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**A STUDY OF JOB SATISFACTION AS PERCEIVED
BY SECONDARY SCHOOL PRINCIPALS
IN KUWAIT**

**By
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A DISSERTATION

**Submitted to
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Department of Educational Administration

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1987

ABSTRACT

A STUDY OF JOB SATISFACTION
OF SECONDARY SCHOOL PRINCIPALS
IN KUWAIT

BY
Hassan Abdul-Husain Safar

The purpose of this study was to find out the level of satisfaction as perceived by secondary school principals with their jobs in terms of selected needs fulfillment in the State of Kuwait.

The study employed the cross-sectional survey method to answer the following research questions:

- 1) What is the perceived level of satisfaction of secondary school principals with their jobs in terms of selected personal and professional needs fulfillment?
- 2) Do the perceived levels of satisfaction of secondary school principals in terms of selected personal and professional needs fulfillment vary with their sex, age, marital status, number of children, nationality, educational area, educational system adopted in the school, number of students, highest degree held, country of highest degree earned, length of administrative experience as a principal, and length of experience as a principal at the present school?

The population for this study consisted of all the secondary school principals in Kuwait. Since the population was not very large, the data was collected from all the secondary school principals. A questionnaire was designed, developed and validated for the purpose of collecting data

from all 113 principals. Copies of the final questionnaires were sent to the respondents with a cover letter. The rate of return of completed questionnaire was 100%. To analyze the data ANOVA, Scheffe post hoc test, means, frequencies and percentages were used.

Major findings of this study show that the highest level of satisfaction was associated with prestige, colleagues' relationships, and recognition. The medium level of satisfaction involved five needs, namely autonomy, development and advancement, decision-making involvement, superiors' relationships and job security. The lowest level of satisfaction was expressed by the respondents with regard to salary. The findings also indicated that the levels of satisfaction differed significantly in relation to salary, job security, recognition, and decision-making involvement.

The findings of this study can be profitably used by the Ministry of Education of Kuwait to manipulate factors to increase productivity and efficiency of secondary school principals.

DEDICATED TO
MY MOTHER, FATEMAH
(1920 - 1948)

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CHAPTER 1

INTRODUCTION

The purpose of this study was to find out the degree of satisfaction as perceived by secondary school principals with their jobs in terms of selected needs satisfaction in the State of Kuwait.

The present chapter describes the research problem, highlights the significance of the study, provides a short history of the educational development in Kuwait with special reference to the secondary level of education, and points out the theoretical framework on which this study is based. Besides, it presents the research questions to be answered, lists the limitations of the study, and furnishes information as to the contents of different chapters of this study.

BACKGROUND OF THE PROBLEM

The importance of job satisfaction has been increasingly recognized in industry and business organizations since World War I. But during World War II and the years which followed, business organizations became more interested in the question of job satisfaction of their employees.

Considering the importance of job satisfaction in relation to productivity, a large sum of money has been

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invested during the past several decades by industry and business organizations to identify those factors or variables which are associated with job satisfaction of their employees. And based on the findings of scores of industrial research studies related to worker satisfaction and dissatisfaction, policies have been modified, relationships altered, and work procedures revised in an effort to increase the degree of satisfaction of employees with their jobs.

It is, however, interesting to note that up to World War II, job satisfaction was not a topic of concern in educational institutions. But after World War II, certain factors, e.g., dissatisfaction with teaching as a career, an increasing shortage of teachers in relation to population growth, and perhaps, the publication of surveys of industrial job satisfaction and dissatisfaction turned the attention of educators to the question of job satisfaction and dissatisfaction within the teaching profession (Browning, Jr. 1968).

As a result, during the last three decades we have begun to see among educators a concern for systematic approaches to the study of job satisfaction and dissatisfaction in the teaching profession.

In recent years, the concept of job satisfaction has received increased attention from both theoretical and applied points of view. This increased attention seems

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justified when one considers the amount of time devoted to work and the effects that feelings about the job have on other aspects of life. The first point - the amount of time devoted to work - is very clearly elaborated by Super (1957) in the following words:

Work, occupying eight hours out of twenty-four, five days out of seven, fifty weeks out of fifty-two, fifty years out of seventy, occupies a prominent place in the life of a modern man. Together with home and community, it is the focus of activities, it provides the stage upon which he plays one of his major social roles. (p. 293)

The second point, i.e., the effects that feelings about the job have on other aspects of life, has been very cogently elaborated by Thompson (1963) in the following words:

A job can determine the kind of life one individual will lead and that it is directly related to the individual's self-concept and satisfaction of his needs. This is because a job provides outlets for personality characteristics and basic needs. Thus job satisfaction and success are affected by, and have an effect upon, success and satisfaction in non-job areas of life.

The concept of job satisfaction has been viewed in different ways by different researchers. According to Locke (1976), it is "... a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." As stated by Muchinsky (1983), "Like any feeling of satisfaction, job satisfaction is an emotional, affective response. Therefore, job satisfaction is the extent to which a person derives pleasure from a job."

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Although a variety of meanings have been applied to job satisfaction, Hoppock's definition of the concept is as relevant today as when formulated in 1935. According to him, it is "... any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say, 'I am satisfied with my job'" (Hoppock, 1935, p. 47).

People who are highly involved in their jobs take their work seriously, and their feelings are strongly affected by job experiences. Involved individuals will probably feel very satisfied or dissatisfied with their jobs, depending on the degree of success on the job (Muchinsky, 1983).

The Problem

An educational institution or organization, like any other social organization, achieves its goals through the help of its members. In a school setting a principal, teachers, staff, administrators, parents and students all combine hands to achieve the goals and objectives of the school. The school, in turn, like any other organization, attempts to satisfy the personal and professional needs of its members.

Different members of an organization occupy different occupations within the framework of the organization. Referring to the importance of occupation with regard to one's needs fulfillment Roe (1957) pointed out:

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Theory

Occupations as a source of need satisfaction are of extreme importance in our culture. It may be that occupations have become so important in our culture just because so many needs are so well-satisfied by these. Whether the relation is causal or not, and if so, which is cause and which is effect, does not particularly matter. It is probably a sort of feedback arrangement anyway. What is important is that relationship exists; and is an essential aspect of the value of the occupation to the individual.

Considering the nature of the relationship that exists between individual and organization, it seems appropriate here to identify human needs that are in operation while the individual maintains a work membership with the organizations. There are several models or theories related with human needs. But, because of simplicity and scope, Maslow's human need theory is presented briefly (for greater detail, please see the section on theoretical framework of the study). The needs identified in this theory are organized hierarchically:

Self-Actualization needs

Esteem needs

Social needs

Safety needs

Physiological needs

In addition to the Maslow Need Theory, there are other models or theories, for example, Herzberg's Motivation Hygiene Theory, Alderfer's ERG Theory, Vroom's Expectancy Theory and McGregor's Theory X and Theory Y.

Having gone through the relevant literature and studies, and keeping in view the nature and roles of secondary school principals in Kuwait, the following personal and professional needs are selected for the purpose of this study.

1. Salary.
2. Job security.
3. Opportunity for professional development.
4. Opportunity for advancement.
5. Opportunity to try new ideas.
6. Recognition of efforts by higher authorities.
7. Recognition of efforts by the community.
8. Recognition of efforts by colleagues and staff.
9. Involvement in policy development and decision-making.
10. Personal feeling of doing an important job.
11. Feeling of self-fulfillment.
12. Opportunity to develop friendly relationships with other principals.
13. Opportunity to develop friendly relationships with teachers and staff.
14. Prestige of principal's position outside of the school.
15. Prestige of principal's position inside of the school.
16. Opportunity to develop a good relationship with the community
17. Opportunity to interact on a friendly basis with various departments of the Ministry of Education.

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18. Opportunity to develop friendly relationships with the head of the secondary education division.
19. Opportunity to develop friendly relationships with the subject supervisors of the Ministry of Education.
20. Fairness with regard to earnings.
21. Opportunity to select teachers and staff.
22. Opportunity to implement one's own plans and policies.
23. Opportunity to run the day-to-day administration of the school without interference from higher authorities.
24. Feeling of cooperation from teachers and staff.

Purpose of the Study

The purpose of this study is to find out the degree of satisfaction as perceived by secondary school principals with their jobs in terms of selected needs satisfaction in the State of Kuwait. Also, the study will attempt to determine whether the perceived degree of satisfaction of secondary school principals with their jobs in terms of selected needs fulfillment varies in respect to age, sex, marital status, number of children, nationality, educational area, educational system adopted in the school, number of students, highest degree held, country of highest degree earned, length of administrative experience as a principal, and length of experience as a principal at the present school.

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Significance of the Study

This study is significant from the point of setting. In Kuwait, such a study has never been done. The findings of this study will, therefore, help identify factors with which secondary school principals in Kuwait are satisfied or dissatisfied. Once the factors of satisfaction/dissatisfaction are known, the government can profitably manipulate such factors to increase efficiency and effectiveness of secondary school principals who play a very significant role in school environments.

Referring to the role played by principals in secondary school settings, Holden (1980) wrote:

Secondary school principals have traditionally been thought of as the instructional leader in the school, as the prime mover within a given school unit, as a curriculum specialist, diagnostician, change agent, and the person ultimately responsible for setting the school climate. This person is, in fact, the one member of the school district management team who is held responsible for and expected to provide and adapt the school program and services of his school in such a manner that best serves the needs of the students within his school unit. (pp. 11-12)

Weldy (1979) also expressed similar views about the importance of school principals' roles. According to him, the school principal is:

The most important and influential individual in any school. He is responsible for all the activities that occur in and around the school building. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. He is the main link between the school and community, and the way he performs in that

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capacity determines the attitudes of students and parents about school. (p. 1)

Assumptions of the Study

This study is based on the following assumptions:

1. Principals have experienced a number of situations which contributed to their job satisfaction or dissatisfaction.
2. The perceptions and responses of respondents to items on the data collection instrument were individual, honest and frank.

THE SETTING OF THE STUDY

For a clear and better understanding of the setting of this study, a brief historical background of education in Kuwait is provided.

Kuwait is situated at the northwestern corner of the Arabian Gulf. It is a small country of 17,818 square kilometers (7,450 square miles) with a total population of 1,697,301 (Ministry of Planning, 1986, p.3)

Educational Development

The educational development of Kuwait can be divided into several distinctive stages.

Education in early days in Kuwait was mainly religious. It began in the mosques where imams and religious men taught the principles and rules of Islam in addition to some lessons about the explanation of some verses from the Holy

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Quran, biography of the prophet, stories of Islamic heroism and Arabic language rules (M.E., 1985, p.15). It was in 1887 that a "Maktab" began teaching the principles of reading, writing and mathematics in addition to memorizing the Holy Quran (M.E., 1985). It is worth mentioning that Kuwait, at that time, had a type of education system that was common throughout the Middle East. According to Shaw's study of 1976:

Children visited the home of the teachers. The curriculum did not extend beyond reading, writing and studying the Holy Quran with perhaps some arithmetic added. The children smeared clay on wood and then wrote on the clay with a stick. Parents paid the teachers about one rupee per month. The children used to leave schools between the ages of 8 and 10 and celebrated the occasion by parading through the town collecting money-rewards for learning to read the Holy Quran. (Shaw, 1976, p. 79)

The second stage of educational development in Kuwait corresponds with the period of 1912-1936. The first formal school was set up by a group of merchants in 1912. The name of this first formal school in Kuwait was Al-Mubarakiya School. In 1921 another formal school by the name of Al-Ahmadiya was established to meet the increasing demand for education (Ministry of Education, 1985, p. 16).

The third stage of educational development in Kuwait refers to the period from 1936-1956. Until the year 1936, education continued to be confined to schools mentioned above and the private Maktab. The Kuwaiti people realizing the importance and benefits of schooling found that

Mubarakiya and Ahmadiya schools were not enough and were not producing good results. As a result, they expressed the willingness to pay more for education (Shehab, 1984, p. 553)

It was in 1936 when the State became responsible for education - its supervision and financial support. Consequently, the Council for Education came into existence which began to organize education and structure academic plans and curricula (M.E. p. 16). As a result, two more schools (Sharkiya and Ghibliyah) were opened.

In 1938, realizing the benefits of education as well as better training of teachers, higher studies mission from abroad were started (Shehab, p.550). The first educational mission that arrived in Kuwait was from Palestine, which was then under British mandate. As a consequence of this mission, Iraqi syllabuses and textbooks were adopted. The second educational mission, which came from Egypt, arrived in 1942, and a year later the Egyptian syllabuses and textbooks replaced the old ones.

Education Today

Since 1956 education in Kuwait has made a tremendous progress in terms of vertical as well as horizontal development. Today (1986-87 academic year) Kuwait has 579 public schools with 361,711 students and 26,171 teachers. (M.E. 1987,p4). This quick expansion of education in Kuwait has been possible due to its rich oil reserve. Today 95.8%

of Kuwaiti government's revenues come from royalties and income tax from oil companies. (Kurian, 1982,p.1009).

Education is highly valued in Kuwaiti society. The Islamic religion encourages people to learn and gain knowledge and contribute to the spreading of the light of knowledge through all strata and sections of society.

According to the Prophet Mohammed (peace be upon him) "Knowledge is an obligation for both moslem men and women." The Prophet of Islam has urged the seeking of knowledge from the cradle to the grave.

Education is not only emphasized by the Islam, but also by the present constitution of Kuwait. The Article 13 of the constitution says that education is of fundamental requisite for the progress of society, assured and promoted by the State of Kuwait. According to the Article 40 "education is a right for Kuwaitis, guaranteed by the State in accordance with the law and within the limits of public policy and morals. Education in its preliminary stages shall be compulsory and free in accordance with the law".

Due to the strong commitment of the government Kuwaitis are currently enjoying free education right from the kindergarten to the university level. During the entire time spent in school, students are given free textbooks, exercise books, sometimes a generous monetary allowance is provided when there is no able-bodied bread-winner in the family (Shaw, p.138).

General and Specific Goals of Education

The general and specific goals of education in Kuwait are listed below:

A. Social goals:

1. Creating the good national who believes in Arab and Islamic values and ideals, and models his behavior and relations with God and people accordingly.
2. Acquainting the learners with the present and past history of Kuwait and the strong relations that tie them to other Arab and Islamic countries and the world at large.
3. Preparing the individuals to take an active part in building a cooperative law-abiding society.
4. Giving equal attention and care to both the gifted and the handicapped.
5. Preparing the required well-trained manpower capable of shouldering the responsibilities of development of their country.
6. Contributing actively to the welfare of the local, Arab and international community.

B Goals related to the modern age we live in:

1. Benefiting from the scientific and technological advances and their actual applications in life.
2. Respect for the principles of human rights and the cultures and traditions of the different peoples of the world.

C. Goals related to growth requirements of learners:

1. Promoting the individual's religious and moral values in the light of the teaching of Islamic ethics.
2. Helping the individual achieve sound growth both physically and mentally.

3. Helping the individual develop a fine sense of beauty and appreciation of social ties, and enable him to develop positive attitude towards vocational preparation and social relationships.

D. Specific goals of education in Kuwait:

1. Promoting the habits of self-instruction and self-study.
2. Turning education into a continuous life-long process in a lively ever-expanding society.
3. The importance of adopting modern technology in the field of education.
4. Regarding the achievement of man's happiness as a goal in itself.
5. Education is comprehensive and includes the different social, economic, and technical sciences.

(Kuwait National Commission for Educational, Science and Culture, UNESCO, 1979, pp. 5-6).

Principles of the Educational Strategy

In order to realize these general and specific goals of education, the following principles of the educational strategy are being used in Kuwait:

1. The right of each citizen to have as much education as possible according to his abilities and potentials, starting with the kindergarten and up to the higher education (post secondary & university education).
2. The equal right of adults to education, just like young people, and their responsibility to become literate as soon as possible.
3. The perception of education in the framework of the concept of life-long education, which is considered the main concept of educational innovation at the present time.

4. The ultimate aim of education is to establish a progressive society which adopts continuous learning in the framework of an Arab and Islamic culture..., and is able to face the challenges and the demands of this age and contribute to the development of Arab and human civilizations.
5. Emphasizing the fact that education should serve the purposes of social and economic development and to meet these demands at all levels and in all sectors.
6. Emphasizing the importance of the individual's self-fulfillment in the process of his growing up and considering the student's needs to have an integrated and balanced personality development.
7. Recognizing the value of work in personality development and the tendency towards considering it the main pillar of education, and the importance of having good and strong relations between the educational institutions on the one hand and all the public sectors and private establishments in the community on the other.
8. Breaking the traditional barriers between the various types of academic education and technical and vocational education and adopting new forms of public education and other parallel types which would make this possible.
9. Developing the various types of informal education in order to put into effect the principle of equal educational opportunities, cater for individual differences among pupils and help meet the demands for skilled labor in various sectors of the country.
10. Developing the contents, methods and techniques of education in the various types and stages of education to allow for a better development of self-education skills through the application of more modern educational technology.
11. Being more concerned in raising the level of competency and improving the achievements of the teaching staffs in various fields through a variety of professional in-service training

courses in addition to their pre-service training at teachers' training institutes in order to bring them up to the standard of specialized university graduates.

12. Adopting the principle of allowing all those working in education to participate in making its policies, and planning its programs and method of administration.
13. Using the scientific methods in the educational administration and development... and encouraging the use of research and experimentation by supporting the staffs of educational research centers as well as educational planning and information systems.
14. Considering the idea of having the community with all its various establishments participate in the educational processes.
15. Ensuring co-operation in the educational field at the local and Arab regional as well as the international levels.

(Ministry of Education, 1984, pp. 4-6)

Administration of Education

The education system in Kuwait is administered and managed by the Ministry of Education.

The Ministry of Education is solely in charge of education. As a government institution, the ministry takes care of everything related with the educational process of the country. In the words of Fahim Qubain, the responsibilities of the Ministry of education in Arab countries are:

The Central Ministry of Education formulates and implements educational policy for the entire country; finances public education at all levels, administers all public schools below the university level; supervises State universities and private schools; trains, recruits, promotes,

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dismisses, and retires teachers; contracts, rents and maintains school buildings; provides equipment, books, and other school facilities and health services; plans and implements school curricula in all public schools, selects the books to be used; and administers public examinations. It also has responsibility for educational relations with international organizations, foreign governments, foreign educational organizations, and for student missions. In short, virtually every aspect of education is planned and administered by the central ministry. (p.5)

Although the education system in Kuwait is divided into five administrative regions, called educational areas, it is actually based on the principle of centralization. The Ministry of Education has divided the State of Kuwait into five educational areas with a certain number of residential centers in each area. Through its various ministries and other specialized bodies, the government undertakes a comprehensive survey of the problems of each educational area (Figure 1).

Educational Areas

As mentioned above, the State of Kuwait has been divided into five educational areas. Each area carries out educational services in a nominated zone. The educational areas perform their tasks under the supervision of the Central Ministry. Each educational area is headed by a director, who is assisted by three controllers (Figure 2).

The five educational areas in Kuwait are:

1. **Ahmadi Educational Area:** It consists of residential centers, namely, Fintas, Rigga, Abu Halifa, Mangaf, Sabahiya, Fahaheel, Um-Al-Haiman, Ahmadi, Hadiya, Wafra, Al-Dhahr, West Fintas, Zour, Mahboola, Fneitees, Uqeilah, Shu'aiba, South Coast and Ahmadi Desert Area (M.E. 1981).
2. **Hawalli Educational Area:** This area includes the following residential centers: Hawalli Square, Hawalli, Salemiya, Jabriya, Surra, Qurtuba, Rumaithiya, Salwa, Bayan, Mishref, Yarmouk, Abrak Kaitan, New Khaitan, Sabah Al-Salem Sub., and Negra. (Ministry of Education, 1986)
3. **Jahra Educational Area:** This educational area consists of the following residential centers: Jahra, Sulaibiya, Doha, North Deserts and Sulaibikhat. (M.E. 1983)
4. **Farwaniya Educational Area:** It includes residential Centers, namely, Farwaniya, Omariya, Ray, Rabiya, Jaleeb Al-Shuyoukh, Al-Regii, Andalus, Ardhiya, Firdaws, Saihad Al-Awazim and Al-Shadadiya. (Ministry of Education 1986)
5. **Capital Educational Area:** This educational area comprises the following residential centers: Dasman, Al-Sharg, Al-Mirgab, Qibla, Benaïd Al-Quar, Dasmah, Shamiyah, Diya, Quadisiya, Nuzha, Faiha, Kaifan, Al-Shaab, Rodah, Udailiya,

Khalediya, Residential Shuwaikh, Industrial Shuwaikh, Failaka Island, Mansouriya and Abdulla Al-Salem Sub. (Ministry of Education, 1986)

Levels of School System in Kuwait

The present day school system of Kuwait can be divided into four levels:

1. Kindergarten Level
2. Primary Level
3. Intermediate Level
4. Secondary Level

Kindergarten Level:

The period of study at this stage consists of two years for children aged 4-6. Only at this level co-education is practiced in Kuwait. After the kindergarten, all educational programs are provided in either boys' schools or girls' schools.

Primary Level:

It consists of four years of education-from grade one through four. This level represents the basic foundation of the educational ladder, and is the beginning stage of the compulsory education in Kuwait. Children aged 6-9 attend this level of education.

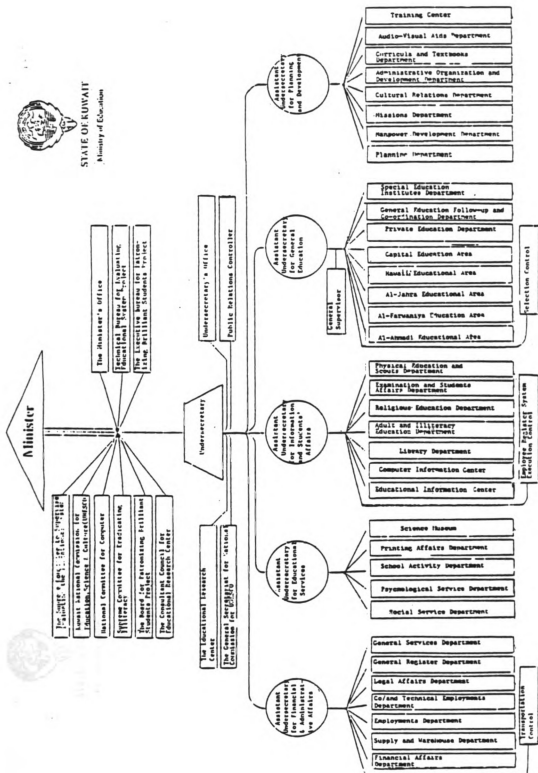


Figure 1 Organizational Chart of the Ministry of Education



STATE OF KUWAIT
Ministry of Education

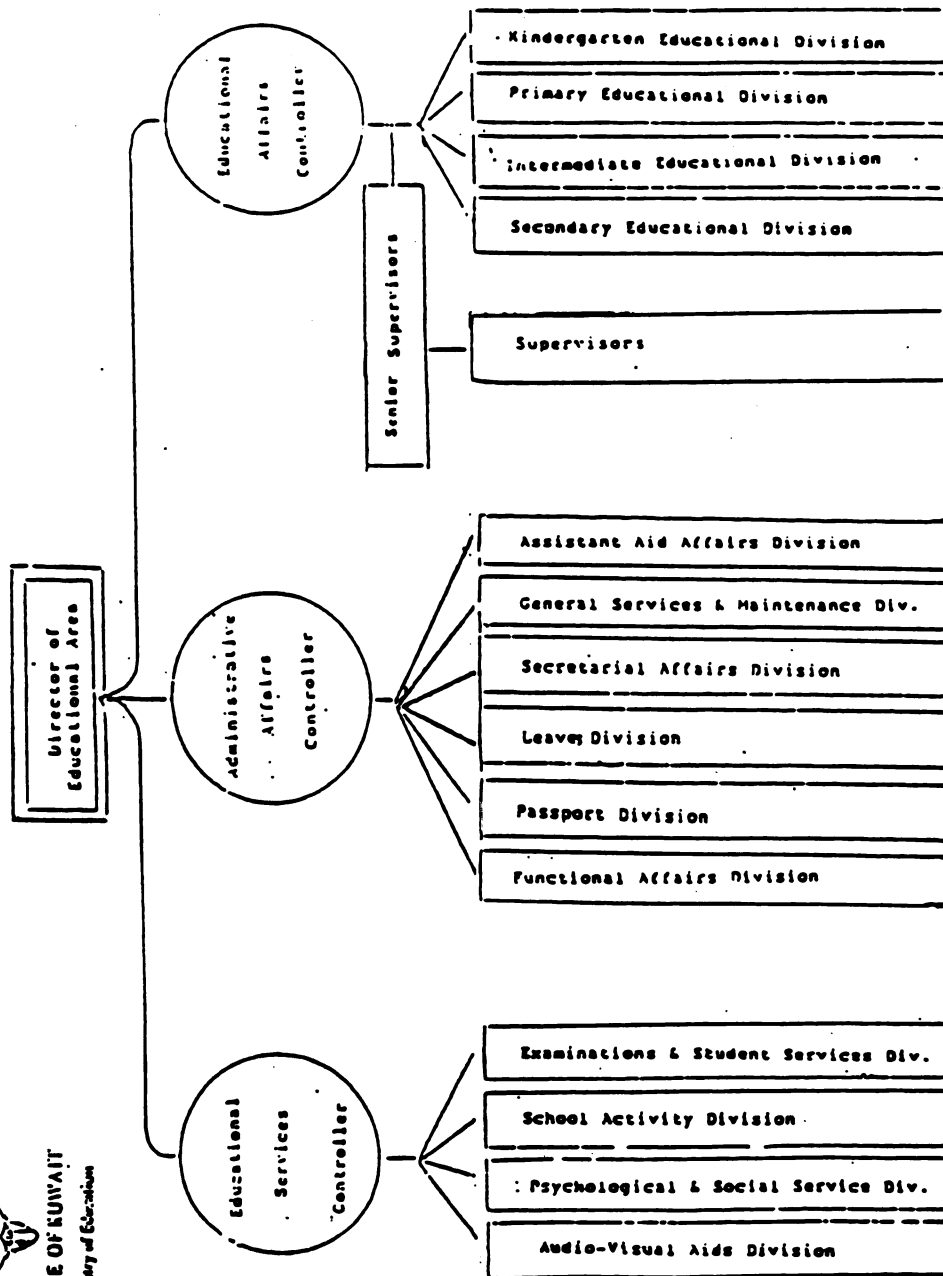


Figure 2 Organizational Chart of the Educational Area

Intermediate Level:

The intermediate level consists of four years of schooling from grade five through eight. It is also compulsory for children aged 10-13.

