Saudi Arabia," History of Education Journal, 1, No. 3 (Spring, 1950), 125.

¹⁷This system has been changed to a six-year course in the second phase of the development of the education system in the country, including three years intermediate and three years secondary.

more time is spent on the study of religion than on all natural sciences.¹⁸

In addition to the regular secondary schools there were religious secondary schools, including the institute of theology in Taif and the religious institute in Mecca; both had even less diversified curricula. This phase of educational development was thus characterized by much more emphasis on religious curricula than science. Hammad in his assessment of this period pointed out that

the Saudi Arabia Educational system before the 1950s was so imitative and narrow that even those most able to afford education would send their sons to study abroad. The majority of the population was deprived of education by its complex administrative structure as well as lack of public expenditures to support it. The government's first budget covered the financial year November 25, 1942, to November 13, 1948 and allocated 7,022,224 Saudi Riyals for public education from a total national expenditure of 214,586,500 Saudi Riyals.¹⁹

Tables 1, 2, and 3 demonstrate the number of students, schools, and budgets allocated for education expenditures before the establishment of the Ministry of Education in 1953. Figure 1 demonstrates the organization of General Directorate of Education during the period 1931 to 1951.

¹⁸Trial and Winder, 125.

¹⁹M. Hammad, "The Educational System and Planning for Man-power Development in Saudi Arabia" (Ph.D. dissertation, Indiana University, 1973), p. 88.

TABLE 1

THE DISTRIBUTION OF ELEMENTARY AND SECONDARY SCHOOLS
IN SAUDI ARABIA AMONG THE DIFFERENT PROVINCES AT
THE END OF THE SECOND WORLD WAR

Province	Elementary	Secondary	Total
Western Province	22 ^a	7 ^b	29
Eastern Province	6		6
Southern Province	5		5
Central and Northern Provinces	6		6
TOTALS	39	7	46

Source: M. Hammad, "The Educational System and Planning for Manpower Development in Saudi Arabia" (Ph.D. dissertation, Indiana University, 1974), p. 86.

Notes:

^aThis figure includes 10 private schools.

^bThis figure includes 3 private schools.

TABLE 2

ESTIMATE OF SAUDI ARABIAN STUDENTS, THEIR SCHOOL
LEVEL OR TYPES AND THEIR TEACHERS IN 1950

	Number of Schools	Students Enrolled	Teachers Employed
Elementary Schools ^a	127	22,431	839
Village Schools	70	2,622	101
High Schools ^b	13	1,135	122
Evening Schools ^c	12	415	22
Students Abroad (college level)	--	121	--
Students Abroad (below college level)	--	112	--
Boarding Sections ^d	--	297	--

TOTALS	222	27,133	1,084

Source: M. Hammad, "The Educational System and Planning for Manpower Development in Saudi Arabia" (Ph.D. dissertation, Indiana University, 1974), p. 89.

Notes:

^aIn cities and towns.

^bIncluding all post-elementary schools.

^cFor teacher education, English and typing.

^dThese are special sections for poor students such as orphans and are not included in the other columns.

TABLE 3

THE RATIOS OF EDUCATIONAL BUDGET APPROPRIATIONS IN
SAUDI RIYALS TO THE TOTALS OF GOVERNMENT BUDGET
EXPENDITURE BEFORE THE ESTABLISHMENT OF THE
MINISTRY OF EDUCATION

Fiscal Year	Educational Appropriations	Total Government Appropriations	The Ratios of Educa- tion Appropriations to Total Government Expenditure
1947-1948	7,022,000	214,587,000	3.0
1951-1952	9,875,000	490,000,000	2.0
1952-1953	12,817,000	758,960,000	1.7

Source: George Lipsky, Saudi Arabia: Its People, Its Society, Its Culture (New Haven: Hraf Press, 1959), p. 318.

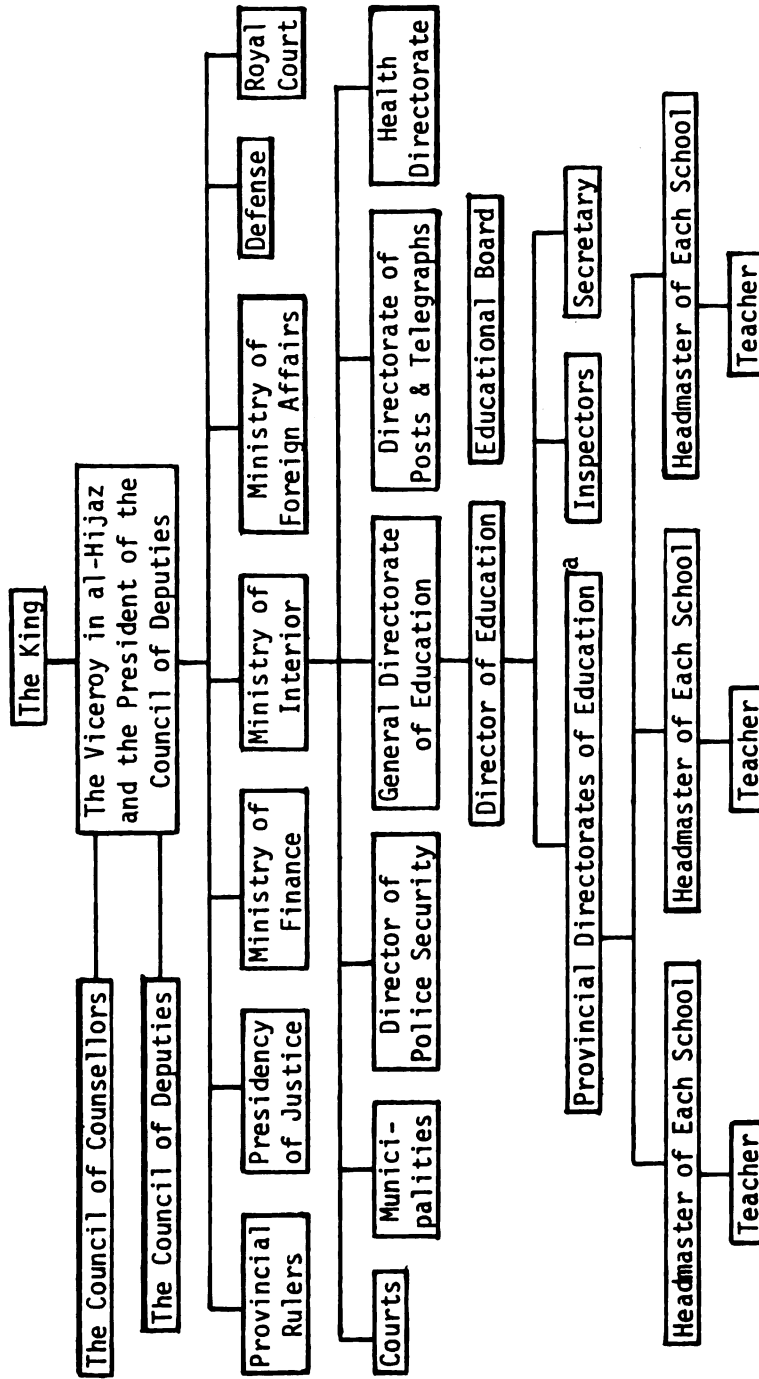


Figure 1: The Administrative Organization of Education in Saudi Arabia during the Period from 1931 until 1951.

Source: M. Hammad "Educational System in Planning for Manpower Development in Saudi Arabia (PhD Dissertation, Indiana University 1974), p. 87.

Note: ^aThe directors of education were at the beginning limited to the cities of Jeddah, Mecca, Medina, and al-Taif. In the other provinces of al-Hasa, Asir and Najd, the schools were attached directly to the General Directorate of Education for a short period of time until the establishment of provincial directorates of education in those provinces.

Second Phase

After World War II when the oil revenue made it possible for the government to expand its public services, the General Directorate of Education was elevated to the Ministry of Education on December 24, 1953. The Ministry was to be responsible for providing elementary and secondary schooling for boys as well as general supervision of all educational institutions from kindergarten through high school, whether public or private.

Girls' education was provided through private schools or a special house-tutorial system up to 1961 when the government established public school for girls. The Directorate General of Girls' Schools, separate from the Ministry of Education, was set up in 1961 to provide public schooling for all girls, "elementary through higher education," except for handicapped females whose school came under the control of the Ministry of Education.

In addition to the Ministry of Education and the Directorate General for Girls' Education, there is also the General Directorate for Theological Institutes and Colleges which operates a school system concerned mainly with religious and Arabic studies. This school system starts at the seventh grade and extends to the college level. The Ministry of Labor and Social Affairs operates the vocationally oriented centers. The Ministry of Education, however, operates the

Royal Higher Institute of Technology in Riyadh which has a dual function: short period vocational training and long-term technological studies.

These are by no means the only bodies that operate separate schools and institutes in Saudi Arabia. They are only the major ones. The Ministry of Defense and the Ministry of the Interior also operate their own specialized schools.

Fortunately, there is a coordinating body that oversees all policies and programs associated with education in Saudi Arabia. That body is called the Supreme Educational Council. Almost every educational authority of those listed above is represented in one way or another in the Council which has the authority to set up policies and approve curricula for every school system.²⁰

Since the establishment of the Ministry of Education in 1953, the change in the educational standards of Saudi Arabia has been remarkable. Schools on all levels have been of the highest caliber. They have been built in private palaces and in converted residences, with teaching staff and almost all necessary facilities provided to serve the students.

²⁰Hamoud A. Al-Badr, "Public Relations Activities at Two Saudi Arabian Universities" (Ph.D. dissertation, Michigan State University, 1972), p. 29.

In April, 1955, a royal decree was issued to prohibit attendance by Saudi Arabians at schools of elementary and secondary education outside the country. It also announced new restrictions on citizens seeking enrollment in foreign universities. The dictates of the decree were aimed at developing Saudi schools at the primary and secondary levels to accommodate all Saudis seeking such education.²¹

School Organization

Educational Levels

The school organization in the country is a mixture of French, English, and, lately, American influence. Since Saudi Arabia is a relatively new nation, unified only in 1925, it was open to influence from Egypt which has an English influenced system. Another slight influence came from other neighboring countries such as Syria and Lebanon which have French influenced systems. According to Snyder:

The Ministry of Education and the Kingdom-wide school system are staffed primarily, in the important

²¹ _____, "Notes of the Quarter," The Muslim World, 45, No. 4 (Hartford, October 1955), 386.

positions at least, with relatively young Saudi Arabs who have had their early education in the traditional Koranic schools of the country and most of their secondary and higher education in Egypt. They returned to Saudi Arabia full of ambition and educational ideas. Naturally the ideas stemmed from Egyptian educational philosophy and procedure which at the time reflected French philosophy of education primarily for the elite. British educational influence was, however, becoming increasingly felt, particularly in vocational training.²²

The educational system consists of three stages after kindergarten: a six-year elementary school, a three-year middle school, and a three-year secondary school. In addition, higher levels of education are provided. All these levels are briefly described below:

1--Kindergarten: This level was not, until recently, part of the public education system; today it is very limited in scope and offered, for the most part, by private institutions. Appendix A, Table 25 indicates the growth at this stage.

2--Elementary Stage: The elementary stage is the starting point of children's education in the country; the duration of study is six years. In the sixth year of this stage pupils take a general examination held by their own district superintendent. By passing the examination, they may progress to the next level. Appendix A, Table 26, explains the growth of this stage.

²²H. Snyder, "Community College Education for Saudi Arabia" (Ph.D. dissertation, Columbia University, 1963), p. 23.

3--Intermediate Stage: This stage lasts for three years, at the end of which pupils take general examinations. Those who pass may go to regular high school or vocational school or any teacher training institute (see Appendix A, Table 27).

4--Secondary Stage: This lasts for three years. The first year is general; the last two years are divided into literary and scientific emphases. Students may enroll in one of these areas according to their abilities and inclinations. Appendix A, Table 28 indicates the explanation of this stage.

5--Teacher Training Institutes: These exist for the purpose of preparing teachers for the elementary stage; they have undergone tremendous modification since their establishment in 1954. The duration of study at this level is three years after the completion of intermediate school. These institutes are provided for both boys and girls, with some curriculum modification in girls' institutes. There are also two other types of institutes: the Art Education Institutes and the Physical Education Institutes. Boys are admitted to the first one but they are separated from girls, while only boys are admitted to the second one. The duration of study in both is three years after the intermediate stage. (See Appendix A, Tables 29 and 30, which show the growth of these institutes.)

6--Vocational Education: Vocational education exists for boys only and includes industrial, agricultural, and commercial programs. The duration of study varies from three to five years after intermediate education, depending on the type of program the student enters (see Appendix A, Table 32).

7--Special Education: Certain schools and institutions exist for the education of the handicapped--blind, deaf, dumb, and other special students, both male and female. The first institute for the blind was established as an evening class in 1958 in the suburbs of Riyadh. Then, in 1960 this institute for the blind was reorganized as a day-school, and the Ministry of Education became fully responsible for the academic and technical education of the students.

Two study programs are available to blind students. One is similar to the general education course, i.e., elementary, intermediate, and secondary education with slight modifications to suit their handicap. The other is vocational training for six years at the end of which successful students receive a diploma in vocational education.²³

There are two institutes for deaf and dumb students--one in Riyadh and the other in Jeddah. They provide special education for both boys and girls with free board and free dormitories. Their program is also similar to the general educational sequence with some modifications to suit the students' particular handicap (see Appendix A, Table 33).

²³Hammad, p. 103.

8--Adult Education: Those who are too old to be admitted to the regular elementary schools receive their instruction in two educational stages. The first, the stage of combatting illiteracy, covers a sixteen-month period and is divided into two scholastic years. The learner is exposed to a good deal of reading, writing, and arithmetic. His standard of knowledge would be similar to that of the fourth year in the regular elementary school. Then comes the follow-up stage, the duration of which is sixteen months distributed over two scholastic years. The learner gets a certificate which entitles him to take the primary certificate examination. The teachers and administrators of these schools are those who teach in the day schools (see Appendix A, Table 35).

9--Higher Education: College and university education is a recent phenomenon in Saudi Arabia. In fact, most universities and colleges came into being only during the fifties and sixties and have experienced rapid expansion during the last decade.²⁴

Saudi Universities

The first Saudi institution of higher education to open was the "Shari'ah" Islamic Law College of Mecca in 1949; its main purpose

²⁴Ibid., p. 125.

was to train Muslim judges and teachers for high school. In 1952 the College of Teachers was established in Mecca; its purpose also was to prepare teachers for post-elementary school.

Since this latter college suffered from small enrollment, the Ministry of Education decided to abolish it in 1959. However, in 1961 the College of Education was established to replace the College of Teachers. Both the College of Islamic Law and the College of Education were under the control of the Ministry of Education until 1971, when the two colleges consolidated with the newly established King Abdulaziz University.

Below is a brief description of each institute.

1--The University of Riyadh: The first modern secular institution of higher education to be established in the Arabian Peninsula was inaugurated in Riyadh on November 6, 1957 as King Saud University (its name was changed to Riyadh University in 1965). It was patterned after foreign educational systems, namely British and Egyptian. As Qubain puts it:

King Saud University . . . in its organization, administration, and curricula . . . has been deeply influenced by and follows to a considerable degree the practice of Egyptian universities. This is because some of the early executives and most of the senior teachers were Egyptians.²⁵

²⁵Ibid., p. 143.

It was founded with a single faculty of Arts with only nine teachers and twenty-one students. The university has since added a faculty of Science, Commerce, Pharmacy, Agriculture, Engineering, Education, and most recently, Medicine, to become the largest university in the country. The vast majority of students are Saudi, while the staff is an international mix of Saudis, other Arab nationals, Pakistanis, British, and Americans.

The departments of Engineering and Medicine are generally regarded as the most up-to-date in terms of both the quality of the teaching staff and the educational achievement of students.

The College of Medicine has a special agreement with the University of London, under which London has undertaken to provide this college with professors, technical advice and external examiners during the next 10 to 15 years.²⁶

Until 1960 Riyadh University was under some supervision from the Ministry of Education. However, during the sixties the autonomy of University gradually strengthened. Finally, in 1967 Riyadh University achieved full autonomous status.

2--King Abdulaziz University--This university, founded in 1967 in Jeddah, began as a private institution when a group of wealthy businessmen recognized the need to provide educated manpower. The idea started in 1964 when a committee of education experts was

²⁶Munro, 4.

established to plan the academic program of the University. Three colleges were established: 1) Economics and Administration, 2) Arts and Human Science, and 3) Science.

The dream of establishing a private institution in the country could not have been realized without generous financial support from both the government and the public. Finally, at the beginning of 1971 the constituent Assembly requested the government to take over the university and make it a public institution. On March 31, 1971, the decision was carried out, and, in the meantime, it was decided that the Colleges of Education and Islamic Law along with their graduate departments be incorporated into the university. Since August 22, 1971, when this decision was made, the university has had five faculties on two campuses: the Faculties of Islamic Law and Education in Mecca and the faculties of Economics and Administration, Arts, and Science in Jeddah.²⁷

3--The University of Petroleum and Minerals: This university was founded on September 31, 1963, first as the College of Petroleum and Minerals in the Eastern province "Dahran." In 1975 it became an autonomous university under the influence of the Ministry of Petroleum and Minerals. It is the first higher institution in Saudi Arabia which follows the American system of higher education. It

²⁷For more details see Hammad, pp. 138-141.

offers programs in three general areas: Science, Engineering Science, and Applied Engineering. The language of instruction is English.

Among the members of the board of trustees are the dean of the Graduate School of Massachusetts Institute of Technology, the Director of Foreign Relations of the Institute Francais due Peterole in France, and the President of the American University of Beirut. The purpose of including the three foreign members on its board of trustees is to benefit from their experience in education and to give the university some recognition as an international institution.

4--The Islamic University of Mediha: It was established in 1961 with an emphasis on Islamic studies. It has two colleges, the College of Islamic Law, which started its program in 1961-62, and the College of the Propagation of Islam, which was established in 1965-66. The university has its own secondary institutes--grades 7-11--to prepare the students for these two colleges. The University of Medina is acknowledged throughout the Muslim world as an important center of Islamic scholarship and learning. Its students are drawn from everywhere, from West Africa to Malaysia. Yet there is little doubt that it is highly conservative in approach.

5--The University of Al-Umam Mohammed Ibn-Saud: This university was established in 1975 in Riyadh City after the consolidation of two colleges: the College of Islamic Law founded in 1953 and the College of Arabic Language founded in 1954. The main objective of this university is to train judges in Sharia law and teachers in Islamic studies and Arabic language and literature for the secondary schools.

6--The University of King Faisal: The most recent one to be opened in the country, this university was established in 1975 in a temporary building in Dammam in the Eastern province with plans to have its own campus in the near future. It has three faculties: the Faculty of Agriculture, the Faculty of Architecture, and the Faculty of Medicine.

Other Colleges and Centers for Higher Study

A. The Higher Institute of Jurisprudence was established in 1965 with the objective of giving the graduates of Islamic Law colleges a deep insight into Islamic legislation. Another department of higher Islamic law studies was opened in Mecca in 1968 with the same objective. Both institutes grant a Masters degree for graduates.

