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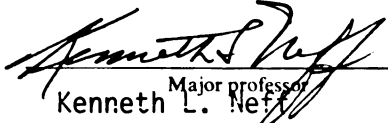
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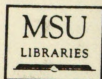
has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Teacher Education

Social/Philosophical Foundations of Education


Major professor
Kenneth L. Neff

Date 31 July 1987



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ABSTRACT

THE IMPACT OF FORMAL EDUCATION UPON SAUDI MALE
STUDENTS' ATTITUDE TOWARD WOMEN'S
PARTICIPATION IN THE LABOR FORCE IN SAUDI ARABIA

By

By

Abdulmohsen Saad Al-Otaiby

Abdulmohsen S. Al-Otaiby

This research was carried out to investigate the impact of a set of independent variables (level of education, exposure to mass media, exposure to Western culture, area of academic study, place of residence,

A DISSERTATION

level of father's education and level of mother's education) in partial fulfillment of the requirements toward the participation of women in the labor force in Saudi Arabia.

DOCTOR OF PHILOSOPHY

A questionnaire was distributed to 240 high school students, Department of Teacher Education, Comparative and Social/Philosophical levels and to 240 college students equally divided among the 4 levels in the Colleges of Education, Engineering, Business Administration and Foundations of Education. Summer 1987

A total of 480 usable responses were collected. The statistical analysis of the data utilized frequency and percentage distribution, ANOVA and a Tukey post-hoc test.

The variable that was found to have the greatest and most positive impact upon the students' attitudes was exposure to mass media. The level of education was found

to have a linear relationship with the attitude, the higher the level of education the more positive the attitude toward women's participation. The third

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This research was carried out to investigate the impact of a set of independent variables (level of education, exposure to mass media, exposure to Western culture, area of academic study, place of residence, level of father's education, and level of mother's education) upon Saudi male students' attitudes toward the participation of women in the labor force in Saudi Arabia.

A questionnaire was distributed to 240 high school students equally distributed among the 3 levels and to 240 college students equally divided among the 4 levels in the Colleges of Education, Engineering, Business Administration and Arts.

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to have a linear relationship with the attitude, the higher the level of education the more positive the attitude toward women's participation. The third variable to have a strong relationship with attitudes was exposure to Western culture. The other variables all had a slight positive relationship to the attitude toward women's participation. With regards to the area of academic major, students in the College of Engineering demonstrated the most positive attitude followed by Education, Art, and Business Administration respectively. Place of residence had only a slight effect. Students living in small villages held the most positive attitude, followed by students in medium-size towns. The least positive attitude was held by those in large cities.

Although the parents' level of education suggests only a very slight positive effect, it demonstrated a very interesting trend. The mother's level of education was positively related to attitude while the father's level of education was negatively related to attitude. The higher the mother's level of education, the more positive the student's attitude toward women's work. The higher the father's level of education, the less positive the student's attitude toward women's participation in the work force.

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To the many colleagues and friends in Saudi Arabia and in the United States who provided suggestions and comments on the earlier drafts of the manuscript and helpful assistance in revising, collecting, and scoring the study data, I extend my sincere thanks. Also, a special note of thanks to all those at King Saud University in the College of Education.

I am indebted to my wife, Haseah Al-Fayyz for her support, patience, encouragement and love, and to my beloved four children, Saad, Haram, Abulariz, and Fawas, for their cheerful smiles which were so important in

finishing this work. I am grateful to my brothers and sister, especially my brother Abdussis, who was always ready to help if needed and who contributed much to this work during the data collection.

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Recently, Saudi Arabia has experienced an unprecedented economic growth due to the petroleum industry. This has caused many changes in the economic life of the country, but with a shortage of participation of women in the economy.

There are many obstacles to women's participation. First, education for girls has only been available in public schools since 1960. There are currently a few women's colleges within the universities which provide training for women in limited areas (Samir, 1985, p. 259).

Second, obtaining a degree does not necessarily guarantee a woman the right to work. Because of the segregation of sexes, women may not work where they will come into contact with men. Women are not allowed to drive. As a result, they are dependant upon a male

relative for transportation. Women must have a male guardian's permission to work. They are still held responsible for child rearing and housekeeping because day care centers are rare (Al-Hay, 1982).

CHAPTER I

INTRODUCTION

Because of the above obstacles, few Saudi women consider taking advantage of opportunities currently

Statement of Problem

Saudi women have developed as much as their society, for not developing the female half of its human resources family and tradition have allowed. These forces set is the need to import foreign workers. restrictions upon women's participation in society which

If Saudi Arabian women are to take active roles in are seen as normal by men and women alike. Moreover, they are seen as good for the society.

Recently, Saudi Arabia has experienced an changes that would allow women to work. Obviously, these unprecedented economic growth due to the petroleum seem to contradict the Quran or come into sharp conflict industry. This has caused many changes in the economic with Saudi tradition. life of the country, but with a shortage of participation

If these changes are to be effective, Saudi men and of women in the economy.

There are many obstacles to women's participation. First, education for girls has only been available in heavily on the Saudi Educational System to help effect public schools since 1960. There are currently a few the change of attitude.

women's colleges within the universities which provide Through education the need for such colleges can be training for women in limited areas (Ramazani, 1985, seen. As David Abernathy put it: p. 259).

The school is one of the few institutions Second, obtaining a degree does not necessarily attitudes, and it deals explicitly with young guarantee a woman the right to work. Because of the setback than their sisters in the workplace segregation of sexes, women may not work where they will come into contact with men. Women are not allowed to drive. As a result, they are dependent upon a male

relative for transportation. The Women must have a male guardian's permission to work. They are still held responsible for child rearing and housekeeping because day care centers are rare (Al-Abd Al-Hay, 1983). Because of the above obstacles, few Saudi women consider taking advantage of opportunities currently available to them. The price that the Saudi society pays for not developing the female half of its human resources is the need to import foreign workers.

If Saudi Arabian women are to take active roles in the national economy, there must be some structural changes that would allow women to work. Obviously, these changes cannot be too great or too fast lest they may seem to contradict the Quran or come into sharp conflict with Saudi tradition.

If these changes are to be effective, Saudi men and women need to change their attitudes and beliefs towards working women. This may be a long project relying heavily on the Saudi Educational System to help effect the change of attitude.

Through education the need for such changes can be seen. As David Abernathy put it:

The school is one of the few institutions available for changing such popular traditional attitudes, and it deals explicitly with young people, who are presumably more flexible in outlook than their elders and from whose ranks future national leadership will emerge (Abernathy, 1966:9).

(Assad, 1983, p. 68-70).

The inclusion Purpose of the Study work force is also
 The purpose of this study is to examine Saudi male
 students' attitudes toward women's participation in the
 labor market, and to see if these attitudes depend upon
 the level of education of the men as well as upon several
 other variables. Education has long been believed to be
 a major factor in the changing traditional attitudes
 towards society. In this study the researcher hopes to
 find what effect, if any, education has on the attitude
 of Saudi males towards Saudi women who are joining the
 work force in increasing numbers (Al-Mana, 1981, p. 132;
 Hallawani, 1982, p. 116; Al-Oteiby, 1982, p. 124).

In spite of the importance of this issue, it is a
 fairly recent Importance of the Study and, therefore,
 The issue of women's greater participation in the
 work force is being increasingly debated within Saudi
 Arabia. This receives increased attention in the
 nation's media. Allowing women's increased participation
 will not only benefit the women involved and their
 families, but will benefit the nation as a whole
 (Hallwani, 1982, p. 116). His study reveals people with
 The lack of women in Saudi Arabia's work force makes
 it necessary to bring in foreign workers to do jobs that
 could be carried out by Saudi women. This drains the
 economy because the foreign workers send the money home
 to their families rather than leaving it in Saudi Arabia
 (Assad, 1983, p. 68-70). Therefore, Saudi men

and The inclusion of women in the work force is also being sought by the Saudi government. In the current five year development plan they call for replacing some 600,000 foreign workers with Saudis by 1990 (Al-Riyadh Newspaper, October 3, 1985). Also, recently King Fahad has announced the opening of an all women's factory--a first for Saudi Arabia (Savedaty Magazine, 1985, p. 6 and 24).

Although, traditionally, women have not been allowed to work, it is obvious that increasingly women will be entering the labor force with the major hindrance being their family's attitude. within Saudi Arabia is affecting

In spite of the importance of this issue, it is a fairly recent development in Saudi Arabia and, therefore, little research has been done on Saudis' attitudes towards women's work. An ERIC search revealed that at least two such studies exist. Among the studies carried out thus far are: Rehem (1983) and Almana (1973).

Rehem's (1983) study investigated the attitudes of Saudi men and women towards specific types of jobs carried out by women. His study covered people with varying levels of education and work experience. The study's results showed that most Saudi men and women preferred women working in traditional jobs such as teaching, child care, and nursing; they preferred part-time over full-time employment; and segregation in the work place was also important. Therefore, Saudi men

and women would approve of women working outside the home provided that traditional values were adhered to as much as possible.

Almana (1973) studied only Saudi students at a University in the United States. She found that there was a strong correlation between the amount of time spent in the United States and the attitude of Saudi students toward working women, even though religious beliefs and values remained unchanged.

While both of these studies have measured Saudi men's attitudes toward working women, neither one studied how the role of education within Saudi Arabia is affecting this attitude. Rehem's study used a wide sampling of Saudi men and women, but analyzed their attitude toward working women only and not how that varied with education.

Almana's (1973) study focused upon university students in the United States and basically showed the effects of living in western culture rather than level of education.

This study would point out what effects, if any, the formal Saudi Arabian educational system has upon the attitude towards women's participating in the work force through measuring the attitudes of male students at different levels of the Saudi educational system (high school and college students). We hope to see if students at higher educational levels have more positive or

negative attitudes towards women's participation than those at lower levels. in the work force based on

The two previously mentioned studies recorded attitudes held and gave possible influences. In this study we will focus on one major influencing factor of attitude. Based on these findings, recommendations will be offered to Saudi Arabian's manpower department for ways in which a positive attitude toward women's participation in the work force may be created and maintained.

Research Questions

This study is concerned with the following questions:

1. Is there a linear trend in the attitudes of Saudi male students towards women's participation in the work force according to their level of education?
2. Is there a difference in the attitude of Saudi male student's towards women's participation in the work force according to their exposure to Western culture?
3. Is there a difference in the attitude of Saudi male students towards women's participation in the work force according to their major area of study?
4. Is there a difference in the attitude of Saudi male students toward women's participation in the work force according to the size of their place of residence?
5. Is there a difference in the attitude of Saudi male students toward women's participation in the work force according to their father's level of education?
6. Is there a difference in the attitude of Saudi male students toward women's participation in the work force according to their mother's level of education?

7. Is there a difference in the attitude of Saudi male students toward women's participation in the work force based on media exposure?

The choice of target population of the study--Saudi male students.