Secondary Level:

The secondary level consists of four years of education for students aged 14-18. It consists of grades nine through twelve. This level of education is optional; but there is a move to make it compulsory.

It should be noted that the Kabbani and Akrawi Report influenced most of the educational changes made after 1955. According to a recommendation of this report the educational ladder changed to 4 years for primary, 4 years for intermediate, and 4 years for secondary levels. Earlier, the ladder indicated 3 years for kindergarten, 4 years for primary and 5 years for secondary levels.

Since the establishment of the first secondary school (Shuwaikh Secondary School) in 1956-57, the number of the public secondary schools in Kuwait has increased to 113 in 1986-87. Table 1.1 shows the development of secondary schools during a 10 year period from 1976-77 -- 1985-86.

TABLE 1.1

DEVELOPMENT OF PUBLIC SECONDARY SCHOOLS

1976-77 ----- 1985-86

Years	Number of Students			Number of Teachers			Number of Schools		
	Male	Female	Total	Male	Female	Total	Boy	Girl	Total
1976/77	18,725	16,901	36,626	1,869	1,992	3,861	26	24	50
1977/78	20,605	19,030	39,635	2,107	2,247	4,354	29	27	56
1978/79	22,180	20,928	43,108	2,317	2,554	4,871	33	31	64
1979/80	24,711	22,565	47,276	2,547	2,715	5,262	34	32	66
1980/81	27,506	24,454	51,960	2,710	2,871	5,581	36	35	71
1981/82	30,091	26,455	54,546	3,086	3,173	6,259	41	35	76
1982/83	33,270	29,413	62,683	3,342	3,382	6,724	41	39	80
1983/84	36,925	32,243	69,168	3,171	3,369	6,540	48	42	90
1984/85	41,316	36,310	77,626	3,537	3,682	7,219	54	48	102
1985/86	44,560	39,367	83,927	3,755	3,984	7,739	56	53	109

Source: Ministry of Planning, Central Statistical Office
"Annual Statistical Abstract" Edition XXIII
 State of Kuwait, 1986, p.327

The secondary educational stage is located at the top of the educational ladder just below the University level. It is an important stage in the development of adolescent maturity, ability and a wide range of social and cultural values. Proper development in these areas will not only aid the student in the later life, but also prepare him/her for future studies.

The Goals of Secondary School include:

- a. Preparing youths intellectually, socially and ethically according to Islamic principles. Arabic heritage is taught through the sciences, art and literature emphasizing Arabic identity and innovation.
- b. Preparing youths to meet the needs of society in various specializations.
- c. Meeting the educational desires and aptitudes of the learners.
- d. Insuring the bonding of public education on the one hand with academic, technical, and vocational education on the other.
- e. Offering equal educational opportunities for all students.
- f. Insuring individuals self-fulfillment along with community development by qualitative advancement,

taking into account gifted and outstanding students.

At the secondary school, all educational aspects crystalize. Educational policy, its planning and programs will become clear.

(Ministry of Education: Department of Secondary Education. "Secondary Education in Kuwait." March 1980, Kuwait, page 25).

The secondary stage is divided into two systems of study:

1. General System
2. Unit-Credit System

The academic year in the General System begins in September and ends in June. It includes general courses and specialized courses. The general courses are compulsory for all the students in the first and second years of the 4-year secondary stage. The specialized courses are offered for the students of the third and fourth years, and they are divided into two categories, namely, science and arts. According to this system, a student is promoted to a higher grade only when he passes all the prescribed subjects. If he fails in one to three subjects, he gets a chance to take the supplementary examination to qualify in these subjects. In the case a student fails to qualify the supplementary examination, he stays in the same grade and repeats all the subjects in that grade. The general secondary certificate

is awarded at the end of the fourth year. i.e. the twelfth grade, if a student passes the final general examination administered by the Central Ministry of Education at one time for all secondary school students in Kuwait.

The academic year in the Unit-Credit System consists of two semesters: Spring and Autumn. Each semester consists of 15 weeks excluding the periods of registration and examinations. This system prescribes that the number of students in common course classes should not exceed 25-30, and in other course class 20-25. In this system of study a student is not awarded the certificate of secondary school unless he obtains a final average of at least 1.5. If a student does not achieve this average, he may study additional courses to improve his average.

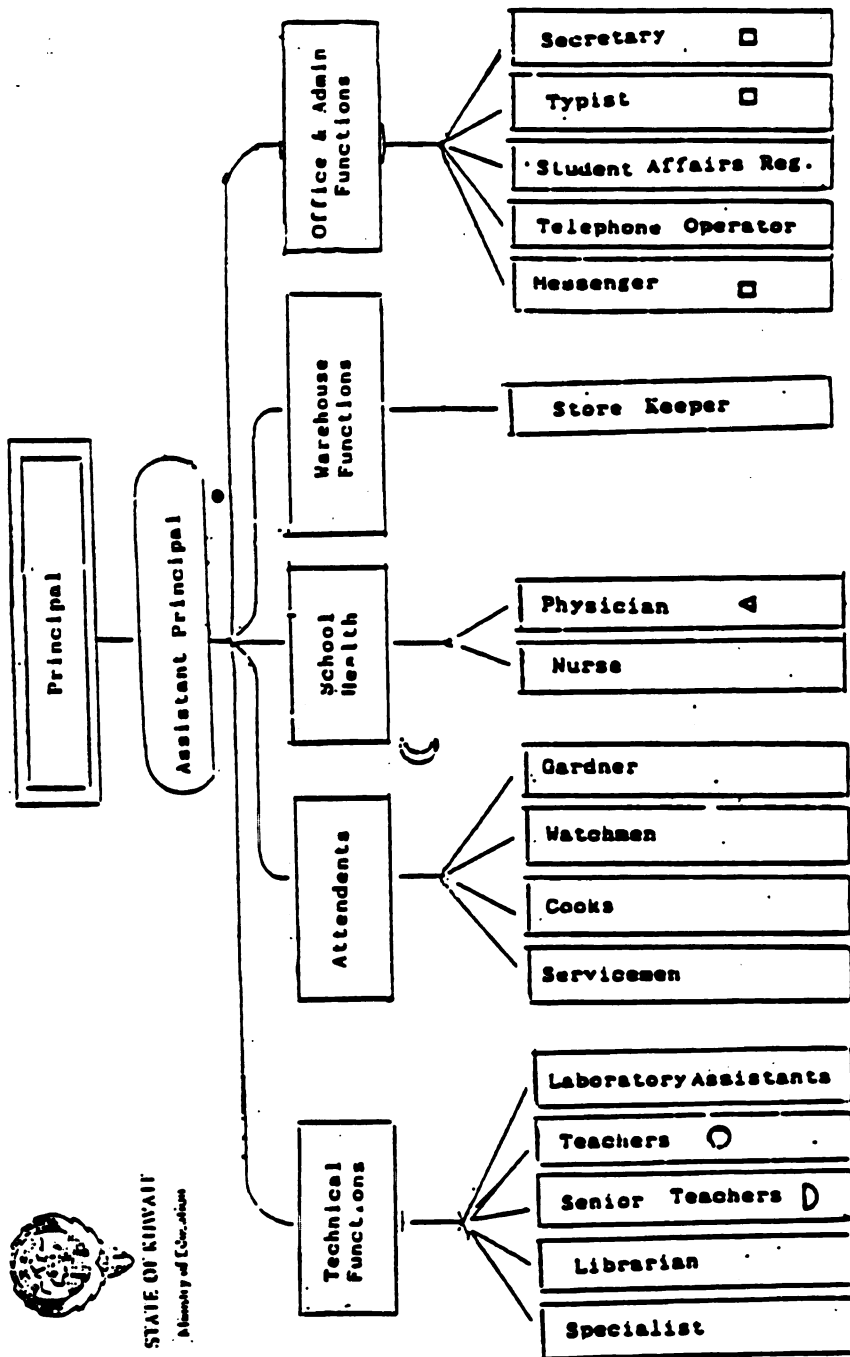
The administrative head of a public secondary school is the principal. He is responsible for the day-to-day operation of his school. He is assisted by his staff members (Figure 3).

Definition of Terms

Secondary School: A school that encompasses grades nine to twelve of the educational system hierarchy.

Secondary School Principal: Refers to the administrative head and supervisory officer of a public secondary school.

Ministry of Educations: The Ministry of Education is a



- Including Administrative Supervisors
- There may be more than one assistant principal.
- There may be more than one secretary, typist, and messenger.
- ▽ Comes at fixed time.
- ⌒ Their functions are administrative and technical and for each homogenous group of subjects there is a senior teacher.
- ⌒ School Health follows Ministry of Health

Figure 3 Organizational Chart of Secondary School

highly centralized agency which exercises a great deal of control over all phases of the educational programs in the country.

Director of Educational Area: Refers to the person holding positions above the level of principal, but below the deputy assistant under secretaries of the Ministry of Education.

Subject Supervisors: Refer to those officials of the Ministry of Education whose main responsibility is to see whether different subjects are taught regularly and properly and that relevant guidelines are followed.

Basic Needs: The need for basic life necessities such as food, shelter and clothing. These needs can be met through one's salary and other related material benefits.

Social Needs: The need for acceptance, friendship, and affection -- third level in Maslow's hierarchy (Hodgetts, 1982).

Esteem Needs: A person's need to feel important and receive recognition from others that supports feelings of personal worth-fourth level in Maslow's hierarchy (Hodgetts, 1982).

Autonomy: The degree of control a worker has over a job (Hodgetts, 1982)

Self-Actualization Needs: The need to realize one's full potential - highest level in Maslow's hierarchy (Hodgetts, 1982).

Educational Areas: The term Educational Areas refers to the five educational zones in which Kuwait has been divided for the purpose of administration of the educational system.

These five educational areas or zones are :Ahmadi, Hawalli, Jahra, Farwaniya, and Capital. Each educational area consists of certain number of residential centers.

Educational Systems: The secondary education currently follows two system of study, namely, General System and Unit-Credit Systems. For more information of these systems, please see pages 21-22.

Head of Secondary Education Division: It refers to the person which is responsible for supervising the secondary school principals in a given educational area.

Theoretical Framework

The works of Maslow, Porter, Herzberg and Alderfer provide the theoretical framework for this study. In general, their works have brought to the fore the fact that the degree of gratification persons derive from their work can be attributed to the extent to which psychological needs are gratified. A brief description of these works is provided below. They will be presented in greater detail in the literature review section.

According to the Maslow's Need Hierarchy Theory the source of motivation is certain needs. Needs are biological or instinctive. What causes individuals to behave as they do is the process of satisfying these needs. Once a need is fulfilled, it no longer dominates human behavior, and

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another need then crops up to take its place. Need fulfillment is, therefore, a never ending process.

Maslow proposed five types of needs: Physiological, safety, social, self-esteem and self actualization. These needs, according to Maslow, exist in a hierarchy. At the base are the physiological needs which must be satisfied first and continuously. Other needs are placed in order with the self-actualization need being at the highest.

Another theory based on needs was proposed by Alderfer (1969, 1972). His theory is known as Existence, Relatedness and Growth Theory (ERG). According to ERG Theory there are three types of needs:

1. Existence needs: These needs are material needs and are satisfied by environmental factors, such as food, water, pay, fringe benefits and working conditions.
2. Relatedness needs: These involve relationships with significant other persons, for example, co-workers, superiors, subordinates, family and friends.
3. Growth needs: These include the desire for unique personal development. Such needs are met by developing whatever abilities and capabilities are important to an individual.

Herzberg's Two-Factor Theory is yet another motivation theory which has been widely accepted. The basic postulate

of this theory is that one set of rewards contributes to job satisfaction and another separate set contributes to job dissatisfaction. These two sets of factors are labelled as motivators and hygiene. Factors called motivators deal with achievement, recognition for accomplishment, challenging work, responsibility, and growth and development. Hygiene factors involve policies related to organization, supervision, working conditions, interpersonal relations, money, status, and security. In the words of Herzberg, et al. (1959):

The factors that lead to positive job attitudes do so because they satisfy the individual's need for self-actualization in his work....Man tends to actualize himself in every area of his life, and his job is one of the most important areas. The conditions that surround the doing of the job cannot give him this basic satisfaction; they do not have this potentiality. It is only from the performance of a task that the individual can get the rewards that will reinforce his aspirations. It is clear that although the factors related to the doing of the job and the factors defining the job context serve as goals for the employee, the nature of the motivating qualities of the two kinds of factors are essentially different. Factors in the job context meet the needs of the individual for avoiding unpleasant situations. In contrast to this motivation by meeting avoidance needs, the job factors reward the needs of the individual to reach his aspirations. These effects on the individual can be conceptualized as actuating approach rather than avoidance behavior. Since it is in the approach sense that the term motivation is most commonly used, we designate the job factors as the "motivators" as opposed to the extra-job factors, which we have labeled the factors of hygiene. It should be understood that both kinds of factors meet the needs of the employees; but it is primarily the "motivator" that serve to bring about the kind of job satisfaction...(p.114)

Porter (1961), while using the conceptual framework of Maslow's Needs Hierarchy, proposed a modified approach which includes autonomy needs. Porter claims that needs like those for authority, independent thought and action and participation are logically distinct from more common esteem needs such as the need for prestige. Porter's model also progresses from lowest to highest.

Self-Actualization

Autonomy Needs

Esteem Needs

Social Needs

Security Needs

Research Questions

This study will attempt to find answers to the following research questions:

1. What is the perceived levels of satisfaction of secondary school principals with their jobs in terms of selected personal and professional needs fulfillment?
2. Do the perceived levels of satisfaction of secondary school principals in terms of selected personal and professional needs fulfillment vary with regard to their age, sex, marital status, number of children, nationality, educational areas, educational system adopted in the school, number of students, highest degree held, country

of highest degree earned, length of administrative experience as a principal, and length of experience as a principal at the present school?

Limitations of the Study

This study is limited in scope and coverage. It is confined to only secondary school principals in Kuwait. Also, it studies job satisfaction of secondary school principals in Kuwait in terms of selected personal and professional needs. The findings of this study, therefore, cannot be generalized beyond the conditions mentioned above.

Due to the unavailability of related literature in Kuwait, the study has relied on existing literature in the United States.

Another limitation of the study relates to the fact that its findings will be based on the analysis of perceptual data rather than objective data.

Organization of the Study

Chapter I introduced and stated the problems, and described the purpose, significance, and limitations and assumptions of the study. Besides, it provided definitions of important terms used in the study, and presented brief descriptions of the theoretical framework or foundation, and the setting of the study.

Chapter II provides a review of related literature under three headings: Theories of Motivation, Theories of

Job Satisfaction, and Related Studies.

Chapter III presents the research design and methodology used in the study. It also identifies population and samples of the study, tells about the data collection instrument--its design and development, and describes plans for data collection and analysis.

Chapter IV presents the results of the data analysis.

Chapter V contains a summary of the study, conclusions drawn and recommendations offered for further studies on the basis of the findings of the study.

Summary

In recent years, the concept of job satisfaction has received increased attention from both theoretical and applied points of view. The concern for job satisfaction is no longer confined to business and industry, rather it has also affected the teaching profession. During the last three decades educators have expressed a concern for systematic approaches to the study of job satisfaction and dissatisfaction in the field of education. A number of studies have shown that people who are highly involved in their jobs take their work seriously, and their feeling are strongly affected by job experiences. Realizing the increasing importance of job satisfaction, this present study has attempted to find out the level of job satisfaction as perceived by secondary school principals

with their jobs in terms of selected needs fulfillment in the State of Kuwait.

This study is significant because no such study has been done in Kuwait. The findings of this study will, therefore, help identify factors with which secondary school principals in Kuwait are satisfied and dissatisfied. Once the factors of satisfaction and dissatisfaction are known, the government can profitably manipulate these factors to increase the efficiency and effectiveness of principals in their jobs.

To help get a better understanding of the setting of this study, a brief history of the educational development in Kuwait with special reference to the secondary level of education has been provided. For clarity and better understanding of the study definitions of various terms and expressions used have also been provided in this chapter.

The works of Maslow, Porter, Herzberg and Alderfer provide the theoretical framework for this study. As a result, a brief description of these works has been presented in this chapter. Also pointed out in this chapter are the limitations of this study. The study is limited in its scope and coverage, and its findings are based on the analysis of perceptual data rather than objective data.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this section is to review the literature related to job satisfaction with special reference to secondary school principals. The review is intended to provide an overview of efforts put in the area of job satisfaction by researchers, educators and thinkers in a way that will help this researcher to have a direction and a better understanding of the problem.

The related literature is reviewed under three headings:

1. Theories of Motivation
2. Theories of Job Satisfaction
3. Related Studies

Theories of Motivation

Motivation was one of the first topics researched in psychology (Muchinsky, 1983). Due to an interest in the topic of motivation, a number of theories have been developed by researchers. These theories either focus on factors which influence job satisfaction, or highlight the manner by which variables interact with job characteristics to affect job satisfaction (Stoner, 1982, p. 444). As a result, motivation theories have been divided into two categories for better understanding:

1. Content or Substantive Theories

2. Mechanical or Process Theories

Content or Substantive Theories

Content or Substantive Theories try to specify only what motivates human behavior. Content theories either delineate specific needs, motives, expectancies, and antecedents to behavior, or they relate behavior to outcomes or consequences (Hoy and Miskel, 1982).

The so-called need theories are among the most important content theories of motivation. There are several need theories, but, for the purpose of this review, only three of them will be examined. They are: Need Hierarchy Theory, Existence Relatedness-Growth Theory (ERG) and the Two-Factor Theory.

Need Hierarchy Theory. Of all the theories related to human motivation and needs, Maslow's Hierarchy of Needs Theory (1970) has influenced more researchers. According to Maslow (1954, 1970), the source of motivation is certain needs. The process of satisfying needs causes people to behave as they do. Once a need is satisfied, another need takes its place. Thus need fulfillment is a never ending process.

In order to understand Maslow's Theory, one must note the assumptions on which the theory is based. The assumptions are:

1. The individual is an integrated organized whole.
2. The typical desire is much more obviously a need

of the whole person.

3. The average human desires are usually means to an end rather than ends in themselves.
4. The fundamental or ultimate desires of all human beings do not differ nearly as much as do their conscious everyday desires. Human beings are more alike than one would think at first.
5. A conscious desire or a motivated behavior may serve as a kind of channel through which other purposes may express themselves.
6. In a certain sense almost any organismic state of affairs whatsoever is in itself also a motivating state. Motivation is constant, never ending, fluctuating and complex.
7. Man is a wanting animal and rarely reaches a state of complete satisfaction except for a short period. Human wants seem to arrange themselves in some sort of hierarchy of prepotency.
8. The efforts to make an atomistic list of drives or needs should be given up. Drives do not range themselves in an arithmetical sum of isolated, discrete members; they arrange themselves rather in a hierarchy of specificity.
9. Motivation theory must be anthropocentric rather than animalcentric.
10. The only sound and fundamental basis on which any classification of motivational life may be constructed is that of the fundamental goals or needs, rather than on any listing of drives in the ordinary sense of instigation.
11. Human motivation rarely actualizes itself in behavior except in relation to the situation and to other people.
12. Any motivational theory must take account not only of the fact that the organism behaves ordinarily as an integrated whole, but also of the fact that sometimes it does not.
13. Not all behaviors or reactions are motivated, at least not in the ordinary sense of seeking need gratification, i.e., seeking for what is lacked or needed.

14. The possibility of attainment is crucial for understanding the differences in motivation between various classes and castes.
15. The influence of reality on unconscious impulses must not be ignored.
16. Any theory of motivation that is worthy of attention must deal with the highest capacities of the healthy and strong man as well as with the defensive maneuvers of crippled spirits. (Maslow, 1970)

Keeping these assumptions in mind, Maslow builds his Need Theory which consists of five levels of human needs:

1. Physical needs
2. Safety needs
3. Social needs
4. Esteem needs
5. Self-Actualization needs

Physiological needs are the most basic human needs, and their fulfillment is necessary for survival. These needs include the need for air, water, food, and shelter. Safety needs, the second level, refers to security, stability, protection, freedom from fear, and a need for structure, order, and limits. Social needs include the desire for association, belonging, companion-ship, and friendship. Self-esteem needs, which form the fourth level in Maslow's theory, include self-confidence, recognition, appreciation, and the respect of one's peers. The fifth or highest level of needs are self-actualization needs which refer to the desire to realize one's full potential.

According to Maslow, these five needs exist in a hierarchy. At the bottom are the physiological needs which must be met first and continuously. The remaining four types of needs are placed in order, ending with the top most need - self-actualization.

ERG Theory. Alderfer's (1969, 1972) Existence, Relatedness, and Growth (ERG) Theory is another prominent theory based on needs. According to this theory, needs are:

1. Existence needs: These are material and are satisfied by environmental factors, such as food, water, pay, fringe benefits, and working conditions.
2. Relatedness needs: These involve relationship with significant other people, such as co-workers, superiors, family, and friends.
3. Growth needs: These involve the desire for unique personal development. They are met by developing whatever abilities and capabilities are important to an individual. (Muchinsky, 1983, p. 364)

Alderfer (1969) proposed this theory to improve the explanatory power and the empirical validity of Maslow's hierarchy of needs theory. The difference between his ERG Theory and Maslow's needs theory has been beautifully described by Muchinsky (1983) in the following words:

1. He proposed three need categories, while Maslow proposed five need classes.
2. Alderfer arranged his needs along a continuum; Maslow placed his in a hierarchy. The continuum is concreteness. Existence needs are the most concrete, growth needs the most abstract.
3. According to Maslow, a person only moves up the need hierarchy (fulfillment progression). Alderfer allowed for "movement" back and forth on the continuum. Moving toward

fulfillment of the growth and relatedness needs was also called fulfillment progression by Alderfer. Moving back toward the fulfillment of more concrete needs was referred to as frustration regression. Alderfer meant that if a person became frustrated in satisfying higher needs, he or she would regress toward fulfilling lower needs.

The two theories also differ on need fulfillment. This centers around the motivating properties of unfulfilled needs. According to Maslow, the less social needs (for example) are satisfied, the more they will be desired. To Alderfer, the less relatedness needs are satisfied, the more existence needs will be desired. The same relationship holds for growth needs. If not satisfied, they will be supplanted by relatedness needs. Again, this is the concept of frustration regression, which permits a person to seek fulfillment of more concrete needs if the more abstract needs are not satisfied. (p. 365)

Two Factor Theory. Another popular content theory of motivation is Herzberg's Two-Factor Theory, which is also known as dual-factor, or motivator-hygiene theory. The basic postulate of this theory is that one set of factors contributes to job satisfaction, and another separate set of factors causes job dissatisfaction.

Based on the findings of their studies, Herzberg and his colleagues posited that:

The presence of certain factors acts to increase an individual's job satisfaction, but absence of these factors does not necessarily cause job dissatisfaction. Theoretically, individuals start from a neutral stance in that they possess neither positive nor negative attitudes toward a job. The gratification of certain factors, called motivators, increases job dissatisfaction beyond the neutral point, but when the motivators are not gratified, only minimal dissatisfaction results. On the other hand, when factors called hygienes are not gratified, negative attitudes are created,

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producing job dissatisfaction. Gratification of hygienes leads only to minimal job satisfaction. Consequently, motivators combine to contribute more to job satisfaction than to job dissatisfaction. Hygienes combine to contribute more to job dissatisfaction than to job satisfaction. (Hoy and Miskel, 1982, p. 148)

Mechanical or Process Theories

Process theorists are not concerned with explaining the things that motivate behavior, rather they are interested in behavioral processes - how behaviors are started, sustained, and stopped.

Referring to process theories Hoy and Miskel (1982) remarked: "Process theories first attempt to define the major variables that are necessary to explain choice, efforts, and the persistence of certain behavior. Then they attempt to specify how the major variables interact to influence outcomes, such as work effort and job satisfaction." Important theories in this category are:

1. Expectancy Theory
2. Goal Theory
3. Attribution Theory

Expectancy Theory

Originally popularized by Vroom and later modified by others, Expectancy Theory is also known as Valence-Instrumentality-Expectancy Theory or Value Theory.

Expectancy theory is based on two important assumptions:

1. Individuals make decisions about their own behaviors within the frameworks of organizations by using their abilities to think, reason, and foresee future events.
2. Forces in the individual and the environment, combine to determine behavior.

This is very much a cognitive theory. There are five major parts of this theory, namely, job outcomes, valence, instrumentality, expectancy and force. Muchinsky (1983) explained these components in the following words:

Job Outcomes. Job outcomes are things an organization can provide for its employees. Examples include pay, promotions, vacation time, etc. There is no theoretical limit to the number of outcomes. They are usually thought of as rewards or positive experiences, but they need not be. Being fired could be an outcome, as could being transferred to a new location. Outcomes can also refer to intangibles like feelings of recognition or accomplishment.

