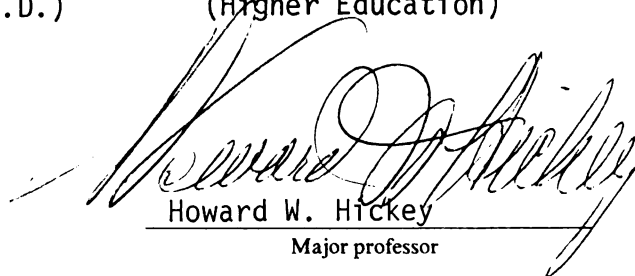


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FACTORS INFLUENCING SECONDARY SCHOOL  
MALE TEACHERS IN SAUDI ARABIA TO  
LEAVE TEACHING

By

Saleh Hamad Assaf

A DISSERTATION

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Curriculum

1982

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah the most merciful and the most beneficent*





## ABSTRACT

### FACTORS INFLUENCING SECONDARY SCHOOL MALE TEACHERS IN SAUDI ARABIA TO LEAVE TEACHING

By

Saleh Hamad Assaf

The purpose of this study was to identify the factors and to explore the extent to which they have influenced the Saudi teachers to leave the teaching profession. And to determine if there was a relationship between the factors and certain personal characteristics.

A questionnaire with one hundred and nine items was utilized in gathering data for this study. The questionnaire was refined into its final form following a pilot study.

A randomized sample of 200 respondents was selected from a population of 461 former male secondary school teachers, who graduated between 1970/71 and 1979/80 school years and taught for no less than one year. A total of 182 completed questionnaires was returned.

The data gathered were analyzed in relation to the research questions. The "Statistical Package for Social



Sciences (SPSS) was used for facilitating the statistical techniques.

The results of the analysis indicate that

1. Economic, social, and professional factors had the strongest influence on the teachers' decision to leave teaching. The differences between these three factors were not notable.

Specifically, those items that appear to be of the greatest influence were:

- a. Little advancement opportunities
  - b. Teachers don't have the opportunities to supplement their income by business travel, extra pay for overtime, and opportunities to earn some extra pay through profession-related activities.
  - c. Low social status and prestige.
  - d. Heavy work load.
  - e. Lack of involvement in program and policy making.
2. Preparational and personal factors had little influence upon the teachers' decision to leave teaching. There was no significant difference between these two factors.

3. There was no significant overall difference in the level of influence of the five factors, between those who were below and those who were above 30 years of age.

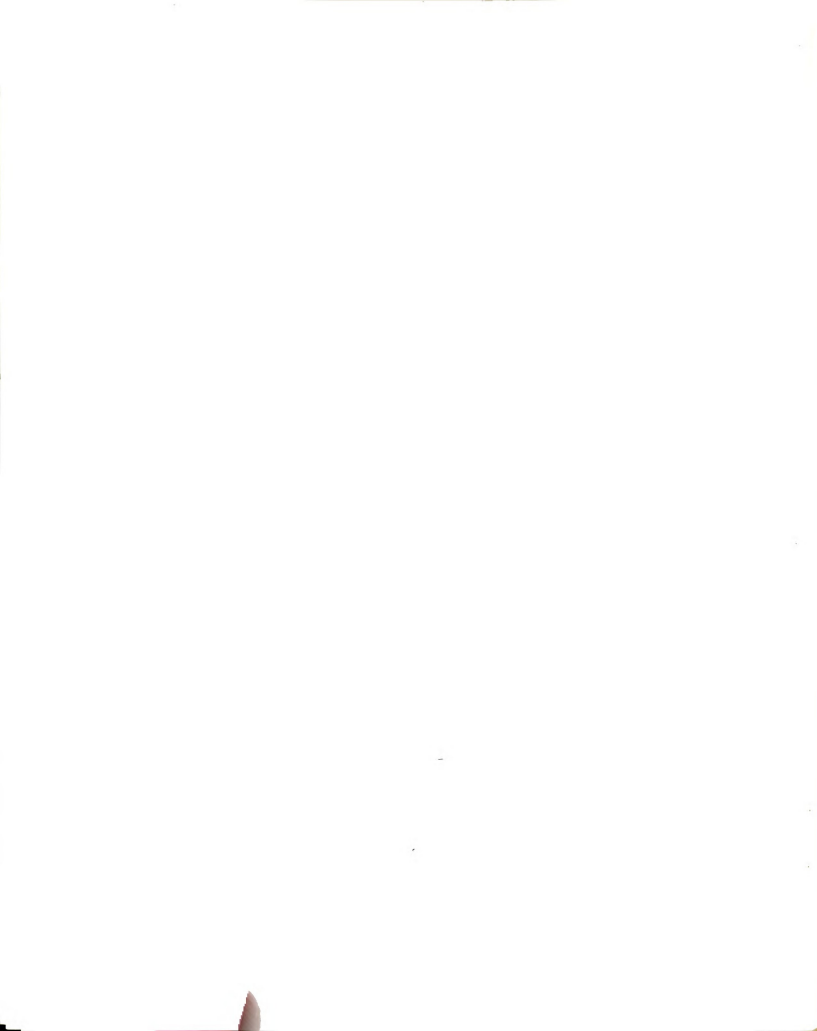
4. There was a significant overall difference in the level of influence of the five factors between married and single respondents.



Saleh Hamad Assaf

5. There was no significant overall difference in the level of influence of the five factors, among those who graduated from Imam, Riyadh, and Umm Al-Qura Universities.

6. There was a significant overall difference in the level of influence of the five factors, among the three groups of respondents with different lengths of teaching time.



## DEDICATION

This dissertation is dedicated to my parents,  
Hamad, and Lateefah, my brother, Mohammed, my  
wife, Norah, and to my children Waleed, Khaolah,  
Assma, and Lubabah.





## ACKNOWLEDGEMENTS

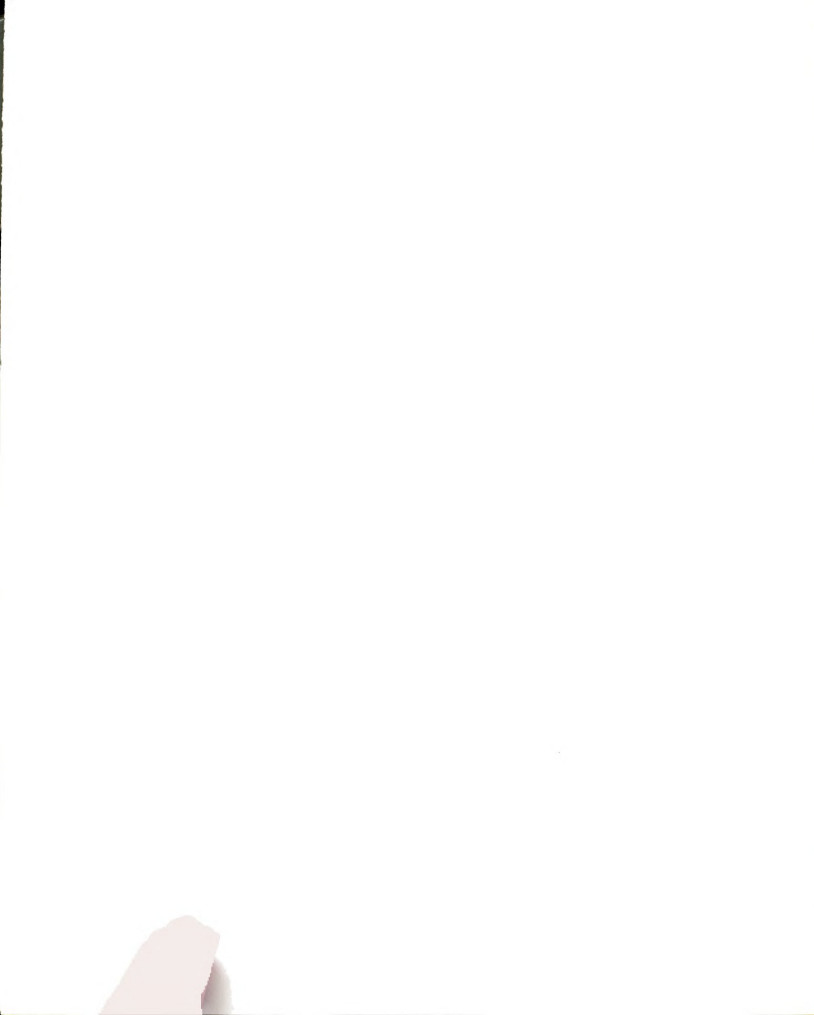
Praise and thanks be to God, first and last, Lord and Cherisher of all the world, who taught humankind everything they knew not.

This dissertation is the outcome of the moral support, intellectual encouragement, concern, and prayers of all those who were intimately connected with this work and this research. Consequently, it is impossible to list all of the many people to whom the writer is deeply indebted.

Sincere appreciation is extended to my parents, brothers and sisters who have offered a great deal of concern, support, encouragement, and prayers throughout the six years of study in the United States.

The researcher also wishes to express his greatest appreciation and gratitude to his wife, Norah Al-Nazir, for much help, encouragement and emotional support, and to his children, Waleed, Khaolah, Assma, and Lubabah, who understood this work in their own way.

Appreciation must also go to his major advisor, Dr. Howard Hickey, and his doctoral guidance committee members, Dr. Richard Featherstone, Walter Johnson and Lawrence Lezotte, for their professional assistance and continuous support.



I would be remiss in my duty if I were not to acknowledge Islamic University of Imam Mohammed Ibn Saud which has offered a great support.

Finally the writer extends his appreciation to all the former teachers who participated in this study.



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## CHAPTER I

### THE PROBLEM



## THE PROBLEM

### Introduction

As a result of rapid development in Saudi Arabia demand for professional personnel has greatly expanded. Some professions tend to be desirable because factors such as salary, working conditions, social status, etc. are attractive. At the same time, other professions tend to be less desirable, either because they don't have such attractive factors or have negative factors which discourage potential applicants and cause those already in their positions to leave.

The profession of teaching is one of those which today appears to be less desirable among Saudi professionals, to the extent that soon after they become teachers, many begin efforts to leave teaching, seeking other jobs. During 1975/76 the number of male Saudi teachers in high schools was 239, of whom nearly 31 percent voluntarily left the profession (University of Riyadh, 1977, p. 9). This loss becomes more striking when it is recognized that the percentage of the administrators who left their positions in 1976 was only 1.9 percent (University of Riyadh, 1977, p. 9).



Saudi Arabia is not the only country facing this problem. It is a common problem in many other countries. Anderson and Mark (1976) reported that it is conventional wisdom that the profession of teaching is characterized by large numbers of people who teach for a few years and then quit (p.4).

A study by the United States Office of Education (1967) indicated that the annual net loss of teachers in U.S. public elementary and secondary schools through teacher drop-outs exceeded eight percent.

More recent studies conducted in various settings also show that the number of teachers who leave their positions voluntarily is extremely high (Pederson, G., 1970; Gosnell, J., 1977; Dunathan, A., 1979). In addition, many of the teachers who still hold their positions would prefer to quit and say they will do so as soon as they find other jobs.

Hunter (1962) reports that in the spring of school year 1956-57 the U.S. Office of Education asked about one-tenth of the nation's first year teachers to give their "best guess" as to what they would be doing the next year. The replies showed that nearly 30 percent planned to leave their jobs (p. 22).

Very recently P. Schlechty and V. Vance (1981) predicted, based on the results of their study in North Carolina, that approximately half of those who entered teaching in 1980 will no longer be teaching in 1990 (p. 112).

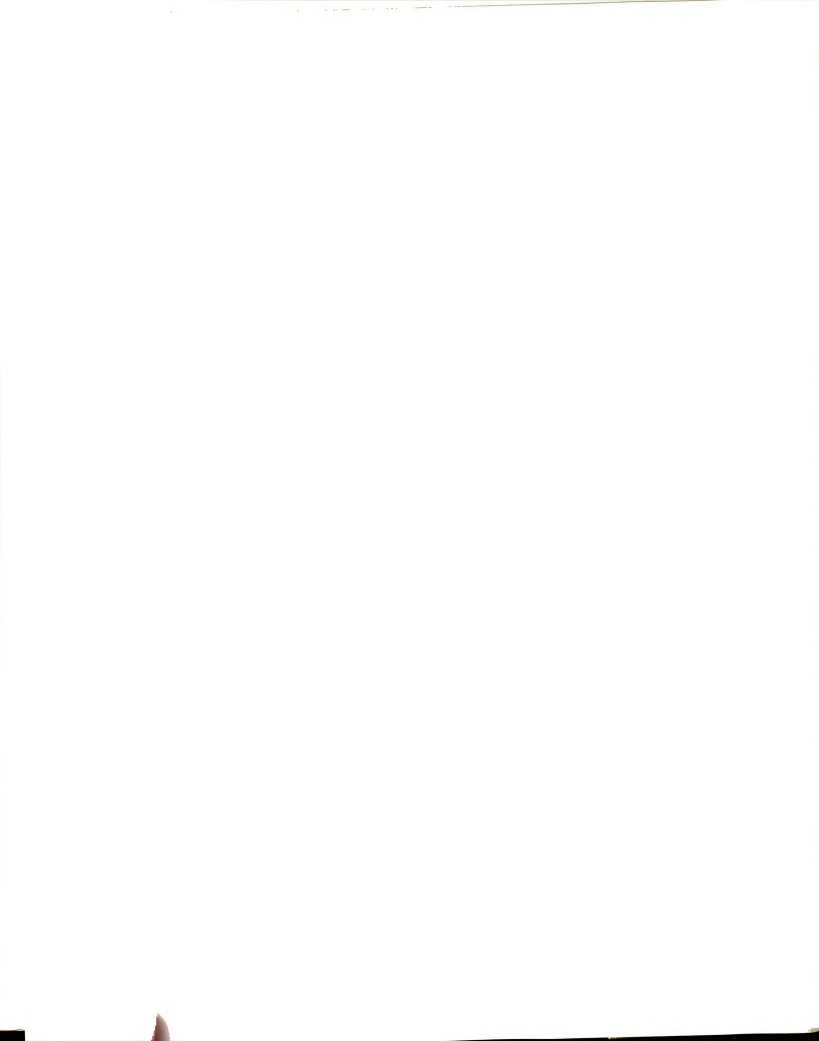




In summary, the trend of teachers leaving the profession, in Saudi Arabia in particular and in other countries in general, has generated much concern, especially within the profession, and it is apparent that research is needed to obtain a greater understanding of the trend.

#### Statement of the Problem

As of the school year 1979/80 there were 3,216 citizen teachers and 9,959 non-citizen teachers in secondary education in Saudi Arabia (Saudi Arabia, Ministry of Education, 1980, pp. 154, 188). Stated differently, the percentage of citizen to non-citizen teachers was nearly 33 percent. The reasons for this significant percentage were essentially two: (1) a rising demand for teachers, and (2) an exodus of citizen teachers from the profession. The rising demand is an inevitable result of increased birth rates, greater holding power of the schools, and technological and social changes of the society of Saudi Arabia. The exodus from the profession, however, is not so inevitable and many of these losses are avoidable. In other words, the shortage of citizen teachers is due, in part, to increased need beyond the control of educational leaders. It is felt, however, that the annual loss of citizen teachers from the profession may be reduced, especially when the loss results from avoidable factors.



Some of the disadvantages resulting from the shortage of citizen teachers and dependence on non-citizens are as follows:

The guidance of young people in preparation for intelligent, purposeful, and satisfying lives should be entrusted to persons from the same cultural background as their students. It is felt that the objective of education can only be effectively accomplished by citizen teachers. W. Reeder (1947) said "As is the teacher, so is the school" (p. 115). More recently, M. Zafer (1971) stated two major reasons it is considered essential to have more citizen teachers in Saudi schools.

Economic Reasons: The cost of the non-citizen teacher is very high. It might be equal to two or three Saudi teachers.

Political Reason: Since most secondary education teachers have been coming from different foreign nations, and each teacher has his own philosophy, feelings, and values, the people are confused, as well as the government, by the different ideas of achieving in the Muslim Arab developing nations. (p.25).

Moreover, the personnel loss and consequent replacement of citizen teachers by non-citizen teachers result in continual readjustments and loss of continuity in policy and instruction, particularly when the number who leave their positions includes many who are experienced and successful teachers. Elsbree (1928) in discussing teacher turnover and its effects on the education of youth, said



Inefficient teaching is not as apparent as spoiled work in industry. Hence, the community is scarcely aware of the loss it is sustaining at each withdrawal of a competent teacher. Could it but realize the seriousness of the problem and all its implications, it would exhibit an anxiety as to the amount of nature of its teacher turnover and an aggressive interest in means for its control rivaling that of our largest industrial concerns (p.1).

Stinnett, T. (1961) stresses the seriousness of the high rate of teacher loss in the following statement:

We must fight with every weapon we have, and in this fight we must somehow enlist the convictions of the American people, to retain in teaching every possible one of our present staff of qualified teachers. We are presently losing at least 75,000 a year to the armed forces, to industry, to other jobs, by retirement, marriage and family responsibilities. This is about seven percent. Can we reduce this to five percent? If so, a big part of our battle is won (p.285).

The exodus of citizen teachers from the profession has become a cause of concern to educational policy makers in Saudi Arabia. Al-Khowaiter, Minister of Education in Saudi Arabia (1980) points out the seriousness of the problem in his letter to the president of Civil Service Bureau.

I would like to bring to your attention one of the serious problems which we are facing currently.

We are being requested by a huge number of public school teachers to get permission to leave the job for other positions.

This problem has put the ministry in a difficult situation. If we reject their requests, the teachers will lose interest in teaching and their job performance will



be affected. On the other hand, if we grant their requests, the ministry will face a serious problem of lack of citizen teachers.

Al-Khowaiter concluded by requesting possible solutions and the Bureau responded by raising the salaries of the teachers. This solution, however, was not effective, because of the increased number of secondary school teachers who leave their positions voluntarily.

By looking at the above information it is apparent that a serious and complex problem exists. Until educational authorities identify what is contributing to or influencing the exodus of citizen teachers from the profession of teaching in secondary education in Saudi Arabia, the solution cannot be provided. It is to this question that this study gives its attention.

#### Purposes of the Study

It was expected that identification of the major factors, given by male, former secondary school teachers in Saudi Arabia for leaving the profession of teaching, will be of particular benefit to Saudi educational policymakers in solving the problem of the exodus of citizen teachers from the profession. Thus, the primary purpose of this study was to identify these factors as well as to explore the extent to which they have influenced the teachers to leave the teaching profession.





Additional purposes were:

A. To determine the relationship, if any, that exists between the above factors and the following personal characteristics.

1. age (when they left teaching)
2. marital status (when they left teaching)
3. number of years in teaching
4. size of the city in which they taught
5. institution of preparation
6. college major

B. To provide recommendations, based on the findings of the study, which will assist educational leaders in Saudi Arabia in retaining male secondary school teachers.

### Importance of the Study

This study is important for several reasons: First, no study of its kind has been conducted before in Saudi Arabia.\* Second, such information has broad implications for school administrations, supervisors and teacher educators. Personnel in these areas will be able to perform their functions more effectively once they have a better understanding

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\*This was confirmed by: (1) an interview, conducted by the researcher in November 1981, with the administrators in the Ministry of Education and Civil Service Bureau, and (2) a thorough search of the literature conducted by this researcher to find any studies related to this area of concern. None were found except for the very limited studies included in the review of the literature.



of why citizen teachers leave the profession. Such information will enable them to play a major role in the solution of one of the most serious problems facing the Saudi public schools. Third, Zafer (1971) showed a need for this study when he studied the factors associated with enrollment and non-enrollment in teacher education in Saudi Arabia. He claims that further study is needed on teacher and student dropout, the most important factors which cause each to leave the school and teaching (p. 234).

In summary, it is apparent that, based on the above reasons, such study is seriously needed and important to determine the extent to which avoidable losses from teaching profession may be reduced.

#### Generalizability of the Study

It is worth indicating that the findings of this study may have impact far beyond the limits of the study itself. First, since the teachers involved, male secondary school teachers, are hired by the Ministry of Education, it can be concluded that the findings, or at least some of them, will hold for all teachers hired by the same Ministry and subject to the same regulations. This will include male teachers in elementary schools, religious schools, institutions of physical education,...etc. Second, there is no reason to believe that the findings of this study are applicable only for male teachers. At least some of them may



appropriately be applicable for female public school teachers since they are subject to the same regulations.

Finally, the reader is invited to decide, given the research procedures and the demographics of the sample, whether results can be generalized to some other relevant population.

### Research Questions

The primary purpose of this study was to identify the major factors, given by male former secondary school teachers in Saudi Arabia, for leaving the profession of teaching as well as to explore the extent to which they have influenced the teachers to leave the teaching profession.

In order to identify these factors, answers were sought to the following questions.

1. According to the teachers who have left the profession, how did the following factors influence their decision to leave? Specifically, what are their perceptions regarding the following factors as to their influence in this decision?

- a. economic factors
- b. professional factors
- c. personal factors
- d. social factors
- e. preparational factors



2. What is the relationship, if any, between the above factors and the following demographic characteristics?

- a. age when they left teaching
- b. marital status when they left teaching
- c. number of years in teaching
- d. size of the city in which they taught
- e. institution of preparation
- f. college major

### Research Hypotheses

From the research questions for this study, the following hypotheses have been drawn.

1. There is no significant difference in the level of influence attributed to the economic, professional, personal, social and preparational factors by secondary school former teachers.

2. There is no significant relationship between the following demographic characteristics:

- a. age when they left teaching
- b. marital status when they left teaching
- c. number of years in teaching
- d. size of the city in which they taught
- e. institution of preparation
- f. college major

and the factors that had an influence on the former teacher's decision to leave teaching.





The testing of these hypotheses will provide empirical evidence toward answering the stated research questions.

### Basic Assumptions

1. It was assumed that the decision to leave the teaching profession is usually influenced by one or more of the above factors.

2. It was assumed that former teachers are in a good position to identify the factors that influenced them to leave the profession.

3. It was assumed that the lack of adequate data regarding the exodus of male citizen teachers from the profession constitutes a serious handicap to the development of effective solution(s) to the problem. Therefore, the investigation of factors associated with leaving, given by former citizen teachers, will contribute to: greater understanding of the problem, and the development of effective and feasible plans for resolving it.

### Delimitations of the Study

1. Because the investigator was not able to collect data from all former public school male teachers, the study was delimited to male secondary school citizen teachers who have left the profession of teaching.



2. The findings of this study were interpreted only in terms of the school years 1970/71 through 1979/80.

3. This study was further delimited to include only voluntary avoidable and unavoidable withdrawals. In other words, the involuntary withdrawals will be excluded.

#### Limitations of the Study

This study was limited by the following:

1. One of the chief limitations of this study lies in the fact that responses from the subjects will necessarily require a high degree of ego-involvement. As a result, the former teacher may purposefully or unconsciously distort the actual reasons they left the profession. The investigator had no alternative but to accept their responses at their face value.

2. The extent to which the personal procedure of distributing the questionnaire affects responses.

3. The extent to which the investigator is able, objectively, to interpret and describe the data secured.

#### Definitions of Important Terms

LEAVING THE PROFESSION is the departing entirely from teaching and having no immediate intention of returning to teaching.



VOLUNTARY WITHDRAWAL is defined as leaving the profession of teaching by the teacher's own choice.

AVOIDABLE WITHDRAWAL is leaving the profession for factors that could be eliminated by actions that are within the powers of the educational leaders of public schools.

UNAVOIDABLE WITHDRAWAL is defined as withdrawal for reasons which the educational leaders of public schools can not control.

FACTOR refers, for the purpose of this study, to the circumstances which produce a satisfied or dissatisfied result.

TURNOVER is defined as leaving one position within teaching profession in favor of another.

TEACHER EDUCATION INSTITUTION is any educational institution concerned with the conduct of activities regarded as significant in the professional education of teachers and whose program is given appropriate recognition by state agencies that certify teachers including teachers colleges, universities and colleges of education (C.V. Good, 1959, p. 289).

SECONDARY EDUCATION, for the purpose of this study, it means period of education planned especially for young boys of ages approximately 13 to 18, and involving grades 7 through 12. It is sponsored and administered by the Ministry of Education in Saudi Arabia.

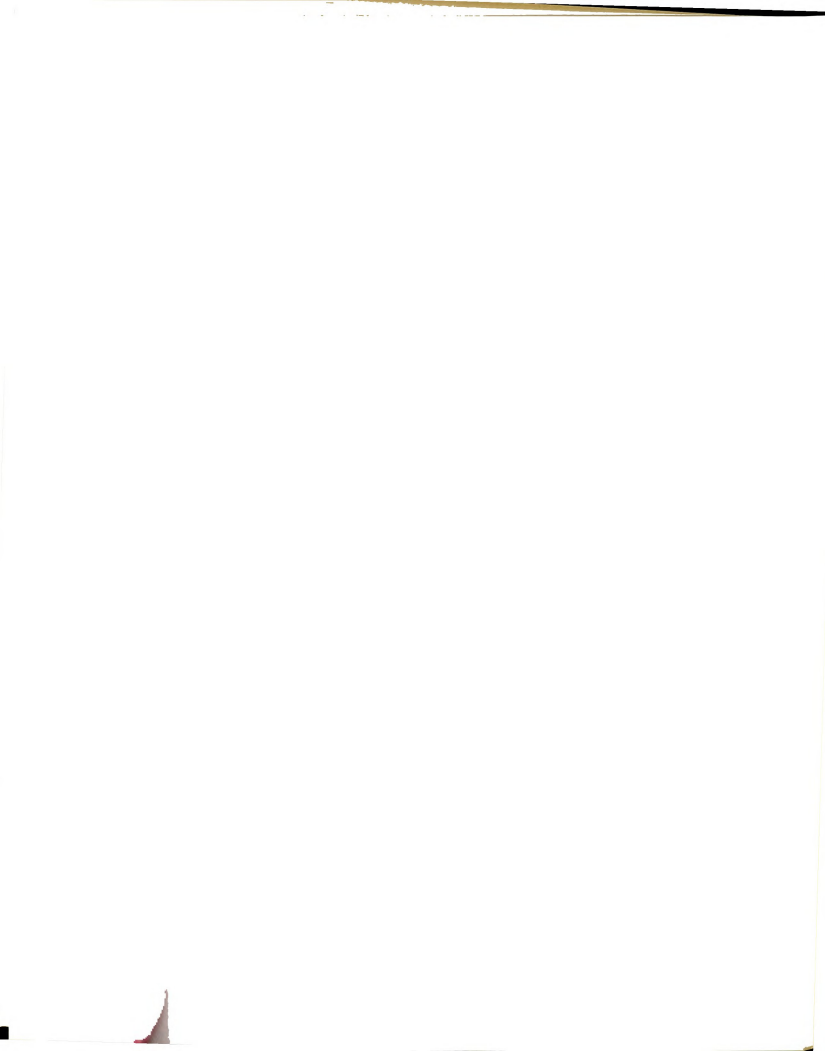


CITIZEN TEACHER refers, in this study, to a full-time secondary school man teacher whose nationality is Saudi by birth or by immigration and who lives in the nation permanently having all the rights of citizenship.

FORMER TEACHER is a public secondary school citizen teacher that once taught and did not continue teaching. It refers, in this study, to male teachers only.

### Organization of the Study

This study is organized into five chapters. The first chapter is an introduction to the study including statement of the problem; purposes of the study; importance of the study; generalizability of the study; research questions; research hypotheses; basic assumptions; delimitations of the study; limitations of the study; and definitions of important terms. Review of related literature is presented in Chapter II. It includes factors influencing teachers to leave the profession; the available related literature in Saudi Arabia; social root causes of the exodus; and official measures to stem the exodus. Chapter III is devoted to the research design and procedure, including the population; selection of the sample; research instrument; translation of the instrument; pilot testing of the instrument; data collection; problems faced the researcher in collecting the data; and data analysis. The results of the study are reported in Chapter IV.





Finally the summary of the study; conclusions; recommendations; and suggestions for further research are presented in Chapter V.



## CHAPTER II

### REVIEW OF RELATED LITERATURE



## REVIEW OF RELATED LITERATURE

### Introduction

The purpose of this study was to identify the factors and to explore the extent to which they have influenced the Saudi teachers to leave the teaching profession. In pursuit of these ends, a thorough investigative attempt was made to unearth, in general, materials regarding teacher turnover, resignation and overall teacher satisfaction or dissatisfaction, and, in particular, the related literature that specifically referred to teachers' leaving the profession in the Saudi and/or United States schooling setting. The ERIC search, for the related materials of general and specific nature, turned up very little. This investigator's search in Saudi Arabia for the similar related literature pertaining to Saudi teachers produced as little.

Within these limited resources, the available related literature has been organized into four categories of review:

1. the factors that seem to influence teachers' decision to leave the teaching profession;



2. the related literature which has a specific reference to Saudi Arabia in the related area,
3. the social root causes of the exodus of teachers from the profession in Saudi Arabia, and
4. the official measures taken to stem this exodus of Saudi teachers.

#### Factors Influencing Teachers To Leave The Profession

Most of the related literature touches upon the problem of teacher turnover from one teaching setting to another and very few available studies are closely related to focus of this study, that is, a switch from the profession to another. While the two problems are distinct in nature, they do have elements of similarity in the sense that mobility from one school to another or the total abandonment of the profession have some common root causes. As a result, this section of the review will attempt, based upon available materials about the two problems, to answer the following question: What are the factors that seem to influence teachers' decisions to leave the profession?

The factors that emerge out of various studies can, in general, be grouped under five categories: economic, professional, social, preparational, and personal.





## 1. Economic Factors

Orlich (1972), Charters (1956), Bloland and Selby (1980), Pedersen (1970), Richard (1960) and many others have emphasized the importance of such economic factors as the salary and other related fringe benefits as the major causes influencing teachers' decision to leave the profession.

Orlich (1972) concludes:

Teacher salary for males appears to be contributing factor in causing males to leave both their initial jobs and, in some cases, those they have held as long as ten years (p.231).

Further down he adds:

Yet, when we analyzed all factors causing teachers to leave their positions, we consistently found that the male tended to attach greater importance to the economic components associated with teaching, that is, too low a salary (p. 232).

A similar conclusion was reached by Bloland and others in a recent article (1980) that salary is an important factor in career changes for male teachers (p. 19).

A few studies have supported the belief that salary is undoubtedly important but it is not the most important factor encouraging persistence in the profession. Stinnett (1970) in this regard reported:

It is possible that salary may be more important as a factor in recruitment than it is in encouraging persistence in the profession (p.3).

Thus the review of the literature regarding the economic factors supports the view that they are important and

influential in the teachers' decision to leave the profession.

## 2. Professional Factors

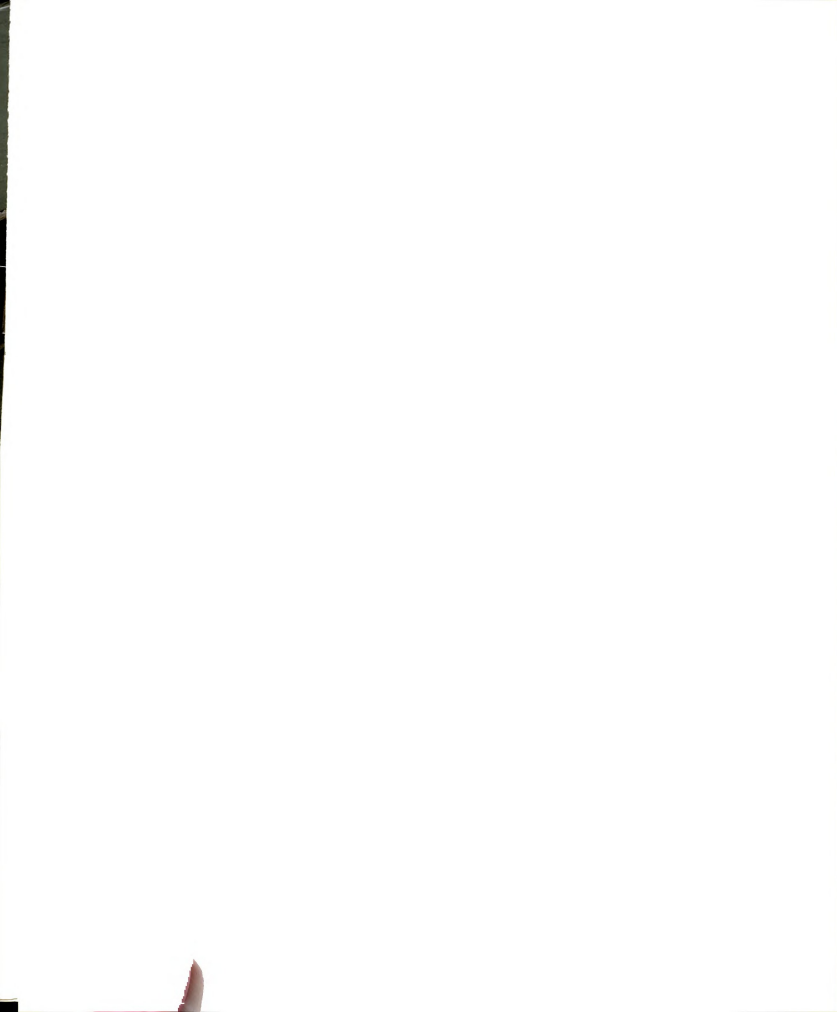
A second set of factors influencing the teachers' decision to leave the profession centers around such immediate work situation factors as the working conditions, advancement opportunities and work load. Most of the reviewed literature considers these factors as the next most influential cause of teachers' changing their profession.

With regard to the working conditions, Dalen and Brittell (1960) state:

The working conditions in a school system are a factor quite as important in determining your full future welfare as tenure, salary, and retirement policies. A high salary will not wholly compensate for having to teach under unpleasant, unhealthy, or unjust conditions (p.65).

Bloland and Selby (1980) have recently summarized what they call, school-related factors, as follows:

The problems of classroom discipline and the lack of intrinsic rewards for interaction with students may be important factors in the career change decisions of teachers.... An important factor in teacher career change is dissatisfaction with the principal which may stem in part from the principal's role, often unintentional, in reducing or eliminating teacher opportunity for creativity in the classroom (p. 22).



With regard to the advancement opportunities, Corrigan (1981) reports:

It is not the nature of the teaching profession to be promotion oriented. A first-grade teacher usually has no desire to teach high school seniors some day.... Teaching jobs, as well as most administrative positions in education, plateau at a certain level and have a rather limited amount of upward mobility (p. 440).

With regard to the workload, Stinnett (1970) points out:

Nearly all investigations of subjective reactions of teachers who have left the profession reveal excessive workload as one of the most important reasons for the decision (pp. 7-8).

These studies provide a relatively clear picture of the relation of the professional factors to the teachers' decision to leave teaching.

### 3. Social Factors

Numerous studies have found the problem of exodus from teaching to be positively related to such social factors as status and prestige.

A very detailed chapter in Stinnett's book (1970) by Buch has emphasized the role which social status and prestige play in the problem of exodus from teaching. He believes that in order to increase the likelihood of attracting and retaining more and better persons for teaching, every



possible attempt should be made to improve the status of the teacher. He concludes:

If we are able to effect a change in the status of the career teacher, it will be, I anticipate, more symptomatic than causal.... When the status of the career teacher changes for the better, the teacher drop-out rate will have dropped (p. 134).

Retting and Pasamanick (1959) found a strong relationship between the public school teachers' dissatisfaction and his low social status, and a recognition that to the extent his desire for status increases, the possibility of his satisfaction is reduced.

In a particularly interesting study, because of its somewhat different approach, Kleinert (1968) found that the social status and prestige was a more important factor with regard to leaving teaching than salary or working conditions. A well-financed school, which offers an above average salary and excellent working conditions, experiences excessive exodus of faculty "due, in large part, to the need of today's young teaching professionals has for a greater recognition and challenge than the conventional teaching role gives him" (p. 299).

Such studies provide supportive evidence regarding the importance of social factors that cause the teacher to leave teaching.



#### 4. Preparational Factors

Although research has dealt with preparational factors in relation with the exodus in a very limited manner, a number of investigators such as Haubrich (1960), Edelfelt (1970), Pedersen (1970), and Herbert (1970) believe that a strong and relevant pre-service as well as in-service training might reduce the exodus from teaching and vice versa.

Pedersen (1970) in this connection states:

Teacher preparation characteristics proved to be important predictors of teacher turnover.... Further evidence indicated that the employment of teachers trained in higher status Michigan post-secondary institution ensured greater stability in the teaching force (p. 3).

With regard to the relationship between pre-service and in-service teacher education, Edelfelt (1970) points to the importance of this relationship in reducing the problem of exodus from teaching. He states:

If programs of teacher education are to contribute to a reduction in the number of teaching dropouts, there needs to be some drastic revision in the concept of how and when and where teachers are prepared. Pre-service and in-service teacher education will need to become unified instead of being separated, as they are now (p. 95).

However, some authors question the influence of teacher preparation on exodus from teaching. Schlechty



and Vance (1981) hypothesize that the "able persons who are attracted to teaching will also be likely to remain in the classroom for a reasonable period of time," but their findings reveal:

Consistent with popular opinion, our findings indicated that those most likely to leave teaching early and in the greatest numbers come from the ranks of the more academically able. Finally, our findings indicate that those who are likely to stay in the classroom the longest and in the greatest numbers come from the ranks of the least academically able (p. 106).

On the whole, there is some evidence to suggest that the problem of exodus from teaching is affected, however slightly, by the preparation factors.

#### 5. Personal Factors

Such unique factors as the individual teacher's health, self-confidence, and family responsibilities, undoubtedly cause some teachers to leave the teaching profession. They are believed to be much less significant in the teacher's decision to leave the profession than the other factors discussed in the foregoing sections. The personal factors are generally downgraded in all these studies, perhaps because of the general tendency on the part of the teachers questioned not to admit to a personal factor as a cause of leaving the profession. Very few studies

such as the ones by Blaser (1964), and Knight (1977) have dealt with the problem. Blaser (1964) concludes that "personal reasons may be considered as contributing factors in teacher loss, but they were not considered extremely important as primary causes for teacher losses" (p. 156).

More recently, Knight (1977) has pointed out that "it seemed appropriate to at least consider the personal factors in light of the information that many teachers were influenced to leave the profession because of such factors as lack of time for their families" (p. 28).

In conclusion, it should be added that though in the problem of exodus from teaching the personal factors are less significantly related to the incidents of exodus from the profession, they are generally regarded as only contributory factors.

In summary, it appears from the review of the literature that there is a significant agreement among scholars that the factors that influence teachers' decision to leave the profession can be divided into the following five categories: (1) economic, (2) professional, (3) social, (4) preparation, and (5) personal. However, the degree to which each category influences the teacher's decision has varied from study to study. On the whole, the related literature has tended to support the following arrangement in the order of importance: (1) economic, (2) professional, (3) social, (4) preparational and (5) personal.

The Available Related Literature  
In Saudi Arabia

There is a great need for in-depth research regarding the exodus of Saudi citizen teachers from the teaching profession to the public and private sectors, due to the facts that Saudi public school systems are in an urgent need of native Saudi teachers, that a large number of citizen teachers leave the profession every year, and that there is a general lack of desire on the part of Saudi high school graduates to enroll in teacher education institutions. Despite these urgent needs, no comprehensive study has been undertaken to address these problems. However, from time to time, studies and reports of limited scope have been published by the University of Riyadh (1977), Zafer (1972), Al-Sainy (1979), Al-Faar (1982), and Al-Fozan (1980). These publications, jointly and severally, point out that the profession of teaching in Saudi Arabia is less attractive than other government jobs, because, in the main, of the economic, professional, and social reasons.

With regard to the economic factors, Zafer (1972) found that

although teaching is more helpful, more enjoyable, and has more opportunities to develop knowledge than other government jobs, it is also more difficult, offers less attractive salaries and less opportunities for promotion than other government jobs.



With regard to the professional problems, studies conducted by the University of Riyadh (1980) and Al-Faar (1980) indicate that the teachers face many professional problems that make teaching a less attractive profession than other government employments. Unpleasant working conditions, inadequate administrative support, centralization of decision-making, and the amount of mental effort required to do the job are some of the examples that plague the teaching profession in Saudi Arabia.