Null Hypotheses

Ho1 There is no linear trend in the attitudes of Saudi male students currently studying toward women's participation in the work force according to their level of education.

Ho2 There is no difference in the attitudes of Saudi male students toward women's participation in the work force according to their exposure to western culture.

Ho3 There is no difference in the attitude of Saudi male students toward women's participation in the work force according to their major area of study.

Ho4 There is no difference in the attitudes of Saudi male students toward women's participation in the work force according to the size of their place of residence.

Ho5 There is no difference in the attitude of Saudi male students toward women's participation in the work force according to their mother's level of education.

Ho6 There is no difference in the attitude of Saudi male students toward women's participation in the work force according to their father's level of education.

Ho7 There is no difference in the attitude of Saudi male students toward women's participation in the work force according to their media exposure.

Also left out of this study is any non-formal education which may have been received by those sampled.

Also left out of this study is the influence of the

Limitations and Delimitations

The most limitations of this study were caused by the choice of target population of the study--Saudi male students. with respect to objects, issues, persons, groups

1. The study limited itself to males who are currently students. The attitudes of men who graduated from high school or college or those of men who never attended either were beyond the scope of this research project. Also eliminated from this study were elementary and middle school students. year which correspond to 10th,

2. All of the high schools studied are located in Riyadh. Although there may be some change of attitude in different parts of the country, Riyadh, the capital city, is centrally located and therefore draws many students from around the country. This also is true for the King Saud University (see Chapter 2) as it is the largest University in Saudi Arabia and has the majority of all university students in the country.

3. Only public schools were included in the study. The public schools in Saudi Arabia have the same curriculum, therefore the results of students in public schools in Riyadh can be more easily generalized to the rest of the country. This generalization, however, may not hold true for students of private or religious schools. Also left out of this study is any non-formal education which may have been received by those sampled. the problem, the purpose of the study, the importance of the

study and its limitations. Definition of Terms

and Attitude: Refers to a learned disposition, or stand, that upholds responses in a favorable or unfavorable manner with respect to objects, issues, persons, groups or institutions (Ajzen, 1975:6 cited in Ghaban, 1986:7).

Formal Education: Refers to;

A) High school: refers to the general public secondary school for males between the ages of 15-18 generally. There are three levels; First, Second and Third year which correspond to 10th, 11th, and 12th grades respectively in an American public high school.

B) College students: refers to male students at the undergraduate level. The students are divided into four levels; 1st, 2nd, 3rd, and 4th levels. These levels correspond to freshmen, sophomore, junior and senior levels respectively of American Universities.

Women's participation in the Labor Force: Refers to women working outside of the home for a wage. Their job must take into account the traditional separation of men and women.

Organization of Study

This study has been organized into five chapters. Chapter I, the Introduction, includes a statement of the problem, the purpose of the study, the importance of the

study and its limitations, research questions, hypotheses and its limitations, and a definition of terms. A review of the literature pertaining to the key concepts involved in this study is found in Chapter II. An explanation of the research methodology employed makes up Chapter III. Chapter IV contains an analysis of the data. A summary, conclusions, and recommendations are presented in Chapter V. Saudi Arabia along with a brief overview of the Saudi educational system emphasizing women's education. Related literature on the theory of national development, the role of education in development, and the role of education in changing attitudes is also reviewed.

The review covers research which has studied the attitudes of Saudi Arabian men toward women's issues including work and the impact of education and other variables upon their attitudes.

This chapter is divided into the following six areas: First, a general description of the Saudi Arabian educational system is given; second, is a brief history and description of women's education; third, a review of the historical development of the theories of national development is given; fourth, the relationship between education and national development is discussed; fifth, the effect of education on attitudes is presented; and finally, a description of men's attitudes toward women in Saudi Arabia and a review of the studies investigating the influences upon these attitudes.

Formal Education in Saudi Arabia

In 1926 with the establishment of the Directorate of Education the beginning of a modern system of education

CHAPTER II

REVIEW OF LITERATURE

This chapter will present a review of literature pertaining to the attitude toward women's participation in Saudi Arabia along with a brief overview of the Saudi educational system, emphasizing women's education.

Related literature on the theory of national development, the role of education in development, and the role of education in changing attitudes is also reviewed.

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Formal Education in Saudi Arabia

In 1926 with the establishment of the Directorate of Education the beginning of a modern system of education in Saudi Arabia was put into place. Although the Directorate tried to modernize the educational system, it did not "relegate the traditional system to an inferior position . . . there is on the contrary, a studied effort to cast the new system in an Islamic mould" (Tibawi, 1972:180). The new system incorporated much of the old.

Education policy in the Kingdom of Saudi Arabia states that the aim of education is the correct understanding of Islam and the inculcation and dissemination of the Islamic creed; imbuing of the students with Islamic values, doctrines and ideals; the imparting of various types of knowledge and skills; the social, economic and cultural development of society, and the preparation of the individual to be a useful participant in the building of society (Al-Hariri, 1987:53).

In 1953 the Directorate of Education, which had grown from a very few students in 1926 to almost 40,000 by 1952 (Al-Marsouqi, 1980:20), was superseded by the Ministry of Education.

The Ministry of Education oversees the education of boys at the primary and secondary levels. Education is available free of charge at all levels, but is not compulsory at any level (Schmida and Keenum, 1983:87).

General education is divided into four steps; Kindergarten, elementary school--grades 1-6, 3 years of intermediate school and finally three years of high school. Since the establishment of King Saud University in 1957 the following universities have been founded: The Islamic University (1961); the University of Umm al-Qura (1978); King Abdulaziz University (1967); Imam Mohammed

school. Promotion between levels is based on end of the year exams. The exams at the intermediate and secondary levels are written and marked by external examiners. The curriculum has a large religion and Arabic language content and emphasizes memorization (Ghaban, 1986:11-12). The methods used;

are based largely on transmitting what is laid down in the textbooks and repeats what they have acquired in these textbooks. There is little encouragement for original thought, intellectual discourse or creativity (Faheem, 1982:81).

Higher education in Saudi Arabia is a recent development within the Saudi Educational System.

This history of higher education in Saudi Arabia is a study of educational progress almost unparalleled in history. University education as known today began in 1957 with a single institution and an enrollment of twenty-one students and a staff of nine. By 1982 higher education had grown to include seven universities with 63,563 students and a teaching staff of 6,906. Saudi Arabian public expenditure for higher education per student is one of the highest in the world (Saleh, 1986:17).

King Saud University, formally Riyadh University, opened in 1957. Located in the capital city of the country, it is considered to be the first and the largest modern university in Saudi Arabia (Ministry of Higher Education, 1980).

Since the establishment of King Saud University in 1957 the following universities have been founded: the Islamic University (1961); the University of Petroleum and Minerals (now known as the King Fahad University) (1975); King Abdulaziz University (1967); Imam Mohammed

Bin Saud University (1974); King Faisal University (1975); and Umm Al-Qura University (1981) (Ministry of Higher Education, 1983-84:26-28).

Since 1975 the universities have been under the direction of the Ministry of Higher Education. The Ministry provides not only a free education but also free housing and monthly stipends.

The majority of the graduate students receive degrees in religious subjects or the humanities. All students regardless of their major are required to complete a minimum number of courses in Islamic studies.

Women's Education

"The search for knowledge is the duty of every Muslim, male and female" (Al-Juhary, 1977:74). In spite of this religious basis for women's education offered by the prophet Mohammed (prayers and peace be on him), women's education has met with much traditional opposition in Saudi Arabia and is only a very recent addition to the Saudi educational system.

Before 1960 all of the girls' schools were run in private homes and were called Kuttab.

This Kuttab did not teach the student everything in the usual school curriculum, but only the Islamic holy book, the Qu'ran, reading, some written principles, and how to solve simple math problems (Hallawani, 1982:35).

The beginning of Public education for girls was in 1959 with the creation of the General Presidency for

Girls. The Presidency was to set up a segregated system of all girl schools parallel to the boys' schools under the Ministry of Education. The first public schools for girls were opened in 1960 amid much controversy.

The government wished to reduce the 99% illiteracy rate among women but the idea of girls' schools faced stiff opposition from the ulama (Islamic scholars) and other conservative elements. Girls' education only got underway because the government decided that it would be 'compatible with the country's religious position and Arab tradition' and because the girls' schools are run by a religious functionary (Al-Hariri, 1987:54).

Traditional opposition was not the only obstacle to face girls' education. The country, according to tradition, had to set up a completely segregated system.

At the age of nine, girls are required to wear the veil in public and withdraw to female schools. They travel to school in specially chaperoned buses and are instructed entirely by female teachers in schools run by female administrators; the only exception is some religious instruction given by blind male teachers (Al-Hariri, 1987:55).

In order to meet these needs in 1960, the government allocated funds for fifteen elementary schools and one class to train teachers. Qualified female teachers had to be brought in from other Arab countries.

The Presidency for Girls education set the following goals for female education in Saudi Arabia:

- a. to give girls a clear understanding of their responsibilities toward their children, their own home, and to society.
- b. to satisfy the needs felt in Saudi Arabia for a body of women who would be capable of maintaining a balance between the changing patterns of today and the traditions of yesterday.

- c. to ensure a flow of highly trained women and for service in education and elsewhere.
- d. to provide all girls with an avenue to higher education (Abdel Wassie, 1970:36).

As illustrated above some of the initial reasons used to found girls' schools were not to produce workers but rather to implant

the right concepts in our daughters as wives, as homemakers, as mothers of sons, and as pioneers of coming generations that will be correctly guided in all aspects of life. A well known poet has said: A mother is a school; if you prepare her well, you will have a well-founded people (Al-Baadi, 1982:93).

The first intermediate school for girls was established in 1963 and in 1965 the General Presidency for Girls' Education built a model girls' institute in Riyadh as a secondary school for women (Hallawani, 1982:43).

enrolled exclusively in colleges or university departments for women or as external university and at King Abdul Aziz University.

Since its inception girls' education has grown dramatically. Girls accounted for only 9 percent of all primary enrollments, 1 percent of secondary and zero percent of higher education in 1960. But by 1980, the female population had climbed to 39 percent in primary, 39 percent in secondary and 29 percent in higher education (Coombs, 1985:226).

By 1985 "female enrollment at the elementary level Educational colleges have opened in Saudi Arabia, approached parity with that of males, . . . accounting for 42 percent of the total enrollment at the elementary level" (Ministry of Planning, Saudi Arabia, 1985:6).

As more women completed secondary school there arose a need for higher education. The first schools

established were to prepare women for teaching and nursing, two fields traditionally acceptable for women.

The first university to accept girls was Riyadh University (now called King Saud University) but they were accepted as external students only. As external students they were not allowed to attend class, but were allowed to take the exams, though in a separate place. All studying was done at home, lecture notes had to be obtained from a male (usually a relative) who was attending class. Even though they could take courses they could not receive a degree from any college.

In 1967 the Education College in Makkah and King Abdulaziz University accepted women as regular students but only in evening classes.