B. The first of the colleges of education for girls opened in Riyadh City during the academic year of 1970-71. The second one opened in Jeddah in 1974. These are the only two colleges of higher education for girls in the country, and both are under the direction and supervision of the Directorate General for Girls' Education. The main objective of these colleges is to train female teachers. But it is worth mentioning here that girls are accepted in some faculties as external students in all classes. For example, at the University of Riyadh and King Abdulaziz University, girls attend lectures by way of closed-circuit television in a room some distance away from the other buildings. By their side are telephones which they may use to ask the lecturer questions, and, in addition, they may confer directly with specially appointed women tutors. Also, girls are accepted as full-time students in the College of Medicine, but there are no co-educational classes.

C. The objective of the Military College is to train officers for Saudi Arabia's Army. It is supervised by the Ministry of Defense.

D. King Faisal's Air Force College's objective is to train Saudi Arabian pilots. It is also supervised by the Ministry of Defense.

E. The objective of the Police College is to train police officers. It is supervised by the Ministry of the Interior.

Public schools, including higher institutions, are all government funded. The government's annual budget with no special taxation earmarked for education always has enough educational allowance to maintain the existing facilities and allow for decided expansion. All stages and kinds of education are free; so, too, are textbooks and other necessary materials. In addition, students in higher education, teacher training institutes, and vocational education, and as well as those in religious secondary institutes receive monthly allowances ranging from 350 to 400 S.R.²⁸

Problems Confronting the Present Educational System

This chapter will not be useful to the reader without shedding some light on a few of the many problems hindering the development of the present education system in Saudi Arabia.

Despite rapid growth in the numbers of schools and pupils, as the previous tables indicate, there are probably large numbers of children 6-18 years old who are not in school today. And the

²⁸\$1 = 3.55 Saudi Riyal.

educational participation rate gets progressively lower at intermediate secondary and higher education levels. An official report indicates that the figures on participants in the public schools provided by the Ministry of Education are as follows:

7.9% in the kindergarten, 61.7% in the elementary schools, 58.9% in the intermediate schools, and 54.4% in the high schools.²⁹

Another report about education in the Kingdom indicates that

in the backward areas, such as the South-west comprising Al-Quenfudah, Abha and Jizan, school attendance is very limited. It has been estimated that in this region only 36% of the boys of elementary school age are enrolled. Corresponding figures for intermediate and secondary school are strikingly lower.³⁰

Waste in education, in the form of students dropping out, repeating years, and proceeding slowly through courses, constitutes another serious problem in the present system. This author previously cited an official report which indicated that

the twin problems of retardation due to repetition of grades and dropping out of school are of quite serious proportions in the Kingdom, and their joint impact on

²⁹Ministry of Education, The Development of Student Enrollment in Education in Saudi Arabia from K to Higher Education (Riyadh, 1976), p. 5. (In Arabic)

³⁰R. Egbert, A. Khan, J. Lord, and H. Matthews, Education in Saudi Arabia. Findings, Recommendations and Proposed Projects: Report of the Education Team's Visit to Saudi Arabia, final draft (November 8-22, 1974, 1975), p. 4.

on the educational system leads to extremely heavy waste of resources allocated for the development of national education.³¹

As much as 40 percent in the elementary level dropped out of school during the period of 1969-70 to 1974-75,³² while the drop-out average in the intermediate school level and secondary level during the period of 1969-70 to 1972-73 was approximately 29.3 percent in the intermediate level and 24.9 percent in secondary level, according to the available statistics at the time this chapter was written.³³

Considering the fact that the Saudi education system is highly centralized and all principle decisions are made by the Ministry of Education, there is a definite lack of authority in schools as well as in school superintendents' offices. They actually have no power to operate independently and are virtually powerless in the formulation of school policies. Therefore, it is not surprising to observe very similar classroom processes and curricula in different cities or towns. ✓

³¹Ministry of Education, The Growth of Education in Saudi Arabia Kingdom (Riyadh, 1972), p. 39.

³²A. Natto and S. Khan, Problems of Elementary Education and Their Effect on Eradication of Illiteracy (Ministry of Education Data Center, Riyadh, 1976), pp. 22-23.

³³Ministry of Education.

The system faces another problem in regard to the school buildings. Most of the schools in the cities are not in government buildings, but rather in inadequate rented houses.

About 75% of elementary schools and nearly 50 percent of intermediate and high schools in Riyadh City are in rented buildings, with overcrowded classrooms, very limited school space . . .³⁴

These private facilities, consisting mainly of old villas that were previously used as homes or apartments, are in many respects inadequate for educational purposes.

In the case of higher education, there has been rapid expansion and impressive strides in terms of tremendous quantitative increases in budget allocations and student enrollment during the last ten years. Yet such expansion has not been accompanied by a simultaneous evolutionary change in the direction of fulfilling society's need. Lack of coordination, organization, and well-defined plans has created duplication in many higher educational programs. For example, the three Colleges of Islamic Law in Riyadh, Mecca, and Medina as well as the two graduate programs in Islamic jurisprudence in Riyadh and Mecca are so similar that in many respects they duplicate each other. There are also other duplications in the programs of the College of Arabic Language at the University of Al-Umm, the

³⁴Nyrop and others, p. 101.

College of Arts at Riyadh University, and the department of Arabic language at King Abdulaziz University.

In addition to the above difficulties, the writer would argue that higher education in the country is suffering from a lack of quality and quantity in the teaching staff, of quality and availability of textbooks in some areas, and of research and well organized libraries. Also, with the exception of the University of Petroleum and Minerals, none of the universities in the country has a single unified campus. Furthermore, there is absolutely no relationship between universities or colleges on the one hand and the general educational system on the other. If there were some influence exercised over the secondary school curricula by universities and colleges, this situation might not exist today.

It is these problems which higher education institutions should be dealing with at the present time, instead of emphasizing expansion and the duplication of programs. As Hammad has pointed out:

Higher educational institutions have grown so fragmented in such an unorganized, uncoordinated or unplanned way that there are numerous institutions which often merely duplicate each other. But this continued unplanned growth of higher education in the country may have serious economic, social and political consequences which may take decades to rectify if they are not corrected now.³⁵

³⁵ M. Hammad, p. 165.

On the other hand, the five-year plan issued in 1975 focuses the educational system's nearly doubling its student population, going from 600,000 to one million elementary school children and from 12,000 to 31,000 university students. The success of this ambitious plan depends in large measure on the availability of teachers to serve such large student populations. The country has depended heavily on foreign teachers ever since the 1920s; this dependence continued into the mid-1970s and would doubtless continue for many years. At the elementary level the teaching staff in 1975 was almost two-thirds Saudi and the country was reportedly moving toward self-sufficiency in the production of new teachers; the academic preparation of many teachers was admittedly inadequate, however. At higher levels the balance shifted, with Saudis filling about one-third of positions on intermediate school faculties and less than one-fifth of those on (secondary school faculties.³⁶

These problems will continue to plague the country in the future, unless a very precise objective evaluation of the present

³⁶For further discussion of this problem see Richard F. Nyrop, Area Handbook for Saudi Arabia, 1977, pp. 100-101; and Mohammed Ismail Zafer, "An Investigation of Factors which are Associated with the Enrollment and Non-enrollment in Teacher Education Programs of Public Education in Saudi Arabia" (Ph.D. dissertation, Michigan State University, 1971).

system takes place and a well defined and organized plan is passed on. It is hoped that the national 5-year plan (1975-1980) will make some input into reshaping and reorganizing the present system as well as encouraging its expansion and its development.

Chapter III

REVIEW OF THE LITERATURE

Introduction

Concern for school dropouts is not new. In the United States as early as 1872, a paper entitled "The Early Withdrawal of Pupils from School: Its Causes and Its Remedies"¹ was presented to the annual session of the National Education Association, Department of Superintendents. Since that time an overwhelming number of articles of opinion and reports of empirical research on school dropouts has been published. For example, comprehensive investigation of research literature on the subject uncovered some 800 references published before 1956.² During the sixties, communities, states, the federal government, and private organizations have all stepped into the campaign against early school withdrawal.

¹Daniel Scheiber, "700,000 Dropouts," American Education, 4, No. 6 (June 1968).

²Telford B. Blough, A Critical Analysis of Selected Research Literature on the Problem of School Dropouts (Ph.D. dissertation, University of Pittsburgh, Dissertation Abstracts (17-1957), pp. 58-59.

Sando³ reviewed about 50 studies of early school dropouts, dating back as far as 1872. He grouped the findings of these studies into four general categories:

1. Grade and Age Placement of Dropouts;
2. Economic Characteristics of Dropouts;
3. Sociological Characteristics of Dropouts;
4. School Characteristics of Dropouts.

Voss⁴ points out that in the U.S.A. dropouts do not form a homogeneous group and that it is important to distinguish between early and late school dropouts. He suggests that pupils with limited ability generally leave school early, whereas "capable" dropouts tend to remain in school longer. He identified three categories of dropout:

1. Involuntary dropouts...those who leave school as a consequence of a personal crisis.
2. Retarded dropouts...those who lack sufficient ability to handle academic studies and who tend to drop out prior to high school entrance.

³Rudolph F. Sando, "A Comparative Study of Early School Leavers" (Ph.D. dissertation, University of California, Berkely, 1952), p. 186.

⁴H. L. Voss and A. Elliot Wendling, D.S., "Some Types of High School Dropouts," The Journal of Educational Research, 59, No. 8 (April 1966), 363-368.

3. Capable dropouts...those who terminate their education prior to high school graduation, despite the fact that they have the ability to do the required academic work.

After analyzing the literature on well-designed and statistically evaluated drop-out programs, Russell⁵ identifies three other categories of dropout:

1. Young people who present difficulties in the school setting but will fit adequately into the world of work.
2. Individuals who have trouble adjusting to both school and society.
3. Pupils who may require special treatment within the school and sometimes help from outside the school.

Russell goes on to point out that these characteristics seem to be common among young people from low socio-economic groups, though they are not peculiar to these groups.

⁵Kenneth Russell, "Stay in School," American Education, 4, No. 6 (June 1968).

Others like Dyke,⁶ Gallington,⁷ and Randall⁸ in their studies have tried to determine factors involved in the dropout problem by comparing dropouts and graduates.

All these studies and many others which the writer will attempt to review here have contributed a great deal of information about this problem. In this chapter the writer will try to categorize the factors related to students dropping out of school in the following way:

1. Factors related to the School,
2. Factors related to the Family,
3. Factors related to the Dropout.

Since this study's major concern was to examine the problem of dropouts in Saudi Arabia, which is considered to be one of the developin g nations, an effort is made here to present and summarize some of the research and reports available at the time of writing this chapter which have been conducted in developed and developing countries and, which were found to be significant to this chapter.

⁶L. A. Van Dyke and K. B. Hoyt, The Dropout Problem in Iowa High Schools (Iowa: Research and Publications Department of Public Instruction, 1958).

⁷Ralph Gallington, The Fate and Probable Future of High School Dropouts (Carbondale, Illinois: Southern Illinois University, 1966).

⁸Charles V. Randall, Project Director, A Study of Early School Leavers and the Significant Causes (Bloomington, Minnesota: Bloomington Public School, 1966).

Factors Related to the School

Failure

Most studies confirm the belief that failure in school subjects is characteristic of school dropouts. Dillon⁹ found that of 881 dropouts, 74 percent had failed at least one subject; 13 percent, two subjects; 17 percent three; and 30 percent, four or more. And Allen¹⁰ discovered that half of the boy and a third of the girl dropouts had received failing marks in their first semester of high school work.

Williams¹¹ reported a Maryland study which revealed that 48 percent of the dropouts were failing three or more subjects during the semester they withdrew from school, while Cervantes¹² found 85 percent of those studied were one year behind, 53 percent were retarded two or more years, academic performance consistently below potential and below-average grades and reading achievement.

⁹Harold J. Dillon, Early School Leavers: A Major Educational Problem, National Child Labor Committee Publication No. 401 (1949), p. 94.

¹⁰Charles M. Allen, "What Have Our Dropouts Learned," Educational Leadership (March 1953), 347-350.

¹¹Percy V. Williams, "School Dropouts," NEA Journal, 52 (February 1963), 10-12.

¹²F. Lucius Cervantes, The Dropout: Causes and Cures (Ann Arbor: University of Michigan Press, 1965), p. 198.

In a recent study Yundin¹³ examined two groups of 50 high school dropouts and 50 graduates admitted to college. He found that the graduate students never repeated a single grade, while the dropouts seemed to have experienced difficulty from the beginning of school.

Non-Promotion

This factor appears to be greatly associated with dropping out of school. Stevens¹⁴ found significant differences between graduates and dropouts on this factor, and Walsh¹⁵ discovered that approximately 7 percent of those who had not repeated an elementary grade dropped out, while 27 percent of those who had repeated an elementary grade dropped out. Nearly one-fourth of the dropouts in this latter study had failed at least one grade.

¹³Lee W. Yundin and others, "School Dropout or College Bound: Study in Contrast," The Journal of Education Research, 67, No. 2 (October 1973), 87-93.

¹⁴J. Joseph Stevens, The Development and Testing of a Model for the Identification of Potential School Dropout (Ph.D. dissertation, Colorado State College, Dissertation Abstracts, 26, No. 2 [1965]), pp. 803-804.

¹⁵Raymond J. Walsh, Relationship of Enrollment in Practical Arts and Vocational Courses to the Holding Power of the Comprehensive High School (Ph.D. dissertation, Columbia University of Missouri, Bulletin Vol. 67, No. 5, Education Series No. 94 (1966)).

Thomas and Knudsen¹⁶ reported even higher figures for studies in Dade County, Florida. "Seventy-four percent of the dropouts, compared with 17.8 percent of the graduates had failed at least once," and in Louisiana "72 percent of the dropouts had repeated at least one grade."

Absenteeism

Absences seem to characterize school dropouts. Snapp¹⁷ reported that 80 percent of the dropouts in his study had chronic attendance problems, while Dyke and Hoyt¹⁸ found that dropouts were absent an average of fifteen out of 180 days, compared with an average of six out of 180 days for persisters.

Wilson¹⁹ discovered that 74 percent of the dropouts and 15 percent of the graduates missed sixteen or more days of school per

¹⁶Shailer Thomas and Dean D. Knudsen, "The Relationship between NonPromotion and the Dropout Problem," Theory into Practice, 4 (June 1965), 90-94.

¹⁷Daniel W. Snapp, "Can We Salvage the Dropouts," Clearing House, 31 (September 1956), 52.

¹⁸Van Dyke and Hoyt, pp. 40-41.

¹⁹Joseph E. Wilson, Sr., Withdrawals from Three Selected High Schools for Colored Youth in Ouachita Parish School System, Louisiana (Ph.D. dissertation, Greeley Colorado State College, Dissertation Abstracts, 23, No. 11 [1963]), p. 4177.

year. And Walsh²⁰ reported that more than one-third of the dropouts and one-tenth of the graduates were absent as many as nineteen days during their last two semesters of school.

Dislike of School

Many researchers have studied the attitudes of dropouts toward school. For example, Pond²¹ polled nearly 5,000 Pennsylvania secondary school dropouts on the courses they had taken while in school. He asked them to rate the school on how well it succeeded in helping to meet what were judged to be pupil needs. These dropouts viewed the school as not assisting them in finding and holding a job, though they indicated that the school did aid them in getting along with other people.

Bowman and Matthews²² found that over three-fourths of matched graduates 77 percent but less than one-third of the dropouts

²⁰Walsh, p. 6.

²¹Frederick L. Pond, "Pennsylvania Study of Dropouts and the Curriculum," Bulletin of the NASSP-37 (March 1953), 81-87.

²²Paul H. Bowman and Charles V. Matthews, Motivations of Youth for Leaving School, U.S. Department of Health, Education and Welfare, Office of Education Cooperative Research Project No. 200 (Quincy, Ill., University of Chicago and Quincy Youth Development Project, September 1960), p. 44.

29 percent definitely liked school. Conversely, two-thirds of the dropouts and 12 percent of the graduates definitely disliked school. Handy²³ also found that dropouts were dissatisfied with school; they especially disliked the curriculum.

Boggan²⁴ included in his study of dropouts two items which are not usually studied. He found that pupils who lived within walking distance of school graduated more frequently than those who rode the bus, and that those who lived within the school district graduated more often than those who lived outside the district. He associated these factors with a resultant feeling of not belonging and a nonparticipation in school activities usually held after school.

The desire to work was also found to be a reason for a dislike for and dissatisfaction with school in the Pond²⁵ and Patterson²⁶ studies.

²³Henry W. Handy, Evaluation of Curricular Offerings as Causative Factors for Students Dropping Out of High School Before Graduation (Ph.D. dissertation, Seattle: University of Washington, 1964, Dissertation Abstracts, 25, No. 9 [1965]), p. 5054.

²⁴Earl J. Boggan, "What are the major causes of student dropouts and what should the school do about the present condition?" Bulletin of the National Association of Secondary School Principals 39 (April 1955), 84-85.

²⁵Pond, 81-87.

²⁶Patterson, 85-88.

Extracurricular Activities

Many studies investigating this factor reported nonparticipation in extracurricular school activities characteristic of the school dropout. Thus, Dillon²⁷ found that of 798 dropouts, 73 percent had never participated in extracurricular school activities, one-fourth had participated in one or two, and only 2 percent in two or more. Sullivan²⁸ reported 52 percent of the boys and 43 percent of the girls had not participated in any outside class activities, while Walsh²⁹ indicated that of 913 graduates who participated in no extracurricular activities, 55 percent of graduates and 2 percent of dropouts participated in three or more.

²⁷Dillon, p. 44.

²⁸Floyd W. Sullivan, A Study of the Holding Power of Two Selected Negro High Schools of Atlanta, Georgia (Ph.D. dissertation, New York: New York University, 1963, Dissertation Abstracts, 25, No. 4 [1964]), pp. 2327-28.

²⁹Walsh, p. 7.

Factors Related to the Family

Size of Family

Stevens³⁰ reported a significant difference in the size of families of dropouts and graduates. And Bowman and Matthews³¹ found generally that dropouts more frequently came from families with five or more children (43 percent), while graduates matched on IQ or socioeconomic status more frequently came from families of four or fewer children. On the other hand, Dillon³² concluded that the evidence pointed to no relationship between family size and dropping out. Boggan³³ also found size of family not significantly related to dropping out.

Occupation of Parents

The occupation of parents of dropouts has frequently been studied simply as a factor associated with dropping out. Results of such studies have usually shown that the principal wage earner in

³⁰Stevens, pp. 803-804.

³¹Bowman and Matthews, p. 30.

³²Dillon, p. 20.

³³Boggan, 84.

the dropout's family ranked lower on the occupation scale than he did in the persister's family, which means that the dropouts came from less skilled or unskilled occupation families rather than professional-technical occupation families. Table 4 shows a summary of selected studies.³⁴

TABLE 4
SELECTED STUDIES OF OCCUPATION OF PARENTS OF DROPOUTS

Study	Parents' Occupation	Percent of Dropouts
Bienstock (8)..	Unskilled, service, or semiskilled	Nearly 50%
Young (144:90).	Common laborer	37.0
	Skilled	40.8
Allen (1).....	Skilled, unskilled, or semiskilled	Boys 69 Girls 75 Total 72
Williams (141).	Unskilled	46
Van Dyke & Hoyt (133:85).....	Unskilled laborer	23
	Professional	0.5
Walsh (135)....	Professional-technical	3.9

³⁴National Education Association, School Dropouts, Research Summary, NEA, Research Division (1967), p. 23.