Valence. Valence is the employee's feelings about the outcomes provided. They are usually defined in terms of attractiveness or anticipated satisfaction to the individual. Valences are generated by the employee. That is, he or she could rate the anticipated satisfaction from (e.g., ascribe a valence to) each outcome considered. Rating is usually done on a -10 to +10 scale. The individual can indicate whether an outcome has positive or negative valence. If the employee anticipated that all outcomes would lead to satisfaction, varying degrees of positive valence would be given. If the employee anticipated that all outcomes would lead to dissatisfaction, varying degrees of negative valence would be assigned. Last, if the employee felt indifferent about the outcomes, a valence of zero would be given. The employee would generate as many valences as there were outcomes.

Instrumentality. Instrumentality is defined as the perceived degree of relationship between performance and outcome attainment. This perception exists in the mind of the individual. Instrumentality is synonymous with the word "conditional," and literally means the degree to which the attainment of a certain outcome is

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conditional upon the individual's performance on the job. For example, if a person thought that increases in pay were totally conditional on their performance, the instrumentality associated with that outcome (a pay raise) would be very high. If a person thought that whether they were transferred or not was totally unrelated to their job performance, the instrumentality associated with that outcome (a transfer) would be very low. As with valences, instrumentalities are generated by the individual. He or she would evaluate the degree of relationship between their performance and outcome attainment on the job. Instrumentalities are usually thought of as a probability (which therefore ranges between 0 and 1.0). An instrumentality of 0 means the attainment of that outcome is totally unrelated to job performance, while an instrumentality of 1 means the attainment of that outcome is totally conditional upon job performance. Just as there are as many valences as there are outcomes, there are as many instrumentalities as there are outcomes.

Expectancy. Expectancy is the perceived relationship between effort and performance. In some jobs, there may not seem to be any relationship between how hard you try and how well you do. In others, there may be a very clear relationship - the harder you try the better you do. Expectancy, like instrumentality, is scaled as a probability. An expectancy of 0 means that there is no probability that an increase in effort will result in an increase in performance. An expectancy of 1 means that with certainty an increase in effort will be followed by a corresponding increase in performance. As with the valence and instrumentality components, the individual generates the expectancy for his or her job. After thinking about the relationship between effort and performance on the job, the individual would make an assessment (ascribe an expectancy) of that relationship. Unlike the previous terms in the theory, there is usually one expectancy value generated by the person reflecting the effort-performance relationship on the job.

Force. The last component is force. Force is the amount of effort or pressure within a person to be motivated. The larger the force, the greater the hypothesized motivation. (p. 372-373)

Goal Theory

Goal or goal setting theory (Locke, 1968) is based on the assumption that individuals behave rationally and consciously. The basic premise of this theory points out to the fact that conscious ideas regulate a person's actions. Goals and intentions are what an individual is consciously trying to do, especially as related to future objectives.

Explaining this theory Muchinsky (1983) wrote:

According to Locke (1968), goals have two major functions. They are a basis for motivation, and they direct behavior. A goal provides guidelines for deciding how much effort to put into work. Goals are intended behaviors; in turn, they influence task performance. However, two conditions must be met before goals can positively influence performance. First, the individual must be aware of the goal and know what must be accomplished (McCormick and Ilgen, 1980). Second, the individual must accept the goal as something he or she is willing to work for. Goals can be rejected because they are seen as too difficult, too easy, or because the person doesn't know what behaviors are needed for goal attainment. Acceptance of the goal implies the individual intends to engage in the behavior needed for goal attainment.

Locke's theory of goal setting states that more difficult goals lead to higher levels of job performance. Locke believed that commitment to a goal is proportional to its difficulty, so more difficult goals engender more commitment to their attainment (Steers and Porter, 1974). Goals can vary in specificity as well as difficulty. Some goals are general (to be a good biology student), while others are more specific (to get an A on the next biology test). The more specific the goal, the more concentrated the individual's effort in its pursuit. Goals direct behavior; the more specific the goal, the more directed the behavior (Terborg, 1977). It is also important for the person to receive feedback about task performance; this guides an individual as to whether he or she should work harder or continue at the same pace.

Therefore, according to goal setting theory,

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the following factors and conditions would induce high motivation and task performance. Goals are behavioral intentions that channel our energies in certain directions. The more difficult and more specific the goal, the greater will be our motivation to attain the goal. Feedback on our performance in pursuit of the goal tells us if we are "on target" in our efforts. The source of motivation, according to goal setting, is the desire and intention to attain the goal; this must be coupled with the individual's acceptance of the goal. Rather than being motivated by innate needs, feelings of inequity, or schedules of reinforcement, goal setting assumes people set acceptable target objectives and then channel their efforts in pursuit of them. (p. 382-383)

Attribution Theory

According to Heider's Attribution theory, behavior can be accounted for by personal forces and environmental forces-- efforts and ability are the personal forces, and luck and task difficulty are the environmental forces.

To help understand this theory more clearly, Hoy and Miskel (1982) elaborated it as follows:

To make an attribution, or judgment about another's behavior, one must begin with an observed event. The attribution of what causes a person to behave in a certain manner depends on the observer's perceptions of whether personal or environmental forces exercise greater influence. The observer will then act on the basis of the attribution.

An illustration will clarify the process. In schools, individual achievement frequently is attributed to effort and ability. Suppose a principal fails to complete a complex evaluation report. Depending on the attributions of the superintendent (the observer), the principal may receive more positive reinforcement for failure than for success. If the superintendent attributes failure to a lack of ability but also perceives a great deal of effort, the principal probably will receive the plaudit, "That was really a nice try." If the principal successfully completes the

evaluation report and the superintendent attributes the achievement to ability but perceives little effort, the principal may receive only a memo acknowledging completion of the report.

As a second illustration, boards of education, administrators, and teachers commonly attribute the fundamental causes of their most difficult problems to what Heider calls personal forces. In many cases these attributions lead to corrective actions. If they perceive a decrease in the level of effort expended, an increase in absenteeism, and counterproductive behavior, school district administrators respond by spending large sums of money on staff development and curriculum programs. They try to enhance the motivation and ability of lower-level administrators, teachers, and students alike.

Attribution theory appears to be worth additional exploration and development. It provides an alternative view of how behavior is initiated and maintained. (p. 165)

Theories of Job Satisfaction

A number of theories related to job satisfaction have been advanced. But none of these theories have been adequately supported by empirical evidence. The purpose of this section is not to review all the theories of job satisfaction, but to concentrate on only four different approaches to get some insight into the ways in which job satisfaction has been examined. They are:

1. Comparison Process Theories
2. Social Comparison Theories
3. Opponent-Process Theories
4. Two-Factor Theory

Comparison Process

In the words of McCormick and Ilgen (1980), ". . . the most widely accepted view of job satisfaction assumes that the degree of effect experienced (by a person) results from some comparison between the individual's standard and that individual's perception of the extent to which the standard is met" (p. 306). Degree of satisfaction is the difference between the standard and what is received from the job. Thus comparison process theories compare what a person wants (the standard) and what he/she finally receives.

Referring to "the standard" and how this standard is derived Muchinsky (1983) wrote:

The standard and how it is derived must be defined. Some researchers believe the standard consists of human needs. Needs are inborn, and it is believed that everyone has the same basic needs. Needs are generally classified in two categories: physical needs required for bodily functioning (air, water, food); and psychological needs required for mental functioning (stimulation, self-esteem, pleasure). A satisfying job would fulfill the basic physiological needs (e.g., adequate income), and provide self-esteem and personal recognition. The research of Schaffer (1953) and Porter (1962) exemplifies the view of job satisfaction as a function of need fulfillment.

Other researchers believe the standard is derived from human values not needs. Values are what a person desires, wants, or seeks to attain. They are learned or acquired over time. All people have the same basic needs, but they differ in what they value. Values determine the choices people make as well as their emotional responses to those choices. A satisfying job would then provide an opportunity to attain outcomes that a person values. (p. 322)

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Social Comparison Theory

This theory is based on the belief that people compare themselves to others in assessing their own feelings of job satisfaction. It is different from the intraperson comparison described earlier; it involves interpersonal comparisons.

Both the intraperson and interpersonal comparisons approaches have one thing in common and that is the belief that affective feelings about work are comparative. These two sets of theories differ in the basis on which comparisons are made.

Opponent-Process Theory

Proposed by Landy (1978), Opponent-Process Theory seems to be a radically different job satisfaction theory. According to Landy the causal basis of satisfaction is physiological, involving the central nervous system.

Explaining this approach Muchinsky (1983) pointed out:

Opponent-process refers to opposing processes for dealing with emotion. For example, if a person is very happy, there is a physiological response opposing this emotional state and attempting to bring the person back to a neutral level. Extreme emotion (positive or negative) is seen as damaging to individuals. Physiological mechanisms are designed to protect a person from these extreme states. Landy suggests that the reason people differ in job satisfaction is because they differ in terms of the stage of their protective physiological function.

When a stimulus (a job) is introduced, it produces an emotional reaction, either positive or negative. Once the emotion exceeds a certain level, an opponent process automatically brings it under control. When the stimulus disappears (a

person stops work for the day), the emotion stops and the opponent process recedes. In theory, each time the protective mechanism is activated, it becomes stronger. Thus, it is more intense in reducing extreme emotion over time. That is, a person becomes more neutral about a job the longer he or she is in it. If Landy's theory is right, we have an explanation for boredom on the job. Many people assume that a job loses its stimulating effect over time, resulting in boredom. Opponent-process theory suggests that the degree of stimulation is unchanged, but the opponent process becomes stronger. Therefore, it is not jobs per se that are boring but people's repeated exposure to the same job which results in a very strong physiological response that prohibits elation or pleasure. (p. 324)

Two-Factor Theory

No theory has generated as much research and controversy as Herzberg's Two-Factor Theory (Muchinsky, 1983).

Herzberg proposed two classes of work variables: (a) Satisfiers - factors that result in satisfaction, and (b) Dissatisfiers - factors causing dissatisfaction.

According to Herzberg, when a job provides a lot of factors resulting in satisfaction, for example, a sense of recognition, achievement, advancement, and responsibility, the employee will feel satisfied at work. In the absence of these factors from a job, Herzberg thinks the employee will feel neutral or indifferent. Alternatively, when a job provides a lot of factors resulting in dissatisfaction, for example, policy, supervision, a good salary, and working conditions, the employee will not feel satisfied, but will not feel neutral or indifferent toward the job. Thus,

according to Herzberg, a high degree of reward satisfiers will result in a high degree of satisfaction, and a low degree of reward will result in indifference. On the other hand, a high degree of reward dissatisfiers will result in indifference, and a low degree of reward will result in dissatisfaction.

Related Studies

The purpose of this section of the literature review is to report the findings of only those studies which are directly related to the topic of this study. A number of researchers have studied job satisfaction in business, industry, government, and school settings; and have tried to find out the levels of satisfaction of managers, supervisors, workers, administrators, teachers, and principals. This section, however, will report only those studies which are related to job satisfaction of school principals in terms of their needs fulfillment.

In his study entitled, "The Motivation of Elementary School Principals," Corones (1971) found five important factors that contributed to job satisfaction of the principals. The factors were principals' relations with: (a) teachers, (b) parents of students, (c) achievement, (d) recognition, and (e) school district policy and administration.

Kroll's study (1975) reported a great deal of self-satisfaction of junior high school principals. Eighty-four percent of those studied indicated "considerable" or "very much" self-satisfaction in their jobs as principals.

The National Association of Secondary School Principals, in its 1979 report, listed five conditions which were frequently mentioned by effective principals for job effectiveness: (a) a quality, supportive staff, (b) cooperative students, (c) encouragement by the central office, (d) community support, and (e) job autonomy. The report also identified factors that secondary school principals believed necessary to make the position of a principal more effective. The factors were: (a) providing more autonomy for individual schools in authority and decision-making, (b) clarifying the role and expectations of the principal, (c) reducing the volume of paperwork and meetings, (d) inclusion of the principals' viewpoint in policy, and (e) inservice education on modern management, staff, evaluation, and program evaluation.

In his study of needs satisfaction as perceived by high school principals, Towner (1980) found that:

1. In terms of job security satisfiers in the school district management environment, high school principals generally
 - a. believe position security is important and agree generally that in their current districts they feel secure.
 - b. believe a fair salary to be important and agree they receive a fair salary in their present positions.
 - c. believe adequate fringe benefits to be

- important and agree that they receive adequate fringe benefits.
- d. believe clear, fair district policies for principal assignment and transfer to be important but generally do not feel that their district provides such policies.
2. In terms of communication satisfiers in the school district management environment, high school principals generally
 - a. believe it important to receive adequate information from district administrators relative to the principal's job, but do not feel they are receiving adequate information.
 - b. believe clear, effective input channels to district administration are important, and feel they have such channels currently.
 - c. believe it is important that district administrators understand the principal's role, but do not feel their current district administrators have such understanding.
 - d. believe it is important to know the rationale behind district-level decisions, but do not feel they know the rationale behind a significant number of district-level decisions.
 - e. do not believe it is important to have good administrators, but feel they do have good relationships with their district administrators.
 3. In terms of role satisfaction in the school district management environment, high school principals generally
 - a. believe it is important to feel effective as a principal and they do in their present positions.
 - b. believe recognition from district administrators for jobs well done is not important, and feel they do not receive such recognition in their districts.
 - c. do not believe prestige in their positions is important, and feel they have adequate prestige currently.
 - d. believe it is important that the principal feel part of the success of the total district, and they currently feel part of their district's success.

- e. believe it is important that they participate in determining programs and directions, but do not feel their current district allows adequate participation.
4. In terms of job understanding and appraisal satisfiers in the school district management environment, high school principals generally
 - a. believe it is important to know what their immediate supervisor expects of them, and feel they do know what their current supervisor expects.
 - b. believe clear, fair job appraisal processes to be important, but do not feel their current district has such a process.
 - c. believe it is important to have trust and confidence in their immediate supervisors, and feel they have such trust and confidence in their current supervisors.
 5. In terms of authority and autonomy satisfiers in the school district management climate, high school principals generally
 - a. believe it is important to receive district administratives for innovative practices, and feel they are receiving such support.
 - b. believe it is important to receive prompt decisions from district administrators, but do not believe they receive such decisions.
 - c. believe it is important to have the necessary autonomy to make decisions, and feel they have such autonomy.
 - d. believe it is important to have the necessary autonomy to set school-level goals and objectives, and feel they have such autonomy.
 - e. believe it is important to have adequate time to complete district required tasks, but do not believe they are given adequate time.
 - f. believe it is important to have district administrative support for prudent risk-taking, and feel they have such support in their districts.
 6. In terms of job progress satisfiers in the

school management environment, high school principals generally

- a. believe it is important to receive assistance from the immediate supervisor to improve their performance, but do not feel they currently receive such assistance.
- b. believe it is important to have opportunities for professional advancement in the district, and feel they have such opportunities. (pp. 138-142)

Smith (1983) in her study found a moderate correlation between the psychological participation in decision-making and the intrinsic, extrinsic and general job satisfaction of public school principals.

Employing a sample of 508 principals in 41 different locations, Gross and Napier (1967) offered the following findings:

1. The more autonomy a principal is granted by his superordinates, the greater his IJS (Intrinsic Job Satisfaction).
2. The greater the ambiguity a principal receives in his relationships with his superiors, the lower his IJS.
3. The more effective a principal perceives the decision-making machinery of the higher administration, the greater the IJS.
4. The greater the professional stimulation a principal receives from his superiors, the greater the IJS.
5. The more importance a principal perceives his superiors attribute to his work the greater the IJS of the principal.

In his study, Garawski (1977) found a high level of correlation between job responsibility and perceived satisfaction of secondary school principals, especially between discretionary authority and satisfaction related to curriculum and instruction and student activities.

Schmidt (1974) studied the job satisfaction among secondary school principals and found that principals were highly motivated individuals and most of their motivation resulted from achievement, recognition for a job well done and advancement into areas of greater responsibility.

The study done by Gorton and McIntyre (1978) indicated that secondary school principals viewed the greatest needs of involvement of principals in policy and decision-making, reduction of stifling conditions of too much red tape and bureaucracy, and of greater autonomy.

McKenzie studied the job satisfaction of elementary school principals in selected southern school districts of California. His findings indicate that the level of job satisfaction is closely related to the principal's perceptions of freedom in decision-making process and the feeling that they are helpful to others (McKenzie, 1980).

According to Scanlan's 1976 summary of related research nature of supervision, work group, job content, wages, work role, the situation and the individual were all found to be variables which interacted to produce an employee's job satisfaction.

Earwood's 1979 study points out that an employee's satisfaction and dissatisfaction are normally related to his feeling of personal and financial fulfillment derived from his job.

Hull (1974) did a study of California elementary school principals to determine whether or not principals' job satisfaction is a function of sex, age, marital status, graduate training, ethnic background, number of years of experience, number of student body, and salary. These findings showed that none of these variables was significantly related to general job satisfaction. However, Hull found significant relationships between these variables and four components of general satisfaction; advancement, compensation, co-workers, and working conditions.

In their study Friesen et. al (1983) found that principals derived job satisfaction primarily from interpersonal relations, feelings of accomplishment, responsibility, authority, and autonomy.

Summary

The literature related to job satisfaction has been presented in this chapter. For clarity and easy understanding the literature has been reviewed under three headings, namely, theories of motivation, theories of job satisfaction, and related studies done with special reference to job satisfaction of principals.

Motivation theories are divided into two categories (Campbell et. al, 1970): Content and Process. Content theories highlight the specific factors within individuals that cause them to act in a certain way. These factors are

security, food, recognition, success, job involvement, expectations etc. In this category, the works of Maslow (1954) and Herzberg (1966) are well known.

Maslow's theory consists of five levels of needs: physical, safety, social, esteem, and self-actualization needs. According to Maslow, these five types of needs exist in a hierarchy. At the bottom are the physiological needs which must be met first and continuously. The remaining four types of needs are placed in order, ending with the top most need - self-actualization. Porter slightly modified Maslow's hierarchy of needs to include "autonomy need." Porter's study found that autonomy - the desire to control one's environment, was perceived important by professionals in educational settings.

Another important content theory is Herzberg's Motivation - Hygiene theory. It is also called Two-Factor theory. The basic postulate of this theory is that one set of factors contributes to job satisfaction, and another separate set of factors causes job dissatisfaction. These two sets of factors are called "motivation factors" and "hygiene factors." The motivation factors act to increase an individual's job satisfaction in terms of needs like achievement, recognition, work itself, responsibility, and advancement; whereas the hygiene factors' presence served to prevent job dissatisfaction. Although Herzberg's theory is very controversial in the area of motivation and

satisfaction, it is considered of great importance in understanding job satisfaction.

Process theories attempt to explain the interaction of the variables affecting motivation and satisfaction. Process theories first try to define the variables that are necessary to explain choice, efforts and the persistence of certain behavior; then they attempt to specify how the major variables interact to influence outcomes, such as work effort and job satisfaction. One of the assumptions of these theories is that a person makes conscious, rational decisions about his behavior, needs, values, and expectations toward a job. Three process theories have also been reviewed and described in this review. They are: Expectancy Theory, Goal Theory, and Attribution Theory.

In recent years a number of job satisfaction theories have been advanced by researchers and educators. Although these theories have not been adequately supported by empirical data or evidence, they are important contributions in the field of job satisfaction. Only four different approaches in the category of job satisfaction theories have been reviewed and discussed in this chapter. The approaches reviewed are: Comparison process theories, social comparison theories, opponent-process theories and two-factor theory. Comparison process theories compare what a

person wants and what he finally receives; whereas Social Comparison theory is based on the belief that people compare themselves to others in assuming their own feelings of job satisfaction. Landy's Opponent-Process Theory is radically different from other job satisfaction theories in the sense that it advocates that the causal basis of satisfaction is physiological, involving the central nervous system. Herzberg's Two-Factor Theory proposes two classes of work variables: (a) Satisfiers - factors that result in satisfaction, and (b) Dissatisfiers - factors causing dissatisfaction. According to this theory when a job provides a lot of factors resulting in satisfaction, for example, a sense of recognition, achievement, advancement, etc., the employee will feel satisfied at work; and in the absence of these factors from the job, the employee will feel neutral or indifferent. Alternately, when a job provides a lot of factors resulting in dissatisfaction, for example, policy, supervision, a good salary etc., the employee will not feel satisfied, but will not feel neutral or indifferent toward the job.

Besides motivation and job satisfaction theories, a number of research studies, which are related to job satisfaction of school principals in terms of their needs fulfillment, have been reported in this chapter. The findings of these research studies indicate that there were a number of factors that contributed to job satisfaction of

the principals. Important ones are: recognition, achievement, advancement, autonomy, supportive staff, encouragement by the superiors, security, involvement in decision-making, responsibility, wages, interpersonal relations and authority.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

This chapter presents the research design, descriptions of the population and the data collection instrument, the procedure used for the data collection, and the statistical techniques used to analyze the data collected from the respondents.

Research Design

This study employed the cross-sectional survey design. The reason for employing this design was the fact that the data were collected from the respondents of the study at only one point in time. In a cross-sectional survey, data are collected at one point in time from a sample selected to describe some larger population throughout time (Babbie, 1973). The cross-sectional method is also good for exploring relationships between or among variables. Besides, a cross-sectional method is less costly and less time consuming than other kinds of survey methods (Babbie, 1973).

Research Questions

This study has attempted to find answers to the following research questions:

- 1) What is the perceived level of satisfaction of secondary school principals with their jobs in terms of selected personal and professional needs fulfillment?
- 2) Do the perceived levels of satisfaction of secondary school principals in terms of selected personal and professional needs fulfillment vary with their sex, age, marital status, number of children, nationality, educational area, educational system adopted in the school, number of students, highest degree held, country of highest degree earned, length of administrative experience as a principal, and length of experience as a principal at the present school?

The Population

The population for this study consisted of the principals of secondary schools in Kuwait. Currently, there are 113 secondary school principals in Kuwait. Since the population size was not very large, it was decided to collect data from all the secondary school principals.

Instrumentation

The data collection instrument used for this study was a structured questionnaire with a 5-point Likert Scale (Appendix A). The questionnaire is perhaps the most commonly used data collection instrument in social science. The use of the questionnaire in research has a number of advantages. Some of the advantages of using the questionnaire are:

1. The most obvious advantage is cost. The expense of printing or producing questionnaires and distributing them to a large number of respondents is comparatively less than that of interviewing a

similar number of subjects (Moser and Kalton, 1971).

2. It provides ease in completing. Respondents may complete questionnaires according to their time and speed (Cahalan, 1951).
3. It is less biased in the sense that it helps avoid contamination from those conducting the research (Johoda, 1962).
4. It provides ease in tabulating (Berdie and Anderson, 1974).
5. It provides uniformity in presenting questions. All respondents who receive questionnaires receive the same questions in the same format with the same accompanying materials (Berdie and Anderson, 1974).

In spite of all these advantages, there are some disadvantages to using questionnaires. Some of the disadvantages are:

1. Researchers can not be sure who actually completed the returned questionnaires (Moser and Kalton, 1971).
2. A common problem in research using a questionnaire is the low rate of response (Bennson, 1946; Robinson, 1952).
3. Some experts think that many people are prejudiced against questionnaires either because they receive so many (Norton, 1930) or because they believe the questionnaire method of gathering data is a disreputable unscientific method (Clausen and Ford, 1947).
4. Due to the nature of questionnaires, the ways to check the reliability and validity of questionnaire items are limited (Phillips, 1941; Scott, 1961).

Questionnaire Design and Development

The setting of this study and the nature of respondents necessitated the design and development of a new data collection instrument for this study. The following steps were taken in order to realize this objective.

First of all a number of questions and statements were generated in the light of the research questions. After operationalizing independent and dependent variables, questions and statements were generated with one variable for each question or statement. Efforts were taken to avoid words with double meanings, ambiguity, etc. Only those questions and statements were included in the questionnaire which were clear, brief and relevant to the research questions.

For the purpose of measuring the intensity of respondents agreement or disagreement with a given statement, 5-point Likert Scale was used. The reasons for using the Likert Scale were higher reliability and fewer items (Moser and Kalton, 1972), unambiguous ordinality of response categories, and straightforward method of index construction (Babbie, 1973). Researchers using the Likert format basically present statements to the respondents and ask them to indicate whether they "strongly agree", "agree", "disagree", "strongly disagree", or are neutral. However, following the principles of Likert Scale construction some positive and some negative statements were used on the

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questionnaire. In the final form the questions or statements were mixed so that one group of questions/statements will not remain in one place.

Validity and Reliability

Since the questionnaire used for this study was not a standardized questionnaire, rather it was designed and developed especially for this study, it was important that it should be checked for its validity and reliability. To achieve this objective, once the questionnaire was developed, it was submitted to a panel of 12 researchers engaged in the field of education to find out whether the questions and statements on the questionnaire were clear and meaningful from the respondents' point of view, and whether the questions and statements were able to measure and elicit the information desired. These 12 researchers or judges were not included in the list of the respondents for this study. Copies of initially developed questionnaires along with the definitions of variables to be measured for judgment on validity of the items were given to the members of the above panel and they were asked to rate the items on a scale of 1 to 5. According to Moser, the assessment of content validity is essentially a matter of judgment; the judgment may be made by the surveyor or, better yet by a team of knowledgeable judges engaged for the purpose. Items given the highest scores by the judges were selected and

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included in the revised instrument. This new questionnaire was tried on a group of 6 members to assess the clarity of the items and instructions, and also to determine the time that a respondent would normally take to complete the questionnaire. The results of this small scale trial pointed out some modifications and rearrangements of items. However, the final questionnaire emerged with a total of 57 items (Appendix A).