Women enrolled exclusively in colleges or university departments for women or as external students at the University of Riyadh. At that university and at King Abdul Aziz University they viewed closed-circuit telecasts of university lectures by male professors and ask questions of the teacher by a remote hook-up (Nyrop, 1977:110).

The General Presidency for Girls' Education established the first all female college, the Educational College in Riyadh, in 1970. Since then other women's Educational colleges have opened in Jeddah (1974) in Makkah and Damman (1975) and in Abha (1982). Other women's colleges include the Art College for Girls (1978) and the Higher Institute for Social Service (1975) (Hallawani, 1982:60).

Today there are a total of eleven women's colleges. Women may also attend five of the seven Universities currently in the country. Women may now pursue degrees in Religious studies, Arts and Humanities, Education, Social Sciences, Natural Sciences, Medicine and Agriculture. Currently under consideration is the construction of a women's university in Riyadh (Faheem, 1982:4). "Probably no area of higher education has grown faster in recent years than education for females. In 1961 there were four females; enrolled in 1982 there were 19,860" (Saleh, 1986:22). "A generation ago, state schools for girls were unthinkable; now they are a vigorous reality" (Tibawi, 1971:182).

Theories of National Development

The relationship between Formal education and National Development has long been considered important, however the role that formal education plays or should play in development is far from being agreed upon. Whether education is a necessary precondition to development, a result of development or even a hindrance to development are all postulates that have been debated in numerous tones. One of the main difficulties in determining the precise role is the large number of external variables which also play an important part in the development process.

The discussion of how the development process works is not new. The Greeks were the first to study change. They expressed the idea with the word physics--growth by unfolding. They believed that every state had a period of growth, prime and decay, and that this cycle would constantly repeat. The Romans also accepted this belief. During the early Christian era and through the Middle Ages the idea of physics was still accepted, but in a modified version. They believed that all of mankind would go through a single non-repeating cycle and that this cycle would end with the coming of Christ and the destruction of the world (Fagerlind and Saha, 1983:7-8).

During this period of time thought on development was not restricted to the Western world. While Europe was in the midst of its Dark Ages, the Islamic world was at its peak, in its Golden Age. The Tunisian philosopher/sociologist Abdulrahman Ibn Khaldun (1332-1406 A.D.) drawing upon Aristotelian philosophy saw development as a dialectical and cyclical process. He is possibly the earliest sociologist to use conflict to explain change (Fagerlind and Saha, 1983:10).

He believed that a state, like a religion can only be created by strife. Social solidarity is then founded as a result of need. The extent and strength of the empire depends on the strength of the original solidarity. As the state develops, the solidarity decreases and the power of the sovereign increases.

Ultimately the state faces extinction, even though a reform of fundamental laws and institutions may extend this fate. Society is doomed to an empty and unending cycle of rise and fall (Al-Juwayer, 1983:53).

The first major departure from the cyclical belief came in 1688 when Bernard LeBovier deFontenelle began what would become the modern view of development: "That civilization made progress in the past, is now making progress, and will continue to make progress into the unlimited future" (Fagerlind and Saha, 1983:9).

According to Fontenelle: "A good cultivated mind contains, so to speak, all minds of preceding centuries; it is but a single identical mind which has been developing and improving itself all the time . . . men will never degenerate, and there will be no end to the growth and development of human wisdom" (cited in Nisbet, 1969:104).

During the enlightenment this linear theory was accepted and expanded. The main beliefs to arise were the supremacy of pure knowledge and science over theological knowledge and that development is natural, cumulative, logical and unlimited. Descartes established the supremacy of rational knowledge. Leibniz stated that development is continuous and gradual. Kant also believed in the unlimited progress of mankind and though the process may slow down it cannot stop. Rousseau put forth the idea of the noble savage uncorrupted by civilization.

For Rousseau progress consisted in the ability of man to remain uncorrupted by civilization and yet remain a part of it and carry out the responsibilities of a citizen. It is precisely

in the Resolution of this apparent contradiction that Rousseau placed so much emphasis on education (Fagerlind and Saha, 1983:10).

At the turn of the 19th century the optimism of the Enlightenment gave way to more systematic and complex theories of change and development. These theories can be best described under the general rubric of evolutionary or organic theories. As such evolutionary theories were based upon six assumptions about change. For the 19th century writers change was seen as natural, directional, imminent, continuous, necessary and proceeding through uniform causes (Fagerlind and Saha, 1983:11).

Representative theorists from this group include: Wilhelm Frederick Hegel who introduced the idea of dialectics. He thought that development occurred through a series of stages or levels of organization increasing from lower to higher. Auguste Comte systemized evolutionary theory. He saw progress as the result of the scientific achievements of man. Herbert Spencer was given the label of a Social Darwinist for applying the theory of the survival of the fittest to society. Emile Durkheim also supported the evolutionary idea that society develops from simple to more complex (Fagerlind and Saha, 1983:11-13). Karl Marx also believed that society progressed through given stages but in a specific order; Feudalism, commercial capitalism, monopolistic industrial capitalism, socialism and finally communism (Adams and Bjork, 1969:7).

There are many contemporary theories of development. One of the most important and universally accepted is the Modernization Theory. The Modernization Theory was meant

to show the path to modernization. It viewed "underdevelopment, in good part, as a state of mind. Some mental and psychic orientations therefore, can act as key barriers to national development" (Ghaban, 1986:36). Therefore the best way to develop a society

The process of modernization can be characterized as revolutionary (a dramatic shift from tradition to modern), complex (multiple causes), systematic global (affecting all societies), phased (advance through stages), homogenizing (convergency), irreversible and progressive (Huntington cited in Fagerlind and Saha, 1983:15).

Modernization is seen as a process through which members of a lesser developed society acquire the characteristics of a more developed society. The Dependency theory focuses upon the relationship between developed and lesser developed states. It focuses on the dependency of the poor countries upon the

It is expected that structural changes influence values related to one's career aspirations, mate selection, work, new ways of doing things, and orientation to the future. These changes have been conceived as 'empathy' (Lerner, 1985), 'need achievement' (McClelland, 1961) and 'individual modernity' (Inkeles et al., 1966, Inkeles and Smith, 1974) (Attir, Holznir and Saha, 1983:21-23).

In their book, Fagerlind and Saha (1983:17) offer four criticisms of the Modernization theory. First that there may not be a causal linkage between the variables as set up by Inkeles and Smith (1974). Secondly the assumption that modern attitudes are incompatible with traditional ones. Thirdly, the idea that modern ideas necessarily lead to socio-economic development. Finally that its endpoint is ideologically biased and ethnocentric. To become modernized also implies to become Westernized.

Other contemporary theories include the Human Capital theory, Dependency theory and Liberation theory. The Human Capital theory was formulated by economists and sees the improvement of the human workforce as a capital investment. Therefore the best way to develop a society is through investing in its people and in particular their education. It has been criticized because the extent that education or other forms of human investment can improve occupations or income is very difficult to measure.

The Dependency theory focuses upon the relationship between developed and lesser developed states. It focuses on the dependency of the poor countries upon the rich. Among the many criticisms of this theory are that it emphasizes factors external to the society and it fails to provide a way for a country to develop without creating dependency on another country (Fagerlind and Saha, 1983:21-23).

The liberation schools of thought are built upon the conviction that nothing good or profitable can be secured for the poor members of an underdeveloped society without a drastic and radical change in the structure of that society, as well as a broad radical change of the current socioeconomic, political and cultural world order. The liberation theorists basically take a humanistic approach to questions of development. The underlying assumption is that members of the underdeveloped societies are oppressed by the power holders of their own societies, who control the relevant economic resources such as land, industry and wealth (Fagerlind and Saha, 1983:24).

Education and National Development

The diversity of opinion demonstrated in the above theories becomes even more diverse when discussing the role of education in the development process. Education is seen as both "the Key that unlocks the door to modernization" (Harbison and Myers, 1964:181) and

no more just or equal than the economy and society itself-- . . . because schooling was organized to develop and maintain, in the imperial countries, an inherently inequitable and unjust organization of production and political power (Carnoy, 1977:3).

Before the creation of modern secular education under the industrial capitalist system, formal schooling was mainly concerned with the teaching of morality, religiosity and the external truth; as well as the search of knowledge for knowledge's sake. Most schools were attached to religious institutions and did not engage in occupational selection or distribution. Vocational training took place within the family or at the place of work. It was not until the creation of the market that it became necessary to sell one's labor and thus seek educational qualifications in order to gain access to the job market (Faheem, 1982:20-21). It is in this new role that education is seen as playing a vital role in the modernization of a society.

Education may foster modernization through the creation of a population more willing to accept technical innovations and make use of them: by diffusing among the population the skills, organizational, administrative, and technical, which are necessary for the institution of changes and for the inevitable accommodation to these same changes; and by instilling in

students, through the classroom and school situation, aspirations beyond their present means to achieve while, at the same time, equipping them with the means to achieve them (Bassey, 1972:123-124).

According to the World Bank, "Education has long been recognized as a central element in development" (1980:12). Their approach to development underlines the importance of education in three ways. First as a basic human need. Through education people acquire knowledge, attitudes, values, and skills. This provides them with a potential to learn, to adjust to changes in culture and society and to participate in society. Secondly, education is seen as a means of meeting other basic needs. By learning about nutrition, safe drinking water, health services and shelter these conditions improve which improves the conditions for education. Thirdly, education is an activity which sustains and accelerates overall development.

The ability of individuals to identify with their changing culture and find constructive roles in society depends, to a large extent, on what education can provide by way of self-understanding, better knowledge of the choices available to society, and a critical view of a culture (World Bank, 1980:13-14).

Not everyone believes that education plays so direct a role in the development process. Philip Foster (1967:296) argues that;

the principles role of formal education in early stages of economic development does not lie in the creation of human skills as narrowly defined. It may lie rather in the expectations that it generates, the new consumption needs to which it leads, and the emergence of a general dissatisfaction with the restrictions of

traditional society. If such dissatisfaction provides personal incentives and, at the same time, institutionalized means exist to meet new aspirations, then the schools will have contributed indirectly to economic growth.

Some theorists go over further to say that education plays a very small role or even a negative role in the development process. Martin Carnoy (1977:4-9) believes that schools simply reinforce the existing structures by helping the individual better fit into that structure. Schools, in a capitalist system, reward students who have qualities required by that system. Mass education does not necessarily more evenly distribute wealth or job opportunities because children of wealthy parents have access to higher levels of schooling while poor children receive much less education. Schools therefore produce better trained workers and maintain the social-political structures.

Illich argues that the net effect of schooling on society is negative. Children are demeaned by schooling, adults are cast into roles by the amount of schooling they have rather than their willingness or potential capability to perform tasks (since this capability is not allowed to develop), and the society becomes oriented toward formalized expertise: the more schooling one has, the more his or her opinion is worth, often regardless of the person's good sense, humanness, or other factors which may be considerably more important than the skills learned in school. As a result, Illich claims, the technology of today's industrial societies has little to do with people's needs, but serves the needs of experts; technology and knowledge are mystified by experts through technical jargon. This keeps the mass of people from understanding relationships in the society and separates them from technology and its control (Carnoy, 1977:11).