With the focus on the social factors involved in the teaching profession in the Saudi school systems, Al-Fozan (1980) concludes that

teaching is not a prestigious profession in Saudi Arabia.... No matter how hard the teachers tried, their efforts at teaching have never been appreciated ...or even respected by the general public (p.24).

The enormity of the problem of the exodus of teachers of the native Saudi origin from the profession is reflected in the statistics published in a University of Riyadh study:

During 1975/76 the number of male Saudi teachers in high schools was 239, of whom 31 percent voluntarily left the profession. This loss becomes more striking when it is recognized that the percentage of the administrators who left their positions in 1976 was only 1.9 percent (University of Riyadh, 1977, p. 9).



Furthermore, several studies by Western scholars point to the same conclusions. Nyrop, in this regard, adds:

The profession of teaching is an undesirable profession because it is less paid than other comparable jobs... (because of) the possibility of being posted to a distant or rural school, the relative difficulty of the work as compared with most other government jobs, the limited promotion potential, and the low social status of the profession. (pp. 100-101).

Egbert and others (1974) point out:

It is difficult for school districts to attract and hold qualified personnel. Unsatisfactory service conditions, low salary with a feeling of low social status may be responsible for that. (p.24)

There are several studies that maintain the pre-service preparation of teachers play a major role in the stability of the teacher in the profession. The teacher who has had a strong and effective preparation will feel satisfied with his work and will, as a result, remain in the profession, whereas the poorly prepared teacher will derive little satisfaction from teaching and will tend to leave the profession altogether. Discussing the need for teachers in the rapidly developing educational programs.

Al-Rasheed and others (1980) argue that

yet, we do believe that such achievements in the field of education cannot be fruitful until the country has trained and made available efficient teachers who can undertake the responsibility of teaching future generations to the best of their ability (p.177)





In a more direct way they assert that

in our belief, faculties of education in Saudi Arabia must have a serious and specific role to play in order to overcome the shortage of Saudi teachers. They should produce sufficient and efficient teachers who are competent enough to bear the responsibility of teaching (p.183).

Al-Afandi (1974) focuses in on the same problem and adds in a more emphatic tone that the problem of the shortage of citizen teachers will continue unless the teacher education institutes recognize the role they have to play in training prospective teachers sufficiently and efficiently in a manner that they should have confidence in themselves as teachers--otherwise they will not continue in the profession (p.60).

However, this study has hypothesized that the educational authorities have failed to stem the exodus because their measures are based exclusively on economic causes. They have failed to take into account the professional and social causes of the exodus as well.

One serious limitation of most of the studies and reports reviewed in this section is that they delimit themselves to mere listing of several economic, professional, social, and preparation problems besetting the profession, without going into the precise nature of their influence on the exodus of teachers to other jobs and professions.



In other words, they don't rank them according to their significance and show to what extent each one, or at least each homogeneous group, causes the profession to be less attractive. This lack of overall comprehensiveness of these studies renders them incapable of addressing the problem of exodus of teachers effectively.

Another limitation of all these studies and reports, without exception, is that they are based on the perceptions of the currently practicing teachers, students, and educational administrators. These studies have failed to enlist the opinion and perception of teachers who have already made their decision and have left the teaching profession. The currently practicing teachers' perceptions are least likely to indicate why their erstwhile colleagues left the profession. The students and administrators are outsiders to the problem and are least involved in the decision-making process whether to stay in the profession or leave it. Their views and perceptions have the least evidentiary value.

To sum up, there are a number of studies and reports conducted in the Saudi Arabian school systems, based on the perceptions of currently practising teachers, students and administrators concerning the problem as to what makes the profession of teaching less attractive than other government jobs. Most of these studies attribute this perception of the profession to a series of professional, social and preparational causes. Their conclusions, however, suffer from two basic limitations. First, these studies merely list the problems without rank-ordering them and determining

the precise degree of their influence. Second, they draw on the perceptions of the currently practising teachers, students, and administrators, without the benefit of the perceptions of the former teachers who actually made the decision to leave the profession.

### Social Root Causes of the Exodus

The exodus of the Saudi teachers from the profession of teaching can be better understood in its historical context. No single event has more profoundly affected life in Saudi Arabia than the discovery of oil. As a result, a rapid development and expansion of industry, commerce, and education at all levels have come to be the first priority of national economic and cultural planning. Before the Saudi oil reserves were discovered, life in Saudi Arabia was practically untouched by the industrial and social revolutions that were taking place, particularly in the West.

Saudi people in the pre-oil era depended for their livelihood largely on primitive agriculture and animal husbandry, some fishing and internal trade on a limited scale, but the evolution of the oil industry soon brought in its wake not only unprecedented wealth to the country but also exposed the Saudis to extensive contacts with the non-Islamic world, particularly the West. No aspect of Saudi existence has since remained uninfluenced by these profound changes that have followed the fundamental reorganization of the

Saudi economy. Lipsky and others (1959) have described these changes in Saudi Arabia in the following words:

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 (p.90).

These changes, a sequel of the policy of rapid industrial and commercial development, created a heavy demand for trained manpower and managerial expertise. It was evident to the national planners that the country suffered from acute shortages in both these areas. The more skilled a job, the more acute the shortage. Yet the development, the planners argued, must proceed at a pace the economy can support. Consequently, Saudi Arabia had to resort to the importation of skilled labor and expertise from abroad. The situation is summed up by Nyrop (1977) thus:

In contrast to most Arab countries, Saudi Arabia faces the problem of abundance rather than of poverty. The major obstacle to the rapid development of the society is the critical shortage of trained Saudi manpower (p. 99).

The national economic planners agreed that to create indigenous trained manpower and expertise, education must be given top priority in the national developmental plans. The government of Saudi Arabia believes that education at all levels must form the central core of the comprehensive plan of development. Education, as a result, has increased,



and is still increasing, at a rapid rate in the country, perhaps unparalleled elsewhere in the world. Progress and education are, indeed, inextricably linked in the Saudi economic context.

The history of Saudi school education has gone through distinct stages of evolution, and in order to understand the background of this study, it is necessary to rehearse this history. Before the establishment of modern school in 1925, Saudi Arabia's form of education could essentially be categorized as traditional and formal. Traditional education consisted entirely of an education through the institutions of the mosque and the family, and it was largely religious in character. Formal education, on the other hand, was modern in a limited sense. Its curriculum consisted mainly of courses in religion, elementary mathematics, Arabic language and literature, and it catered exclusively to male learners.

Historians of Saudi education agree that the modern education era in the country began in 1925, with the establishment of the General Directorate of Education whose primary function was to supervise education in Saudi Arabia at all levels. The General Directorate was later reconstituted into the Ministry of Education in 1953. Eight years later in 1961, a General Directorate for Girls was decreed to be formed for the education of girls. Education, until then, was exclusively for males.





The government statistics published in 1980 reflect the measure of success these official efforts toward the education of the Saudi people have attained. In 1980, there were 1,550,744 students enrolled in 11,377 fully government-supported schools at different levels. This enormous rise in the school population and the increase in the numbers of schools have necessitated the need for teachers. The available statistics further reveal that the native Saudi teachers are in severe short supply to meet the country's needs. The educational authorities have, consequently, resorted to enlisting the services of teachers from the neighboring Arab countries as a temporary measure to tide over its initial difficulty in educating its citizenry. At the same time, these additional authorities have put into practice schemes that will result in making Saudi education totally a Saudi-run operation.

However, of late, the government has been experiencing some difficulty in keeping to its schedule to make education a totally Saudi operation. Education in Saudi Arabia continues to rely heavily on foreign expertise and teachers (see Tables 2-1, 2-2 and 2-3). One of the major causes for the failure to meet the schedule is the exodus of Saudi teachers to other more satisfying and lucrative professions in the public as well as the private sector. Demands for educated native Saudi personnel in other sectors are so great that if there is a clash of interests between the teachers and the institutions, the teachers find it more satisfactory

TABLE 2-1: DISTRIBUTION OF TEACHERS IN SECONDARY SCHOOLS AND THE PERCENTAGE OF THE SAUDIS IN ACCORDANCE WITH SCHOOL SUBJECTS (1974/75)

Subject	Total Number	Number of Saudis	% of Saudis to Total Number	Total Number	Number of Saudis	% of Saudis to Total Number	% of Rise or Fall
Religion	134	84	63	156	83	53.2	9.8-
Arabic Language	265	50	19	331	45	13.6	5.4-
Arabic & Religion	10	1	10	16	1	6.3	3.7-
English	241	5	2.1	277	10	3.6	1.5+
Social Sciences	179	60	33.5	184	58	31.5	2.0- <sup>3</sup>
Maths	189	14	7.4	216	17	7.9	.5+ <sup>4</sup>
Physical Sciences	246	14	5.7	338	14	4.1	1.6-
Sciences & Maths	19	1	5.3	6	--	nil	5.3
Physical Education	50	10	20	60	5	8.3	11.7-
Art Education	24	1	4	...	...	...	...
Behavioral Subjects	1	--	nil	...	...	...	...
TOTALS	1358	240	17.7	1584	233	14.7	3. -

...= unavailable data

The data mentioned in this table as well as the following two tables are quoted from the following references.

- (1) Ministry of Education: Efficiency Level of Teachers in General Education States and Teacher-Training Institutes in 1394/95 A.H.(1974/75), p. 13.
- (2) Ministry of Education: Statistical Diary of 1395/96 A.H. (1975/76) p. 201.

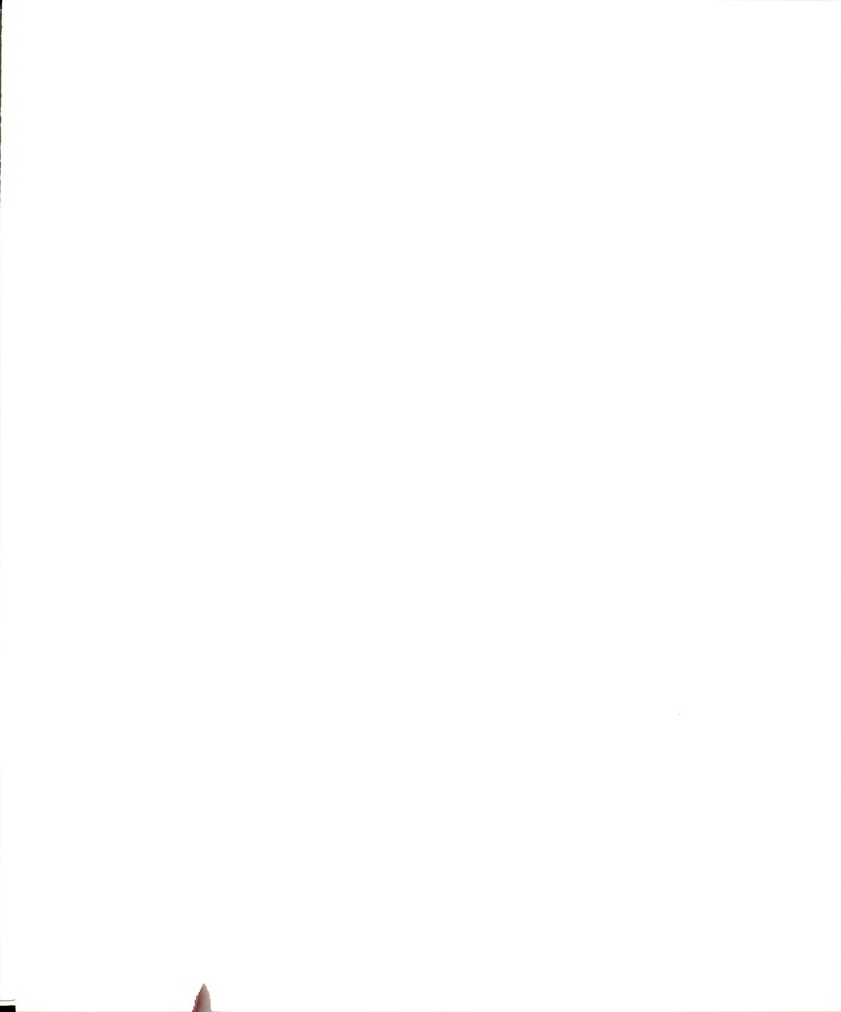


TABLE 2-2: DISTRIBUTION OF TEACHERS IN INTERMEDIATE SCHOOLS AND THE PERCENTAGE OF SAUDIS  
IN ACCORDANCE WITH THE SUBJECTS (1974/75 AND 1975/76)

Subject	1394/95 A.H.			1395/96 A.H.		
	Total Number	Number of Saudis	% of Saudis to Total Number	Total Number	Number of Saudis	% of Saudis Rise to Total or Number Fall
Religion	959	702	73	1087	38.7	35.6 37.4-
Arabic Language	770	294	38	843	25.5	30.3 7.7-
Arabic & Religion	56	20	35.7	69	16	13.2 12.5-
English	747	38	5	934	85	9.1 4.1+
Social Sciences	569	320	56	660	37.2	56.4 .4+
Maths	542	58	10.7	688	79	11.5 .8+
Physical Sciences	453	92	20	775	10.5	18.3 1.7+ 35
Science & Maths	146	11	7.5	117	6	5.1 2.4-
Physical Education	279	92	33	319	86	27 6.0-
Art Education	372	131	35	424	11.0	26 .9-
Vocational Subjects	19	10	53	21	14	66.7 13.7+
TOTALS	4912	1768	36	5737	1515	26.4 9.6-



TABLE 2-3: DISTRIBUTION OF TEACHERS IN TEACHER-TRAINING INSTITUTES AND PERCENTAGE OF SAUDIS IN ACCORDANCE WITH THE SUBJECTS (1974/75 and 1975/76)

Subject	1394/95 A.H.			1395/96 A.H.		
	Total Number	Number of Saudis	% of Saudis to Total Number	Total Number	Number of Saudis	% of Saudis to Total Number
Religion	90	33	36.7	95	33	34.7
Arabic Language	111	4	3.6	117	3	2.6
Arabic & Religion	6	--	--	4	--	--
English	35	--	--	47	--	--
Social Sciences	108	17	15.7	107	22	20.6
Maths	70	1	1.4	82	--	--
Physical Sciences	89	5	5.6	110	4	3.6
Maths & Sciences	3	--	--	2	--	--
Physical Education	48	2	4.2	61	4	6.6
Vocational Subjects	18	5	27.8	10	--	--
Behavioral Subjects	130	71	54.6	127	61	48
Total	791	139	17.6	837	130	15.5

...=unavoidable data



to quit the teaching profession. Professional ethics and the laws of the country prohibit the use of such drastic actions as strikes and public demonstrations on the part of teachers.

It must be recognized that though male and female education is strictly segregated in Saudi Arabia to the extent that men are not allowed to teach in girls' school and vice-versa and women teachers have far fewer opportunities outside the teaching profession owing to social and religious pressures, equally severe shortages in Saudi girls' school system have been acutely felt, as the Saudi educational authorities, according to 1978 policy statement, place heavy emphasis on the education of women:

The object of girls' education is to prepare her for other activities that suit her nature such as teaching, nursing, and medicine (Article 153).

And that ought to make teaching an attractive profession for women. Yet a large number of women teachers leave the profession for full-time housewifely duties of raising a family. Hammad (1973) in this connection adds:

It is interesting to note, however, that although there has been a considerable increase in the number of Saudi women teachers from year to year, the increase is out of proportion to the number of Saudi women who have been graduated from teacher-training institutes. The small number of women teachers is usually the result of factors such as early marriage (p. 313).



It is difficult to change social and cultural practices and norms of early marriage and the belief that the rightful place of women is in the home. One can do precious little to overcome these causes of Saudi women teacher shortages. However, the shortage of men teachers is the result of more complex causes and their exodus to other professions can be attributed definitely to economic, professional, social, preparational and personal causes. For these reasons, this study concentrates only on the men teachers who have left teaching.

In summary, the day Saudi Arabia struck her rich reserves of oil was the beginning of a new era in the social, cultural and economic life of Saudi Arabia. Saudi contacts with the Western world increased manifold; oil revenues gave rise to the national need and desire to develop rapidly, and this desire created a trained manpower and qualified personnel vacuum, which could be filled with borrowed technicians and experts from abroad, particularly from the neighboring Arab countries. It was recognized right at the very beginning that if Saudi developmental programs were to be carried out by Saudis themselves, education and training of the needed manpower and expertise must be given the first priority in the national effort. This effort required a huge army of qualified teachers. Soon it was realized by the planners of the national programs of education for the

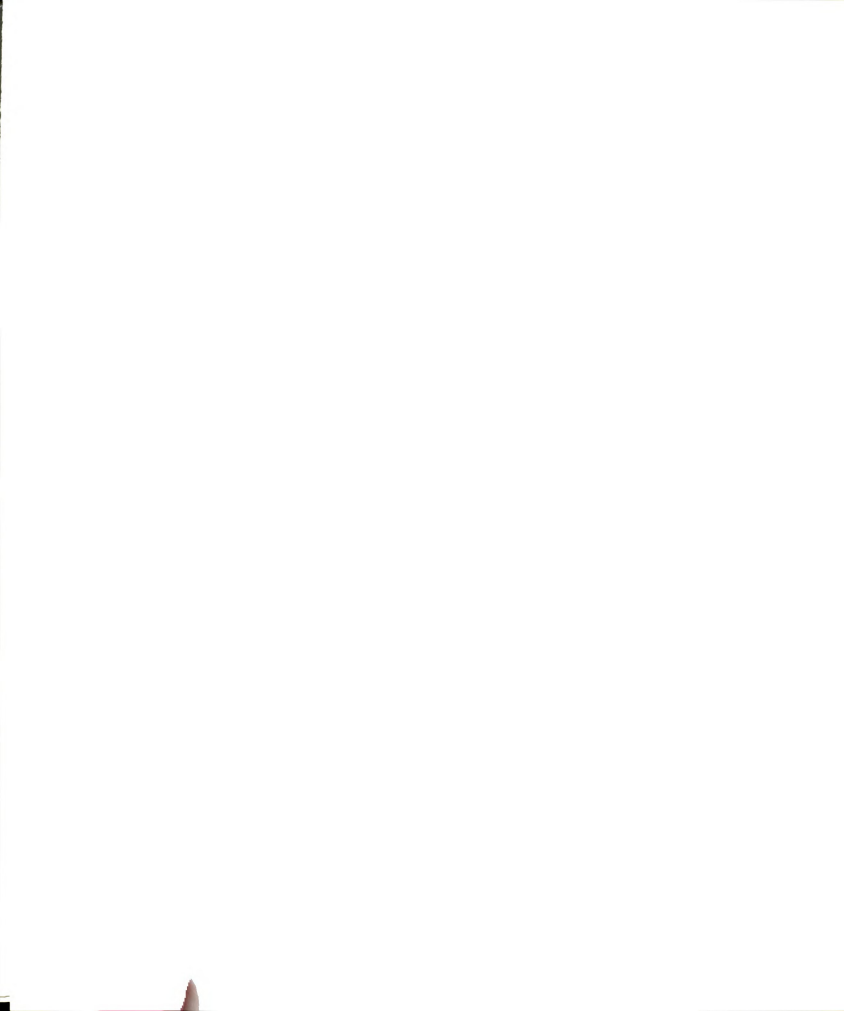


country that the country suffered not only from severe shortages of qualified teachers but also from a regular exodus of qualified Saudi teachers to other government and private jobs thus causing a severe strain on the national educational resources. Though shortages of women teachers were experienced, they were not experienced precisely for the same reasons. Qualified Saudi women teachers left the profession, not for better opportunities elsewhere, but to shoulder the responsibility to raise a family.

#### Official Measures To Stem The Exodus

The educational authorities in Saudi Arabia are alert to the problems of the shortage of Saudi teachers and their exodus to other professions, and the measures they have taken to stem this exodus are a reflection of their recognition of the enormity of the problem. In the first place, the authorities encourage high school graduates to specialize in teaching, and in the second, they have issued orders prohibiting the employment of graduate teachers in professions other than teaching without a written permission from the government. The teachers who intend to change the profession have been steadfastly denied permission to change. Yet teachers have found ways around the government policy.

Though the policy of denial of permission to be employed outside the teaching profession has long been in force,



educational authorities are aware of the drawbacks of such a policy. Al-Khowaiter, the Minister of Education, in this connection, pointed out to the President of the Civil Service Bureau in 1980:

We are being requested by a huge number of public school teachers to get permission to leave the job for other positions.... If we reject their requests, the teachers will lose interest in teaching and job performance will be affected. On the other hand, if we grant their requests, the Ministry will face a serious problem of lack of citizen teachers.

In the third place, to retain the graduates of education institutes in the teaching profession, the prospective teacher graduates were placed, upon employment in a school setting, in a grade higher in the pay scale than was applicable to non-education graduates. The scheme has had a very limited success in stemming the migration, because an average teacher's chances of promotion are limited and he has to stay on the same salary for four years. The teacher finds that in other professions people move up faster either by recommendation or by passing qualifying examinations for the next grade of pay. An advance increase in fact holds no significant inducement for graduate teachers to stay in the profession.

In the fourth place, the authorities devised a scheme whereby a teacher becomes entitled to an extra allowance if he continues to stay in the profession beyond a specified period of service. As from 1977,

All teachers who are still practicing teaching and their experience in teaching is less than five years are granted 20 percent of their salary as a monthly allowance for staying in the profession. All teachers who are still practicing teaching and their experience in teaching is more than five years are granted 30 percent.\*

The measure has met the fate of other three, for when compared with the salaries of other government servants, teachers find these allowances as a mere pittance. Besides, the teachers, when compared to other professionals and government employees find that their responsibilities are much more arduous than those of other professions and employees. An average teacher is required to teach 24 hours a week in addition to 2 hours of substitute-teaching. Besides this teaching load, the teacher has to prepare his lessons, correct homework, assess the performance of the students and grade them, in his own time. In fact, his profession keeps him occupied with the business of teaching all through the week. Employees in other professions get paid for extra work, but not the teacher.

The fifth measure taken by the authorities, which is, in fact, a part of the first--that is, to encourage high school graduates to go in for teaching--is to open teacher-education institutions in most major cities so that high

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\*Regulation of Civil Service in Saudi Arabia, No. 27/16.

school graduates do not have to go far from their hometowns for training. Most educators commend the appropriateness of this measure, but unfortunately the scheme does not attract high quality students to these teacher-education institutions. The scheme has attracted very low grade students who are largely rejected by other specialty. Indeed, there is a total absence of selective criteria used to admit these students.

This situation raises a serious question regarding these high school graduates' motivation, interests, and ultimate effectiveness as teachers. In fact, most of these teacher-graduates feel frustrated and inadequate to meet the responsibility of a teacher, and the result is that even among these teacher-graduates, the incidents of transfer to other professions is high. In this regard, Frances and Nila (1948) add:

One of the most important factors in the life and program of a teacher-educating institution is the personnel of its student body. If the students who are admitted to such an institution are of a type that shows promise of educational leadership, then we have material with which we can successfully work in meeting our goal. (p. 133).

More recently, Dr. S. Alheber (1982) has confirmed these facts while analyzing the two main causes of poor proficiency among some Saudi teachers who have been graduated from Saudi teacher-education colleges. In the first place,

teacher-education institutes, Dr. S. Aleheber affirms, are more concerned with the numbers rather than the quality of its student body, and, in the second, they readily accept such low caliber students as are, by virtue of their grades, found unfit for other areas of specialization (Al-Jazeera, No. 3543).

Finally, in August, 1981, the Saudi Civil Service Bureau--an agency that determines the salary scales of various categories of Saudi civil servants--created six levels cadre for teachers depending on their academic qualification and professional training. Under the scheme, each level is placed in an applicable salary scale, earning regular annual increments over twenty to twenty-five years. The rationale behind the scheme is that the teacher will continue to earn monetary benefits over the years, without having to wait, as under the old system, for an opening in the higher grade in his category for promotion and corresponding monetary advancement. Thus, monetarily the teacher will be on par with the administrative cadre where promotions are faster because of frequent vacancies in positions. It is hoped that the scheme will "raise the teachers' standards, encouraging them to assume their educational task and perform their mission with loyalty and devotion, and ensuring their continued services in the field of education."\*

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\*Educational Policy, Article No. 169.



It is too early to judge the outcome of this scheme, as it was implemented only in May 1982. Complaints about the cadre among the teachers have, however, been heard. Based on these complaints, the educational authorities took some corrective measures in March 1982. Yet Saudi teachers are not fully satisfied with the final version. The main objection to the cadre is that under the scheme a teacher can hope to be a principal or a supervisor and no more, and his experience as a teacher is hardly acceptable for an administrative position, whereas other civil servants move upwards faster both in hierarchical positioning and in pay, based on their experience and qualification. Other areas of the cadre that have come in for criticism from teachers are the salary structure, mode of promotion, and qualifying standards (See Al-Jazeera Daily News, Nos. 3413, 3418, 3425, 3427, 3429, 3435, 3446, 3451, 3539, and 3440).

Though in some educational quarters hopes have been raised that this cadre will go a long way in alleviating the problems of shortages of Saudi teachers and their exodus to other professions. This researcher believes that such hopes are exaggerated because this cadre does not take into account the opinions and wishes of the teachers concerned. Besides, the teachers as a body were never invited to evaluate the cadre's strengths and weaknesses before its first draft. On the other hand, the promoters of the cadre have used primarily economic inducements and teacher-preparation

as the bases to manipulate the situation to overcome the shortages and exodus without regard to professional and social ingredients of the situation, which, in the opinion of the researcher, are as significant as, if not more significant than, the economic inducement and teacher preparation. Stated differently, all available information indicate that there is no other action has been taken by the government to overcome the problem professionally and socially.

These are some of the significant measures undertaken to overcome the problem of the shortages of native Saudi teachers and their exodus to other professions. To sum up, the government has attempted to overcome the problem of shortages of national talents in the teaching profession and their subsequent migration to other professions by preventing the teachers from moving to administrative positions, by offering pay raises, by various allowances and inducements, by opening teacher training institutions within the reach of prospective teachers and finally by setting up a special cadre for teachers. Unfortunately, all of these measures have serious demonstrable shortcomings to overcome the problem. Primarily, the government has used economic incentives to overcome the problem without sufficient regard to the professional and social needs of security for the teachers to continue in the profession. Al-Rasheed and others (1980) in this regard reported:

In view of this, improving teachers' working conditions, we can safely say that to give adequate support to teachers in their important task, the state should make them feel economically, socially and psychologically secure (p.190).

### Overall Summary

The extant related literature confirms that economic, professional, social, preparational and personal factors do play a part in the exodus of teachers from the teaching profession. However, there is a lack of agreement in these studies regarding the degree to which each of these factors influences the teachers' decision to leave the profession for another, because of the fact that the effect of each of these factors is different from one setting to another. Furthermore, the literature review tends generally to support the following order in terms of their significance: (1) economic, (2) professional, (3) social, (4) preparational, and (5) personal factors, though it must be recognized that some studies do not rank these factors in this order.

The studies and reports that specifically deal with the problem of the exodus in the Saudi setting merely list the economic, professional, social and preparational factors involved in making teaching a less attractive profession than jobs in the public and private sectors. Since these studies and reports lack precision and pointedness, their contribution



to an understanding that will ultimately help stem the exodus is limited. However, these studies and reports point to the inescapable need for a solution to the problem of shortages and exodus of Saudi teachers.

The problem is closely related to the rapid development taking place in Saudi Arabia. The country suffers not only from the severe shortage and exodus of qualified citizen teachers from teaching, but also from the shortage of skilled citizens in most areas due to the fundamental reorganization of the Saudi economy after the discovery of oil and the extensive contact with the non-Islamic world.

The educational authorities, however, have made concerted efforts to find a solution to the shortage and exodus of Saudi teachers by preventing the teachers from moving to administrative positions, by offering various allowances and monetary inducements, by opening teacher training institutions within the reach of prospective teachers and finally by creating a special cadre for teachers. Unfortunately, all of these measures suffer from serious shortcomings to overcome the problem.

In conclusion, the information contained in the related literature having a bearing on the exodus of teachers in general and on the Saudi situation in particular and the analysis of the root causes of the problem form the ground upon which this study is built.

## CHAPTER III

### RESEARCH DESIGN AND PROCEDURE

## RESEARCH DESIGN AND PROCEDURE

### Introduction

This study identified the factors and explored the extent to which they have influenced the Saudi secondary school men teachers to leave the teaching profession. Presented in this chapter, therefore, are (1) the population; (2) selection of the sample; (3) the research instrument; (4) translation of the instrument; (5) pilot testing of the instrument; (6) data collection; (7) problems the researcher faced in collecting the data and finally (8) data analysis.

### The Population

The target population of this study consists of all men teachers who (1) have taught in Saudi public secondary schools, (2) are citizens of Saudi Arabia, (3) had been graduated between 1970/71 school year and 1979/80 inclusive and (4) taught for at least one whole year before leaving the profession. One whole year's experience of teaching was regarded as an essential condition for the teachers to identify the major factors that induced them to leave the profession.

To get the complete list of the population, the researcher first obtained the names of all the Saudi secondary school teachers who had been graduated between the 1970/71 and 1979/80 school years from teacher education programs of Saudi universities, including Islamic University of Imam M. Ibn Saud, the University of Riyadh, and Umm-Al-Qura University, and had taught in the Saudi public school system for at least a full academic year (See Table 3-1). The researcher was not, however, able to get the exact distribution of the teacher-training institution graduates between 1970 and 1980 who were involved in teaching. Therefore, this table was prepared by the researcher based upon the available data in the "Educational Statistics books of the years 1969 to 1980" by the Ministry of Education. Second, the Civil Service Bureau computer was used to collect the following items of information about the population: their current jobs and addresses; their last jobs as teachers; and the number of years they had taught, before quitting. It was found that the Civil Service Bureau did not have the most up to date information. To complete the data, the files of the Ministry of Education, and the Ministry of Defense, which administers an element of secondary education in Saudi Arabia, were examined and data compiled. It was found that of the total population that graduated between the years 1970-71 and 1980-81, 461 or 19.5 percent had left teaching after teaching at least for a year.



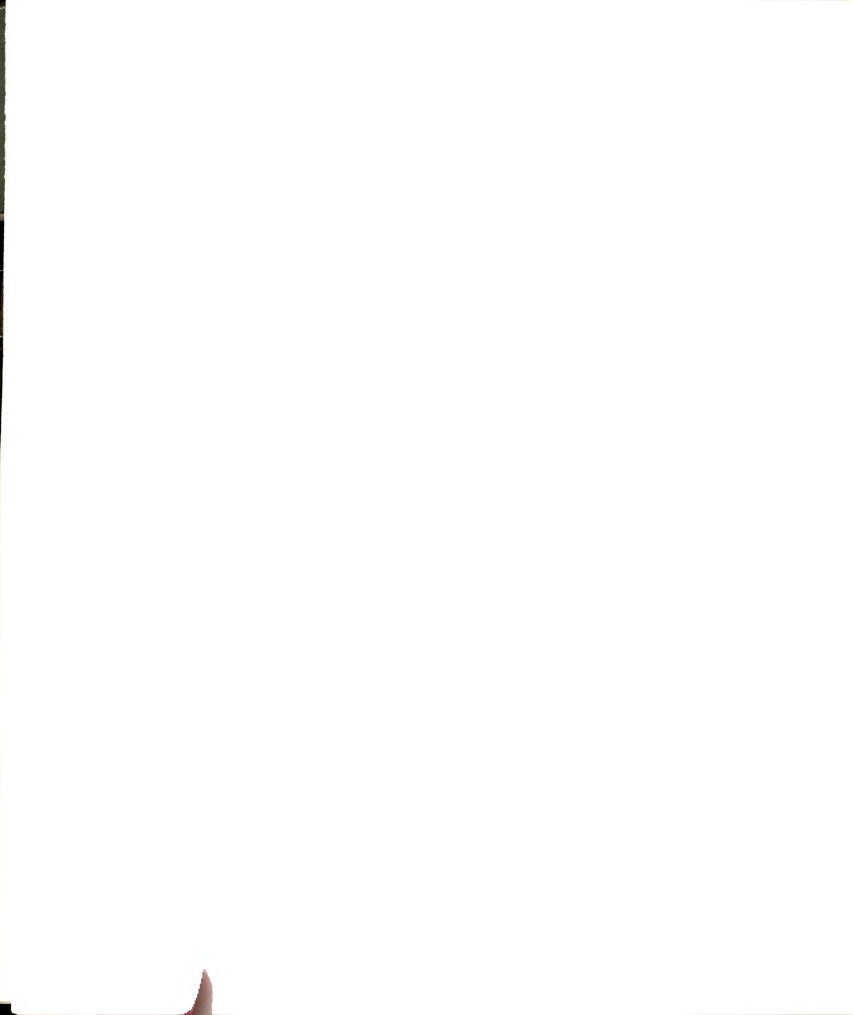


TABLE 3-1: INITIAL TEACHING ASSIGNMENTS OF THREE SAUDI UNIVERSITIES\*

School Year	Middle School	High School	Teacher-Training Institutes	Total
1970/71	118	50	24	192
1971/72	225	25	2	252
1972/73	60	84	4	148
1973/74	139	48	13	200
1974/75	408	112	53	573
1975/76	...	12	...	12
1976/77	148	32	...	180
1977/78	241	55	18	314
1978/79	136	61	46	243
1979/80	125	109	14	248
Total	1600	588	174	2362

...=unavailable data

\* = Graduated of (1) Islamic University of Imam M. Ibn Saud

(2) University of Riyadh

(3) Umm Al-Qura University

### Selection of The Sample

A representative sample of 200 leaving teachers, constituting 43.3 percent of the population, was randomly selected, by using random numbers' table, with a view that "each individual in the defined population has an equal and independent chance of being selected as a member of the sample" (Borg and Gall, 1979, p. 182). A simple random sampling technique was used to arrive at a representative figure.

### The Research Instrument

The data for this study was obtained by means of a questionnaire developed after a review of the literature on teacher turnover and resignations, their satisfactions or dissatisfactions with the teaching profession, and the supply-demand situation in the profession. Special attention was paid to studies of similar problems in various settings in the United States.

The purpose of the review was mainly to identify the factors that other researchers had found instrumental in the decision of teachers to leave the profession. The review was to aid to provide not only the major directions in the development of the research instrument, but also in refining the research question and hypotheses.

The questionnaire was developed in four stages. In the initial stage the first draft was prepared by the researcher after a careful review of the literature. In the

second stage, the first draft was submitted to a research consultant from Office of Research Consultation at the College of Education, Michigan State University. Third, the researcher's dissertation committee chairman examined the questionnaire critically and made his recommendations. Lastly, the final version of the questionnaire prepared by the researcher was approved by his advisory committee.

The final version of the questionnaire consisted of one hundred and nine items, divided into six parts (see Appendix A). Part I consisted of seventeen items (1-17) delineating demographic characteristics in order to determine if any relationships exist between those characteristics and the factors influencing leaving teachers' decisions to quit teaching.

The next five parts deal with the classifications of five factors: (1) economic factors, comprising seventeen items (18-34), (2) professional factors, consisting of thirty-two items (35-66), (3) personal factors, covering the next eighteen items (67-84), (4) social factors, including ten items (85-94) and, (5) preparational factors, with fifteen items (95-109).

Additional space was provided for the respondents' suggestions and comments. The purpose of the five parts of the questionnaire was to examine the level of the influence each part had in the leaving teachers' decision to leave the profession.

The questionnaire was accompanied with a cover letter indicating the intent of the study and requesting the respondents to return the duly completed questionnaires.

#### Translation of the Instrument

Since the respondents in this study were to be Arabs, the instrument (109 items) and the cover letter were translated from the English into Arabic by the researcher.

In order to determine the accuracy and reliability of the translation, both the English and Arabic versions of the questionnaire were submitted for review to the instructor of Arabic at Michigan State University (See Appendix B). After minor changes and revisions, incorporated in the questionnaire, the researcher's Arabic translation of the questionnaire was certified to be accurate and reliable.

#### Pilot Testing of the Instrument

To enhance the validity and reliability of each item in the questionnaire, the following procedures were adopted: first, the questionnaire was developed after reviewing the related literature (see Research Instrument section). Second, the English version of the questionnaire was administered to twenty former Saudi secondary school teachers who are currently graduate students at Michigan State University. An analysis was made of their responses to each item in order to

identify and correct possible defects in the questionnaire. Third, the same procedure was repeated with the Arabic version of the questionnaire. Fourth, reliability analyses were conducted for the five scales. Results of these analyses are presented in Table 3-2.

Data presented in Table 3-2 indicates that there is a high correlation among the responses of the respondents to items that have close logical relationships among one another. It can be concluded, based on these results of the internal reliability of items, that the research instrument has an acceptable level of reliability for the purpose of this study. Furthermore, it was observed that the respondents of the questionnaire experienced no difficulties with regard to the language and meaning of the items. Complete results of the reliability analyses are presented in Appendix D.

This procedure was adopted to make sure that the questionnaire would elicit the data needed for the study and was written in a clear and comprehensible manner.

#### Data Collection

Armed with information regarding the names and current job addresses of the leaving teachers, the researcher was able to contact each individual member of the selected sample and deliver the questionnaire personally to him. In most

TABLE 3-2: SUMMARY TABLE FOR RELIABILITY ANALYSES OF THE SCALES

No.	Scales	Standardized	
		Item Alpha	Alpha
1.	Economic Factors	.94253	.93686
2.	Professional Factors	.91751	.91684
3.	Personal Factors	.68819	.58562*
4.	Social Factors	.77375	.77345
5.	Preparational Factors	.88651	.88421

\*It is interesting to note that when the number of respondents increased, after conducting the study, the value of ALPHA of the personal factors also increased to (.72072).





cases, he was able to collect the completed questionnaire personally, and when, for various reasons, the completed questionnaires could not be collected personally, such respondents' divisional offices collected them and delivered them to the researcher. This cooperation was made possible through the help of the Ministry of Education (See Appendix B).

A total of 182 or 91 percent of the sample completed questionnaires was returned. Six members of the respondent sample refused to participate in the study, and the remaining twelve respondents agreed to participate but failed to return the questionnaire or the researcher could not reach them to deliver the questionnaires (See Table 3-3).

#### Problems Faced in Collecting the Data

1. Since this study dealt mainly with the teachers who have already left the profession, the location of these teachers was one of the major problems because information was not easily obtainable in Saudi Arabia. One has to be prepared for it, as this researcher was.

2. Contrary to expectation, some people concerned with education were least cooperative. Indeed, at times they discouraged this researcher to pursue the line of research. Very often, he was denied access to material files. It was difficult to fathom the source of this noncooperative and

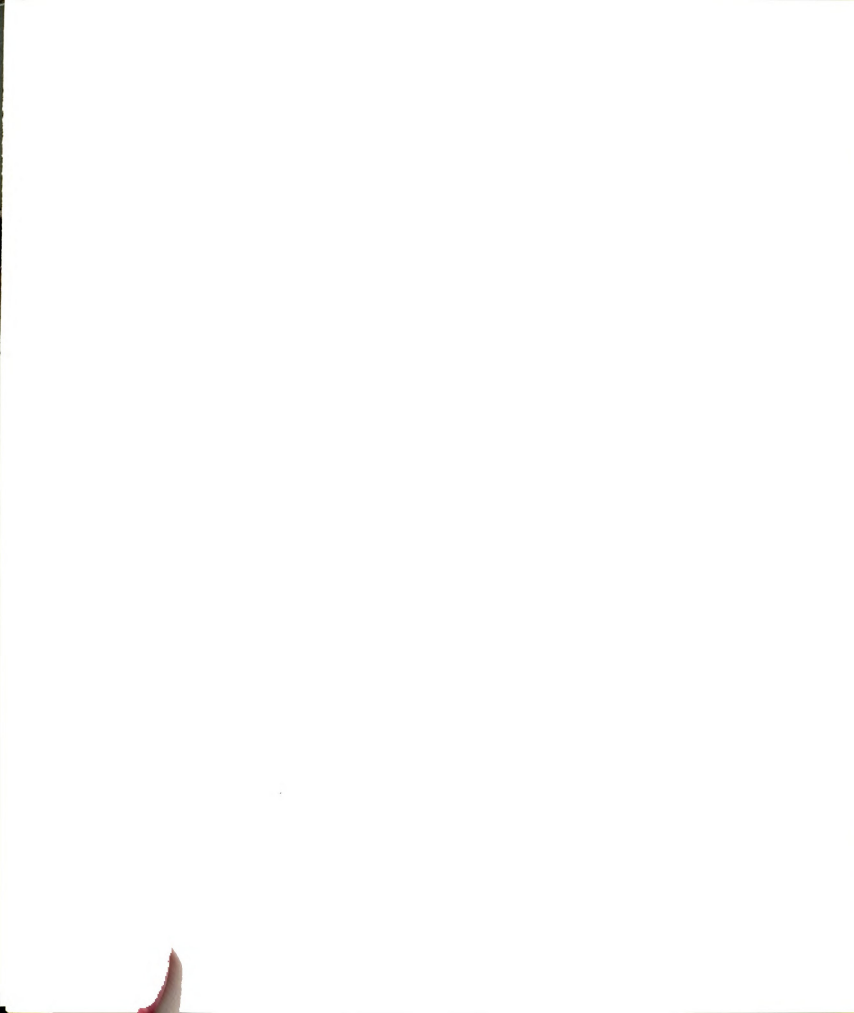


TABLE 3-3: DISTRIBUTION OF THE SAMPLE, RETURNED AND NON-RETURNED QUESTIONNAIRES

No.	Visited Cities	Total Number of Sample	Number of Returned Questionnaires	% of Total Responses
1.	Riyadh	48	44	22.0
2.	Buraidh	12	11	5.5
3.	Unaizah	8	7	3.5
4.	Arres	8	8	4.0
5.	Hail	6	5	2.5
6.	Madina	12	9	4.5
7.	Al-Jouf	3	3	1.5
8.	Jeddah	29	27	13.5
9.	Makkah	15	15	7.5
10.	Taif	11	10	5.0
11.	Abha	11	9	4.5
12.	Jizan	7	7	3.5
13.	Nejran	3	3	1.5
14.	Dammam	13	11	5.5
15.	Hafuf	8	7	3.5
16.	Al-Kharej	6	6	3.0
	TOTAL	200	182	91.0



discouraging attitude in view of the fact that those very people would benefit the most from this study. However, it must be added that the majority of the educational authorities were cooperative and encouraging.