The questionnaire was also checked for reliability. The total estimate for reliability was .87, which is considered very high. The Coefficient Alpha formula developed by Cronbach was employed to find out estimates of internal consistency or reliability.

Data Collection Permission

Before going to Kuwait for data collection, the researcher asked the cultural counselor, Kuwait Embassy, Washington, D.C., U.S.A. to request the Ministry of Education, Kuwait to grant necessary permission and provide needed help in collecting data for this study. The Department of General Education Coordination and Follow up in Kuwait, in turn, sent directives to the directors of educational areas to provide needed help and cooperation in this regard. The researcher met with each of the five area directors, and obtained copies of their letters sent to all

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the secondary school principals in Kuwait requesting them to cooperate in data collection.

Data Collection

The mail service of the Educational Research Center, Ministry of Education, Kuwait was kind enough to provide the researcher with an opportunity to use their service to distribute the questionnaires to all the respondents. As a result, questionnaires with cover letters (Appendix A) were sent to all secondary school principals through the mail service of the Ministry of Education. In order to maintain anonymity, no identification marks were used either on the questionnaires or on any accompanying papers. Respondents were given a two-week period to return the completed questionnaires. At the end of this two-week period only 40 completed questionnaires out of 113 were received.

As follow-up efforts, the researcher went to all those respondents who did not return the completed questionnaires in the first place, and requested them to complete the questionnaires. As a result of this personal request, all the respondents cooperated. Thus in terms of percentage, the rate of return was 100%. A response rate of at least 50% is adequate for analysis and reporting; a response rate of at least 60% is good; and a response rate of 70% or more is very good (Babbie, 1973). A period of 2 months was needed to collect the data from the respondents.

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Measures Taken for High Rate of Return

In order to get a high rate of return the following measures, as suggested by Berdie and Anderson (1974) were taken:

1. A courteous and appealing cover letter with a formalized approach was used (Appendix A).
2. Respondents were assured of confidentiality of their responses.
3. Special care was given to the typing, quality of paper, and final production of the questionnaire.
4. The length of the questionnaire was kept short so that the respondents will not have a negative feeling toward it.

As follow-up efforts the researcher personally went to each of the respondents who did not return the completed questionnaires and requested their help and cooperation.

Statistical Measures and Analysis

The purpose of this study was to find out the degree of satisfaction as perceived by secondary school principals with their jobs in terms of selected needs satisfaction in Kuwait. Also, the study has attempted to determine whether the perceived degree of satisfaction of secondary school principals in terms of selected needs fulfillment varies in respect to sex, age, marital status, number of children, nationality, educational area, educational system adopted in the school, number of students, highest degree held, country of highest degree earned, length of administrative

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experience as a principal, and length of experience as a principal at the present school.

To analyze the data related with the degree of satisfaction in terms of needs fulfillment frequencies, percentages and means were used. To analyze the data related with the variation of perceived degrees of satisfaction in relation to independent variables one-way analysis of variance (ANOVA) was used. Scheffe post hoc test was also employed. The reason for using the one-way analysis of variance was due to its strength in comparing means; whereas the use of Scheffe test enabled the comparison of those variables which had more than two categories.

The analysis involved 9 categories of dependent variables (personal and professional needs) and 12 independent variables (demographic variables).

Variables

The list of independent and dependent variables is provided in Table 3.1.

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Table 3.1

List of Independent and Dependent Variables

Independent Variables	Dependent Variables
Sex	Salary
Age	Job Security
Marital Status	Development and Advancement
Number of Children	Recognition
Nationality	Autonomy
Educational Area	Prestige
Educational System	Colleagues' Relationships
Number of Students	Supervisor's Relationships
Highest Degree Held	Decision-making
Country of Highest Degree Earned	Involvement
Length of Administrative Experience As a Principal	
Length of Experience as Principal at the Present School	

The data for this study were collected through a structured questionnaire with a 5-point Likert Scale. Numerical weights were assigned to each of the 5-response categories in a way that the higher the score, the greater the degree of satisfaction. The assigned weights (except

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for item numbers 4, 12, 14, 15, 17, 19, 25, 26 and 31) were as follows:

Strongly Agree	(SA) = 5
Agree	(A) = 4
Neutral	(N) = 3
Disagree	(D) = 2
Strongly Disagree	(SD) = 1

For item numbers: 4, 12, 14, 15, 17, 19, 25, 26 and 31 reverse weights were used (Appendix E).

Presentation Format

The findings of the study are presented with the help of tables and charts. Also, for easy communication the results of this study are expressed in simple narrative using only frequencies and percentages.

Summary

This study was designed to find out the degree of perceived satisfaction of secondary school principals in Kuwait with their jobs in terms of selected needs fulfillment. Also, it attempted to find out the variation in the perceived satisfaction of secondary school principals in relation to sex, age, marital status, number of children, nationality, educational area, educational system adopted in the school, number of students, highest degree held, country of highest degree earned, length of administrative

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experience as a principal, and length of experience as a principal at the present school.

The study employed a cross-sectional survey method because the data were collected from the respondents at only one point in time. Also, a cross-sectional survey is less costly and less time consuming than other kinds of survey methods.

The population for this study consisted of all the principals of secondary schools in Kuwait. A total of 113 principals of secondary schools were the respondents for this study.

The study used a structured questionnaire with a 5-point Likert Scale which was designed and developed for this study. The data collection instrument was checked for validity and reliability before it was finally used to collect data from the respondents. The data collection was done through mail as well as personal efforts. Those who failed to return the completed questionnaires through the mail within a two-week period, were approached by the researcher personally. As a result, the percentage of the completed questionnaires was 100%. Anonymity of the respondents was maintained. Necessary permissions to collect data from the respondents were obtained from relevant authorities involved. These permissions facilitated the data collection process greatly. A period

of 2 months was needed to collect the data from all the respondents.

Various statistical techniques were used to treat and analyze data collected from the respondents. They included frequencies, percentages, means, one way analysis of variance (ANOVA) and Scheffe post hoc test.

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CHAPTER IV

DATA ANALYSIS AND FINDINGS

Introduction

This chapter provides information regarding the data used in analysis, statistical techniques employed to analyze data, and the results or findings of the study. A brief summary of the chapter is also provided.

The data for this study were collected from 113 secondary school principals in Kuwait through a structured questionnaire. To analyze the data the statistical measures used were frequencies, percentages, means, one-way analysis of variance and Scheffe post hoc tests. The analysis of the data was done at the Michigan State University computer laboratory, and the Statistical Package for Social Sciences (Version 9) was used for computer programs.

The study has attempted to answer the following research questions:

1. What is the perceived levels of satisfaction of secondary school principals with their jobs in terms of selected personal and professional needs fulfillment?
2. Do the perceived levels of satisfaction of secondary school principals in terms of selected personal and professional needs fulfillment vary with regard to their age, sex, marital status, number of children, nationality, educational area, educational system adopted in the school, number of students, highest degree held, country of highest degree earned, length of administrative experience as a principal, and length of experience as a principal at the present school?

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The findings of this study are presented under six subheadings:

1. Levels of Satisfaction with Selected Needs.
2. Difference in Levels of Satisfaction in terms of the Independent Variables.
3. Frequencies and Percentages of Responses.
4. Demographic Data.
5. Respondents' Comments.
6. Summary

Levels of Satisfaction with Selected Needs

The first objective of the study was to find out the perceived levels of satisfaction of the respondents with the selected personal and professional needs.

Table 4.1 indicates the rank order of the nine needs as determined by the mean scores of the rating for satisfaction. The rating means were grouped as follows:

Highest Level = Mean ratings of 4 or above

Medium Level = Mean ratings between 3 and 4

Lowest Level = Mean ratings below 3

According to the above categorization, the findings were:

The highest level of satisfaction (with means ranging from 4.06 to 4.26) was associated with "prestige", "colleagues' relationships", and "recognition".

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The medium level of satisfaction (with means ranging between 3.05 and 3.85) involved five needs, namely, autonomy, development and advancement, decision-making involvement, job security, and superiors' relationships.

The lowest level of satisfaction (with a mean of 2.79) was associated with "salary".

Table 4.1

RANK ORDER OF THE RATINGS FOR NINE NEEDS IN TERMS
OF THE MEAN SCORES FOR SATISFACTION AS
PERCEIVED BY THE RESPONDENTS

Variable	Satisfaction			
	Rank Order	N	Mean	SD
Prestige	1	113	4.26	.89
Colleagues' Relationships	2	113	4.22	.43
Recognition	3	113	4.06	.62
Superiors' Relationships	4	113	3.85	.64
Job Security	5	113	3.47	.85
Decision-making Involvement	6	113	3.17	.85
Development and Advancement	7	113	3.16	.86
Autonomy	8	113	3.05	.61
Salary	9	113	2.79	.89

Note: Please see Appendix E for questionnaire items related to above variables.

Difference in Levels of Satisfaction

The second objective of this study was to find out whether the perceived levels of satisfaction in terms of selected personal and professional needs (Dependent Variables) differed in relation to demographic variables (Independent Variables). One-way analysis of variance (ANOVA) was used for this purpose. Also, Scheffe post hoc tests were performed to find out pairwise differences between subgroups of variables with more than two groups.

To reduce the number of tables in the main text of the dissertation, Scheffe test tables are presented in Appendix C. Scheffe differences are included in the main text only when the ANOVA tests indicate the existence of statistically significant differences.

Satisfaction with Salary

The findings related to the difference in the perceived levels of satisfaction with "salary" in terms of the independent variables are presented in Table 4.2. A significant difference at .05 confidence level is noticed only in one independent variable: number of students. The highest mean, which indicates a higher level of satisfaction, was associated with the 169-500 student group ($\bar{x}=3.17$). The Scheffe post hoc test results in Table C.1 (Appendix C) show a significant difference between school principals of 161-500 and 1001 + student groups.

Table 4.2

ONE-WAY ANALYSIS OF VARIANCE FOR SATISFACTION
WITH SALARY IN TERMS OF THE
INDEPENDENT VARIABLES

Variables	Number	* Mean	SD	F Statistic	Significance
<u>SEX</u>					
Male	58	2.65	.93	2.59	.11
Female	55	2.92	.83		
<u>AGE</u>					
24 - 34	12	2.75	.63	.27	.77
35 - 39	60	2.74	.84		
40 +	41	2.86	1.03		
<u>MARITAL STATUS</u>					
Unmarried/Divorced	16	2.66	.73	.40	.53
Married	97	2.81	.91		
<u>NATIONALITY</u>					
Kuwaiti	107	2.78	.89	.14	.71
Non-Kuwaiti	6	2.92	.94		
<u>EDUCATIONAL AREA</u>					
Ahmadi	23	2.67	.80	.45	.77
Hawalli	41	2.71	.93		
Jahra	13	2.77	.94		
Capital	23	2.97	.94		
Farwaniya	13	2.90	.83		
<u>EDUCATIONAL SYSTEM</u>					
Unit-Credit System	13	2.58	.79	.81	.37
General Education	100	2.81	.90		
<u>HIGHEST DEGREE</u>					
Bachelor	60	2.77	.88	.86	.46
Bachelor + Education	27	2.93	.84		
Diploma	11	2.43	.91		
Master	12	2.71	.98		
Other***					
<u>COUNTRY OF HIGHEST DEGREE</u>					
Kuwait	69	2.73	.87	.49	.61
Arabic Countries	34	2.91	.91		
Europe, USA & Canada	10	2.75	.96		

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TABLE 4.2 CONT'D

Variables	Number	* Mean	SD	F Statistic	Significance
<u>LENGTH OF SERVICE</u>					
0 - 3	48	2.75	.77	.73	.54
4 - 6	31	2.81	.93		
7 - 9	19	2.60	1.01		
10 +	15	3.05	1.02		
<u>LENGTH OF EXPERIENCE</u> <u>AT PRESENT SCHOOL</u>					
0 - 3	73	2.69	.83	1.74	.16
4 - 6	26	2.98	.89		
7 - 9	8	2.59	1.17		
10 +	6	3.37	1.07		
<u>NUMBER OF CHILDREN</u>					
0	21	2.62	.74	.38	.76
1 - 3	36	2.78	.81		
4 - 6	51	2.86	.95		
7 +	5	2.70	1.43		
<u>NUMBER OF STUDENTS</u>					
169 - 500	16	3.17	.96	3.80	.02
501 - 1000	66	2.84	.87		
1001 +	31	2.47	.82		

* Based on a 5-point scale

** Significant at the .05 confidence level.

*** Only three respondents had certificates below Bachelor degree, as a result, they were excluded for statistical analysis.

Satisfaction with Job Security

Table 4.3 presents the findings related to the difference in the perceived levels of satisfaction with "job security" in terms of the independent variables. Out of the 12 independent variables only one, i.e., nationality indicated a significant difference in the levels of satisfaction at .05 confidence level. The group which showed highest

satisfaction at .05 confidence level. The group which showed highest mean (satisfaction) was Kuwaiti principals ($\bar{x}=3.51$). No statistically significant differences were found with regard to the remaining 11 independent variables.

Table 4.3

ONE-WAY ANALYSIS OF VARIANCE FOR SATISFACTION
WITH JOB SECURITY IN TERMS OF THE
INDEPENDENT VARIABLES

Variables	Number	* Mean	SD	F Statistic	Significance
<u>SEX</u>					
Male	58	3.40	.84	.87	.35
Female	55	3.55	.85		
<u>AGE</u>					
24 - 34	12	3.42	.97	.43	.65
35 - 39	60	3.54	.82		
40 +	41	3.39	.86		
<u>MARITAL STATUS</u>					
Unmarried/Divorced	16	3.12	1.08	3.23	.07
Married	97	3.53	.79		
<u>NATIONALITY</u>					
Kuwaiti	107	3.51	.81	4.41	.04**
Non-Kuwaiti	6	2.78	1.22		
<u>EDUCATIONAL AREA</u>					
Ahmadi	23	3.38	1.06	.29	.88
Hawalli	41	3.54	.74		
Jahra	13	3.31	1.07		
Capital	23	3.52	.85		
Farwaniya	13	3.51	.53		
<u>EDUCATIONAL SYSTEM</u>					
Unit-Credit System	13	3.38	1.20	.16	.68
General Education	100	3.49	.80		

TABLE 4.3 CONT'D

Variables	Number	* Mean	SD	F Statistic	Significance
<u>HIGHEST DEGREE</u>					
Bachelor	60	3.52	.85	1.20	.31
Bachelor + Education	27	3.51	.92		
Diploma	11	3.00	.39		
Master	12	3.44	.52		
Other***					
<u>COUNTRY OF HIGHEST DEGREE</u>					
Kuwait	69	3.44	.94	.11	.89
Arabic Countries	34	3.52	.75		
Europe, USA & Canada	10	3.53	.45		
<u>LENGTH OF SERVICE</u>					
0 - 3	48	3.58	.91	.61	.61
4 - 6	31	3.45	.81		
7 - 9	19	3.28	.89		
10 +	15	3.42	.75		
<u>LENGTH OF EXPERIENCE AT PRESENT SCHOOL</u>					
0 - 3	73	3.55	.84	.59	.62
4 - 6	26	3.37	.81		
7 - 9	8	3.21	1.02		
10 +	6	3.39	.93		
<u>NUMBER OF CHILDREN</u>					
0	21	3.19	.99	1.33	.27
1 - 3	36	3.44	.71		
4 - 6	51	3.62	.87		
7 +	5	3.39	.93		
<u>NUMBER OF STUDENTS</u>					
169 - 500	16	3.85	1.02	2.10	.13
501 - 1000	66	3.45	.85		
1001 +	31	3.33	.69		

* Based on a 5-point scale

** Significant at the .05 confidence level.

*** Only three respondents had certificates below Bachelor degree, as a result, they were excluded for statistical analysis.

Satisfaction with Development and Advancement

The results of the data analysis related to the difference in the perceived levels of satisfaction with "development and advancement" in terms of the independent variables are presented in Table 4.4. The table shows that no statistically significant differences exist with regard to any of the 12 independent variables.

Table 4.4

ONE-WAY ANALYSIS OF VARIANCE FOR SATISFACTION
WITH DEVELOPMENT AND ADVANCEMENT IN TERMS
OF THE INDEPENDENT VARIABLES

Variables	Number	* Mean	SD	F Statistic	Significance
<u>SEX</u>					
Male	58	3.14	.88	.019	.89
Female	55	3.17	.85		
<u>AGE</u>					
24 - 34	12	3.13	.81	.011	.99
35 - 39	60	3.16	.80		
40 +	41	3.15	.98		
<u>MARITAL STATUS</u>					
Unmarried/Divorced	16	3.01	.97	.51	.48
Married	97	3.18	.85		
<u>NATIONALITY</u>					
Kuwaiti	107	3.14	.83	.50	.48
Non-Kuwaiti	6	3.40	1.36		
<u>EDUCATIONAL AREA</u>					
Ahmadi	23	3.40	.91	1.32	.26
Hawalli	41	2.99	.81		
Jahra	13	3.11	.87		
Capital	23	3.35	.95		
Farwaniya	13	2.95	.71		

TABLE 4.4 CONT'D

Variables	Number	* Mean	SD	F Statistic	Significance
<u>EDUCATIONAL SYSTEM</u>					
Unit-Credit System	13	3.28	.78	.29	.59
General Education	100	3.14	.87		
<u>HIGHEST DEGREE</u>					
Bachelor	60	3.25	.75	1.84	.14
Bachelor + Education	27	3.12	.94		
Diploma	11	3.02	1.04		
Master	12	2.63	.82		
Other***					
<u>COUNTRY OF HIGHEST DEGREE</u>					
Kuwait	69	3.15	.80	1.62	.20
Arabic Countries	34	3.29	.97		
Europe, USA & Canada	10	2.74	.86		
<u>LENGTH OF SERVICE</u>					
0 - 3	48	3.22	.80	2.03	.11
4 - 6	31	3.16	.70		
7 - 9	19	2.76	.80		
10 +	15	3.44	1.27		
<u>LENGTH OF EXPERIENCE AT PRESENT SCHOOL</u>					
0 - 3	73	3.22	.85	.44	.73
4 - 6	26	3.10	.76		
7 - 9	8	2.92	.86		
10 +	6	2.97	1.47		
<u>NUMBER OF CHILDREN</u>					
0	21	3.08	.89	.96	.41
1 - 3	36	3.00	.84		
4 - 6	51	3.27	.87		
7 +	5	3.48	.93		
<u>NUMBER OF STUDENTS</u>					
169 - 500	16	3.32	.94	.51	.60
501 - 1000	66	3.09	.86		
1001 +	31	3.20	.83		

* Based on a 5-point scale

** Significant at the .05 confidence level.

*** Only three respondents had certificates below Bachelor degree, as a result, they were excluded for statistical analysis

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Satisfaction with Recognition

Table 4.5 contains the results related to the difference in the perceived levels of satisfaction with "recognition" in terms of the independent variables. According to this table, statistically significant differences exist in three independent variables: nationality, educational area, and number of children. The highest means (satisfaction) were associated with non-Kuwaiti principals ($\bar{x}=4.72$), Ahmadi school principals ($\bar{x}=4.51$), and principals with 7+ children group ($\bar{x}=4.53$). No significant difference is indicated in respect of the remaining 9 independent variables. The Scheffe tests in Table C.2 (Appendix C) show significant differences with regard to variables with more than two groups. According to this table, significant differences in respect of educational area exist between Ahmadi and Hawalli, and between Hawalli and Jahra. Pairwise comparisons related to number of children show no significant differences between various subgroups.

Table 4.5

ONE-WAY ANALYSIS OF VARIANCE FOR SATISFACTION
WITH RECOGNITION IN TERMS OF THE
INDEPENDENT VARIABLES

Variables	Number	* Mean	SD	F Statistic	Significance
<u>SEX</u>					
Male	58	4.05	.61	.006	.94
Female	55	4.06	.63		
<u>AGE</u>					
24 - 34	12	4.17	.54	.21	.81
35 - 39	60	4.04	.61		
40 +	41	4.05	.67		
<u>MARITAL STATUS</u>					
Unmarried/Divorced	16	4.29	.56	2.73	.10
Married	97	4.02	.62		
<u>NATIONALITY</u>					
Kuwaiti	107	4.02	.60	7.75	.01**
Non-Kuwaiti	6	4.72	.53		
<u>EDUCATIONAL AREA</u>					
Ahmadi	23	4.51	.47	5.91	.00**
Hawalli	41	3.83	.59		
Jahra	13	4.18	.52		
Capital	23	4.07	.63		
Farwaniya	13	3.79	.61		
<u>EDUCATIONAL SYSTEM</u>					
Unit-Credit System	13	4.10	.63	.08	.77
General Education	100	4.05	.62		
<u>HIGHEST DEGREE</u>					
Bachelor	60	3.99	.64	.35	.79
Bachelor + Education	27	4.05	.57		
Diploma	11	4.18	.79		
Master	12	4.08	.35		
Other***					
<u>COUNTRY OF HIGHEST DEGREE</u>					
Kuwait	69	4.01	.61	.44	.64
Arabic Countries	34	4.14	.69		
Europe, USA & Canada	10	4.07	.44		

TABLE 4.5 CONT'D

Variables	Number	* Mean	SD	F Statistic	Significance
<u>LENGTH OF SERVICE</u>					
0 - 3	48	4.08	.57	.543	.65
4 - 6	31	4.01	.63		
7 - 9	19	3.95	.61		
10 +	15	4.20	.78		
<u>LENGTH OF EXPERIENCE AT PRESENT SCHOOL</u>					
0 - 3	73	4.07	.60	.29	.83
4 - 6	26	3.99	.66		
7 - 9	8	4.21	.35		
10 +	6	4.00	1.01		
<u>NUMBER OF CHILDREN</u>					
0	21	4.27	.55	3.18	.03**
1 - 3	36	3.86	.66		
4 - 6	51	4.06	.59		
7 +	5	4.53	.38		
<u>NUMBER OF STUDENTS</u>					
169 - 500	16	4.21	.68	.67	.51
501 - 1000	66	4.01	.61		
1001 +	31	4.07	.61		

* Based on a 5-point scale

** Significant at the .05 confidence level.

*** Only three respondents had certificates below Bachelor degree, as a result, they were excluded for statistical analysis.

Satisfaction with Autonomy

Table 4.6 presents the findings related to the difference in the levels of satisfaction with "autonomy" in terms of the independent variables. According to this table, no significant difference exists in any of the 12 independent variables.

Table 4.6

ONE-WAY ANALYSIS OF VARIANCE FOR SATISFACTION
WITH AUTONOMY IN TERMS OF THE
INDEPENDENT VARIABLES

Variables	Number	* Mean	SD	F Statistic	Significance
<u>SEX</u>					
Male	58	3.08	.59	.21	.64
Female	55	3.02	.63		
<u>AGE</u>					
24 - 34	12	3.28	.76	1.02	.36
35 - 39	60	3.05	.55		
40 +	41	2.99	.64		
<u>MARITAL STATUS</u>					
Unmarried/Divorced	16	2.99	.86	.19	.66
Married	97	3.06	.56		
<u>NATIONALITY</u>					
Kuwaiti	107	3.05	.59	.06	.81
Non-Kuwaiti	6	3.11	.92		
<u>EDUCATIONAL AREA</u>					
Ahmadi	23	3.33	.69	1.61	.18
Hawalli	41	2.97	.51		
Jahra	13	3.04	.75		
Capital	23	2.97	.60		
Farwaniya	13	2.97	.53		
<u>EDUCATIONAL SYSTEM</u>					
Unit-Credit System	13	2.96	.79	.32	.57
General Education	100	3.06	.58		
<u>HIGHEST DEGREE</u>					
Bachelor	60	3.01	.57	.49	.69
Bachelor + Education	27	3.05	.67		
Diploma	11	2.86	.59		
Master	12	3.15	.47		
Other***					
<u>COUNTRY OF HIGHEST DEGREE</u>					
Kuwait	69	3.00	.62	.73	.48
Arabic Countries	34	3.12	.63		
Europe, USA & Canada	10	3.18	.46		

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TABLE 4.6 CONT'D

Variables	Number	* Mean	SD	F Statistic	Significance
<u>LENGTH OF SERVICE</u>					
0 - 3	48	3.15	.63	1.16	.33
4 - 6	31	3.02	.48		
7 - 9	19	2.85	.53		
10 +	15	3.04	.82		
<u>LENGTH OF EXPERIENCE AT PRESENT SCHOOL</u>					
0 - 3	73	3.14	.59	1.84	.14
4 - 6	26	2.95	.53		
7 - 9	8	2.75	.72		
10 +	6	2.78	.90		
<u>NUMBER OF CHILDREN</u>					
0	21	2.95	.78	.90	.44
1 - 3	36	2.97	.53		
4 - 6	51	3.13	.58		
7 +	5	3.27	.65		
<u>NUMBER OF STUDENTS</u>					
169 - 500	16	3.25	.78	1.48	.23
501 - 1000	66	2.98	.58		
1001 +	31	3.11	.56		

* Based on a 5-point scale

** Significant at the .05 confidence level.

*** Only three respondents had certificates below Bachelor degree, as a result, they were excluded for statistical analysis.

Satisfaction with Prestige

Table 4.7 provides with the findings related to the difference in the levels of satisfaction with "prestige" in terms of the independent variables. It appears from the table that no significant difference exists in any of the 12 independent variables.