School's negative effect may not be limited to simply placing children into socio-economic roles largely based on their parents' socio-economic status, but

It also imparts values, ideas, attitudes, and aspirations that may or may not be in the nation's best 'developmental' interests. Education absorbs the greatest share of LDC recurrent government expenditures, occupies the time and activities of the greatest number of adults and children (almost thirty percent of Third World populations), and carries the greatest psychological burden of development and aspirations (Todaro, 1981:290).

In spite of the possible negative effects of education that Carnoy, Illich and Todaro point out, the majority of the theorists believe that education plays at least an indirect role if not a direct role in the development process. Many believe that it plays both roles simultaneously.

Education may directly generate modernity orientations by teaching new knowledge and skills and by providing the child a formal social setting which contrasts sharply with the family. Education may contribute indirectly to individual modernity by imparting those skills and attitudes which further exposes an individual to the modernizing influences of mass media, urban exposure, change agent contact, and employment in formal organizations (Kumar and Waisanen, 11-12).

there were many research projects which supported that thesis. Among the many researchers who have documented a

Education and Attitude Change

Of the many variables that may effect attitudes, education has long been considered a primary agent. There is more empirical evidence showing the importance of education in effecting attitude change in particular Middle East. Kahl (1966) whose research in Brazil and

with the acquisition of modern values, otherwise known as individual modernity.

(19) In virtually every study available, it has been shown that exposure to schooling or level of school attainment is directly related to modernity-linked orientations (Fagerlind and Saha, 1983:97).

Individual modernity is considered by many to be an important factor in the modernization process. A person with modern attitudes is more likely to accept change and promote change in society.

Education is generally considered one of the most important

influences in moving individuals in developing countries from traditionalism toward modernity. In fact, Inkeles indicates that the amount of formal schooling a man has had emerged as the single most powerful variable in determining his modernity score. This modernity test is not a test of what is learned in school but, rather, 'a test of attitudes and values touching on basic aspects of a man's orientation to nature, to time, to fate, to politics, to women and to God' (Meleis, El-Sanabary and Beeson, 1979:115).

During the 1950s and 1960s many sociologists believed that education and in particular formal education, was the principle modernizing agent. In the 1960s and 1970s there were many research projects which supported that thesis. Among the many researchers who have documented a strong relationship between education and modern attitudes: Daniel Lerner (1958) who found a strong correlation between literacy and modern attitudes and in particular psychic empathy based on his research in the Middle East. Kahl (1968) whose research in Brazil and

Mexico showed a strong correlation between formal education and individual modernity. Inkeles and Smith (1974) also found a strong relationship between formal education and individual modernity based on their research in Argentina, Chile, Bangladesh, India, Israel and Nigeria. In their study they also looked at other independent variables and education was still found to be the most powerful change agent toward modernity. Armer and Youte (1971) carried out their study in Nigeria and found that the longer students were in formal Western education the higher their modernity (Ghaban, 1986:27-30).

The above are only a few of the many studies which link formal education to individual modernity. Although the precise role of education is difficult to determine due to the many variables outside of formal education which have an impact as well, education has often been found to be the single most important agent in acquiring modern attitudes.

Saudi Male Attitudes Toward Women's Participation in the Labor Force

In the previous sections of this chapter the educational system, in particular that of women, the theories of development and the importance of education in the development process have been reviewed. In this section, the attitudes that Saudi men hold toward working

women and the role of education in changing these attitudes will be discussed.

Among the strongest factor influencing Saudi men's attitudes toward women is the Islamic religion, or at least their interpretation of the religion. "Saudi Arabia is one of the few countries that does not have any other religious practices except for the Islamic Religion (Alman, 1973:4).

The traditionally low status of women that is usually associated with Islam is not a necessary result of Islam. The selection and interpretation of Islamic Doctrine can be used to support arguments preventing and promoting change (Almana, 1981:43).

There are various ayaht ("phrases") in the Qur'an which indicate an equality between men and women in regard to work.

Whoever works righteousness, man or woman, and has Faith, Verily, to him will We give a new life, a life That is good and pure, and We will bestow on such their reward According to the best of their actions (Qur'an, 16:97).

And their Lord hath accepted of them, and answered them: 'Never will I suffer to be lost the work of any of you, Be he male or female: Ye are members, one of another (Qur'an, 3:195).

The status of women, therefore, is not due to the Islam Religion per se, but rather to extra-Islamic traditions which have co-existed in the Arabian countries for centuries (Saleh, 1972:193).

The Qur'an, the Sunnah and historical fact all seem to support the argument giving women equal rights to participate in public activities--social, economic or political. They suggest that

women can interact with men in places of work, education, or fighting, and that both women and men should always observe Islamic rules regarding dress, morals, and modesty. In other words, the review of the sources seems to suggest that women need not be secluded or confined to the pursuit of domestic duties but they have the intelligence and moral character to behave responsibly in society (Al-Abd Al-Hay, 1983:100).

In spite of the fact that work is not prohibited to women by the fundamental writings and doctrines of Islam, there are conditions which must be met by Islamic women if they are to work outside of the home. She should first fulfill her duties to her husband and her children. She must wear Islamic dress which in Saudi Arabia is considered to be wearing of the veil. She may not come into contact with unknown men. Finally she should work in jobs suitable to her nature and follow Islamic ethics (Elkhoja, 1979:44-45). Although the above restrictions do not prohibit a woman from working they make her participation more difficult.

In Islamic tradition man is the guardian of woman therefore the way he perceives the before mentioned conditions plays an important role in his allowing his wife or daughter to seek employment. Saudi women with an education face a real dilemma:

Vigorously pursuing higher education, careers, and financial independence, the New Saudi working woman lives in two separate worlds--that of professionalism, as an active, contributing member of society, and that of the protected, cloistered female, bound by tradition, veiled in public, forbidden to drive a car or travel unless accompanied by a man. She is entrusted with the surgeon's scalpel or the obstetrician's forceps, but not with her own morality. She is

entrusted with educating hundreds of members of the upcoming generation, but not with the freedom to come and go as she pleases. Yet, in the prevailing climate of Islamization, many of these same women vigorously defend the restrictions imposed on them in the name of Islam, and scoff at the 'so-called freedoms' enjoyed by Western women (Ramazani, 1985:259).

As a result of the traditional factors limiting women's participation in the work force the percentage of women employed in 1985 was extremely low, only 5.1 percent of the labor force was made up of Saudi women (Fourth Development Plan, 1985:89).

The opening of the job market to women and the need for more jobs for Saudi women has caused a proliferation of newspaper and magazine articles dedicated to this topic. It is currently one of the most hotly debated topics on Saudi society (Ramazani, 1985:261).

This need is underlined by the fact that Saudi Arabia currently relies on over two million foreign workers (Al-Gamadi, 1985:22). The government is actively promoting training of Saudi women to fill these jobs and reduce the number of foreign workers (Ramazani, 1985:260). Although the government is promoting many professions for women, the majority, 65.6 percent (Assaf, 1986:167) of the women working in Saudi Arabia are in the field of education.

"A modern nation needs participating citizens, men and women" (Fagerlind and Saha, 1983:48). In order to ensure that this participation occurs the attitudes which have confined women's participation to health care and

education need to be influenced. How these attitudes are influenced has been the subject of a few studies carried out in Saudi Arabia and other Islamic countries.

Mohammed Kadri Elkhoja (1979) studied the effect of living in the United States on the attitudes of two hundred and sixty male and female Libyan students in the United States. He found that there was a positive attitude toward the division of labor between the sexes in the family and that the significant factors influencing this attitude were gender and marital status. Although education was not found to be a major factor, the preference for absolute equality between the sexes increased as the level of education increased.

In a later study also carried out in Libya, Biri (1981) surveyed two hundred males from Tripoli. He checked for many variables--age, educational level, family structure, rural or urban background, socio-economic characteristics, ownership of durable goods, religiosity, type of residence and mother's working outside of the home. He found that age and education were the two most important factors in men's acceptance of changing women's roles. The more education that the men had the more positive their attitude was toward role sharing, sharing in decision-making with women and allowing higher participation of women in labor and politics. Although being young was an important

indicator, education was seen as the most determining factor.

It is believed that the future of women is changing to the modern as a result of men's changing values and attitudes, and also as a result of mass education of women, which will lead women to think of their own roles in a society that is involved in a mass cultural, economic and political revolution--a society that needs the efforts of each and every citizen, male and female, to change and modernize (Biri, 1981:123).

Almana (1973) is the earliest attempt to measure the attitudes of Saudi males toward working women. She surveyed fifty-three Saudi students at Arizona State University. She employed a Likert scale to see if there was any relationship between exposure to Western culture and the attitude of men and women's work and religion: She found a strong correlation between the students who had been in the United States for three years or more and a more positive attitude toward women working. The academic level also appeared to have some impact on the attitude toward working women. The most positive attitude was found among juniors and seniors. Religious beliefs appeared to have less impact on attitudes toward working women than exposure to Western culture. Exposure to Western culture also had little impact on religious beliefs and values.

Hallawani (1982) administered a questionnaire to one hundred and fifty Saudi men living in Saudi Arabia and outside of Saudi Arabia. She also questioned working Saudi women as to their attitudes toward working and

perceived problems with women's jobs. Although she asked about the educational level of the respondents, she only tested the effect of living outside of Saudi Arabia on their responses.

Men in general were found to have favorable attitudes toward working women, and this attitude was even more favorable among Saudi men living outside of the country. Some of the questions she asked and the responses are as follows; Should married women be allowed to work in Saudia Arabia? Fifty-seven percent of the men in Saudi Arabia answered yes as compared to sixty-eight percent of the men living outside of Saudi Arabia. Can a woman be a good homemaker and an employee at the same time? Fifty-seven percent of the men in Saudi Arabia agreed with the statement while only fifty-two percent of those living outside of Saudi Arabia agreed. Seventy-one percent of the men in Saudi Arabia believed that women should work half-days while only seventy percent of those outside of Saudi Arabia agreed. Does working prevent women from taking care of children properly? Eighty-two percent of the men in Saudi Arabia believe this statement is true compared to sixty-seven percent of those living outside of Saudi Arabia. If you did not have any children would you let your wife work outside of the home? Seventy-one percent of the men in Saudi Arabia answered yes while those outside Saudi Arabia said yes eighty-two percent of the time. The findings indicated

that Saudi men in general tend to have a favorable attitude toward women working and that those men living outside of the country had a slightly more positive attitude.