Socioeconomic Status

Nearly all research on this factor has revealed that the majority of dropouts comes from the lower socioeconomic class. In 1941-1942 Hollingshead³⁵ made an extensive study of the impact of social class on adolescents in a midwest town; one phase of the study was concerned with the relationship between social class and the age at which dropouts left school. Hollingshead established five social classes with (I) at the top and (V) at the bottom. He found that children from lower class families (Classes IV and V) dropped out at younger ages than did middle class youngsters (Class III). Seventy-five percent of the lowest social group (Class V) dropped out of school before they were sixteen years of age. Eight out of nine dropouts were from this group. The middle class child generally did not drop out until his junior or senior year. All upper class youth of high school age were in school.

Bowman and Matthews³⁶ found that 87.7 percent of dropouts were in the lower class, while only 1.4 percent were in the upper

³⁵August Hollingshead, "Leaving School," Elmtown's Youth (New York: John Wiley and Sons, 1949), pp. 329-359.

³⁶Bowman and Matthews, pp. 23-28.

and upper-middle class. In another study Hathaway and Manachesi³⁷ found that the highest dropout rates in Minnesota occurred among children of day-laborer families and broken families. Their study showed that 38 percent of the boys and 32 percent of the girls from day-laborer families dropped out of school, compared with 5 percent of the boys and girls from professional families. Those same studies also showed that boys from farming families tended to drop out of school earlier in their school experience than did children from other residential areas.

Still other studies have confirmed that children from every socioeconomic level dropped out of school, but the rate varied immensely with the socioeconomic level of the family: the highest dropout rate was found in families on relief, a lower rate was usual for the middle class, and the lowest rate existed among children of professional people.

Parental Background and Attitudes

A factor which has received frequent attention in studies during the last few years is parental indifference toward education.

³⁷Starke R. Hathaway and Elio D. Manachesi, Adolescent Personality and Behavior (Minneapolis: University of Minnesota Press, 1963), p. 93.

Harris,³⁸ in describing how children learn attitudes from their parents, pointed out that attitudes held by parents and children are more alike in lower socioeconomic groups than in other societal classes. It is possible, therefore, that the lower class child holds his negative attitude toward education more intensely than the middle class child holds his positive attitude.

Mannino³⁹ studied families with similar economic backgrounds whose children either stayed in school or dropped out. His findings are revealed in Table 5.

TABLE 5
RESPONSES OF MOTHERS

Opinion	Dropouts	In-school Youth
School is more important than work in preparing youth for life	66.2%	82.4%
Education is not necessary	3.9	5.8
Compulsory attendance law does not require too much schooling	100.0	100.0
Education is more important today	90.9	91.2
Parental participation in school activities is helpful	90.9	94.1
There is no difference in the importance of education for a boy or for a girl	62.3	50.0
My child should have more education than I had	98.7	94.1

³⁸Dale B. Harris, "How Children Learn Interests, Motives, Attitude," Learning and Instruction, Part I, Nelson B. Henry (ed.).

³⁹Fortune V. Mannino, "Family Factors Related to School

Cervantes⁴⁰ asked youth what their parents thought. All parents of graduates and 80 percent of parents of dropouts wanted them to graduate from high school. And nearly one-fourth (22 percent) of the dropouts reported that their parents wanted them to continue into college and graduate school.

Dropouts tended to come from families where the level of education was low and where it was acceptable to quit school before completing twelve grades. As noted by Kvarorceus,⁴¹ parents of dropouts often had less than an eighth grade education according to the New York State Checklist of Dropout Characteristics. Hollingshead⁴² noted the low educational level of the parents of dropouts, while Schreiber⁴³ cited a Maryland study which found that 70 percent of the mothers and 80 percent of the fathers of dropouts had not completed high school themselves and 25 percent of the mothers and 30 percent of the fathers had not gone beyond the sixth grade.

Persistence," Journal of Educational Sociology, 35 (January 1962), 197-199.

⁴⁰Cervantes, p. 108.

⁴¹William C. Kvarorceus and W. E. Ulrich, "Providing Help Through Curriculum Adjustments," Delinquent Behavior, Principles and Practices, Vol. II (Washington, D.C.: NEA, 1959), p. 101.

⁴²Hollingshead, p. 340.

⁴³Daniel Schreiber, "The Dropout and the Delinquent: Promising Practices Gleaned from a Year of Study," Phi Delta Kappan, 44 (February 1963), 217.

Bolmeir⁴⁴ found that 65 percent of the fathers of dropouts had less than twelve years of education as compared to 16 percent for fathers of all students. And Schreiber⁴⁵ referred to studies from New York State and Louisiana which revealed that two-thirds of dropouts' parents held negative or indifferent attitudes toward the value of education.

Factors Related to the Dropout

Of great importance to the study of the dropout problem is social and emotional development of the students who drop out of school. A number of studies reviewed by this author referred to the personality characteristics of dropouts. In general, the most commonly mentioned of these characteristics were the dropout's (1) lack of close friendships combined with lack of skill in communication with peers, (2) little or no feeling of security and "belonging," and (3) unsatisfactory personal adjustment.

⁴⁴Gerald Bolmeir, Some Sociological Factors Related to Educational Progress and Personality Development. Paper presented to Administrative Council, Minnetonka Public School, Minnesota, June 12, 1962.

⁴⁵Schreiber, 217.

Kuhlen and Collister⁴⁶ found that dropouts were less popular among their peers than other students. Among the dropouts boys were rated as unpopular, sad-appearing, not good-looking, listless, unfriendly, unable to enjoy jokes on themselves. As discussed before, the course failures and grade repetitions and the low marks associated with dropping out did not make these students esteemed in the eyes of more successful students. Also, the fact that large numbers of dropouts come from families in the lower socioeconomic classes meant they had less money for teenage clothes, fads, and the usual high school social activities generally associated with popularity.

Larson⁴⁷ has written that

investigations showed that dropouts were often emotionally immature. The literature frequently described them as insecure pupils who lacked the ability to form friendships based on common interests and mutual regard. They did not involve themselves in school studies but were content to "Just Sit," year after year. They did not become involved in sports, school social activities or holiday groups, and were apathetic about vocational plans. Some dropouts were characterized by hostile attitudes.

⁴⁶Raymond C. Kuhlen and E. Gordon Collister, "Sociometric Status of Sixth and Ninth Graders Who Failed to Finish High School," *Educational and Psychological Measurement*, 12, No. 4 (Winter 1952), 633-634.

⁴⁷Roland S. Larson, "A Study of Selected Personality Factors Associated with High School Dropout" (Ed.D. thesis, Michigan State University, 1964), pp. 38-42.

He goes on to say that

by the time the typical dropout reached high school, he had suffered much humiliation and defeat. Dropouts usually were overage as a result of repeating one or more grade level. Generally, they were not as smart as other students. Often they were subject to social discrimination when they were from lower socioeconomic class and/or minority racial and ethnic groups. They were often retarded in the basic educational skills and as a result they had difficulty keeping up with the assignments for high school classes. Either through default or snobbishness of other students, they had been eliminated from the school's extracurricular activity program.

Lichter⁴⁸ and others studied 105 intellectually capable, potential dropouts. They reported that 64 percent of the girls and 89 percent of the boys in their study were having problems because of their character formation; the remaining subjects were diagnosed as neurotic. Penty,⁴⁹ in her study of dropouts who were poor readers, found that lack of a sense of self-worth was expressed in feelings of inferiority, shame, and disgust with self. These emotional reactions had resulted from constant exposure to academic and social failure at school.

⁴⁸Solomon C. Lichter and others, The Drop-out (New York: Free Press of Glencoe, 1962), pp. 72-73.

⁴⁹Ruth C. Penty, Reading Ability and High School Dropouts (New York: Teachers College, Columbia University, 1956), pp. 37-56.

A popular and enduring assumption is that school dropouts have low mental ability, usually lower than that of school persisters. Studies by Stevens,⁵⁰ Doolittle,⁵¹ Van Dyke and Hoyt,⁵² Snepp,⁵³ Cook,⁵⁴ and Bowman and Matthews,⁵⁵ among others, have confirmed this belief. Blough⁵⁶ compiled results of fourteen studies and found the median IQ score of dropouts to be 94, while that of graduates was 105. And the U.S. Department of Labor,⁵⁷ reporting on seven communities, found that 21 percent of graduates, but 46 percent of dropouts, had IQ scores lower than 90--only 6 percent of dropouts, but 16 percent of graduates had IQ scores of 110 and over.

⁵⁰Stevens, pp. 803-804.

⁵¹Lawrence W. Doolittle, A Pupil Holding Power Study in Your Detroit High Schools (Ph.D. dissertation, University of Michigan, 1964, Dissertation Abstracts, 25, No. 12, Part I, 1965), p. 7024.

⁵²Van Dyke and Hoyt, pp. 49-50.

⁵³Snepp, 49-54.

⁵⁴Edward S. Cook, Jr., "How IQ Figures in the Drop-out Problem," School Executive, 74 (September 1954), 56-57.

⁵⁵Bowman and Matthews, pp. 22 and 87.

⁵⁶Blough, pp. 58-59.

⁵⁷U.S. Department of Labor, Bureau of Labor Statistics, School and Early Employment Experience of Youth: A Report on Seven Communities 1952-1957, Bulletin No. 1277 (Washington, D.C.: Government Printing Office, August 1960), p. 64.

Studies in Other Developed
and Developing Countries

The writer spent a great deal of time looking for research studies conducted in other countries which had a significant relationship to this study. What was found throughout the literature and throughout the publications of the UNESCO Regional Office for Education in Asia is reported below.

England

Douglas and others⁵⁸ conducted an investigation of school, home, and other factors affecting the secondary school progress (academic performance and length of school life) of a group of students over a period of five years. They found that low levels of parental interest and encouragement were associated with poor school performance and early withdrawal in all social classes. Early withdrawal was also more common among children suffering from family strains such as a father's long-term unemployment or the death of a parent after an extended illness. Pupils described by teachers as troublesome, poor workers, or inattentive in class were more

⁵⁸J. W. B. Douglas, J. M. Ross, and H. R. Simpson, All Our Future: A Longitudinal Study of Secondary Education (London: Peter Davies, 1968).

likely at all ability levels to leave early than were those who were favorably assessed. In addition, absence from school at either the primary or secondary level was associated with poor test performance and early leaving, particularly among lower class pupils.

The Netherlands⁵⁹

Nearly one half of the entire 1949 generation (15,052 pupils) failed to complete their studies. The incidence of early withdrawal from school was equal among both sexes. Previous schooling and geographical environment (town vs. rural area) proved to be of little importance in determining school success. Almost the entire group (95 percent) of early leavers had made insufficient progress in school by the time they left and/or had repeated at least one grade.

Tanzania

Collins⁶⁰ found that the causes of educational wastage associated with dropouts vary between regions, but principally they are

⁵⁹Netherlands Central Bureau of Statistics, A Study of School Careers in the V.H.M.O., in Analysis of Student Performance (The Hague, 1965).

⁶⁰Sidney Collins, "The Social and Economic Causes of Wastage in Schools and Other Educational Institutions in Tanganyika," Teacher Education in New Country (London), 5, No. 1 (May 1964), 64.

based on economic, geographical, demographical, social, cultural, religious, or health factors. The economic factor has a more direct relationship to the wastage problem when the question of the ability of parents to meet the cost of education is considered.

Factors associated with withdrawal of secondary level evening students were also discussed; they included: costs of tuition, books, transportation, lack of a suitable place to study, difficulties in getting hold of necessary textbooks, absence due to leisure activities, illness or tiredness after working all day, student dissatisfaction with inefficient teaching methods, and lack of guidance.

Nigeria⁶¹

In an interim report on education in a rural area of Western Nigeria (Ibadan) the reasons for leaving school were found to be: cost of education, loss of child labor to parents, lack of incentive to finish education, children's dislike of severe discipline in school, teacher's interest in maintaining a high percentage of passes which resulted in deliberate discouragement, parental discouragement at children's lack of progress, and poor health.

⁶¹International Labour Office, Interim Report on Education in a Rural Area of Western Nigeria (Ibadan: ILO Mission, 1967).

Uganda

The Ugandan situation is almost similar to that in the other countries mentioned. Maleche,⁶² in a survey undertaken by the East African Institute of Social Research, found that, on the whole, children who dropped out were a year or two older than those who remained in school. The majority of those who dropped out had failed their examination. The follow-up revealed further factors associated with dropping out, i.e., shortage of money for fees and school uniforms, parental indifference to education, especially for girls, shortage of post-primary education facilities, and a desire to earn "quick money."

Ethiopia

In most recent research conducted in Finote Selam, a small rural town in Ethiopia, to investigate the socioeconomic background of the student who is more likely to drop out of or stay in primary school, Kilies⁶³ found that dropouts and stay-ins were

⁶²A. J. Maleche, A Study of Wastage in Primary School in Uganda (Kampala: East African Institute of Social Research, 1960).

⁶³Jasperdean Clair Kolies, "Primary School Dropouts: A Case Study of a Small Rural Town in Ethiopia" (Ph.D. dissertation, Columbia University Teacher College, 1975, Dissertation Abstracts, A 36, No. 7-8), p. 5189-A-1976.

significantly different from each other, especially those in the lower grade subgroups. Dropouts tended to have been older, born and living in rural environments, and from lower economic status, subsistence farming families in which neither their parents nor their school-age siblings were educated. In contrast, stay-ins were more likely to have been younger, born and living in an urban setting, and from higher economic status, entrepreneurial families in which their fathers and school-age siblings were educated.

Pakistan

The problem here has been studied by Alvi,⁶⁴ Choudhury,⁶⁵ Hag,⁶⁶ and Bux,⁶⁷ whose emphases were on primary education rather than secondary school. An examination of the causes for school dropouts revealed that poverty, employment of students in agriculture, migration, lack of parental interest in the child's education, failure, early marriage, the inefficiency and ineffectiveness of the school system in dealing with economic factors and parental indifference to education were all contributing factors.

⁶⁴Nasir R. Alvi and Surrya Khan, "Extent and Causes of Dropouts in Girls' Primary in D. G. Khan District," Punjab Institute of Education and Research, Punjab University, 1965 (Summary in Bulletin of UNESCO Regional Office for Education in Asia [Bankok] 1, No. 2, March 1967).

⁶⁵P. Chowdhury, "Report of an Investigation into the Problem of Wastage and Stagnation in Primary Schools in the District of 24 --Parganas (Calcutta: Directorate of Education, Government of West Bengal, 1965).

⁶⁶M. Serajul Hag, "Dropout in Primary Schools," Dacca Institute of Education and Research, Dacca University, 1961 (Summary in Bulletin of the UNESCO Regional Office for Education in Asia [Bankok], 1, No. 2, March 1967).

⁶⁷Zakia K. Bux, "Dropout Factors in Primary School," Bulletin of Education and Research (Lahore), 1, No. 3 (Spring 1963), Institute of Education and Research, University of Punjab. (Summary in Bulletin of UNESCO Regional Office for Education in Asia [Bankok], 1, No. 2, March 1967).

India

In a report by the Ministry of Education⁶⁸ the causes of the educational wastage associated with dropouts were identified as follows: 1) economic causes--about 65 percent of dropouts at the primary level were due to poverty. After the age of nine or ten the child becomes an economic asset to his parents because he can work with them or earn something outside the home--thus, he is withdrawn from school, 2) educational and social causes accounted for another 30 percent of wastage and included: incomplete schools not teaching the full cycle of courses; lack of ancillary services such as school meals and health clinics; "dull character" of majority of schools; high rate of repetition which discouraged children from persisting with their education.

In another report by the National Council of Educational Research and Training⁶⁹ the first six variables discriminating dropouts from stay-ins were, in order of importance: 1) school attendance,

⁶⁸India Ministry of Education, "Report of the Education Commission 1964-66," Education and National Development (Delhi: Government of India Press, 1966).

⁶⁹India National Council of Educational Research and Training, Department of Educational Administration, "Wastage and Stagnation in Primary and Middle School in India," Project report, New Delhi, 1966. (Summary in Bulletin of UNESCO Regional Office for Education in Asia [Bangkok], 1, No. 2, March 1967).

2) parental views of child's educational performance, 3) motivation from home for learning, 4) pupil's academic performance, 5) social position, 6) age on entering school.

Mexico⁷⁰

The problems of socio-economically linked educational disadvantage appear to have been of particular concern in Mexico where a Latin American Conference was held in 1963. The working documents from this conference were then brought together in one volume (1964). Among these working papers is a special pilot study, undertaken by the National Institute of Education in Mexico, which aimed to determine the social, economic, and cultural factors, extraneous to the school, the incidence of which affect a child's education. An analysis of the data indicated that both the socio-economic and cultural levels of the family are closely related to the children's education and their school achievement.

⁷⁰M. A. Brimer and L. Paul, Wastage in Education a World Problem, Studies and Surveys in Comparative Education (UNESCO: IBE Paris-Geneva, 1971), p. 37.

Chile⁷¹

The national problem of educational wastage was the particular focus of a study by Hamuy Berr (1961) who pinpointed dropouts as the most important factors associated with dropout were those related to place of residence, age of entrance to school, economic background, and geographic situation of the school.

The Arab World⁷² ✓

The problem of dropouts, especially at the primary level, has been studied in certain Arab countries, including Egypt, Jordan, Iraq, Qatar, Sudan, Bahrain, Syria, and Kuwait. The data and the findings were presented in a report by the Arab League, Office of Education, Culture and Science. The rate of dropping out varies from country to country: in Egypt, 20.1%; in Syria, 17.5%; in Iraq, 23.5% for boys and 26.8% for girls; in Kuwait, 9.9%. In addition, the statistical data indicate that the rate of dropping out is higher for girls than boys.

⁷¹Ibid., p. 37.

⁷²Mohammed Tantawi, Seminar: Students Drop-out, Especially in the Elementary Stage. Report published by the Arab League Office of Education, Culture, and Science, Department of Education (Cairo, 1973). (Review of the report appeared in The Alarabi Magazine, No. 190 (Sept. 1974), pp. 108-112.)

The report also categorized the factors associated with the school dropout as follows:

1. The government's failure to implement the compulsory schooling law at the primary stage.
2. The shortage of schools and lack of transportation which has hindered large numbers of students in getting to school.
3. Social and custom factors.
4. The shortage of parental income which necessitates many students working to support the family.

Saudi Arabia

The main objective of this research was to study the problem of the dropout at the high school level in Saudi Arabia. The writer, during his stay in Saudi Arabia to administer his questionnaires, tried every possible way to gather any research, reports, or other pertinent information regarding this problem which might be found in any institutions or governmental departments in the country. But it is very difficult to locate such information and sometimes one may

be denied access to it, the only justification being, "It is confidential information."