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Table 4.7

ONE-WAY ANALYSIS OF VARIANCE FOR SATISFACTION
WITH PRESTIGE IN TERMS OF THE
INDEPENDENT VARIABLES

Variables	Number	* Mean	SD	F Statistic	Significance
<u>SEX</u>					
Male	58	4.22	.50	1.03	.31
Female	55	4.31	.50		
<u>AGE</u>					
24 - 34	12	4.22	.53	.06	.94
35 - 39	60	4.27	.50		
40 +	41	4.27	.50		
<u>MARITAL STATUS</u>					
Unmarried/Divorced	16	4.32	.50	.28	.60
Married	97	4.25	.50		
<u>NATIONALITY</u>					
Kuwaiti	107	4.26	.50	.47	.49
Non-Kuwaiti	6	4.40	.47		
<u>EDUCATIONAL AREA</u>					
Ahmadi	23	4.40	.41	1.65	.16
Hawalli	41	4.29	.43		
Jahra	13	4.32	.55		
Capital	23	4.20	.59		
Farwaniya	13	3.98	.46		
<u>EDUCATIONAL SYSTEM</u>					
Unit-Credit System	13	4.34	.44	.33	.57
General Education	100	4.25	.51		
<u>HIGHEST DEGREE</u>					
Bachelor	60	4.24	.51	.89	.45
Bachelor + Education	27	4.27	.48		
Diploma	11	4.44	.54		
Master	12	4.10	.45		
Other***					
<u>COUNTRY OF HIGHEST DEGREE</u>					
Kuwait	69	4.27	.47	.24	.79
Arabic Countries	34	4.28	.58		
Europe, USA & Canada	10	4.16	.44		

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TABLE 4.7 CONT'D

Variables	Number	* Mean	SD	F Statistic	Significance
<u>LENGTH OF SERVICE</u>					
0 - 3	48	4.19	.48	1.32	.27
4 - 6	31	4.33	.52		
7 - 9	19	4.20	.52		
10 +	15	4.44	.45		
<u>LENGTH OF EXPERIENCE AT PRESENT SCHOOL</u>					
0 - 3	73	4.24	.45	1.48	.22
4 - 6	26	4.29	.58		
7 - 9	8	4.10	.69		
10 +	6	4.63	.20		
<u>NUMBER OF CHILDREN</u>					
0	21	4.23	.49	1.50	.22
1 - 3	36	4.13	.42		
4 - 6	51	4.30	.53		
7 +	5	4.52	.67		
<u>NUMBER OF STUDENTS</u>					
169 - 500	16	4.19	.40	1.63	.20
501 - 1000	66	4.22	.54		
1001 +	31	4.40	.42		

* Based on a 5-point scale

** Significant at the .05 confidence level.

*** Only three respondents had certificates below Bachelor degree, as a result, they were excluded for statistical analysis.

Satisfaction with Colleagues' Relationships

Table 4.8 presents the results related to the difference in the levels of satisfaction with "colleagues' relationships" in terms of the independent variables of the study. The table shows no statistically significant differences in any of the 12 independent variables.

The Scheffe test presented in Table C.3 (Appendix C) indicates a significant difference between 24-34 and 40 + age groups.

Table 4.8

ONE-WAY ANALYSIS OF VARIANCE FOR SATISFACTION
WITH COLLEAGUES' RELATIONSHIPS IN TERMS
OF THE INDEPENDENT VARIABLES

Variables	Number	* Mean	SD	F Statistic	Significance
<u>SEX</u>					
Male	58	4.18	.46	.64	.43
Female	55	4.25	.40		
<u>AGE</u>					
24 - 34	12	3.96	.53	2.46	.09
35 - 39	60	4.23	.41		
40 +	41	4.27	.41		
<u>MARITAL STATUS</u>					
Unmarried/Divorced	16	4.20	.42	.04	.84
Married	97	4.22	.43		
<u>NATIONALITY</u>					
Kuwaiti	107	4.22	.43	.50	.48
Non-Kuwaiti	6	4.09	.36		
<u>EDUCATIONAL AREA</u>					
Ahmadi	23	4.20	.47	.16	.96
Hawalli	41	4.21	.43		
Jahra	13	4.26	.52		
Capital	23	4.25	.42		
Farwaniya	13	4.15	.32		
<u>EDUCATIONAL SYSTEM</u>					
Unit-Credit System	13	4.34	.37	1.24	.27
General Education	100	4.20	.44		

TABLE 4.8 CONT'D

Variables	Number	* Mean	SD	F Statistic	Significance
<u>HIGHEST DEGREE</u>					
Bachelor	60	4.22	.40	.67	.57
Bachelor + Education	27	4.25	.39		
Diploma	11	4.23	.42		
Master	12	4.05	.62		
Other***					
<u>COUNTRY OF HIGHEST DEGREE</u>					
Kuwait	69	4.20	.40	.56	.57
Arabic Countries	34	4.28	.43		
Europe, USA & Canada	10	4.14	.62		
<u>LENGTH OF SERVICE</u>					
0 - 3	48	4.19	.45	.26	.86
4 - 6	31	4.20	.35		
7 - 9	19	4.22	.51		
10 +	15	4.30	.44		
<u>LENGTH OF EXPERIENCE AT PRESENT SCHOOL</u>					
0 - 3	73	4.18	.44	1.05	.37
4 - 6	26	4.24	.38		
7 - 9	8	4.30	.43		
10 +	6	4.48	.46		
<u>NUMBER OF CHILDREN</u>					
0	21	4.24	.45	.49	.69
1 - 3	36	4.19	.35		
4 - 6	51	4.20	.48		
7 +	5	4.43	.28		
<u>NUMBER OF STUDENTS</u>					
169 - 500	16	4.19	.32	.41	.66
501 - 1000	66	4.24	.46		
1001 +	31	4.16	.40		

* Based on a 5-point scale

** Significant at the .05 confidence level.

*** Only three respondents had certificates below Bachelor degree, as a result, they were excluded for statistical analysis.

Satisfaction with Superiors' Relationships

The findings related to the difference in the levels of satisfaction with "superiors' relationships" in terms of the independent variables of the study are presented in Table 4.9. According to this table, no significant difference is indicated in any of the 12 independent variables.

Table 4.9

ONE-WAY ANALYSIS OF VARIANCE FOR SATISFACTION
WITH SUPERIORS' RELATIONSHIPS IN TERMS
OF THE INDEPENDENT VARIABLES

Variables	Number	* Mean	SD	F Statistic	Significance
<u>SEX</u>					
Male	58	3.78	.70	1.32	.25
Female	55	3.92	.56		
<u>AGE</u>					
24 - 34	12	3.56	.78	1.53	.22
35 - 39	60	3.91	.55		
40 +	41	3.83	.70		
<u>MARITAL STATUS</u>					
Unmarried/Divorced	16	3.92	.55	.25	.62
Married	97	3.85	.63		
<u>NATIONALITY</u>					
Kuwaiti	107	3.82	.63	3.12	.08
Non-Kuwaiti	6	4.29	.58		
<u>EDUCATIONAL AREA</u>					
Ahmadi	23	4.10	.67	2.30	.06
Hawalli	41	3.69	.56		
Jahra	13	3.73	.69		
Capital	23	4.02	.74		
Farwaniya	13	3.71	.39		

TABLE 4.9 CONT'D

Variables	Number	* Mean	SD	F Statistic	Significance
<u>EDUCATIONAL SYSTEM</u>					
Unit-Credit System	13	4.02	.34	1.06	.30
General Education	100	3.82	.66		
<u>HIGHEST DEGREE</u>					
Bachelor	60	3.86	.52	.46	.71
Bachelor + Education	27	3.84	.67		
Diploma	11	3.82	.90		
Master	12	3.62	.78		
Other***					
<u>COUNTRY OF HIGHEST DEGREE</u>					
Kuwait	69	3.84	.60	1.60	.21
Arabic Countries	34	3.95	.64		
Europe, USA & Canada	10	3.55	.82		
<u>LENGTH OF SERVICE</u>					
0 - 3	48	3.81	.58	.24	.87
4 - 6	31	3.82	.62		
7 - 9	19	3.80	.57		
10 +	15	3.97	.92		
<u>LENGTH OF EXPERIENCE AT PRESENT SCHOOL</u>					
0 - 3	73	3.80	.62	.57	.63
4 - 6	26	3.92	.61		
7 - 9	8	4.06	.41		
10 +	6	3.74	1.18		
<u>NUMBER OF CHILDREN</u>					
0	21	3.84	.59	1.10	.35
1 - 3	36	3.74	.56		
4 - 6	51	3.89	.71		
7 +	5	4.25	.50		
<u>NUMBER OF STUDENTS</u>					
169 - 500	16	3.98	.57	.51	.60
501 - 1000	66	3.81	.68		
1001 +	31	3.86	.59		

* Based on a 5-point scale

** Significant at the .05 confidence level.

*** Only three respondents had certificates below Bachelor degree, as a result, they were excluded for statistical analysis.

Satisfaction with Decision-making Involvement

Table 4.10 contains the findings related to the difference in the levels of satisfaction with "decision-making involvement" in terms of the independent variables of the study. According to the table, significant differences at .05 confidence level exist in two of the independent variables: educational system, and number of students. The highest satisfaction mean scores were obtained for principals of the Unit-Credit System ($\bar{x}=3.74$), and secondary school principals with 169-500 student group ($\bar{x}=3.58$). The remaining 10 independent variables indicated no significant differences. Pairwise comparisons presented in Table C.4 (Appendix C) indicate a significant difference between 169-500 and 1001+ student groups.

Table 4.10

ONE-WAY ANALYSIS OF VARIANCE FOR SATISFACTION WITH
DECISION MAKING INVOLVEMENT IN TERMS OF THE
INDEPENDENT VARIABLES

Variables	Number	* Mean	SD	F Statistic	Significance
<u>SEX</u>					
Male	58	3.17	.83	.00	.98
Female	55	3.17	.88		
<u>AGE</u>					
24 - 34	12	3.25	.95	.10	.90
35 - 39	60	3.14	.80		
40 +	41	3.19	.90		
<u>MARITAL STATUS</u>					
Unmarried/Divorced	16	3.08	1.03	.18	.67
Married	97	3.18	.82		
<u>NATIONALITY</u>					
Kuwaiti	107	3.17	.84	.11	.74
Non-Kuwaiti	6	3.05	.97		
<u>EDUCATIONAL AREA</u>					
Ahmadi	23	3.29	.89	.232	.92
Hawalli	41	3.08	.71		
Jahra	13	3.20	1.02		
Capital	23	3.16	.83		
Farwaniya	13	3.20	1.09		
<u>EDUCATIONAL SYSTEM</u>					
Unit-Credit System	13	3.74	.69	7.12	.01**
General Education	100	3.09	.84		
<u>HIGHEST DEGREE</u>					
Bachelor	60	3.19	.83	.87	.46
Bachelor + Education	27	3.21	.82		
Diploma	11	2.76	1.09		
Master	12	3.19	.80		
Other***					
<u>COUNTRY OF HIGHEST DEGREE</u>					
Kuwait	69	3.13	.89	.34	.58
Arabic Countries	34	3.16	.82		
Europe, USA & Canada	10	3.43	.67		

TABLE 4.10 CONT'D

Variables	Number	* Mean	SD	F Statistic	Significance
<u>LENGTH OF SERVICE</u>					
0 - 3	48	3.27	.85	.86	.46
4 - 6	31	3.03	.68		
7 - 9	19	2.98	1.04		
10 +	15	3.31	.91		
<u>LENGTH OF EXPERIENCE AT PRESENT SCHOOL</u>					
0 - 3	73	3.25	.84	.80	.49
4 - 6	26	3.08	.73		
7 - 9	8	2.96	1.09		
10 +	6	2.83	1.05		
<u>NUMBER OF CHILDREN</u>					
0	21	2.87	1.02	1.29	.28
1 - 3	36	3.15	.86		
4 - 6	51	3.28	.72		
7 +	5	3.40	1.14		
<u>NUMBER OF STUDENTS</u>					
169 - 500	16	3.58	.72	3.08	.05**
501 - 1000	66	3.17	.81		
1001 +	31	2.95	.92		

* Based on a 5-point scale

** Significant at the .05 confidence level.

*** Only three respondents had certificates below Bachelor degree, as a result, they were excluded for statistical analysis.

Frequencies and Percentages of Responses

The questionnaire used to collect the data consisted of 40 statements against which respondents were asked to respond on a 5-point scale. The numbers and percentages of the responses related to the dependent variables (personal and professional needs) are presented in Table 4.11 as a further breakdown of the findings. For example, with regard to the statement: "I feel secure in my job," 32.7% strongly agreed with the

to the statement: "I feel secure in my job," 32.7% strongly agreed with the statement, 38.9% agreed, 16.8% disagreed, 2.7% strongly disagreed while 8.8% were neutral, and so on.

TABLE 4.11

FREQUENCIES AND PERCENTAGES OF RESPONSES
(TOTAL RESPONDENTS = 113)

SUBVARIABLE	STRONGLY AGREE		AGREE		NEUTRAL		DISAGREE		STRONGLY DISAGREE	
	No.	%	No.	%	No.	%	No.	%	No.	%
A-1	12	10.6	44	38.9	8	7.1	38	33.6	11	9.7
A-2	15	13.3	53	46.9	11	9.9	28	24.8	6	5.3
A-3	9	8.0	22	19.5	8	7.1	51	45.1	23	20.4
A-4	37	32.7	45	39.8	6	5.3	22	19.5	5	3.0
B-1	37	32.7	44	38.9	10	8.8	19	16.8	3	2.7
B-2	5	4.4	12	10.6	14	12.4	52	46.0	30	26.5
B-3	12	10.6	23	20.4	25	22.1	37	32.7	16	14.2
C-1	9	8.0	46	40.7	24	21.2	19	16.8	15	13.3
C-2	12	10.6	47	41.6	21	18.6	25	22.1	8	7.1
C-3	12	10.6	45	39.8	17	15.0	34	30.1	5	4.4
C-4	12	10.6	39	34.5	11	9.7	33	29.2	18	15.9
C-5	8	7.1	29	25.7	20	17.7	43	38.1	13	11.5
D-1	26	23.0	49	43.4	29	25.7	8	7.1	1	0.9
D-2	20	17.7	45	39.8	42	37.2	4	3.5	2	1.8
D-3	84	74.3	24	21.2	3	2.7	2	1.8	0	0.0
E-1	17	15.0	61	54.0	14	12.4	17	15.0	4	3.5
E-2	6	5.3	21	18.6	21	18.6	58	51.3	7	6.2
E-3	5	4.4	17	15.0	9	8.0	68	60.2	14	12.4
E-4	3	2.7	8	7.1	10	8.8	40	35.4	52	46.0
E-5	19	16.8	40	35.4	12	10.6	25	22.1	17	15.0
E-6	11	9.7	33	29.2	21	18.6	35	31.0	13	11.5
F-1	32	28.3	65	57.5	7	6.2	7	6.2	2	1.8
F-2	45	39.8	58	51.3	8	7.1	2	1.8	0	0.0
F-3	67	59.3	45	39.8	1	0.9	0	0.0	0	0.0
F-4	56	49.6	51	45.1	4	3.5	2	1.8	0	0.0
F-5	32	28.3	61	54.0	8	7.1	9	8.0	3	2.7

TABLE 4.11 CONT'D

SUBVARIABLE	STRONGLY AGREE		AGREE		NEUTRAL		DISAGREE		STRONGLY DISAGREE	
	No.	%	No.	%	No.	%	No.	%	No.	%
G-1	38	33.6	64	56.6	5	4.4	6	5.3	0	0.0
G-2	0	0.0	5	4.4	4	3.5	49	43.4	55	48.7
G-3	41	36.3	66	58.4	5	4.4	0	0.0	1	0.9
G-4	22	19.5	75	66.4	15	13.3	1	0.9	0	0.0
G-5	28	24.8	80	70.8	3	2.7	2	1.8	0	0.0
G-6	60	53.1	52	46.0	0	0.0	1	0.9	0	0.0
G-7	26	23.0	62	54.9	17	15.0	7	6.2	1	0.9
H-1	17	15.0	57	50.4	33	29.2	5	4.4	1	0.9
H-2	31	27.4	62	54.9	15	13.3	5	4.4	0	0.0
H-3	28	24.5	62	54.9	13	11.5	10	8.8	0	0.0
H-4	15	13.3	53	46.9	35	31.0	9	8.0	1	0.9
I-1	10	8.8	33	29.2	25	22.1	33	29.2	12	10.6
I-2	8	7.1	40	35.4	37	32.4	19	16.8	9	8.0
I-3	8	7.1	22	19.5	25	22.1	44	38.9	14	12.4

A = Salary; B = Job Security; C = Development and Advancement;

D = Recognition; E = Autonomy; F = Prestige; G = Colleagues'

Relationships; H = Superiors' Relationships; I = Decision-Making

Involvement; No. = Number; % = Percentage

Note: Please see Appendix C for Weight Assignment with regard to the items on the questionnaire.

Demographic Data

Findings related to the demographic characteristics of the respondents are presented in this section. Out of 113 secondary school principals 58 were males and 55 were females. The respondents were classified into three age-groups. Out of the total 113 secondary school principals 7 male and 5 female principals belonged to the 24-34 age-group; 28 male and 32 female principals belonged to the 35-39 age-group; and 23 male and 18 female principals belonged to the 40+ age-group.

The demographic data further indicate that out of the total 113 respondents 57 male and 40 female principals were married, and one male and 15 female principals were unmarried/divorced. The data related to the nationality of the respondents were also analyzed. Table 4.12 presents the findings.

TABLE 4.12

DISTRIBUTION OF THE RESPONDENTS BY NATIONALITY AND SEX
(TOTAL RESPONDENTS = 113)

NATIONALITY	MALE		FEMALE	
	Number	Percentage	Number	Percentage
KUWAITI	56	59.6	51	45.1
NON-KUWAITI	2	1.8	4	3.5

The data with regard to the level of education of the respondents were also analyzed. Table 4.13 indicates the results.

TABLE 4.13

DISTRIBUTION OF THE RESPONDENTS BY
LEVEL OF EDUCATION AND SEX
(TOTAL RESPONDENTS = 113)

LEVEL OF EDUCATION	MALE		FEMALE	
	Number	Percentage	Number	Percentage
MASTERS	11	9.7	1	0.9
BACHELORS	27	23.9	33	29.2
B. ED	17	15.0	10	8.8
DIPLOMA (AFTER BACHELOR)	3	2.7	8	9.1
BELOW BACHELOR	0	0.0	3	2.7

Table 4.14 presents the findings related to the country of highest degree earned by the respondents.

TABLE 4.14

DISTRIBUTION OF THE RESPONDENTS BY
THE COUNTRY OF HIGHEST DEGREE
(TOTAL RESPONDENTS = 113)

COUNTRY OF HIGHEST DEGREE	MALE		FEMALE	
	Number	Percentage	Number	Percentage
KUWAIT	35	31.86	33	29.20
ARAB COUNTRIES	13	11.50	21	18.58
EUROPE AND U.S.A.	9	7.96	1	0.88

Secondary schools in Kuwait are divided into five regions. Table 4.15 shows the distribution of these schools in terms of number of student enrollment and different geographical areas.

TABLE 4.15

DISTRIBUTION OF SECONDARY SCHOOLS
BY STUDENT ENROLLMENT AND
EDUCATIONAL AREAS

STUDENT ENROLLMENT	EDUCATIONAL AREAS					TOTAL
	Ahmadi	Hawalli	Jahra	Capital	Farwaniya	
169-500	6	5	0	4	1	16
501-1000	11	20	10	15	7	63
1000+	6	16	3	4	5	34
TOTAL	23	41	13	23	13	113

The findings with regard to the educational system being practiced in Kuwait are shown in Table 4.16

TABLE 4.16

DISTRIBUTION OF SECONDARY SCHOOLS
BY EDUCATIONAL SYSTEMS AND
EDUCATIONAL AREAS

EDUCATIONAL SYSTEM	EDUCATIONAL AREAS					TOTAL
	Ahmadi	Hawalli	Jahra	Capital	Farwaniya	
GENERAL	21	34	13	19	13	100
UNIT-CREDIT	2	7	0	4	0	13
TOTAL	23	41	13	23	13	113

The data related to the years of experience as principal, and also as principal at the present school were analyzed. Table 4.17 shows the results.

TABLE 4.17

DISTRIBUTION OF THE RESPONDENTS BY YEARS OF EXPERIENCE
AS PRINCIPAL AND ALSO AS PRINCIPAL AT THE
PRESENT SCHOOL
(TOTAL RESPONDENTS = 113)

YEARS OF EXPERIENCE	AS PRINCIPAL		AS PRINCIPAL AT PRESENT SCHOOL	
	Number	Percentage	Number	Percentage
0-3	48	42.48	73	64.60
4-6	31	27.43	26	23.01
7+	34	30.09	14	12.39

Responses to the Open-ended Question

There was only one open ended question on the questionnaire which asked the respondents to offer their comments with regard to their job satisfaction in terms of needs fulfillment. A number of comments were offered by the respondents. A summary of these comments is given below:

1. Principals should be given more freedom and power to manipulate problems inside schools.
2. The Ministry of Education should take decisions in collaboration with principals.
3. Principals must be encouraged to attend educational training courses, seminars, conferences, and to visit institutes and schools in other countries.
4. Administrative routine has bad effects on the principal's profession.
5. Principals should be promoted.
6. The Ministry of Education should support principals financially and morally.
7. In-service training programs must be organized by the Ministry of Education.
8. A sudden transfer of a principal could have negative results on his/her works.
9. The Credit-Unit System enhances creativity.
10. It is noticed that the Kuwaiti society undervalues the principal's profession.

Summary

Chapter IV has provided information regarding the data used in analysis, statistical techniques employed to analyze data, and the findings of the study.

The data were collected from all the secondary school principals in Kuwait through a structured questionnaire which was designed and developed for this study. The rate of return of the completed questionnaires was 100%.

To analyze the data the statistical measures used were frequencies, percentages, means, one-way analysis of variance, and Scheffe post hoc tests.

The study has attempted to answer two main research questions. The first objective was to find out the perceived levels of satisfaction of the respondents with the selected personal and professional needs (Table 3.1). The second objective of the study was to find out whether the perceived levels of satisfaction in terms of the selected personal and professional needs differed in relation to certain independent variables (Table 3.1).

Findings related to the levels of satisfaction showed that the highest level of satisfaction was associated with prestige, colleagues' relationships and recognition. The medium level of satisfaction involved five needs, namely, autonomy, development and advancement, decision-making involvement, superiors' relationships and job security. The lowest level of satisfaction was associated with salary.

Findings related to the difference in the levels of satisfaction in terms of the independent variables of this study indicated that the levels of satisfaction differed significantly with salary in respect of the number of student enrollment. The highest level of satisfaction was associated with principals belonging to schools with 169-500 student enrollment group.

The level of satisfaction with job security differed significantly with regard to nationality. Kuwaiti principals expressed the highest satisfaction with job security.

The level of satisfaction with recognition differed significantly in relation to nationality, educational area, and the number of children. The highest levels of satisfaction were associated with non-Kuwaiti principals, Ahmadi schools principals, and principals with 7+ children.

The level of satisfaction with decision-making involvement differed significantly in relation to educational system and the number of student enrollment. The highest level of satisfaction was noted in the case of principals belonging to schools with unit-credit system, and schools with 169-500 student enrollment. No significant differences were found in the levels of satisfaction in terms of the selected personal and professional needs with regard to sex, age, marital status, level of education,

country of highest degree earned, length of service as principals, and length of service at the present school.

Findings related to the respondents' demographic characteristics have also been presented in this chapter using frequencies and percentages.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter provides a brief summary of the study, discusses the findings, draws conclusions, highlights the implications involved, and finally presents recommendations for future actions and studies.

Summary of the Study

During the last three decades, it is observed that the topic of job satisfaction has become very important in the teaching profession. Considering this fact the researcher designed and conducted this study to find out the degree of job satisfaction as perceived by secondary school principals in Kuwait. The value of this study is quite obvious. In Kuwait, such a study has never been done. The findings of this study will, therefore, help identify factors of job satisfaction and dissatisfaction. Once these factors are known, the government can profitably manipulate them to increase productivity and efficiency of secondary school

principals who play a very significant role in school environments.

The works of Maslow, Porter, Herzberg and Alderfer provide the theoretical framework for this study.

The study has attempted to answer the following research questions:

- 1) What is the perceived level of satisfaction of secondary school principals with their jobs in terms of selected personal and professional needs fulfillment?
- 2) Do the perceived levels of satisfaction of secondary school principals in terms of selected personal and professional needs fulfillment vary with their sex, age, marital status, number of children, nationality, educational area, educational system adopted in the school, number of students, highest degree held, country of highest degree earned, length of administrative experience as a principal, and length of experience as a principal at the present school?

To find the answer to the above research questions, the study employed the cross-sectional survey method.

The population for this study consisted of all the secondary school principals in Kuwait. Since the population was not very large, the data were collected from all the principals of secondary schools. The data collection instrument used for this study was a structured questionnaire with a 5-point Likert scale. This

questionnaire was designed, developed and validated before it was finally used to collect data from the respondents. The data were collected by mail as well as by personal efforts. The rate of return was 100%. A period of 2 months was needed to collect the data from all 113 secondary school principals.

To analyze the data frequencies, percentages, means, analysis of variance, and Scheffe post hoc test were used.

The study is limited in scope and coverage. It is confined to only secondary school principals in Kuwait. Another obvious limitation of this study is that its findings are based on the analysis of perceptual data rather than objective data.

The study has attempted to answer two main research questions. The first objective was to find out the perceived levels of satisfaction of the respondents with the selected personal and professional needs. The second objective was to find out whether the perceived levels of satisfaction in terms of the selected personal and professional needs differed in relation to certain independent variables.