Among the minor irritants were transportation and the time consumed in collecting the data. Despite these unpleasant experiences, this study has been a very rewarding experience for this researcher.

### Data Analysis

The data collected were manually coded on "computer laboratory--Fortran coding forms" by the researcher. These forms were transformed into computer cards by the scoring center at Michigan State University. The punched cards were then sent to the computer center at M.S.U. for analysis. The "Statistical Package for Social Sciences (SPSS)" (Nie, et al., 1975) was used for facilitating the statistical techniques. The analyses were divided into four sections: First, the frequencies and percentages were used to analyze the demographic data included in the questionnaire items, 1 through 17. Second, the mean and standard deviation ratings were used to rank order the items (factors), 18 through 109, that influenced the teachers to leave teaching. Third, a multivariate analysis of variances (MANOVA) for repeated measure, and the Univariate F-tests were used to test the research hypotheses. In order to determine acceptance or nonacceptance



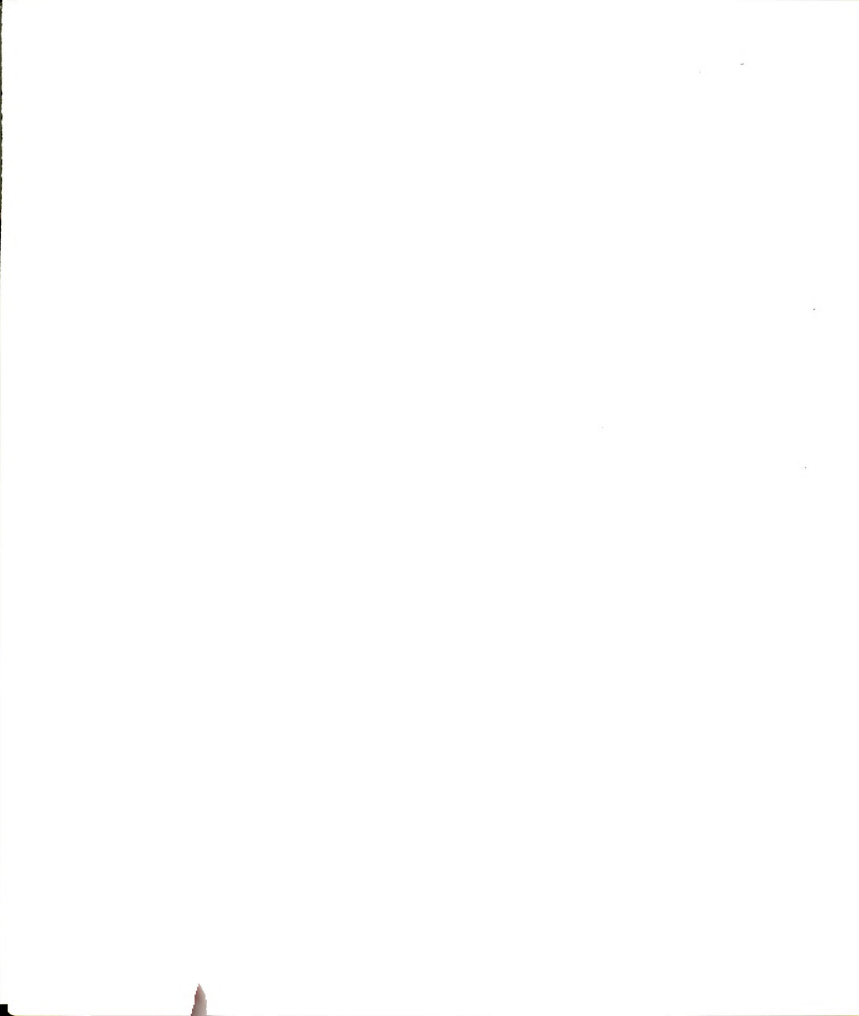
of the null hypotheses, the standard ( $\alpha = 0.5$ ) level was treated as the level of significance for each test. Fourth, ✓ respondents' written suggestions and comments were described and classified. These analyses are presented in Chapter Four.





## CHAPTER IV

### DATA ANALYSIS



## DATA ANALYSIS

This study was conducted to find out the proper answer for the research questions presented in Chapter I.

1. According to the teachers who have left the profession, how did the following factors influence their decision to leave? Specifically, what are their perceptions regarding economic, professional, personal, social and preparational factors, as to their influence in this decision?

2. What is the relationship, if any, between the above factors and the following demographic characteristics?

- a. Age when they left teaching
- b. Marital status when they left teaching
- c. Number of years in teaching
- d. Size of the city in which they taught
- e. Institution of preparation
- f. College major.

In this chapter, findings related to these questions are presented in four sections. The first section deals with the demographic characteristics of the respondents. Rank orders of the factors influenced teachers to leave teaching, and testing of the first hypothesis are presented in the second section. The third section deals mainly with answering of the second research question. Finally, reporting of



the respondents' comments on the factors is presented in the fourth section.

### Demographic Data

The first part of the questionnaire used for this study consists of a set of questions designed to determine if there exists any relationship between the tendency to leave the profession of teaching and the individual characteristics and environment, educational background, professional setting and salary of the respondents at the time of leaving teaching for another profession.

### Personal Characteristics

Of the personal characteristics of the sample, the four variables considered to determine a relationship between the exodus of teachers from the profession and the personal characteristics are the teachers' age, their marital status, the number of children they had, and the area of residence while they were still in the profession and after they had left the profession.

The data with regard to the respondents' age, marital status, and the number of children the teachers had at the time of leaving teaching are presented in Table 4-1. The analysis of the data shows that the teachers tends to leave the profession when they are relatively young. That is, 70.9 percent of the respondents were below the age of 31. Those



TABLE 4-1: TEACHERS' AGE, MARITAL STATUS AND NUMBER OF CHILDREN THEY HAD WHEN THEY LEFT TEACHING

Item No.	Category Lable	Absolute Frequency	Relative Frequency %
1.	Age		
	25-30 years	129	70.9
	31 plus years	53	29.1
	Total	182	100.0
-----			
2.	Marital Status		
	Married	142	78.0
	Single	40	22.0
	Total	182	100.0
-----			
3.	Number of Child- ren		
	None	25	17.6
	One	37	26.1
	Two	27	19.0
	Three	27	19.0
	Four	24	16.9
	Five and over	2	1.4
	Total	142*	100.0

\*Total of married teachers only





who are 31 or older continue to remain in the profession. Only 29.1 percent of them in the age group of 31 and older decided to leave. The marital status seems to play a very significant role in the decision of the respondents whether they wanted to continue to stay in the profession or leave it for another. Seventy-eight (78.0) percent of the respondents are married, while only 22.0 percent are unmarried.

The analysis of the data in Table 4-1 regarding the number of children the respondents had at the time of leaving the teaching profession revealed an inverse relationship. That is, figures in the table show a tendency that those who have fewer than two children tend to leave the profession more often than those with three or more dependent children. Sixty-two (62.7) percent of the respondents had 2 or fewer children when they left teaching while only 33.3 percent had three or more children.

There seems to be no significant relationship between the respondents' leaving the profession and their subsequent place of residence or the size of the city they taught in (Table 4-2). Seventy-five (75.3) percent continued to live in the same city that they taught in, while only 24.7 percent moved either to a big or a small city after leaving the profession.

#### Educational Background and Characteristics

The data on the preservice education and background are recorded in Table 4-3 under three variables: the institution



TABLE 4-2: CITY OF RESIDENCE AFTER THE RESPONDENTS LEFT THE PROFESSION

Item No.	Category Label	Absolute Frequency	Relative Frequency %
10,13	Still live in the city where they taught	137	75.3
	Moved to a larger city	37	20.3
	Moved to a small city	8	4.4
	TOTAL	182	100.0

of teacher education, the subject specialization, and the year of graduation. With regard to the institution of teacher education, Table 4-3 shows that 57.9 percent of the respondents had been graduated from the Islamic University of Imam Mohamed Ibn Saud, while 28.1 percent came from the University of Riyadh, and 14.0 percent from the Umm Al-Qura University.

A majority of the respondents, 51.7 percent (Table 4-3) had specialized in Islamic Studies and/or the Arabic language followed by 33.0 percent who majored in Social Studies. A small minority had majored either in Science and Mathematics, a total of 9.9 percent, or in English, a total of 5.5 percent. This distribution of exodus figures



TABLE 4-3: INSTITUTION OF TEACHER PREPARATION, COLLEGE MAJOR, AND YEAR OF GRADUATION

Item No.	Category Label	Absolute Frequency	Relative Frequency %
4	Institution of Preparation		
	Islamic University of Imam Mohammed Ibn Saud	103	57.9
	University of Riyadh	50	28.1
	Umm AlQura University	25	14.0
	Total	178*	100.0
-----			
6	College Major		
	Islamic Studies	42	23.1
	Arabic Language	52	28.6
	English Language	10	5.5
	Science and Math	18	9.9
	Social Sciences	60	33.0
	Total	182	100.0
-----			
5	Year of Graduation		
	1970-1971	23	14.6
	1971-1972	27	17.0
	1972-1973	22	13.9
	1973-1974	24	15.1
	1974-1975	16	10.1
	1975-1976	17	10.8
	1976-1977	12	7.6
	1977-1978	14	8.9
	1978-1979	2	1.3
	1979-1980	1	.6
	Total	158**	100.0
-----			

\* Data are not available in the case of four respondents

\*\*Data are not available in the case of twenty-four respondents



is consistent with the distribution of specialization among Saudi teachers in schools in the country. Current statistics show that "66.8 percent of the Saudi teachers have their specialization in Islamic Studies and the Arabic language, 31.5 percent in Social Studies, 5.3 percent in Science and Mathematics, and 3.6 percent in English (See Table 2-1,p.34).

The analysis of the year of graduation variable in Table 4-3 shows that the majority of the respondents, 66.6 percent, had been graduated between 1970 and 1974 while 39.3 percent between 1975 and 1980.

#### Professional Background and Characteristics

The professional background and characteristics are summarized in Tables 4-4, 4-5 and 4-6. Table 4-4 classifies the respondents according to the subject or subjects taught, the level at which taught, and the number of years the teacher was in the profession before leaving it for another.

The data with regard to the subject the respondents taught, recorded in Table 4-4, reveal that their teaching a subject other than their specialization has had no apparent significant influence on the respondents' decision to leave teaching as 97.8 percent of the respondents were teaching the subject of their specialization at the time of their leaving the profession.

The summary of the data in Table 4-4 further shows that the majority of the respondents, a total of 122 out of





TABLE 4-4: SUBJECT TAUGHT, THE LEVEL AT WHICH TAUGHT, AND THE NUMBER OF YEARS TAUGHT

Item No.		Category Label	Absolute Frequency	Relative Frequency %
7	Subject Taught	Taught his major	178	97.8
		Did not teach his major	4	2.2
		Total	182	100.0
-----				
8	Level at which taught	Middle School (grade 7-9)	122	67.0
		High School (grade 10-12)	60	33.0
		Total	182	100.0
-----				
9	Number of years taught	One Year	27	15.0
		Two Years	33	18.3
		Three Years	30	16.7
		Four Years	23	12.8
		Five Years	17	9.4
		Six Years Plus	15	27.8
		Total	180*	100.0
-----				

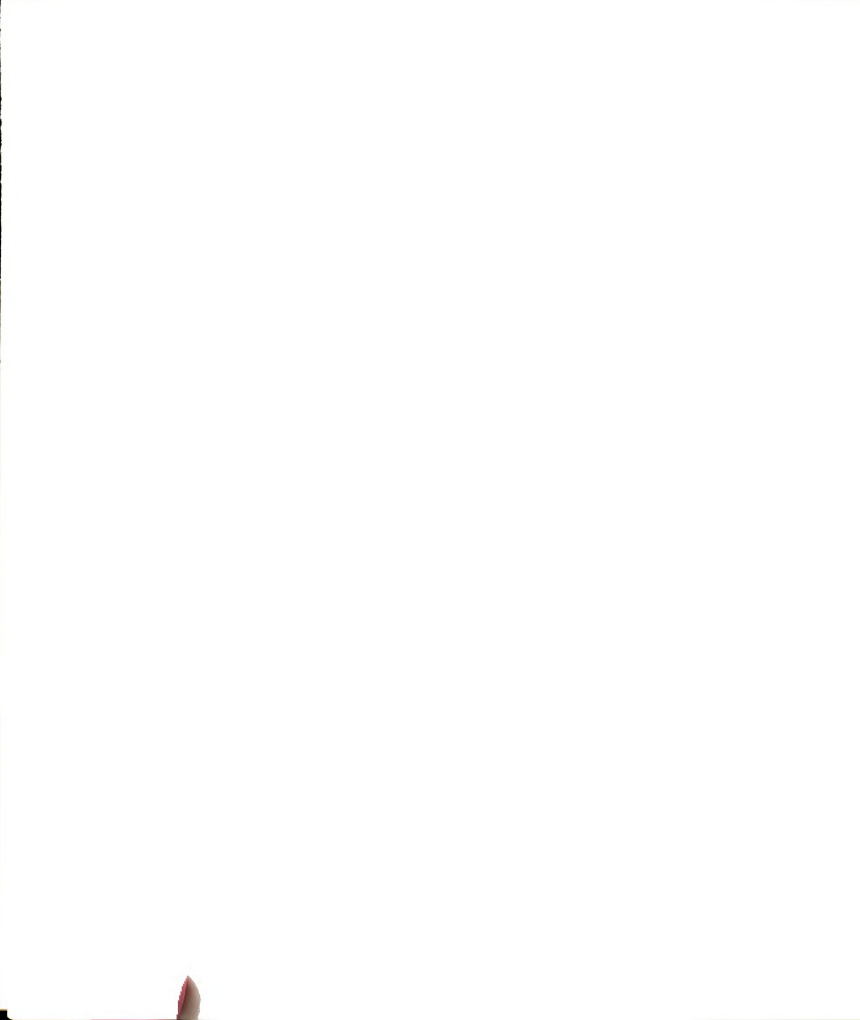
\*Data are not available in the case of two respondents



182 or 60.0 percent were teaching in middle schools (grades 7-9), while the rest, 33.0 percent were teaching in high schools (grades 10-12). The difference in the exodus figures for middle and high schools might be due to the large proportion of middle schools to high schools. The analysis of the number of years a teacher has taught before quitting (Table 4-4) indicates that the first four years of the teachers stay in the profession are very crucial in his decision to stay in the profession or to quit it. Of the respondents who left the profession, 15 percent had only one year of teaching, 18.3 percent had only 2; 16.7 percent had three years, and 12.8 percent had four years of teaching experience. After the fifth year in the profession, the teacher exodus rate declines to only 2.4 percent.

The respondents' earning in and out of the profession are summarized in Table 4-5. Under the Saudi system, the teacher is a civil servant, and the salaries of all civil servants are governed by eighteen salary scales, regardless of the nature of the employment and profession. A secondary school teacher with training in education is placed in the seventh scale of pay, and the secondary school teachers without any teacher training are placed in scale six. Teachers continue to stay in the same scale four years unless there is a vacancy in the next scale.

In the context of this system, it is significant to note, as Table 4-5 reveals, that though there were only



seventeen respondents (9.3 percent) in the sixth salary scale while they were teaching. Twenty-six (14.3 percent) of the total who left the profession accepted their placement in the sixth scale. In other words, nine leaving teachers accepted a lower scale of pay than they were drawing while teaching. The teachers accept the lower scale because of the fact that the promotion in the long run from one scale to another in a non-teaching setting is much faster and much more rapid than in the teaching profession. Normally, civil servants move from one level of pay scale to another in four years of time automatically, but in the event of a vacancy occurring before an employee has completed four years, he is allowed to take an examination and, based on his score, he can be promoted to the next scale. But such opportunities to be promoted to the next scale before four years of service is rare, indeed almost non-existent, in the teaching profession. For these considerations, leaving teachers were willing to be placed in a salary grade lower than they had in the teaching profession.

Of the total of 102 respondents, 115 (63.2 percent) were in the seventh salary scale--an initial scale applicable to all teachers who have had requisite teacher training. Eighty-nine (89) teachers (48.9 percent) of the total of 182 transferred to other government jobs that placed them in the same scale. It is not clear from the data that all

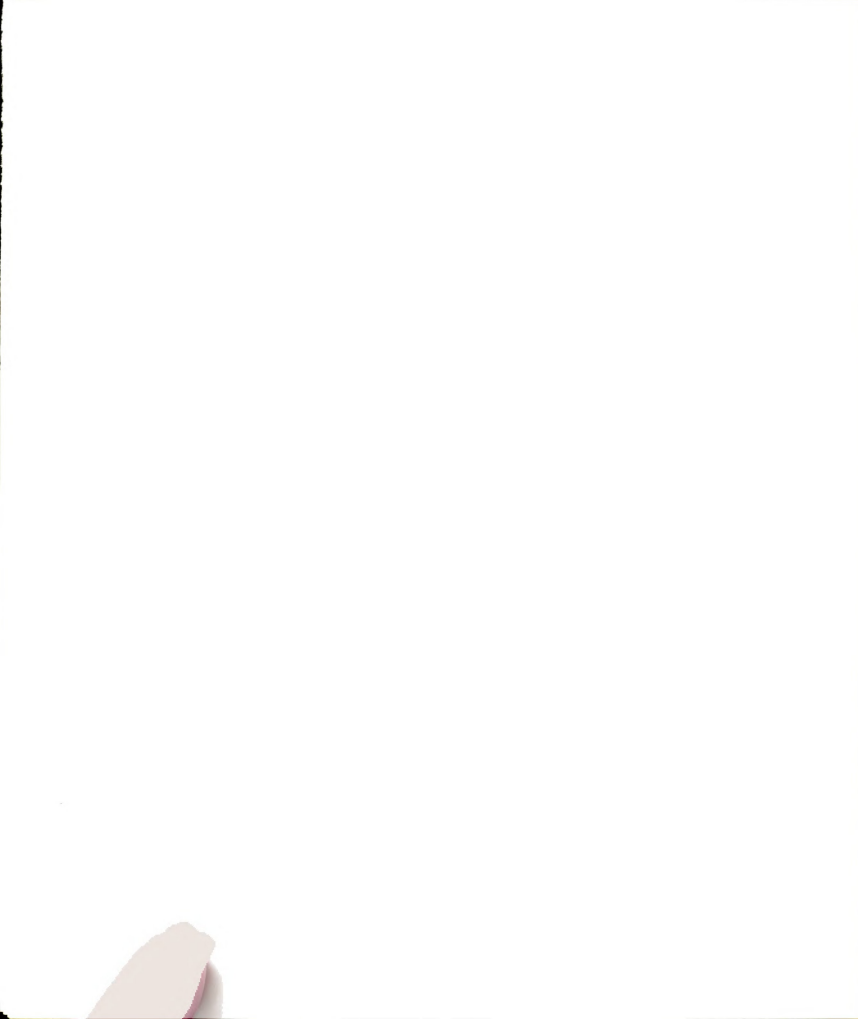


TABLE 4-5: SALARY DURING AND AFTER TEACHING "MONTHLY SALARY IN U.S. DOLLARS"

Item No.		Category Label	Absolute Frequency	Relative Frequency %
11	Salary During teaching	Sixth Salary Scale (\$1321)	17	9.3
		Seventh Salary Scale (\$1535)	115	63.2
		Eighth Salary Scale (\$1761)	44	24.2
		Nineth Salary Scale (\$2047)	5	2.7
		Tenth Salary Scale (\$2275)	1	.5
		Total	182	100.0
-----				
12	Salary After Leaving Teaching	Sixth Salary Scale (\$1321)	26	14.3
		Seventh Salary Scale (\$1435)	89	48.9
		Eighth Salary Scale (\$1761)	61	33.5
		Nineth Salary Scale (\$2047)	5	2.7
		Tenth Salary Scale (\$2275)	1	.5
		Total	182	100.0





89 of them were from among the 115 in the seventh scale. It is, however, reasonable to assume that a fairly large percentage was from among the 115. These data do support the hypothesis that one of the major reasons for quitting the profession is the low opportunity for promotion in the teaching profession (Table 4-5). The teachers' tendency to accept government jobs in a lower scale is motivated by the desire to enhance the chances of promotion.

There were forty-four respondents (24.2 percent) of the total of 182 in the eighth salary scale but those who accepted alternative jobs in the non-teaching setting were 61 or 33.5 percent of the total. It must be noted that only those who have had a post-bachelors' degrees are placed in the eighth scale. It seems that the higher the degree in Education, the higher the teacher perception that their chances of promotion are better served in alternative government jobs.

As the data in Table 4-5 reveal, there were very few teachers in the ninth salary scale who left the profession. However, their subsequent placement reveals that they accepted alternative jobs in the government agencies in the comparable scale of pay.

The nature of the non-teaching jobs the leaving teachers moved to is summarized in Table 4-6 which lists the number of jobs held after leaving teaching, job satisfaction in their current employment, whether placed in the same salary scale or not, and the nature of the profession the leaving teachers are currently in.

TABLE 4-6: NON-TEACHING JOB'S CHARACTERISTICS

Item No.		Category Label	Absolute Frequency	Relative Frequency%
14	Number of jobs moved to after teaching	One	141	78.8
		Two	32	17.9
		Three	3	1.7
		Four Plus	3	1.7
		Total	178*	100.0
-----				
16	Do you like the current job?	Yes	137	75.3
		No	45	24.7
		Total	182	100.0
-----				
17	Would you leave the current job with the same salary?	Yes	49	26.9
		No	133	73.1
		Total	182	100.0
-----				
15	Current job category	Educational**	100	54.9
		Administrative	80	44.0
		Others "accounting... etc"	2	1.1
		Total	182	100.0

\*Data are not available in the case of three respondents

\*\*Does not include Principals, Assistant Principals and/or educational supervisors

The table reveals that 78.8 percent of the respondents have held only one job after leaving teaching ; 75.3 percent like their current jobs; and 73.1 percent don't want to leave their present job for another carrying a comparable salary. Further, the analysis of these data reveals that more than 73.0 percent of the respondents preferred stability in their professions, and had to leave the teaching profession for reasons other than the wanderlust. This study concentrates on investigating these reasons.

Further, the table indicates that the majority of the respondents, 54.9 percent, hold non-teaching jobs in the education setting. In other words, a substantial number of the outgoing teachers wish to remain educators, as they were originally qualified. Administrative jobs other than in the educational setting, attracted a total of 44 percent of the respondents and the rest (1.1 percent) moved to such jobs as accountancy and others.

### Summary

The personal data summarized in Tables 4-1 and 4-2 indicate that the typical teacher who left the profession after graduating from the university during the period 1970 and 1979-80 was (1) less than 31 years of age, (2) married, (3) has 2 or fewer children, and (4) continues to live in the same city that he taught in.



The educational data summarized in Table 4-3 indicate that the typical teacher who left the profession after graduation from a university during the period 1970 to 1979-80 was majoring in Islamic Studies or the Arabic language. This is due to the fact that the majority of Saudi teachers are teaching Islamic studies or Arabic language (See Table 2-1, page 34).

Finally, the professional data summarized in Tables 4-4, 4-5, and 4-6 indicate that the typical teacher who left the profession after graduation from a university during the period between 1970 and 1979-80 was (1) teaching his subject of specialization, (2) teaching in a middle school, (3) in the profession for four or less than four years, (4) receiving a pay in the 7 salary scale, (5) willing to accept a lower salary scale when transferring to a non-teaching job, (6) stable in nature, and (7) generally in a non-teaching educational job.

#### First Research Question

This section of the analysis of the data, first, ranks orders the factors by the level of their influence upon the teachers' decision to leave the profession of teaching in terms of their mean scores, and second, tests the hypothesis to determine whether there was a significant difference between the factors.

### Rank Orders of the Factors by Their Mean Scores

The respondents were asked to indicate the extent to which each factor had influenced their decision to leave the profession in the scale from 1 (very much) to 5 (none). Consequently, the lower the mean, the higher the correlation of the factor that had influenced the teachers to leave teaching.

It is noted that, based on the mean scores of the factors, it cannot be accurately determined whether there exists a significant difference among the factors or not. The mean score analyses, however, gives a first insight into the differences in significance among the categories of factors and within the individual items in the categories. An accurate determination of the difference in the significance will be made in the next section, when the first hypothesis is tested.

### Economic Factors

Despite the fact that the teachers' starting monthly salary of \$1535.00, by the Saudi standard of living, was adequate, respondents had listed the economic causes as the most important factors that had influenced them to leave the profession. The overall mean of the economic factors ( $\bar{X}=2.8$ ) indicates that the respondents had regarded the economic factors



as the strongest influencing factors in their decision to leave the profession of teaching. It must be noted that the economic factors did not include only the traditional factors like salary and other allied monetary emoluments, but also such fringe benefits as chances for promotion, allowance for overtime, and opportunities to earn some allowance through profession-related activities. Table 4-7 reveals that the factors "teachers have fewer opportunities to take the qualifying examination, after two years of service, for promotion to the next scale of pay than their counterparts ( $\bar{X}=1.80$ )" (with the highest mean score) and "Little advancement opportunities ( $\bar{X} = 1.99$ )" were rated as a much higher cause in the respondents' decision than "salary, too low for hours expected ( $\bar{X} = 2.31$ )" and "salary inadequate for desired living standards ( $\bar{X} = 3.37$ )". Table 4-7 indicates that the ex-teachers perceived that in terms of the economic benefits, the teachers did not hold equal opportunities when compared with other professions.

Stated differently, teachers did not have the opportunity to supplement their income by business travels, promotion and advancement possibilities when compared with other government jobs. These concerns are rated much higher than the salary drawn by the teachers in their decision to leave teaching (See Table 4-7).



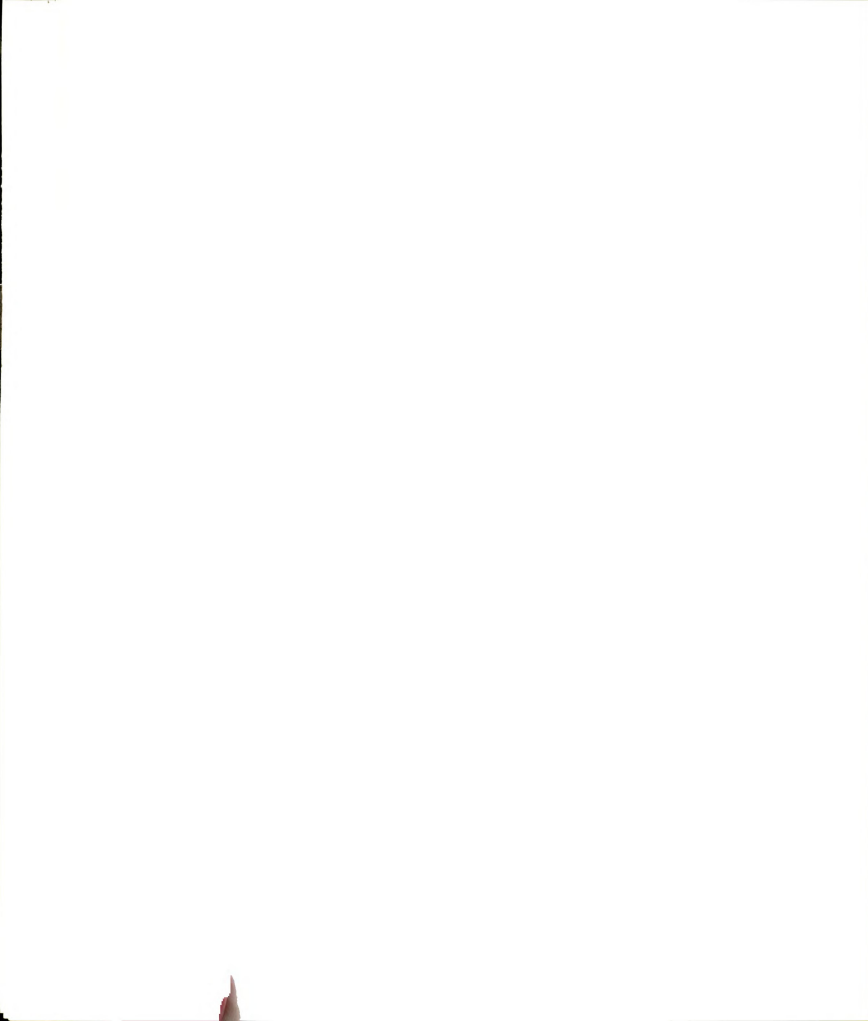


TABLE 4-7: RANK ORDERS OF ECONOMIC FACTORS BY MEAN ITEM SCORE

Item No.	Rank Order	Economic Factors	$\bar{X}$	SD
34	1	Teachers have fewer opportunities to take the qualifying examination, after two years, of service, for promotion, to the next scale of pay, then their counterparts	1.80	1.29
32	2	Little advancement opportunities	1.99	1.32
22	3	Salary not adjusted to work load	2.15	1.39
23	4	No business travel opportunities	2.18	1.44
30	5	Little chance for promotion	2.20	1.37
27	6	There was no housing or assistance for the rent	2.22	1.56
20	7	Salary too low for hours of work expected	2.31	1.41
25	8	Extra part time work not available	2.38	1.52
26	9	No exceptional promotion for teachers	2.63	1.65
21	10	Salary increments small; too long to reach maximum	2.79	1.55
19	11	Salary below of equally responsible positions	2.88	1.55
18	12	Salary inadequate for desired living standard	3.37	1.48
33	13	Decreasing one degree salary with a change to a non-teaching position	3.51	1.71
29	14	No time to conduct private business	3.57	1.50

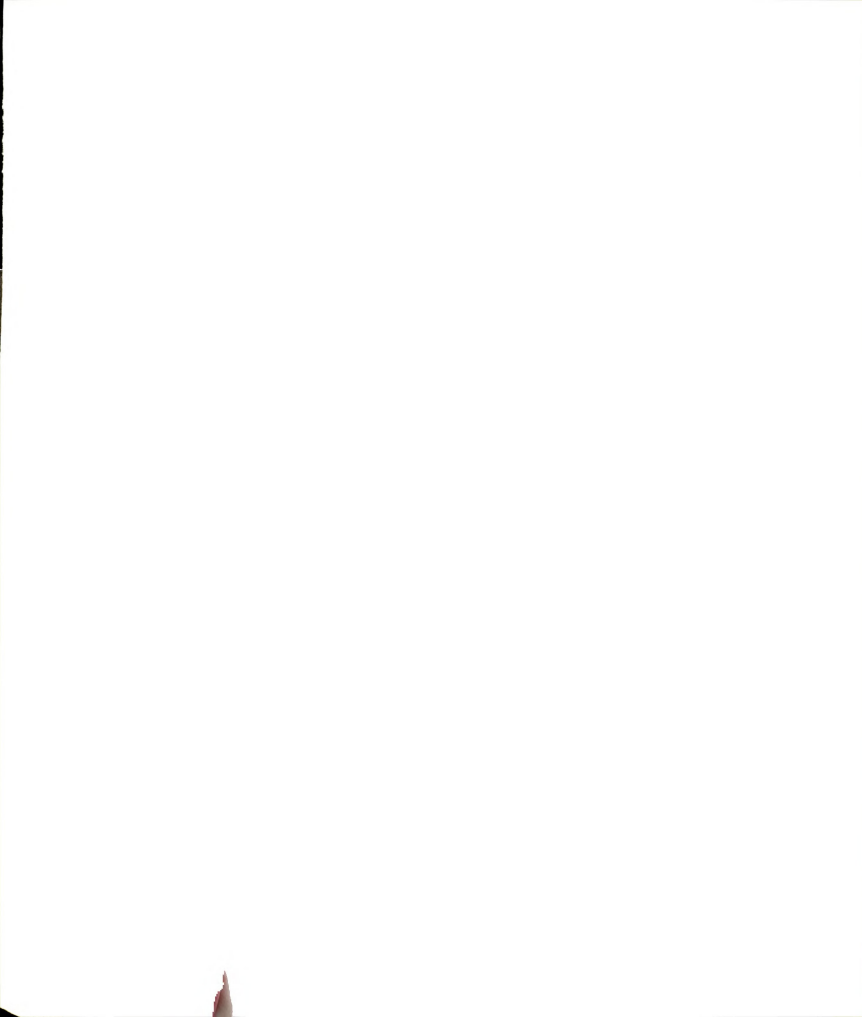


TABLE 4-7: CONT

Item No.	Rank Order	Economic Factors	$\bar{X}$	SD
31	15	Eligible for promotion refused	3.60	1.65
24	16	Area expensive to live in, had to move	4.04	1.38
28	17	Non-citizen teacher gets higher salary than citizen	4.26	1.26

---

Number of Respondents = 182  
 Overall Mean = 2.81577  
 Alpha = .88139  
 Standardized Item Alpha = .88268

### The Social Factors

The social factors, with an overall mean of ( $\bar{X} = 2.9$ ) (Table 4-8), compared with the mean ( $\bar{X} = 2.8$ ) for the economic factors, have been rated by the respondents as almost equally important in their decision to leave teaching. In the group of social factors, "low social status and prestige ( $\bar{X} = 2.21$ )" as a reason for their decision has been rated as the most important in the list. In other words, the predominant social cause for the teachers' decision to leave the profession was their perception that their status and prestige in the Saudi society was not consistent with what they feel they deserved.

Further, the respondents' perception that they were treated as mere civil servants rather than as members of a prestigious profession, as medical doctors and military officers are treated and well respected by the Saudi society at large and the Saudi government, was the second leading social cause ( $\bar{X} = 2.24$ ), in their decision to change the profession.

### The Professional Factors

The professional factors, with an overall mean ( $\bar{X} = 3.0$ ), had within them items that had little or no influence on the respondents' decision to leave teaching, as well as some that had a strong influence on their decision to leave (See Table 4-9). Among the strongest influencing factors in



TABLE 4-8: RANK ORDERS OF SOCIAL FACTORS BY MEAN ITEM SCORE

Item No.	Rank Order	Social Factors	$\bar{X}$	SD
85	1	Low social status and prestige	2.21	1.39
86	2	Idea of teacher as "public employee" is overdone	2.24	1.32
90	3	Parents don't cooperate with school	2.33	1.30
93	4	Teachers are regarded as inexperienced persons	2.49	1.40
87	5	Unfair criticism of school from outside groups	2.64	1.33
88	6	My liberal ideas on education not accepted	2.64	1.30
92	7	Teachers are regarded as low class people	3.25	1.56
91	8	My friends and relatives don't view teaching as one's life work	3.74	1.36
94	9	Low average students majoring in education	3.88	1.37
89	10	Writers, cartoonists, and others mock teachers and belittle them	3.93	1.28

Number of Respondents = 182  
 Overall Mean = 2.93297  
 Alpha = .88136  
 Standardized Item Alpha = .88133





TABLE 4-9: RANK ORDERS OF PROFESSIONAL FACTORS BY MEAN ITEM SCORE

Item No.	Rank Order	Professional Factors	$\bar{X}$	SD
53	1	No reward for professional Growth	1.79	1.12
54	2	No intellectual stimulation	2.22	1.30
51	3	Better working conditions elsewhere	2.29	1.36
43	4	No voice in program making	2.36	1.41
66	5	Cannot have vacation anytime	2.41	1.45
62	6	Inadequate facilities	2.49	1.42
44	7	No voice in policy making	2.53	1.50
52	8	Sick leave provisions unsatisfactory	2.59	1.41
56	9	Curriculum rigidity	2.61	1.43
50	10	Disliked rigid school schedule	2.73	1.53
37	11	No administrative support for professional problems	2.75	1.46
42	12	Initiative and creativeness were discouraged	2.77	1.35
48	13	Not enough free periods	2.80	1.46
59	14	Pupils not interested to learn	2.82	1.36
65	15	Unpleased pupils behavior toward the teachers	2.90	1.52
60	16	Too much preparation time required for teaching	2.91	1.29
49	17	Fatigue from job prevented full social life	2.92	1.47
55	18	Inadequate administrative trust	2.95	1.47

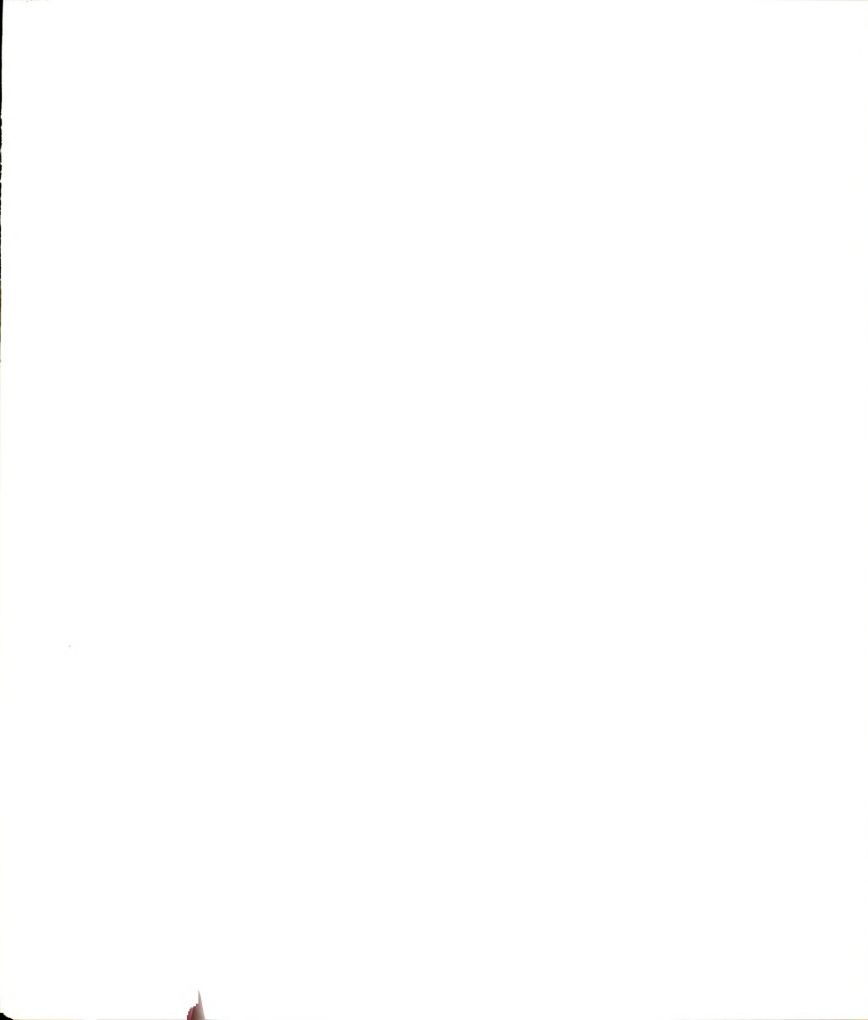


TABLE 4-9 CONT

Item No.	Rank Order	Professional Factors	$\bar{X}$	SD
47	19	Overcrowded classes	3.02	1.48
40	20	No release time for professional activities	3.10	1.52
63	21	Supervisors make too many demands	3.23	1.31
45	22	Insufficient instructional materials	3.24	1.44
64	23	Inadequate assistance from supervisors	3.34	1.30
61	24	Too many extra-curricular activities	3.36	1.25
41	25	Assigned to teach too many classes	3.48	1.43
38	26	Unfair report from supervisors	3.71	1.36
39	27	Assigned to teach too many subjects	3.73	1.46
58	28	Little or no opportunity to specialize	3.85	1.30
46	29	Could not select own instructional materials	3.95	1.31
57	30	Too many meetings to attend	4.02	1.19
35	31	Principal difficult to work with	4.03	1.35
36	32	Assigned to teach in fields where I was not qualified	4.53	.99

Number of Respondents	=	182
Overall Mean	=	3.04430
Alpha	=	.92388
Standardized Item Alpha	=	.92434



the decision to leave the profession were those of the items "lack of reward for professional growth ( $\bar{X} = 1.79$ )," "lack of stimulation ( $\bar{X} = 2.22$ )," "uncomfortable working conditions ( $\bar{X} = 2.29$ )," and "no voice in program making ( $\bar{X} = 2.36$ )."