The writer would argue that research--in its more exact meaning of disciplined scientific inquiry aimed toward generation of new knowledge--has not yet to any great extent become a function of the Ministry of Education in Saudi Arabia. Rather its concern lies more with planning and collection of statistics and data and their dissemination in the form of annual yearbooks or statistical bulletins. Even the universities until recently were isolated from the mainstream of educational research. Studies in Arabic, religion, and other subjects continue to be produced, but university involvement in research into education seems to be minimal.⁷³ Therefore, the writer could attempt to review only what could be found that was related to the problem.

In a report based on information gathered from questionnaires sent to the superintendents during their conference in Riyadh City (no date) and from the various departments in the Ministry of Education, Al-Saif⁷⁴ discussed in detail the problem of failure,

⁷³For further information about the problem of educational research in the Arab countries, the writer recommends Mr. Nathir G. Sara's article "Problems of Educational Research in the Middle East," International Review of Education, 21 (1975): 75.

⁷⁴Josef Al-Saif, The Causes of Failure and Drop-out (Riyadh: Ministry of Education, Data Center, 1972), p. 50 (In Arabic).

nonpromotion, and dropout in the educational system in Saudi Arabia. The common factors he found to be associated with students who failed or dropped out in the high schools are categorized as follows:

1. Educational factors: Factors related to the curriculum, school administration, teaching methods, lack of counseling and supervision, lack of extracurricular activities, examination policies, school facilities, school buildings, and lack of school library in many village schools.
2. Social factors: Factors related to the interest to work or to help the family in an agricultural or a commercial job, ignorance of parents, uncomfortable housing--especially in the villages, parents' divorce, orphanage, polygamy, size of the family, and city life which attracts many village students and poor families.
3. Health factors: Related to adolescents' social and psychological changes, the effects of the climate, especially during the winter, psychological problems as a result of punishment and humiliation, family poor nutrition, eye and ear problems.

Even these findings are not based on any information gathered from the dropouts themselves or from their families, however; nor did the report apply scientific methods in gathering and analyzing the data. Yet the report seems to be an important step in recognizing the problem and bringing it to the attention of responsible people in the Ministry of Education and many educators and researchers for action and further study. It is an individual effort which should be admired.

Natto and Khan⁷⁵ in their report discussed the problem of the dropout in the elementary stage in Saudi Arabia. Again, the validity of their results depends on the quality of data available to them. They wrote:

In the absence of reliable and valid data on promotees and repeaters the extent of dropout can be measured by comparing enrollments in successive grades in successive years as shown in statement below:

⁷⁵ Ibrahim A. Natto and Sarwar Khan, Problems of Elementary Education and their Effect on Eradication of Illiteracy (Riyadh: Data Center, Ministry of Education, June 1976), pp. 22-23.

Year	Grade	Index Number	
		Boys	Girls
1969/70	1	100	100
1970/71	2	80	90
1971/72	3	80	85
1972/73	4	88	87
1973/74	5	73	76
1974/75	6	65	65
Output in 1975 (annual examination)		60	60

Statement: Indices of enrollment by grade 1969-75
(Enrollment in Grade 1 in 1969/70 = 100)

It can be observed from the above figures that the enrollment in successive grades has continued declining over the years (except from grade 3 to 4 where it increases due to high rate of failures in grade 4 which causes more repetition). The graduates of the elementary level represent only 60 percent of the pupils who were on the roll in grade 1, six years earlier.

This rather crude method gives a dropout rate of 40 percent, both for boys and girls between the initial and the final grades of the elementary school level. A more sophisticated analysis made on the basis of promotion and repetition rates observed over the past seven years indicates that about 49 percent of those enrolled in grade 1 could get through to the final grade successfully, though most of them had to repeat the grades and thus took longer than the

normal six years to complete the stage. The remaining 51 percent dropped out of school from various grades. In comparison with the boys, the dropout ratio of girls was smaller. Only 31 percent of their initial enrollment in grade 1 dropped out, while 69 percent completed the stage successfully, though, like the boys, a majority of the girls also took longer than the normal six years duration of the courses.⁷⁶

In discussing the causes for such rates, the writers admit the fact that the dropout needs thorough investigation based on a comprehensive ground survey. But, as they mention,

some of the causes are apparent from the school statistics collected annually. The various interrelationships between data on pupils, teachers and the available information on conditions of schoolbuildings, classrooms, etc. do point towards an unsatisfactory situation.⁷⁷

They identify five factors which they believe to be related to the dropout problem.⁷⁸

1. Congested classrooms: The problems of overstraining of teachers and congestion in classrooms,

⁷⁶Ibid., p. 23.

⁷⁷Ibid., p. 23.

⁷⁸Ibid., pp. 24-27.

particularly in urban schools, may to a considerable extent be responsible for sizeable dropout.

2. Inadequate school buildings: Most of the schools are functioning in rented buildings which were not designed as school buildings. A living room for two or three persons has quite different characteristics in respect to space dimensions, ventilation system, etc. than those of a classroom which should be designed to accommodate between twenty to forty (even more) children. Further, excepting a few privileged schools, most of the urban schools do not have a playground or a sufficient open space even for a school drill and other physical activities. Why should anyone not expect the young children to dislike schools?
3. Examination system: A substantial number of children fail at the annual examinations. Such failure is a severe shock to the child, depressing him so much that he may lose interest and play truant or drop out altogether.

4. Socio-economic factors: The socio-economic background of the child, the literacy level of his parents, their vocation and income, the community to which he belongs and its attitudes toward education, particularly towards girls' education, are some of the important factors affecting the behavior of the child at school and his chances of continuing there or of deserting it. The widespread illiteracy among rural parents and their comparatively inferior living conditions exert a negative influence on their children's schooling.
5. Curricular contents: There has been a mounting criticism of the curricular contents for elementary and other levels of education on several grounds, one of them being that the framers of the curriculum and syllabi for the most part keep the urban conditions in view, which may be suitable for the city children but is quite unsuitable for the rural children whose environment greatly differs from that in the city. The writers of the books are mostly city dwellers who are largely influenced by their surroundings which is reflected in their

writing. The nature of the curriculum, then, besides putting the rural children at a clear disadvantage, has far reaching implications, and its unsuitability may be a potent and cogent cause of dropout from school.

The problem of the dropout in Saudi Arabia, also has been mentioned in some scholars' work. In a book edited by Mansfield⁷⁹ it is indicated that the high dropout rate in the education system is due to the fact that any Saudi can obtain undemanding and adequately paid work as soon as he has reached the intermediate level. In addition, Knauerhase⁸⁰ pointed out that the government employment policy encourages school dropouts since it is easy to find relatively well paying government jobs requiring little formal education. Thus, boys tend to acquire a minimum level of education and then drop out of school for a government job rather than continue to forego income and stay in school.

⁷⁹Peter Mansfield, "Saudi Arabia the Land and the People," in The Middle East a Political and Economic Survey, Fourth edition (London: Oxford University Press, 1973), p. 153.

⁸⁰Ramon Knauerhase, "Saudi Arabia's Economy at the Beginning of the 1970s," The Middle East Journal (Washington, D.C.: Middle East Institute, Spring 1974), p. 128.

Chapter IV

METHODOLOGY

The Data

Two means were utilized to collect the data for this study: personal contact and a questionnaire.

Personal Contact

The investigator tried every way possible to secure and collect any data related to his research. On his way to Saudi Arabia to administer his questionnaire he stopped in Cairo to look for any information or research on what has been done in the Arab world regarding the problem of school dropouts which could be used for Chapter III. In addition, the Office of Education, Culture and Science in the Arab League was contacted along with several other agencies, among which were:

- A. The Office of Data Center at the Ministry of Education. Dr. Suleman Sindy, the director, was very

helpful in providing the available data at the Center.

- B. The Ministry of Planning. A copy of the nation's five-year plan was obtained by special permission from the Deputy Minister. Other information was obtained from the library of the Ministry; the Manager of the library was very cooperative in this matter.
- C. The General Personnel Bureau of Government Employees' Affairs.
- D. University of King Abdulaziz and the University of Riyadh for assistance and transportation during the research time.

The Questionnaire

After a review of related literature and consultation with the research department, the questionnaire was decided upon to be the major tool for obtaining the needed information for reasons mentioned in Henry Halt's book: "The questionnaire is likely to be a less expensive procedure than the interview. It requires

much less skill to administer them than an interview, in fact questionnaires are often simply mailed or handed to respondents with a minimum of explanation. Further, questionnaires can often be administered to large numbers of individuals simultaneously. He goes on to say:

Another advantage of questionnaires is that respondents may have greater confidence in their anonymity and thus feel freer to express views they fear might be disapproved of or might get them into trouble.

Another characteristic of the questionnaire that is sometimes, though not always, desirable is that it may place less pressure on the subject for immediate response, when the subject is given ample time for filling out the questionnaire, he can consider each point carefully rather than replying with the first thought that comes to mind.¹

The questionnaire was developed in order to investigate the factors which the researcher hypothesized might be related to the problem of student dropouts. The tentative form of the questionnaire was then submitted to the investigator's committee chairman. After some items on the questionnaire were modified according to his and the members of the committee's suggestions, committee approval was obtained.

While the investigator was in Saudi Arabia in April 1976, the questionnaire was translated by him into the Arabic language.

¹Claire Selltig and others, Research Methods in Social Relations, published for the Society for the Psychological Study of Social Issues (New York: Holt, Rinehart and Winston Inc., 1965), pp. 238-41.

and copies of the translation were submitted to certain Arabic language professors in the department of Arabic language at King Abdulaziz University who have good background in both languages, for their examination of the Arabic language employed. Then it was administered to ten college students and ten high school students for a pretest of the readability and understandability of the Arabic version.

At the University of Riyadh a letter from the rector's office was sent to deans of schools communicating the university administration's approval of the distribution of the questionnaire and urging them to help in facilitating the procedure (see Appendix B). Help was also provided by the general managers' offices of employees' affairs in many governmental institutions. The questionnaire itself was accompanied by a cover letter explaining the purpose of the questionnaire and the need for conducting this study.

The Population and the Sample

The population of this study consisted of four groups:

1. Saudi male students who dropped out of secondary school prior to graduation and who were employed

at various state institutions in the City of Riyadh.

2. Saudi matriculating male students who finished their high school diploma and continued their education at the University of Riyadh.
3. Saudi male students who finished their high school diploma but did not continue their education, instead being employed at various state institutions in the City of Riyadh.
4. The City of Riyadh's secondary school teachers.

The population was secured by three means:

1. The office of the registrar at the University of Riyadh was contacted to secure the names and the total number of University students. At the time of conducting the research in April 1976, there were 5,476 students, of which 827 were non-Saudi students. Since this study was mainly concerned with the Saudi students, the 827 non-Saudi students were subtracted from the total number and 4,649

Saudi students became the total population of the matriculating group.

2. From the records of the General Personnel Bureau, a governmental agency supervising the affairs of all government employees, the names of employees who had finished their high school diploma and those who did not were secured. It is worth mentioning here that the investigator first failed to secure the total number of dropouts and graduates in the City of Riyadh through this office since such information was not available at that time. But through the office of employees' affairs in each governmental institution he was able to gather the needed information. The effort revealed that there were 1,723 high school graduates and 837 high school dropouts employed in various departments. These numbers might be higher, but because the investigator did not have access to exact figures, he had to rely on those that were available to him.

3. The Superintendent's Office in Riyadh City also was contacted to secure the names of high school teachers. There were 436 at the time of the research, 162 of whom were Saudi teachers, the rest, non-Saudi. The sample was drawn only from the Saudi teachers.

From each of the four groups listed on the previous page a sample of 100 participants was randomly selected.

Procedures



Specific statistical procedures used are:

1. A two-way frequency table with percentages of the three groups, dropout, non-dropout, and high school graduates, was utilized with respect to the thirteen factors mentioned in Chapter I.
2. For hypothesis 1 an χ^2 test of homogeneity was employed to test homogeneity (or equality or proportion) among the three groups, dropout, non-dropout, and high school graduates. This χ^2 was performed

separately for each of the thirteen factors. Each was tested at a .05 level of significance. The null hypothesis was that there is no difference in the proportion between male high school dropouts and matriculating male students (non-dropouts) and high school male graduates on the thirteen sociopsychological factors chosen for this study.

3. For hypothesis 2 and χ^2 test of independence was employed to test association (agreement) between high school teachers and male dropout students for the eleven factors mentioned in the questionnaire in question no. 26. The null hypothesis to be tested was that there is no association between high school teachers and male high school dropouts in the rank ordering of the selected factors that cause students to drop out of high school.
4. For hypothesis 3 and χ^2 of homogeneity was employed to test the perception of the three groups of students regarding the importance of the high school diploma. The null hypothesis to be tested was that there is no difference between the various groups

of students in regard to their perception of the importance of the high school diploma.

Subsequent to the tabulation and coding of the data on IBM cards, the Computer Center of M.S.U. was utilized to derive the necessary computations.

Chapter V

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

In Chapter I the investigator hypothesized that certain sociopsychological climate variables have influenced students to drop out at the secondary school level in Saudi Arabia. In this chapter an attempt is made to find whether differences among the patterns of dropouts and non-dropouts exist. Table 6 presents the summarized statistical significance of the χ^2 test of homogeneity employed for the thirteen sociopsychological climate variables. Then each variable is examined and discussed separately.

TABLE 6

THE RESULTS OF χ^2 TEST OF HOMOGENEITY OF 13 MEASURES OF
SOCIOPSYCHOLOGICAL CLIMATE VARIABLES H. NO. 1

Variables Measured	Chi Square Test	Degree of Freedom	Significance	Number of Participants
1. Marital status	36.207	2	.0000	300
2. Father's level of education	104.084	8	.0000	300
2. Mother's level of education	38.314	8	.0000	300
3. Financial situation	144.737	8	.0000	300
4. Student's interest	78.295	6	.0000	300
5. Antagonism toward teachers	118.224	8	.0000	300
6. Unhappy family situation	81.159	12	.0000	300
7. Attitude of parents toward education	117.480	6	.0000	300
8. Student attitude toward school	86.550	4	.0000	300
9. Grading system (annual exams)	21.420	6	.0000	300
10. Participation in school activities	71.868	6	.0000	300
11. Student failure	108.232	8	.0000	300
12. Government job availability and attractiveness	32.635	6	.0000	300
13. Student attitude toward curriculum subjects	98.025	6	.0000	300

Marital Status and the Dropout

Table 7 deals with the distribution of dropouts, matriculating students and high school graduates with regard to marital status:

TABLE 7

MARITAL STATUS AND THE DROPOUT

Marital Status	Male Dropouts		Male Matriculates		Male High School Graduates	
	No.	%	No.	%	No.	%
Married	66	66	27	27	33	33
Non-married	34	34	73	73	67	67
TOTAL NO.	100	100	100	100	100	100

Table 7 shows that dropouts tended to be married students. Approximately 66 percent of them were married; only 34 percent were not married. On the other hand, 73 percent of the matriculating students and 67 percent of the high school graduates were not married. The χ^2 of 36.207 and 2 degrees of freedom indicates that there is a strong relationship between dropouts and marital status. Married students are more likely to drop out of high school than non-married students who are more likely to stay in school and finish their program. This finding could be interpreted as the need for married

students to quit school and go to work in order to support their family as indicated by 87 percent of the dropouts in this study (see Table 22).

Parental Level of Education and the Dropout

The three groups were asked to indicate the level of their parents' education to find if there is a relationship existing between the dropout and parental level of education. Table 8 and Table 9 present their answers.

TABLE 8

FATHER'S EDUCATION AND THE DROPOUT

Father's Level of Education	Male Dropouts		Male Matriculates		Male High School Graduates	
	No.	%	No.	%	No.	%
College graduate	-	-	18	18	-	-
High school graduate	1	1	24	24	6	6
Junior high school	3	3	20	20	11	11
Literate but no formal education	43	43	22	22	40	40
Illiterate	53	53	16	16	43	43
TOTAL NO.	100	100	100	100	100	100

Certainly, this table and the χ^2 of 104.084 with 8 degrees of freedom reveal that a relationship does exist between a father's education and students who drop out; 43 percent of the dropouts and 40 percent of those who finished high school (but did not continue their education through the college level) indicated that their fathers had no formal education, while only 22 percent of the matriculating students indicated that their fathers had no formal education. Furthermore, 53 percent of the dropouts and 43 percent of the high school graduates indicated that their fathers were illiterate as compared to only 16 percent of the matriculating students.

TABLE 9
MOTHER'S LEVEL OF EDUCATION AND THE DROPOUT

Mother's Level of Education	Male Dropouts		Male Matriculates		Male High School Graduates	
	No.	%	No.	%	No.	%
High school graduate	-	-	2	2	-	-
Junior high school	-	-	6	6	-	-
Elementary school	-	-	13	13	-	-
Literate but no formal education	10	10	28	28	5	5
Illiterate	90	90	51	51	95	95
TOTAL NO.	100	100	100	100	100	100

In the case of mother's level of education, the categories of women's level of education here were limited to four due to the fact that female education in Saudi Arabia has a short history. The above table shows that none of the dropout's mothers and none of the high school graduates' mothers had obtained high school diplomas nor did they have any kind of formal education. Approximately 90 percent of dropouts and 95 percent of high school graduates' mothers were illiterate, while 51 percent of the matriculating students' mothers were illiterate. The χ^2 of 38.314 with 8 degrees of freedom reveals strong differences in the pattern between the groups.

From both Table 8 and 9 the investigator could conclude that the higher the parents' level of education is, the more likely it is that their son will stay in school and continue through the college level. On the other hand, the lower the parents' education is, the more likely it is that their son will drop out.

Family Income and the Dropout

The following table indicates that the majority of dropouts, 61 percent; and the majority of high school graduates, 64 percent; came from a low-economic-class family background. Only 8 percent

TABLE 10
FAMILY INCOME AND THE DROPOUT

Family's Annual Income	Male Dropouts		Male Matriculates		Male High School Graduates	
	No.	%	No.	%	No.	%
1--Over R30 thousand	-	-	19	19	-	-
2--R20 - 29 thousand	-	-	35	35	5	5
3--R10 - 19 thousand	33	33	38	38	29	29
4--R5 - 9 thousand	61	61	8	8	64	64
5--less than R5 thousand	6	6	-	-	2	2
TOTAL NO.	100	100	100	100	100	100

of the matriculating students came from the same type of family background. The χ^2 of 144.737 with 8 degrees of freedom indicates a very strong relationship between dropping out and family annual income. The lower the annual income of the family is, the more likely the son will drop out of school. Those who stay in school and continue through college usually come from families with rather high incomes.

Student Interest in School and the Dropout

The interest of a student in the school's program is regarded as one of the most important elements in his success and continuation in school. Table 11 indicates that the majority of the dropouts (39 percent) felt that their education in high school was not interesting but rather boring as indicated by 24 percent of them, while the majority of the matriculating students (53 percent) and the majority of the high school graduates (41 percent) felt that their education in high school was somewhat interesting.