Findings with regard to the difference in the levels of satisfaction in terms of the independent variables indicated that the level of satisfaction differed significantly with salary in respect of number of student enrollment. The highest level of satisfaction was associated with principals

belonging to schools with 169-500 student enrollment group. The level of satisfaction with job security differed significantly with regard to nationality. Principals with Kuwaiti nationality expressed the highest satisfaction with job security. The level of satisfaction with recognition varied significantly with regard to nationality, educational area, and number of children. The highest levels of satisfaction were reported by non-Kuwaiti principals, Ahmadi school principals, and principals with 7+ children. The level of satisfaction with decision-making involvement also differed significantly in relation to educational systems and number of student enrollment. The highest level of satisfaction was expressed by principals belonging to schools with unit-credit system, and schools with 169-500 student enrollment. No significant differences were indicated by the findings of this study in terms of the selected personal and professional needs with regard to sex, age, marital status, level of education, country of highest degree earned, length of service as principals, and length of service at the present school.

Discussion of the Findings

The findings of this study show that the highest level of satisfaction was associated with prestige, colleagues' relationships and recognition; while the medium level of satisfaction was reported in relation to five needs, namely,

autonomy, development and advancement, decision-making involvement, superiors' relationships and job security. The lowest level of satisfaction was expressed by the respondents with regard to salary.

The highest ratings given to prestige, colleagues' relationships and recognition suggest that the secondary school principals in Kuwait are highly satisfied with the amount of prestige they received within and outside the school system; the opportunity to develop friendly relationships with their colleagues; and the amount of recognition they get, for their efforts to do a good job, from their superiors, community members, and colleagues and staff.

Out of the 9 needs studied by this study five needs, namely, autonomy, development and advancement, decision-making involvement, superiors' relationships, and job security were given medium ratings. This suggests that although the respondents are not highly satisfied with the fulfillment of these needs, they are, nevertheless, not completely dissatisfied. Of course, the lowest rating given to salary indicates that the respondents are not satisfied with their present salaries.

With regard to the findings related to the differences in the perceived levels of satisfaction in terms of the independent variables of this study significant differences were noted in relation to salary, job security, recognition

and decision-making involvement.

The secondary school principals belonging to schools with 169-500 student enrollment expressed the highest level of satisfaction with their salaries. The principals belonging to schools with 1000 + student enrollment, on the other hand, expressed the least satisfaction with their salaries. One of the reasons for this significant difference between these two groups of principals may be the work-load that increases with the increase in the student enrollment. A principal of a small school, usually, has less work-load than a principal of a large school. It should be noted that an increase in the work-load not only means an increase in the amount of work, but also an increase in the responsibility and administrative complications. Thus, a significant difference in the perceived levels of satisfaction between principals of small schools and principals of large schools in terms of salary can be explained on the basis of Social Comparison Theory which is based on the belief that people compare themselves to others in assuming their own feelings of job satisfaction. Since the principals of small schools and large schools in Kuwait receive the same basic salary, it is quite obvious that the principals of large schools with greater work-load will perceive their salaries not adequate and fair compared to those of principals of small schools. On the other hand, the principals of small schools, who are paid the same salary, and have less work-load, will perceive

their salaries adequate, and as a result, will express high satisfaction.

The findings of the study indicate that the level of satisfaction with regard to job security differed significantly in terms of nationality. The respondents with Kuwaiti nationality expressed more satisfaction with job security than the non-Kuwaiti nationals. One of the reasons for this significant difference between the perceptions of these two groups of respondents, is the fact that the non-Kuwaiti principals are hired for a fixed period of time. They stay on the job as long as their contracts allow them. As a result, it is natural on the part of the non-Kuwaiti principals to give a very low rating to job security variable. On the other hand, the Kuwaiti principals are usually hired on a permanent basis, and there is every likelihood that they may retire from their jobs. This, therefore, explains the difference in the perceptions of Kuwaiti and non-Kuwaiti principals with regard to job security.

As regards the perceived levels of satisfaction with recognition are concerned, the findings show significant differences in terms of nationality, educational area, and number of children of the respondents. The highest levels of satisfaction with recognition were reported by the secondary school principals, who are non-Kuwaiti, and belong to Ahmadi educational area, and have more than seven children. It should be noted that the majority of the non-

Kuwaiti principals belong to the Ahmadi educational area. The non-Kuwaiti principals come from other Arab countries. It may be possible that the amount of recognition that principals get in Kuwait from their colleagues, communities and higher authorities is greater than what they could expect in their own countries. Another reason why the non-Kuwaiti and Ahmadi area principals expressed greater satisfaction with recognition, is that Ahmadi area schools are located away from big towns and cities, and the communities around them are illiterate and underdeveloped. These people value the presence of schools in their communities more, and as a result, they greatly appreciate the efforts put in by the principals and the school staff to educate their children. The authorities, on the other hand, might be using recognition as an incentive to attract principals and other staff members to this remotely located and underdeveloped area. It is worth noting that the principals of Ahmadi area schools receive a special allowance, apart from their basic salary, for the sacrifice they make by serving in this underdeveloped and remotely located area.

Why the principals with more than seven children expressed more satisfaction with recognition is a fact which is not clear to the researcher. In order to understand the reason for this, further investigations are suggested.

The levels of satisfaction with decision-making involvement, as indicated by the findings of the study,

differed significantly in terms of educational system and number of student enrollment. The principals of schools with unit-credit system expressed greater satisfaction with decision-making involvement than the principals of schools with general system of education. The possible reason for this difference may be due to the fact that the unit-credit system which has been introduced recently, provides the principals with the opportunity for greater involvement in the decision-making processes.

The levels of perceived satisfaction with decision-making involvement also differed significantly in terms of number of student enrollment. The principals of schools with 169-500 student enrollment indicated more satisfaction with decision-making involvement than principals belonging to schools with 501-1000 and 1001+ student enrollment groups. This perceptual difference may be due to the fact of work-load. The principals of small schools with 169-500 students may have more time and energy to get involved in decision-making processes because of comparatively less work-load. The work-load usually increases with the increase in school size. The involvement in decision-making processes is never one-sided; rather, it requires the willingness and participation of both sides; in this case the principals and the higher authorities. The principals of large schools with greater work-load, and with no additional incentives will not be found motivated to get involved in decision-making processes.

Conclusions and Implications

In this section, conclusions are drawn on the basis of the findings presented, and related implications are highlighted.

The conclusion that emerges from the findings related with the levels of perceived satisfaction is that the respondents have different levels of satisfaction with regard to the selected needs. The highest level of satisfaction was expressed in relation to prestige, colleagues' relationships and recognition; whereas the medium level of satisfaction was reported with regard to autonomy, development and advancement, decision-making involvement, superiors' relationships, and job security. The respondents reported the lowest level of satisfaction with salary.

The lowest level of satisfaction with salary expressed by the secondary school principals in Kuwait has certain implications for the planners and administrators of secondary education in Kuwait. A dissatisfaction with salary (which provides means to satisfy all basic needs) is not a good sign, and it will not only dampen the morale of the principals, but also negatively effect the productivity and efficiency of the principals in Kuwait. A timely measure is needed in this regard to avoid several negative consequences. For example, the profession will lose good principals, and fail to attract good and trained principals

in future; and ultimately the quality of teaching-learning in schools will deteriorate. It should be noted that the secondary school principals in Kuwait have already expressed dissatisfaction with their current salary to the highest authorities.

The medium level of satisfaction expressed by the respondents with regard to five needs mentioned earlier also calls for the attention of the authorities. Proper measures should be taken by the authorities to help raise the levels of satisfaction of the respondents with respect to autonomy, development and advancement, decision-making involvement, superiors' relationships, and job security. Although these needs are not critical to the respondents at this time, they will become more important the moment the salary issue, with which they are currently faced, is solved.

According to the findings of the study the levels of satisfaction with salary, job security, recognition and decision-making involvement differed in terms of certain independent variables.

The principals of schools with 169-500 student enrollment expressed more satisfaction with their salary than the principals belonging to schools with 1000+ student enrollment. The conclusion that can be drawn from this finding is that the principals of small schools are more satisfied with their salary than the principals of large schools. The related implication, therefore, suggests that the planners or the related authorities should attempt to

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help raise the level of satisfaction of the principals of large schools with their salary.

As regards job security the Kuwaiti principals expressed more satisfaction than the non-Kuwaiti principals. The corresponding conclusion is that the non-Kuwaiti principals are not satisfied with job security because they are hired on the basis of contracts which allow them to stay on the job for a particular period of time. Since out of 113 secondary school principals only 6 are non-Kuwaiti, this finding does not seem to have any serious implication.

With respect to recognition the principals, who are non-Kuwaiti, and belong to Ahmadi educational area, and have more than seven children, expressed more satisfaction. It can be concluded on the basis of this finding that non-Kuwaiti principals who represent the Ahmadi educational area schools are more satisfied with the amount of recognition they receive for their efforts as principals from their colleagues, communities and higher authorities. Since the majority of the principals are Kuwaiti, and they are less satisfied, it is important that appropriate measures must be taken to help raise the perceived satisfaction level of these principals; otherwise in the long run the productivity and efficiency of these principals will be affected.

As regards the level of satisfaction with decision-making involvement is concerned, the principals belonging to schools with unit-credit system, and schools with 169-500 student enrollment expressed more satisfaction. On the

basis of this finding it can be concluded that schools with unit-credit system, and schools with small number of students provide the principals with greater opportunity to get involved in the decision-making processes. Out of 113 secondary schools, only 13 have unit-credit system, and the rest 100 follow general system of education. If the issue of involvement in the decision-making becomes more critical to the principals, then, perhaps, the questions of introducing unit-credit system in all the secondary schools in Kuwait, and the size of schools will require serious consideration.

Recommendations for Further Studies

In the light of the findings, conclusions and implications of this study, the following recommendations are given for further studies:

1. This study was confined to the secondary school principals in Kuwait. But for a better insight of the problem, job satisfaction of middle and elementary school principals should also be investigated.
2. A similar study of secondary school assistant principals in Kuwait should be done to provide a valuable parallel insight of the problem of job satisfaction.
3. Studies should be undertaken to investigate the nature and extent of job satisfaction of the secondary school principals using different research approaches or methods.

4. Further studies should be done to find out whether the perceptions of the secondary school principals in Kuwait with regard to job satisfaction differ in terms of urban-rural background, and socio-economic status.
5. The findings of this study are based on perceptual data. To avoid this weakness, further studies should be done on the basis of objective data, e.g. record etc.
6. Job satisfaction is a complicated concept. As a result, studies should be done with more measures or subdimensions of job satisfaction.

Summary

This concluding chapter consists of four sections. The first section provides with a brief summary of the study. The second section presents a brief discussion of the findings, while the third section highlights the conclusions drawn on the basis of the findings along with implications involved. The last section lists a number of recommendations for further studies.

APPENDIX A
THE QUESTIONNAIRE

QUESTIONNAIRE

Part One

General Information

Directions. Please check (✓) the appropriate box for each of the items below.

1. Sex: ☐ Male ☐ Female

2. Age: ☐ 25 - 29 years ☐ 30 - 34 years
 ☐ 35 - 39 years ☐ 40 - 44 years
 ☐ 45+ years

3. Marital Status: ☐ Unmarried ☐ Married
 ☐ Widow/Widower ☐ Divorced

4. Do you have children? ☐ Yes ☐ No

 (If yes, please go to item #5; if no, please go to item #7.)

5. How many children do you have?

6. Please write the number of your children in the age bracket/brackets given below:

Number of Children:

Age Brackets:

0 - 5 years

6 - 10 years

11 - 15 years

16 - 20 years

21+ years

7. Nationality: ☐ Kuwaiti ☐ Non-Kuwaiti
8. To which educational area does your school belong?
- ☐ Ahmadi Educational Area
- ☐ Hawalli Educational Area
- ☐ Jahra Educational Area
- ☐ Capital Educational Area
- ☐ Farwaniya Educational Area
9. What is the educational system adopted in your school?
- ☐ Unit Credit System
- ☐ General Education System
10. How many students are there in your school?
-
11. Highest degree held:
- ☐ Bachelor ☐ Diploma
- ☐ Bachelor & Education ☐ Master
- ☐ Other, please specify
12. On the following line, please list the country where you received your highest degree:
- _____
13. Length of administrative experience as a principal:
- ☐ 0 - 3 years ☐ 4 - 6 years ☐ 7 - 9 years
- ☐ 10 - 12 years ☐ 13+ years

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14. Length of experience as a principal at the present school:

- ☐ 0 - 3 years ☐ 4 - 6 years ☐ 7 - 9 years
☐ 10 - 12 years ☐ 13+ years

15. What was your undergraduate major?

- ☐ Social Science ☐ Education
☐ Languages ☐ Physical Education
☐ Business ☐ Fine Arts
☐ Other, please specify

16. What was your graduate major?*

- ☐ Curriculum ☐ Secondary Education
☐ Higher Education ☐ Educational Administration
☐ Social Studies ☐ Physical Education
☐ Humanities (e.g., literature, languages, etc.)
☐ No Graduate Study
☐ Other, Please specify.

*"Graduate Major" means studies taken after the first university degree (i.e., Diploma, M.A. or Ph.D.).

Part Two

Directions:

For each of the following items, on your job satisfaction as a principal, please indicate on a 5-point scale the degree of agreement or disagreement by circling one of the five indicators as shown, by checking (✓) in the box most appropriate to your point of view.

Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The following is an example:

If you Strongly Agree, put a ✓ as shown here.

If you Agree, put a ✓ as shown here.

If you are Neutral, put a ✓ as shown here.

If you Disagree, put a ✓ as shown here.

If you Strongly Disagree, put a ✓ as shown here.

5	4	3	2	1

Item

1. The pay I get is proportional to the work I do.
2. The pay I get is sufficient for meeting my personal and family expenses.
3. The allowances added to my pay are proportional to the work I do.

5	4	3	2	1

Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

4. My standard of living requires a higher pay than what I receive.
5. I feel secure in my job.
6. I feel afraid of losing my job.
7. I feel I can get a satisfactory retirement pay if I retire from my present job.
8. My job provides me with opportunities for promotion.
9. My job provides me with opportunities for professional development.
10. Administration provides opportunities for professional development.
11. Administration requires me to attend workshops/seminars related to professional development.
12. I receive no encouragement when attempting professional development.
13. I have the freedom to try new ideas in my school.
14. Administration is indifferent to experimentation with new ideas (in my school).

[illegible]

Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

15. I do not have the freedom to make my own decisions with regard to my day-to-day administration.
16. I have the freedom to recruit my staff.
17. I do not have the freedom to make my own decisions with regard to changing my staff.
18. My superiors appreciate my good work.
19. Educational Area Administration does not involve me in policy-making related to my school.
20. Educational Area Administration seeks my suggestions in formulating plans and policies related to my school.
21. My administrative job as a principal carries prestige in the community.
22. I feel pride and dignity in being a school principal.
23. My superiors appreciate highly what I do as a principal.
24. I conduct my work with devotion regardless of any positive reaction from the community.

[illegible]

Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

25. I am not inclined to take part in planning and decision-making related to my school.
26. Too many directives and instructions sent to me by the Educational Area Administration hinder day-to-day school work.
27. I feel that my teachers respect me as a principal.
28. I feel other staff respect me as an administrator.
29. Community's respect for the job of a principal is reflected in terms of positive reaction to his administrative work.
30. My teachers involve me in their personal concerns and interests.
31. I take my decisions individually regardless of other teachers or staff.
32. The way I run my administrative work is acceptable to teachers and other staff in my school.
33. I receive constructive criticism addressed to my administrative work from my teachers.
34. I receive positive reaction from school staff to my administrative decision-making.
35. My immediate superiors support with satisfaction my administrative decision-making.

[illegible]

Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

36. I share my ideas with my teachers on a friendly basis.
37. I maintain good and positive relations with various departments in the Ministry.
38. My immediate supervisor provides me with all necessary assistance to my school if and whenever the need arises.
39. My colleagues (the principals) exchange ideas on school work with me freely.
40. I feel that my superiors evaluate my work objectively.
41. If you would like to add any further comments, please write them briefly below.

5	4	3	2	1

APPENDIX B

ARABIC TRANSLATION FOR THE QUESTIONNAIRE

(١)

بسم الله الرحمن الرحيم

• الاستبانة •

الجزء الأول

المعلومات العامة

يرجى وضع (✓) أمام الاجابة التي تراها مناسبة لك .

١ - الجنس : ☐ ذكر ☐ أنثى

٢ - السن :

☐ ٣٠ - ٣٤ سنة

☐ ٢٥ - ٢٩ سنة

☐ ٤٠ - ٤٤ سنة

☐ ٣٥ - ٣٩ سنة

☐ ٤٥ سنة فأكثر

٣ - الحالة الاجتماعية :

☐ متزوج

☐ أمزب

☐ مطلقة

☐ أرملة

٤ - هل عندك أطفال ؟

☐ لا

☐ نعم

إذا كانت الاجابة بنعم ، فيرجى اجابة الأسئلة التالية .

٥ - كم عدد أطفالك ؟

()

٦ - أرجو أن تكتب عدد أطفالك في كل مربع حسب فئات الأعمار التالية :

فئات الأعمار بالسنة ١ - ٥ سنوات ٦ - ١٠ سنوات ١١ - ١٥ سنوات ١٦ - ٢٠ سنوات ٢١ سنة فأكثر
عدد الاطفال

٧ - الجنسية :

كويتي غير كويتي

٨ - الى أى المناطق التعليمية تنتمي مدرستك ؟

منطقة الأحمدى التعليمية منطقة حولي التعليمية .
 منطقة الجبهة التعليمية منطقة العاصمة التعليمية .
 منطقة الفروانية التعليمية

٩ - ما نوع نظام التعليم في مدرستك ؟

نظام المقررات نظام التعليم العام

١٠ - كم عدد طلبة مدرستك ؟

(طالب)

١١ - ما الدرجة العلمية العالية التي حصلت عليها ؟

بكالوريوس أوليئانس دبلوم (بعد الشهادة الجامعية)
 ماجستير بكالوريوس أوليئانس + التربة

غير ذلك ، يرجى ذكره

١٢ - من فضلك أدرج في السطر التالي اسم البلد الذي حصلت فيه على أعلى درجة علمية .

.....

١٣ - سنوات الخبرة الادارية كناظر .

٠ - ٣ سنوات ٤ - ٦ سنوات ٧ - ٩ سنوات
 ١٠ - ١٢ سنة ١٣ سنة فأكثر .

(٣)

١٤ - سنوات الخبرة كناظر في هذه المدرسة :

☐ ٠ - ٣ سنوات ☐ ٤ - ٦ سنوات ☐ ٧ - ٩ سنوات
☐ ١٠ - ١٢ سنة ☐ ١٣ سنة فأكثر

١٥ - ما تخصصك في المرحلة الجامعية الأولى ؟

☐ العلوم الاجتماعية ☐ التربية
☐ اللغات ☐ التربية الرياضية
☐ التجارة (ادارة اعمال) ☐ الفنون الجميلة
☐ الرياضيات / العلوم ☐ غير ذلك ، يرجى ذكره

١٦ - ما تخصصك في دراستك العليا (#) ؟

☐ المناهج ☐ التعليم الثانوى
☐ التعليم العالى ☐ الادارة التربوية
☐ العلوم الاجتماعية ☐ التربية البدنية
☐ العلوم الانسانية (أدب ، لغات) ☐ لم أدرس دراسات عليا
☐ غير ذلك ، يرجى ذكره

(#) الدراسات العليا : الدراسات التي تتم بعد الدراسة الجامعية الأولى
(دبلومات ، ماجستير ، دكتوراه) .

الجزء الثاني

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الارشادات

.....

لديك مجموعة من المبارات التي تتناول جوانب رضاك في صلك كفاطر
والبنود التالية تمثل تلك الدرجة وهي على المقياس الخماسي من ٥ - ١ موزعة
كالتالي :-

- ١ - موافق تماما ٥
- ٢ - موافق ٤
- ٣ - محايد (لا أدري) ٣
- ٤ - غير موافق ٢
- ٥ - غير موافق بتاتا ١

يرجى تحديد درجة رضاك أو عدمها وذلك بوضع اشارة (✓) في

١	٢	٣	٤	٥
غير موافق بتاتا	غير موافق	محايد (لا أدري)	موافق	موافق تماما
				✓
			✓	
		✓		
	✓			
✓				

المكان الذي يمثل وجهة نظرك في كل عبارة .

نموذج :

فاذا كنت : موافق تماما ضع اشارة (✓) في المربع
موافق ضع اشارة (✓) في المربع
محايد (لا أدري) ضع اشارة (✓) في المربع
غير موافق ضع اشارة (✓) في المربع
غير موافق بتاتا ضع اشارة (✓) في المربع

(٥)

بيانات خاصة بمعطك

.....

١	٢	٣	٤	٥
غير موافق بشاتا	غير موافق	محايد (لا أدري)	موافق	موافق تماما

--	--	--	--	--

١ - يتناسب راتبي مع العمل الذي أقوم به .

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٢ - راتبي يكفي لسد احتياجاتي الشخصية والعائلية .

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٣ - تتناسب العلاوات المضافة لراتبي مع العمل الذي أقوم به

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٤ - يتطلب مستوى معيشتي راتبا أعلى مما أقتضاه حاليا .

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٥ - أشعر بالأمان في عملي .

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٦ - أفقد الأمان الوظيفي في عملي .

--	--	--	--	--

٧ - يضمن لي عملي راتبا تقاعدا كافيا .

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٨ - يتيح عملي لي فرصا للترقية .

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٩ - فرص النمو المهني متوفرة في عملي .

--	--	--	--	--

١٠ - يتيح المسؤولون لي كفاية فرصا للنمو المهني .

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١١ - يشجعني المسؤولون على حضور الحلقات الدراسية /

المؤتمرات الخاصة بعملي .

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١٢ - لا ألقى تشجيعا لتطوير عملي مهنيا .

١	٢	٣	٤	٥
غير موافق بشاتا	غير موافق	محايد (لا أدري)	موافق	موافق تماما

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١٣ - أمتلك حرية تجريب الأفكار الجديدة والمبدعة في

مدرستي .

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١٤ - لا ألقى تشجيعا على تجريب التطبيقات والأفكار

الجديدة في مدرستي .

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١٥ - ليس لدى حرية اتخاذ القرار في شئون علي اليومية .

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١٦ - أمتلك حرية اختيار المدرسين العاملين في مدرستي .

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١٧ - ليس لدى الحرية لاتخاذ القرارات الخاصة بتغيير

أعضاء هيئة التدريس .

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١٨ - أحظى بتقدير رؤسائي على ما أقوم به من عمل إداري .

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١٩ - تتخذ الإدارة التعليمية القرارات الخاصة بمدرستي

دون الرجوع إلي .

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٢٠ - تأخذ الإدارة التعليمية باقتراحاتي في اتخاذ

القرارات المتعلقة بمدرستي .

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٢١ - يكسبي العمل الإداري كناظر أهمية اجتماعية .

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٢٢ - علي الإداري كناظر بشعري بالفخر والاعتزاز .

--	--	--	--	--

٢٣ - بمدرؤسائي أصالي الإدارة تقديرا ممتازا .

١	٢	٣	٤	٥
غير موافق بشا	غير موافق	محايد (لا أدري)	موافق	موافق تماما

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٢٤ - أقيم بحسبي الإداري باخلاص دون أن أنتظر تقديرا
من المجتمع .

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٢٥ - الاشتراك في رسم وتنفيذ الخطة العامة لمدرستي
لا يتفق مع رغبتي .

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٢٦ - تمرقل التعليمات الكثيرة التي تعطني من الإدارة
التعليمية سير علي الإداري في مدرستي .

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٢٧ - أحس باحترام زملائي المدرسين لي من خلال علي
الإداري في نطاق مدرستي .

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٢٨ - يبادلني بقية العاطلين من غير المدرسين فسي
مدرستي باحترام لجهود الإداري .

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٢٩ - تقدير المجتمع لوظيفة الناظر تظهر في التجاوب مع
جهوده الإداري .

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٣٠ - مشارطني زملائي المدرسون اهتماماتهم وأفكارهم
الشخصية .

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٣١ - تتسم قراراتي بالفردية .

(٨)

١	٢	٣	٤	٥
غير موافق بشاتا	غير موافق	محايد (لا أدري)	موافق	موافق تماما

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٣٢ - يلقى علي الإداري قبولاً من زملائي المدرسين

العاملين معي في نطاق المدرسة .

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٣٣ - يتميز النقد الموجه لعملي الإداري في المدرسة من

جانب زملائي المدرسين بالإيجابية .

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٣٤ - يلقى العاملون الآخرون قراراتي الإدارية بالإيجابية .

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٣٥ - يدم رؤسائي المباشرون قراراتي الإدارية بارتياح .

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٣٦ - أتبادل الرأي مع المدرسين بطريقة ودية .

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٣٧ - تتسم علاقاتي مع الإدارات المختلفة في وزارة التربية

بالإيجابية .

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٣٨ - يوفر لي رئيسي المباشر المساعدة الممكنة لدرستي

معي استدعت الحاجة .

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٣٩ - يبادلني زملائي النظار آراءهم الخاصة بالعمل

الإداري برحابة صدر .

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٤٠ - أشعر بأن تقويم علي من قبل رؤسائي يتسم

بالموضوعية .