On the other hand, the professional factors that had little or no effect on the respondents' decision were "too many meetings to attend ( $\bar{X} = 4.02$ )," "the principal is difficult to work with ( $\bar{X} = 4.03$ )," and "assigned to teach in a field not qualified to teach ( $\bar{X} = 4.53$ )."

#### The Preparational Factors

The data tabulated in Table 4-10 confirm some of the findings of the related research reviewed in Chapter 2 that the exodus from teaching was very slightly affected by the preparational factors. With a mean ( $\bar{X} = 3.9$ ) for the category, most of the items recorded a below-average influence on the decision of the respondents to leave the profession. Only "lack of in-service training ( $\bar{X} = 2.48$ )" and "lack of opportunity to complete education while teaching ( $\bar{X} = 2.97$ )" had had a slightly positive effect on the ex-teachers' decision. Even though the influence of these factors is slight, they stand out as a distinct category among the preparational factors because of their close relationship with the future advancement opportunities in the profession.



TABLE 4-10: RANK ORDERS OF PREPARATIONAL FACTORS BY MEAN ITEM SCORE

Item No.	Rank Order	Preparational Factors	$\bar{X}$	SD
100	1	Few opportunities for further inservice training	2.48	1.33
109	2	Could not complete my education while teaching	2.97	1.59
106	3	Felt better prepared for current job	3.73	1.41
97	4	Method courses were not good for stimulating me in teaching	3.92	1.33
95	5	The preparation was adequate generally but not professionally	3.99	1.31
99	6	Too much emphasis on social life and no non-academic matters	4.01	1.22
104	7	Student teaching was not sufficient	4.04	1.30
98	8	Inadequate preparation on how to teach	4.13	1.22
102	9	Inadequate preparation for organizing and conducting the curriculum	4.21	1.15
108	10	No sound selection for educational majors	4.25	1.25
103	11	Inadequate technical preparation for the profession	4.25	1.14
96	12	Inadequate pedagogical preparation	4.29	1.10
105	13	Inadequate training to express ideas clearly	4.34	1.07
107	14	Inadequate preparation for the subject I was teaching	4.34	1.07

TABLE 4-10 CONT

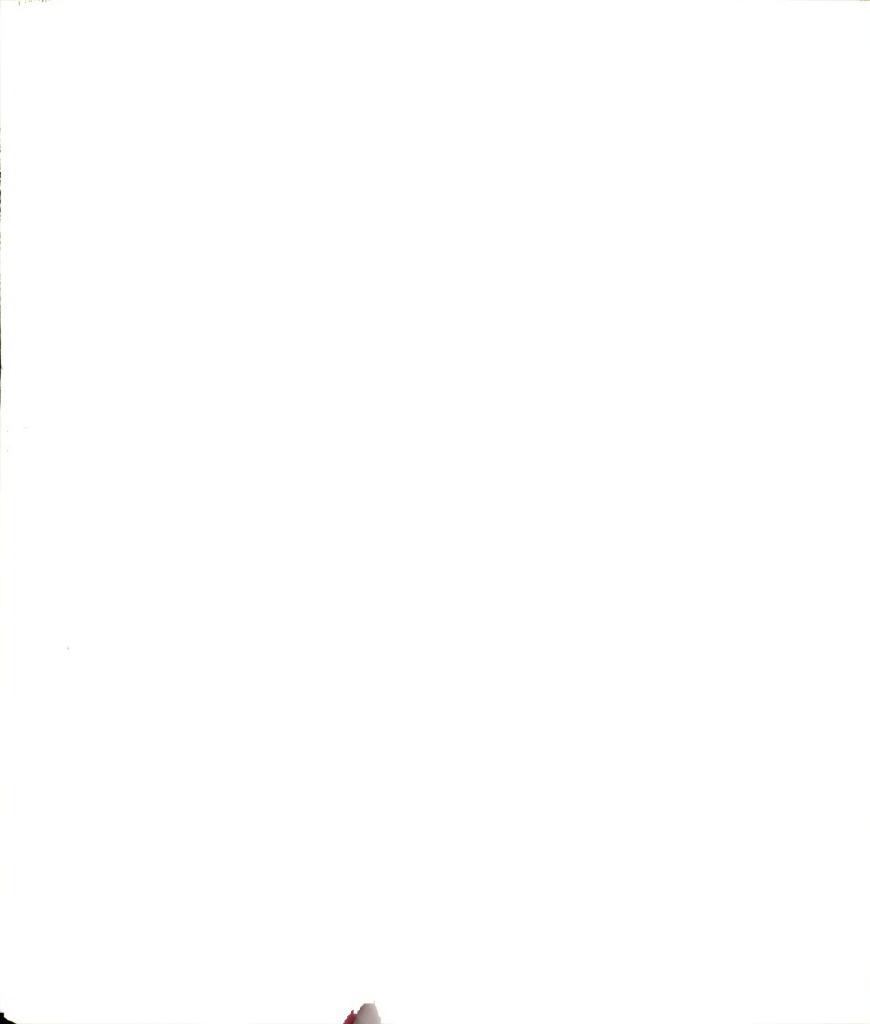
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Item No.	Rank Order	Preparational Factors	$\bar{X}$	SD
101	15	Inadequate preparation to teach in secondary school	4.46	.92

---

Number of Respondents           = 182  
 Overall Mean                     = 3.95897  
 Alpha                             = .90468  
 Standardized Item Alpha       = .91369





### The Personal Factors

A conclusion reached in the review of the related literature that the personal factors are mostly downplayed by leaving teachers because of the general unwillingness on their part to admit to personal factors as a cause of the decision to leave the profession was also confirmed by the findings of this study (Table 4-11). With an overall mean of 4.1, the entire category can be ruled out as of little significance in the teachers' decision to leave the profession.

### Overall Summary

The level of influence of the five categories of factors is summarized in Table 4-12 in terms of their overall means. Based on these means, the categories can be classified into two groups:

- (1) The factors that have had the strongest influence on the teachers' decision to leave teaching. Under this category of factors falls the economic, social and professional factors with the respective overall means of 2.8, 2.9 and 3.0. The difference between their overall means is so small that their classification as the strongest influence on the decision of the teachers to leave teaching is reasonable, and
- (2) the factors that have had little or no influence upon the teachers' decision. In this category of factors are included preparational and personal factors with the respective overall means of 3.9 and 4.1. As in the first group of factors,

TABLE 4-11 RANK ORDERS OF PERSONAL FACTORS BY MEAN ITEM SCORE

Item No.	Rank Order	Personal Factors	$\bar{X}$	SD
78	1	Could not accept the school philosophy	2.94	1.44
79	2	Disliked student attitudes	3.36	1.36
75	3	My talents could be of more service in another field	3.37	1.54
74	4	Just did not like teaching	3.70	1.56
81	5	Teaching was stepping stone to another career	3.88	1.49
72	6	Resigned for further study in education	4.03	1.58
67	7	Poor health	4.04	1.46
84	8	Fellow teachers were not cooperative	4.07	1.21
83	9	Favoritism existed in staff relations and assignments	4.11	1.31
77	10	Family responsibilities	4.34	1.17
73	11	Resigned for further study in another field	4.42	1.19
70	12	Move to a more desirable geographic area	4.46	1.25
82	13	Freedom from supervision by others	4.49	1.02
69	14	Nervous tension and frustration	4.51	1.00
80	15	Could not get students to learn	4.61	.86
68	16	Illness of a member of my family	4.67	.92

TABLE 4-11 CONT

Item No.	Rank Order	Personal Factors	$\bar{X}$	SD
71	17	Lost my self-confidence as a teacher	4.71	.84
76	18	Family pressure	4.85	.54

Number of Respondents = 182  
 Overall Mean = 4.14225  
 Alpha = .72072  
 Standardized Item Alpha = .73182

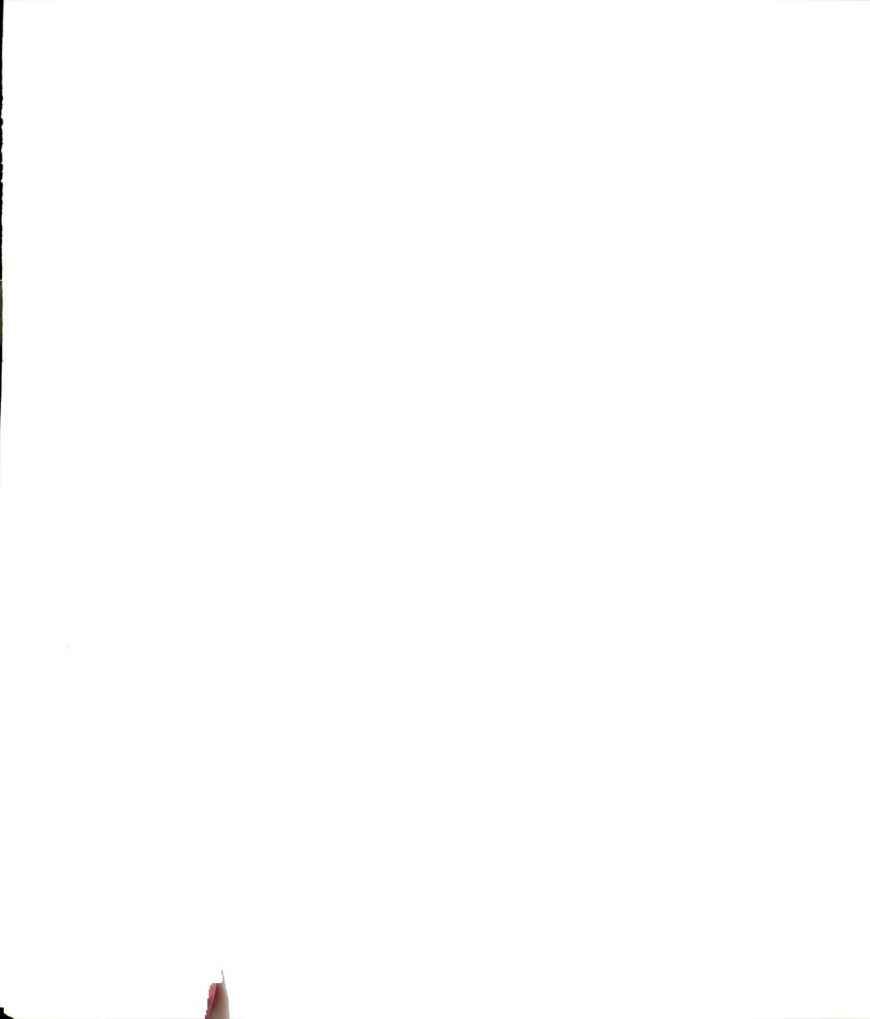


TABLE 4-12: RANK ORDERS OF THE GROUP OF FACTORS BY OVERALL MEANS

	Category	Overall Means
First	Economic Factors	2.81577
Second	Social Factors	2.93297
Third	Professional Factors	3.04430
Fourth	Preparational Factors	3.95897
Fifth	Personal Factors	4.14225

the difference between the overall means is small and their inclusion under one category, least influenced, is justified.

Although the difference in the overall means of two groups 1 and 2 are small, statistical significance of these differences will be determined when the first hypothesis is tested in the next section.



### Test of the First Hypothesis

In the previous section the rank orders of the mean scores of the scales dealing with five reasons to leave teaching are presented. As pointed out earlier, this ranking gives only a general idea about the level of influence that each of these factors had on the decision, and does not indicate whether one factor is indeed more important than another. The first research question to be considered thus, was

According to the teachers who have left the profession, how did the following factors influence their decision to leave? Specifically, what are their perceptions regarding the following factors as to their relative influence in this decision?

1. economic factors
2. social factors
3. professional factors
4. preparational factors
5. personal factors

To answer this research question, the following null hypothesis was tested in order to determine whether there was a significant difference in the level of relative influence of the five factors upon the respondents' decision to leave teaching:

$H_0$ : There is no significant difference in the level of influence attributed to the economic, professional, social, personal, and preparational factors by former secondary school teachers in their decision to leave teaching.





To test this hypothesis, the multivariate analysis of variance (MANOVA) was used, specifically, the subroutine for repeated measures analysis of variance. It must be noted in this context that the repeated measures analysis of the MANOVA is based on the DIFFERENCE scores between the variables being compared, the five factors, rather than mean scores of the variables themselves. For this purpose, the variables were ordered first, as presented in Table 4-12 above, and difference scores between adjacent variables were computed and used in the analysis. The difference scores for the present, and all subsequent, MANOVAs are as follows:

1. SOCIECON  
between the SOCIAL and ECONOMIC factors
2. PROFSOCI  
between the PROFESSIONAL and SOCIAL factors
3. PREPPROF  
between the PREPARATIONAL and PROFESSIONAL factors
4. PERSPREP  
between the PERSONAL and PREPARATIONAL factors

The results of the repeated measures MANOVA were presented in Table 4-13A,B, and C. Table 4-13A presents the mean difference scores being compared in this analysis. The largest difference score was between the PROFESSIONAL and the PREPARATIONAL factor, while the other difference scores were relatively small. As may be noted from the Hotellings' MULTIVARIATE TEST in Table 4-13B, there was a significant difference between the five factors in their importance for



TABLE 4-13 A: CELL MEANS AND STANDARD DEVIATIONS OF THE REPEATED MEASURES OF FIVE FACTORS AFFECTING TEACHERS' DECISION TO LEAVE TEACHING

Variable	Code	Mean	Standard Deviation	N
PERSPREP	For Entire Sample	.18327	.65621	182
PREPPROF	For Entire Sample	.91467	.83114	182
PROFSOCI	For Entire Sample	.11133	.73935	182
SOCIECON	For Entire Sample	.11719	.88840	182

TABLE 4-13 B: HOTELLINGS' MULTIVARIATE ANALYSIS OF VARIANCE OF THE OVERALL DIFFERENCE BETWEEN THE FIVE FACTORS

Test Name	Value	Approx F	Hypothesis DF	Error DF	Signif.
Hotellings	3.18556	141.75738	4.00000	178.00000	.00001*

\*significant at the 0.05 level

TABLE 4-13 C: UNIVARIATE F-TESTS WITH (1,181) DF COMPARING THE DIFFERENCE BETWEEN THE FACTORS

Variate	Hypothesis Sum of SQ	Error Sum of SQ	Hypothesis Mean SQ	Error Mean SQ	F	Signif. of F
PERSPREP	6.11315	77.93994	6.11315	.43061	14.19657	.00022*
PREPPROF	152.26669	125.03335	152.26669	.69079	220.42336	.00001*
PROFSOCI	2.25587	98.94264	2.25587	.54664	4.12676	.04367*
SOCIECON	2.49969	142.85492	2.49969	.78925	3.16716	.07681

\*Significant at the 0.05 level



leaving teaching. Consequently, the first hypothesis was rejected.

Table 4-13C presents the results of univariate analyses for the four difference scores. All results except the last, SOCIECON, were significant, suggesting differences between adjacent factors.

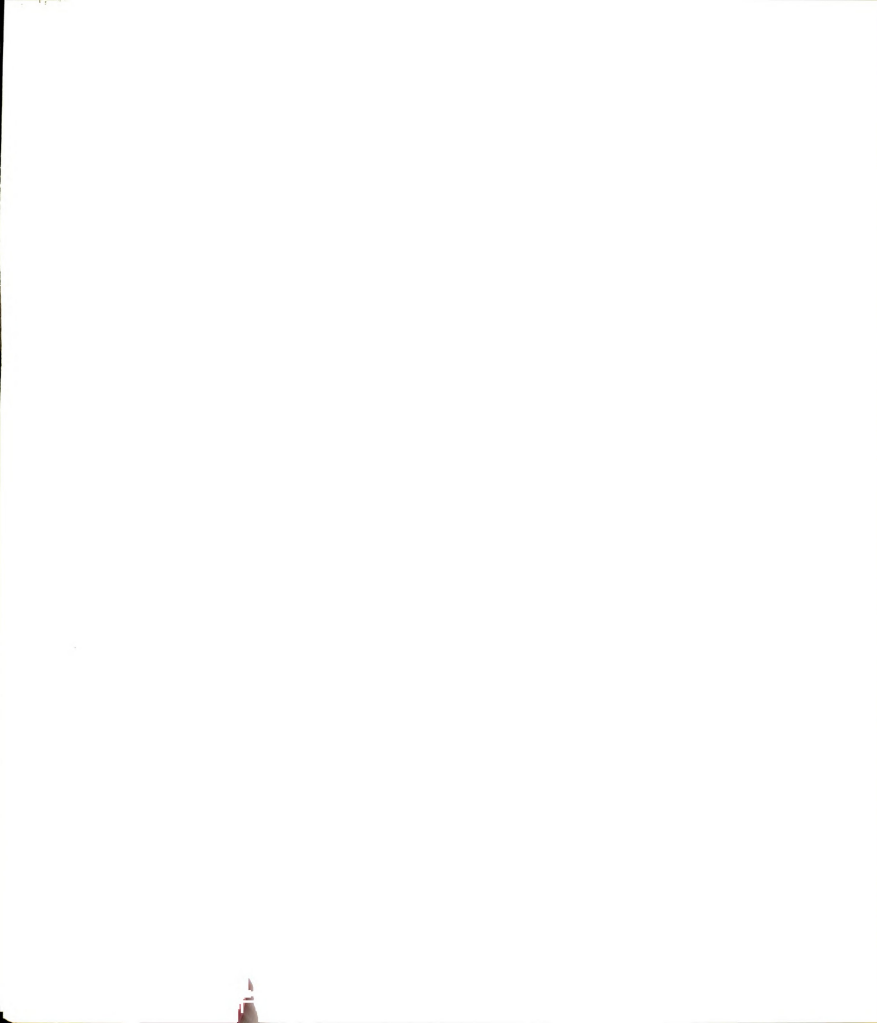
#### Second Research Question

In the previous section, the relative influence of five factors related with the decision to leave teaching was examined. A significant difference between these five factors was found, as well as the order of importance of these factors. Given that several personal characteristics of the respondents are known, as presented in the first section of this chapter, it might be asked whether there were differences between various groups of respondents. Thus, the second research question to be considered was:

What is the relationship, if any, between the five factors (economic, social, professional, preparational, and personal) and selected demographic characteristics?

The antecedent variables, i.e., personal and professional characteristics of the respondents, to be considered in this context were:

1. AGE at the time the respondent left teaching, divided into two groups: 30 years and less, 31 years and more.



2. MARITAL status at the time the respondent left teaching, considering two groups: married and single.
3. COLLEGE, i.e. the institution where the graduate degree was obtained, three universities are considered: IMAM, RIYADH, and UMM AL-QURA.
- \$. MAJOR field of study at the undergraduate level, five areas were considered: ISLAMIC studies, ARABIC, ENGLISH, SCIENCE including mathematics, and SOCIAL sciences.
5. number of YEARS taught before the respondent left teaching, divided into three groups: Zero through two years, three and four years, five and more years.
6. size of the CITY where the respondent had taught at the time he left teaching.

The second null hypothesis to be tested is as follows:

$H_0$ : There is no significant difference in the level of influence of the ECONOMIC, SOCIAL, PROFESSIONAL, PREPARATIONAL and PERSONAL factors with regard to the following characteristics:

1. AGE
2. MARITAL status
3. COLLEGE
4. MAJOR
5. YEARS taught

To test these hypotheses, multivariate analysis of variance (MANOVA) for repeated measures was used. As mentioned on page 91, to test for repeated measures, MANOVA considers DIFFERENCE scores, rather than the scores of the individual variables.





Hypothesis 2A

There is no significant difference in the level of influence of the ECONomic, SOCIAL, PROFessional, PREParational and PERSONal factors with regard to the AGE at which respondents left teaching.

To test this hypothesis, the subjects of this study were divided into two groups, those who at the time were 30 years and younger, and those who were older than 30 years at the time. Tables 4-14, 4-15 and 4-16 present the results of this hypothesis. Table 4-15 presents the results of the multivariate test of significance, indicating no significant difference between the level of influence of the four different scores for the two groups of subjects. In other words, there was no significant overall difference between those who were below and those who were above 30 years of age at the time they left teaching in the level of influence of the five factors. Therefore, hypothesis 2A was not rejected.

Table 4-16 presents the results of four univariate F-tests comparing the two age groups with respect to the difference scores between the five factors. As indicated above (First Research Question, Page 74) the five scales were presented in the order of importance, i.e., the ECONomic factor being the most important one, the PERSONal one being the least important. The results of the univariate F-tests indicate that:

TABLE 4-14: CELL MEANS AND STANDARD DEVIATIONS OF THE TWO AGE GROUPS WITH RESPECT TO THE FACTORS

Factor	Code	Mean	Standard Deviation	N
Variable: Average				
Age	Below 31 Yrs	3.36241	.60780	129
Age	Above 30 Yrs	3.41886	.54430	53
	Entire Sample	3.37885	.58909	182
Variable: PERSPREP				
Age	Below 31 Yrs	.24548	.68423	129
Age	Above 30 Yrs	.03187	.55989	53
	Entire Sample	.18327	.65621	182
Variable: PREPPROF				
Age	Below 31 Yrs	.82817	.83879	129
Age	Above 30 Yrs	1.12524	.78029	53
	Entire Sample	.91467	.83114	182
Variable: PROFSOCI				
Age	Below 31 Yrs	.17364	.65790	129
Age	Above 30 Yrs	-.04033	.89680	53
	Entire Sample	.11133	.73935	182
Variable: SOCIECON				
Age	Below 31 Yrs	.07191	.84354	129
Age	Above 30 Yrs	.22741	.98904	53
	Entire Sample	.11719	.88840	182



TABLE 4-15: HOTELLINGS' MULTIVARIATE ANALYSIS OF VARIANCE OF AGE WITH RESPECT TO THE FACTORS

Test Name	Value	Approx F	Hypothesis DF	Error DF	Signif.
Hotellings	.04814	1.69446	5.00000	176.00000	.13823

TABLE 4-16: UNIVARIATE F-TESTS WITH (1,180) DF COMPARING THE TWO AGE GROUPS WITH RESPECT TO THE FACTORS

Variate	Hypothesis Sum of SQ	Error Sum of SQ	Hypothesis Mean SQ	Error Mean SQ	F	Signif. of F.
Average	.11970	62.69208	.11970	.34829	.34368	.55845
PERSPREP	1.71414	76.22579	1.71414	.42348	4.04778	.04572*
PREPPROF	3.31523	121.71813	3.31523	.67621	4.90264	.02807*
PROFSOCI	1.71995	97.22270	1.71995	.54013	3.18434	.07603
SOCIECON	.90839	141.94652	.90839	.78859	1.15192	.28458

\*Significant at the 0.05 level



1. There was a significance difference ( $p=.04572$ ) between age groups with respect to the difference score "PREPPERS". As may be noted from the cell means presented in Table 4-14 the difference score of .24548 for the younger group is significantly larger than the difference score of .03187 for the older group. In other words, while the PREParational factors was more influential than the PERSonal for both age groups, it was more so for the younger group.
2. There was a significant difference ( $p = .02807$ ) between the age groups with respect to the difference score "PREPPROF". As may be noted from the data in Table 4-14 the difference score of .82817 for the group below 31 years is significantly less than the difference score of 1.12524 for the older group. While the PROFessional factor was more influential than the PREParational for both groups, it was more so for the older group.
3. There was a tendency toward a significant difference ( $p = .07603$ ) between age groups with respect to the difference score "PROFSOCI". As may be noted from the mean values presented in Table 4-14 the positive difference score of .17364 for the younger group indicates that the SOCIal factor was more influential than the PROFessional reason, while the negative difference score of  $-.04033$  for the older group indicates that for them the PROFessional factor was more important than the SOCIal one.
4. There was no significant difference ( $p = .28458$ ) between age groups with respect to the difference score "SOCIECON". In other words, the relatively greater importance of the ECONomic factor over the SOCIal factor is unchanged for both groups.

#### Hypothesis 2B

There is no significant difference in the level of influence of the ECONomic, SOCIal, PROFessional, PREParational and PERSonal factors with regard to the MARITAL status at the time the respondents left teaching.





To test this hypothesis, the subjects of the study were divided into two groups, those married at the time, and those still single. Tables 4-17, 4-18 and 4-19 present the results of the MANOVA testing of this hypothesis. Table 4-18 presents the results of the multivariate test of significance, indicating a significant difference between the level of influence of the four difference scores for the two groups of subjects. In other words, there was a significant overall difference between married and single respondents. Consequently, hypothesis 2B was rejected. Table 4-19 presents the results of four univariate F-tests comparing the two marital status groups with respect to the difference scores between the five factors. The results of the univariate F-tests indicate that:

1. There was no significant difference with respect to the difference scores "PERSPREP" and "SOCIECON". In other words, the relative distance between the factors does not vary much between married and single respondents.
2. There was a significant difference ( $p=.00274$ ) between marital groups with respect to the difference score "PREPPROF". As may be noted from the cell means presented in Table 4-17 the difference score of 1.01183 for the married respondents is significantly larger than the difference score of .56979 for the single. In other words, while the PROFESSIONAL reason to leave teaching was more important than the PREPARATIONAL for both groups, it was significantly more so for the married respondents.
3. There was a significant difference ( $p=.01817$ ) between marital groups with respect to the difference score "PROFSOCI". As may be noted from the cell means presented in Table 4-17, the difference score of .04287 for the married



TABLE 4-17: CELL MEANS AND STANDARD DEVIATIONS OF THE TWO MARITAL STATUS GROUPS WITH RESPECT TO THE FACTORS

Factor	Code	Mean	Standard Deviation	N
Variable: Average				
Marital	Married	3.39636	.59224	142
Marital	Single	3.31668	.58085	40
	Entire Sample	3.37885	.58909	182
Variable: PERSPREP				
Marital	Married	.16643	.59689	142
Marital	Single	.24306	.84005	40
	Entire Sample	.18327	.65621	182
Variable: PREPPROF				
Marital	Married	1.01183	.80739	142
Marital	Single	.56979	.83236	40
	Entire Sample	.91467	.83114	182
Variable: PROFSOCl				
Marital	Married	.04287	.70713	142
Marital	Single	.35437	.80718	40
	Entire Sample	.11133	.73935	182
Variable: SOCIECON				
Marital	Married	.16433	.87307	142
	Single	-.05015	.93292	40
	Entire Sample	.11719	.88840	182



TABLE 4-18: HOTELLINGS' MULTIVARIATE ANALYSIS OF VARIANCE OF MARITAL STATUS WITH RESPECT TO THE FACTORS

Test Name	Value	Approx F	Hypothesis DF	Error DF	Signif.
Hotellings	.09428	3.31882	5.00000	176.00000	.00687*

\*Significant at the 0.05 level

TABLE 4-19: UNIVARIATE F-TESTS WITH (1,180) DF COMPARING THE TWO MARITAL STATUS GROUPS WITH RESPECT TO THE FACTORS

Variate	Hypothesis Sum of SQ	Error Sum of SQ	Hypothesis Mean SQ	Error Mean SQ	F	Signif. of F.
Average	.19815	62.61363	.19815	.34785	.56965	.45139
PERSPREP	.18323	77.75670	.18323	.43198	.42417	.51570
PREPPROF	6.09800	118.93535	6.09800	.66075	9.22888	.00274*
PROFSOCI	3.02836	95.91428	3.02836	.53286	5.68325	.01817*
SOCIECON	1.43566	141.41926	1.43566	.78566	1.82732	.17814

\*Significant at the 0.05 level



respondents is significantly lower than the score of .35437 for the single group. In other words, while SOCIAL reasons were more influential than PROFESSIONAL reasons for both groups to leave teaching, this was markedly more so for the single respondents.

### Hypothesis 2C

There is no significant difference in the level of influence of the ECONOMIC, SOCIAL, PROFESSIONAL, PREPARATIONAL, and PERSONAL factors with respect to the UNIVERSITIES at which the respondents had received their undergraduate degree.

As may be noted from Table 4-3 (Page 65), respondents of this study received their degree from three universities: Imam, Riyadh and Umm Al-Qura, with a few respondents indicating other institutions. Tables 4-20, 4-21 and 4-22 present the results of the MANOVA testing this hypothesis. Table 4-21 presents the results of the multivariate test of significance, indicating no significant difference between the levels of influence of the four difference scores for the three groups of university graduates. In other words, there was no significant overall difference between those who graduated from Imam, Riyadh, and Umm Al-Qura universities in the level of influence of the five factors. Consequently, hypothesis 2C was not rejected. Table 4-22 presents the results of four univariate F-tests comparing the three university groups with respect to the difference scores between the five factors.





TABLE 4-20: CELL MEANS AND STANDARD DEVIATIONS OF THE THREE UNIVERSITIES' GROUPS WITH RESPECT TO THE FACTORS

Factor	Code	Mean	Standard Deviation	N
Variable: Average				
College	Imam	3.45418	.56663	103
College	Riyadh	3.33332	.55174	50
College	Umm Al-Qura	3.19438	.74272	25
	Entire Sample	3.38374	.59394	178
Variable: PERSPREP				
College	Imam	.13603	.59656	103
College	Riyadh	.28333	.74383	50
College	Umm Al-Qura	.17067	.70882	25
	Entire Sample	.18227	.65615	178
Variable: PREPPROF				
College	Imam	1.00208	.84944	103
College	Riyadh	.79417	.79756	50
College	Umm Al-Qura	.74725	.79751	25
	Entire Sample	.90789	.83103	178
Variable: PROFSOCI				
College	Imam	.03999	.64599	103
College	Riyadh	.14450	.94492	50
College	Umm Al-Qura	.30475	.62512	25
	Entire Sample	.10653	.74107	178
Variable: SOCIECON				
College	Imam	.21256	.87037	103
College	Riyadh	.07859	.97340	50
College	Umm Al-Qura	-.17247	.73668	25
	Entire Sample	.12085	.88882	178

TABLE 4-21: HOTTELLINGS' MULTIVARIATE ANALYSIS OF VARIANCE OF THE UNIVERSITIES WITH REGARD TO THE FACTORS

Test Name	Value	Approx F	Hypothesis DF	Error DF	Signif.
Hotellings	.09072	1.54228	10.00000	340.00000	.12288

TABLE 4-22: UNIVARIATE F-TESTS WITH (2,175) DF COMPARING THE THREE UNIVERSITIES' GROUPS WITH RESPECT TO THE FACTORS

Variate	Hypothesis Sum of SQ	Error Sum of SQ	Hypothesis Mean SQ	Error Mean SQ	F	Signif. of F.
Average	1.53464	60.90511	.76732	.34803	2.20476	.11333
PERSPREP	.73428	75.46953	.36714	.43125	.85133	.42861
PREPPROF	2.20563	120.03151	1.10282	.68589	1.60785	.20326
PROFSOCI	1.51043	95.69408	.75522	.54682	1.38110	.25403
SOCIECON	3.10661	136.72254	1.55331	.78127	1.98818	.14003



The results of the univariate analyses indicate that none of the difference was significant; in other words, while there were some differences in the relative importance of the various factors between college graduates, it was not statistically significant.

Since there were more than two groups in the antecedent variables, namely, three different universities, various selected contrasts were computed as well with the MANOVA program. In Table 4-23 one such contrast was reported, comparing graduates from the university in the capital, Riyadh, with those from the two newer universities: Imam and Umm Al-Qura. Again, no significant differences were found from these comparisons.

#### Hypothesis 2D

There is no significant difference in the level of influence of the ECONomic, SOCIAL, PROFESSIONal, PREParational and PERSONal factors with regard to the MAJOR field of study at the undergraduate level.

As can be seen from Table 4-3 (Page 65), respondents indicated six fields of study: Islamic studies, Arabic, English, Natural Sciences, Social Sciences and Mathematics. As there were relatively few respondents who had studied mathematics or natural sciences, these two groups were joined into one category, science. Tables 4-24, 4-25, 4-26 and 4-27 present the results of the MANOVA testing of this hypothesis.

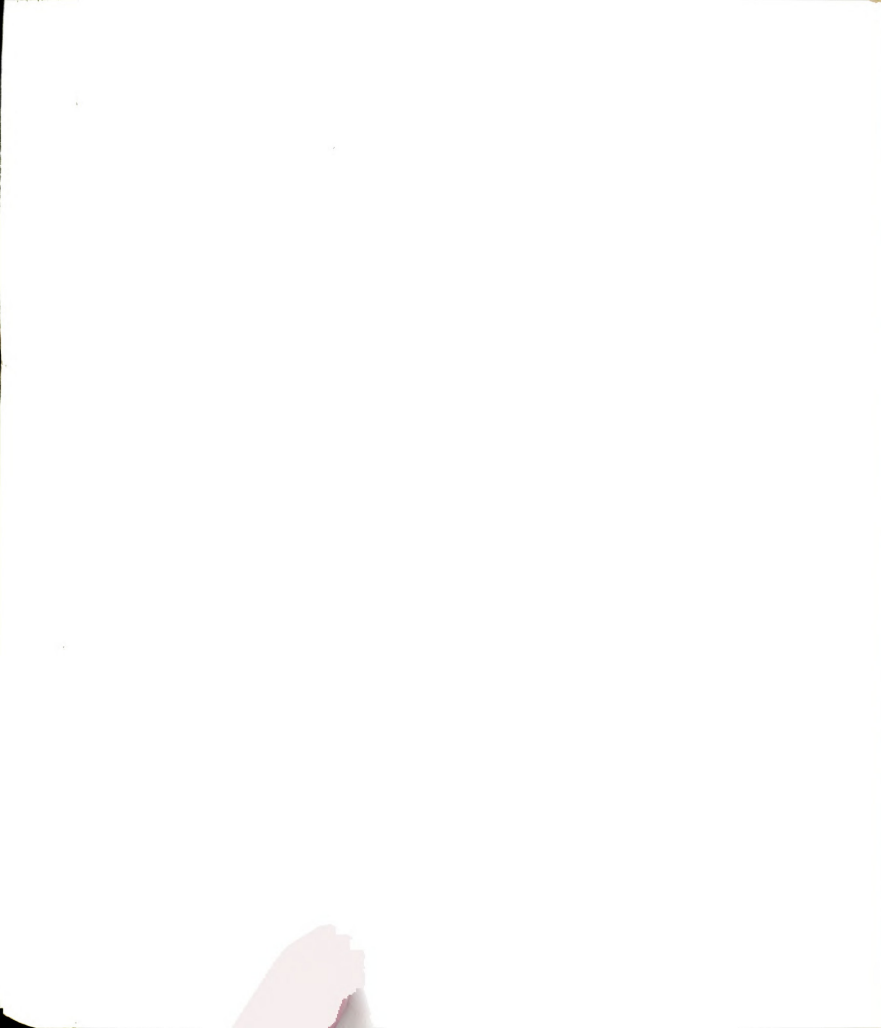


TABLE 4-23: SPECIAL GROUP CONTRASTS COMPARING GRAUDATE OF  
UNIVERSITY OF RIYADH WITH OTHER TWO UNIVERSITIES  
WITH RESPECT TO THE FACTORS

Contrasts	Coeff.	Standard Error	T-Value	Signif. of T.
<u>Estimates for</u> <u>Average</u>				
Riyadh VS Others	.01807	.21247	.08507	.93230
<u>Estimates for</u> <u>PERSPREP</u>				
Riyadh VS Others	.25997	.23651	1.09919	.27320
<u>Estimates for</u> <u>PREPPROF</u>				
Riyadh VS Others	-.16100	.29827	-.53977	.59004
<u>Estimates for</u> <u>PROFSOCI</u>				
Riyadh VS Others	-.05574	.26632	-.20929	.83447
<u>Estimates for</u> <u>SOCIECON</u>				
Riyadh VS Others	.11708	.31834	.36780	.71347

TABLE 4-24: CELL MEANS AND STANDARD DEVIATIONS OF THE FIVE FIELDS OF STUDY GROUPS WITH RESPECT TO THE FACTORS

Factor	Code	Mean	Standard Deviation	N
Variable: Average				
Major	Islam	3.56797	.63269	42
Major	Arabic	3.52486	.54176	52
Major	English	3.40460	.36310	10
Major	Science	3.16419	.48968	18
Major	Social Sc.	3.18004	.58729	60
	Entire Sample	3.37885	.58909	182
Variable: PERSPREP				
Major	Islam	.04603	.59708	42
Major	Arabic	.11816	.56659	52
Major	English	.19444	.71730	10
Major	Science	.38519	.95205	18
Major	Social Sc.	.27333	.64676	60
	Entire Sample	.18327	.65621	182
Variable: PREPPROF				
Major	Islam	1.00605	.84269	42
Major	Arabic	1.00777	.81558	52
Major	English	.69792	.96898	10
Major	Science	.81389	.94944	18
Major	Social Sc.	.83639	.78543	60
	Entire Sample	.91467	.83114	182
Variable: PROFSOCI				
Major	Islam	-.07827	.72747	42
Major	Arabic	-.08534	.63316	52
Major	English	.71875	.69554	10
Major	Science	.26389	1.05305	18
Major	Social Sc.	.26760	.64442	60
	Entire Sample	.11133	.73935	182

TABLE 4-24 CONT

Factor	Code	Mean	Standard Deviation	N
Variable: SOCIECON				
Major	Islam	.18585	.97418	42
Major	Arabic	.26301	.84643	52
Major	English	-.52647	1.08007	10
Major	Science	.03922	1.01260	18
Major	Social Sc.	.07343	.75695	60
	Entire Sample	.11719	.88840	182





Table 4-25 presents the results of the multivariate test of significance, indicating a significant difference between the level of influence of the four difference scores for the five groups of respondents having various undergraduate majors. In other words, there was a significant overall difference between respondents of different college majors in the level of influence of the five factors. Therefore, hypothesis 2d was rejected. Table 4-26 presents the results of four univariate F-tests comparing the respondents with various major fields of study with respect to the difference scores between the five factors. The results of the univariate F-tests indicate that only with respect to the difference scores of (PROFSOCI) there were significant differences. As may be noted from the cell means presented in Table 4-24 the largest difference score of (.71875) was found for those who studied English, i.e., social factors were more influential from professional factors for this group. For those who studied sciences or social sciences, social factors were also more influential, though less so. For those, finally, who studied Islam or Arabic, professional factors were more important than social ones.