TABLE 11

STUDENT INTEREST IN SCHOOL AND THE DROPOUT

Student's Interest in School	Male Dropouts		Male Matriculates		Male High School Graduates	
	No.	%	No.	%	No.	%
1--Very interesting	10	10	34	34	12	12
2--Somewhat interesting	27	27	53	53	41	41
3--Not interesting	39	39	12	12	28	28
4--Boring	24	24	1	1	19	19
TOTAL	100	100	100	100	100	100

To provide an even clearer picture of the findings in the table it should also be indicated that 34 percent of the matriculating students felt that their education in high school was very interesting as compared to only one percent of them who said it was boring. Furthermore, the χ^2 of 78.295 with 6 degrees of freedom shows a significant difference between dropouts and non-dropouts over this factor which means that the more the student is interested in the school program, the more he is likely to stay in and graduate.

Antagonism Toward Teachers and the Dropout

Table 12 reveals the fact that most of the dropouts in this study (70 percent) mentioned poor relationship with their teacher. This figure is more than four times higher than the number of matriculating students (15 percent) and more than two times higher than the number of high school graduates (37 percent) who expressed the same idea. The majority of the matriculating students (47 percent) indicated they got along well with most of their teachers. The χ^2 of 118.224 with 8 degrees of freedom shows a significant difference between the dropouts and non-dropouts over this factor which indicates that a good relationship between student and teacher will help the student not only to do better but also to stay in school.

TABLE 12

ANTAGONISM TOWARD TEACHERS AND THE DROPOUT

Antagonism Toward Teachers	Male Dropouts		Male Matriculates		Male High School Graduates	
	No.	%	No.	%	No.	%
1--Got along well with all of them	9	9	12	12	3	3
2--Got along well with most of them	3	3	47	47	24	24
3--Got along well with some of them	18	18	25	25	33	33
4--Got along well with all but one of them	-	-	1	1	3	3
5--Got along well with none of them	70	70	15	15	37	37
TOTAL	100	100	100	100	100	100

Unhappy Family Situation and the Dropout

The objective here was to find out whether or not the dropout more often experienced an unhappy family situation than the non-dropout. In utilizing the figures given in Table 13 below, one finds

TABLE 13

UNHAPPY FAMILY SITUATION AND THE DROPOUT

Family Situation	Male Dropouts		Male Matriculates		Male High School Graduates	
	No.	%	No.	%	No.	%
1--Live with both parents	24	24	67	67	39	39
2--Parents are separated and live with one of them	16	16	2	2	12	12
3--One of the parents is dead and live with the other	17	17	9	9	7	7
4--Parents are dead and live alone	17	17	2	2	13	13
5--Parents alive but live alone	9	9	4	4	6	6
6--Married and live in your own house	7	7	11	11	9	9
7--Married and live with parents	10	10	5	5	14	14
TOTAL	100	100	100	100	100	100

that for a large number of dropouts (34 percent) either one or both parents are dead as compared to only 11 percent of matriculating students and 20 percent of high school graduates. Furthermore, 16 percent of the dropouts' parents were separated, while only 2 percent of the non-dropouts' parents were separated. To summarize, 50 percent of the dropouts came from unhappy or broken homes, as compared to only 13 percent of the non-dropouts and 32 percent of the high school graduates. The χ^2 of 81-159 with 12 degrees of freedom indicates a significant difference on this measure between the dropout and non-dropout; the dropout is more likely to come from an unhappy or broken home, while the non-dropout usually has a rather happy family background.

Parental Attitude Toward Education and the Dropout.

To examine whether there is a relationship between dropouts and the parental attitudes toward education, students were asked to indicate how their family felt about their going to school (see Table 14). Their answers revealed that the majority of the dropouts (69 percent) and 62 percent of the high school graduates indicated they received either some encouragement or no encouragement at all from their parents, while only 2 percent of the matriculating students

TABLE 14

PARENTAL ATTITUDE TOWARD EDUCATION AND THE DROPOUT

Attitude of Parents Toward Education	Male Dropouts		Male Matriculates		Male High School Graduates	
	No.	%	No.	%	No.	%
1--Greatly encouraging	18	18	71	71	19	19
2--Fairly encouraging	13	13	27	27	19	19
3--Partly encouraging	43	43	2	2	37	37
4--No encouragement	26	26	-	-	25	25
TOTAL	100	100	100	100	100	100

(non-dropouts) gave the same answer. The 62 percent of the high school graduates could have the opportunity to continue their education through the college level if they had the encouragement that the matriculating students had as shown in the table; 71 percent of them were greatly encouraged by their parents.

The χ^2 of 117.480 with 6 degrees of freedom indicates that there is a significant difference between dropouts and non-dropouts in regard to their parents' attitude toward education. Parents of graduates were more positive toward the importance of education for their sons than were parents of dropouts.

Student Attitude Toward School and the Dropout

A favorable student attitude toward school is regarded as an important factor in the student's experiencing satisfactory achievement and in the school maintaining its students for further educational achievement. In this study students' attitudes toward school were examined (see Table 15 below). Those who had dropped out of school indicated unfavorable attitudes; 45 percent of them disliked going to school and 40 percent of them went to school only

TABLE 15

STUDENT ATTITUDE TOWARD SCHOOL AND THE DROPOUT

Student Attitude Toward School	Male Dropouts		Male Matriculates		Male High School Graduates	
	No.	%	No.	%	No.	%
1--Liked to go to school	15	15	62	62	27	27
2--Liked only some of the courses	40	40	35	35	37	37
3--Disliked going to school	45	45	3	3	36	36
TOTAL	100	100	100	100	100	100

because they liked some of the courses. If these two figures are compiled into one we find that 85 percent of the dropouts had a rather unfavorable attitude toward school as compared to only 38 percent of the (non-dropouts) matriculating students. The majority of the latter group (62 percent) showed a favorable attitude toward school. Therefore, they were different from those who had dropped out and those who finished high school but did not continue their education through the college level. The calculated χ^2 of 86.550 with 4 degrees of freedom indicates that differences between the dropout and non-dropout do exist in regard to the student attitudes toward school. The more positive the attitude of the student toward school, the more likely this student will stay in and continue through the college level.

Grading System and the Dropout

Since annual exams are the only means of evaluation and student promotion in the Saudi Arabia education system, it was assumed that they might have an effect on or a relationship to dropouts and, further, that there would be a different point of view between dropouts and non-dropouts regarding this factor. Table 16 indicates that the majority of the dropouts (65 percent)

TABLE 16

GRADING SYSTEM (ANNUAL EXAMINATIONS) AND THE DROPOUT

Grading System: (Annual Exams were Hard to Pass)	Male Dropouts		Male Matriculates		Male High School Graduates	
	No.	%	No.	%	No.	%
1--Very important factor	29	29	15	15	19	19
2--Somewhat important	36	36	21	21	40	40
3--Of little importance	18	18	29	29	29	29
4--Not a factor	17	17	35	35	12	12
TOTAL	100	100	100	100	100	100

and 59 percent of the high school graduates perceived annual examinations as a very or somewhat important factor. On the other hand, only 36 percent of matriculating students perceived them that way, the majority of them (35 percent not seeing examinations as a factor at all. The χ^2 of 21.420 with 6 degrees of freedom indicates significant differences between dropouts and non-dropouts in their perception of this factor.

School Activity Participation and the Dropout

The students were asked to indicate whether or not they participated in any of their school's activities to see if there was a link between dropouts and participation in school activities as shown in Table 17 below. More than two thirds (74 percent) of the dropouts had participated in no activities; the other third (36 percent) had participated. In the case of high school graduates the

TABLE 17
PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES AND
THE DROPOUT

Participation in School Activities	Male Dropouts		Male Matriculates		Male High School Graduates	
	No.	%	No.	%	No.	%
1--Sports	11	11	37	37	32	32
2--Academic and scientific activities	1	1	20	20	3	3
3--Social activities	14	14	35	35	15	15
4--None	74	74	8	8	50	50
TOTAL	100	100	100	100	100	100

figure was split, with 50 percent having participated and the other 50 percent having not participated (most activities participated in were sport activities). With regard to non-dropouts (matriculating students), 92 percent had participated in their school's activities and only 8 percent had not. (The χ^2 of 71.868 with 6 degrees of freedom indicated that a difference between dropout and non-dropout existed in regard to their participation in school activities which means that students who avoid participating in such activities can be expected to drop out of school.)

Student Failure and the Dropout

Grade failure or non-promotion appears to be greatly associated with dropping out of school as can be seen from Table 18. Eighty-six percent of the dropouts and 64 percent of the high school graduates (who failed to continue their education through the college level) had failed in at least one or two courses, while the majority of non-dropouts (64 percent) had experienced no failure at all. It is obvious that when a student experiences many failures in school he may drop out of school instead of repeating the same grade many times. In fact, the investigator was told by some of the dropouts who participated in this study that they had been encouraged

TABLE 18
STUDENT FAILURE AND THE DROPOUT

Student Failure	Male Dropouts		Male Matriculates		Male High School Graduates	
	No.	%	No.	%	No.	%
None of the courses	14	14	64	64	36	36
1 or 2 courses	38	38	35	35	31	31
2 or 4 courses	38	38	1	1	33	33
5 or 6 courses	5	5	-	-	-	-
More than 6 courses	5	5	-	-	-	-
TOTAL	100	100	100	100	100	100

to drop out of school as a result of their continual experience of failure.

The calculated χ^2 of 108.232 with 8 degrees of freedom indicates significant differences between dropouts and non-dropouts (the matriculating students) over this factor. The more the student experiences failure, the more he is likely to drop out of school.

Government Job Availability and the Dropout

Unlike any other country, Saudi Arabia has experienced a high shortage of manpower and, thus, no unemployment problem. Jobs are available to any applicant regardless of his qualifications. To determine if the availability of jobs encourages many students to drop out of school, students were asked whether or not they had been so encouraged. Table 19 below reveals that 71 percent of the dropouts indicated that the availability of jobs was a very or somewhat important factor in their leaving school. This was also the opinion of 82 percent of the high school graduates (who failed to continue through the college level). These two groups were more definitely attracted to government jobs, while the majority of the non-dropouts (58 percent) gave this factor little importance or did not see it as a factor. The χ^2 of 32.635 and 6 degrees of freedom indicates a significant difference between dropouts and non-dropouts over this factor; while the dropouts cited it as a factor, the non-dropouts did not.

From the preceding discussion of the findings it can be concluded that more students drop out of school because it is easy to find relatively well paying government jobs requiring little formal education.

TABLE 19
GOVERNMENT JOB AVAILABILITY AND THE DROPOUT

Government Job Availability and Attractiveness	Male Dropouts		Male Matriculates		Male High School Graduates	
	No.	%	No.	%	No.	%
Very important factor	22	22	22	22	41	41
Somewhat important factor	49	49	20	20	41	41
Of little importance	15	15	26	26	7	7
Not a factor	14	14	32	32	11	11
TOTAL	100	100	100	100	100	100

Student Attitude Toward Curriculum and the Dropout

An attempt was made to discover whether or not the dropout and non-dropout differed in their satisfaction regarding the curriculum subjects they encountered in high school. As can be seen from Table 20 following, more than two-thirds (68 percent) of the non-dropouts liked most of the courses they had in high school as compared to less than one-third (13 percent) of the dropouts and 27

Finally, these analyses led to the rejection of null hypothesis number one which indicated that there is no difference between male dropouts, male high school graduates, and matriculating students (the non-dropouts) over the thirteen socio-psychological climate variables: the statistical findings show that a significant difference between the dropout and non-dropout did exist.

TABLE 20
STUDENT ATTITUDE TOWARD CURRICULUM SUBJECTS
AND THE DROPOUT

Student Attitude Toward Curriculum Subjects	Male Dropouts		Male Matriculates		Male High School Graduates	
	No.	%	No.	%	No.	%
Liked all of them	7	7	10	10	9	9
Liked most of them	13	13	68	68	27	27
Liked only a few of them	66	66	21	21	54	54
Did not like any of them	14	14	1	1	10	10
TOTAL	100	100	100	100	100	100

percent of those who failed to continue their education after their graduation from high school. On the other hand, 66 percent of the dropouts and 54 percent of the high school graduates liked only a few of the subjects. The χ^2 of 98.025 with 6 degrees of freedom indicates statistical significance between the dropout and the non-dropout in regard to their feelings toward curriculum subjects they had had in the high school. In conclusion, dropouts would have been in school and would have gotten the chance to continue if they had had a meaningful curriculum with great variety and a wide selection of subjects.

Dropouts and High School Teachers' Ranking of
the Selected Factors that Cause
Students to Drop Out

One of the purposes of this study was to ascertain the teachers' evaluation of reasons for students dropping out of school and to determine if there is an agreement existing between the two groups in their evaluations of the reasons. The χ^2 of independent and the Cramers' V test of a degree of association were employed to derive the necessary computations.) Table 21 and Table 22 present the results.

Looking at Table 21 one finds that agreement as well as disagreement existed between the two groups. Therefore, the null hypothesis of there being no difference between high school teachers and male high school dropouts in the rank ordering of the selected factors that cause students to drop out of high school cannot be accepted on the ground that differences did exist.

The highest agreement between the two groups occurred with regard to the financial situation of the family: 87 percent of the dropouts and 59 percent of the high school teachers indicated it as a very important factor in causing a student to drop out. The χ^2 of 23.713 with 3 degrees of freedom and the Cramer's V test of .34433 indicated a high degree of agreement between the two groups.

TABLE 21

THE RESULT OF χ^2 TEST OF INDEPENDENCE BETWEEN HIGH SCHOOL TEACHERS AND HIGH SCHOOL MALE DROPOUTS
ON 11 FACTORS WHICH CAUSE STUDENTS TO DROP OUT

Factors Measured	Chi Square Test	Degree of Freedom	Signifi- cance	Number of Participants	The Cramers, V=
1--Preferred work to school	14.772	3	.0020	200	.27177
2--Disliked a certain teacher	4.607	3	.2030	200	.15177
3--Disliked a certain subject	10.462	3	.0150	200	.22872
4--Could not learn in school and was discouraged	2.281	3	.5161	200	.10680
5--Ill health	15.655	3	.0013	200	.27978
6--Needed money to support the family	23.713	3	.0000	200	.34433
7--Not interested in school work	23.008	3	.0000	200	.33918
8--Failed and didn't want to repeat the same grade	15.687	3	.0013	200	.28007
9--School was far from home	2.279	3	.5166	200	.10675
10--The annual exam was hard to pass	18.482	3	.0004	200	.30399
11--Rules structure in school was too aggressive	4.301	3	.2307	200	.14665

The second important factor the two groups agreed upon was that the annual examination was hard to pass: 65 percent of the dropouts and 40 percent of the high school teachers perceived the examination as either a very or somewhat important factor. This finding supports the fact that a substantial number of students fail at the annual examinations at all levels of the educational ladder in Saudi Arabia. Such failure is a severe shock to the pupil, often depressing him so much that he may lose interest in school. The χ^2 of 18.482 with 3 degrees of freedom and Cramer's V test of .30399 show a high degree of agreement between the dropouts and high school teachers on this factor, too.

The third highest agreement occurred with regard to student failure; the more the student fails the more he is likely to drop out. This factor was cited by 61 percent of dropouts and 58 percent of the high school teachers as either very or somewhat important. Again, the χ^2 of 15.687 with 3 degrees of freedom and the Cramer's V test of .28007 show a strong agreement between the two groups.

Also, agreement between the two groups was statistically significant on the factor of student interest in school work; the χ^2 of 23.008 with 3 degrees of freedom and Cramer's V test of .33918 indicates that student interest in school work is an important factor for school holding power. The more the student is interested in school work, the more he is likely to stay in school.

TABLE 22

THE DISTRIBUTION OF PERCENTAGE OF DROPOUTS' AND HIGH SCHOOL TEACHERS' ANSWERS ON 11 FACTORS
WHICH CAUSE STUDENTS TO DROP OUT OF SCHOOL

Factors Measured	Dropouts						High School Teachers					
	Very Important		Somewhat Important		Little Importance		Very Important		Somewhat Important		Little Importance	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 - Preferred work to school	21	21	45	45	16	16	11	11	31	31	38	38
2 - Disliked a certain teacher	-	-	13	13	48	48	3	3	15	15	38	38
3 - Disliked a certain subject	5	5	37	37	37	37	17	17	37	37	36	36
4 - Could not learn in school and was discharged	12	12	34	34	18	18	11	11	39	39	23	23
5 - Ill health	17	17	19	19	19	19	23	23	30	30	28	28
					45	45					19	19
					45	45					27	27
					10	10					44	44

TABLE 22 (cont'd.)

6 - Need money to support family	87	87	11	11	1	1	1	1	1	59	59	20	20	13	13	8	8
7 - Not interested in school work	5	5	14	14	33	33	48	48	12	12	12	30	30	40	40	18	18
8 - Failed and did not want to repeat the same grade	19	19	42	42	16	16	23	23	18	18	18	40	40	35	35	7	7
9 - School was far from home	5	5	19	19	26	26	50	50	9	9	9	14	14	30	30	47	47
10 - The annual exam was hard to pass	29	29	36	36	18	18	17	17	11	11	11	29	29	42	42	18	18
11 - Rules structure in school was too aggressive	22	22	29	29	23	23	26	26	18	18	18	19	19	28	28	35	35

The χ^2 of 15.655 with 3 degrees of freedom and the Cramer's V test of .27978 reveal that agreement existed between the two groups with regard to ill health as a factor which causes students to drop out of school. However, the investigator would argue that this factor may not be an important one influencing students to drop out of school because ill health can be cured in a given time period, unless there is an otherwise very serious health problem.

It has been indicated that a student may quit school because he likes to work rather than stay in school (see Chapter III). In this study this factor was cited by 66 percent of the dropouts and 42 percent of the teachers as either a very or somewhat important factor causing students to drop out. The χ^2 of 14.772 with 3 degrees of freedom and the Cramer's V test of .27177 show statistical significance of agreement between the two groups which means this factor may cause a student to drop out of school whenever a job is available for him. In the case of Saudi Arabia society job opportunity is visible and attractive as indicated by 71 percent of the dropouts in the first hypothesis (see Table 19).

Finally, the two groups were agreed that some students may drop out of school because they dislike certain subjects. The χ^2 of 10.462 with 3 degrees of freedom and the Cramer's V test of .22872 suggest a rather statistically significant agreement existed. It is

worth mentioning here that many dropouts indicated in the questionnaire (as individual comments) that they had to drop out because they did not like certain courses; English language and mathematics were cited as the most unfavorable courses.

Despite much agreement, the findings revealed that the level of agreement between both groups was not statistically significant on the following factors: 1) the dislike of certain teachers, 2) not learning in school, 3) school far from home, 4) the aggressiveness of school rules (see Table 21). These factors in reality may have an effect on the student's decision to drop out of school if they are associated with other important factors. But by themselves, it seems that the level of their effectiveness is not strong enough to be recognized. Apparently, then, students can make an adjustment to such factors and not be compelled to drop out.

The Importance of the High School Diploma

The three groups of students (dropout, matriculating student and high school graduate) were asked to indicate their perception of the importance of obtaining a high school diploma. Tables 23 and 24 present their answers.