In 1983, Al Shammas studied the attitudes of Saudi male students living in the United States toward selected women's issues. Three hundred and twenty-five Saudi university students were surveyed in California, Arizona, Texas, and Colorado. She checked for four variables. The effect of length of stay in the United States, level of education, marital status and region of origin in Saudi Arabia upon men's attitudes toward women.

Of sixty-one items, only seven showed a significant relationship to length of stay in the United States. Students who had been in the United States six months or less had the lowest positive attitude toward women. Students who had been in the United States from one to two years had the highest positive attitude while those who had been in the United States four years or more had a lower positive attitude towards women.

The second variable, education, had a significant effect on only two of the sixty-one items. In general the higher the level of education the more positive the attitude toward women. Only college level students were included. The attitude toward women increased with educational level reaching its peak with Masters level students and then dropping again at the Ph.D. level.

There was no significant relationship found between marital status and attitude toward women. Of the sixty-one items only four showed a significant correlation. Based on these few items it appears that divorced males have the most positive attitude toward women while single males have the least positive attitude.

Of the sixty-one items only eleven showed a relationship to region of origin in Saudi Arabia. Men from the Southern Region had the lowest positive attitude toward women while men from the Eastern and Northern Regions had the highest positive attitude toward women.

Rehemi (1983) conducted a survey of Saudi men and women's attitudes toward the participation of women in Saudi Arabian development. He distributed a questionnaire to six hundred and eighty-three participants belonging to the following groups: females in the University in the United States and in Saudi Arabia, Females employed in the government and private sectors and unemployed females. Males studying in American and Saudi Universities, males employed in the government, private sectors, and as University professors. The subjects were randomly selected from large urban areas, small towns and rural areas.

A scaled questionnaire that measured attitudes was completed by the six hundred and eighty-three respondents. A chi-square test was used to evaluate the

data using 0.05 level of significance. Based on the level of significance the following findings were reached: Women were generally receptive to the idea of working outside of the home. Both men and women preferred that women work part-time over full time. Both men and women believe that teaching, child care and nursing are the most acceptable jobs for women. Women preferred to work in segregation, men however did not indicate that as being as important. Both men and women accept women working outside of the home provided that traditional values be maintained.

Rehemi found that the men's attitudes toward women working outside of the home had no significant relationship with any of the three variables--education level (elementary through doctoral level), occupation, and having lived outside Saudi Arabia. There was also no significant relationship between men's attitude toward women working with men and the men's occupation or having lived outside of Saudi Arabia.

The most recent study of modern attitudes of Saudi students and the most complete study on the effects of education and study abroad upon those attitudes was carried out by Mahroos Ghaban (1986). In his study he investigated the impact upon individual modernity of the following independent variables; level of education (secondary, undergraduate and graduate), length of stay

in the United States, mass media exposure, urban experience, father's education and age.

Based on nine hundred returned questionnaires (two hundred secondary students and four hundred college students in Saudi Arabia, and three hundred college students in the United States) a factor analysis was used to construct a dependent variable scale and to make a profile of the modernity of Saudi students. The impact of the different independent variables upon the dependent variable was determined through regression analysis.

Education was found to have the largest and most positive impact upon the individual modernity of Saudi students both in Saudi Arabia and the United States. The second variable found to have a major impact upon individual modernity was the length of stay in the United States. The longer a student was exposed to Western culture the more modern his attitude becomes. Mass media exposure had little impact upon the modernity of students in either Saudi Arabia or in the United States. Neither urban experience, age, nor father's level of education were found to have a direct impact upon the modernity of students in either country.

In regard to attitude toward women the strongest relationship was seen with length of stay in the United States.

Saudi students in the United States have shown a significant shift from their traditional values and attitudes as they relate to independence from family, women's positions, and work for women; such a shift has not been observed among

Saudi students who have not had foreign study experience (Ghaban, 1986:111).

The longer a student was in the United States the more positive his attitude toward women becomes. In spite of the importance of length of stay upon attitudes toward women, the most important factor in promoting modernity and the independent variable most positively associated with individual modernity is the amount of formal education.

Summary

This chapter has presented related literature on many topics pertaining to attitudes toward women's participation and showed the importance of women's participation in the development of Saudi Arabia. It started with a short description of the Saudi Arabian educational system which was followed by a more detailed discussion of the women's educational system. Next the history of development theories and the most important contemporary theories were presented. After discussing the development theories the role that education plays in national development was analyzed. The relationship between education and attitude change was then presented. Finally, traditional attitudes toward women's participation in the labor force were discussed and research showing the effect of diverse variables upon these attitudes was presented. In the following chapter,

Chapter III, the procedure and methodology used in this study will be presented.

CHAPTER III

RESEARCH METHODOLOGY

This chapter's purpose is to describe the procedure used to plan, conduct the study and give the methods used in analyzing the data collected.

This chapter is made up of the following components:

- 1) The population and sample;
- 2) the instrument construction;
- 3) the questionnaire validity;
- 4) the questionnaire reliability;
- 5) translation of pre-test of the research instrument;
- 6) data collection procedure;
- and 7) statistical methods used in analyzing the data.

Population and Sample

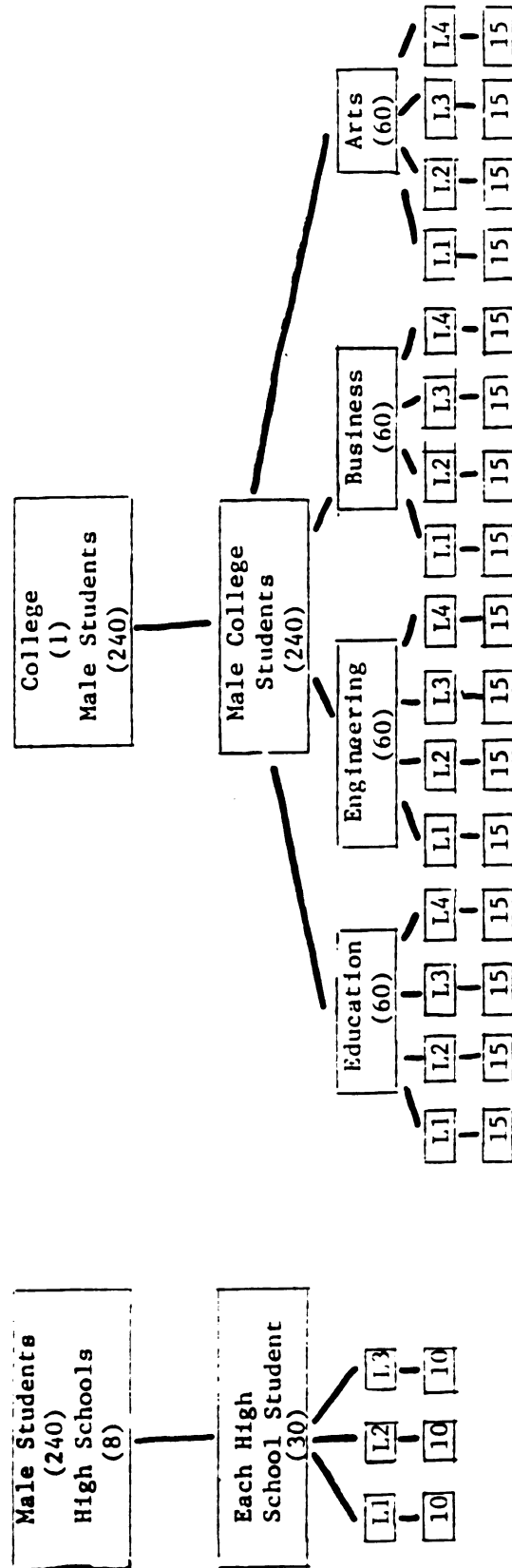
The population of the present study was male high school and college students in the City of Riyadh, Saudi Arabia. The target populations were composed of students in general secondary boys' schools and male students in colleges of Saudi Arabia. A sample of college students was selected from King Saud University. King Saud University was chosen because it is the oldest and largest university in Saudi Arabia (see Chapter II). It is also centrally located and draws students from the

entire country. As for high schools, there are 27 high schools around the City of Riyadh. A sample of high school students was randomly selected from eight high schools (Ministry of Education, 1985:39, 40).

A total of 480 questionnaire forms were distributed among male high school and college students. The stratifying variables for the sample were high school level and college major areas and level of study (see Table 3.1). These variables were used as stratifying variables since the researcher was attempting to discover if the attitudes toward women's participation in the work force vary according to the variations in these variables.

Eight schools have been selected at random from a list of 27 schools in Riyadh. A total of ten students were selected at random in each of the three high school levels. Thirty students were selected from each school which yielded a final sub-sample size total of 240. As for the male college students, 60 students were selected from each of the four major areas: education, engineering, business administration, and arts. This yielded a final sub-sample size total of 240. These colleges were selected because they contain the majority of the students. Students from all majors take courses in these four major colleges. Fifteen students in each level were selected at random from each major area in each of the four college levels. The researcher obtained

Table 3.1
Sampling Stratification



480 students for the whole sample. Although there is no minimum sample size that will guarantee correct results Borg and Gall (83:257) suggest at least 100 per group. This project with 240 per subgroup then should provide a good sampling.

Instrument Construction

Development of the Instrument

The development of the instrument involved a comprehensive review of the literature dealing with the issue of women's participation in the work force. However, the researcher failed to locate a single appropriate instrument which can fully cover the purposes of this study. Hence, the researcher, guided by the insight gathered through the review, as well as the study research questions, developed his own instrument.

Items related to the study dependent variable, the attitudes toward women's participation in the work force, were borrowed directly or in modified form, from questionnaire materials employed by Kahl (1969), Hallawani (1982), Al-Abd Al-Hay (1983), Almana (1972), Rehim (1983), Elkhoja (1979), Biri (1981), Al-Baadi (1982), Inkeles and Smith (1974) and others. (See Table 3.2 for a listing of these items and a listing of where similar items can be found.)

All of the study attitudinal items are of the Likert format which is aimed at finding a "favorable" or

TABLE 3.2

List of Questionnaire Items and Resources

Question	Resource
1. A married woman should not work even if she wants to work.	Khal, 1968, p. 33; Inkeles and Smith, 1974, p. 340
2. A working woman is able to raise children better than a non-working woman.	Almana, 1972, p. 48
3. If a woman works she cannot properly take care of her children.	Rehemi, 1983, p. 148; Hallawan, 1982, p. 183; Almana, 1973, p. 45
4. A Saudi woman can be both a good homemaker and a good employee at the same time.	Hallawani, 1982, p. 182; Almana, 1973, p. 45
5. Women belong at home.	Biri, 1981, p. 143; Almana, 1972, p. 48
6. For women, marriage and children should be more important than a career.	Biri, 1981, p. 143; Al-Baadi, 1982, p. 282
7. A married woman should only be a housewife.	Elkhoju, 1979, p. 289
8. A married woman who works cannot spend enough time with her husband.	Almana, 1973, p. 45; Biri, 1981, p. 143
9. A woman who has children should work outside of the house only if her children are over six years old.	Elkhoja, 1979, p. 289
10. If a wife does not yet have children she should be permitted to work.	Hallawani, 1982, p. 183
11. Married women should be allowed to work.	Rehemi, 1983, p. 148 Hallawani, 1982, p. 182
12. If a man can provide for his wife she should not work outside of the house.	Researcher

Table 3.2, Cont'd.