Again, as there were more than two groups in the antecedent variable that were being compared in the univariate F-tests, individual contrasts were possible. In the present case, comparisons made were:

TABLE 4-25: HOTELLINGS' MULTIVARIATE ANALYSIS OF VARIANCE OF FIELDS OF STUDY WITH RESPECT TO THE FACTORS

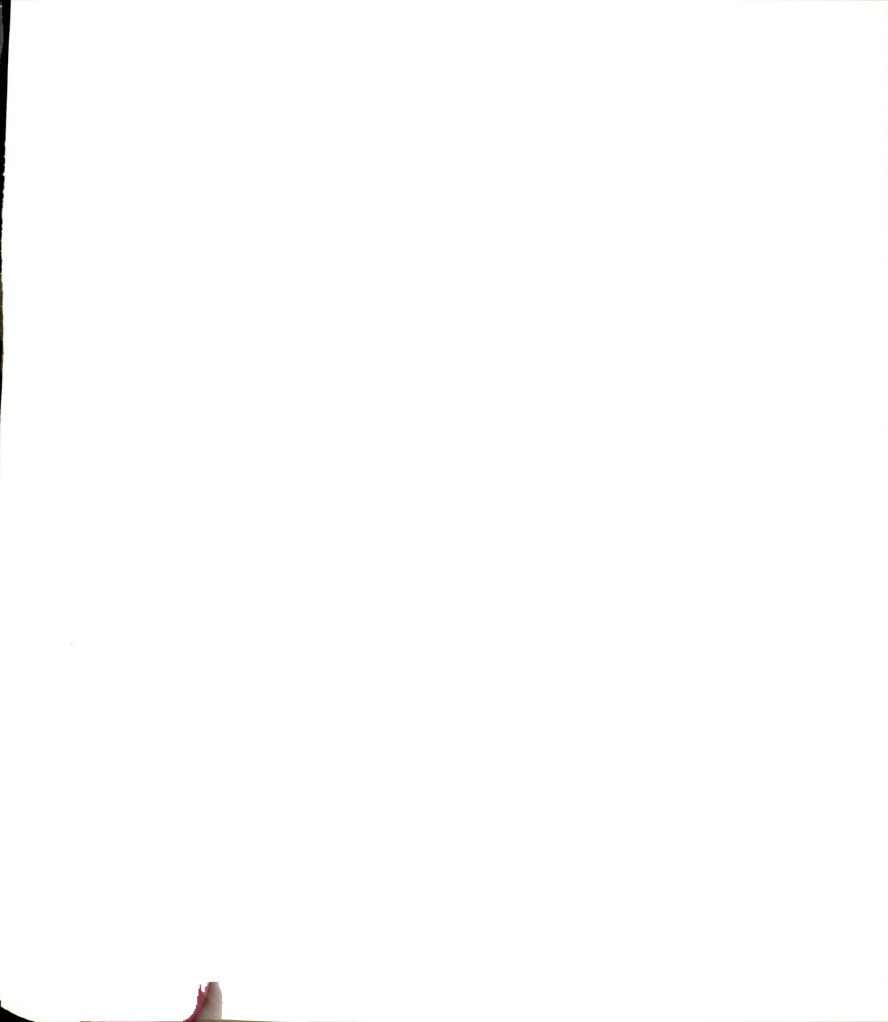
Test Name	Value	Approx F.	Hypothesis DF	Error DF	Signif.
Hotellings	.21828	1.87174	20.00000	686100000	.01195*

\*Significant at the 0.05 level

TABLE 4-26: UNIVARIATE F-TESTS WITH (1,181) DF COMPARING THE FIVE FIELDS OF STUDY GROUPS WITH RESPECT TO THE FACTORS

Variate	Hypothesis Sum of SQ	Error Sum of SQ	Hypothesis Mean SQ	Error Mean SQ	F	Signif. of F
Average	5.81839	56.99339	1.45460	.32200	4.51744	.00169
PERSPREP	2.23326	75.70668	.55831	.42772	1.30532	.26984
PREPPROF	1.82178	123.21157	.45545	.69611	.65427	.62460
PROFSOCI	9.09300	89.84965	2.27325	.50763	4.47820	.00180*
SOCIECON	5.67102	137.18389	1.41776	.77505	1.82924	.12520

\*significant at the 0.05 level



1. Respondents of Islamic studies versus the other respondents
2. Respondents of language (Arabic and English) versus respondents of natural and social sciences.
3. Respondents of Arabic versus respondents of English.
4. Respondents of natural sciences versus respondents of social sciences.

The results of the special contrasts are presented in Table 4-27. Considering the difference scores "PERSPREP" and "PREPPROF", no significant differences were found for any of the special contrasts. Considering the difference score "PROFSOCI", two significant contrasts were found, comparing (a) the respondents of Islamic studies with the rest of the respondents, and (b) the respondents of Arabic with those of English. In both cases, the overall direction of the order of importance of the two factors, PROFeSSional and SOCiAl does not change, i.e., the social factor had a stronger influence on the decision to leave teaching than the professional one. However, in both cases, the difference between the two factors was stronger for those who studied Islam, in the first contrast, or Arabic, in the second. Considering the difference score "SOCIECON", one significant contrast was found between those who had studied Arabic and English. While for those who had studied Arabic, the ECONoMic reason was stronger than the SOCiAl, to leave teaching, this was notably reversed for those who had studied



TABLE 4-27: SPECIAL GROUP CONTRASTS COMPARING SOME OF THE  
FIELDS OF STUDY GROUPS WITH OTHERS WITH RESPECT  
TO THE FACTORS

Contrasts	Coeff.	Standard Error	T-Value	Signif of T.
<u>Estimates for Average</u>				
Islam Vs Others	.99818	.42932	2.32505	.02120
Lang. Vs. Sciences	.58523	.24829	2.35706	.01951
Arabic Vs. Engl.	.12026	.19594	.61377	.54016
Science Vs. Social Science	-.01584	.15250	-.10388	.91738
<u>Estimates for PERSPREP</u>				
Islam Vs Others	-.78700	.49480	-1.59053	.11350
Lang. Vs. Sciences	-.34591	.28616	-1.20880	.22835
Arabic Vs Engl.	-.07628	.22583	-.33779	.73592
Science Vs. Social Science	.11185	.17576	.63640	.52534
<u>Estimates for PREPPROF</u>				
Islam Vs. Others	.66824	.63123	1.05862	.29121
Lang Vs. Sciences	.05541	.36506	.15179	.87953
Arabic Vs. Engl.	.30986	.28809	1.07554	.28360
Science Vs. Social Science	-.02250	.22422	-.10035	.92018
<u>Estimates for PROFSOCI</u>				
Islam Vs Others	-1.47790	.53904	-2.74171	.00674*
Lang Vs Sciences	.10202	.31175	.32727	.74385
Arabic Vs Engl	-.80409	.24602	-3.26841	.00130*
Science Vs Social Science	-.00361	.19147	-.01886	.98497
<u>Estimates for SOCIECON</u>				
Islam Vs Others	.89423	.66607	1.34256	.18113
Lang Vs Sciences	-.37611	.38521	-.97638	.33021
Arabic Vs Engl	.78948	.30399	2.59706	.01019*
Science Vs Social Science	-.03422	.23659	-.14462	.88518

\*Significant at the 0.05 level





English, i.e., the SOCIAL reason influenced their decision more than the ECONOMIC one.

#### Hypothesis 2E

There is no significant difference in the level of influence of the ECONOMIC, SOCIAL, PROFESSIONAL, PREPARATIONAL, and PERSONAL factors with regard to the number of YEARS the respondents had taught prior to leaving teaching.

As may be noted from Table 4-4 (Page 67) respondents had taught from anywhere between zero and six years prior to looking for another job. The respondents were grouped into three categories: (a) zero through two years experience, (b) three and four years, and (c) five and more years. Tables 4-28, 4-29, 4-30 and 4-31 present the results of the MANOVA testing of this hypothesis. Table 4-29 presents the results of the multivariate test of significance, indicating a significant overall difference between the level of influence of the four difference scores for the three groups of respondents with different lengths of teaching experience. Thus, hypothesis 2E was rejected. Table 4-30 presents the results of four univariate F-tests comparing the respondents with various length of prior teaching experience with respect to the



TABLE 4-28: CELL MEANS AND STANDARD DEVIATIONS OF THE THREE TEACHING EXPERIENCE GROUPS WITH RESPECT TO THE FACTORS

Factor	Code	Mean	Standard Deviation	N
Variable: Average				
Years Teaching	0-2	3.25282	.59494	62
Years Teaching	3,4	3.36892	.63394	53
Years Teaching	5+	3.50334	.52649	67
	Entire Sample	3.37885	.58909	182
Variable: PERSPREP				
Years Teaching	0-2	.34946	.70724	62
Years Teaching	3,4	.15178	.66351	53
Years Teaching	5+	.05439	.57285	67
	Entire Sample	.18327	.65621	182
Variable: PREPPROF				
Years Teaching	0-2	.71791	.88448	62
Years Teaching	3,4	.84403	.87503	53
Years Teaching	5+	1.15264	.68577	67
	Entire Sample	.91467	.83114	182
Variable: PROFSOCI				
Years Teaching	0-2	.22671	.72860	62
Years Teaching	3,4	.19057	.69955	53
Years Teaching	5+	-.05812	.75910	67
	Entire Sample	.11133	.73935	182
Variable: SOCIECON				
Years Teaching	0-2	-.08093	.75889	62
Years Teaching	3,4	.08579	.87221	53
Years Teaching	5+	.32537	.97527	67
	Entire Sample	.11719	.88840	182

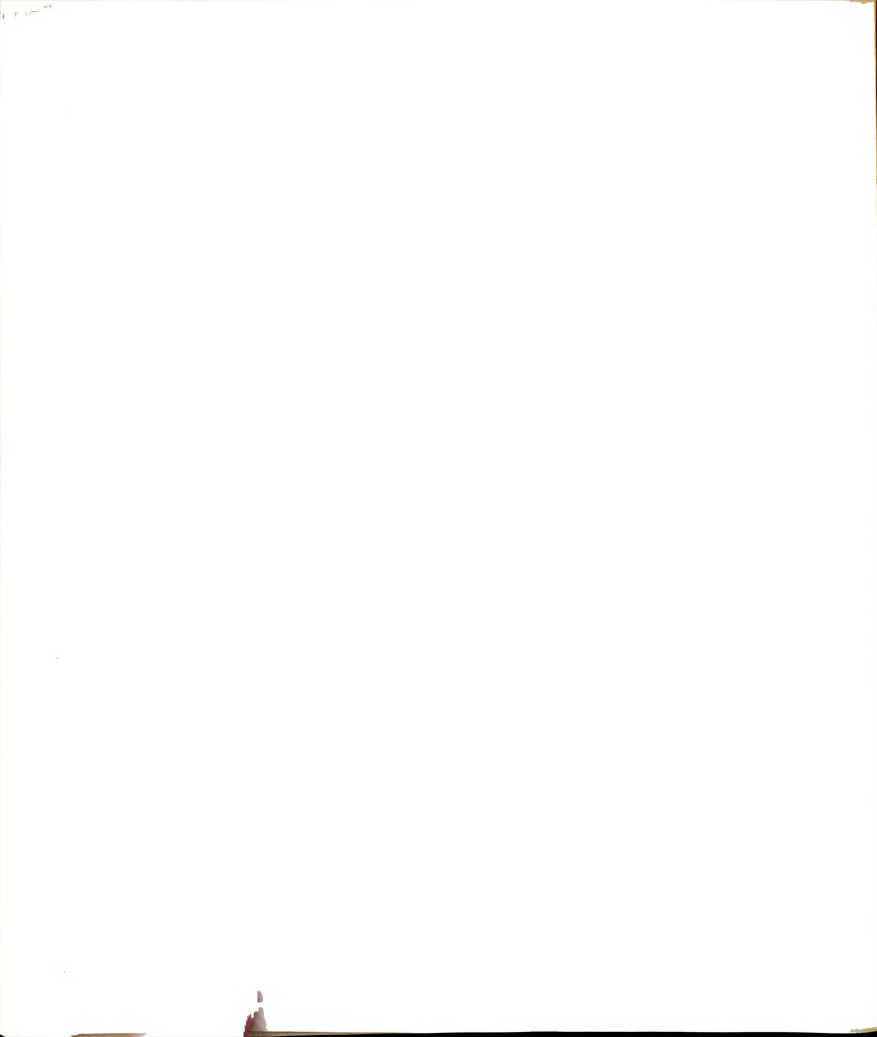


TABLE 4-29: HOTELLINGS' MULTIVARIATE ANALYSIS OF VARIANCE OF TEACHING EXPERIENCE WITH RESPECT TO THE FACTORS

Test Name	Value	Approx F	Hypothesis DF	Error DF	Signif
Hotellings	.15301	2.66236	10.00000	348.00000	.00381*

\*Significant at the 0.05 level

TABLE 4-30: UNIVARIATE F-TESTS WITH (2,179) DF. COMPARING THE THREE TEACHING EXPERIENCE GROUPS WITH RESPECT TO THE FACTORS

Variate	Hypothesis Sum of SQ	Error Sum of SQ	Hypothesis Mean SQ	Error Mean SQ	F	Signif. Of F
Average	2.02829	60.78349	1.01415	.33957	2.98654	.05298
PERSPREP	2.87778	75.06216	1.43889	.41934	3.43130	.03449
PREPPROF	6.45910	118.57426	3.22955	.66243	4.87533	.00868
PROFSOCI	3.08188	95.86077	1.54094	.53554	2.87738	.05889
SOCIECON	5.38963	137.46529	2.69481	.76796	3.50904	.03200



difference scores between the five factors. The results of the univariate F-tests indicate that:

1. There was a significant difference ( $p = .03449$ ) between groups with respect to the difference score of "PERSPREP", such that with less prior teaching experience, the distance between PREParational and PERSONal factors increases. The special contrasts presented in Table 4-31 indicate that the more difference is between those with less teaching experience and the rest of the respondents.
2. There was a significant difference ( $p = .00868$ ) between groups with respect to the difference score "PREPPROF", such that with more teaching experience, the distance between the PROFessional and PREParational factors increases. The special contrasts presented in Table 4-31 indicate that there was a significant difference between all the three groups.
3. There was a nearly significant difference ( $p = .05889$ ) between groups with respect to the difference score "PROFSOCI" such that with increasing teaching experience, the distance between the SOCIAL and PROFessional factors decreases, and, for those with most teaching experience; it actually reverses, i.e., the PROFessional factor becomes more important than the SOCIAL. The special contrasts presented in Table 4-31 indicate that the larger difference was between those with more teaching experience and the others.
4. There was a significant difference ( $p = .03200$ ) between groups with respect to the difference score "SOCIECON", such that with less prior teaching experience, the distance between the ECONomic and SOCIAL factors decreases, and, for those with least teaching experience, it actually reverses, i.e., the SOCIAL factor becomes more important than the ECONomic. The special contrasts presented in Table 4-31 indicate that the larger difference was between those with less teaching experience and the others.





TABLE 4-31: SPECIAL GROUP CONTRASTS COMPARING SOME OF THE  
TEACHING EXPERIENCE GROUPS WITH OTHERS WITH  
RESPECT TO THE FACTORS

Contrasts	Coeff	Standard Error	T-Value	Signif of T
<u>Estimates for Average</u>				
0-2 VS 3+	-.36662	.18271	-2.00655	.04630
3,4 VS 5+	-.13441	.10712	-1.25477	.21120
<u>Estimates for PERSPREP</u>				
0-2 VS 3+	.49275	.20304	2.42685	.01622*
3,4 VS 5+	.09739	.11904	.81809	.41439
<u>Estimates for PREPPROF</u>				
0-2 VS 3+	-.56085	.25519	-2.19775	.02925*
3,4 VS 5+	-.30862	.14962	-2.06271	.04059*
<u>Estimates for PROFSOCI</u>				
0-2 VS 3+	.32098	.22945	1.39889	.16358
3,4 VS 5+	.24868	.13453	1.84856	.06617
<u>Estimates for SOCIECON</u>				
0-2 VS 3+	-.57303	.27477	-2.08548	.03844*
3,4 VS 5+	-.23958	.16110	-1.48718	.13873

\*Significant at the 0.05 level



Hypothesis 2F

H<sub>0</sub>: There is no significant difference in the level of influence of the ECONomic, SOCIAL, PROfessional, PREParational, and PERSONal factors with regard to the size of the city where they taught.

From Table 4-2 (Page 64), it may be gathered that the response alternatives for this variable, did not vary sufficiently to warrant an analysis using this variable.

Respondents' Comments

The respondents were provided with some space at the end of the questionnaire for their suggestions and comments with regard to factors that influenced their decision to leave the profession of teaching.

One hundred and five (105) respondents made 446 different statements about the factors which influenced them to leave teaching. Although these statements are closely related to what has been elicited in the questionnaire, it still seems appropriate to consider them separately in this chapter under data analyses.

These statements are classified into the five categories of factors previously discussed and the total number of the statements in each category is presented in Table 4-32. Following are some examples of the respondents' perception of the profession and their reasons for leaving it.

TABLE 4-32: DISTRIBUTION OF THE FORMER TEACHERS' COMMENTS  
BY THE FIVE FACTORS

Categories	Number of Comments
Professional factors related comments	132
Social factors related comments	119
Economic factors related comments	112
Preparational factors related comments	51
Personal factors related comments	<u>32</u>
TOTAL	446



Comments Relating to Professional Factors

1. The principal plays a major role in the satisfaction or dissatisfaction of the teacher. He, therefore, should be chosen with care.
2. In the first few years I was very happy with teaching, but for the following reasons I tried hard to transfer to a non-teaching job:
  - a. Heavy work load of the teacher,
  - b. crowded classes, and
  - c. lack of appreciation of my work as a teacher.
3. I was required strictly to adhere to the textbook and complete the syllabus within a prescribed period without regard to whether students learn anything or not.
4. The teacher is required to adhere to certain methods of teaching whether he believes in them or not.
5. The teachers are not allowed to discipline the students, which encourages them to be careless.
6. I was required, as an Arabic teacher, to teach many Arabic classes, assign and correct a lot of homework without regard to whether I had time to take care of it or not. I found that if I wanted to do a thorough job of it, I did not simply have the time. The only solution was either to do a poor job of it all or quit teaching. I preferred the latter.
7. If you have a good relationship with the principal you will be considered an active and effective teacher, and vice versa.

Comments Relating to the Social Factors

1. Why should I continue in the teaching profession when I know that the profession has been accorded a low social status, not only



today but also since the distant past, when he was called the "instructor of children", thriving on the charity of society?

2. Teachers are never shown any appreciation. How come they are never interviewed on TV, and their views elicited by the print media?
3. It is impossible for me to remain in teaching when I see my own students as army officers and engineers honored and appreciated by the people more than I, even though I serve society more than they?
4. Teachers need to be respected and appreciated before anything else in order that they may continue in the teaching profession, otherwise the current teachers will very soon move to non-teaching jobs.
5. Money is not everything for the teacher, but teachers do look for reasonable respect of society and prestige.

#### Comments Relating to the Economic Factors

1. I used to work day and night as a teacher and I never got paid for my extra work but now whenever I work extra time I get paid for it.
2. Teachers make a fixed amount of money every month, unlike people in other professions whose earnings vary from month to month on account of payments for extra work, business trips, etc.
3. Teachers simply haven't got the time to think of private business, like other professionals, to supplement their income.
4. I believe that if the teachers' emoluments increased, the leaving teachers, such as myself, would never be thinking of moving to a non-teaching job, because teaching is an interesting profession.





Comments Relating to the Preparational Factors

1. Most teachers, I believe, originally did not have the intention to become teachers, but they went in for teaching as their GPA was too low for other specializations.
2. I was, in all honesty, not qualified to teach. Even though I was prepared by training for the job; psychologically I was unprepared to teach kids.
3. The college supervisor who used to accompany us during student-teaching turned me off completely from teaching by his method of supervision. In fact, I have to come to hate teaching ever since he asked me to sit down and took over my class.

Comments Relating to the Personal Factors

1. My friends who are teachers at school used to tell me not to be a teacher.
2. I could not simply continue teaching as my doctor advised me that I should not teach.



## CHAPTER V

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS



## SUMMARY, CONCLUSIONS, RECOMMENDATIONS

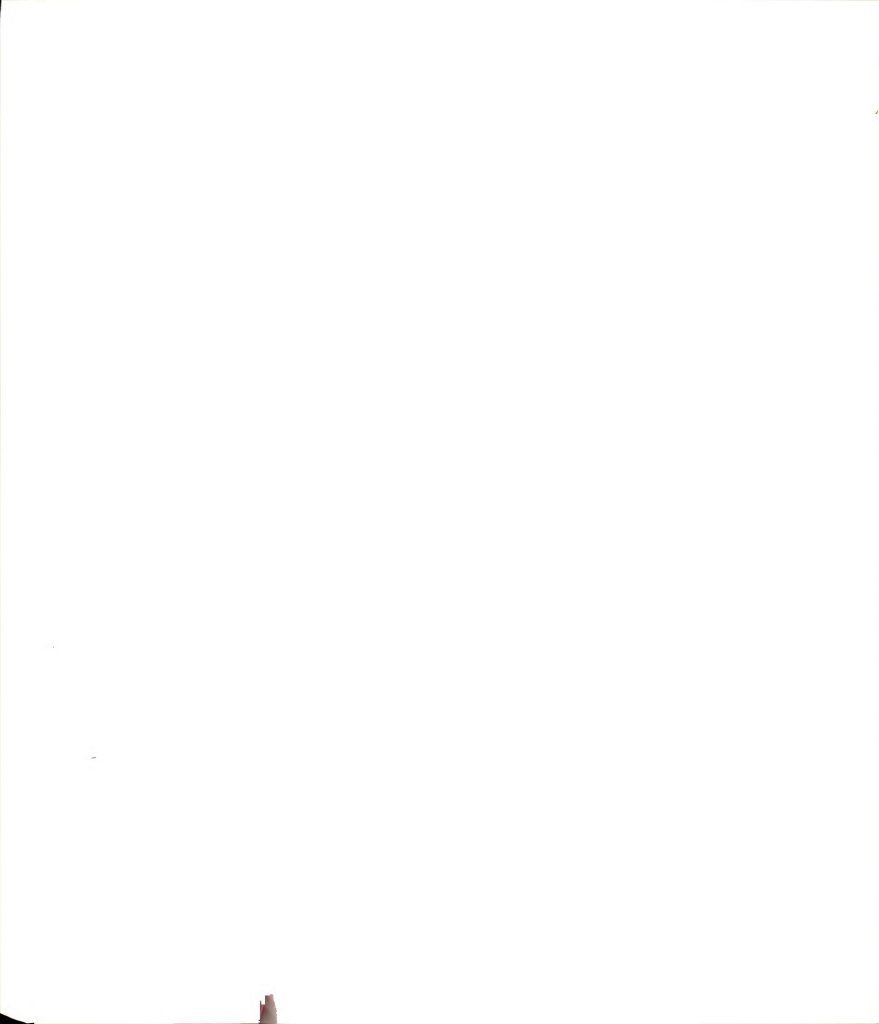
### Summary

The trend of secondary school citizen teachers leaving the profession in Saudi Arabia has generated much concern, especially within the profession. It is apparent that until educational authorities identify what is contributing to or influencing the exodus of citizen teachers from the profession of teaching in secondary education in Saudi Arabia, the solution cannot be provided. It is to this question that this study gives its attention.

In order to identify these factors, answers were sought to the following questions.

1. According to the teachers who have left the profession, how did economic, professional, social, preparational, and personal factors influence their decision to leave? Specifically, what are their perceptions regarding these factors as to their influence in this decision?
2. What is the relationship, if any, between the above factors and the following demographic characteristics:
  - a. age when they left teaching
  - b. marital status when they left teaching
  - c. number of years in teaching
  - d. size of the city in which they taught
  - e. institution of preparation
  - f. college major

The following steps were followed to answer these questions.



1. A review of the related literature was conducted to identify the factors that seem to influence teachers' decisions to leave the profession. This review made it possible to refine the research questions and give major direction to the development of the research instruments necessary for the research.

2. A questionnaire with one hundred and nine items was developed as an instrument for collecting the data. The items of the questionnaire were categorized into six categories.

- a. Demographic data, 17 items
- b. Economic factors, 17 items
- c. Professional factors, 32 items
- d. Personal factors, 18 items
- e. Social factors, 10 items
- f. Preparational factors, 15 items

3. Two hundred former secondary school teachers were randomly selected from a population of 461 former teachers, who graduated between 1970/71 and 1979/80 school years and taught for no less than one year, to participate in the study.

4. All people selected for the study were personally contacted and delivered the questionnaire by the researcher. A total of 182, or 91 percent of the sample, completed questionnaires were returned.





5. The data were then analyzed in relation to the research questions. The "Statistical Package for the Social Sciences (SPSS)" was used for facilitating the statistical techniques.

### Findings

#### Demographic Data

The personal data indicated that the typical teacher who left the profession was (1) less than 31 years of age, (2) married, (3) has two or fewer children, and (4) continues to live in the same city that he taught in.

The educational data indicated that the typical teacher who left the profession was majoring in Islamic studies or Arabic language.

Finally, the professional data indicated that the typical teacher who left the profession was (1) teaching his subject of specialization, (2) teaching in a middle school, (3) in the profession for four or less than four years, (4) receiving pay in the seventh salary scale, (5) willing to accept a lower salary when transferring to a non-teaching job, (6) stable in nature, and (7) generally in a non-teaching educational job.

#### Rank Orders of the Factors

The level of influence of the five categories of factors is as follows:



a. The factors that have had the strongest influence on the teachers' decision to leave teaching were economic, social, and professional factors. The difference between their overall means is so small that their classification as the strongest influence on the decision of the teachers to leave teaching is reasonable, and

b. the factors that have had little or no influence upon the teachers' decision were preparational and personal factors. As in the first group of factors, the difference between the overall means is small and their inclusion under one category, least influenced, is justified.

#### First Hypothesis

The following null hypothesis was tested in order to determine whether there was a significant difference in the level of relative influence of the five factors upon the respondents' decision to leave teaching.

$H_0$ : There is no significant difference in the level of influence attributed to the economic, professional, social, personal, and preparational factors by former secondary school teachers in their decision to leave teaching.

By testing this hypothesis, results show that there was a significant difference between the five factors in their importance for leaving teaching. Therefore, the first hypothesis was rejected.

## Second Hypothesis

The second null hypothesis was tested to determine if there was a significant difference in the level of influence of the economic, professional, social, personal, and preparational factors, with regard to the following characteristics of the respondents:

- a. age when they left teaching
- b. marital status when they left teaching
- c. number of years in teaching
- d. size of the city in where they taught
- e. institution of preparation
- f. college major

This general hypothesis was broken down into six sub-hypotheses:

### Hypothesis 2A

$H_0$ : There is no significant difference in the level of influence of the economic, social, professional, preparational, and personal factors with regard to the age at which respondents left teaching.

Test of this hypothesis shows that there was no significant overall difference in the level of influence of the five factors between those who were below and those who were above 30 years of age at the time they left teaching. Consequently, hypothesis 2A was not rejected.



Specifically, the results of the Univariate F-tests indicate that:

.Both age groups were influenced by preparational factors more than personal factors.

.The younger group were influenced by preparational factors more than the older group.

.Both groups were influenced by professional factors more than preparational factors.

.The older group were influenced by professional factors more than the younger group.

.The younger group were influenced by social factors more than the professional factors.

.The older group were influenced by professional factors more than the social factors.

.Both groups were influenced by economic factors more than the social factors.

#### Hypothesis 2B

H<sub>0</sub>: There is no significant difference in the level of influence of the economic, social, professional, preparational, and personal factors with regard to the marital status at the time the respondents left teaching.

Test of this hypothesis shows that there was a significant overall difference between married and single respondents. Consequently, hypothesis 2B was rejected.





Specifically, Univariate F-tests indicate that:

.Both marital groups were influenced by preparational factors more than personal factors, and economic factors more than social factors.

.Both groups were influenced by professional factors more than the preparational factors.

.The married group were influenced by professional factors more than the single group.

.Both groups were influenced by the social factors more than the professional factors.

.The single group were influenced by social factors more than the married group.

#### Hypothesis 2C

$H_0$ : There is no significant difference in the level of influence of the economic, social, professional, preparational, and personal factors with respect to the universities at which the respondents had received their undergraduate degree.

Test of this hypothesis shows that there was no significant overall difference between those who graduated from Imam, Riyadh, and Umm Al Qura Universities in the level of influence of the five factors. Therefore, hypothesis 2C was not rejected.

Specifically, the results of the Univariate F-tests and the special contrasts test indicate that the graduates



of the three Universities were not significantly different in the influences of the five factors. In other words, the order of importance did not differ significantly from the order presented in the first hypothesis section for all the graduates of the three Universities.

#### Hypothesis 2D

$H_0$ : There is no significant difference in the level of influence of the economic, social, professional, preparation, and personal factors with regard to the major field of study at the undergraduate level.

Test of this hypothesis shows that there was a significant overall difference between respondents of different college majors in the level of influence of the five factors. Thus Hypothesis 2D was rejected.

Specifically, multivariate F-tests indicate that the order of importance did not differ significantly from the order presented in the first hypothesis section for all the five majors' groups except with only the difference score of (PROFSOCI). The English, Science, and Social Sciences majors' groups were influenced by social factors more than professional factors, while the Islamic studies and Arabic majors' groups were influenced by professional factors more than the social factors.



The results of the special contrasts test indicate that:

.The order of importance of the "PERSPREP" and "PREPPROF" did not differ significantly from the order presented in the first hypothesis section for all the majors' groups.

.Islamic studies and Arabic groups as well as others were influenced by the social factor more than professional factors, but the differences between these two factors were stronger for those who studied Islamic studies or Arabic from other groups.

.While for those who had studied Arabic, the economic factor was stronger than the social factor, this was notably reversed for those who had studied English.

#### Hypothesis 2E

H<sub>0</sub>: There is no significant difference in the level of influence of the economic, social, professional, preparational, and personal factors with regard to the number of years the respondents had taught prior to leaving teaching.

Test of this hypothesis indicates that there was a significant overall difference between the level of influence of the five factors for the three groups of respondents with different lengths of teaching experience. Consequently, hypothesis 2E was rejected.



Specifically, the Univariate F-Tests shows that:

.The less teaching experience group and the other groups were influenced by preparational factors more than personal factors, but the difference between these two factors were stronger for those with less teaching experience.

.The more teaching experience group and the other groups were influenced by the professional factors more than preparational factors but the difference between these two factors were stronger for those with more teaching experience.

.Unlike other groups, the more teaching experience group were influenced by professional factors more than the social factors.

.Unlike other groups, the less teaching experience were influenced by social factors more than the economic factors.

The results of special contrast test indicate that:

.The more difference, with regard to the difference score of "PERSPREP" was between those with less teaching experience and the rest of the respondents.

.There was a significant difference, with regard to the difference score of "PREPPROF" between all the three groups.

.The larger difference, with regard to the difference score of "PROFSOCI", was between those with more teaching experience and the rest of the respondents.





.There was a significant difference, with regard to the difference score of "PREPPROF" between all the three groups.

.The larger difference, with regard to the difference score of "PROFSOCI" was between those with more teaching experience and the rest of the respondents.

.The larger difference, with regard to the difference score of "SOCIECON" was between those with less teaching experience, and the rest of the respondents.

#### Hypothesis 2F

H<sub>0</sub>: There is no significant difference in the level of influence of the economic, social, professional, preparational, and personal factors with regard to the size of the city where the respondents had taught at the time they left teaching.

From Table 4-2 (See Page 64), it may be gathered that the response alternatives for this variable did not vary sufficiently to warrant an analysis using this variable.

#### Conclusions

In relation to the specific problem stated in Chapter I, the following conclusions were made based on the analysis of the data presented in this study.



1. Economic, social and professional factors had the strongest influence on the teachers' decision to leave teaching. The differences between these factors were not notable.

Specifically, those factors that appear to be of the greatest influence were:

- a. Little advancement opportunities
- b. When compared with other government jobs, teachers did not have the opportunities to supplement their income by business travel, allowance for overtime, and opportunities to earn some allowance through profession-related activities.
- c. Low social status and prestige especially when compared with most of the other government jobs.
- d. Heavy work load.
- e. Lack of involvement in program and policy making.
- e. The appreciation of the teachers' job, by educational authorities, parents, students and the public as whole, was not consistent with what they feel they deserve.

2. Preparational and personal factors had little influence upon the teachers' decision to leave teaching and there was no significant difference between them.

3. There is a strong indication that the teachers accept the lower scale of pay because of the fact that the promotion in the long run from one scale to another in a



non-teaching setting is much faster and much more rapid than in the teaching profession. For this consideration, leaving teachers were willing to be placed in a salary grade lower than they had in the teaching profession.

4. Teachers who left the profession after a long teaching experience seem to be influenced by professional factors more than the social factors. Teachers who left the profession after a short teaching experience seem to be influenced by social factors more than the economic factors.

5. The first four years of the teachers' stay in the profession are very crucial in their decision to stay in the profession or to quit it. More than 60 percent of the respondents taught four years or less.

6. The teachers who left the profession of teaching tended to do so after they get married. That is, 78.0 percent of the respondents are married.

7. The majority of the leaving teachers preferred stability in their professions, and had to leave the teaching profession for reasons other than the wanderlust.

### Recommendations

The following recommendations are made by the researcher on the basis of the findings of this study.

1. Because this study reveals that, the exodus of secondary school teachers were caused mainly by economic,



social, and professional factors. Therefore, any plan to stem the exodus of citizen teachers from the profession should take these factors into consideration and not neglect any one of them.

2. It appears from this study that the teachers' salary is competitive. However, after a few years in the profession, teachers' income appears to be somewhat lower because the teachers do not have the opportunities to supplement their income by business travel, promotion, allowance for overtime, and opportunities to earn some allowance through profession-related activities. Thus an increase of such fringe benefits for the teachers seem to be highly needed to help in the retention of the teachers.

3. Other government agencies have been able to attract teachers by providing them with more fringe benefits such as rewards for greater efficiency, health and recreational activities, and others. Educational authorities should consider similar possibilities for teachers.

4. This study identifies the social factors as being among the most influential in the decision of teachers to leave teaching. Thus, the public should accept the teachers in a friendly way, make them know they are wanted, and respect them as important citizens. This can be done through different means such as interviewing the teachers on TV and their views should be elicited by the print media.





5. Professional factors seem to be of much influence upon the teachers decision to leave the profession. Therefore, educational authorities, superintendents, supervisors, and principals, should realize this and evaluate carefully the schools in order to make adjustments as needed to insure good working conditions and pleasant relationships. Moreover, educational authorities should recognize their role in defining duties and assisting in social adaptation.

6. In order for the teachers to do their best teaching, they should be given the necessary freedom to act and to teach, as well as their creative ability should be encouraged. Consequently, they should have a voice in policy and program making.

7. Much of the professional dissatisfaction experienced by leaving teachers grew out of unfavorable relations with their administrators. A two-way communication between the teacher and administrator should be developed. It should include a full realization of each other's problems.

8. Most of the respondents complained about the unfairness of the reports written about them. Thus "there should be a reliable rating scale for teachers. Principals and supervisors should be skilled in using it". This will "keep the teacher aware of how he is doing and where he stands, and promote stability in the profession".

9. This study reveals that the respondents believe they were asked to teach more than what they think they were



able to do. Therefore, some attention should be given to the teachers' work load. One way to minimize the teacher's work load is by decreasing his workload as his experience in teaching increased. This way will also encourage him to stay in the profession.

10. Student teachers often do not have the opportunities "to see the underlying tasks and assignments that make up a sizeable segment of the teacher's total job". Thus, "there should be closer contact between school districts and teacher-training institutions so that student-teachers would have a better idea of what to expect in teaching".

11. Teacher-training institutions should apply more rigorous selective measures in admitting students to be teachers and attempt to make them not "just teachers" but proud members of a respected profession.

12. Pre-service training will also help in retention of the teachers, that is, the teacher-training institutions should eliminate some of the weaknesses of the teachers by "(1) more educational psychology courses, (2) wider field base and/or more practical approach to the nature of classroom teaching, (3) methods courses must increase the time and effort spent in translating the theory into practice and (4) a reordering of time or priorities needs to be done so that the more essential needs can be met".

13. In the light of this study, the number of the teachers who left the profession after four or less than four



years was much greater than those who left after five or more years. Consequently, beginning teachers need to be placed in as positive situations as possible and the educational authorities should concentrate their efforts to stem the exodus on these initial four years of the teachers' stay in the profession.

### Suggestions for Further Research

The following suggestions for further research appear, as a result of this study, to be appropriate for obtaining important additional information.

1. A study should be done to determine why so many graduates of teacher training institutes never enter the teaching profession after spending so much time preparing for it.

2. "An intensive analysis of the working conditions in teaching compared with those of other occupations for which teachers qualify may reveal more retention measures that school leaders should adopt".

3. Many teachers never leave the profession but continue as teachers. Research should be conducted to determine why teachers stay in the profession.

4. Teachers have repeatedly indicated that they have been asked to do more than what they think they are able to do. Therefore, a study to concentrate on this issue should be conducted.

5. It is felt that there should be a study of the possible contribution of the mass media to retaining teachers. In other words, to what extent can the mass media contribute to helping to stem exodus of citizen teachers from teaching.



## APPENDICES





APPENDIX A

ENGLISH AND ARABIC VERSIONS  
OF THE COVER LETTER AND THE  
QUESTIONNAIRE



## MICHIGAN STATE UNIVERSITY

COLLEGE OF ARTS AND LETTERS  
DEPARTMENT OF LINGUISTICS AND  
ORIENTAL AND AFRICAN LANGUAGES  
WELLS HALL

EAST LANSING • MICHIGAN • 48824

February 25, 1982

To whom it may concern:

I hereby certify that Mr. Saleh H. Assaf has translated into the Arabic language the English version of the questionnaire used as a tool in his research for his doctoral dissertation. I have seen photocopies of English and Arabic versions of the questionnaire titled "Factors influencing secondary school male teachers in Saudi Arabia to leave teaching."

The translation is accurate, and reliable. The cover letter as well as the questionnaire was translated into Arabic in the same format, except that it follows the standard writing style for the Arabic language.

I do wish him the best of luck.

Abdulghaffar Eldamatty

*Abdul Eldamatty*  
Instructor of Arabic

Michigan State University  
Department of Linguistics and Oriental  
and African Languages  
A615 Wells Hall  
East Lansing Michigan 48824



بسم الله الرحمن الرحيم

المحتـرم

الأخ المدرس " السابق "

السلام عليكم ورحمة الله وبركاته وبعد ،

لا يخفى عليك ما تُعاني منه المرحلة المتوسطة والثانوية في المملكة العربية السعودية من نقص في المدرسين السعوديين واعتمادها اعتماداً كبيراً على المدرسين غير السعوديين . وكما هو معلوم أن واحداً من العوامل الأساسية في هذا النقص هو انتقال المدرس السعودي من مهنة التدريس الى مهنة أخرى مختلفة .

كمدرس سابق في المرحلة المتوسطة أو الثانوية ، سوف تلعب دوراً كبيراً وتقديم خدمة عظيمة ليس فقط لمهنة التدريس في السعودية وإنما كذلك لجعل هذه الدراسة ناجحة وتؤدي الدور المنشود منها وذلك باجابتك على الاستفتاء المرفق .

والهدف من هذا الاستفتاء معرفة العوامل المختلفة التي ساهمت ولعبت دوراً كبيراً في قرار المدرس السعودي لأن يترك التدريس ، لهذا سوف يكون لاجابتك على هذا الاستفتاء ، دور كبيراً في تحقيق هذا الهدف .

ومن الجدير بالذكر أن هذا الاستفتاء هو جزء من متطلبات دراستي للدكتوراه وليس لأي هدف آخر ، لذا لا داعي لأن تذكر اسمك في الإجابة .