TABLE 23

THE χ^2 TEST OF HOMOGENEITY FOR THE DROPOUT, MATRICULATING STUDENT, AND HIGH SCHOOL GRADUATE REGARDING THEIR PERCEPTION OF HIGH SCHOOL DIPLOMA H. 3

Factors Measured	Chi Square Test	Degree of Freedom	Significance	Number of Participants
The importance of high school diploma	9.929	2	.0070	300

TABLE 24

PERCENTAGE DISTRIBUTION OF THE THREE GROUPS REGARDING THE IMPORTANCE OF HIGH SCHOOL DIPLOMAS

Groups	N	%	N	%	N	%	Total
High school male dropouts	92	92	8	8	-	0	100
Matriculating male students	90	90	10	10	-	0	100
Male high school students	100	100	-	0	-	0	100

Table 24 reveals that approximately 92 percent of the dropouts and 90 percent of the matriculating students and all of the high school graduates (100 percent) indicated that the high school diploma is important for all students, while only 8 percent of the dropouts and 10 percent of matriculating students said that it is

important only for some students but not for all students. Interestingly enough, none of the three groups indicated that the high school diploma is not important at all.

The χ^2 of 9.929 with 2 degrees of freedom shows statistical significance of no difference among the response patterns of the groups which led to the acceptance of the third null hypothesis which indicated that there is no difference between the various groups of students in regard to their perception of the importance of the high school diploma.

Chapter VI

SUMMARY AND RECOMMENDATIONS

Introduction

In the opinion of the writer dropouts are unprepared for adult responsibility. People who do not possess at least a high school diploma may have a sense of inferiority, and such maladjustment may result in anti-social behavior. This might not be the case in Saudi Arabia today, but it could be in the near future unless clearcut and immediate action is taken now.

Any person with less education than he could have profited by, or from, represents a serious waste of human resources to the nation as well as to himself. Future results of this waste will be compounded when the dropout, as a member of society, will be asked to help shoulder the development burdens of the nation. Can we expect constructive attitudes toward education from those who found it inadequate, whose needs it failed to meet, and who dropped out convinced that school was wasting their time? Yet students continue to leave school at various levels after receiving an

incomplete education. In Saudi Arabia this means relapsing into illiteracy which is already a very serious problem for the country and for its development.

The Problem

Among the most serious problems facing Saudi Arabia's secondary education system today is the waste of human resources in the form of students dropping out of school; indeed, an average yearly rate of over 24 percent of the high school students are labeled as dropouts and almost 32 percent of the students fail to achieve a passing grade average which in one way or the other causes them to drop out of school. Saudi Arabia's future plan and manpower development will be in great danger if such percentages are allowed to continue.

This study was undertaken in order to determine if certain sociopsychological climate variables influence students to drop out at the secondary school level in Saudi Arabia. These variables were outlined in Chapter I.

Hypotheses

Three null hypotheses were developed for investigation:

1. There is no difference in the proportion between male high school dropouts, male high school graduates and matriculating male students over thirteen measures of sociopsychological climate variables (see Chapter I).
2. There is no difference between high school teachers and male high school dropouts in the rank ordering of the selected factors that cause students to drop out of high school.
3. There is no difference between various groups of students in regard to their perception of the importance of a high school diploma.

Methodology

Two means were utilized to collect the data for this study:

1. Personal contact. This was made by the investigator in order to secure and collect any data related to

his research. Contacts were initiated with many agencies and governmental departments.

2. The questionnaire. After reviewing the related literature and consulting the research department, the questionnaire was developed. Some changes and suggestions were made. After its translation it was administered to ten college students and ten high school students as a pretest for the readability and understandability of its Arabic version. Later the questionnaire was administered to the sample.

The Sample

The sample of this study consisted of four groups, from each of which a group of 100 participants was randomly selected:

1. Saudi male students who dropped out of secondary school prior to graduation and who were employed by the government in the City of Riyadh.

2. Saudi matriculating male students who finished their high school diploma and continued their education at the University of Riyadh.
3. Saudi male students who finished their high school diploma but did not continue their education; instead they were employed by the government in the City of Riyadh.
4. The City of Riyadh's secondary school teachers.

Statistical Procedures Used

The study utilized the following statistical procedures:

1. A two-way frequency table with a percentage of the three groups--dropouts, non-dropouts, and high school graduates--with respect to the thirteen variables mentioned in Chapter I.
2. A χ^2 test of homogeneity employed for hypothesis 1. The χ^2 test was performed separately for each of the thirteen variables; each tested at a .05 level of significance.

3. A χ^2 test of independence employed for hypothesis 2.
4. A χ^2 test of homogeneity employed again for hypothesis 3.

The computer center at Michigan State University was used to derive the necessary computations.

The Major Findings

Major findings of the study included the following:

1. A high proportion of parents of dropouts had no formal education. Forty-three percent of the fathers were illiterate; they had either no formal or informal education. The corresponding figure for the fathers of non-dropouts who had had no formal education was only 22 percent; the rest had had either formal or non-formal education. On the other hand, the figure was striking in regard to the mothers' level of education. This study found that 90 percent of the mothers of the dropouts and

95 percent of the mothers of the high school graduates were illiterate, while the corresponding figure for the non-dropouts' mothers (matriculating students) was 51 percent. The point here is that dropouts usually came from uneducated homes in which both parents were illiterate or one of them was illiterate.

2. The majority of dropouts came from a low-income family background; 61 percent of them indicated that their family's annual income was between 5-9 thousand Saudi Riyal which is more than 1-3 thousand dollars. Interestingly enough, 64 percent of those who graduated from high school but did not continue through college gave the same answer which gives an indication that their failure to continue their education might be related to this factor. This assumption is supported by the fact that only 8 percent of the matriculating students (the non-dropouts) were from the same category.
3. Both dropouts and non-dropouts were found to differ with regard to their interest in school programs.

The majority of the dropouts, 63 percent, indicated that their education in high school was either not interesting or boring; only 13 percent of the non-dropouts shared the same attitude. Most of this latter group had positive attitudes--87 percent felt that their education in high school was either very or somewhat interesting.

4. More than two-thirds of the dropouts (70 percent) mentioned no relationship whatsoever with their teacher(s). The corresponding figure for the non-dropouts was only 15 percent and for the high school graduates, 37 percent.
5. The dropouts experienced unhappy family situations--50 percent came from a broken home in which either one or both parents were dead or the parents were separated. Only 13 percent of non-dropouts and 32 percent of high school graduates reported the same situation.
6. The non-dropouts were encouraged to attend school by their parents more than were the dropouts. Parents of non-dropouts were more positive toward the

importance of education for their sons than were parents of dropouts.

7. Unfavorable attitudes toward school were found to be greater for dropouts than non-dropouts. 45 percent of the dropouts disliked going to school, and 40 percent went to school because they liked some of the courses; on the contrary, 62 percent of the non-dropouts showed favorable attitudes toward school.
8. The annual exams were found to be an important factor in causing students to drop out of school. Sixty-five percent of the dropouts and 59 percent of the high school graduates perceived it as a very or somewhat important factor.
- ✓ 9. Participation in extracurricular activities was more than three times greater among non-dropouts. It was found that 74 percent of the dropouts and 50 percent of the high school graduates participated in no extracurricular activities.

- ✓ 10. Grade failure and non-promotion were found to be highly associated with dropouts. Eighty-six per-cent of them had failed at least once.
11. Both dropouts and high school graduates were found to be attracted by the availability of government jobs; they tended to acquire minimum level education and then drop out of school to hold such jobs.

The above findings led to the rejection of the first hypothe-sis on the grounds that differences between the dropouts and non-dropouts did exist over the aforementioned factors.

12. Findings revealed that both agreement and disagree-ment existed between dropouts and high school teachers in regard to the rank ordering of the selected factors which cause students to drop out. The following factors were the ones most closely agreed upon:

- a. the financial situation of the family,
- b. annual examinations,
- c. student failure,
- d. ill health,

- e. student interest in working rather than staying in school,
- f. dislike for certain subject(s).

Therefore, hypothesis number two was rejected on the basis that both agreement and disagreement were found between the two groups.

13. The majority of the dropouts--92 percent--and 90 percent of the non-dropouts and all the high school graduates indicated the importance of all students obtaining a high school diploma. This led to the acceptance of the third hypothesis.

Recommendations for Further Research

From the review of the literature and the findings of this and other studies, the investigator learned that the phenomenon of student dropouts is due to many causes that are complicated and interrelated. It should not be labeled as exclusively the fault of the secondary schools. Instead, the problems which lead to leaving school early begin and are often clearly apparent in the elementary grades. If the elementary school program is set up to meet the

needs of all pupils it will give much needed encouragement to those who might tend to drop out of school later. Therefore, the investigator recommends that nationwide research be carried out to take a deep look at the role which the elementary and intermediate schools can play in alleviating the dropout problem in the present system. A wide range of factors should be included in such a study, and highly qualified professionals in the field of education should supervise it in order that comprehensive conclusions might be drawn and clear remedies might be developed.

Suggested Steps for Action

The investigator makes the following recommendations:

1. A committee should be established as soon as possible to determine what practices or policies now in operation are responsible for the high rate of dropouts from school in Saudi Arabia. This committee should include among its members top authorities from the Ministry of Education, Ministry of Planning, Professors of Education and Educational Psychology from the universities, superintendents, community leaders, and parents.

2. The fundamental purpose of the secondary school should be to assist each student in attaining the maximum development possible of his potentialities, capabilities, and talents within a socially approved context of values. Therefore, since not all students want the same things from school, they should be provided the type of training and education best suited to them as individuals and their expected needs as adults. Basic steps or critical evaluation of the present curriculum is needed. Provision of technical and vocational courses helps meet the requirements of students for whom academic work fills no real need and complements basic academic training with a wide selection of electives. The motive here is to provide an educational program wherein the student can experience achievement; this does not mean a lowering of standards; it means that steps should be taken to provide greater variety and flexibility in programs. This study suggests two alternatives here:

Alternative One

Alternative One asks for incorporation of the vocational and industrial system within the existing secondary school system to establish one system which has four functions or departments:

A--vocational department,

B--industrial department,

C--art department,

D--science department.

The duration of this system would be three years of schooling in which the first year would be preparatory--one with a great variety and wide selection of subjects. In the first year the student would have a good chance to assess his needs and interests and to follow his interests in the following two years by entering the vocational department, industrial department, art department, or the science department.

Alternative Two

Unlike the first alternative which incorporates vocational and industrial education into the regular system, the second alternative calls for an expansion of the program in the existing secondary school system whereby the first year would be a preparatory one with a wide selection of subjects including vocational skill training. After the first year, those who showed interest in vocational and industrial training would be transferred to those programs, and those who showed interest and ability in science or in art would continue in the program.

In both alternatives the following characteristics should be considered in planning the program:

A--Increase the scope of course offerings in vocational areas.

B--Inaugurate new courses or special course sections designed for pupils

of low ability and for those who have experienced failure.

C--Use new instrumental media and flexible organization to promote more effective learning for all students and permit success and achievement and avoid repeated failure.

D--Have teachers give increased attention to motivation of pupils.

E--Enlarge pupil activity programs to provide satisfying experiences for pupils who rank low in leadership potential, study skills, and scholastic ability.

F--Strengthen the self-esteem of students by providing individualized instruction from time to time so that each student would be motivated to see himself as a worthwhile individual.

3. Counseling services should be established in every school and counselors should be available to consult with teachers on individual student problems and to hold individual conferences with students and their parents. Every effort must be made to recognize symptoms of maladjustment which may lead to premature school withdrawal at a time when remedial steps may be taken. Students who are failing or are irregular in attendance or exhibit little interest in school or show resentment toward the teacher or other students are in need of the advice and aid of teachers and other personnel. Behind these symptoms of maladjustment may lie a snarled skein of emotional problems which needs unraveling if the student is to progress satisfactorily. Counselors should be alerted to detect these warning signs when they arise early in the student's school career.

The ratio of counselors to students should be given careful consideration. The counselor should be a professional worker with specific qualifications for guidance work. The colleges of education at Riyadh and Mecca should participate in providing counseling

programs for in-service teachers to fill the need now and to prepare professionals in the near future.

4. A comprehensive and workable system of cumulative records should be established which will make available pertinent data about each individual student. The records should contain all information needed by the teacher and counselor for effective work with the student. This would include family background (with current notations on changes such as marital status of parents, deaths, births, specific nature of parents' work and job changes), scholastic ability and achievement, attendance data, health information, extracurricular participation, outside work, etc. These records should be kept up-to-date and should pass from teacher to school as the student progresses.
5. Parents should be encouraged to visit the school and should be made aware of the importance of sharing information about their sons with the teachers and counselors.

6. The relationship between teacher and student in participating is important. Teachers should be selected for their ability to make a contribution to students rather than on the basis of their isolated competency in a subject field--sympathetic understanding, and friendly advice from a teacher can help a student remain in school, and the early recognition by a teacher of the danger signals of the potential dropout and a referral to the counseling program would be a great help toward correcting the situation. Thus, teachers should be kept up-to-date through seminars, workshops, and consultations with resource persons holding various views about the new developments in their fields and in the fields of teaching and the dynamics of human relationships.

7. The government should establish a very strict law or policy raising the qualifications of its employees to no less than a high school diploma which would mean any dropout would not get a chance to hold any government or private position without

furnishing a diploma, unless he wanted to open his own business.

8. A program of financial aid should be established in each school district for those who may need it to support themselves or their families while they are in school. The counselors in each school should assess this matter after they gather the information about their counselees and recommend such action to be taken.
9. In each city the school district should provide free housing accommodations for those students who come from rural areas where there is no high school. Free food and other amenities should be provided since the cost of living and apartment rents are very high, so high, in fact, that the students--especially those who come from low-income families--cannot afford them.
10. Efforts should be made to set up a number of multi-purpose secondary schools, equipped with vocational training workshops and clerical and secretarial training courses.

These schools should utilize their equipment and staff for upgrading and educating those dropouts who for reasons mentioned in the study are unable to attend schools as regular full-time students.

Evening courses or intensive courses arranged during the school holiday periods will be appropriate.

11. Research in education is a relatively recent development in Saudi Arabia. Therefore, the major problem that confronts the educational researcher is that of securing data. Researchers must have easy access to a great variety of basic data. A second aspect of the same problem is the difficulty of reaching research populations and samples. Researchers often need data which must come from pupils, teachers, and administrators or other segments of the general population. In other words, it is necessary to secure the population's cooperation. But in a culture where research is new as a social phenomenon and the public has no understanding of its aims and value, researchers find great difficulty in overcoming the problems

which hinder their research efforts. Therefore, one of the recommendations of this study is to deal with this problem.

The investigator recommends the following:

- A. An independent research council department may be formed within the University of Riyadh to provide a number of important services. It would have three functions:
1) advisory, 2) training, 3) dissemination.
It would examine the research efforts in the country and also provide advice to the government, educational institutions, and any student or group regarding the organization and structure of educational research and matters of funding and implementing research programs. This department could also serve as a documentation center to provide needed information for researchers.
- B. For educational research to be recognized as a vital aspect of the life of any society a

campaign is needed to inform the educational community, students, teachers, administrators, parents, and the public at large, for not only are they the beneficiaries of the fruits of research, but also they are the makers of the policies and decisions and the allocators of resources.

- C. A research library should be established within this department to serve as a documentation center to provide the needed information for researchers.

APPENDIX

APPENDIX A
TABLES SHOWING STATISTICAL SUMMARIES
OF EDUCATIONAL DEVELOPMENT IN THE
KINGDOM OF SAUDI ARABIA DURING
THE LAST SIX YEARS,
1969/70-1974/75

APPENDIX A, TABLE 25 ✓

Kindergarten: Schools, Classes, Children, Teachers and Administrators 1969/70 - 1974/75

School Year	Administrators			Teachers			Children			Classes				Schools			
	Female	Male	Total	Female	Male	Total	Girls	Boys	Total	Co-ed	Girls	Boys	Total	Co-ed	Girls	Boys	Total
1969/70	33	-	33	66	-	66	2689	1480	4169	2	126	48	176	1	32	12	45
1970/71	27	-	27	190	1	191	2332	3726	6058	138	-	43	181	37	-	12	49
1971/72	30	-	30	194	-	194	2400	4069	6469	149	-	43	192	34	-	12	46
1972/73	37	-	37	229	3	232	3132	5099	8231	160	12	49	221	38	10	17	65
1973/74	47	6	53	270	17	287	3831	6336	10167	220	-	47	267	52	-	13	65
1974/75	78	2	80	383	9	392	5573	8330	13903	324	-	50	374	76	-	12	88

Source: Statistics of Education in the Kingdom of Saudi Arabia.

Elementary Stage: Schools, Classes, Pupils, Teachers and Administrators 1969/70 - 1974/75

School Year	Administrators			Teachers			Pupils			Classes			Schools		
	Female	Male	Total	Female	Male	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
1969/70	954	2959	3913	4330	12851	17181	119789	277364	397153	3530	11334	14864	378	1446	1824
1970/71	1044	2911	3955	4716	12719	17435	132277	295520	427797	3861	12065	15926	390	1518	1908
1971/72	1281	3123	4404	5466	14111	19577	153964	321043	475007	4548	13058	17606	488	1666	2154
1972/73	1563	3366	4929	6467	15663	22130	174194	346928	521122	5304	14418	19722	587	1880	2467
1973/74	1751	2533	4284	7653	18731	26384	197448	380286	577734	6178	16051	22229	721	1990	2711
1974/75	1894	2711	4605	8864	20892	29756	223304	411194	634498	7269	17472	24741	881	2147	3028

Source: Statistics of Education in the Kingdom of Saudi Arabia.

APPENDIX A, TABLE 27

Intermediate Stage: Schools, Classes, Pupils, Teachers and Administrators 1969/70 - 1974/75 ✓

School Year	Administrators			Teachers			Pupils			Classes			Schools		
	Female	Male	Total	Female	Male	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
1969/70	43	1099	1142	189	3271	3460	5305	55271	60576	171	1863	2034	22	330	352
1970/71	64	1050	1114	348	2991	3339	8645	60283	68928	255	2027	2282	27	368	395
1971/72	135	1123	1258	669	3517	4186	13546	70135	83681	405	2294	2699	69	415	484
1972/73	245	1349	1594	1035	4227	5262	20518	78233	98751	631	2656	3287	95	462	557
1973/74	278	1407	1685	1388	4783	6171	29478	85872	115350	851	3032	3883	98	488	586
1974/75	331	1581	1912	1771	5647	7418	38544	98339	136883	1136	3488	4624	117	530	647

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Source: Statistics of Education in the Kingdom of Saudi Arabia.