(9)

٤١ - هل لديك ماتود اضافته فيما يتعلق بوظيفتك كناظر

برجی تسجيله باهجاز ؟

[illegible]

APPENDIX C
SCHEFFE TABLES

TABLE C.1

MULTIPLE COMPARISON FOR THE INDEPENDENT VARIABLE WITH
MORE THAN TWO SUBGROUPS RELATED TO TABLE 4.2

VARIABLES	* SCHEFFE ALLOWANCE	MEAN DIFFERENCE	** LOWER LEVEL	*** UPPER LEVEL	SIGNIFICANCE
<u>AGE</u>					
25-34 vs 35-39	3.07	0.01	-3.06	3.08	NS
25-34 vs 40+	3.07	-0.11	-3.18	2.96	NS
35-39 vs 40+	3.07	-0.12	-3.19	2.95	NS
<u>EDUCATIONAL AREA</u>					
Group 1 vs Group 2	4.00	-0.04	-4.04	3.96	NS
Group 1 vs Group 3	4.00	-0.10	-4.10	3.90	NS
Group 1 vs Group 4	4.00	-0.30	-4.30	3.70	NS
Group 1 vs Group 5	4.00	-0.23	-4.23	3.77	NS
Group 2 vs Group 3	4.00	-0.06	-4.06	3.94	NS
Group 2 vs Group 4	4.00	-0.26	-4.26	3.74	NS
Group 2 vs Group 5	4.00	-0.19	-4.19	3.81	NS
Group 3 vs Group 4	4.00	-0.20	-4.20	3.80	NS
Group 3 vs Group 5	4.00	-0.13	-4.13	3.87	NS
Group 4 vs Group 5	4.00	0.07	-3.93	4.07	NS
<u>NUMBER OF STUDENTS</u>					
161-500 vs 501-1000	3.07	0.33	-2.74	3.40	NS
161-500 vs 1001+	3.07	0.70	-2.37	3.77	S
501-1000 vs 1001+	3.07	0.37	-2.70	3.44	NS
<u>COUNTRY OF HIGHEST DEGREE</u>					
Kuwait vs Arabic	3.07	-0.18	-3.25	2.89	NS
Kuwait vs Europe & USA	3.07	-0.02	-3.09	3.05	NS
Arabic vs Europe & USA	3.07	0.16	-2.91	3.23	NS
<u>YEARS AS PRINCIPAL</u>					
0-3 vs 4-6	3.58	-0.06	-3.64	3.52	NS
0-3 vs 7-9	3.58	0.15	-3.43	3.73	NS
0-3 vs 10+	3.58	-0.30	-3.88	3.28	NS
4-6 vs 7-9	3.58	0.21	-3.37	3.79	NS
4-6 vs 10+	3.58	-0.24	-3.82	3.34	NS
7-9 vs 10+	3.58	-0.45	-4.03	3.13	NS

TABLE C.1 CONT'D

VARIABLES	* SCHEFFE ALLOWANCE	MEAN DIFFERENCE	** LOWER LEVEL	*** UPPER LEVEL	SIGNIFICANCE
<u>YEARS AT PRESENT SCHOOL</u>					
0-3 vs 4-6	3.58	-0.29	-3.87	3.29	NS
0-3 vs 7-9	3.58	0.10	-3.48	3.68	NS
0-3 vs 10+	3.58	-0.68	-4.26	2.90	NS
4-6 vs 7-9	3.58	0.39	-3.19	3.97	NS
4-6 vs 10+	3.58	-0.39	-3.97	3.19	NS
7-9 vs 10+	3.58	-0.78	-4.36	2.80	NS
<u>NUMBER OF CHILDREN</u>					
Group 0 vs Group 1	3.07	-0.16	-3.23	2.91	NS
Group 0 vs Group 2	3.07	-0.24	-3.31	2.83	NS
Group 0 vs Group 3	3.07	-0.08	-3.15	2.99	NS
Group 1 vs Group 2	3.07	-0.08	-3.15	2.99	NS
Group 1 vs Group 3	3.07	0.08	-2.99	3.15	NS
Group 2 vs Group 3	3.07	0.16	-2.91	3.23	NS
<u>HIGHEST DEGREE</u>					
Group 1 vs Group 2	3.58	-0.16	-3.74	3.42	NS
Group 1 vs Group 3	3.58	0.34	-3.24	3.92	NS
Group 1 vs Group 4	3.58	0.06	-3.52	3.64	NS
Group 2 vs Group 3	3.58	0.50	-3.08	4.08	NS
Group 2 vs Group 4	3.58	0.22	-3.36	3.80	NS
Group 3 vs Group 4	3.58	-0.28	-3.86	3.30	NS

* Based on 0.10 Scheffe-type simultaneous confidence intervals for each contrast.

** The value of mean's difference minus Scheffe allowance.

*** The value of mean's difference plus Scheffe allowance.

NS stands for Not Significant

S stands for Significant

TABLE C.2

MULTIPLE COMPARISON FOR THE INDEPENDENT VARIABLE WITH
MORE THAN TWO SUBGROUPS RELATED TO TABLE 4.5

VARIABLES	* SCHEFFE ALLOWANCE	MEAN DIFFERENCE	** LOWER LEVEL	*** UPPER LEVEL	SIGNIFICANCE
<u>AGE</u>					
25-34 vs 35-39	3.07	0.13	-2.94	3.20	NS
25-34 vs 40+	3.07	0.12	-2.95	3.19	NS
35-39 vs 40+	3.07	-0.01	-3.08	3.06	NS
<u>EDUCATIONAL AREA</u>					
Group 1 vs Group 2	4.00	0.67	-3.33	4.67	NS
Group 1 vs Group 3	4.00	0.33	-3.67	4.33	NS
Group 1 vs Group 4	4.00	0.41	-3.59	4.41	NS
Group 1 vs Group 5	4.00	0.72	-3.28	4.72	NS
Group 2 vs Group 3	4.00	-0.34	-4.34	3.66	NS
Group 2 vs Group 4	4.00	-0.26	-4.26	3.74	NS
Group 2 vs Group 5	4.00	0.05	-3.95	4.05	NS
Group 3 vs Group 4	4.00	0.08	-3.92	4.08	NS
Group 3 vs Group 5	4.00	0.39	-3.61	4.39	NS
Group 4 vs Group 5	4.00	0.31	-3.69	4.31	NS
<u>NUMBER OF STUDENTS</u>					
161-500 vs 501-1000	3.07	0.20	-2.87	3.27	NS
161-500 vs 1001+	3.07	0.14	-2.93	3.21	S
501-1000 vs 1001+	3.07	-0.06	-3.13	3.01	NS
<u>COUNTRY OF HIGHEST DEGREE</u>					
Kuwait vs Arabic	3.07	-0.13	-3.20	2.94	NS
Kuwait vs Europe & USA	3.07	-0.06	-3.13	3.01	NS
Arabic vs Europe & USA	3.07	0.07	-3.00	3.14	NS
<u>YEARS AS PRINCIPAL</u>					
0-3 vs 4-6	3.58	0.07	-3.51	3.65	NS
0-3 vs 7-9	3.58	0.13	-3.45	3.71	NS
0-3 vs 10+	3.58	-0.12	-3.70	3.46	NS
4-6 vs 7-9	3.58	0.06	-3.52	3.64	NS
4-6 vs 10+	3.58	-0.19	-3.77	3.39	NS
7-9 vs 10+	3.58	-0.25	-3.83	3.33	NS

TABLE C.2 CONT'D

VARIABLES	* SCHEFFE ALLOWANCE	MEAN DIFFERENCE	** LOWER LEVEL	*** UPPER LEVEL	SIGNIFICANCE
<u>YEARS AT PRESENT SCHOOL</u>					
0-3 vs 4-6	3.58	0.08	-3.50	3.66	NS
0-3 vs 7-9	3.58	-0.14	-3.72	3.44	NS
0-3 vs 10+	3.58	0.07	-3.51	3.65	NS
4-6 vs 7-9	3.58	-0.22	-3.80	3.36	NS
4-6 vs 10+	3.58	-0.01	-3.59	3.57	NS
7-9 vs 10+	3.58	0.21	-3.37	3.79	NS
<u>NUMBER OF CHILDREN</u>					
Group 0 vs Group 1	3.07	0.41	-2.66	3.48	NS
Group 0 vs Group 2	3.07	0.21	-2.86	3.28	NS
Group 0 vs Group 3	3.07	-0.26	-3.33	2.81	NS
Group 1 vs Group 2	3.07	-0.20	-3.27	2.87	NS
Group 1 vs Group 3	3.07	-0.67	-3.74	2.40	NS
Group 2 vs Group 3	3.07	-0.47	-3.54	2.60	NS
<u>HIGHEST DEGREE</u>					
Group 1 vs Group 2	3.58	-0.06	-3.64	3.52	NS
Group 1 vs Group 3	3.58	-0.19	-3.77	3.39	NS
Group 1 vs Group 4	3.58	-0.09	-3.67	3.49	NS
Group 2 vs Group 3	3.58	-0.13	-3.71	3.45	NS
Group 2 vs Group 4	3.58	-0.03	-3.61	3.55	NS
Group 3 vs Group 4	3.58	0.01	-3.48	3.68	NS

* Based on 0.10 Scheffe-type simultaneous confidence intervals for each contrast.

** The value of mean's difference minus Scheffe allowance.

*** The value of mean's difference plus Scheffe allowance.

NS stands for Not Significant

S stands for Significant

TABLE C.3

MULTIPLE COMPARISON FOR THE INDEPENDENT VARIABLE WITH
MORE THAN TWO SUBGROUPS RELATED TO TABLE 4.8

VARIABLES	* SCHEFFE ALLOWANCE	MEAN DIFFERENCE	** LOWER LEVEL	*** UPPER LEVEL	SIGNIFICANCE
<u>AGE</u>					
25-34 vs 35-39	3.07	-0.27	-3.34	2.80	NS
25-34 vs 40+	3.07	-0.31	-3.38	2.76	S
35-39 vs 40+	3.07	-0.04	-3.11	3.03	NS
<u>EDUCATIONAL AREA</u>					
Group 1 vs Group 2	4.00	-0.01	-4.01	3.99	NS
Group 1 vs Group 3	4.00	-0.06	-4.06	3.94	NS
Group 1 vs Group 4	4.00	-0.05	-4.05	3.95	NS
Group 1 vs Group 5	4.00	0.05	-3.95	4.05	NS
Group 2 vs Group 3	4.00	-0.05	-4.05	3.95	NS
Group 2 vs Group 4	4.00	-0.04	-4.04	3.96	NS
Group 2 vs Group 5	4.00	0.06	-3.94	4.06	NS
Group 3 vs Group 4	4.00	0.01	-3.99	4.01	NS
Group 3 vs Group 5	4.00	0.11	-3.89	4.11	NS
Group 4 vs Group 5	4.00	0.10	-3.90	4.10	NS
<u>NUMBER OF STUDENTS</u>					
161-500 vs 501-1000	3.07	-0.06	-3.13	3.01	NS
161-500 vs 1001+	3.07	0.03	-3.04	3.10	S
501-1000 vs 1001+	3.07	0.09	-2.98	3.16	NS
<u>COUNTRY OF HIGHEST DEGREE</u>					
Kuwait vs Arabic	3.07	-0.08	-3.15	2.99	NS
Kuwait vs Europe & USA	3.07	0.06	-3.01	3.13	NS
Arabic vs Europe & USA	3.07	0.14	-2.93	3.21	NS
<u>YEARS AS PRINCIPAL</u>					
0-3 vs 4-6	3.58	-0.02	-3.60	3.56	NS
0-3 vs 7-9	3.58	-0.03	-3.61	3.55	NS
0-3 vs 10+	3.58	-0.11	-3.69	3.47	NS
4-6 vs 7-9	3.58	-0.01	-3.59	3.57	NS
4-6 vs 10+	3.58	-0.09	-3.67	3.49	NS
7-9 vs 10+	3.58	-0.08	-3.66	3.50	NS

TABLE C.3 CONT'D

VARIABLES	* SCHEFFE ALLOWANCE	MEAN DIFFERENCE	** LOWER LEVEL	*** UPPER LEVEL	SIGNIFICANCE
<u>YEARS AT PRESENT SCHOOL</u>					
0-3 vs 4-6	3.58	-0.06	-3.64	3.52	NS
0-3 vs 7-9	3.58	-0.12	-3.70	3.46	NS
0-3 vs 10+	3.58	-0.30	-3.88	3.28	NS
4-6 vs 7-9	3.58	-0.06	-3.64	3.52	NS
4-6 vs 10+	3.58	-0.24	-3.82	3.34	NS
7-9 vs 10+	3.58	-0.18	-3.76	3.40	NS
<u>NUMBER OF CHILDREN</u>					
Group 0 vs Group 1	3.07	0.05	-3.02	3.12	NS
Group 0 vs Group 2	3.07	0.04	-3.03	3.11	NS
Group 0 vs Group 3	3.07	-0.18	-3.25	2.89	NS
Group 1 vs Group 2	3.07	-0.01	-3.08	3.06	NS
Group 1 vs Group 3	3.07	-0.23	-3.30	2.84	NS
Group 2 vs Group 3	3.07	-0.22	-3.29	2.85	NS
<u>HIGHEST DEGREE</u>					
Group 1 vs Group 2	3.58	-0.03	-3.61	3.55	NS
Group 1 vs Group 3	3.58	-0.01	-3.59	3.57	NS
Group 1 vs Group 4	3.58	0.17	-3.41	3.75	NS
Group 2 vs Group 3	3.58	0.02	-3.56	3.60	NS
Group 2 vs Group 4	3.58	0.20	-3.38	3.78	NS
Group 3 vs Group 4	3.58	0.18	-3.40	3.76	NS

* Based on 0.10 Scheffe-type simultaneous confidence intervals for each contrast.

** The value of mean's difference minus Scheffe allowance.

*** The value of mean's difference plus Scheffe allowance.

NS stands for Not Significant

S stands for Significant

TABLE C.4

MULTIPLE COMPARISON FOR THE INDEPENDENT VARIABLE WITH
MORE THAN TWO SUBGROUPS RELATED TO TABLE 4.10

VARIABLES	* SCHEFFE ALLOWANCE	MEAN DIFFERENCE	** LOWER LEVEL	*** UPPER LEVEL	SIGNIFICANCE
<u>AGE</u>					
25-34 vs 35-39	3.07	0.11	-2.96	3.18	NS
25-34 vs 40+	3.07	0.06	-3.01	3.13	NS
35-39 vs 40+	3.07	-0.05	-3.12	3.02	NS
<u>EDUCATIONAL AREA</u>					
Group 1 vs Group 2	4.00	0.19	-3.81	4.19	NS
Group 1 vs Group 3	4.00	0.09	-3.91	4.09	NS
Group 1 vs Group 4	4.00	0.13	-3.87	4.13	NS
Group 1 vs Group 5	4.00	0.09	-3.91	4.09	NS
Group 2 vs Group 3	4.00	-0.10	-4.10	3.90	NS
Group 2 vs Group 4	4.00	-0.06	-4.06	3.94	NS
Group 2 vs Group 5	4.00	-0.10	-4.10	3.90	NS
Group 3 vs Group 4	4.00	0.04	-3.96	4.04	NS
Group 3 vs Group 5	4.00	0.00	-4.00	4.00	NS
Group 4 vs Group 5	4.00	-0.04	-4.04	3.96	NS
<u>NUMBER OF STUDENTS</u>					
161-500 vs 501-1000	3.07	0.41	-2.66	3.48	NS
161-500 vs 1001+	3.07	-0.63	-2.44	3.70	S
501-1000 vs 1001+	3.07	0.22	-2.85	3.29	NS
<u>COUNTRY OF HIGHEST DEGREE</u>					
Kuwait vs Arabic	3.07	-0.03	-3.10	3.04	NS
Kuwait vs Europe & USA	3.07	-0.30	-3.37	2.77	NS
Arabic vs Europe & USA	3.07	-0.27	-3.34	2.80	NS
<u>YEARS AS PRINCIPAL</u>					
0-3 vs 4-6	3.58	0.22	-3.36	3.80	NS
0-3 vs 7-9	3.58	0.29	-3.29	3.87	NS
0-3 vs 10+	3.58	-0.04	-3.62	3.54	NS
4-6 vs 7-9	3.58	-0.07	-3.51	3.65	NS
4-6 vs 10+	3.58	-0.26	-3.84	3.32	NS
7-9 vs 10+	3.58	-0.33	-3.91	3.25	NS

TABLE C.4 CONT'D

VARIABLES	* SCHEFFE ALLOWANCE	MEAN DIFFERENCE	** LOWER LEVEL	*** UPPER LEVEL	SIGNIFICANCE
<u>YEARS AT PRESENT SCHOOL</u>					
0-3 vs 4-6	3.58	0.22	-3.36	3.80	NS
0-3 vs 7-9	3.58	0.29	-3.29	3.87	NS
0-3 vs 10+	3.58	-0.04	-3.62	3.54	NS
4-6 vs 7-9	3.58	0.07	-3.51	3.65	NS
4-6 vs 10+	3.58	-0.26	-3.84	3.32	NS
7-9 vs 10+	3.58	-0.33	-3.91	3.25	NS
<u>NUMBER OF CHILDREN</u>					
Group 0 vs Group 1	3.07	-0.28	-3.35	2.79	NS
Group 0 vs Group 2	3.07	-0.41	-3.48	2.66	NS
Group 0 vs Group 3	3.07	-0.53	-3.60	2.54	NS
Group 1 vs Group 2	3.07	-0.13	-3.20	2.94	NS
Group 1 vs Group 3	3.07	-0.25	-3.32	2.82	NS
Group 2 vs Group 3	3.07	-0.12	-3.19	2.95	NS
<u>HIGHEST DEGREE</u>					
Group 1 vs Group 2	3.58	-0.02	-3.60	3.56	NS
Group 1 vs Group 3	3.58	0.43	-3.15	4.01	NS
Group 1 vs Group 4	3.58	0.00	-3.58	3.58	NS
Group 2 vs Group 3	3.58	0.45	-3.13	4.03	NS
Group 2 vs Group 4	3.58	0.02	-3.56	3.60	NS
Group 3 vs Group 4	3.58	-0.43	-4.01	3.15	NS

* Based on 0.10 Scheffe-type simultaneous confidence intervals for each contrast.

** The value of mean's difference minus Scheffe allowance.

*** The value of mean's difference plus Scheffe allowance.

NS stands for Not Significant

S stands for Significant

APPENDIX D
COVER LETTERS (ENGLISH AND ARABIC VERSION)

IN THE NAME OF ALLAH, THE MERCIFUL AND
THE COMPASSIONATE

Dear Secondary School Principals:

The following questionnaire is a part of research entitled, "A Study of Job Satisfaction as Perceived by Secondary School Principals in Kuwait." The study is submitted to Michigan State University, Michigan, U.S.A., in partial fulfillment of a Ph.D. degree.

I would be very grateful if you would kindly fill in the items of the questionnaire as frankly and accurately as possible. It is hoped that the findings of the study and its questionnaire would contribute to the further development of school administration, and the educational process in general.

All answers will be treated in full confidence.

Thanking you for your cooperation,

Researcher, Hassan A. Safar

بسم الله الرحمن الرحيم

زملائي وزميلاتي نظار وناظرات المدارس الثانوية المحترمين
تحية طيبة وبعد ،

فاني بصدد جمع بيانات تتعلق بدراسة حول الرضا الوظيفي
لنظار وناظرات المرحلة الثانوية بدولة الكويت كجزء من متطلبات درجة الدكتوراه في
الادارة التربوية ، ونظرا لما لآرائكم واقتراحاتكم من أهمية فاني أطمح أن تسمحوا
لي بشيء من وقتكم للإجابة على هذه الاستبانة .
علما بأن جميع اجاباتكم ستعامل بسرية تامة ولن تستخدم الا لغرض
البحث العلمي فقط ، لذا نرجو تحري الدقة والصدق في ملء بياناتها .
شاكرا لكم حسن تعاونكم ومساندتكم .

مع خالص التحية ،،،

الباحث

حسن عبدالحسين محمد صفر

كلية التربية - جامعة ولاية

ميتشان - الولايات المتحدة

Ministry of Education
Educational Research Center

FROM: Dr. Iesa M. Jasem,
Director, Educational Research Center

TO: Secondary School Principals

Enclosed please find a copy of a questionnaire prepared by Mr. Hassan A. Safar, formerly principal of Ka'ah bin Addi Secondary School and currently a Ph.D. student. I should be grateful if you could answer the questionnaire in the best possible way. Please send the filled-in questionnaire to the Educational Research Center via the Ministry Mail Service. For further questions, please contact the Center's telephone 254-0654 or Mr. Hassan A. Safar at 252-4274 or 253-2921.

Thanking you for your
cooperation,

Dr. Iesa M. Jasem
Director, Educational
Research Center

cc: Technical Office

بسم الله الرحمن الرحيم

وزارة التربية
مركز البحوث التربوية

التاريخ :

الموافق :

الرقم :

السادة المحترمين / نذار ونظارات المرحلة الثانوية

تحية طيبة •• وبعد ••،

يسرنا ارسال لكم نسخة من الاستبانة التي تمام باعدادها الاستاذ / حسن
عبدالحسين صفر نذر ثانوية كعب بن عدى سابقا والعرش لدراسة درجة
الدكتوراة في التربية ويتضمن مركز البحوث التربوية مساهمة الباحث لتحقيق
هدفه ، وذلك بالاجابة على اسئلة الاستبانة وارسالها بأسرع وقت ممكن الى
مركز البحوث التربوية بالقادسية من طريق بريد الوزارة والاتصال برقم
هاتف ٢٥٤٠٦٥٤ في حالة أى استفسار أو الاتصال بالاستاذ حسن على
الأرقام التالية : ٢٥٢٤٣٧٤ أو ٢٥٢٢٩٢١ • شاكرين لكم
حسن تداونكم •

مح خالد التحية ••،



— نسخة / للمكتب الفني

APPENDIX E
QUESTIONNAIRE ITEMS, VARIABLES,
AND WEIGHT ASSIGNMENT

QUESTIONNAIRE ITEMS, VARIABLES AND WEIGHT ASSIGNMENTS

Variables	Item Numbers
A Salary	1, 2, 3 and 4
B Job Security	5, 6 and 7
C Development & Advancement	8, 9, 10, 11 and 12
D Recognition	18, 23 and 24
E Autonomy	13, 14, 15, 16, 17 and 26
F Prestige	21, 22, 27, 28 and 29
G Colleagues' Relationships	31, 32, 33, 34, 36 and 39
H Superiors' Relationships	35, 37, 38 and 40
I Decision-Making Involvement	20 and 25

SCALE AND WEIGHT ASSIGNMENTS

Weights were assigned as follows:

Strongly Agree	= 5
Agree	= 4
Neutral	= 3
Disagree	= 2
Strongly Disagree	= 1

Weights were reversed for item numbers: 4, 12, 14, 15, 17, 19, 25, 26 and 31.

APPENDIX F
CORRESPONDENCE RELATING TO PERMISSION
TO COLLECT DATA

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824-1094

October 16, 1986

Dr. Masead R. Al-Haroun
Embassy of the State of Kuwait
Cultural Counselor
3500 International Drive, N.W.
Washington, DC 20008

Dear Dr. Al-Haroun:

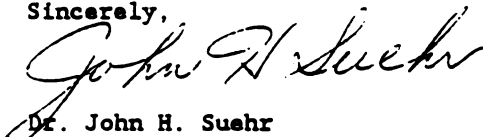
Mr. Hassan A. Safar is my doctoral advisee. His dissertation proposal entitled "A Study of Job Satisfaction as Perceived by Secondary School Principals in Kuwait," has been approved by his doctoral committee.

To collect his data, he will have to distribute a questionnaire to the secondary school principals in Kuwait. He is planning on collecting the data between the first week of November and the last week of December, 1986.

I shall appreciate your informing the Ministry of Education in Kuwait about this and taking the necessary steps so that Mr. Safar gets needed cooperation.

Thank you very much.

Sincerely,



Dr. John H. Suehr
Professor and Advisor

JHS:ve

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824-1034

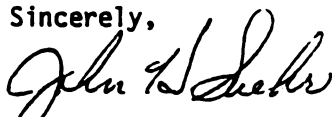
September 24, 1986

To Whom It May Concern:

Mr. Hassan A. Safar, a Ph.D. candidate in the Department of Educational Administration, had his proposal entitled, "A Study of Job Satisfaction as Perceived by Secondary School Principals in Kuwait" approved by his doctoral committee.

To gather his data he will have to distribute a questionnaire to the secondary school principals in Kuwait. It is imperative that he receive the necessary cooperation if he is to complete this worthwhile dissertation. Would you please cooperate and complete the attached questionnaire. I personally would like to extend my gratitude for your efforts.

Sincerely,



John H. Suehr
Professor and Advisor

JHS:ve

Hassan A. Safar
1545 C Spartan Village
East Lansing, MI 48823

October 16, 1986

Dr. Mesaed R. Al-Haroun
Cultural Counselor
3500 International Drive N.W.
Washington, D.C. 20008

Dear Dr. Haroun:

I am a doctoral student at Michigan State University in East Lansing, Michigan. My dissertation proposal entitled "A Study of Job Satisfaction as Perceived by Secondary School Principals in Kuwait," has been approved by my doctoral committee. In order to collect data for my study, I have to go to Kuwait. I feel that it will take me at least two months to complete this task. I am planning on collecting the data between the first week of November and the last week of December, 1986.

I would greatly appreciate your requesting the Ministry of Education to grant me permission to collect data and to provide necessary help in this regard.

Enclosed you will find a letter from my advisor and chairperson of my doctoral committee.

Sincerely,



Hassan A. Safar

HSA/lkc

Enclosure

السيدة المحترمة الوكالة المساعدة لشؤون التعليم العام
وزارة التربية

الموضوع : الموافقة على طلب توزيع استبيان لنظائر وناظرات المرحلة الثانوية بدولة الكويت

شاكرًا لكم تشجيعكم وتعاونكم ، وسرني أن أرفق نسخة من هذا الاستبيان
باللغتين العربية والانجليزية

مَقَدِّمَةٌ

المعمول للدكتوراه

فی

1967/11/27

٧٤/٣٠٠٠٣/٨٣/١٥٠٠٠

بسم الله الرحمن الرحيم



وزارة التربية

ادارة تسيق ومطبعة التعليم

المعالم

رقم الاشارة وت / ا.ت.ع /

التاريخ ١٩٨٦/١١/٣ م

السيد المحترم / مدير منطقة التعليم
بعد التعمية ..