Question	Resource
13. If more Saudi women were allowed to work, they could replace many foreign workers.	Hallawani, 1982, p. 181
14. A woman should work outside of the house only if she is not married.	Elkhoja, 1979, p. 289
15. Only divorced women should be allowed to work outside of the home.	Elkhoja, 1979, p. 289
16. Society needs women to perform jobs that they are capable of doing.	Hallawani, 1982, p. 181
17. Women should hold a professional position rather than a manual job.	Almana, 1973, p. 45
18. A married woman should only be allowed to work outside of the home if it is a traditionally accepted position, such as teaching or nursing.	Elkhoja, 1979, p. 289
19. Women should be allowed to work part-time only.	Rehemi, 1983, p. 158; Biri, 1981, p. 148
20. If men and women are allowed to work together there will be a risk of increased sexual contact.	Inkeles and Smith, 1974, p. 340
21. Women should be allowed to work outside of the house only in segregated work places.	Elkhoja, 1979 p. 289
22. Women should be allowed to work in sexually segregated factories.	Researcher
23. Your wife should be allowed to work in the same place where you work.	Rehemi, 1983, p. 147
24. A working woman is less respectable than a woman who stays home.	Hallawani, 1982, p. 170; Almana, 1972, p. 45

Table 3.2, Cont'd.

Question	Resource
25. It is more acceptable for women to work today than in the past.	Researcher
26. Women from an original Arab tribe should not be allowed to work.	Researcher
27. If a woman is looking for a job, it is better to find a job close to her family, even if it means not taking a better job farther away.	Kahl, 1968, p. 47; Sack, 1974, p. 98
28. Women should become more active in the business and professional world.	Almana, 1973, p. 48; Biri, 1981, p. 144
29. It is not acceptable for a woman to have a higher position than her husband.	Biri, 1981, p. 143
30. Women's services should be completely administered by women.	Researcher
31. Women are as capable as men in carrying out some types of work.	Biri, 1981, p. 144
32. A woman should have the right to choose what type of work she does.	Elkhoja, 1979, p. 289
33. Men and women should have equal opportunities for jobs.	Biri, 1981, p. 144; Elkhoja, 1979, p. 292
34. Women are equally as capable as men of effectively participating in the business world.	Elkhoja, 1979, p. 272
35. Women and men should receive equal pay for equal work.	Biri, 1981, p. 144; Inkeles and Smith, 1974, p. 340
36. Women are not as capable as men of making important decisions.	Biri, 1981, p. 144

"unfavorable" attitude toward the participation of women in the work force. Agreement with questionnaire item numbers (as they appear in Table 3.2) 2, 4, 9, 10, 11, 13, 14, 16, 17, 18, 19, 21, 22, 23, 25, 27, 28, 30, 31, 32, 33, 34, 35 and disagreement with the questionnaire item numbers 1, 3, 5, 6, 7, 8, 12, 15, 20, 24, 26, 29 and 36 indicated a favorable attitude on the part of the respondents toward women's participation in the work force.*

All of the dependent variable items were of the Likert format, with four response categories: (1) "strongly disagree", (2) "disagree", (3) "agree", and (4) "strongly agree".

The mean response of between 1 and 2 was interpreted as "disagreement" with the statement; the mean response of between 2 and 3 was interpreted as "neutral" with the statement; and the mean response of between 3 and 4 was interpreted as "agreement" with the statement.

The educational level was measured by single items asking the respondents to identify their level of education. Possible responses included first, second and third years in high school as 10th, 11th and 12th grade

*Note: It should be noted that several items have been repeated using different words. This was done purposefully to serve the following reason: Some of the items are very crucial for the findings of the study. Thus, the researcher would like to make sure, by repeating these items, that the responses are consistent. For example, item 1, item 7, and item 11.

in the United States. For the college students, the possible respondents included first-, second-, third- and fourth-year students which are equivalent to freshman, sophomores, juniors, and seniors.

Major areas of study was measured by a single item asking respondents to identify their college. Possible answers included 1) Education; 2) Engineering; 3) Business Administration; and, 4) Art.

The exposure to Western culture was measured as a dichotomy variable: yes or no. Length of training, studying, or living in the west was measured by a single item asking how long the respondent spent outside of Saudi Arabia. Possible responses included: 1) less than one year, 2) between 1 and 2 years, 3) between 3 and 4 years, 4) between 5 and 6 years, and 5) 7 years or more.

The father's level of education was measured by a single item asking respondents to identify their father's level of education. Possible responses included: 1) doesn't read or write, 2) can read or write; some elementary education, 3) elementary education; 4) middle school or some of it, 5) high school or some of it; 6) university or some of it; and 7) graduate studies. The same procedure is employed for the mother's level of education.

Mass media exposure was measured by three items. Individuals were asked how often they: 1) watched television, 2) listened to the radio, and 3) read the

newspaper and/or magazines. The given response choices were: 1) everyday, 2) a few times a week, 3) rarely, and 4) never.

Place of residence was measured by a single item asking the individual to identify the size of the place where he lived most of his life. Places were classified as: 1) a large city (holds more than 100,000 people), 2) a medium-sized city (holds between 20,000 to 100,000 people), and 3) a village (holds less than 20,000 people). Although the criteria used for classification are arbitrary, it seems to differentiate places in Saudi Arabia quite well.

Marital status was measured by a single item asking respondents to identify their marital status: either single or married.

The study questionnaire consists of two sections. The first section contains demographic data relevant to the independent variables of the study. The second section consists of 36 items exploring the respondents attitudes relevant to the dependent variable.

A cover letter was attached to the questionnaire explaining the purpose, nature of the study, as well as the importance of respondents' contributions (see Appendix A).

Specific directions for each section were given at the beginning of each section. The instrument was translated into the Arabic language and was presented.

Since the researcher administered the questionnaire in person, the problems of mailing the questionnaire and follow-up procedures did not arise.

Question Validity

Validity is the extent to which a questionnaire measures that which it is intended to measure and therefore is an important consideration in all research. Attitudes can't be directly measured. "They must be inferred from people's beliefs and behaviors. This measurement process is extremely prone to error" (Mueller, 1986:57).

To ensure that the questionnaire was valid several steps were taken. The researcher met frequently with his advisor, members of his committee, a research consultant, and some graduate students from Saudi Arabia at Michigan State University. Based on their comments, the questionnaire was revised. In addition, the Arabic version of the questionnaire was edited by a professor at the Arabic-Language Department to ensure the translation was correct.

Reliability

Reliability of a questionnaire indicates the degree of consistency of the responses over repeated administration of the questionnaire to the same set of respondents. Good comprehension of questionnaire items

increases the reliability of the questionnaire. For this purpose, six doctoral students were asked to review the questionnaire. Based on their comments, the questionnaire was revised and later administered to six selected students to check the clarity of the items. The comments from these students indicated that the questionnaire was readable and clear.

The Cronbach-x reliability coefficient for this questionnaire was computed to be 0.86. According to Mueller (1986:58) a well constructed attitude scale may have a reliability coefficient of 0.8 to 0.9. The 0.86 reliability coefficient for the present questionnaire was well within the range of a well constructed scale.

Translation and Pre-Test of the Research Instrument

The native language of the respondents is Arabic. Hence, the questionnaire was translated into Arabic. The initial translation was made by the researcher. A group of six Saudi doctoral students at Michigan State University were given two versions of the questionnaire for comparison and commentary. A week later, this group gathered in the researcher's home and discussed the questionnaire and translation. In light of this discussion, which proved to be very helpful, several items and words were modified and revised. On example is Item 18. "A proper position" was replaced with the phrase "A traditionally accepted position, such as

nursing or teaching?" thus making the statement clearer and less biased.

Having established these changes, six undergraduate Saudi students at Lansing Community College were given the revised Arabic Form and asked to respond as well as identify confusing and difficult items. Their responses indicated that the questionnaire was clear. Some of them, however, made observations of minor importance which were taken into consideration when the final draft was constructed.

However, the researcher came to believe that the pre-testing of the instrument had the following main limitation: The pre-test should be administered to subjects from the sampling frame in order to gain much more insight, but since the study subjects were not available in the United States, the above procedure was repeated using members of the study subjects in Saudi Arabia.

Data Collection Procedure

The research proposal was approved on May 19, 1986. A copy of the proposal accompanied by a letter from the researcher's advisor, Dr. Kenneth L. Neff, was sent to the Saudi Arabia Education Mission in Washington, DC. After approving the research project, the Educational Mission sent a copy of the proposal to King Saud University in Riyadh, Saudi Arabia and also requested

their assistance in helping to carry out the research. King Saud University approved the proposal.

On September 10, 1986 the researcher arrived in Saudi Arabia. King Saud University provided research facilities and much assistance. First a copy of the Questionnaire (see Appendix A for Questionnaire in Arabic and English) was given to six professors in the College of Education and other fields at King Saud University. The professors, both Arabic and English speaking, made suggestions and indicated that the readability was good. This procedure was carried out to enhance the readability and improve the reliability of the measurement.

The Dean of the College of Education at King Saud University then wrote five letters. Letters were sent to each of the four selected colleges and a letter was sent to the Educational District of Riyadh (copies of the letters appear in Appendix B). The letters were a request for their help and in cooperation during the research.

Next the researcher met with the superintendent of Educational District of Riyadh. Eight high schools in Riyadh were randomly selected. A letter was drafted by the Superintendent and sent to the principals of the selected high schools requesting their cooperation with the distribution of the questionnaires. Then the researcher visited each of the selected high schools and presented each principal with the letter from the

superintendent. In each high school thirty students were randomly chosen. Ten students were chosen from each of the three grade levels (Sophomore, Junior, Senior). Permission was received by each of the teachers with students selected for the research project. Finally each student was given a questionnaire to complete.

The procedure for collecting data at the University level was very similar. A letter was sent to the Dean of each college involved in the study requesting their aid in the procedure. Within the College of Education a letter was also sent to each Department Head. Courses were selected at each grade level then fifteen students were randomly selected from each class.

Four hundred and eighty usable questionnaires were received making a one hundred percent response rate. In January of 1987 the researcher returned to Michigan State University. A letter of gratitude was sent by the researcher to the high school principals for their valuable cooperation in this procedure.

Data Analysis

Data analysis was carried out through the Michigan State University Computer Center using the statistical package for Social Science (SPSS).