APPENDIX A, TABLE 28

Secondary Stage: Schools, Classes, Pupils, Teachers and Administrators 1969/70 - 1974/75 ✓

School Year	Administrators			Teachers			Pupils			Classes			Schools		
	Female	Male	Total	Female	Male	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
1969/70	-	187	187	14	498	512	1487	13798	15285	45	515	560	6	73	79
1970/71	8	235	243	21	629	650	1856	17903	19759	53	603	656	6	81	87
1971/72	18	304	322	127	817	944	2979	20053	23032	84	711	795	15	126	141
1972/73	54	343	397	190	1147	1337	4009	22767	26776	123	802	925	18	134	152
1973/74	101	380	481	294	1356	1650	6412	26774	33186	185	908	1093	19	141	160
1974/75	141	411	552	449	1683	2132	10206	31333	41539	298	1068	1366	26	156	182

APPENDIX A, TABLE 29

Teacher Training Institutes: Schools, Classes, Pupils, Teachers and Administrators 1969/70 - 1974/75 ✓

School Year	Administrators			Teachers			Pupils			Classes			Schools		
	Female	Male	Total	Female	Male	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
1969/70	56	79	135	228	261	489	5701	3131	8832	184	104	288	31	9	40
1970/71	82	88	170	359	323	682	6286	5392	11678	200	169	369	34	13	47
1971/72	71	118	189	333	476	809	6180	6421	12601	202	216	418	41	14	55
1972/73	100	137	237	324	514	838	5629	7116	12745	193	237	430	50	14	64
1973/74	72	132	204	285	557	842	4927	7582	12509	172	249	421	47	15	62
1974/75	89	141	230	252	673	925	3840	9133	12973	132	302	434	49	19	68

Source: Statistics of Education in the Kingdom of Saudi Arabia.

APPENDIX A, TABLE 30

Teacher Upgrading Centres: Centres, Classes, Pupils, Teachers and Administrators
1969/70--1974/75

School Year	Administrators			Teachers			Pupils			Classes			Schools		
	Female	Male	Total	Female	Male	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
1969/70	-	32	32	-	65	65	-	913	913	-	30	30	-	2	2
1970/71	-	31	31	-	64	64	-	989	989	-	31	31	-	2	2
1971/72	-	31	31	-	66	66	-	991	991	-	31	31	-	2	2
1972/73	-	29	29	-	64	64	-	995	995	-	31	31	-	2	2
1973/74	-	28	28	-	63	63	-	1008	1008	-	31	31	-	2	2
1974/75	-	20	20	-	66	66	-	1032	1032	-	31	31	-	2	2

Source: Statistics of Education in the Kingdom of Saudi Arabia.

APPENDIX A, TABLE 31

Physical and Fine Arts Education Institutes: Schools, Classes, Pupils, Teachers and Administrators 1969/70--1974/75

School Year	Administrators			Teachers			Pupils			Classes			Schools		
	Female	Male	Total	Female	Male	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
1969/70	10	24	34	30	42	72	791	276	1067	25	12	37	4	2	6
1970/71	13	23	36	58	43	101	710	310	1020	21	17	38	4	2	6
1971/72	1	19	20	22	52	74	543	318	861	17	19	36	4	2	6
1972/73	-	26	26	7	42	49	229	363	592	7	17	24	4	2	6
1973/74	-	25	25	-	48	48	-	415	415	-	18	18	-	2	2
1974/75	-	31	31	-	55	55	-	489	489	-	19	19	-	2	2

Source: Statistics of Education in the Kingdom of Saudi Arabia

APPENDIX A, TABLE 32

Technical Education: Schools, Classes, Pupils, Teachers and Administrators
1969/70--1974/75

School Year	Administrators			Teachers			Pupils			Classes			Schools		
	Female	Male	Total	Female	Male	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
1969/70	-	64	64	-	275	275	-	840	840	-	33	33	-	7	7
1970/71	-	81	81	-	224	224	-	848	848	-	41	41	-	5	5
1971/72	-	68	68	-	257	257	-	899	899	-	53	53	-	7	7
1972/73	-	97	97	-	228	228	-	1356	1356	-	66	66	-	8	8
1973/74	-	78	78	-	301	301	-	2180	2180	-	98	98	-	8	8
1974/75	-	78	78	-	394	394	-	3408	3408	-	144	144	-	13	13

Source: Statistics of Education in the Kingdom of Saudi Arabia.

APPENDIX A, TABLE 33

Special Education: Institutes, Sections, Classes, Pupils, Teachers and Administrators
1969/70 - 1974/75

School Year	Administrators		Teachers		Pupils		Classes		Sections		Institutes	
	Female	Male Total	Female	Male Total	Girls	Boys Total	Co-ed	Girls Boys Total	Co-ed	Girls Boys Total	Girls	Boys Total
1969/70	43	84 127	43	180 223	151	1097 1248	-	22 106 128	-	5 21 26	2	8 10
1970/71	31	73 104	36	214 250	109	1148 1257	6	17 115 138	1	4 22 27	2	8 10
1971/72	45	69 114	55	244 299	132	1155 1287	7	21 123 151	1	5 22 28	2	8 10
1972/73	57	107 164	61	306 367	229	1343 1572	10	30 150 190	2	9 29 40	4	10 14
1973/74	55	133 188	81	367 448	214	1511 1725	1	35 173 209	4	7 31 42	4	11 15
1974/75	67	148 215	99	425 524	234	1550 1784	1	40 168 209	5	6 31 42	4	11 15

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Source: Statistics of Education in the Kingdom of Saudi Arabia.

APPENDIX A, TABLE 34
Higher Education: Faculties, Students, Teachers and Administrators

School Year	Administrators			Teachers			Students			Number of Colleges
	Female	Male	Total	Female	Male	Total	Girls	Boys	Total	
1969/70	-	-	-	17	556	573	434	6508	6942	18
1970/71	-	-	-	45	652	697	691	7801	8492	19
1971/72	24	662	686	69	906	975	967	8504	9471	19
1972/73	51	873	924	96	1025	1121	1335	10002	11337	20
1973/74	71	1432	1503	160	1294	1454	1946	12936	14882	20
1974/75	124	1734	1858	245	1496	1741	2922	16171	19093	22

Source: Statistics of Education in the Kingdom of Saudi Arabia

APPENDIX A, TABLE 35

Adult Education: Centers, Classes, Pupils, Teachers and Administrators 1969/70 - 1974/75

School Year	Administrators			Teachers			Pupils			Classes			Schools		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
1969/70	-	-	-	-	-	-	-	42314	42314	-	1633	1633	-	607	607
1970/71	-	-	-	-	-	-	-	42677	42677	-	1696	1696	-	609	609
1971/72	-	-	-	-	-	-	-	46034	46034	-	1772	1772	-	624	624
1972/73	-	22	22	1	57	58	1412	52822	64234	49	2099	2148	6	743	749
1973/74	1	1	2	5	18	23	9414	61524	70938	294	2471	2765	52	852	904
1974/75	3	8	11	31	39	70	24622	75051	99673	1109	3142	4252	350	1075	1425

Source: Statistics of Education in the Kingdom of Saudi Arabia.

APPENDIX B

COVER LETTER FOR QUESTIONNAIRES

QUESTIONNAIRE FOR DROPOUTS

QUESTIONNAIRE FOR MATRICULATING STUDENTS AND HIGH SCHOOL GRADUATES

QUESTIONNAIRE FOR HIGH SCHOOL TEACHERS

CORRESPONDENCE FACILITATING THE STUDY

COVER LETTER FOR QUESTIONNAIRES

Date

Dear Brother,

The student dropout problem is a phenomenon which hinders the effectiveness of both the educational process and national development in any given country. Its consequences do not only mean economic losses, but also a loss of human resources, resources which play a vital role in a country's total development.

Saudi Arabia, as well as many developing countries, will suffer greatly from the consequences of the dropout problem unless clear and adequate remedial actions are developed through empirical research. In an effort to contribute to such research, a study I am conducting will investigate the factors which are associated with students dropping out of school.

To insure that the investigation achieves accurate and positive results, would you please take time to answer the enclosed questionnaire as frankly as you can? Thank you for your cooperation.

Sincerely,

QUESTIONNAIRE FOR DROPOUTS

APPENDIX B

QUESTIONNAIRE FOR DROPOUTS

1. How old are you now?

- (1) 18
- (2) 18-20
- (3) 21-24
- (4) over 24

2. How old were you when you dropped out of school?

- (1) 18
- (2) 18-20
- (3) 21-24

3. What grade were you when you quit school?

- (1) grade 10
- (2) grade 11
- (3) grade 12

4. Marital Status

- (1) non-married
- (2) married

5. If married, did you have children at the time of dropping out of school?

- (1) no children
- (2) one child
- (3) two children
- (4) more than 2

6. Father's level of education?

- (1) college graduate
- (2) high school graduate
- (3) junior high school
- (4) literate but no formal education
- (5) illiterate

7. Mother's level of education?

- (1) high school graduate
- (2) junior high school graduate
- (3) elementary school
- (4) literate but no formal education
- (5) illiterate

8. Family's annual income?

- (1) over R30 thousand
- (2) R20-29 thousand
- (3) R10-19 thousand
- (4) R5-9 thousand
- (5) less than R5 thousand

9. Which of the following best describes your family situation?

- (1) You live with your father and mother.
- (2) Your parents are separated and you live with one of them
- (3) One of your parents is dead and you live with the other
- (4) Both of your parents are dead and you live alone
- (5) Parents alive but you live alone
- (6) You are married and live in your own house
- (7) You are married and live with your parents
- (8) Other

10. Walking from home, how far is your high school?

- (1) over an hour
- (2) 3/4 hour
- (3) 1/2 hour
- (4) 1/4 hour
- (5) less than 1/4 hour

11. How did your family feel about your going to school?

- (1) greatly encouraging
- (2) fairly encouraging
- (3) partly encouraging
- (4) no encouragement

12. How did you feel about your education in the high school in general?

- (1) very interesting
- (2) somewhat interesting
- (3) not interesting
- (4) boring

13. When you were in the high school, how did you feel about going to school?

- (1) I liked to go to school
- (2) I liked only some of the courses
- (3) I disliked going to school

14. How did you feel about the subjects you studied when you were at school?

- (1) I liked all of them
- (2) I liked most of them
- (3) I liked only a few of them
- (4) I didn't like any of them

15. When you were in the high school did you fail in any of the courses?

- (1) none of them
- (2) one or two courses
- (3) 2 or 4 courses
- (4) 5 or 6 courses
- (5) more than 6 courses

16. How many years did you spend in high school?

- (1) one year
- (2) two years
- (3) three years
- (4) four years
- (5) more than 4 years

17. How many years did you spend in intermediate school?

- (1) three years
- (2) four years
- (3) more than four years

18. How many years did you spend in elementary school?

- (1) six years
- (2) seven years
- (3) more than seven years
- (4) I don't remember

19. In your relationships with your classmates at school, would you say that:

- (1) you got along well with all of them
- (2) you got along well with some of them
- (3) you got along well with only a few of them
- (4) you got along with none of them

20. In your relationships with your teachers did you feel that:

- (1) you got along well with all of them
- (2) you got along well with most of them
- (3) you got along well with some of them
- (4) you got along with all but one of them
- (5) you got along with none of them

21. When you have problems or academic difficulties and are unable to solve them yourself, from whom did you seek help?

- (1) administrators
- (2) instructors
- (3) fellow students
- (4) forget it

22. In which of the following activities did you participate?

- (1) sports
- (2) academic and scientific activities
- (3) social activities
- (4) nothing

23. What would you say about your class attendance?

- (1) attended all classes
- (2) missed very few classes
- (3) missed some classes
- (4) missed many classes

24. How do you feel about class attendance?

- (1) very important
- (2) somewhat important
- (3) unimportant

25. Which of the following best describes your feeling about leaving school?

- (1) I am glad I left
- (2) I didn't have much choice because I had to leave
- (3) I am not sure that I did the right thing
- (4) I wish I had stayed

26. In the statements below, check the one that seems most important in causing you to leave school.

	very important	somewhat important	little importance	not a factor
(1) Left school as I preferred work to school _____				
(2) Disliked a certain teacher _____				
(3) Disliked a certain subject _____				
(4) Could not learn in school and was discouraged _____				
(5) Ill health _____				
(6) Needed money to support my family _____				
(7) I was not interested in school work _____				
(8) Parents wanted me to leave school _____				
(9) I was failing and I didn't want to repeat the same grade _____				
(10) Job opportunities were available and attracted me _____				

26. (cont'd.)

	very important	somewhat important	little importance	not a factor
(11) School was far from home and it was hard to get there on time _____				
(12) The annual exam was hard to pass _____				
(13) Rules structure in school were to aggressive _____				
27. What would have encouraged you to remain in school?				
(1) Specific vocational instruction _____				
(2) Smaller classes with more individual instruction _____				
(3) Service of a guidance counselor _____				
(4) More personal contact with your teacher _____				
(5) More participation in school activities _____				
(6) Opportunities of working part-time _____				
(7) Friendly relationship with school's personnel _____				
(8) Less dependent on annual exams as the only method of valuation _____				

28. What could be put into the schools that would have caused you to stay and graduate?

29. How do you feel now about your (son, brother, or friend leaving school? Would you say that:

- (1) You want him to stay in school and try to get him to stay? _____
- (2) You want him to stay in school but leave the decision to him? _____
- (3) It makes no difference to you if he stays or leaves? _____
- (4) You feel it is best for him to leave school? _____

30. How important do you think it is now for a person to graduate from high school?

- (1) Very important for all students _____
- (2) Important for some students but not all students _____
- (3) Not really very important for anyone _____

31. Would you please identify the single most important reason which caused you to drop out of school.

QUESTIONNAIRE
FOR MATRICULATING STUDENTS
AND HIGH SCHOOL GRADUATES IN
ENGLISH AND ARABIC

APPENDIX B

QUESTIONNAIRE FOR MATRICULATING STUDENTS AND HIGH SCHOOL GRADUATES

1. How old are you?

- (1) ---18
- (2) 18-20
- (3) 21-24
- (4) over 24

2. Marital Status

- (1) non-married
- (2) married

3. If you are married, do you have children?

- (1) no children
- (2) one child
- (3) two children
- (4) more than two children

4. Father's level of education

- (1) college graduate
- (2) high school graduate
- (3) junior high school
- (4) literate but no formal education
- (5) illiterate

5. Mother's level of education

- (1) high school graduate
- (2) junior high school
- (3) elementary school
- (4) literate but no formal education
- (5) illiterate

6. Family's annual income

- (1) over SR 30 thousand
- (2) SR 20-29 thousand
- (3) SR 10-19 thousand
- (4) SR 5-10 thousand
- (5) less than SR 5 thousand

7. Which of the following best describes your family situation?

- (1) you live with your father and mother _____
- (2) your parents are separated and you
live with one of them _____
- (3) one of your parents is dead and you
live with the other _____
- (4) both of your parents are dead and
you live alone _____
- (5) parents alive but you live alone _____
- (6) you are married and live in your
own house _____
- (7) you are married and live with your parents _____
- (8) other _____

8. How far was your high school from your home?

- (1) over an hour _____
- (2) 3/4 hour _____
- (3) 1/2 hour _____
- (4) 1/4 hour _____
- (5) less than 1/4 hour _____

9. When you were in school how did your family feel about your going to school?

- (1) greatly encouraging _____
- (2) fairly encouraging _____
- (3) partly encouraging _____
- (4) no encouragement _____

10. When you were in school how did you feel about your education in the high school in general?

- (1) very interesting _____
- (2) somewhat interesting _____
- (3) not interesting _____
- (4) boring _____

11. When you were in the high school how did you feel about going to school?

- (1) I liked to go to school _____
- (2) I liked only some of the courses _____
- (3) I disliked going to school _____

12. How did you feel about the subject, you studied when you were at school?

- (1) I liked all of them
- (2) I liked most of them
- (3) I liked only a few of them
- (4) I didn't like any of them

13. When you were in the high school did you fail in any of the courses?

- (1) none of them
- (2) one or two courses
- (3) 2 or 4 courses
- (4) 5 or 6 courses
- (5) more than 6 courses

14. How many years did you spend in high school?

- (1) one year
- (2) two years
- (3) three years
- (4) four years
- (5) more than 4 years

15. How many years did you spend in intermediate school?

- (1) three years
- (2) four years
- (3) more than four years

16. How many years did you spend in elementary school?

- (1) six years
- (2) seven years
- (3) more than seven years
- (4) I don't remember

17. In your relationships with your classmates when you were in the high school did you feel that

- (1) you got along well with all of them
- (2) you got along well with some of them
- (3) you got along well with only a few of them
- (4) you got along with none of them

18. In your relationship with your teachers
did you feel that

- (1) you got along well with all of them
- (2) you got along well with most of them
- (3) you got along well with some of them
- (4) you got along well with all but one of them
- (5) you got along well with none of them

19. When you have problems or academic difficulties
and are unable to solve them yourself, from whom
did you seek help?

- (1) administrators
- (2) instructors
- (3) fellow students
- (4) forget it

20. When you were in the high school of the following
activities did you participate?

- (1) sports?
- (2) academic and scientific activities
- (3) social activities
- (4) nothing

21. What would you say about class attendance?

- (1) attended all classes
- (2) missed very few classes
- (3) missed some classes
- (4) missed many classes

22. How do you feel about class attendance?

- (1) very important
- (2) somewhat important
- (3) unimportant

23. In the statement below, check the one that seems
most important in causing students to leave school:

23. (cont'd.)

	very important	somewhat important	little importance	not a factor
(1) leave school as he preferred work to school _____				
(2) disliked a certain teacher _____				
(3) disliked a certain subject _____				
(4) could not learn in school and was discouraged _____				
(5) ill health _____				
(6) needed money to support the family _____				
(7) not interested in school work _____				
(8) failed and didn't want to repeat the same grade _____				
(9) job opportunities were available and attractive _____				
(10) school was far from home _____				
(11) the annual exam was hard to pass _____				
(12) rules structure in school were too aggressive _____				
24. What would have encouraged the student to remain in school?				
(1) specific vocational instruction _____				
(2) smaller classes with more individual instruction _____				

24. (cont'd.)

	very important	somewhat important	little importance	not a factor
(3) service of a guidance counselor _____				
(4) more personal contact with the teacher _____				
(5) more participation in school activity _____				
(6) opportunities of working part-time _____				
(7) friendly relationship with school's personnel _____				
(8) less dependent on annual exams as the only method of evaluation _____				

25. How do you feel now about your (son, brother,
or friend) leaving school? Would you say that:

- (1) you want him to stay in school and
try to get him to stay? _____
- (2) you want him to stay in school but
leave the decision up to him? _____
- (3) it makes no difference to you if he
stays or leaves _____
- (4) you feel it is best for him to leave school _____

26. How important do you think it is for a person to
graduate from high school?

- (1) very important for all students _____
- (2) important for some students but
not all students _____
- (3) not really very important for anyone? _____

27. Would you please identify the single most important reason which caused students to drop out of school?

QUESTIONNAIRE FOR HIGH SCHOOL TEACHERS

APPENDIX B

QUESTIONNAIRE FOR HIGH SCHOOL TEACHERS

	very important	somewhat important	little importance	not a factor
1. In the statements below, check the one that seems most important in causing student to leave school.				
(1) leave school as he preferred work to school_____				
(2) disliked a certain teacher_____				
(3) disliked a certain subject_____				
(4) could not learn in school and was discouraged_____				
(5) ill health_____				
(6) needed money to support the family_____				
(7) not interested in school work_____				
(8) failed and did not want to repeat the same grade_____				
(9) job opportunities were available and attractive_____				
(10) school was far from home_____				
(11) the annual exam was hard to pass_____				
(12) rules structure in school were too aggressive_____				

2. Would you please identify single most important reason which caused students to drop out of school?

- ١ -

أستبيان

ضع علامة (x) أمام الاجابة التي تختارها

طالب موظف

١- كم عمرك الان

- (١) ١٨ سنة
- (٢) ١٨ - ٢٠ سنة
- (٣) ٢١ - ٢٤ سنة
- (٤) اكثر من ٢٤ سنة

٢- كم عمرك عندما أنقطعت عن الدراسة

- (١) ١٨ سنة
- (٢) ١٨ - ٢٠ سنة
- (٣) ٢١ - ٢٤ سنة

٣- في أي سنة دراسية كنت عندما أنقطعت عن الدراسة

- (١) السنة الاولى الثانوية
- (٢) السنة الثانية الثانوية
- (٣) السنة الثالثة الثانوية

٤- الحالة الاجتماعية

- (١) متزوج
- (٢) غير متزوج

(١) له يمكن لدن أطفال فى ذلك الوقت
.....
(٢) كان لدن طفل واحد
.....
(٣) كان لدن طفلان
.....
(٤) كان لدن اكثر من طفلان
.....