طلبى ورجائى منك الآن ان تعطينى من وقتك دقائق قليلة لتجيب على هذا الاستفتاء الذى حاولت جاهدا ان اضعه بطريقة لا تتطلب وقتا كثيرا ، كما ارجو ان تتكرم وترسله لي على عنوانى الموجود على الطرف المرفق بأسرع وقت ممكن .  
شاكرا ومقدرا لك جهـدك

ملاحظة : اذا رغبت أن أرسل لك نتائج هذه الدراسة فأنا على أتم الاستعداد لذلك  
\_\_\_\_\_ خاصة اذا ارسلت لى اسمك وعنوانك ،

الباحـث



صالح حمد العساف  
جامعة ولاية ميتشجن



## معلومات عامة

تعليمات :

الرجاء الاجابة على الاسئلة التاليه وذلك بوضع علامة [ X ]  
في المكان الذي ينطبق عليك

code	الاسئلة
1	١ - كم كان عمرك عندما تركت التدريس ؟ <input type="checkbox"/> ٢٤ - ٣٠ <input type="checkbox"/> ٣١ - ٣٥ <input type="checkbox"/> ٣٦ - ٣٠ <input type="checkbox"/> ٤١ - ٤٥ <input type="checkbox"/> ٤٦ - ٥٠ <input type="checkbox"/> أكثر من ٥٠
٢	٢ - هل كنت متزوجا أم أعزب عندما تركت التدريس ؟ <input type="checkbox"/> متزوج <input type="checkbox"/> أعزب
٣	٣ - كم كان عندك من الأطفال عندما تركت التدريس ؟ ما كان عندى اطفال <input type="checkbox"/> <input type="checkbox"/> ١ <input type="checkbox"/> ٢ <input type="checkbox"/> ٣ <input type="checkbox"/> ٤ <input type="checkbox"/> أكثر من اربعة
٤	٤ - من اي جامعة حصلت على درجة البكالوريوس ؟ <input type="checkbox"/> جامعة الامام <input type="checkbox"/> جامعة الرياض <input type="checkbox"/> جامعة ام القرى غيرها "الرجاء ذكرها " ( )
٥	٥ - في اي عام تخرجت من الجامعه ؟ <input type="checkbox"/> ١٣٩٠/٩١ <input type="checkbox"/> ١٣٩١/٩٢ <input type="checkbox"/> ١٣٩٢/٩٣ <input type="checkbox"/> ١٣٩٣/٩٤ <input type="checkbox"/> ١٣٩٤/٩٥ <input type="checkbox"/> ١٣٩٥/٩٦ <input type="checkbox"/> ١٣٩٦/٩٧ <input type="checkbox"/> ١٣٩٧/٩٨ <input type="checkbox"/> ١٣٩٨/٩٩ <input type="checkbox"/> ١٣٩٩/١٤٠٠
٦	٦ - ماذا كان تخصصك في المرحلة الجامعيه ؟ <input type="checkbox"/> دراسات اسلاميه <input type="checkbox"/> لغة عربيه <input type="checkbox"/> لغة انجليزيه <input type="checkbox"/> رياضيات <input type="checkbox"/> علوم <input type="checkbox"/> علوم اجتماعيه <input type="checkbox"/> غيرها "الرجاء ذكرها " ( )





٧ - هل كنت تُدرِّس نفسك تخصصك ؟

☐ لا☐ نعم

٧

٨ - عندما تركت التدريس ، هل كنت تُدرِّس في

☐ ١ - مدرسة متوسطة☐ ب - مدرسة ثانوية

ج - غيرهما " الرجاء ذكر اسمها " ( )

٨

٩ - كم سنة درّست ؟

لم ادرس ابدا ☐ ١ ☐ ٢ ☐ ٣ ☐ ٤ ☐ ٥ ☐ اكثر من ٥ ☐

٩

١٠ - هل لازلت تعيش في نفس المدينة التي كنت تُدرِّس فيها ؟

☐ لا☐ نعم

١٠

١١ - على اي مرتبه كنت في السنة التي تركت فيها التدريس ؟

٦ ☐ ٧ ☐ ٨ ☐ ٩ ☐ ١٠ ☐ غيرهما " الرجاء ذكرها " ( )

١١

١٢ - على اي مرتبة كنت في السنة التي بدأت فيها عملك الذي شغلته بعد التدريس ؟

٦ ☐ ٧ ☐ ٨ ☐ ٩ ☐ ١٠ ☐ غيرها " الرجاء ذكرها " ( )

١٢

١٣ - اذا لم تكن تعيش في نفس المدينة التي كنت تُدرِّس فيها فهل انتقلت الى

☐ مدينة اصغر منها☐ مدينة اكبر منها

١٣

١٤ - بعد أن تركت التدريس ، كم وظيفة - حكومية او غير حكومية - شغلتها ؟

☐ لم أعمل بأى وظيفة بعد التدريس١ ☐ ٢ ☐ ٣ ☐ اكثر من ٣ ☐

١٤



١٥ ما هو مسمى وظيفتك الحاليه ؟  
 اداريه ☐ حسابيه ☐ تعليميه ☐ غيرها " الرجاء ذكرها " ( )

١٦ - هل ترغب أن تستمر في عملك الحالي ؟

نعم ☐ لا ☐

١٧ - هل تفكر في أن تترك عملك الحالي وتنتقل الى عمل يساويه في الراتب؟

نعم ☐ لا ☐



## العوامل الاقتصادية

تعليمات :

=====

الرجاء - مع الشكر الجزيل - اتباع التعليمات التالية اثناء الاجابة

- ١ - ضع علامة [x] في الاجابة الصحيحة التي تتفق مع رأيك .
- ٢ - اجب - مشكورا - على كل فقرة .
- ٣ - اجل اجابتك مبنية على مدى اثر العامل في ترك التدريس .
- ٤ - اضع اي عامل آخر تعتقد ان له دورا كبيرا في ترك التدريس في الفراغ المعد لذلك

مدى اثر العامل في ترك التدريس					العوامل	رقم	code*
قوى جدا	قوى	متوسط	قليل	ليس له اثر			
١	٢	٣	٤	٥	الراتب كان غير كاف لمتطلبات المعيشة والالتزامات الاجتماعية	١	١٨
					راتب التدريس اقل من رواتب الوظائف التي تتطلب جهداً يشبه جهد التدريس	٢	١٩
					راتب التدريس لا يتناسب مع الجهد المطلوب من المدرس	٣	٢٠
					العلاوة السنوية قليلة والدرجات في المرتبة الواحدة كثيرة مما يجعل الانتقال الى المرتبة الأخرى يتطلب وقتا طويلا جدا .	٤	٢١
					المدرس الذي يُدرّس نصابا كاملا ويقوم بانشطة كبيره في المدرسه يتساوى من حيث الراتب مع المدرس الذي يُدرّس حصص قليلة وليس له اي نشاط	٥	٢٢



رقم السؤال	العوامل	مدى أثر العامل في تركالتدريس				
		قوى جدا	قوى	متوسط	قليل	ليس له أثر
		١	٢	٣	٤	٥
٢٢	٦					
٢٤	٧					
٢٥	٨					
٢٦	٩					
٢٧	١٠					
٢٨	١١					
٢٩	١٢					
٣٠	١٣					





Code #	الترتيب	العوامل	مدى أثر العامل في ترك التدريس				
			قوى جدا	قوى	متوسط	قليل	ليس له اثر
			١	٢	٣	٤	٥
٢١	١٤	الشروط اللازمة للترقية كانت تنطبق علي ولكنني لم احصل عليها					
٢٢	١٥	فرص تعيين المدرس في وظائف عليا قليلة جدا					
أرجو أن تتكرم بكتابة أي عوامل اقتصادية أخرى ساهمت في ترك التدريس في الفراغ ١٨ و ١٩							
٢٣	١٦	أخذ مرتبة من المدرس عندما ينتقل الى عمل اداري					
٢٤	١٧	لا يعطى المدرس فرصة دخول مسابقات الوظائف كنظيره الاداري					
	١٨						
	١٩						

ملاحظات : الباحث لا يستغنى عن ملاحظاته حول العوامل الاقتصادية

=====

## MICHIGAN STATE UNIVERSITY

COLLEGE OF ARTS AND LETTERS  
DEPARTMENT OF LINGUISTICS AND  
ORIENTAL AND AFRICAN LANGUAGES  
WELLS HALL

EAST LANSING • MICHIGAN • 48824

February 25, 1982

To whom it may concern:

I hereby certify that Mr. Saleh H. Assaf has translated into the Arabic language the English version of the questionnaire used as a tool in his research for his doctoral dissertation. I have seen photocopies of English and Arabic versions of the questionnaire titled "Factors influencing secondary school male teachers in Saudi Arabia to leave teaching."

The translation is accurate, and reliable. The cover letter as well as the questionnaire was translated into Arabic in the same format, except that it follows the standard writing style for the Arabic language.

I do wish him the best of luck.

Abdulghaffar Eldamatty

*Abdul Eldamatty*  
Instructor of Arabic

Michigan State University  
Department of Linguistics and Oriental  
and African Languages  
A615 Wells Hall  
East Lansing Michigan 48824



بسم الله الرحمن الرحيم

المحتـرم

الأخ المدرس " السابق "

السلام عليكم ورحمة الله وبركاته وبعد ،

لا يخفى عليك ما تُعاني منه المرحلة المتوسطة والثانوية في المملكة العربية السعودية من نقص في المدرسين السعوديين واعتمادها اعتماداً كبيراً على المدرسين غير السعوديين . وكما هو معلوم أن واحداً من العوامل الأساسية في هذا النقص هو انتقال المدرس السعودي من مهنة التدريس الى مهنة أخرى مختلفة .

كمدرس سابق في المرحلة المتوسطة أو الثانوية ، سوف تلعب دوراً كبيراً وتقديم خدمة عظيمة ليس فقط لمهنة التدريس في السعودية وإنما كذلك لجعل هذه الدراسة ناجحة وتؤدي الدور المنشود منها وذلك بإجابتك على الاستفتاء المرفق .

والهدف من هذا الاستفتاء معرفة العوامل المختلفة التي ساهمت ولعبت دوراً كبيراً في قرار المدرس السعودي لأن يترك التدريس ، لهذا سوف يكون لإجابتك على هذا الاستفتاء ، دور كبيراً في تحقيق هذا الهدف .

ومن الجدير بالذكر أن هذا الاستفتاء هو جزء من متطلبات دراستي للدكتوراه وليس لأي هدف آخر ، لذا لا داعي لأن تذكر اسمك في الإجابة .

طلبى ورجائى منك الآن ان تعطينى من وقتك دقائق قليلة لتجيب على هذا الاستفتاء الذى حاولت جاهدا ان اضعه بطريقة لا تتطلب وقتا كثيرا ، كما ارجو ان تتكرم وترسله لي على عنوانى الموجود على الظرف المرفق بأسرع وقت ممكن .  
شاكرًا ومقدرًا لك جهدك

ملاحظة : اذا رغبت أن أرسل لك نتائج هذه الدراسة فأنا على أتم الاستعداد لذلك  
خاصة اذا ارسلت لى اسمك وعنوانك ،

الباحـث



صالح حمد العساف

جامعة ولاية ميتشجن

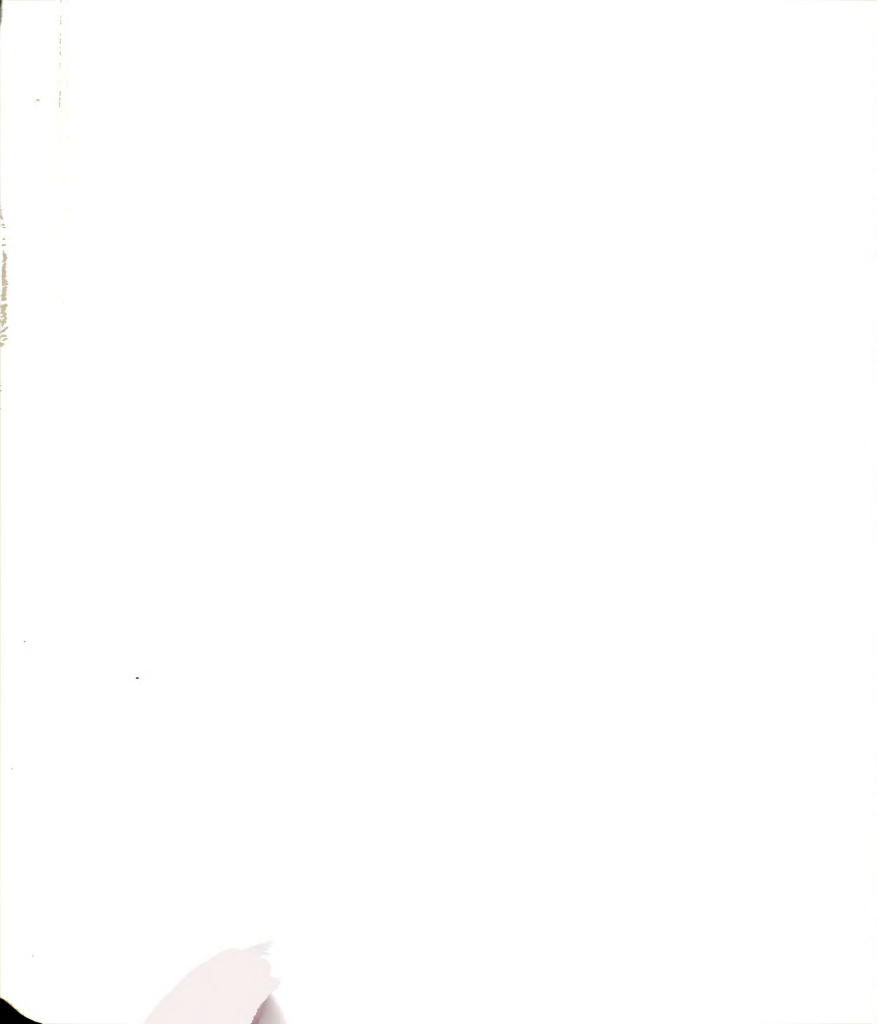


## معلومات عامة

تعليمات :

الرجاء الاجابة على الاسئلة التالية وذلك بوضع علامة [ X ]  
في المكان الذي ينطبق عليك

code #	الاسئلة
١	١ - كم كان عمرك عندما تركت التدريس ؟ <input type="checkbox"/> ٢٤ - ٣٠ <input type="checkbox"/> ٣١ - ٣٥ <input type="checkbox"/> ٣٦ - ٣٠ <input type="checkbox"/> ٤١ - ٤٥ <input type="checkbox"/> ٤٦ - ٥٠ <input type="checkbox"/> أكثر من ٥٠
٢	٢ - هل كنت متزوجا أم أعزب عندما تركت التدريس ؟ <input type="checkbox"/> متزوج <input type="checkbox"/> أعزب
٣	٣ - كم كان عندك من الأطفال عندما تركت التدريس ؟ ما كان عندي اطفال <input type="checkbox"/> <input type="checkbox"/> ١ <input type="checkbox"/> ٢ <input type="checkbox"/> ٣ <input type="checkbox"/> ٤ <input type="checkbox"/> أكثر من اربعة
٤	٤ - من اي جامعة حصلت على درجة البكالوريوس ؟ <input type="checkbox"/> جامعة الامام <input type="checkbox"/> جامعة الرياض <input type="checkbox"/> جامعة ام القرى غيرها "الرجاء ذكرها " ( )
٥	٥ - في اي عام تخرجت من الجامعة ؟ <input type="checkbox"/> ١٣٩٠/٩١ <input type="checkbox"/> ١٣٩١/٩٢ <input type="checkbox"/> ١٣٩٢/٩٣ <input type="checkbox"/> ١٣٩٣/٩٤ <input type="checkbox"/> ١٣٩٤/٩٥ <input type="checkbox"/> ١٣٩٥/٩٦ <input type="checkbox"/> ١٣٩٦/٩٧ <input type="checkbox"/> ١٣٩٧/٩٨ <input type="checkbox"/> ١٣٩٨/٩٩ <input type="checkbox"/> ١٣٩٩/١٤٠٠
٦	٦ - ماذا كان تخصصك في المرحلة الجامعيه ؟ <input type="checkbox"/> دراسات اسلاميه <input type="checkbox"/> لغة عربيه <input type="checkbox"/> لغة انجليزيه <input type="checkbox"/> رياضيات <input type="checkbox"/> علوم اجتماعيه <input type="checkbox"/> غيرها "الرجاء ذكرها " ( )





٧ - هل كنت تُدرِّس نفسك تخصصك ؟

☐ لا☐ نعم

٧

٨ - عندما تركت التدريس ، هل كنت تُدرِّس في

☐ ١ - مدرسة متوسطة☐ ب - مدرسة ثانوية

ج - غيرهما " الرجاء ذكر اسمها " ( )

٨

٩ - كم سنة درّست ؟

☐ لم ادرس ابدا ☐ ١ ☐ ٢ ☐ ٣ ☐ ٤ ☐ ٥ ☐ اكثر من ٥

٩

١٠ - هل لازلت تعيش في نفس المدينة التي كنت تُدرِّس فيها ؟

☐ لا☐ نعم

١٠

١١ - على اي مرتبه كنت في السنة التي تركت فيها التدريس ؟

☐ ٦ ☐ ٧ ☐ ٨ ☐ ٩ ☐ ١٠ ☐ غيرهما " الرجاء ذكرها " ( )

١١

١٢ - على اي مرتبة كنت في السنة التي بدأت فيها عملك الذي شغلته بعد التدريس ؟

☐ ٦ ☐ ٧ ☐ ٨ ☐ ٩ ☐ ١٠ ☐ غيرها " الرجاء ذكرها " ( )

١٢

١٣ - اذا لم تكن تعيش في نفس المدينة التي كنت تُدرِّس فيها فهل انتقلت الى

☐ مدينة اصغر منها☐ مدينة اكبر منها

١٣

١٤ - بعد أن تركت التدريس ، كم وظيفة - حكومية أو غير حكومية - شغلتها ؟

☐ لم أعمل بأى وظيفة بعد التدريس☐ ١ ☐ ٢ ☐ ٣ ☐ أكثر من ٣

١٤



١٥- ماهو مسمى وظيفتك الحاليه ؟

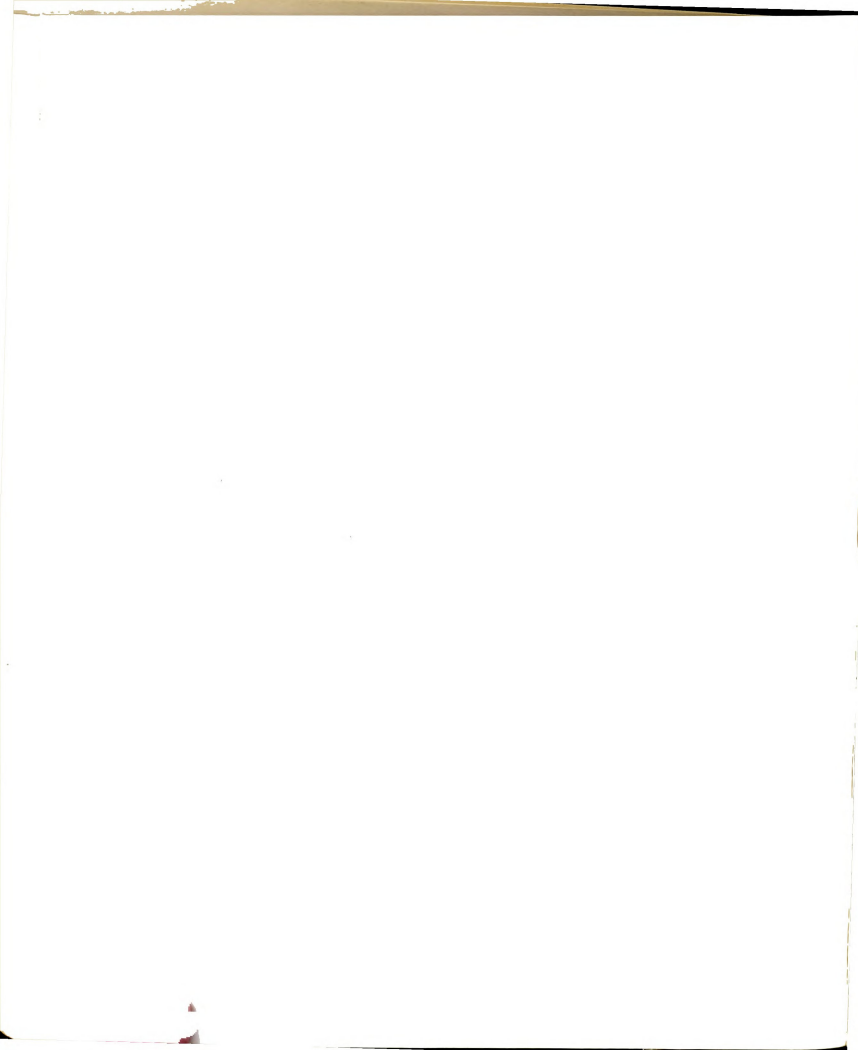
اداريه ☐ حسابيه ☐ تعليميه ☐ غيرها " الرجاء ذكرها " ( )

١٦- هل ترغب أن تستمر في عملك الحالي ؟

نعم ☐ لا ☐

١٧- هل تفكر في أن تترك عملك الحالي وتنتقل الى عمل يساويه في الراتب؟

نعم ☐ لا ☐



## العوامل الاقتصادية

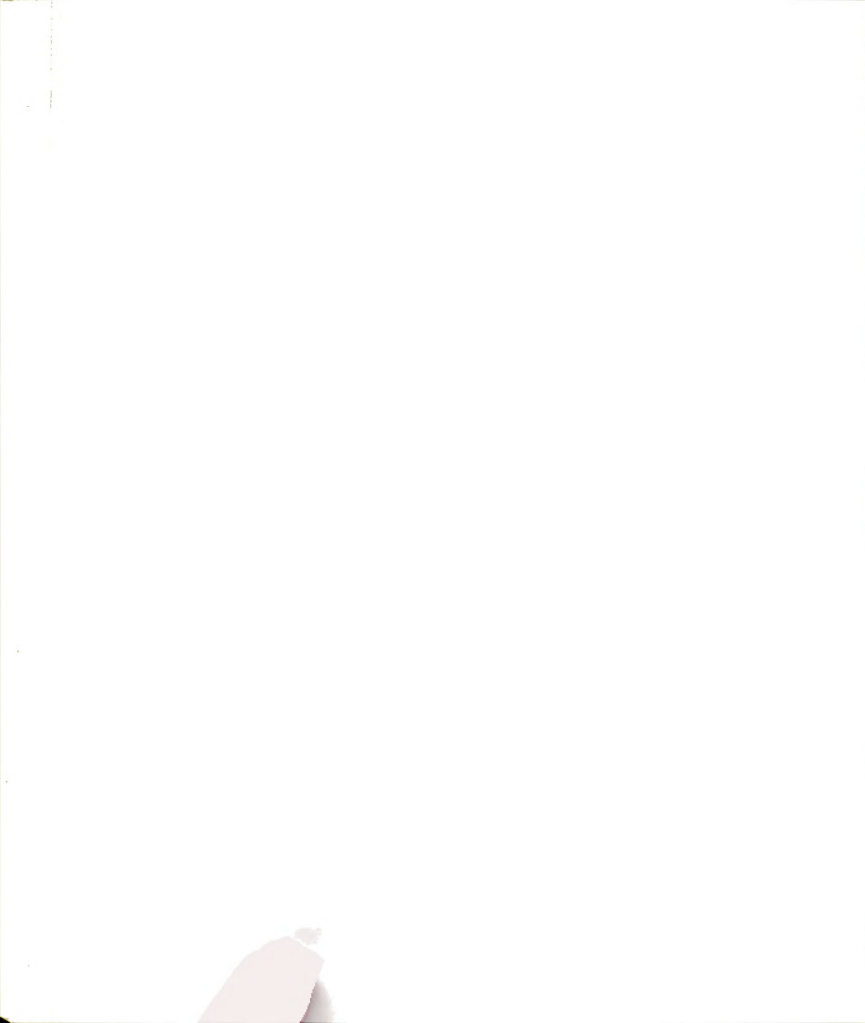
تعليمات :

=====

الرجاء - مع الشكر الجزيل - اتباع التعليمات التالية اثناء الاجابة

- ١ - ضع علامة [x] في الاجابة الصحيحة التي تتفق مع رأيك .
- ٢ - اجب - مشكورا - على كل فقرة .
- ٣ - اجعل اجابتك مبنية على مدى أثر العامل في ترك التدريس .
- ٤ - اضع اي عامل آخر تعتقد ان له دورا كبيرا في ترك التدريس في الفراغ المعد لذلك

مدى اثر العامل في ترك التدريس					العوامل	ترتيب	code*
ليس له أثر	قليل	متوسط	قوى	قوى جدا			
٥	٤	٣	٢	١	الراتب كان غير كاف لمتطلبات المعيشة والالتزامات الاجتماعية	١	١٨
					راتب التدريس اقل من رواتب الوظائف التي تتطلب جهداً يشبه جهد التدريس	٢	١٩
					راتب التدريس لا يتناسب مع الجهد المطلوب من المدرس	٣	٢٠
					العلاوة السنوية قليلة والدرجات في المرتبة الواحدة كثيرة مما يجعل الانتقال الى المرتبة الأخرى يتطلب وقتا طويلا جدا .	٤	٢١
					المدرس الذي يُدرّس نصابا كاملا ويقوم بأنشطة كبيره في المدرسه يتساوى من حيث الراتب مع المدرس الذي يُدرّس حصص قليلة وليس له اي نشاط	٥	٢٢



رقم السؤال	العوام	مدى أثر العام في تركالتدريس				
		قوى جدا	قوى	متوسط	قليل	ليس له أثر
١	٢	٣	٤	٥		
٢٧	٦	ليس هناك انتدابات				
٢٨	٧	غلاء المعيشة والسكن في المدينة التي درست فيها فرض على الانتقال من مهنة التدريس .				
٢٩	٨	لا يوجد عمل اضافي "خارج دوام "				
٣٠	٩	لم احصل على ترقية استثنائية اثناء تدريسي .				
٣١	١٠	لا يوجد سكن أو بدل سكن للمدرس				
٣٢	١١	راتب المدرس غير السعودي أكثر من راتب المدرس السعودي				
٣٣	١٢	ليس عند المدرس ما يكفي من الوقت للقيام بعمل حر " تجارى "				
٣٤	١٣	فُرص الترقية للمدرس قليلة جدا .				





مدى أثر العوامل في ترك التدريس					العوامـــــــــــــــــل	رقم	Code #
قوى جدا	قوى	متوسط	قليل	ليس له أثر			
١	٢	٣	٤	٥			
					الشروط اللازمة للترقية كانت تنطبق علي وللكنني لم احصل عليها	١٤	٧١
					فرص تعيين المدرس في وظائف عليا قليلة جدا	١٥	٧٢
أرجو أن تتكرم بكتابة أى عوامل اقتصادية أخرى ساهمت في ترك التدريس في الفراغ ١٨ و ١٩							
					أخذ مرتبة من المدرس عندما ينتقل إلى عمل إداري	١٦	٧٣
					لا يعطى المدرس فرصة دخول مسابقات الوظائف كنظيره الإداري	١٧	٧٤
						١٨	
						١٩	

ملاحظات : الباحث لا يستغنى عن ملاحظاته حول العوامل الاقتصادية

=====



## العوامل الوظيفية

تعليمات :

=====

الرجاء - مع الشكر الجزيل - اتباع التعليمات التالية اثناء الاجابة

- ١ - ضع علامة ( x ) فى الاجابة الصحيحة التى تتفق مع رأيك  
 ٢ - أجب - مشكورا - على كل فقرة  
 ٣ - اجعل اجابتك مبنية على مدى اثر العامل فى ترك التدريس  
 ٤ - أضف أى عامل تعتقد ان له دورا كبيرا فى ترك المتدريس فى الفراغ المعد لذلك

رقم السؤال	Code #	العوامل	مدى أثر العامل فى ترك التدريس				
			قوى جدا	قوى	متوسط	قليل	ليس له أثر
			١	٢	٣	٤	٥
١	٢٥	العمل مع مدير المدرسة كان صعبا وغير مشجع للبقاء فى التدريس					
٢	٢٦	كلفت بتدريس مواد فى غير تخصصي					
٣	٢٧	ليس هناك تجاوبا من المسؤولين لحل المشكلات التى تواجه المدرس فى المدرسة					
٤	٢٨	اصدار تقارير سيئة عن المدرسين من قبل المفتشين					
٥	٢٩	كلفت بتدريس مواد كثيرة					
٦	٣٠	لا يُعطى المدرس وقتاً كافياً لمزاولة الأنشطة اللامنهجية					



رقم السؤال	العوامل	مدى أثر العامل في ترك التدريس				
		قوى جدا	قوى	متوسط	قليل	ليس له أثر
		١	٢	٣	٤	٥
٤١	٧					
٤٢	٨					
٤٣	٩					
٤٤	١٠					
٤٥	١١					
٤٦	١٢					
٤٧	١٣					
٤٨	١٤					
٤٩	١٥					
٥٠	١٦					



مدى أثر العام ————— ل في ترك التدريس					العوامل —————	الترتيب	Code #
	قوى جدا	قوى	متوسط	قليل	ليس له أثر		
	١	٢	٣	٤	٥		
المدرس لا يحصل على جو عملي مناسب مثل ما يحصل عليه الموظف الإداري						١٧	٥١
عندما يمرض المدرس لا تُراعَى ظروفه ولا تقدم له الخدمات المناسبة						١٨	٥٢
ليس هناك تشجيع معنوي أو مادي للمدرس الناجح						١٩	٥٣
ليس هناك حافز للتنافس الفكري والعلمي في التدريس						٢٠	٥٤
ضعف شقة الإدارة بالمدرس فمثلا المدير يطلب من المدرس ان يعرض عليه دفتر التحضير						٢١	٥٥
اجبار المدرس على انتهاء المنهج في نهاية العام الدراسي بغض النظر عن مدى فهم الطالب						٢٢	٥٦
بالإضافة الى التدريس يطالب المدرس بحضور عدد كبير من الاجتماعات						٢٣	٥٧
لا تتاح الفرصة للمدرس ان يكون متخصصا لأنه يُدرّس مواد مختلفة						٢٤	٥٨





مدى أثر العوامل في ترك التدريس					العوامل	الترتيب	Code #
	قوى جدا	قوى	متوسط	قليل	ليس له أثر		
	١	٢	٣	٤	٥		
						٢٥	٥٩
						٢٦	٦٠
						٢٧	٦١
						٢٨	٦٢
						٢٩	٦٣
						٣٠	٦٤
						٣١	٦٥

أرجو أن تتكرم بكتابة أى عوامل وظيفية أخرى ساهمت في ترك التدريس في الفراغ (٣٣) ٣٤

						٣٢	٦٦
						٣٣	
						٣٤	



## العوامل الشخصية

تعليمات :

===== الرجاء - مع الشكر الجزيل - اتباع التعليمات التالية اثناء الاجابة

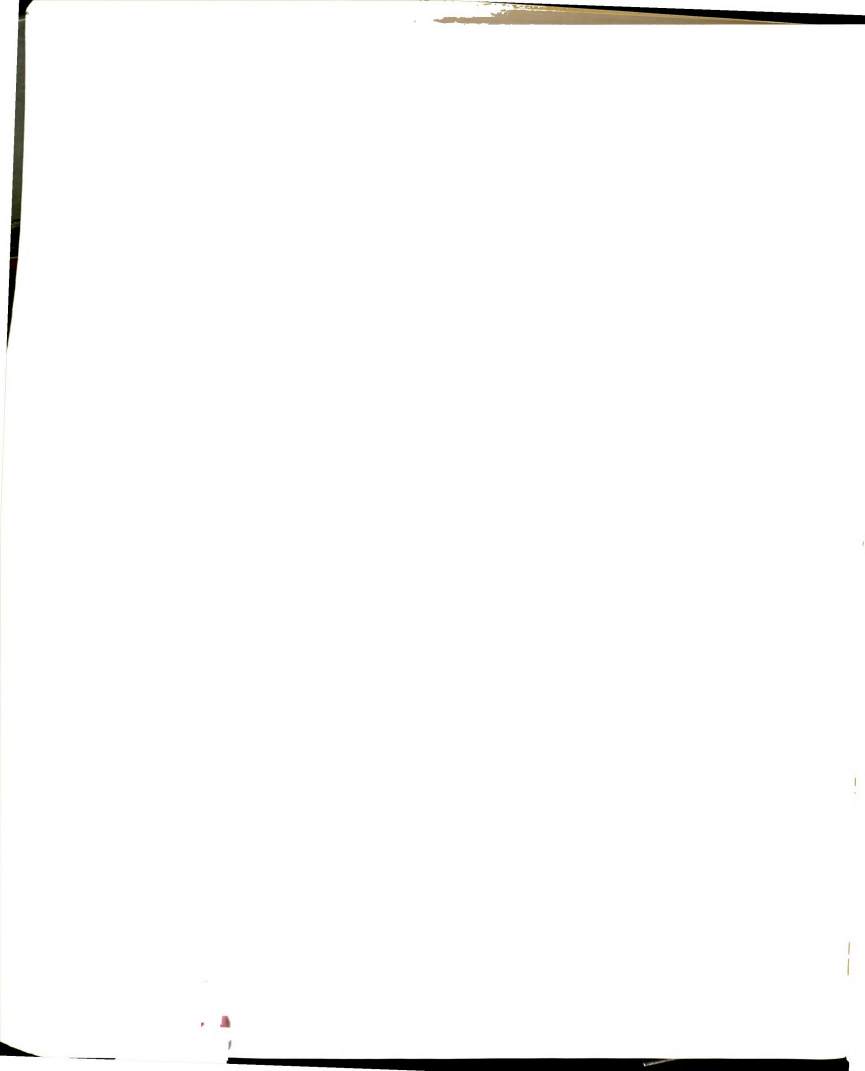
١ - ضع علامة ( x ) فى الاجابة الصحيحة التى تتفق مع رأيك

٢ - أجب - مشكورا - على كل فقرة

٣ - اجعل اجابتك مبنية على مدى أثر العامل فى ترك التدريس

٤ - أضف أى عامل تعتقد ان له دورا كبيرا فى ترك التدريس فى الفراغ المعد لذلك

رقم السؤال	العوامل	مدى أثر العامل فى ترك التدريس			
		قوى جدا	قوى	متوسط	قليل
٦٧	ظروفي الصحية أجبرتنى على ترك التدريس	١	٢	٣	٤
٦٨	الظروف الصحية لأحد افراد عائلتى اضطرتنى لترك التدريس				
٦٩	الخوف وتوتر الاعصاب عند التدريس				
٧٠	التمكن من الانتقال الى المدينة التى أرغب ان اسكن فيها				
٧١	عدم لياقتي الشخصيه كمدرس				
٧٢	تركت التدريس لمواصلة دراستى فى التربية				
٧٣	تركت التدريس لمواصلة دراستى فى غير التربية				
٧٤	لا أحب التدريس				



رقم السؤال	العوامــــــــــــل	مدى أثر العامـــــــــــــل في ترك التدريس				
		قوى جدا	قوى	متوسط	قليل	ليس له أثر
		١	٢	٣	٤	٥
٧٥	انتاجي كاداري اكثر من انتاجي كمدرس					
٧٦	ضغط عائلتي على أترك التدريس					
٧٧	للقيام بواجباتي العائلية لا بد لي من ترك التدريس					
٧٨	اعتقد ان التدريس يجب ان يكون بطريقة تختلف عما هو مطبق في المدارس					
٧٩	لا أحب بعض تصرفات الطلبة					
٨٠	لم أكن قادرا على تعليم الطلبة كما هو مطلوب					
٨١	لم اكن انوي ان استمر كمدرس اصلا وانما قبلت التدريس حتي احصل على وظيفة اخرى					
٨٢	لا ارغب ان اكون تحت اشراف الآخرين					
٨٣	وجود العلاقات الخاصة " الواسطة " بين بعض المدرسين والمدير					
٨٤	عدم التعاون بين المدرسين					



أرجو أن تتكرم بكتابة أى عوال شخصية أخرى ساهمت فى ترك التدريس فى الفراغ  
التالى

						١٩	
						٢٠	
						٢١	
						٢٢	

ملاحظات : " الباحث لا يستغنى عن ملاحظاته حول العوامل الشخصية "

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## العوامل الاجتماعية

تعليمات :

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الرجاء - مع الشكر الجزيل - اتباع التعليمات التالية اثناء الاجابة

- ١ - ضع علامة ( x ) فى الاجابة الصحيحة التى تتفق مع رأيك
- ٢ - أجب - مشكورا - على كل فقرة
- ٣ - اجعل اجابتك مبينة على مدى أثر العامل فى ترك التدريس
- ٤ - اصف أى عامل تعتقد ان له دورا كبيرا فى ترك التدريس فى الفراغ المعد لذلك

مدى أثر العامل فى ترك التدريس					العوامل	الترتيب	Code #
قوى جدا	قوى	متوسط	قليل	ليس له أثر			
١	٢	٣	٤	٥			
					المنزلة الاجتماعية للمدرس أقل من منزلة الادارى	١	٨٥
					المجتمع لا ينظر للمدرس على انه " يخدم الجميع "	٢	٨٦
					النقد غير عادل من الناس للمدرس والمدرسة	٣	٨٧
					عدم ادراك المجتمع للافكار التى يقدمها المدرس	٤	٨٨
					الكتاب ورسام الكاريكاتير يهزأون بالمدرس ويقللون من أهميته	٥	٨٩
					عدم التعاون بين المجتمع والمدرسة	٦	٩٠
					اصدقائى واقاربى ينظرون للتدريس على انه وظيفة مؤقتة	٧	٩١



مدى أثر العامل في ترك التدريس	العوامل				الترتيب	Code #
	قوى جدا	قوى	متوسط	قليل	ليس له أثر	
	١	٢	٣	٤	٥	
المدرسون يعتبرون من الطبقة الاجتماعية الفقيرة						٩٢
عدم اعتبار واحترام التدريس من قبل المجتمع						٩٣
دور المعدلات المنخفضة من الطلبة هم الذين يتخصصون في التربية						٩٤
أرجو أن تتكرم بكتابة أي عوامل اجتماعية أخرى ساهمت في ترك المتدريس في الفراغ التالي:						
						١١
						١٢
						١٣
						١٤

ملاحظات : " الباحث لا يستغنى عن ملاحظتك حول العوامل الاجتماعية "

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تعليمات :

- الرجاء - مع الشكر الجزيل - اتباع التعليمات التالية اثناء الاجابة
- ١ - ضع علامة ( x ) فى الاجابة الصحيحة التى تتفق مع رأيك
- ٢ - اجب - مشكورا - على كل فقرة
- ٣ - اجعل اجابتك مبنية على مدى أثر العامل فى ترك التدريس
- ٤ - أضف أى عامل تعتقد أن له دورا كبيرا فى ترك التدريس فى الفراغ المعد لذلك

Code	رقم مسلسل	العوامل	ميدى أثر العامل فى ترك التدريس				
			قوى جدا	قوى	متوسط	قليل	ليس له أثر
			١	٢	٣	٤	٥
٩٥	١	الاعدادى التربوى كان مناسباً بصفة عامة ولكن ليس للتدريس					
٩٦	٢	اعدادى التربوى كان مناسباً لادرس ولكن لم اعد اعدادا كافيا للتعامل مع الطلبة					
٩٧	٣	المواد التربوية عموما ومواد طرق التدريس بصفة خاصة التى درستها فى الجامعة لم تحفزنى وترغبنى فى التدريس كمهنة دائمة					
٩٨	٤	اعدادى لان أكون مدرسا لم يكن كافيا					
٩٩	٥	اعدادى التربوى كان مركزا على ان يكون المدرس عضوا ناجحا فى المجتمع ولكنه تجاهل دور المدرس فى الفصل الدراسى					
١٠٠	٦	عدم اعطاء المدرس الفرصة لحضور مؤتمرات او ندوات ترفع مستواه العلمى والعملية					



رقم مسل	Code #	العوامل	مدى اثر العامل في ترك التدريس				
			قوى جدا	قوى	متوسط	قليل	ليس له اثر
			١	٢	٣	٤	٥
٧	١٠١	اعدادى لادرس طلبة المرحلة المتوسطة والثانوية لم يكن مناسباً					
٨	١٠٢	لم أعد اعدادا كافيا لتنظيم وتقديم المنهج الدراسى للطلبة					
٩	١٠٣	لم أعد تربويا لان اكون مدرسا منظما وفق ما تتطلبه مهنة التدريس					
١٠	١٠٤	فترة التربية العملية لم تكن كافية لان اتعلم فيها كيف أدرس					
١١	١٠٥	اعدادى التربوى لم يُعدنى لتقديم الموضوع للطلبة بأسلوب شيق ومقبول					
١٢	١٠٦	اعتقد أن اعدادى التربوى يؤهلنى لعمل الحالى أكثر من التدريس					
١٣	١٠٧	لم أعد اعدادا تربويا مناسباً لان أدرس تخصصى					
١٤	١٠٨	لم يقيم استعدادى للتدريس عند دخول كلية التربية					
١٥	١٠٩	عدم اعطاء المدرس الفرصة لان يواصل دراسته في احد جامعات المملكة وهو يدرس					





أرجو أن تتكرم بكتابة أى عوامل اعدادية أخرى ساهمت فى ترك التدريس فى الفراغ  
التالى

						١٧	
						١٨	
						١٩	
						٢٠	

ملاحظات : " الباحث لا يستغنى عن ملاحظتك حول العوامل الاعدادية "

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A QUESTIONNAIRE  
FOR THE FORMER SECONDARY SCHOOL  
CITIZEN TEACHERS IN SAUDI ARABIA



COVER LETTER TO ACCOMPANY QUESTIONNAIRE  
TO THE FORMER TEACHERS

Dear Former Teacher of Secondary School:

YOUR HELP IS NEEDED

The public secondary school teaching profession in Saudi Arabia is faced with a tremendous shortage of citizen teachers. Contributing to this shortage has been the number of citizen teachers leaving the profession.