Statistical analysis of data utilized frequency and percentage distributions, analysis of variance (ANOVA), and Tukey test. Analysis of variance helped the

researcher to determine the significance of the differences among group means. With level of education, ANOVA and non-linear trend analysis were used. This method helped the user to see if there was any non-linear effect of Level of Education on attitude. For the other variables, ANOVA was used to determine whether statistically significant differences exist between sub-group means according to exposure to Western Culture and Mass Media, Mother's and Father's Education, Major Area of Study, and Place of Residence.

Tukey post-hoc tests were used to detect which pair or pairs of group means were significantly different. A significance level (Alpha) of 0.05 was established for statistical tests in this study.

The final procedure in the analysis of the data involved the grouping for independent variables. Level of Education, Exposure to Western Culture, Place of Residence, and Major Area of Study were measured as they were in the original questionnaire.

Mass media exposure was measured by the sum of the responses to three items. Individuals were asked how often they: 1) watched television; 2) listened to the radio; and, 3) read the newspaper and/or magazines. The possible responses were: 1) everyday; 2) a few times a week; 3) rarely; and, 4) never. A total of 4 or less was considered as representing "high" exposure, a total of 5, 6, or 7 was considered as "moderate" exposure, and a

total of 8 or more was considered as "low" exposure to mass media.

To obtain a reasonable sample size for each group regarding father's education, the following responses were combined to form categories which were finally used in the analysis of data: none (1), Elementary School (2, 3), Middle School and High School (4, 5), College or above (6, 7).

For the same reasons applied to father's education, mother's education was combined to form categories which were finally used in the analysis of data: none (1), Elementary School (2, 3), Middle School (4, 5, 6, 7).

Three independent variables were not considered in the analysis of data--the age, marital status, and length of stay in foreign countries. The age was omitted because age and level of education was highly related. The level of education was used in place of the age. Marital status and length of stay in foreign countries were excluded because most of the respondents were single and most of them stayed in foreign countries for less than one year.

Summary

Chapter III provides a description of the target population of the study and the sampling procedure used. Also described are the construction of the instrument, the questionnaire validity and reliability, the

translating and pre-testing procedure, the process of data collecting and the analysis of the data collected. The following chapter, Chapter IV, presents the analysis of the data.

CHAPTER IV

ANALYSIS OF DATA

The objective of this chapter is to present the results of the analysis of the data. This chapter is comprised of three sections. First, the characteristics of the respondents are described. Second, the descriptive analysis is given. The results of the inferential analysis are discussed in the third section.

Characteristics of the Respondents

The total group of 480 respondents was comprised of 240 high school students and 240 college students. The students were asked questions about their personal variables (age, level of education, marital status, whether or not a woman in their immediate family was working, area of residence, experience abroad, parents' level of education and exposure to mass media) as these variables may have an impact upon their attitude toward women's participation in the labor force.

Table 4.1 shows the ages of the participants. Of the high school students 26.7% were 15-16 years old. The majority (54.6%) were 17-18 years old, while 15.4% were

Table 4.1
Frequency and Percentage of the
Ages of the Research Sample

AGE	HIGH SCHOOL		COLLEGE	
	Frequency	Percentage	Frequency	Percentage
15-16	64	26.7%	---	----
17-18	131	54.6%	2	0.8%
19-20	37	15.4%	45	18.8%
21-22	8	3.3%	114	47.5%
23-24	---	----	64	26.7%
25-26	---	----	12	5.0%
27-28	---	----	2	0.8%
29-30	---	----	1	0.4%
TOTAL	240	100.0%	240	100.0%

Table 4.2
Frequency and Percentage of the Levels of Education
of the Research Sample

LEVELS OF EDUCATION	HIGH SCHOOL		COLLEGE	
	Frequency	Percentage	Frequency	Percentage
First year	80	33.3%	---	----
Second year	80	33.3%	---	----
Third year	80	33.3%	---	----
Level one	---	----	60	25.0%
Level two	---	----	60	25.0%
Level three	---	----	60	25.0%
Level four	---	----	60	25.0%
TOTAL	240	100.0%	240	100.0%

19-20 years old and only 3.3% were 21-22. No high school students were 23 years old or older.

The College students' ages varied more than those of the high school students. The youngest college students were 17-18 years old (0.8%), 18.8% were 19-20 years old, the largest age group (47.5%) were 21-22 years old, 26.7% were 23-24 years old, 5.0% were 25-26 years old, 0.8% were 27-28 years old and only 0.4% were 29-30 years old.

Table 4.2 indicates the students' level of education. Equal numbers of students were taken from each grade level. At the high school level 33.3% of the respondents were from each first, second and third year. At the College level 25% were chosen from level 1, level 2, level 3 and level 4.

Table 4.3 shows the area of residence of the respondents. A large majority (85.8%) of the high school students had lived most of their life in a large city, 8.8% in a medium-sized city and only 5.4% in a village. The college students were more evenly distributed with 40.8% having lived in a large city, 29.2% having lived in a medium city and 30.0% having lived in a village.

Table 4.4 illustrates students' experience outside of Saudi Arabia. The majority of both groups of students had not had any experience abroad. Of the high school students 75.8% had not been outside of Saudia Arabia compared to 77.5% of the college students who had not.

Table 4.3
Frequency and Percentage of the Area of Residence
of the Research Sample

AREA OF RESIDENCE	HIGH SCHOOL		COLLEGE	
	Frequency	Percentage	Frequency	Percentage
Large City	206	85.8%	98	40.8%
Medium City	20	8.8%	70	29.2%
Village	13	5.4%	72	30.0%
TOTAL	240	100.0%	240	100.0%

Table 4.4
Frequency and Percentage of Experience Outside Saudi
of the Research Sample

EXPERIENCE OUTSIDE SAUDI	HIGH SCHOOL		COLLEGE	
	Frequency	Percentage	Frequency	Percentage
Had	58	24.2%	54	22.5%
Had None	182	75.8%	186	77.5%
TOTAL	240	100.0%	240	100.0%

Table 4.5 indicates the amount of time spent outside of Saudi Arabia by the students who have spent some time in a foreign country. Of the 24.2% of high school students who had, the largest group (70.7%) spent less than one year out of the country, 10.3% spent 1-2 years, 3.4% spent 3-4 years, 3.4% spent 5-6 years and 12.1% spent 7 years or more.

Of the 22.5% of college students with some experience abroad the majority (53.7%) spent less than 1 year, 24.1% spent 1-2 years, 5.6% spent 3-4 years, 2.7% spent 5-6 years and 13% spent 7 years or more.

Table 4.6 shows which country the 24.2% of high school students and 22.8% of college students visited. The majority (56.9%) of the high school students had traveled to other Arabian countries, 29.3% had been to Europe and 13.8% to the United States. The majority (48.1%) of the college students had also traveled to other Arabian countries while equal numbers (25.9%) had visited Europe and the United States.

Table 4.7 indicates the level of education attained by the student's father. Of the high school students' fathers, 20.4% could not read or write, 25.4% could read or write but had no formal education, 16.2% had some elementary education, 13.3% had some intermediate education or held an intermediate school certificate, 10.0% had some secondary education or held a secondary education certificate, 10.4% had some college education

Table 4.5
Frequency and Percentage of the Length of Stay
in Foreign Countries of the Research Sample

LENGTH OF STAY	HIGH SCHOOL		COLLEGE	
	Frequency	Percentage	Frequency	Percentage
Less than 1 year	41	70.7%	29	53.7%
1-2 years	6	10.3%	13	24.1%
3-4 years	2	3.4%	3	5.6%
5-6 years	2	3.4%	2	3.7%
7 or more years	7	12.1%	7	13.0%
TOTAL	58	100.0%	54	100.0%

Table 4.6
Frequency and Percentage of Experience in Foreign
Countries of the Research Sample

EXPERIENCE IN COUNTRIES	HIGH SCHOOL		COLLEGE	
	Frequency	Percentage	Frequency	Percentage
Arabian	33	56.9%	26	48.2%
Europe	17	29.3%	14	25.9%
U.S.A.	8	13.8%	14	25.9%
TOTAL	58	100.0%	54	100.0%

Table 4.7
Frequency and Percentage of Father's Level of Education
of the Research Sample

FATHER'S LEVEL OF EDUCATION	HIGH SCHOOL		COLLEGE	
	Frequency	Percentage	Frequency	Percentage
Can't read or write	49	20.4%	80	33.3%
Read or write	61	25.4%	65	27.1%
Elementary Education	39	16.2%	29	12.1%
Some Intermediate Education/Certificate	32	13.3%	25	10.4%
Some Secondary Education/Certificate	24	10.0%	22	9.2%
Some College Educa- tion/College Degree	25	10.4%	19	7.9%
Some Graduate Educa- tion/Graduate Degree	10	4.2%	---	----
TOTAL	240	100.0%	240	100.0%

or held a degree, and 4.2% had done some graduate work or held a graduate degree.

Of the college students' fathers, 33.3% could not read or write, 27.1% could read or write, 12.1% had at least some elementary education, 10.4% had some intermediate education or held a certificate, 9.2% had some secondary education or held a high school diploma, 7.9% had some college education or held a degree, none, however, had done any graduate work.

Table 4.8 shows the level of education of the students' mothers. The majority of the mothers of both groups; high school (53.7%) and college (68.3%) were illiterate. This, along with the overall lower educational levels of the mothers can be partially explained by the fact that formal education for women in Saudi Arabia did not begin until 1960. Of the remaining mothers of high school students; 23.3% could read or write, 15.4% had some elementary education, 5.0% had some intermediate education or held a certificate and .4% had some college education or held a degree, however, none had done graduate work.

The mothers of the college students were a little less educated; 16.7% could read or write, 9.2% had some elementary education, 5.0% had some intermediate education or held a certificate, 0.8% had some secondary education or held a certificate and none had done any college level studies.

Table 4.8
Frequency and Percentage of Mother's Level of Education
of the Research Sample

MOTHER'S LEVEL OF EDUCATION	HIGH SCHOOL		COLLEGE	
	Frequency	Percentage	Frequency	Percentage
Can't read or write	129	53.7%	164	68.3%
Read or write	56	23.3%	40	16.7%
Elementary Education	37	15.4%	22	9.2%
Some Intermediate Education/Certificate	12	5.0%	12	5.0%
Some Secondary Education/Certificate	5	2.1%	2	.8%
Some College Educa- tion/College Degree	1	.4%	---	----
Some Graduate Educa- tion/Graduate Degree	---	----	---	----
TOTAL	240	100.0%	240	100.0%

Exposure to television is demonstrated in Table 4.9. The majority of both groups of students were exposed daily to television. Of the high school students, 63.3% watched television daily, 13.3% watched several times per week, 14.5% rarely watched and 8.8% never watched. Of the college students, 54.2% watched television daily, 32.1% several times per week, 12.5% rarely watched and 1.2% never watched.

The frequency with which the students listened to the radio is shown in Table 4.10. Of the high school students 13.3% listened daily, 31.7% listened several times per week, the largest group (46.2%) rarely listened and 8.8% never did. All of the college students at least occasionally listened to the radio. Of the college students, 34.6% listened daily, 42.1% listened several times per week and 23.3% listened rarely.