(١) تخرج من الجامعة
.....

(٢) أنهى التعليم الثانوي
.....

(٣) أنهى التعليم المتوسط
.....

(٤) لم يتخرج من المدرسة ولكنه يقرأ ويكتب
.....

(٥) غير متعلم لا يقرأ ولا يكتب
.....

(١) أنهت التعليم الثانوي
 (٢) أنهت التعليم المتوسط
 (٣) أنهت التعليم الابتدائي
 (٤) لم تتخرج من المدرسة ولكنها تقرأ وتكتب
 (٥) غير متعلمه لا تقرأ ولا تكتب

(١) أكثر من ثلاثين ألف ريال سعودي في السنة
.....
(٢) ٢٠ - ٣٩ ألف ريال سعودي في السنة
.....
(٣) ١٠ - ١٩ " " " " " "

(٤) ٥ - ١٠ ألف ريال سعودي في السنة

(٥) أقل من خمسة آلاف ريال سعودي في السنة

٩- أ) من الحالات التالية تنطبق على وضع أسرتك الاجتماعية

(١) أسكن مع والدي والديتي

(٢) الوالدان منفصلان وأسكن مع واحد منهما

(٣) واحد من والدي توفي وأسكن مع الآخر

(٤) والدي متوفيان وأسكن وحدي

(٥) والدي أحياء ولكني أسكن لوحدي

(٦) متزوج وأسكن في منزل خاص بي

(٧) متزوج وأسكن مع والدي

(٨)

١٠- مشياً على الأقدام، كم تبعد مدرستك الثانوية عن سكنك عندما كنت تدرس

(١) أكثر من ساعة

(٢) $\frac{٣}{٤}$ الساعة

(٣) $\frac{١}{٢}$ ساعة

(٤) $\frac{١}{٤}$ ساعة

(٥) أقل من $\frac{١}{٤}$ الساعة

١١- كيف تصف رغبة أهلك وتشجيعهم لك في الذهاب إلى المدرسة والبقاء فيها

(١) مشجعة للغاية

(٢) مشجعة

(٣) مشجعه أحياناً

(٤) غير مشجعه

— ٤ —

١٢ — كيف تصب شعورك حول دراستك في المدرسة الثانوية

- (١) مشوقة للغاية ١.....
- (٢) مشوقة ٠.....
- (٣) غير مشوقة ٠.....
- (٤) مله ٠.....

١٣ — عندما كنت في المدرسة الثانوية ما هو شعورك نحو الذهاب الى المدرسة والبقاء فيها

- (١) كنت أحب الذهاب الى المدرسة ٠.....
- (٢) كنت أحب الذهاب الى المدرسة من أجل بعض المواد الدراسية ٠.....
- (٣) لم أكن أحب الذهاب الى المدرسة ٠.....

١٤ — ما هو شعورك حول الموضوعات الدراسية التي كنت تدرسها في المدرسة الثانوية

- (١) أحببتها كلها ١.....
- (٢) أحببت معظمها ١.....
- (٣) أحببت القليل منها ٠.....
- (٤) لم أحب أيها ٠.....

١٥ — عندما ما كنت في المدرسة الثانوية هل رسبت في احد أو في بعض المواد الدراسية

- (١) لم أرسب في اى مادة من المواد ٠.....
- (٢) رسبت في مادة او مادتين ٠.....
- (٣) رسبت في مادتين أو اربع مواد ٠.....
- (٤) رسبت في خمس أو ست مواد ٠.....
- (٥) رسبت في اكثر من ست مواد ٠.....

— ٥ —

١٦- كم سنة دراسية قضيتها في المدرسة الثانوية

- (١) سنة واحدة
- (٢) سنتين دراسيتين
- (٣) ثلاث سنوات دراسية
- (٤) أربع سنوات دراسية
- (٥) أكثر من أربع سنوات دراسية

١٧- كم سنة دراسية قضيتها في المدرسة المتوسطة

- (١) ثلاث سنوات دراسية
- (٢) أربع سنوات دراسية
- (٣) أكثر من أربع سنوات دراسية

١٨- كم سنة دراسية قضيتها في المدرسة الابتدائية

- (١) ست سنوات دراسية
- (٢) سبع سنوات دراسية
- (٣) أكثر من سبع سنوات دراسية
- (٤) لا أتذكر

١٩- كيف تصف علاقتك بزملائك الطلبة في المدرسة الثانوية هذا :-

- (١) كنت على علاقة قوية بهم جميعاً
- (٢) " " " " بهمضهم
- (٣) " " " " بحد قليل منهم
- (٤) لم تكن على علاقة قوية بأى منهم

٢٠- كيف تصف علاقتك بمدرستك في المدرسة الثانوية هذا :-

- (١) كنت على علاقة قوية بهم جميعاً
- (٢) " " " " بأشدهم

- ٦ -

- (٣) كنت على علاقة قوية ببعضهم
 (٤) " " " بهم جميعا الا واحدا منهم
 (٥) لم أكن على علاقة قوية بأى منهم
 ٢- عندما تكون عندك مشكلة أو صعوبات دراسية وكنت غير قادر على حلها بنفسك فمن أنت
 تطلب المساعدة .

- (١) مدير المدرسة
 (٢) المدرس
 (٣) زملائك الطلبة
 (٤) تتناسا المشكلة ولا تطلب مساعدة أحد

٢٢- فى أى من النشاطات المدرسية التالية كنت تشترك

- (١) نشاطات رياضية
 (٢) نشاطات دراسية وعلمية
 (٣) نشاطات اجتماعية
 (٤) لم أشارك فى أى نشاط مدرسى

٢٣- كيف تصف مواظبتك على حضور الحصص

- (١) كنت أحضر كل الحصص ولم أتغيب
 (٢) كنت أتغيب عن عدد قليل من الحصص
 (٣) كنت أتغيب عن بعض الحصص
 (٤) كنت أتغيب عن حصص كثيرة

٢٤- ما هو شعورك حول المواظبة على حضور الحصص .

- (١) أرى أن الحضور مهم جدا
 (٢) " " " مهم
 (٣) لا أرى أى أهمية لحضور الحصص

(١) أننى سعيد لانقلاعى عن الدراسة

(٢) لم يكن لدى أختياري . لقد كنت مضطراً للانقطاع عن الدراسة

(٣) أننى غير متأكد اذا كان انقطاعى عن الدراسه كان قرارا سليما

(٤) أننى أتمنى ألا اكون قد أنقطعت عن دراسته

٢٦- أقرأ الأسباب التالية. بيّدا وحدد أهمية كل منها من حيث أنها سبب من أسباب

أَنْقِطَاعُكَ عَنِ الدِّرَاسَةِ :-

تاریخ	مقام	موضوع
۱۳۰۲	...	...

(١) أنقطعت عن الدراسة لانني أفضل العمل على الدراسة

(٢) "أثرة بعض المدرسين"

(٣) " " " " " بحث المواد الدراسية

(٤) لم أستطع ان أتعلم في المدرسه والدراسه كانت غير مشجعه

(٥) أسباب صحیه

(٦) نکتہ فی حاجہ للمادہ لمساعدہ عائلتی

(٧) لم أكن أرغب في القيام بالواجبات المدرسيه

(٨) طلب مني والد أن أنقطع عن دراسته

(٦) رسبت ولا أريد أن أعيد السنة مرة أخرى

(١٠) فرص العمل متوفرة وشخصني على قطع الدراسة

(١١) المدرسه بمعيده عن منزله وكنت أجد صعوبة في الوصول

التيها في الوقت المحدد

(١٢) صمود النجاة في الامتحان النهائي

(١٣) أنظمة المدرسه لانت قاسيه

٢٧- ماهى العوامل التى لوحدت لشجعتك على أكمال الدراسه الثانويه

مهم للفايه	مهم للمدرسه	مهم للمدرسه	مهم للمدرسه

- (١) أضافه وتدريس مواد مهنيه محدده
 - (٢) الاهتمام بالفروق بين الطلاب أثناء التدريس
 - (٣) التركيز على الارشاد والتوجيه التربوى
 - (٤) الاكثار من الاتصالات الفرديه بين المدرس والطالب
 - (٥) الاكثار من المساعده والاشتراك فى النشاطات المدرسيه
 - (٦) اتاحة الفرص للمعلم فى وقت الفراش
 - (٧) علاقات وديه بين الطلاب والمدرسين وموظفى المدرسه
 - (٨) عدم الاعتماد على الامتحانات النهائيه على اساس أنهاهى
- هى الطريقة الوحيدة لتقويم الطالب

٢٨- هل ترى ان هناك مواد دراسيه يجب اضافتها الى مواد منهج المدرسه الثانويه وان

هذه المواد لو اغيقت لشجعتك على البقاء واكامل المرحله الثانويه ان كرهت من هذه

المواد

- (١) (٦)
- (٢) (٧)
- (٣) (٨)
- (٤) (٩)
- (٥) (١٠)

٢٩- لو كان أحد اقاربك (ابنك ، اخوتك أو صديقك) ينوى الانقطاع عن الدراسه فهل :-

- (١) تريده ان يبقى فى المدرسه وتحاول جهدك فى اقناعه على
الاستمرار فى الدراسه
- (٢) تريده أن يبقى فى المدرسه ولكن تترك القرار (فى البقاء)
أو المفاديه له وعدمه
- (٣) لا يهيك الامر سواً يبقى فى المدرسه أو تركها
- (٤) ترى ان من الافضل له ان يترك المدرسه

— ٩ —

٣٠- الى اى حد ترون أنه مهم للطلاب ان يحصل على الشهاده الثانويه العامه الان

- (١) مهم جدا لجميع الطلبة
 (٢) مهم لبعض الطلبة وليس لجميعهم
 (٣) غير مهم لاي طالب

٣١- فضلا حدد سببا واحدا تحتقد انه هو السبب الرئيس الذى دفعك للانتقال عن الدراسه

- (١)

شكرا لتعاونك

11 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52

- ٣- أقرأ الأسباب التالية جيدا وحدد أهمية كل منها من حيث: **1- أنها سبب من الأسباب التي تجعل الطالب ينقطع عن الدراسة :**

[illegible]

-2-

[illegible]

(١٢) ينقطع الطالب عن الدراسة لصعوبة النجاح في
الامتحان النهائي
(١٣) ينقطع الطالب عن الدراسة لان أنظمه المدرسه
قاسيه

٤- ماهى العوامل التى لو وجدت لشجعت الطالب على أكمال
الدراسة الثانويه

- (١) إضافة وتدریس مواد مهنیه یحدده
 - (٢) الاهتمام بالفروق الفردیه بین الطلاب أثناء التدریس
 - (٣) التركيز على الارشاد والتوجيه الیتموی
 - (٤) الاكثار فی الاتصالات الفردیه بین المدرس والطلاب
 - (٥) الاكثار من المساهمه والاشترك فی النشاطات المدرسیه
 - (٦) اتاحة الفرص للیحد فی وقت الفراغ
 - (٧) علاقات ودیه بین الطلاب والمدرسين وموظفی المدرسه
 - (٨) عدم الاعتماد على الامتحانات النهائیه على المساس
- انها هی الطریقه الوحیدة لمتقویم الطالب

٥- فضلا حدد سبها واحد اتمعتقد أنه هو السبب الرئيسى الذى يدفع الطالب للانقطاع عن الدراسه

..... (1)

شكرا لتسماؤنك

CORRESPONDENCE FACILITATING THE STUDY

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • STUDENT TEACHING OFFICE
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

January 22, 1976

The Hon. A. Manguer
Cultural Attache
Saudi Arabian Educational Mission
Suite 400, 2223 West Loop South
Houston, Texas 77027

Dear Sir:

Mr. Mohammed Ghamdi is currently a doctoral candidate, majoring in Curriculum and Instruction. He is a strong candidate, with fine potential for educational leadership, as I have indicated to you previously.

Mohammed is now at dissertation point. His thesis problem relates to causal factors and preventive practices related to school holding power (the "drop-out" problem) in the secondary schools of Saudi Arabia. He is presently planning to return to Saudi Arabia, to administer questionnaires and gather other data for his research, for three or four months, beginning early in April, 1976.

I strongly recommend that Mr. Ghamdi's request be approved as soon as possible.

Yours sincerely,

George R. Myers, Professor
Secondary Education and Curriculum

cc: Ghamdi File

GRM:hb



وزارة المعارف
البعثات الثقافية السعودية
بالولايات المتحدة وكندا
« هيوستن »

Saudi Arabian Educational Mission
to the United States and Canada
2223 West Loop South—Suite 400
Houston, Texas 77027

(713) 629-5170

بسم الله الرحمن الرحيم

التاريخ: ١٣٩٦/٤/٧
الموافق: ١٩٧٦/٤/٦
العرفات: —

المكرم الأخ / محمد عبد الله حجر الغامدي
السلام عليكم ورحمة الله وبركاته

نفيدك بورود موافقة سعادة الامين العام لجامعة الملك عبد العزيز
برقم ٤٠١/٢ بخ / ٥٥٠ في ١٣٩٦/٣/٢٩ هـ على قيامك بالرحلة
العلمية الى المملكة لجمع المعلومات اللازمة لرسالة الدكتوراه .

عليه نرجو الا حاطة بذلك ، وفي حالة عزمك على السفر نرجو الاتصال
بالأخ علي الحفظي لدينا لاصدار التذاكر اللازمة .

ولـك خـالـص تحيـاتنا

عبد العزيز المنقـور

مستشار

الملحق الثقافي بأمريكا

ل / غ ع .

Faculty of Education
Mecca, Saudi Arabia

بسم الله الرحمن الرحيم

الملك عبد العزيز آل سعود

جامعة الملك عبد العزيز

King Abdulaziz University

كلية التربية
مكة المكرمة

الرقم ١٤٦٥
التاريخ ١٤١٦/١١/٢٩

الموقر

معالي مدير جامعة الرياض

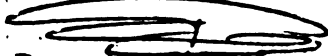
السلام عليكم ورحمة الله وبركاته .

وبعد : حيث أن الاخ محمد عبدالله حجر الغامدي عضو بعثة كلية التربية بحكة الى الولايات المتحدة الامريكية قد قرر اجراء الدراسة العلمية اللازمة لنيل درجة الدكتوراه في مدينة الرياض ، وحيث أنه بحاجة الى مساعدتكم له في تسهيل مهمة تطبيق الدراسة وتأمين المواصلات داخل مدينة الرياض .

فانني أود من معاليكم الابعاز لمن يلزم بتسهيل مهمته اثناء وجوده في الرياض .

وتفضلوا بقبول التحية والتقدير ،،،

عميد كلية التربية بالنيابة



محمد اسماعيل ظافر

تحريرا في ١٤١٦/١١/١٤ هـ

=====

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة المعارف
ادارة التعليم بمنطقة الرياض

الرقم :
التاريخ :
المرفقات :

الموضوع :

لمن يهمه الأمر من مدراء المدارس الثانوية
داخل مدينة الرياض

المحترم
المكرم مدير ثانوية
السلام عليكم ورحمة الله وبركاته وبعد :-
يصلكم الأستاذ / محمد عبدالله مجر الغامدي، عضوبعثة كلية التربية بمكة
الى الولايات المتحدة الامريكيه وحيث انه سيقوم باعداد بحث
عن مدرسي تلك المرحلة الوطنيين .
نأمل تسهيل مهمته وتقديم ما يمكن تقديمه من المعلومات
شاكرين لكم تعاونكم معنا ودمتم . . .

مدير التعليم بمنطقة الرياض

٧

د . حمد ابراهيم السليم

پچانو حنفی مالویا

ادارة العلاقات

No. ١٤/٨٢٩٦٣ الرقم Date ١٤١٦/٦/١١ التاريخ

سعادة الأستاذ الدكتور عميد كلية الآداب

السلام عليكم ورحمة الله وبركاته ، وبعد :-

يقوم السيد / محمد عبد الله حجر الفامدى مبعوث جامعة الطوك عبد العزيز
بجده باعداد دراسته الميدانية لتحضير رسالة الدكتوراه عن التسرب من التعليم فى
المملكة العربية السعودية .

ولا كمال متطلبات بحثه يرغب توزيع مجموعة من الاسئلة على بعض طلاب الكلية
أرجو تسهيل مهمته في الالتقاء بالطلاب .

ولکم تحیاتى . ”

وكيل الجامعة

عبد الله النافع

NOTE: This same letter was sent to the

1. Dean of agriculture school,
2. Dean of engineering school,
3. Dean of the pharmacy school,
4. Dean of the science school,
5. Dean of school of education.

م / ش

بسم الله الرحمن الرحيم

أخي الكريم

بعد التحية

أن مشكلة التسرب من التعليم^١اهرة تعليمية تشكل خطراً كبيراً على العملية التربوية والتنمية العامة للبلاد وأن خطرها لا ينحصر في الخسارة المادية التي تفقد بها البلاد نصيباً ولكن تكمن أيضاً في الخسارة البشرية التي أبعاد وخطط لها لتأخذ دورها الطبيعي في دفع عجلة التقدم والتطور الذي تتطلع اليه البلاد ولا سيما في المجتمعات النامية مثل المملكة العربية السعودية. وأيماننا منا جميعاً بأن المعالجة الدقيقة لأي موضوع لابد وأن تسبته دراسة علمية ميدانية تكشف عن كل الظواهر والعوامل التي لها علاقة بالموضوع وتؤثر فيه ورغبة في أن تكون الحلول المقترحة لعلان مثل هذه المشكلة مبنية أيضاً على أساس علمي وتنبت من معرفة الشباب الباعثة للمشكلة لذلك يأخي فأنا تمارنك وصدقك وأمانتك في الإجابة عن عوامل أساسية لنجاح هذه الدراسة علماً بأنك ما تعطيه من أجابة سوف تستخدمه المبرور الدراسة والوصول الى نتائج ايجابية تساعد على القضاء او التخفيف من حدة المشكلة وتوسيعها وفي الوقت نفسه تمهد الطريق لدراسات مماثلة في المراحل الاخرى من التعليم وختاماً لك شكرى وتقديرى واسلم لا أخيك

محمد عبدالله بن حجر الخامري

عضو البعثة التعليمية في الولايات المتحدة

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