As a former secondary school teacher, you can be of tremendous help, not only to the profession, but also to make this study a success by completing the enclosed research instrument. It has been designed to identify those factors that influenced you to leave the teaching profession. Your individual response is absolutely essential in answering this concern and giving direction to improvement of the profession. Thus your honest opinion is desired to meet this need. Your responses will be kept completely confidential and you need not write your name anywhere.

It is my request and hope that you will take a few minutes to complete the enclosed questionnaire which is an essential part of my Ph.D. Dissertation and return it to me. If you would be interested in knowing the results of this study I will be glad to send you that information if you will enclose your name and address on a separate sheet of paper.

I am very grateful for your cooperation.

Sincerely,

Saleh H. Assaf  
Ph.D. Student at  
Michigan State University  
February 1982

PART I

DEMOGRAPHIC DATA

No \_\_\_\_\_

DIRECTION: PLEASE put X in the correct response.

---

Item

---

1. How old were you when you left teaching?

1. ☐ 25-30      2. ☐ 31-35      3. ☐ 36-40      4. ☐ 41-455. ☐ 46-50      6. ☐ Over 50-----  
2. Were you married or single when you left teaching?1. ☐ married    2. ☐ single-----  
3. How many children did you have when you left teaching?1. ☐ none      2. ☐ one      3. ☐ two      4. ☐ three5. ☐ Four      6. ☐ Over Four-----  
4. From which University did you obtain your Bachelor's degree?1. ☐ Islamic U. of Imam M. Ibn Saud2. ☐ University of Riyadh3. ☐ Umm Al-Qura University4. ☐ Others-----  
5. When did you graduate from the University?1. ☐ 1970-71    2. ☐ 71-72      3. ☐ 72-73      4. ☐ 73-745. ☐ 74-75      6. ☐ 75-76      7. ☐ 76-77      8. ☐ 77-789. ☐ 78-79    10. ☐ 79-80    11. ☐ Others

-----

---

Item

---

6. What was your major field?

- |  |   |
|--|---|
| 1. <input type="checkbox"/> Islamic Studies  | 2. <input type="checkbox"/> Arabic Language |
| 3. <input type="checkbox"/> English Language | 4. <input type="checkbox"/> Science         |
| 5. <input type="checkbox"/> Social Sciences  | 6. <input type="checkbox"/> Math            |
| 7. <input type="checkbox"/> Other            |   |
- 

7. Did you teach your major field?

1. ☐ Yes      2. ☐ No
- 

8. Did you teach in

1. ☐ Middle School "7-9 grade"
2. ☐ High School "10-12 grade"
3. ☐ Others
- 

9. How many years did you teach?

- |                                  |                                  |                                       |                                   |
|----------------------------------|----------------------------------|---------------------------------------|-----------------------------------|
| 1. <input type="checkbox"/> None | 2. <input type="checkbox"/> One  | 3. <input type="checkbox"/> Two       | 4. <input type="checkbox"/> Three |
| 5. <input type="checkbox"/> Four | 6. <input type="checkbox"/> Five | 7. <input type="checkbox"/> Over Five |                                   |
- 

10. Do you still live in the same city which you taught in?

1. ☐ Yes      2. ☐ No
- 

11. In which salary level were you in the last year of your teaching experience?

- |                                   |                                     |                                    |
|-----------------------------------|-------------------------------------|------------------------------------|
| 1. <input type="checkbox"/> Sixth | 2. <input type="checkbox"/> Seventh | 3. <input type="checkbox"/> Eighth |
| 4. <input type="checkbox"/> Ninth | 5. <input type="checkbox"/> Tenth   | 6. <input type="checkbox"/> Other  |
-



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**Item**

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12. In which salary level were you in the first year of your non-teaching experience?

1. ☐ Sixth      2. ☐ Seventh      3. ☐ Eighth  
4. ☐ Ninth      5. ☐ Tenth      6. ☐ Other
- 

13. Where do you live now?

1. ☐ In the same city that I taught in  
2. ☐ Big city  
3. ☐ Small city
- 

14. Since teaching, how many employment outside education have you worked?

1. ☐ None      2. ☐ One      3. ☐ Two  
4. ☐ Three      5. ☐ Over three
- 

15. What is your current job title?

1. ☐ Administrative  
2. ☐ Educational  
3. ☐ Other
- 

16. Do you like the kind of work you are doing?

1. ☐ Yes      2. ☐ No
- 

17. Would you leave your current job to another one with the same monthly salary?

1. ☐ Yes      2. ☐ No
-

PART II

ECONOMIC FACTORS



## ECONOMIC FACTORS

- DIRECTIONS: PLEASE (1) put X in the correct response  
 (2) Response to EVERY FACTOR  
 (3) Rate each factor according to the level of influence it had in your decision to leave the profession of teaching  
 (4) If important factors are not included, write them down in the space indicated.

Item No.	Factors	Level of Influence				
		Very Much	Much	Some	Little	None
		1	2	3	4	5
18.	Salary inadequate for desired living standard					
19.	Salary below that of equally responsible positions.					
20.	Salary too low for hours of work expected					
21.	Salary increments small; too long to reach maximum					
22.	Salary not adjusted to work load					
23.	No business travel opportunities					
24.	Area expensive to live in, had to move					
25.	Extra part time work not available					
26.	There was no exceptional promotion for teachers					

Item No.	Factors	Level of Influence				
		Very Much	Much	Some	Little	None
		1	2	3	4	5
27.	There was no housing or assistance for the rental					
28.	Non-citizen teacher gets more salary than citizen teacher					
29.	Not enough time to conduct private business					
30.	Little chance for promotion					
31.	I was eligible for promotion which was refused					
32.	Little advancement opportunities					
33.	Decreasing one salary scale from the teacher when he changes his job to a non-teaching one					
34.	Teachers have fewer opportunities to take the qualifying examination, after two years of service, for promotion on the next scale of pay than their counterparts					

No. \_\_\_\_\_

Item No.	Factors	Level of Influence				
		Very Much	Much	Some	Little	None
		1	2	3	4	5

PLEASE LIST ANY ADDITIONAL ECONOMIC FACTORS


REMARKS:

Use back if necessary

PART III

PROFESSIONAL FACTORS

No. \_\_\_\_\_

## PROFESSIONAL FACTORS

- DIRECTIONS: PLEASE (1) Put X in the correct response  
 (2) Respond to EVERY FACTOR  
 (3) Rate each factor according to the level of influence it had in your decision to leave the profession of teaching.  
 (4) If important factors are not included, write them down in the space indicated.

Item No.	Factors	Level of Influence				
		Very Much	Much	Some	Little	None
		1	2	3	4	5
35.	Principal difficult to work with					
36.	Assigned to teach in fields where I was not qualified					
37.	No support from administration in my professional problems					
38.	Unfair reports from the supervisors					
39.	Required to teach too many subjects					
40.	No released time for professional activities					
41.	Required to teach too many classes					
42.	Initiative and creativeness were discouraged					





Item No.	Factors	Level of Influence				
		Very Much	Much	Some	Little	None
		1	2	3	4	5
43.	No voice in program making					
44.	No voice in policy making					
45.	Not enough instructional materials					
46.	Could not select own instructional materials					
47.	Over-crowded classes					
48.	Not enough free periods					
49.	Fatigue from job, prevented full social life					
50.	Disliked rigid school schedule					
51.	Better working conditions elsewhere					
52.	Sick leave provisions unsatisfactory					
53.	No reward for professional growth					
54.	No intellectual stimulation					
55.	Inadequate administrative trust					
56.	Teachers has to complete the curriculum in the end of the year regardless of the students' understanding					

Item No.	Factor	Level of Influence				
		Very Much	Much	Some	Little	None
		1	2	3	4	5
57.	Too many meetings to attend					
58.	Little or no opportunity to specialize					
59.	Pupils not interested in learning					
60.	Too much preparation time required for classroom teaching					
61.	Too many required extra-curricular activities					
62.	Inadequate facilities					
63.	Supervisors made too many demands					
64.	Received inadequate assistance from supervisors					
65.	Unpleased pupils behaviors toward the teachers					
66.	Teachers aren't allowed to have their vacation whenever they want					

Item No.	Factors	Level of Influence				
		Very Much	Much	Some	Little	None
		1	2	3	4	5
	PLEASE LIST ANY ADDITIONAL PROFESSIONAL FACTORS					

REMARKS:

Use back if necessary



PART IV

PERSONAL FACTORS



## PERSONAL FACTORS

- DIRECTIONS: PLEASE (1) Put X in the correct response  
 (2) Respond to EVERY FACTOR  
 (3) Rate each factor according to the level of influence it had in your decision to leave the profession of teaching  
 (4) If important factors are not included, write them down in the spaces indicated

Item No.	Factors	Level of Influence				
		Very Much	Much	Some	Little	None
		1	2	3	4	5
67.	Poor health					
68.	Illness of a member of my family					
69.	Nervous tension and frustration					
70.	Move to a more desirable geographic area					
71.	Lost my self-confidence as a teacher					
72.	Resigned for further study in education					
73.	Resigned for further study in another field					
74.	Just did not like teaching					
75.	Felt that my talents could be of more service in another field					





Item No.	Factors	Level of Influence				
		Very Much	Much	Some	Little	None
		1	2	3	4	5
76.	Family pressure					
77.	Family responsibilities					
78.	Could not accept the school philosophy					
79.	Disliked student attitudes					
80.	Was unable to get students to learn as desirable					
81.	Teaching was a stepping stone to another career					
82.	Freedom from supervision by others					
83.	Favoritism existed in staff relations and assignment					
84.	Fellow teachers were not cooperative					

PLEASE LIST ANY ADDITIONAL PERSONAL FACTORS


REMARKS:

Use back if necessary



PART V

SOCIAL FACTORS



## SOCIAL FACTORS

- DIRECTIONS: PLEASE (1) Put X in the correct response  
 (2) Respond to EVERY FACTOR  
 (3) Rate each factor according to the level of influence it had in your decision to leave the profession of teaching  
 (4) If important factors are not included, write them down in the space indicated

Item No.	Factors	Level of Influence				
		Very Much	Much	Some	Little	None
		1	2	3	4	5
85.	Low social status and prestige					
86.	Idea of teacher as "public employee" is overdone					
87.	Unfair criticism of school from outside groups					
88.	My liberal ideas on education not accepted					
89.	Writers, cartoonists, and others mock teachers and belittle them					
90.	Parents don't cooperate with school					
91.	My friends and relatives don't view teaching as ones' life work					
92.	Teachers are regarded as low class people					



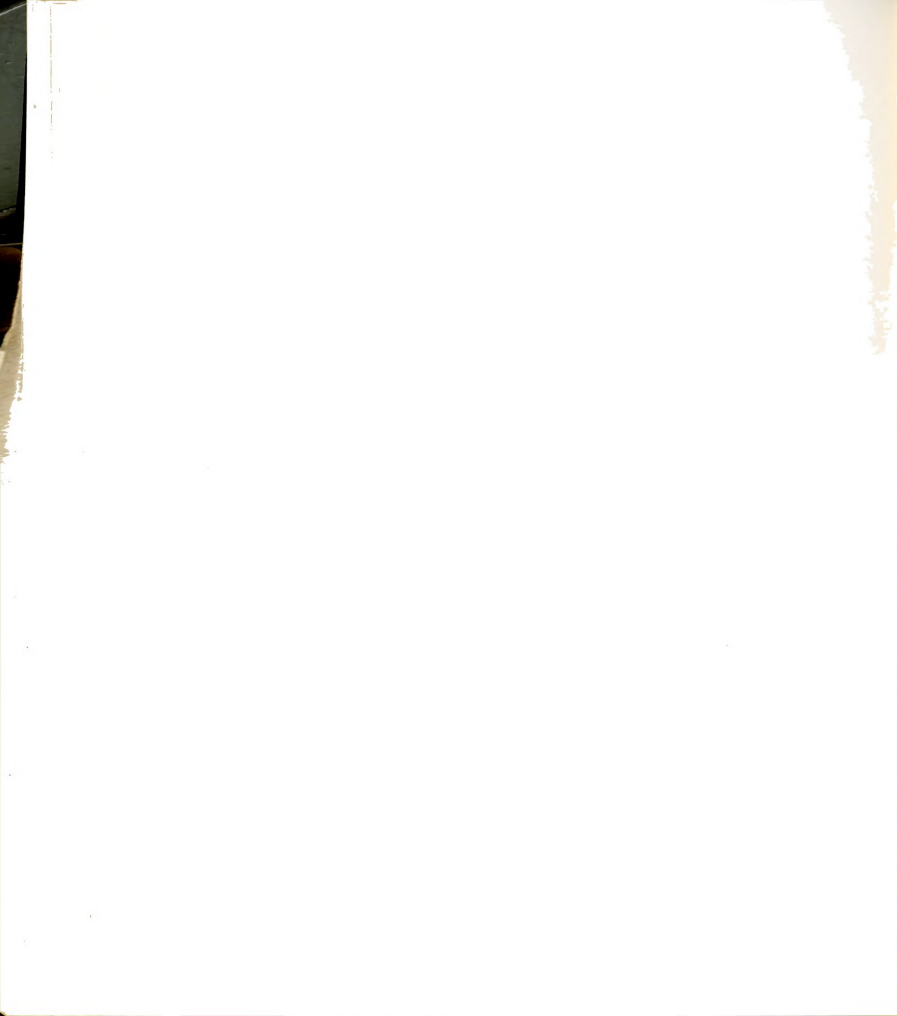
No. \_\_\_\_\_

Item No.	Factors	Level of Influence				
		Very Much	Much	Some	Little	None
		1	2	3	4	5
93.	Teachers are re- garded as inexperi- enced persons					
94.	Low average stu- dents majoring in education					
	PLEASE LIST ANY ADDITIONAL SOCIAL FACTORS					

REMARKS:

Use back if necessary





PART VI

PREPARATIONAL FACTORS



## PREPARATIONAL FACTORS

- DIRECTION: PLEASE (1) Put X in the correct response  
 (2) Respond to EVERY FACTOR  
 (3) Rate each factor according to the level of influence it had in your decision to leave the profession of teaching  
 (4) If important factors are not included, write them down in the space indicated.

Item No.	Factor	Level of Influence				
		Very Much	Much	Some	Little	None
		1	2	3	4	5
95.	My educational preparation was adequate generally but not professionally					
96.	My educational preparation was good to teach the subject matter but not to deal with the students					
97.	Method courses were not good for stimulating my interest in teaching as a profession					
98.	Inadequate preparation on how to teach					
99.	There was too much emphasis on social life and on non-academic matter outside the classroom					



Item No.	Factor	Level of Influence				
		Very Much	Much	Some	Little	None
		1	2	3	4	5
100.	Little or no opportunity for the teacher to attend further training					
101.	Inadequate preparation for teaching secondary school students					
102.	Inadequate preparation for organizing and conducting the curriculum					
103.	Inadequate technical preparation for the profession					
104.	My student teaching was not sufficient to learn how to teach					
105.	I did not receive good training in how to express my ideas clearly					
106.	Felt better prepared for current job					
107	I had inadequate preparation for the subject I was teaching					
108.	My readiness for teaching was not tested before entering college of education					



Item No.	Factor	Level of Influence				
		Very Much	Much	Some	Little	None
		1	2	3	4	5
109	Teachers are not allowed to complete their education while teaching					
	PLEASE LIST ANY ADDITIONAL PREPARATIONAL FACTORS					

REMARKS:





APPENDIX B

OFFICIAL LETTERS



COLLEGE OF EDUCATION  
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION  
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

February 10, 1982

Imam Mohamed Bin Saud University  
Riyadh, Saudi Arabia

Dear Sir:

I am writing to you on behalf of Mr. Saleh H. Assaf, who is at present a graduate student working on his Ph.D. in the Department of Administration and Higher Education under my direction.

Mr. Assaf has proposed a study of the:

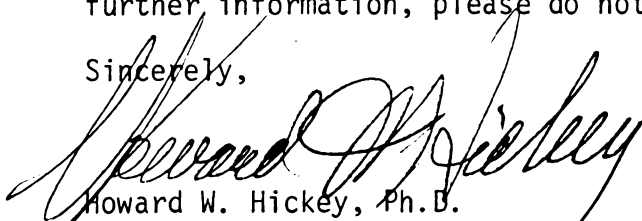
"Identification of factors influencing secondary school  
teachers in Saudi Arabia to leave teaching"

He plans to return to Saudi Arabia to do his research during the spring quarter between approximately the first of March and the first of June. These plans meet with my approval.

I request that you provide him with the necessary in country transportation, because this topic requires him to travel to different parts of Saudi Arabia to gather information.

Your prompt attention to this matter is sincerely appreciated. If you need further information, please do not hesitate to write.

Sincerely,



Howard W. Hickey, Ph.D.  
Professor  
Administration & Higher Education

HWH:mh





المملكة العربية السعودية  
جامعة الإمام محمد بن سعود  
الرياض

إدارة البعثات

الموضوع :

الرقم ١٤٨٢/٤/٩  
التاريخ ١٤٨٢/١/٢٥  
المشروعات

المحترم

سعادة الملحق التعليمي بأمريكا

السلام عليكم ورحمة الله وبركاته .. وبعد ،

إشارة الى التلخيص الوارد منكم برقم ٥٣٧٩ وتاريخ ١٩٨١/١١/٦ م بشأن طلب  
المشرف على رسالة البعثت / صالح بن حمد العساف الموافقة على قيامه برحلة  
الى المملكة لجمع المعلومات التي تتعلق ببحثه خلال الفترة من أواسط شهر ديسمبر  
١٩٨١ م الى أواسط شهر مارس ١٩٨٢ م .

نفيدكم أنه لا مانع لدينا من ذلك على أن يعامل بموجب المادة العاشرة من لائحة  
الابتعثات ولا تزيد المدة عن ثلاثة أشهر حسب النظام .

فنأمل ابلاغه بذلك وإكمال ما يلزم من قبلكم .

ولكم تحياتنا .

الأمين العام  
لجامعة الإمام محمد بن سعود الإسلامية

د / عبد الله بن يوسف الشبل

خ / ..

د / عبد الله بن يوسف الشبل  
١٤٨٢

مكتب البعثات التعليمية السعودية
بالتوازيات المتحدة الأمريكية
تاريخ الوارد : ٥ / ٩ / ٨٢
رقم الملف : ١٤٨٢/٤/٩



الملك الشريف بن الحسين

وزارة المعارف

مكتب وكيل الوزارة للشؤون التعليمية والادارية

الرقم : ١١٢ التاريخ : ١٤١٤ هـ المفعولات :

سعادة مدير التعليم بمنطقة / \_\_\_\_\_ المحترم

السلام عليكم ورحمة الله وبركاته . وبعد :-

نظرا لقيام الاستاذ / صالح حمد العساف باجراء بحث ميداني  
رسالة دكتوراه \* عن ظاهرة التسرب من التدريس في المملكة .  
لذا نرجو تسهيل مهمته وتزويده بما يحتاج اليه من معلومات .

ولكم تحياتي . . . .

وكيل وزارة المعارف  
للشؤون التعليمية والادارية بالنيابة

\_\_\_\_\_

د . سمود بن ابراهيم الجاز

ح/شوا

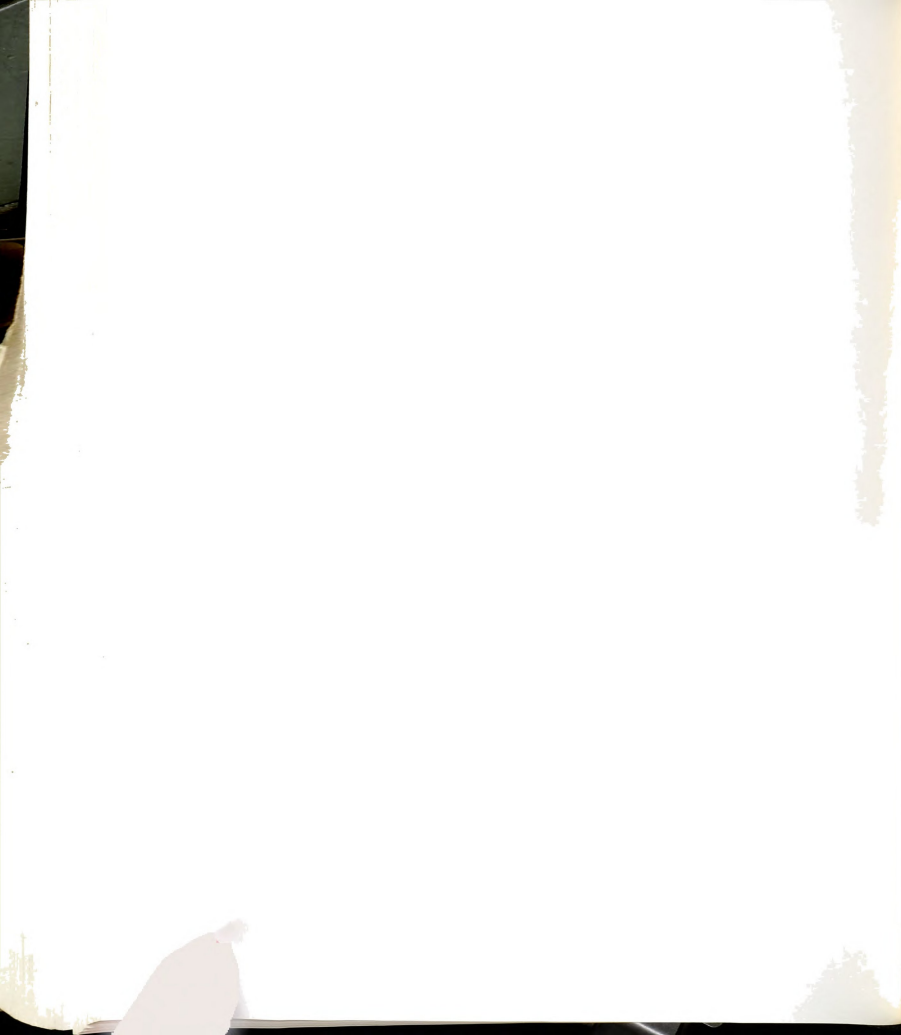




APPENDIX C

RELIABILITY ANALYSIS OF THE SCALES

"After Collecting the Data"



## Reliability for Scale ECONOMIC FACTOR

1.	V018	EC	S	INAD FOR DESIRED LIVING STANDARD
2.	V019	EC	S	BELOW OF EQUALLY RESPONSIBLE POSITI
3.	V020	EC	S	TOO LOW FOR # HOURS WORK
4.	V021	EC	S	< SMALL, TOO LONG REACH MAXIMUM
5.	V022	EC	S	NOT ADJUSTED TO WORK LOAD
6.	V023	EC	S	NO TRAVEL OPPORTUNITIES
7.	V024	EC	S	AREA RENT TOO HIGH, HAD TO MOVE
8.	V025	EC	S	PART TIME WORK NOT AVAILABLE
9.	V026	EC	S	NO EXCEPTIONAL PROMOTION FOR TEACHERS
10.	V027	EC	S	NO HOUSING RENTAL ASSISTANCE
11.	V028	EC	S	EXPATRIATE SALARY HIGHER
12.	V029	EC	S	NO TIME FOR PRIVATE BUSINESS
13.	V030	EC	S	LITTLE CHANCE FOR PROMOTION
14.	V031	EC	S	ELIGIBLE PROMOTION REFUSED
15.	V032	EC	S	LITTLE CHANCE FOR ADVANCEMENT
16.	V033	EC	S	DECREASED 1 SALARY LEVEL WITH CHANGE
17.	V034	EC	S	NO OPPORTUNITIES FOR JOB INTERVIEWS

## CORRELATION MATRIX

	V018	V019	V020	V021	V022	V023
V018	1.00000					
V019	.56729	1.00000				
V020	.46646	.65193	1.00000			
V021	.23216	.33937	.44446	1.00000		
V022	.18667	.39034	.40254	.46550	1.00000	
V023	.25172	.23491	.33693	.31117	.26957	1.00000
V024	.50685	.30051	.25429	.26318	.19206	.25190
V025	.29746	.26390	.39210	.39129	.29234	.75712
V026	.17129	.18597	.25297	.34294	.34680	.44087
V027	.35616	.32136	.44938	.43875	.30356	.51898
V028	.13553	.12389	.09493	.15030	.10632	.06006
V029	.16916	.25295	.25862	.25404	.28263	.29548
V030	.08117	.31667	.34584	.46306	.37500	.45269
V031	.16248	.15604	.18117	.23391	.11814	.14808
V032	.17708	.23590	.37588	.40881	.32297	.46668
V033	.20150	.17804	.13454	.25211	.11341	.15671
V034	.29109	.32793	.39535	.39800	.30002	.37852

## CORRELATION MATRIX

	V024	V025	V026	V027	V028	V029
V024	1.00000					
V025	.36081	1.00000				
V026	.31592	.55648	1.00000			
V027	.31579	.53046	.48964	1.00000		
V028	.25777	.08630	.17643	.19539	1.00000	
V029	.34547	.34887	.48134	.41673	.08587	1.00000
V030	.13895	.42498	.38743	.46468	.14017	.30800
V031	.28698	.26398	.29436	.26304	.27330	.14985
V032	.10990	.45665	.41429	.52683	.21111	.30354

V033	.17840	.25228	.25876	.24773	.24484	.20446
V034	.28156	.45923	.40850	.53929	.17191	.28756

## CORRELATION MATRIX

	V030	V031	V032	V033	V034
V030	1.00000				
V031	.21621	1.00000			
V032	.56251	.34749	1.00000		
V033	.22423	.29373	.30395	1.00000	
V034	.54850	.27776	.52997	.32776	1.00000

N OF CASES = 182.0

STATISTICS FOR SCALE	MEAN 47.868	VARIANCE 217.861	STD DEV 14.8	VARIABLES 17		
ITEM MEANS	MEAN 2.816	MIN 1.8	MAX 4.3	RANGE 2.5	MIN/MAX 2.4	VARIANCE .583
ITEM VARIANCES	MEAN 2.184	MIN 1.6	MAX 2.9	RANGE 1.3	MIN/MAX 1.8	VARIANCE .151
INTER-ITEM CORRELATIONS	MEAN .307	MIN .1	MAX .8	RANGE .7	MIN/MAX 12.6	VARIANCE .017

ITEM-TOTAL STATISTICS	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM- TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
V018	44.500	197.124	.446	.521	.878
V019	44.989	193.624	.507	.565	.875
V020	45.560	193.231	.577	.548	.873
V021	45.082	191.048	.570	.409	.873
V022	45.714	197.553	.469	.340	.877
V023	45.692	193.109	.566	.628	.873
V024	43.824	198.057	.462	.437	.877
V025	45.484	188.074	.658	.676	.869
V026	45.236	188.513	.588	.471	.872
V027	45.648	186.262	.682	.531	.868
V028	43.610	206.792	.262	.169	.883
V029	44.302	195.858	.469	.342	.877
V030	45.670	194.034	.576	.514	.873
V031	44.269	197.446	.381	.252	.881
V032	45.874	193.680	.613	.522	.872
V033	44.363	197.150	.371	.222	.882
V034	46.071	193.492	.632	.481	.871

A VALUE OF 99.0 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED

## ANALYSIS OF VARIANCE

SOURCE OF VARIATION	SS	DF	MEAN SQ	F	SIG.
BETWEEN PEOPLE	2319.579	181	12.815		
WITHIN PEOPLE	6099.412	2912	2.095		
BETWEEN MEASURES	1697.430	16	106.089	69.795	.0001
RESIDUAL	4401.982	2896	1.520		
NONADDITIVITY	32.411	1	32.411	21.473	.0001
BALANCE	4369.571	2895	1.509		
TOTAL	8418.990	3093	2.722		

GRAND MEAN = 2.81577

 TUKEY ESTIMATE OF POWER TO WHICH OBSERVATIONS  
 MUST BE RAISED TO ACHIEVE ADDITIVITY = 1.4493673



184

RELIABILITY COEFFICIENTS      17 ITEMS

ALPHA = .88139      STANDARDIZED ITEM ALPHA = .88268





## Reliability for PROFESSIONAL FACTOR

1.	V035	PF PRINCIPAL HARD TO WORK WITH
2.	V036	PF ASSIGNED TO TEACH FOR WHICH NOT QUALI
3.	V037	PF NO ADMIN SUPPORT FOR PROF PROBLEMS
4.	V038	PF UNFAIR REPORT FROM SUPERVISORS
5.	V039	PF ASSIGNED TO TEACH TOO MANY SUBJECTS
6.	V040	PF NO RELEASE TIME FOR PROF ACTIVITIES
7.	V041	PF ASSIGNED TO TEACH TOO MANY CLASSES
8.	V042	PF DISCOURAGED INITIATIVE AND CREATIVITY
9.	V043	PF NO VOICE IN PROGRAMMING
10.	V044	PF NO VOICE IN POLICY MAKING
11.	V045	PF INSUFFICIENT INSTRUCTIONAL MATERIAL
12.	V046	PF COULD NOT CHOOSE INSTRUCTIONAL MATERI
13.	V047	PF OVERCROWDED CLASSES
14.	V048	PF NOT ENOUGH FREE PERIODS
15.	V049	PF JOB FATIGUE PREVENTED SOCIAL LIFE
16.	V050	PF DISLIKED RIGID SCHOOL SCHEDULE
17.	V051	PF BETTER WORKING CONDITIONS ELSEWHERE
18.	V052	PF SICK LEAVE PROVISIONS UNSATISFACTORY
19.	V053	PF NO REWARD FOR PROFESSIONAL GROWTH
20.	V054	PF NO INTELLECTUAL STIMULATION
21.	V055	PF LACK OF ADMINISTRATIVE TRUST
22.	V056	PF CURRICULUM RIGIDITY
23.	V057	PF TOO MANY MEETINGS
24.	V058	PF LACK OPORTUNITY TO SPECIALIZE
25.	V059	PF PUPILS NOT INTERESTED TO LEARN
26.	V060	PF TOO MUCH PREPARATION NECESSARY
27.	V061	PF TOO MANY EXTRA-CURRICULAR ACTIVITIES
28.	V062	PF INADEQUATE FACILITIES
29.	V063	PF SUPERVISOR MAKES TO MANY DEMANDS
30.	V064	PF INADEQUATE ASSISTANCE FROM SUPERVISOR
31.	V065	PF UNPLEASANT PUPIL BEHAVIOR TO TEACHER
32.	V066	PF CAN'T HAVE VACATION ANYTIME

## CORRELATION MATRIX

	V035	V036	V037	V038	V039	V040
V035	1.00000					
V036	.40568	1.00000				
V037	.35458	.21537	1.00000			
V038	.33704	.33522	.44586	1.00000		
V039	.34099	.44840	.16317	.27920	1.00000	
V040	.14694	.11166	.25693	.20071	.36466	1.00000
V041	.36137	.34719	.14808	.26682	.71143	.47520
V042	.33546	.20407	.35007	.27651	.23306	.33942
V043	.06045	-.02043	.14049	.03404	.12837	.34043
V044	.09251	-.01748	.12953	.04253	.08210	.33050
V045	.09034	.03533	.19412	.15923	.14407	.26526
V046	.17686	.11241	.19174	.14639	.09593	.30296
V047	.17217	.12437	.07673	.15177	.32244	.33163
V048	.21948	.10957	.15376	.21764	.42497	.40407
V049	.20841	.06084	.13676	.18182	.35957	.27613
V050	.10072	.02782	.05742	.07862	.39394	.09698
V051	.18468	.06458	.18669	.17636	.21488	.17820
V052	.19689	.06923	.41117	.18149	.25664	.33425
V053	.15819	.13055	.36085	.26456	.24384	.25178
V054	.17604	.08461	.37210	.19207	.21784	.36119



V055	.33814	.16601	.29894	.29894	.30104	.26134
V056	.21595	.14358	.33722	.25432	.22254	.38071
V057	.28677	.20413	.20262	.22530	.33635	.25021
V058	.33065	.47316	.13373	.30018	.39851	.29770
V059	.08804	.08884	.22428	.22322	.17224	.08109
V060	.19585	.11273	.13066	.12001	.32836	.25259
V061	.19695	.14476	.18569	.22964	.37445	.35996
V062	.12110	.00405	.22697	.12456	.13958	.37011
V063	.15870	.11773	.26967	.32870	.21474	.38542
V064	.22761	.20626	.34487	.48088	.18321	.31889
V065	.13963	.19170	.24649	.36799	.20572	.11944
V066	-.03233	.00600	.18878	.06469	.21120	.24191

## CORRELATION MATRIX

	V041	V042	V043	V044	V045	V046
V041	1.00000					
V042	.25211	1.00000				
V043	.17748	.48068	1.00000			
V044	.23164	.36638	.80940	1.00000		
V045	.19941	.30753	.37398	.43902	1.00000	
V046	.19123	.35248	.33349	.32204	.61343	1.00000
V047	.41845	.26038	.26625	.24933	.38111	.27559
V048	.45045	.20814	.14796	.13522	.26505	.23094
V049	.39226	.15757	.08635	.11795	.16144	.12144
V050	.37992	.12649	.10725	.07595	.21525	.24024
V051	.21916	.21696	.31782	.29417	.21339	.27592
V052	.21880	.31679	.35789	.29973	.31887	.33334
V053	.22117	.27410	.25675	.26659	.16453	.17282
V054	.19798	.49205	.39556	.37348	.28918	.21866
V055	.32565	.22751	.23147	.25458	.19899	.26254
V056	.30247	.31015	.34841	.33388	.37029	.32481
V057	.39823	.24705	.13137	.10365	.29286	.26404
V058	.39106	.41066	.23333	.21037	.14891	.26447
V059	.22734	.23936	.14102	.16723	.22646	.11896
V060	.34136	.14286	.20331	.16285	.22974	.21305
V061	.42213	.18028	.12970	.10732	.22720	.24576
V062	.22054	.28349	.43963	.43174	.49637	.35568
V063	.30837	.29890	.24097	.24645	.25012	.23334
V064	.29425	.35706	.29953	.34608	.40739	.32038
V065	.20628	.16332	-.02859	-.02881	.03167	.06947
V066	.25547	.20575	.22634	.12059	.15507	.16891



## CORRELATION MATRIX

	V047	V048	V049	V050	V051	V052
V047	1.00000					
V048	.53192	1.00000				
V049	.39387	.69207	1.00000			
V050	.31261	.53846	.48547	1.00000		
V051	.25534	.44587	.40749	.40338	1.00000	
V052	.20141	.39730	.41741	.34222	.51809	1.00000
V053	.22966	.39114	.35173	.23272	.50631	.53744
V054	.29741	.32316	.19222	.11641	.35107	.52120
V055	.24972	.36710	.28955	.27998	.28826	.28637
V056	.36492	.47077	.31320	.32550	.30505	.38989
V057	.37846	.43146	.40684	.39078	.33206	.38143
V058	.34103	.26243	.25953	.16471	.23324	.22029
V059	.26706	.20403	.14511	.25462	.20524	.12913
V060	.28259	.56926	.55900	.49751	.44634	.33517
V061	.39792	.59684	.56836	.50741	.36121	.40755
V062	.35225	.38239	.31289	.21154	.28987	.52277
V063	.31199	.44856	.40676	.30943	.25650	.34831
V064	.21249	.29270	.26430	.18872	.31872	.40326
V065	.10712	.22175	.10029	.28647	.19924	.12496
V066	.27168	.40564	.35016	.45685	.33926	.40325

## CORRELATION MATRIX

	V053	V054	V055	V056	V057	V058
V053	1.00000					
V054	.63052	1.00000				
V055	.27446	.34951	1.00000			
V056	.30645	.43253	.54610	1.00000		
V057	.15189	.19839	.40191	.39708	1.00000	
V058	.14120	.25134	.31014	.37458	.38763	1.00000
V059	.23263	.22350	.17250	.32171	.26269	.17860
V060	.28015	.22333	.41619	.47937	.40143	.30401
V061	.29810	.24454	.33138	.42774	.60414	.36258
V062	.41723	.43660	.22761	.45780	.20751	.16479
V063	.34872	.39568	.45006	.54910	.33885	.27614
V064	.30318	.42411	.33261	.42855	.25458	.34713
V065	.19142	.13504	.28191	.20988	.25858	.17658
V066	.30309	.27455	.23673	.36346	.29093	.10215

## CORRELATION MATRIX



	V059	V060	V061	V062	V063	V064
V059	1.00000					
V060	.26172	1.00000				
V061	.28983	.60759	1.00000			
V062	.24389	.31371	.36935	1.00000		
V063	.21345	.51965	.48359	.49522	1.00000	
V064	.18592	.38197	.32704	.42226	.62648	1.00000
V065	.41474	.22064	.20066	.11085	.27628	.28739
V066	.26475	.40648	.38583	.37745	.39483	.25142

## CORRELATION MATRIX

	V065	V066
V065	1.00000	
V066	.32506	1.00000

N OF CASES = 182.0

STATISTICS FOR SCALE	MEAN 97.418	VARIANCE 580.753	STD DEV 24.1	VARIABLES 32
ITEM MEANS	MEAN 3.044	MIN 1.8	MAX 4.5	RANGE 2.7
ITEM VARIANCES	MEAN 1.905	MIN 1.0	MAX 2.4	RANGE 1.4
INTER-ITEM CORRELATIONS	MEAN .276	MIN -.0	MAX .8	RANGE .8
				MIN/MAX 2.5
				VARIANCE .389
				MIN/MAX 2.4
				VARIANCE .100
				MIN/MAX -25.0
				VARIANCE .016

ITEM-TOTAL STATISTICS	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM- TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
V035	93.385	555.619	.368	.426	.923
V036	92.885	556.987	.271	.444	.924
V037	94.670	550.200	.413	.455	.923
V038	93.703	553.039	.404	.492	.923
V039	93.692	544.546	.498	.650	.922
V040	94.319	542.075	.514	.493	.922
V041	93.934	541.023	.565	.655	.921
V042	94.648	546.936	.506	.533	.922
V043	95.055	549.677	.438	.753	.922
V044	94.885	549.097	.418	.738	.923
V045	94.181	547.497	.464	.618	.922
V046	93.473	551.687	.445	.507	.922
V047	94.396	542.815	.520	.473	.921
V048	94.621	534.436	.653	.686	.920
V049	94.500	541.533	.543	.622	.921
V050	94.692	543.673	.485	.560	.922
V051	95.126	545.139	.531	.505	.921
V052	94.824	539.416	.603	.633	.920
V053	95.626	551.738	.526	.602	.921
V054	95.198	545.452	.554	.633	.921
V055	94.467	541.190	.546	.488	.921
V056	95.808	553.272	.655	.880	.920
V057	93.401	548.352	.558	.543	.921
V058	93.566	549.076	.499	.517	.922
V059	94.599	554.650	.380	.373	.923
V060	94.511	543.555	.599	.613	.921
V061	94.060	542.676	.628	.638	.920
V062	94.923	541.187	.566	.585	.921
V063	94.187	541.037	.624	.636	.920
V064	94.077	543.198	.593	.630	.921
V065	94.522	554.428	.336	.418	.924
V066	95.011	546.353	.475	.448	.922





A VALUE OF 99.0 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED

# ANALYSIS OF VARIANCE

SOURCE OF VARIATION	SS	DF	MEAN SQ	F	SIG.
BETWEEN PEOPLE	3284.883	181	18.149		
WITHIN PEOPLE	9945.688	5642	1.763		
BETWEEN MEASURES	2194.252	31	70.782	51.237	.0001
RESIDUAL	7751.435	5611	1.381		
NONADDITIVITY	17.308	1	17.308	12.554	.0004
BALANCE	7734.128	5610	1.379		
TOTAL	13230.571	5823	2.272		