يرجى التفضل بتسهيل مهمة الباحث السيد / حسن عبد الحسين صفيـر
البحوث للدكتوراه في الولايات المتحدة ، في توزيع استبيان للسادة نظار وناظرات مدارس
المرحلة الثانوية بمنطقةكم التعليمية .
شاكرين لكم حسن تعاونكم .

مع خالص التعمية

مدير
ادارة تسيق ومطبعة التعليم المعالم

نسخة للسيدة الوكيله الساعده للتعليم العام

نسخة للشار اليه .

نسخة للطيف .

م . ق

٧٤/٥٠١/٠٥٠٣/٨٣/١٥٠٠٠

بسم الله الرحمن الرحيم



وزارة التربية

ادارة تسيق ومطبعة التعليم
المعالمرقم الاشارة / ات /
التاريخ ١١/٣/١٩٨٦مالسيد المحترم / مدير منطقة واحدة من التعليم
بعد التحية ..

يرجسي التفعل بتسهيل مهة الباحث السيد / حسن عبد الحسين منسـر
المعوث للدكتوراه في الولايات المتحدة . في توزيع استبيان للسادة نظار وناظرات مدارس
المرحلة الثانوية بمنطقة تكم التعليم .
شاكرين لكم حسن تعاونكم .

مع خالص التحية

ط ب
ادارة تسيق ومطبعة التعليم المعالم

نسخة للسيدة الوكيله الساعده للتعليم العام

نسخة للشار اليه .

نسخة للطيف .

ص . ف

٧٤/٢٠/٠٥٠٧/٨٢/١٥٠٠٠

بسم الله الرحمن الرحيم



وزارة التربية

ادارة تسيق وطابعة التعليم

المعالم

رقم الاشارة وت / أ ت م /
التاريخ ١١/١١/١٩٨٦ م

السيد المحترم / مدير منطقة حولي التعليمية
بعد التحية ..

يرجى التدخل بتسهيل مهمة الباحث السيد / حسن عبد الحسين منسـر
البحوث للدكتوراه في الولايات المتحدة ، في توزيع امتحان للمادة نظار وناطرات مدارس
المرحلة الثانوية بخطفتكم التعليمية .
شاكرين لكم حسن تعاونكم .

مع خالص التحية

ادارة تسيق وطابعة التعليم المعالم

نسخة للسيدة الوكيله الساعده للتعليم العام

نسخة للشار اليه .

نسخة للطبيب .

م . ق

ادارة تصف وطاقه التعليم
المقام

رقم الاشارة وت / أ ت م /
التاريخ ١٩٨٦ / ١١ / ٣ م

مع خالص التحية ،،،،

ط
ادارة تسيق ومراجعة التعليم العام

م . ف

٧٥/٣٠/٠٥٠٣/٨٣/١٥٠٠٠

بسم الله الرحمن الرحيم



وزارة التربية

ادارة تسيق ومطبعة التعليم
العامرقم الاشارة / ات ع /
التاريخ ١١/١١/١٩٨٦ مالسيد المحترم / مدير منطقة الجبهرات التعليمية
بعد النخبة ..

يرجى التدخل بتسهيل مهمة الباحث السيد / حسن عبد الحسين صفر
البحوث للدكتوراه في الولايات المتحدة ، في توزيع استبيان للمادة نظار وناظرات مدارس
المرحلة الثانوية بمنطقةكم التعليمية .
شاكرين لكم حسن تعاونكم .

مع خالص التحية

مدير
ادارة تسيق ومطبعة التعليم العام

نسخة للسيدة الوكيله الساعده للتعليم العام
نسخة للشار اليه .
نسخة للملف .

م . ق

بسم الله الرحمن الرحيم

التاريخ : ٧ / ٣ / ١٤٠٧ هـ
الموافقة : ٩ / ١١ / ١٩٨٨ م

وزارة التربية
منطقة الاحمدى، التعليميه
مراقبة الشؤون التعليميه


الرقم (وت/ طأ ل / ٣٦٦٢)

السادة / نثار وناثارات المدارس الثانويه والمشاركه المحترمين .

بعد التحية ،

يرجى تسهيل مهمة الباحث السيد / حسن عبد الحسين صفر الذي يمد
للكتوراه في الولايات المتحده ، وذلك بملء بيانات الاستبيان الذي سيقدمه
لكم .

مع خالص التحية ،،،


الدم
مدير منطقة الاحمدى، التعليميه

نسخه : لمكتب السيد المدير

" : لمراقبة الشؤون التعليميه

" : لقسم التعليم الثانوي،

" : للمدارس الثانويه والمشاركه ذات المرحله الثانويه

" : للطيف .

ف.س

٧٤/٣٠٠٠٠٠٠/٣٠

بسم الله الرحمن الرحيم**وزارة التربية**منطقة العاصمة التعليميةرؤساء الأقسام / وت / ط / ع / د /تاريخ ١١/٥ / ١٩٨٦ م**نشرة خاصة**بالدارس الثانوية بنين / بنات - منطقة العاصمة التعليمية**حضرات السادة / نظار وناظرات الدارس الثانوية - المحترمين****بعد التحية ،،،،****سيقوم السيد / حسن عبدالحسين صفر - الوفد في بعد دراسية لخصم -****على درجة الدكتوراه باجرا* استبيان للسادة نظار / ناظرات الدارس الثانوية .****يرجى تسهيل مهمته وتقديم المون اللازم له .****مع خالص التحية ،،،**منطقة العاصمة التعليمية**نسخة للطيف .****م . م . ي**

بِسْمِ الرَّحْمَنِ الرَّحِيمِ

٧٥٠٣٠/٠٥٠٤/٨٦/٨٠٠٠ - مخزون



وزارة التربية

رقم الاشارة / وت / ط ل ل /
التاريخ ١٤٠٢/٣/١٠ هـ
١٩٨٦/١١/١٢ م

منطقة حولى التعليمية
مراقبة الخدمات التعليمية

السادة / نظار وناغرات المدارس الثانوية بنين - بنات
الدولم الثانى بنين

بعد التحية

يرجى التفضل بتسهيل مهمة الباحث / حسن عبد الحمين صفر البهموث
للدكتوراة فى الولايات المتحدة عند زيارته لكم .
وذله للاجابة على الاختيان المرفق .

مع خالص التحية

مدير منطقة حولى التعليمية

بِسْمِ الرَّحْمَنِ الرَّحِيمِ
مراقب الخدمات التعليمية
منطقة حولى



نسخة / للوكيل المساعد للخدمات التعليمية
• / لمدير منطقة حولى التعليمية
• / لمراقب الخدمات التعليمية
• / للمشار اليه (الباحث)
• / للملف

٧٤/٣٠٠٠٠٠/٨٣/١٤٠٠٠

٢٠٠٧

" بسم الله الرحمن الرحيم "

رقم الاشارة / وت / طفيل / غت /

التاريخ ١١/١١/١٤٠٦ م



وزارة التربية
منطقة الفروانية التعليمية
مراقبة الشؤون التعليمية

✓ حضرات المحترمين / نظار وناظرات المدارس الثانوية

بمنطقة الفروانية التعليمية

بحد التحية ..

يرجى تسهيل مهمة الباحث السيد / حسن عبدالحسين صفر

والتعاون معه ومساعدته في انجاز بحثه (دراسته حول الرضا الوظيفي

لدى نظار وناظرات المدارس الثانوية في دولة الكويت) .

شاكرين لكم حسن تعاونكم ..

مدير منطقة الفروانية التعليمية

نسخه / للسيد مراقب الشؤون التعليمية

" / للسيد رئيس قسم الشانوى

" / للملف

* ٢٠٠٤

بسم الله الرحمن الرحيم

وزارة التربية

مندوبة الجهراء التعليمية

مراقبة الشؤون التعليمية

التاريخ: ٣ / ٣ / ١٤٠٧ هـ

الموافق: ٥ / ١١ / ١٤٠٦ هـ

الرقم (وت/ ط ج ل / ٩٨٩٩)

حضرات المحترمين / نظار وناظرات مدارس المرحلة الثانية

السلام عليكم ورحمة الله وبركاته وبعد ،

ارجوا تسهيل مهمة السيد / حسن عبد الحسين صفر

اجمع البيانات اللازمة والخامات بـ موضوع البحث فوق توزيع استمارة للمسابقة نظار -
 مناظرات المرحلة الثانية .

آءلا تقديم كل معاونة ممكنة اليه .

مع خالص التحية ،،،

مدير مندوبة الجهراء التعليمية



نسخة/ مراقبة الشؤون التعليمية .

نسخة/ لقسم التعليم - المندوبة

ي . ع

APPENDIX G
LIST OF SECONDARY SCHOOLS IN KUWAIT
(1986 - 1987)

**List Of Secondary Schools (Boys)
1986-1987**

<u>Name of School</u>	<u>Educational Area</u>
1. Al-Siddik	Capital
2. Al-Jahez	"
3. Yousuf Ben Issa	"
4. Al-Shamiyah	"
5. Ahmad Al-Beshir Al-Roomi	"
6. Kaifan*	"
7. Abdulla Al-Jaber Al-Sabah	"
8. Al-Udailiyah	"
9. Al-Khalediyah	"
10. Failaka ²	"
11. Abdulla Al-Salem	Hawalli
12. Hawalli	"
13. Al-Borae Ben Malik	"
14. Al-Salemiyah	"
15. Ka'ab Ben Adie	"
16. Al-Jaberiya	"
17. Salah Eddin	"
18. Sabah Al-Salem Al-Sabah*	"
19. Al-Asmai	"
20. Palestine	"
21. Al-Rumaithiya	"
22. Al-Qortubi*	"
23. Bayan	"
24. Farhan Al-Khaled	"
25. Saleh Shihab*	"
26. Al-Yarmouk*	"
27. Khaitan	"
28. Anas Ben Malik	"
29. Al-Hassan Ben Al-Haitham	"
30. Abdulla Al-Salem ¹	"
31. Hawalli ¹	"
32. Annas Ben Malik ¹	"
33. Ibn Al-Ameed	Farwaniyah
34. Al-Rabiya	"
35. Jalib Al-Shuyoukh	"
36. Al-Hassan Al-Basri	"
37. Talha	"
38. Al-Ardhiyah	"
39. Al-Ahmadi	Ahmadi
40. Al-Fahaheel	"

* Unit-Credit System Schools

1 Second Period System

2 Joint School (Middle & Secondary)

41.	Al-Sabahiya	Ahmadi
42.	Jaber Ben Abdullah Al-Sabah*	"
43.	Salem Al-Mubazak Al-Sabah	"
44.	Umm-Al-Haiman	"
45.	Sa'ed Ben Amer	"
46.	Obada Ben Basheer	"
47.	Abu Halifa	"
48.	Al-Zoor	"
49.	Al-Wafra	"
50.	Al-Dhahr	"
51.	Al-Jahra	Jahra
52.	Ibn Tufail	"
53.	Khalid Ben Said	"
54.	Al-Waha	"
55.	Abdullah Ibn Al-Zubair	"
56.	Thabit Ben Qais	"
57.	Al-Doha	"
58.	Al-Awza'i	"

List of Secondary Schools (Girls)
1986-1987

<u>Name of School</u>	<u>Educational Area</u>
1. Al-Sha'ab	Capital
2. Bibi Al-Salem	"
3. Al-Mansouriya*	"
4. Jumana Bent Abi Taleb	"
5. Al-Jaza'er*	"
6. Al-Asma'i Bent Al-Harith	"
7. Al-Nuzha	"
8. Kaifan	"
9. Al-Raudhah	"
10. Al-Udailiyah	"
11. Al-Khalediya	"
12. Al-Qadisiya ²	"
13. Failaka ²	"
14. Hawalli	Hawalli
15. Tulaitula	"
16. Al-Salemiya	"
17. Fatima Al-Hashmiya	"
18. Al-Jaberiya	"
19. Qurtuba	"
20. Khadija Bent Khuwailed*	"
21. Al-Rawdhatain	"
22. Omama Bent Bisher	"
23. Al-Rumaithiya	"
24. Khaleda Bent Al-Aswad	"
25. Salwa	"

* Unit-Credit System Schools

2 Joint School (Middle & Secondary)

26.	Bayan*	Hawalli
27.	Mishref	"
28.	Al-Yarmouk*	"
29.	Umm Al-Ala'e Al-Ansariya	"
30.	Khaitan	"
31.	Sabah Al-Salem Suburb	"
32.	Hend ²	"
33.	Al-Farwaniyah	Farwaniyah
34.	Al-Omariyah	"
35.	Al-Rabiya	"
36.	Umm Amer Al-Ansariya	"
37.	Jalib Al-Shuyukh	"
38.	Al-Andaluss	"
39.	Al-Firdaous	"
40.	Fatima Bent Asad	Ahmadi
41.	Al-Fahaheel	"
42.	Al-Sabahiya	"
43.	Al-Rigga	"
44.	Hadiya*	"
45.	Al-Fintas	"
46.	Al-Sabriya ²	"
47.	Ma'dha Al-Ghafariya ²	"
48.	Umm Al-Haiman ²	"
49.	Al-Wafra ²	"
50.	Al-Zoor ²	"
51.	Al-Jahra	Jahra
52.	Al-Nawar Bent Malik	"
53.	Umm Al-Harith Al-Ansariya	"
54.	Al-Doha	"
55.	Fatima Bent Al-Waleed	"

* Unit-Credit System Schools

2 Joint School (Middle & Secondary)

APPENDIX H
LETTERS FROM JUDGES RELATING TO
QUESTIONNAIRE VALIDITY

KUWAIT UNIVERSITY
COLLEGE OF EDUCATION
 Department of Foundations of Education
 KUWAIT, P.O. Box No. 5969

بسم الله الرحمن الرحيم



جامعة الكويت
 كلية التربية
 قسم أصول التربية
 الكويت - صرب ١٦٦ هـ

No. : _____
 Date : January 5, 1987


رقم : _____
 تاريخ : _____

To Whom It May Concern

This is to testify that Mr Hassan-A . Safar - has submitted to me and to some of my other colleagues at the College of Education - the draft of his questionnaire concerning his doctoral research (A Study of Job Satisfaction As Perceived by Secondary School Principals in Kuwait) . He sought our advice on the structure of the questionnaire and its administration . In the actual administration of the questionnaire he covered a broad spectrum of secondary school principals as well as a broad geographical area of the State of Kuwait .

In my judgment the sample of school administrators he involved in his study is sufficiently representative of the general attitudes to school administration in this country .

I am confident that Mr. Safar - under the guidance of his doctoral committee - will produce a good piece of research which will be both useful and instrumental in the contribution to the improvement of secondary school administration in Kuwait .


 Mohammad Jawad Khdha Ph.D
 Prof. of Comparative Education
 College of Education
 Kuwait University .

KUWAIT UNIVERSITY
Faculty of Arts
Department of Arabic
KUWAIT P.O. Box No. 23558

بسم الله الرحمن الرحيم



جامعة الكويت
كلية الآداب
قسم اللغة العربية وآدابها
الكويت - ص.ب رقم ٢٣٥٥٨

No.:

Date: 17th Feb. 1987

رقم:

تاريخ:

To whom it may concern

This is to certify that I thoroughly read the questionnaire entitled:

"A Study of Job Satisfaction As Perceived by Secondary School Principals in Kuwait"

which was designed by Mr. Hassan A. Safar. My role was to edit the Arabic translation proposed by Mr. Safar, and make sure that it truly reflected the original English sentences, and that there was no ambiguity which might distort proper understanding.

The questionnaire was, in its final set out, well prepared and accurate. It served the purpose for which it was written quite well.

Yahia A.M. Ahmad
(Ph.D. University of London)
Lecturer in General Linguistics,
Kuwait University.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Date: 9 / 1 / 1987

Our Ref.: _____

التاريخ ١٤ / /
الموافق ١٩ / /
أشارتنا: _____

TO WHOM IT MAY CONCERN

IN examining Mr. Hassan A. Safer's study instrument, I recommended very few changes of the wording and the organization of the questions in Arabic in order to correspond with the original approved on.

The questionnaire in its final form comprised all aspects of a valid instrument in the light of the purpose of the study.

I take this opportunity to state that Mr. Safer did not spare any effort necessary for the completion of the objective he had come for.

I am positive that this study will contribute to the field of education in the State of Kuwait due to the importance of principals in the process.

Should there be inquiries regarding any aspects of this letter, please do not hesitate to write to me .

Truly Yours

Ali Askar. Ph . D.
Educ., & Psych . Dept .

بسم الله الرحمن الرحيم



وزارة التربية
مركز بحوث النماذج

التاريخ ٨ / ١ / ١٩٨٧

الرقم : ٨١١١١٩٨٧

الموضوع :

مكتب :

وحدة :

To Whom it my Concern

Dear Sir,

The questionnaire related to the field study section of the Ph.D. programme entitled: " A Study of Job Satisfaction as perceived by Secondary School Principals in Kuwait " by Mr. Hassan A. Safar, has been refereed by a group of experts at the Educational Research Centre in Kuwait. The referees are:

- Dr. Iesa Mohammad Jasem :
Director of the Educational Research Center.
- Dr. Essam El Dein Nofal:
Senior Researcher at the Unit of Science.
- Dr. Mustafa Abd El-Hamid Abd El-Wahid.
Head of the Arabic Language Unit.
- Mr. Abd El-Fattah El-Sukkary.
Senior Researcher at the Unit of Islamic Education.
- Mr. Omar Sulayman Bakkish.
Researcher at the Unit of Mathematics.

The items of the questionnaire are quite satisfactory for an objective point of view. We believe that this questionnaire will be a good tool utilised in the above - mentioned research.

Yours Sincerely,



Dr. I. M. Jadem

Iesa Jasem

بسم الله الرحمن الرحيم

KUWAIT UNIVERSITY
COLLEGE OF EDUCATION
Department of Educational
Administration and Planning
KUWAIT, P.O. Box No. 5969



جامعة الكويت
كلية التربية
قسم الإدارة والتخطيط التربوي
الكويت - ص ب ٥٩٦٩

No. : _____
Date : 5/1, 1987

الرقم : _____
التاريخ : _____

TO WHOM IT MAY CONCERN

Dear Gentlemen,

It is my pleasure to notify you that I had the chance to study out the questionnaire which was organized by Mr. Hassan A. Safar.

A study of Job satisfaction as perceived by secondary school principals is Kuwait.

The questionnaire was designed in an objective way so I believe that is valid and reliable as well as suitable to be administered in the schools of Kuwait.

Sincerley yours

Dr. M. S. AL-Mahaini

Dr. M. S. Al-Mahaini
Ass. Prof. Ed. Adm.

Al-Mahaini

بسم الله الرحمن الرحيم

KUWAIT UNIVERSITY
COLLEGE OF EDUCATION
Department of Educational Psychology
KUWAIT, P.O. Box 13281 Kaifan



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كلية التربية
قسم علم النفس التربوي
الكويت - ص ب ١٣٢٨١ كايفان

No.

Date 5/1/1986

الرقم

التاريخ

" TO WHOM IT MAY CONCERN "

This is to certify that Mr. Hassan A. Safar had submitted a questionnaire entitled " A study of job satisfaction as Perceived by Secondary School Principals in Kuwait", to me and I had studied it carefully as for its reliability and validity. My judgment is that it is well - designed and carefully made and suitable for its purposes .

Dr. Q. A. Al Sarraf

Kuwait University - College of Education

Dr. QASEM A. AL-SARRAF

KUWAIT UNIVERSITY
COLLEGE OF EDUCATION
 Department of Educational Psychology
 KUWAIT, P.O. Box 13281 Kaifan

بسم الله الرحمن الرحيم



جامعة الكويت
كلية التربية
 قسم علم النفس التربوي
 الكويت - ص ب ١٣٢٨١ كيفان

No.

Date 5/1/1986

الرقم
التاريخ

" TO WHOM IT MAY CONCERN "

Dear Sir,

I have reviewed the questionnaire designed for : -

" A STUDY OF JOB SATISFACTION AS PERCEIVED BY SECONDARY
 SCHOOL PRINCIPALS IN KUWAIT". By, Hassan A. Safar .

and my judgment is that the instrument is very well-constructed
 and seems to be highly valid and serve the purpose of study very
 well.

Dr. Ahmad Abdullah


 Kuwait University - College of Education

Dr. Ahmad Abdullah
 School of Education
 Ed. Psy. Dept.

بسم الله الرحمن الرحيم

KUWAIT UNIVERSITY
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 Department of Curriculum
 and Instruction
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كلية التربية
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 الكويت - ص.ب ١٣٢٨١ كنفان
 تليفون : ٨٤٠٦٣٩ - ٨٤٠٢٠٧

No. :
 Date : 6/1/1987

رقم :
 تاريخ :

To Whom It May Concern

This is to certify that the questionnaire entitled "A Study of Job Satisfaction as perceived by Secondary School Principals in Kuwait" by Mr: Hassan A. Safar is very well-constructed and carefully made. It is reliable and valid as well as suitable for it's purposes.

Dr. SALEH A. JASIM

Saleh A. Jasim
 Dr. Saleh A. Jasim
 College of Education
 Kuwait University

**THE GULF ARAB STATES EDUCATIONAL
RESEARCH CENTER**

KUWAIT

Tel. 835203 - 831807

P. O. Box (25888) - SAFAT

Telex 44118 Saded
January 7th, 1987



المركز العربي للبحوث التربوية لدول الخليج
الكويت

ت. ٨٣١٦٠٧ - ٨٣٥٢٠٣

ص.ب. ٢٥٨٦٦ - صفاة

تلكم ٤٤١١٨: سداد

مذكرة

TO WHOM IT MAY CONCERN

It is my greatest pleasure to notify that I have reviewed carefully the questionnaire prepared by Mr. Hassan A. Safar for the Ph.D. Dissertation. The research is entitled A STUDY OF JOB SATISFACTION AS PERCEIVED BY SECONDARY SCHOOL PRINCIPALS IN KUWAIT. I have found it objective, well-constructed, carefully-made, reliable, valid, suitable for application in Kuwait and serve the purposes for which it was designed.

In the light of the criteria set by the Gulf Arab States Educational Research Center, I firmly believe that the questionnaire meets all research requirements. I have suggested some amendments and they have been satisfactorily done. To the best of my knowledge, the questionnaire meets local demands and it is applicable in Kuwait.

I wish the researcher good luck and the best success in his academic research.

Farouk El-Farra, Ph.D.

Farouk El-Farra

Senior Researcher
The Gulf Arab States
Educational Research
Center, Kuwait

المؤتمر / فاروق محمد الفراء

بسم الله الرحمن الرحيم

KUWAIT UNIVERSITY
FACULTY OF ARTS
Department of English

جامعة الكويت
كلية الآداب
قسم اللغة الإنجليزية وآدابها



Ref. _____
Date January 13, 1987

الرقم
التاريخ
الموافق

TO WHOM IT MAY CONCERN

I hereby certify that Mr. Hassan A. Safar has translated into Arabic the English version of the questionnaire used in his research for his Ph.D. dissertation entitled "A Study of Job Satisfaction as Perceived by Secondary School Principals in Kuwait".

I hereby verify that the translation is accurate and conveys into Arabic the exact meaning of the English version of the above-mentioned questionnaire.

I take this opportunity to state that, during the period Mr. Safar spent in Kuwait collecting data and conducting the questionnaire for his study, he made tremendous efforts to accomplish the objectives he came for. I believe that his findings will be of benefit for education in Kuwait.

I do wish him the best of luck.

Ali H. S. Hajja
Dr. Ali H. S. Hajja
Lecturer of English and Applied Linguistics
Department of English
Kuwait University.
(Formerly Chief Inspector of English
Teaching, Ministry of Education,
Kuwait).

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الكويت - ص ب ٥٩٦٩

No. : _____

Date : 6.1.1987

_____ : الرقم

_____ : التاريخ

TO WHOM IT MAY CONCERN

I have read the questionnaire entitled " A Study of job satisfaction " which was prepared by Mr. Hassan A. Safar. In my opinion it is carefully designed, reliable and suitable for Kuwait Educational system .

Dr. Ahmad A. AL- Bustan


Department of Educational
Administration

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COLLEGE OF EDUCATION
Department of Educational
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الكويت - ص ب ٥٩٦٩

No. : _____
Date : 5.1.1987

_____ : الرقم
_____ : التاريخ

TO WHOM IT MAY CONCERN

This is to certify that I have read the questionnaire which Mr .Hassan A. Safar has prepared for His (Ph.D) thesis the title of which is " A STUDY OF JOB SATISFACTION AS PERCEIVED BY SECONDARY SCHOOL PRINCIPALS IN KUWAIT", and suggested some alterations which has been taken into consideration, as I noticed in the amended questionnaire.

Prof.A.R.AL, JALILI (Ph.D)

A.R.A. Jalili
Chairman of the Department of
Educational Administration .

MICHIGAN STATE UNIVERSITY

COLLEGE OF ARTS AND LETTERS
DEPARTMENT OF LINGUISTICS AND GERMANIC,
SLAVIC, ASIAN AND AFRICAN LANGUAGES
A-615 WELLS HALL

EAST LANSING • MICHIGAN • 48824-1027

July 15, 1987

To Whom It May Concern:

I have read Mr. Hassan A. Safar's Arabic translation of his research questionnaire entitled "A Study of Job Satisfaction as Perceived by Secondary School Principals in Kuwait." I have found his translation very reliable and faithful to the English original in as much as the Arabic structure allows.

I wish Mr. Safar the best of luck.



Khalil Al-Sughayer
Instructor of Arabic

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BIBLIOGRAPHY

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