GRAND MEAN = 3.04430

TUKEY ESTIMATE OF POWER TO WHICH OBSERVATIONS  
MUST BE RAISED TO ACHIEVE ADDITIVITY = 1.3600112

RELIABILITY COEFFICIENTS 32 ITEMS

ALPHA = .92388 STANDARDIZED ITEM ALPHA = .92434



## Reliability for PERSONAL FACTOR

1.	V067	PR POOR HEALTH
2.	V068	PR FAMILY MEMBER ILL
3.	V069	PR NERVOUS TENSION & FRUSTRATION
4.	V070	PR MOVE TO NICER AREA
5.	V071	PR DONT LIKE STATUS OF TEACHER
6.	V072	PR RESIGNED FOR ADDITIONAL STUDIES EDUCA
7.	V073	PR RESIGNED FOR ADDITIONAL STUDIES OTHER
8.	V074	PR JUST DID NOT LIKE TEACHING
9.	V075	PR MY TALENTS BETTER IN OTHER FIELD
10.	V076	PR FAMILY PRESSURE
11.	V077	PR FAMILY RESPONSABILITIES
12.	V078	PR COULD NOT ACCEPT SCHOOL PHILOSOPHY
13.	V079	PR DISLIKED STUDENTS' ATTITUDES
14.	V080	PR COULD NOT GET STUDENTS TO LEARN
15.	V081	PR TEACHING WAS STEPPING STONE
16.	V082	PR FREEDOM FROM SUPERVISION
17.	V083	PR FAVORITISM EXISTED IN STAFF ASSIGNMEN
18.	V084	PR COLLEAGUES NOT COOPERATIVE

## CORRELATION MATRIX

	V067	V068	V069	V070	V071	V072
V067	1.00000					
V068	.42386	1.00000				
V069	.36161	.38052	1.00000			
V070	.14277	.49614	.19883	1.00000		
V071	.24432	.18200	.42117	.17078	1.00000	
V072	-.03401	.13898	.22180	.16145	.16869	1.00000
V073	.00833	.06252	.12404	.12465	.17997	.08824
V074	.18453	.08372	.31448	.00391	.31144	.05488
V075	.21151	.17317	.20936	-.05577	.11918	-.02022
V076	.09898	.10065	.11009	.01193	.02600	-.09224
V077	.21128	.41083	.11265	.27566	.02686	.03097
V078	.01436	.16759	.07125	-.02427	-.00549	.04686
V079	.08339	.02090	.23192	.08926	.12180	-.03035
V080	.07092	.05993	.15611	-.06809	.40892	.02835
V081	.06600	.05540	.30550	-.00549	.23745	.06270
V082	.10790	.09610	.16547	.03872	.02533	.07414
V083	.02911	.08023	.16303	.04970	.06932	.14789
V084	.07632	.15801	.14070	.00898	.07337	.04821

## CORRELATION MATRIX

	V073	V074	V075	V076	V077	V078
V073	1.00000					
V074	.14984	1.00000				
V075	.11301	.29591	1.00000			
V076	.02948	.07080	.01389	1.00000		
V077	-.01520	.01948	.10856	.31537	1.00000	
V078	.15724	.13645	.13754	-.01156	.09746	1.00000
V079	.07550	.29811	.29934	.06588	-.05600	.30084



V080	-.04866	.33580	.22447	.05315	-.03973	.09246
V081	.14842	.46478	.27916	.06005	.01394	.14102
V082	.08858	.16631	.08397	.08230	.02405	.25367
V083	.02676	.21552	.10016	.19423	.10206	.06191
V084	.08440	.09817	.15613	.04032	-.00009	.15423

## CORRELATION MATRIX

	V079	V080	V081	V082	V083	V084
V079	1.00000					
V080	.23504	1.00000				
V081	.22651	.20985	1.00000			
V082	.21005	-.02075	.26226	1.00000		
V083	.19075	.14618	.07770	.18289	1.00000	
V084	.26679	.12063	.15502	.33246	.38837	1.00000

N OF CASES = 182.0

STATISTICS FOR SCALE		MEAN 74.560	VARIANCE 86.811	STD DEV 9.3	VARIABLES 18	
ITEM	MEANS	MEAN 4.142	MIN 2.9	MAX 4.9	RANGE 1.9	MIN/MAX 1.7
ITEM	VARIANCES	MEAN 1.540	MIN .3	MAX 2.5	RANGE 2.2	MIN/MAX 8.5
INTER-ITEM CORRELATIONS		MEAN .132	MIN -.1	MAX .5	RANGE .6	MIN/MAX -5.4
		VARIANCE .014				

ITEM-TOTAL STATISTICS	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM- TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
V067	70.516	77.235	.289	.299	.711
V068	69.890	78.949	.427	.518	.701
V069	70.049	76.710	.519	.398	.692
V070	70.099	80.753	.200	.371	.718
V071	69.852	80.359	.382	.373	.705
V072	70.533	80.339	.141	.138	.729
V073	70.137	81.180	.198	.130	.718
V074	70.863	72.296	.454	.367	.691
V075	71.187	72.159	.349	.246	.704
V076	69.189	80.359	.167	.177	.704
V077	70.225	80.303	.252	.297	.718
V078	71.621	78.303	.252	.226	.715
V079	71.198	76.005	.377	.325	.701
V080	69.951	81.793	.276	.312	.712
V081	70.681	74.583	.391	.316	.699
V082	70.071	80.011	.317	.226	.708
V083	70.451	78.194	.297	.255	.709
V084	70.495	78.494	.319	.289	.707

A VALUE OF 99.0 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED

## ANALYSIS OF VARIANCE

SOURCE OF VARIATION	SS	DF	MEAN SQ	F	SIG.
BETWEEN PEOPLE	872.935	181	4.823		
WITHIN PEOPLE	5006.778	3094	1.618		
BETWEEN MEASURES	862.230	17	50.719	37.655	.0001



RESIDUAL	4144.548	3077	1.347		
NONADDITIVITY	56.243	1	56.243	42.317	.0001
BALANCE	4088.305	3076	1.329		
TOTAL	5879.713	3275	1.795		

GRAND MEAN = 4.14225

TUKEY ESTIMATE OF POWER TO WHICH OBSERVATIONS  
MUST BE RAISED TO ACHIEVE ADDITIVITY = 3.0494632

RELIABILITY COEFFICIENTS 18 ITEMS

ALPHA = .72072 STANDARDIZED ITEM ALPHA = .73182





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Reliability for SOCIAL FACTOR

1.	V085	SC	LOW SOCIAL STATUS AND PRESTIGE
2.	V086	SC	TEACHER 'PUBLIC EMPLOYEE' OVERDONE
3.	V087	SC	UNFAIR CRITICISM OF SCHOOL
4.	V088	SC	MY LIBERAL IDEAS NOT ACCEPTED
5.	V089	SC	WRITERS CARTOON BELITTLE TEACHERS
6.	V090	SC	PARENTS DONT COOPERATE WITH SCHOOL
7.	V091	SC	FRIENDS & RELATIVE DONT RESPECT TEACH
8.	V092	SC	TEACHERS REGARDED AS LOWER CLASS
9.	V093	SC	TEACHERS REGARDED AS INEXPERIENCED
10.	V094	SC	LESS QUALIFIED STUDENTS IN EDUCATION

CORRELATION MATRIX

	V085	V086	V087	V088	V089	V090
V085	1.00000					
V086	.76969	1.00000				
V087	.57840	.66563	1.00000			
V088	.50918	.61422	.60701	1.00000		
V089	.27517	.30900	.38711	.34849	1.00000	
V090	.36476	.48119	.56657	.49161	.23774	1.00000
V091	.38058	.30226	.35878	.31286	.37642	.23896
V092	.46631	.46599	.33666	.43677	.34770	.30009
V093	.65790	.68918	.57888	.64752	.32571	.59715
V094	.24395	.26381	.24325	.24098	.24176	.19306

CORRELATION MATRIX

	V091	V092	V093	V094
V091	1.00000			
V092	.50730	1.00000		
V093	.41844	.58159	1.00000	
V094	.37521	.43347	.40936	1.00000

N OF CASES = 182.0

STATISTICS FOR SCALE	MEAN 29.330	VARIANCE 89.891	STD DEV 9.5	VARIABLES 10
ITEM MEANS	MEAN 2.933	MIN 2.2	MAX 3.9	RANGE 1.7
ITEM VARIANCES	MEAN 1.859	MIN 1.6	MAX 2.4	RANGE .8
INTER-ITEM CORRELATIONS	MEAN .426	MIN .2	MAX .8	RANGE .6
				MIN/MAX 1.8
				VARIANCE .484
				MIN/MAX 1.5
				VARIANCE .051
				MIN/MAX 4.0
				VARIANCE .022

ITEM-TOTAL STATISTICS	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM-TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
V085	27.121	71.941	.681	.652	.864
V086	27.088	71.617	.737	.711	.861
V087	26.687	72.481	.689	.594	.864
V088	26.687	73.288	.673	.528	.865
V089	25.396	78.229	.442	.243	.881
V090	27.000	75.834	.544	.456	.875
V091	25.593	75.801	.516	.366	.877



V092	26.104	71.210	.618	.475	.870
V093	26.841	69.240	.801	.701	.855
V094	25.451	78.072	.413	.262	.884

A VALUE OF 99.0 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED

# ANALYSIS OF VARIANCE

SOURCE OF VARIATION	SS	DF	MEAN SQ	F	SIG.
BETWEEN PEOPLE	1627.022	181	8.989		
WITHIN PEOPLE	2530.890	1638	1.545		
BETWEEN MEASURES	793.470	9	88.163	82.666	.0001
RESIDUAL	1737.330	1629	1.067		
NONADDITIVITY	20.766	1	20.766	19.695	.0001
BALANCE	1716.563	1628	1.054		
TOTAL	4157.822	1819	2.286		

GRAND MEAN = 2.93297

TUKEY ESTIMATE OF POWER TO WHICH OBSERVATIONS  
MUST BE RAISED TO ACHIEVE ADDITIVITY = 1.5018334

RELIABILITY COEFFICIENTS 10 ITEMS

ALPHA = .88136 STANDARDIZED ITEM ALPHA = .88133



## Reliability for PREPARATIONAL FACTOR

1. V095	PP PROFESSIONAL PREPARATION INADEQUATE
2. V096	PP PEDAGOGICAL PREPARATION INADEQUATE
3. V097	PP METHOD COURSES LACKED STIMULATION
4. V098	PP INADEQUATE PREPARATION TO TEACH
5. V099	PP TOO MUCH EMPHASIS ON SOCIAL LIFE
6. V100	PP FEW OPPORT FOR FURTHER TRAINING
7. V101	PP INAD PREP TEACH SECOND STUDENTS
8. V102	PP INAD PREP ORGANIZE CURRICULUM
9. V103	PP INAD TECHNICAL PREP FOR PROFESSION
10. V104	PP STUDENT TEACHING INSUFFICIENT
11. V105	PP INAD PREP EXPRESS IDEAS CLEARLY
12. V106	PP FELT BETTER PREPARED FOR CURRENT JOB
13. V107	PP INAD PREP FOR SUBJECTS TAUGHT
14. V108	PP NO ENTRANCE EXAM FOR COLL EDUC
15. V109	PP CANT COMPLETE EDUCATION WHILE TEACHIN

## CORRELATION MATRIX

	V095	V096	V097	V098	V099	V100
V095	1.00000					
V096	.53624	1.00000				
V097	.47607	.46641	1.00000			
V098	.55895	.58812	.70521	1.00000		
V099	.31019	.45195	.43485	.43975	1.00000	
V100	.21211	.18660	.24072	.25877	.19766	1.00000
V101	.40219	.53348	.57590	.64662	.43813	.15971
V102	.47434	.61438	.57817	.66595	.52623	.26208
V103	.40536	.47544	.54939	.68162	.42783	.17375
V104	.42127	.49574	.65580	.68212	.40351	.24060
V105	.33354	.50793	.53540	.60666	.50532	.13564
V106	.42403	.28542	.30763	.28212	.27049	.13950
V107	.43596	.58348	.48110	.60666	.32323	.19404
V108	.44186	.47585	.45896	.48868	.31248	.11786
V109	.06583	.09720	.26910	.14120	.14210	.38324

## CORRELATION MATRIX

	V101	V102	V103	V104	V105	V106
V101	1.00000					
V102	.59743	1.00000				
V103	.70528	.64914	1.00000			
V104	.61173	.62311	.66584	1.00000		
V105	.55202	.65277	.62295	.64203	1.00000	
V106	.17989	.39647	.27541	.28614	.40759	1.00000
V107	.54640	.60323	.63205	.54253	.60785	.41490
V108	.47710	.55463	.40314	.46178	.52413	.31863
V109	.12336	.16690	.11430	.17142	.16552	.09656

## CORRELATION MATRIX

V107	V108	V109
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V107 1.00000 196  
V108 .49110 1.00000  
V109 .05195 .20340 1.00000

N OF CASES = 182.0

STATISTICS FOR SCALE		MEAN 59.385	VARIANCE 147.686	STD DEV 12.2	VARIABLES 15		
ITEM MEANS	MEAN	3.959	MIN 2.5	MAX 4.5	RANGE 2.0	MIN/MAX 1.8	VARIANCE .296
ITEM VARIANCES	MEAN	1.532	MIN .8	MAX 2.5	RANGE 1.7	MIN/MAX 3.0	VARIANCE .172
INTER-ITEM CORRELATIONS	MEAN	.414	MIN .1	MAX .7	RANGE .7	MIN/MAX 13.6	VARIANCE .032

ITEM-TOTAL STATISTICS	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM-TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
V095	55.396	128.716	.579	.484	.899
V096	55.099	129.957	.662	.546	.896
V097	55.467	124.460	.721	.602	.893
V098	55.258	124.811	.783	.707	.891
V099	55.374	131.086	.540	.382	.900
V100	56.907	136.284	.311	.242	.909
V101	54.929	132.266	.689	.609	.897
V102	55.170	126.087	.786	.656	.892
V103	55.137	128.097	.711	.675	.895
V104	55.341	124.756	.732	.625	.893
V105	55.049	129.042	.721	.631	.895
V106	55.654	131.896	.425	.343	.906
V107	55.049	129.882	.684	.594	.896
V108	55.137	128.981	.602	.445	.898
V109	56.418	136.576	.230	.236	.916

A VALUE OF 99.0 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED

# ANALYSIS OF VARIANCE

SOURCE OF VARIATION	SS	DF	MEAN SQ	F	SIG.
BETWEEN PEOPLE	1782.072	181	9.846		
WITHIN PEOPLE	3131.333	2548	1.229		
BETWEEN MEASURES	753.130	14	53.795	57.319	.0001
RESIDUAL	2378.203	2534	.939		
NONADDITIVITY	19.325	1	19.325	20.751	.0001
BALANCE	2358.878	2533	.931		
TOTAL	4913.405	2729	1.800		

GRAND MEAN = 3.95897

TUKEY ESTIMATE OF POWER TO WHICH OBSERVATIONS  
MUST BE RAISED TO ACHIEVE ADDITIVITY = .2150787

RELIABILITY COEFFICIENTS 15 ITEMS

ALPHA = .90468 STANDARDIZED ITEM ALPHA = .91369

CPU TIME REQUIRED.. 2.6180 SECONDS

TOTAL CPU TIME USED.. 3.1360 SECONDS





## APPENDIX D

### RELIABILITY ANALYSIS OF THE SCALES "Pilot Study"



## SCALE: Economic Factors 197

		MEANS	STD DEV	CASES
1.	EC01	2.300	1.218	20.0
2.	EC02	2.200	1.152	20.0
3.	EC03	1.800	1.005	20.0
4.	EC04	1.950	1.146	20.0
5.	EC05	1.950	1.099	20.0
6.	EC06	2.600	1.142	20.0
7.	EC07	3.250	1.372	20.0
8.	EC08	2.300	1.418	20.0
9.	EC09	2.000	1.170	20.0
10.	EC10	1.700	1.129	20.0
11.	EC11	2.500	1.504	20.0
12.	EC12	3.200	1.281	20.0
13.	EC13	1.850	1.040	20.0
14.	EC14	3.300	1.658	20.0
15.	EC15	1.750	1.070	20.0

## CORRELATION MATRIX

	EC01	EC02	EC03	EC04	EC05	EC06
EC02	.59270	1.00000				
EC03	.73919	.67284	1.00000			
EC04	.57681	.60619	.76758	1.00000		
EC05	.48349	.50730	.80033	.58297	1.00000	
EC06	.84703	.62402	.61408	.50653	.31856	1.00000
EC07	.51966	.23322	.68704	.41017	.39276	.40301
EC08	.55452	.54147	.70896	.72233	.58428	.46785
EC09	.66475	.46881	.85039	.78525	.77781	.47257
EC10	.75794	.49403	.82577	.72033	.66619	.59596
EC11	.63178	.24303	.62645	.59534	.52524	.55120
EC12	.63381	.43509	.35955	.47311	.04484	.66867
EC13	.32817	.68552	.62426	.65582	.59171	.30122
EC14	.23979	.24263	.41695	.59021	.49983	.09450
EC15	.38359	.51257	.68509	.63318	.70495	.30140
	EC07	EC08	EC09	EC10	EC11	EC12
EC08	.60885	1.00000				
EC09	.65600	.85673	1.00000			
EC10	.59497	.55255	.75746	1.00000		
EC11	.59937	.46880	.62806	.77499	1.00000	
EC12	.41919	.48663	.45644	.44399	.43683	1.00000
EC13	.21214	.56749	.56241	.54259	.21866	.14217
EC14	.17362	.56433	.54289	.30387	.25329	.19328
EC15	.18827	.43366	.63078	.67561	.40874	.11516
	EC13	EC14	EC15			
EC14	.30227	1.00000				
EC15	.81593	.43033	1.00000			



## SCALE: Economic Factors

N OF CASES = 20.0

STATISTICS FOR		MEAN	VARIANCE		STD DEV	VARIABLES	
SCALE		34.650	183.608		13.6	15	
ITEM	MEANS	MEAN	MIN	MAX	RANGE	MIN/MAX	VARIANCE
		2.310	1.7	3.3	1.6	1.9	.307
INTER-ITEM CORRELATIONS		MEAN	MIN	MAX	RANGE	MIN/MAX	VARIANCE
		.522	.0	.9	.8	19.1	.035

ITEM-TOTAL STATISTICS	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM- TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
EC01	32.350	158.661	.764	.944	.930
EC02	32.450	163.524	.637	.883	.934
EC03	32.850	159.503	.910	.982	.928
EC04	32.700	158.116	.839	.973	.929
EC05	32.700	162.432	.713	.968	.932
EC06	32.050	163.524	.643	.858	.934
EC07	31.400	161.411	.583	.953	.936
EC08	32.350	153.818	.790	.947	.930
EC09	32.650	156.134	.893	.985	.927
EC10	32.950	158.471	.840	.900	.929
EC11	32.150	156.345	.665	.919	.934
EC12	31.450	165.208	.509	.820	.937
EC13	32.800	166.274	.606	.959	.935
EC14	31.350	161.818	.452	.887	.942
EC15	32.900	164.726	.646	.969	.934

A VALUE OF 99.0 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED

RELIABILITY COEFFICIENTS 15 ITEMS

ALPHA = .93686 STANDARDIZED ITEM ALPHA = .94253



## SCALE: Professional Factors

		MEANS	STD DEV	CASES
1.	PF01	3.400	1.501	20.0
2.	PF02	3.850	1.424	20.0
3.	PF03	2.100	1.119	20.0
4.	PF04	3.250	1.333	20.0
5.	PF05	2.750	1.410	20.0
6.	PF06	2.400	1.188	20.0
7.	PF07	2.500	1.469	20.0
8.	PF08	2.450	1.395	20.0
9.	PF09	1.700	1.031	20.0
10.	PF10	1.750	1.020	20.0
11.	PF11	2.050	1.050	20.0
12.	PF12	2.850	1.424	20.0
13.	PF13	2.450	1.432	20.0
14.	PF14	2.700	1.455	20.0
15.	PF15	2.950	1.356	20.0
16.	PF16	2.600	1.429	20.0
17.	PF17	2.150	1.309	20.0
18.	PF18	2.550	1.504	20.0
19.	PF19	1.750	.967	20.0
20.	PF20	1.800	.894	20.0
21.	PF21	2.550	1.191	20.0
22.	PF22	2.400	1.465	20.0
23.	PF23	3.600	1.231	20.0
24.	PF24	3.300	1.302	20.0
25.	PF25	2.450	.945	20.0
26.	PF26	2.600	1.273	20.0
27.	PF27	3.000	1.214	20.0
28.	PF28	2.200	1.196	20.0
29.	PF29	3.000	1.414	20.0
30.	PF30	2.850	1.461	20.0
31.	PF31	2.650	1.348	20.0

## CORRELATION MATRIX

	PF01	PF02	PF03	PF04	PF05	PF06
PF02	.47268	1.00000				
PF03	.31959	.14196	1.00000			
PF04	.07893	.04852	.33520	1.00000		
PF05	.19903	.60947	.25022	.51129	1.00000	
PF06	.02362	.19289	.64144	.39900	.44015	1.00000
PF07	.11936	.41503	.35214	.20162	.62275	.39218
PF08	.05379	.11526	.61036	.41768	.32800	.74360
PF09	-.05442	.07525	.57465	.36384	.34402	.83379
PF10	.06879	.08154	.62268	.35828	.39370	.78239
PF11	.12022	.14603	.62249	.10342	.15113	.57396
PF12	.17725	.45525	.53813	.40892	.45219	.50401
PF13	.49964	.08645	.43026	.29650	.24123	.35284
PF14	.37127	.07875	.56900	.39366	.24387	.37778
PF15	.39818	.32284	.35019	.76431	.62632	.47051
PF16	.15214	-.18617	.32249	.38688	.15678	.44036
PF17	.12860	-.21314	.34855	.03771	.06641	.36566
PF18	.15394	-.08970	.62242	.32175	.39115	.66613
PF19	-.18140	-.18159	.07298	.01021	.00966	.32095
PF20	-.48616	-.14872	.17876	-.04415	.16699	.42610
PF21	.40044	.23734	.43039	.47250	.33703	.39442
PF22	.24409	.30762	-.15404	.02695	.28029	-.06653
PF23	.06266	.26410	.45071	.67358	.48525	.33115
PF24	-.09159	-.00284	.05057	-.04550	.07171	.05447
PF25	.34900	.48314	-.04481	.24041	.44474	.01877
PF26	.41865	.05224	.10342	.37219	.32260	.04177
PF27	.40441	.51744	.30990	.65060	.79972	.29204
PF28	.15827	-.16676	.53452	.09901	.06624	.45927
PF29	.39674	.33966	.49878	.36301	.58086	.43870
PF30	.36486	.39330	.36374	.47981	.64537	.43075
PF31	.04681	.02603	-.01046	.22696	.28382	-.17089





# SCALE: Professional Factors 200

## CORRELATION MATRIX

	PF07	PF08	PF09	PF10	PF11	PF12
PF08	.08992	1.00000				
PF09	.31273	.61127	1.00000			
PF10	.26356	.67557	.92622	1.00000		
PF11	.32415	.37919	.69513	.65139	1.00000	
PF12	.08804	.48620	.43361	.40772	.49791	1.00000
PF13	.51299	.10412	.34581	.40562	.54436	.11226
PF14	.68969	.12195	.32285	.33715	.32046	.00254
PF15	.22455	.48558	.40270	.37111	.00185	.40457
PF16	.35101	.30636	.55723	.61411	.32970	-.05688
PF17	.12318	.42243	.54208	.62119	.56867	.18208
PF18	.17873	.62288	.51944	.50644	.31503	.63037
PF19	.05560	.32214	.29046	.14688	.37596	.39184
PF20	.32046	.24474	.44514	.34629	.29140	.26439
PF21	.31588	.16003	.57003	.46596	.52396	.42349
PF22	.26895	-.32451	-.05573	-.21137	-.15050	-.02017
PF23	.40742	.38625	.27364	-.25158	-.02443	.32413
PF24	-.02752	-.06668	-.20389	-.13879	-.35807	-.00284
PF25	.32243	-.08191	.17834	-.25961	.13001	-.02543
PF26	.22512	.19564	.18442	.32436	.05511	.02322
PF27	.53125	.46634	.21024	.29767	.12387	.42612
PF28	.29945	.51100	.47781	.56089	.70377	.29647
PF29	.48136	.34693	.21656	.29202	.31898	.44417
PF30	.40467	.39656	.24808	.18552	-.02916	.34271
PF31	.38526	-.33166	-.00379	.04785	.23602	.08083
	PF13	PF14	PF15	PF16	PF17	PF18
PF14	.80111	1.00000				
PF15	.25613	.33882	1.00000			
PF16	.70997	.67352	.31501	1.00000		
PF17	.49570	.30133	-.05485	.65282	1.00000	
PF18	.12347	.17568	.50459	.18127	.38379	1.00000
PF19	.12360	-.09359	-.05019	.15242	.53044	.46177
PF20	-.04932	.03236	.13884	.26354	.34168	.39921
PF21	.64971	.55598	.53926	.56901	.31569	.26306
PF22	-.19065	.00988	.06356	-.04524	.41710	-.08122
PF23	-.01791	.39970	.55474	.26325	-.05879	.35257
PF24	-.16095	.02224	.09837	.06790	-.08958	.36839
PF25	.11481	.18005	.47043	-.05459	.52578	-.07227
PF26	.50814	.38650	.38404	.65954	.54322	.12098
PF27	.33309	.35768	.63933	.27305	.09937	.25953
PF28	.55916	.36895	-.05838	.48020	.85364	.43301
PF29	.54585	.46054	.46648	.33856	.31277	.64358
PF30	.15978	.29969	.81948	.12101	-.09771	.61463
PF31	.54928	.39981	-.06763	.41515	.26987	-.13369
	PF19	PF20	PF21	PF22	PF23	PF24
PF20	.60881	1.00000				
PF21	.21718	.10870	1.00000			
PF22	-.07432	.26503	.22919	1.00000		
PF23	-.08846	.21030	.30151	.38508	1.00000	
PF24	-.02091	.18985	-.17992	.37522	.24300	1.00000
PF25	-.27385	-.26166	.23628	.50955	.25346	.14125
PF26	.04277	-.12016	.39569	-.16361	.22832	.01270
PF27	.04486	0	.36403	.02959	.59865	-.09991
PF28	.54613	.33443	.21422	-.52832	-.05002	-.20950
PF29	.23103	.04161	.34373	.07619	.30228	.42882
PF30	.04659	-.06445	.32216	.17701	.46234	.24630
PF31	.17162	.20073	.48666	.31429	.13315	-.02698



## SCALE: Professional Factors

## CORRELATION MATRIX

	PF25	PF26	PF27	PF28	PF29	PF30
PF26	.07003	1.00000				
PF27	.41312	.57889	1.00000			
PF28	-.36327	.40077	.25365	1.00000		
PF29	.31522	.46768	.52117	.43546	1.00000	
PF30	.58550	.33390	.59355	.01807	.66235	1.00000
PF31	.00620	.40465	.28936	.20877	.30358	-.16164

WARNING...DETERMINANT OF MATRIX IS 0.0. STATISTICS  
BASED ON INVERSE OF MATRIX FOR SCALE PROFESSL CANNOT BE COMPUTED.

N OF CASES = 20.0

STATISTICS FOR SCALE	MEAN 80.600	VARIANCE 460.779	STD DEV 21.5	VARIABLES 31
ITEM MEANS	MEAN 2.600	MIN 1.7	MAX 3.8	RANGE 2.1
INTER-ITEM CORRELATIONS	MEAN .264	MIN -.5	MAX .9	RANGE 1.5
				MIN/MAX 2.3
				VARIANCE .290
				MIN/MAX -1.8
				VARIANCE .064

ITEM-TOTAL STATISTICS	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM- TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
PF01	77.200	438.168	.324	99.000	.917
PF02	76.750	439.355	.325	99.000	.917
PF03	78.500	429.316	.651	99.000	.912
PF04	77.350	427.924	.564	99.000	.913
PF05	77.850	420.661	.659	99.000	.912
PF06	78.200	425.853	.684	99.000	.912
PF07	78.100	423.674	.578	99.000	.913
PF08	78.150	427.608	.541	99.000	.914
PF09	78.900	433.042	.622	99.000	.913
PF10	78.850	432.766	.636	99.000	.913
PF11	78.550	437.945	.494	99.000	.914
PF12	77.750	427.671	.528	99.000	.914
PF13	78.150	423.713	.594	99.000	.913
PF14	77.900	422.726	.601	99.000	.913
PF15	77.650	423.503	.635	99.000	.912
PF16	78.000	424.842	.575	99.000	.913
PF17	78.450	436.892	.405	99.000	.916
PF18	78.050	420.682	.613	99.000	.912
PF19	78.850	449.924	.242	99.000	.917
PF20	78.800	450.484	.250	99.000	.917
PF21	78.050	426.471	.669	99.000	.912
PF22	78.200	456.589	.033	99.000	.922
PF23	77.000	432.000	.533	99.000	.914
PF24	77.300	455.695	.061	99.000	.920
PF25	78.150	451.292	.214	99.000	.917
PF26	78.000	433.474	.484	99.000	.914
PF27	77.600	425.200	.681	99.000	.912
PF28	78.400	435.832	.471	99.000	.915
PF29	77.600	415.726	.747	99.000	.910
PF30	77.750	422.618	.600	99.000	.913
PF31	77.950	442.892	.283	99.000	.917

A VALUE OF 99.0 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED

RELIABILITY COEFFICIENTS 31 ITEMS

ALPHA = .91684 STANDARDIZED ITEM ALPHA = .91751



		MEANS	STD DEV	CASES
1.	PR01	4.450	1.146	20.0
2.	PR02	4.650	.813	20.0
3.	PR03	4.150	1.226	20.0
4.	PR04	4.200	1.152	20.0
5.	PR05	4.300	1.218	20.0
6.	PR06	2.250	1.803	20.0
7.	PR07	4.050	1.572	20.0
8.	PR08	3.600	1.392	20.0
9.	PR09	4.200	.894	20.0
10.	PR10	4.650	.587	20.0
11.	PR11	4.350	.988	20.0
12.	PR12	2.850	1.496	20.0
13.	PR13	3.300	1.081	20.0
14.	PR14	4.200	.894	20.0
15.	PR15	3.500	1.573	20.0
16.	PR16	3.950	1.146	20.0
17.	PR17	2.900	1.651	20.0
18.	PR18	2.950	1.356	20.0

## CORRELATION MATRIX

	PR01	PR02	PR03	PR04	PR05	PR06
PR02	.29104	1.00000				
PR03	.88612	.53093	1.00000			
PR04	.00798	.41611	.23860	1.00000		
PR05	.61451	.27110	.67314	.21757	1.00000	
PR06	-.15923	-.09879	-.01786	.22815	-.29955	1.00000
PR07	-.18845	-.15037	-.14067	-.12210	.07420	-.52467
PR08	.21781	.00931	.34553	.01970	.60222	-.37760
PR09	.62647	.10136	.69125	.11241	.76315	-.06528
PR10	.40286	.17096	.51554	.34248	.74315	-.11188
PR11	.03951	.35719	.12819	.16651	.08307	.03693
PR12	-.11202	-.04544	-.15924	.14048	-.29157	.42432
PR13	-.36966	-.23365	-.35352	-.13529	-.23181	-.06752
PR14	.21567	.17377	.40323	.16350	.61825	-.29377
PR15	.07301	-.14411	.06825	-.02906	.41202	-.30628
PR16	.09820	.09325	.15549	-.07179	.27521	.13375
PR17	-.22531	.16865	-.09621	.09411	-.29827	.32711
PR18	-.12022	.22203	.03641	.20891	-.05415	.47895
	PR07	PR08	PR09	PR10	PR11	PR12
PR08	.58701	1.00000				
PR09	-.04492	.49047	1.00000			
PR10	.13401	.59257	.64141	1.00000		
PR11	-.24906	-.19902	.09529	.22227	1.00000	
PR12	-.35462	-.18195	-.21234	-.24260	-.28297	1.00000
PR13	-.04027	-.19592	-.28308	-.15756	.24146	-.19847
PR14	.25455	.65960	.53947	.64141	-.02382	-.40894
PR15	.32996	.52899	.33672	.42746	-.18627	-.05590
PR16	.00146	.31682	.57512	.36374	-.03021	-.00460
PR17	-.22103	-.13284	-.12830	-.20087	.18388	.41962
PR18	-.41844	-.12269	.18222	.04296	.05302	.48881



## CORRELATION MATRIX

	PR13	PR14	PR15	PR16	PR17	PR18
PR14	.04355	1.00000				
PR15	.30958	.37414	1.00000			
PR16	-.28468	.42107	.07301	1.00000		
PR17	-.15924	-.02138	-.44587	.24757	1.00000	
PR18	-.20463	.13884	-.20972	.50627	.63221	1.00000

N OF CASES = 20.0

STATISTICS FOR		MEAN	VARIANCE		STD DEV	VARIABLES	
SCALE		68.500	64.053		8.0	18	
ITEM	MEANS	MEAN	MIN	MAX	RANGE	MIN/MAX	VARIANCE
		3.806	2.3	4.6	2.4	2.1	.490
INTER-ITEM CORRELATIONS		MEAN	MIN	MAX	RANGE	MIN/MAX	VARIANCE
		.109	-.5	.9	1.4	-1.7	.093

ITEM-TOTAL STATISTICS	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM- TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
PR01	64.050	58.261	.256	.948	.564
PR02	63.850	59.187	.336	.948	.560
PR03	64.350	53.397	.511	.982	.523
PR04	64.300	57.589	.294	.668	.559
PR05	64.200	53.116	.532	.901	.520
PR06	66.250	62.092	-.045	.811	.628
PR07	64.450	66.787	-.203	.794	.646
PR08	64.900	53.253	.436	.862	.530
PR09	64.300	54.747	.643	.981	.522
PR10	63.850	57.818	.660	.922	.543
PR11	64.150	62.555	.033	.871	.593
PR12	65.650	62.871	-.045	.953	.617
PR13	65.200	68.168	-.296	.917	.635
PR14	64.300	55.905	.549	.901	.534
PR15	65.000	56.947	.195	.962	.575
PR16	64.550	55.208	.442	.896	.537
PR17	65.600	60.042	.050	.802	.604
PR18	65.550	55.524	.331	.866	.550

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RELIABILITY COEFFICIENTS 18 ITEMS

ALPHA = .58562 STANDARDIZED ITEM ALPHA = .68819





## SCALE: Social Factors

		MEANS	STD DEV	CASES
1.	SC01	1.950	1.234	20.0
2.	SC02	2.100	1.294	20.0
3.	SC03	2.150	1.137	20.0
4.	SC04	3.850	1.182	20.0
5.	SC05	3.700	1.302	20.0
6.	SC06	1.800	1.105	20.0
7.	SC07	3.400	1.095	20.0
8.	SC08	2.650	1.089	20.0
9.	SC09	1.750	1.164	20.0
10.	SC10	3.050	1.572	20.0

## CORRELATION MATRIX

	SC01	SC02	SC03	SC04	SC05	SC06
SC02	.69542	1.00000				
SC03	.41824	.63348	1.00000			
SC04	-.47432	-.29941	-.13905	1.00000		
SC05	.35045	.45626	.35211	.10602	1.00000	
SC06	-.20065	-.02209	.19275	.21758	.24879	1.00000
SC07	.32695	.34167	.20288	.21135	.64218	.28697
SC08	.06458	.25020	.17213	.16143	.51584	.46343
SC09	.50360	.50672	.62642	-.25816	.22573	.12274
SC10	.29972	.12681	.11340	.08922	.41922	.24846
	SC07	SC08	SC09	SC10		
SC08	.47630	1.00000				
SC09	.24763	.21787	1.00000			
SC10	.59906	.31809	.40983	1.00000		



## SCALE: Social Factors

N OF CASES = 20.0 205

STATISTICS FOR SCALE	MEAN 26.400	VARIANCE 49.411	STD DEV 7.0	VARIABLES 10
ITEM MEANS	MEAN 2.640	MIN 1.8	MAX 3.8	RANGE 2.1
INTER-ITEM CORRELATIONS	MEAN .255	MIN -.5	MAX .7	RANGE 1.2
				MIN/MAX -1.5
				VARIANCE .065

ITEM-TOTAL STATISTICS	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM- TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
SC01	24.450	41.629	.393	.684	.760
SC02	24.300	39.379	.515	.688	.744
SC03	24.250	40.934	.494	.611	.748
SC04	22.550	49.208	-.072	.399	.814
SC05	22.700	37.274	.657	.563	.723
SC06	24.600	44.042	.283	.375	.773
SC07	23.000	38.947	.677	.612	.726
SC08	23.750	41.145	.507	.445	.747
SC09	24.650	40.450	.514	.598	.745
SC10	23.350	37.292	.502	.543	.747

A VALUE OF 99.0 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED

RELIABILITY COEFFICIENTS 10 ITEMS

ALPHA = .77345 STANDARDIZED ITEM ALPHA = .77375



## SCALE: Preparational Factors

206

		MEANS	STD DEV	CASES
1.	PP01	3.700	1.218	20.0
2.	PP02	3.300	1.342	20.0
3.	PP03	3.200	1.056	20.0
4.	PP04	3.000	1.170	20.0
5.	PP05	2.800	1.196	20.0
6.	PP06	3.700	1.380	20.0
7.	PP07	3.000	1.298	20.0
8.	PP08	3.300	1.218	20.0
9.	PP09	3.050	1.504	20.0
10.	PP10	3.600	1.353	20.0
11.	PP11	3.850	1.226	20.0
12.	PP12	4.000	1.170	20.0

## CORRELATION MATRIX

	PP01	PP02	PP03	PP04	PP05	PP06
PP02	.50877	1.00000				
PP03	.33537	.14112	1.00000			
PP04	.55396	.60363	.59631	1.00000		
PP05	.10110	.43279	.44975	.71447	1.00000	
PP06	.38184	.25010	.15161	.45634	.31231	1.00000
PP07	.23302	.06046	.49911	.52003	.23727	.32319
PP08	.56028	.45725	.48260	.73862	.22386	.43192
PP09	.09482	.25309	.32477	.65835	.70803	.15977
PP10	.46606	.33045	.24299	.56516	.33803	.74944
PP11	.60265	.22082	.22762	.40374	.01435	.68744
PP12	.29545	.43596	.21297	.53846	.30083	.45634

## CORRELATION MATRIX

	PP07	PP08	PP09	PP10	PP11	PP12
PP08	.46605	1.00000				
PP09	.37763	.39365	1.00000			
PP10	.56936	.52352	.39834	1.00000		
PP11	.19851	.48988	.08996	.43781	1.00000	
PP12	.45069	.55396	.20947	.59841	.22022	1.00000



SCALE: Preparational Factors 207

N OF CASES = 20.0

STATISTICS FOR SCALE	MEAN 40.500	VARIANCE 101.526	STD DEV 10.1	VARIABLES 12
ITEM MEANS	MEAN 3.375	MIN 2.8	MAX 4.0	RANGE 1.2
INTER-ITEM CORRELATIONS	MIN/MAX 1.4	VARIANCE .149	MEAN .394	MIN .0
	MAX .7	RANGE .7	MIN/MAX 52.2	VARIANCE .032

ITEM-TOTAL STATISTICS	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM-TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
PP01	36.800	87.432	.554	.707	.877
PP02	37.200	87.432	.490	.629	.881
PP03	37.300	90.642	.486	.687	.880
PP04	37.500	81.316	.893	.925	.858
PP05	37.700	88.326	.523	.916	.878
PP06	36.800	84.589	.592	.892	.875
PP07	37.500	87.105	.526	.633	.878
PP08	37.200	83.747	.731	.826	.867
PP09	37.450	85.734	.486	.830	.882
PP10	36.900	81.884	.727	.839	.866
PP11	36.650	88.871	.483	.804	.880
PP12	36.500	87.421	.582	.590	.875

A VALUE OF 99.0 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED

RELIABILITY COEFFICIENTS 12 ITEMS

ALPHA = .88421 STANDARDIZED ITEM ALPHA = .88651





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