The widest gap in media use is in reading the newspaper. Twice the percentage (64.2%) of college students read the paper daily as compared with the high school students (34.2%). Of the remaining high school students 44.2% read the newspaper several times per week, 18.8% read one rarely and 2.9% never read the paper. Of the remaining college students 28.8% read a newspaper several times per week, 6.3% read one rarely and only 0.8% claim to never read any newspaper. These results are shown in Table 4.11.

Table 4.9
Frequency and Percentage of Exposure to Mass Media/TV
of the Research Sample

EXPOSURE TO MASS MEDIA/TV	HIGH SCHOOL		COLLEGE	
	Frequency	Percentage	Frequency	Percentage
Everyday	152	63.3%	130	54.2%
Several Times a Week	32	13.3%	77	32.1%
Rarely	35	14.6%	30	12.5%
Never	21	8.8%	3	1.2%
TOTAL	240	100.0%	240	100.0%

Table 4.10
Frequency and Percentage of Exposure to Media/Radio
of the Research Sample

EXPOSURE TO MASS MEDIA/RADIO	HIGH SCHOOL		COLLEGE	
	Frequency	Percentage	Frequency	Percentage
Everyday	32	13.3%	83	34.6%
Several Times a Week	76	31.7%	101	42.1%
Rarely	111	46.2%	56	23.3%
Never	21	8.8%	---	----
TOTAL	240	100.0%	240	100.0%

Table 4.11
Frequency and Percentage of Exposure to Media/Newspaper
of the Research Sample

EXPOSURE TO MASS MEDIA/NEWSPAPER	HIGH SCHOOL		COLLEGE	
	Frequency	Percentage	Frequency	Percentage
Everyday	80	34.2%	154	64.2%
Several Times a Week	106	44.2%	69	28.8%
Rarely	45	18.8%	15	6.3%
Never	7	2.9%	2	0.8%
TOTAL	240	100.0%	240	100.0%

Descriptive Analysis

The attitude of Saudi male students toward women's participation in the work force was measured by using means of the responses by high school and college students for each item with five areas classified by the researcher for the purpose of facilitating the descriptive analysis only. These areas were family consideration, conditions allowing women to work, co-working, equality, and social attitude.

The means of perceptions were interpreted as agree, neutral, or disagree with the statement according to interpretation given in Chapter 3, page 49.

The results were reported according to whether the high school and college students were neutral, agreed, disagreed, or differed in their attitudes toward women's participation in the work force.

Family Consideration

The results as shown in Table 4.12 demonstrated that the high school and college were neutral in their attitude toward women's participation in the work force with the following statements, (means between 2-3). Married women should work, if a woman works she can take care of her children, a woman can be a good homemaker and a good employee at the same time, women should not belong at home, married women should be housewives and a married woman who works can spend enough time with her husband.

Table 4.12
Means and Standard Deviation of the Attitude Items According to High School
and College Student Respondents for Family Considerations

Attitude Items	High School		College	
	\bar{x}	SD	\bar{x}	SD
A married woman should not stay at home but work.	2.40	.90	2.61	.84
A working woman raises children better.	1.83	.73	2.15	.86
A working woman can care for her children.	2.30	.90	2.45	.81
A Saudi woman can be a good worker and homemaker.	2.70	.88	2.83	.70
Women should not belong at home.	2.00	.83	2.30	.92
Career is more important than marriage and children.	1.39	.59	1.60	.69
A married woman should not be a housewife.	2.25	.88	2.54	.88
A working woman will have enough time for her husband.	2.05	.86	2.24	.81

Also the results indicate that the high school and college students disagree with the following statement (mean between 1-2): For women marriage and children should be more important than a career.

In regard to the students different in their attitude the following statement were shown. A working woman is able to raise children better than a non-working woman (mean 1.83 for the high school and 2.15 for college).

Conditions Allowing Women to Work

The results as shown in Table 4.13 indicate that the high school and college students were neutral in their attitude toward women's participation in the work force with the following statements (mean between 2-3): Women should work if their children are over six years old; a wife should work if she doesn't have children; a married woman should work; Saudi women could replace many foreign workers. A single woman should work and women should work in a professional position.

Also the results reveal that the high school and college students agreed with the following statements (means between 3-4): Divorced women should work; society needs capable women to work; and the women should work in traditional jobs. The high school (mean = 1.93) and college students (mean = 2.37) differed in their attitudes in the following statements: A wife should work even if her husband can support her.

Table 4.13
Means and Standard Deviation of the Attitude Items According to High School
and College Student Respondents for Conditions Allowing Women to Work

Attitude Items	High School		College	
	\bar{x}	SD	\bar{x}	SD
A woman with older children should work.	2.29	.83	2.51	.73
A wife without children should work.	2.45	.92	2.68	.76
Married women should work.	2.20	.81	2.50	.78
A wife should work even if her husband can support her.	1.93	.88	2.37	.84
Saudi women could replace foreign workers.	2.74	.90	2.88	.87
A single woman should work.	2.17	.86	2.57	.83
Divorced women should work.	3.23	.75	3.19	.68
Society needs capable women to work.	3.11	.71	3.29	.63
Women should hold professional positions.	2.30	.90	2.37	.86
A married woman should work in traditionally accepted positions.	3.27	.72	3.11	.80
Women could work part-time.	2.67	.80	2.92	.69

Co-Working

The results as shown in Table 4.14 indicate that the high school and college students agreed in their attitude toward women's participation in work force in the following statement (means between 3-4): The women could work outside the house in segregated work force. They disagreed with the following statement (means between 1-2): Men and women working together will not increase the risk of sexual contact. The results indicate that they differed in their attitudes in the following statements: Women should work in sexually segregated factories with a high school mean of 1.89 and a college mean of 2.12.

Equality

The results as given in Table 4.15 indicate that the high school and college students were neutral in their attitude with the following statements (means between 2-3): Women are as capable as men; A woman should be able to choose what type of work she does; Women are as capable as men in the business world; and Equal pay for equal jobs.

The results indicate they differed in the following statements: Men and women should have equal opportunities for jobs (high school mean = 1.80 and college mean = 2.11), and Women are as capable as men in

Table 4.14
Means and Standard Deviation of the Attitude Items According to High School
and College Student Respondents for Co-Working

Attitude Items	High School		College	
	\bar{x}	SD	\bar{x}	SD
Men and women can work together.	1.30	.58	1.49	.73
Women should work in a segregated work place.	3.46	.67	3.38	.74
Women should work in sexually segregated factories.	2.95	1.05	3.30	.75
Wife and husband can work in the same place.	1.89	.96	2.12	.88

Table 4.15
Means and Standard Deviation of the Attitude Items According to High School
and College Student Respondents for Equality

Attitude Items	High School		College	
	\bar{x}	SD	\bar{x}	SD
Women are as capable as men.	2.34	.89	2.46	.83
A woman could choose what type of work she does.	2.35	.95	2.66	.82
Men and women should have equal opportunities for jobs.	1.80	.67	2.11	.85
Women are as capable as men in business.	2.17	.85	2.35	.85
Women and men should receive equal pay.	2.88	.95	2.93	.79
Women are as capable as men in making decisions.	1.85	.80	2.15	.91

making important decisions in jobs (Q13) (high school mean = 1.85 and college mean = 2.15).

Societal Attitude

The results as shown in Table 4.16 indicate that the high school and college students were neutral in their attitude toward women's work in the following statements (means between 2-3): Women should become more active in the business and professional world and it is acceptable for a woman to have a higher position than her husband. The results indicate that they agreed with the following statements (means between 3-4): A working woman is more respectable than a woman who stays at home; It is acceptable for women to work today; and, Women services should be administered by women. The high school and college students differed in their attitude in the following statements: Women from an Arab tribe should work (high school mean = 2.88 and college mean = 3.15). The high school and college students disagreed with the following statement (means between 1-2): A working woman should choose a better job even if it is not close to her family.

Table 4.16
Means and Standard Deviation of the Attitude Items According to High School
and College Student Respondents for Societal Attitudes

Attitude Items	High School		College	
	\bar{x}	SD	\bar{x}	SD
A working woman is more respectable than a non-working woman.	3.04	.92	3.09	.80
It is acceptable for women to work today.	3.05	.62	3.17	.58
Tribal women should work.	2.88	.98	3.15	.77
Women should choose better jobs even if it is far from her family.	1.81	.70	1.93	.81
Women should become more involved in business.	2.23	.75	2.56	.66
A woman can have a higher position than her husband.	2.55	.96	2.67	.85
Women's services should be administered by women.	3.19	.82	3.33	.70

The Results of the Hypotheses

The attitudes of male high school and college students toward women's participation in the work force in Saudi Arabia were analyzed according to individual item. The major objective of this study was to examine if there was a positive linear relationship between the attitudes and the level of education. The minor objective was to find if there were differences in the attitudes with respect to the exposure to western culture, exposure to mass media, mother's and father's education, major area of study, and place of residence.

Analysis of variance (ANOVA) was employed to detect the differences among group means for each attitude item. Tukey's test was used to find out which pair or pairs of group means were significantly different among the means. It should be noted that the pair-wise analysis sometimes indicates a statistically significant difference between two scores that are both within the same overall categories, i.e., both scores may be within the "average" category. These differences are of less importance than those which involve the pair scores in different categories.

Hypothesis 1

H01 There is no linear trends in the attitudes of Saudi male students toward women's participation in the work force according to their level of education.

The results of ANOVA and trend analysis are shown in Table 4.17. The first column displays the p values (actual level of significance) for testing the equality of means among students of different levels of education. The second column displays the p values for testing the presence of non-linear trends of the responses according to the level of education. The results indicate that the attitudes toward women's participation in the work force were linearly related to level of education in the following items: 1) Married women should work; 2) Working women raise children better; 3) Women shouldn't belong at home; 4) Work is more important than marriage and children for women; 5) Married women should not be housewives; and 6) Working women will have enough time for their husbands. (7) Wife without kids should work, (8) Married women should work, (9) Wife should work even if her husband can support her, (10) Single women should work, and (11) Women should work part time. (12) Women could work in segregated factories and (13) Wife and husband can work in the same place. (14) Tribal women should work, (15) Women should involve in a business. (16) A women should choose the type of work she does; (17) Men and women should have equal opportunities for jobs; and, (18) Women are as capable as men in making decisions.

Table 4.17: The actual levels of significance (p values) of the ANOVA for level of education, non-linear trend in level of education, experience abroad, mass media, mother's education, father's education, major study, and place of residence (Sample size = 480)

Attitude Items	Level of Education p =	(Non-Linear Trend-Education) p =	Experience Abroad p =	Mass Media p =
Married women should work	<.001*	.627	.598	.018*
Working women raise children better	.001*	.659	.798	<.001*
Working women can care for the children	.300	.933	.531	.003*
Women can be good workers and homemakers	.594	.965	.316	.001*
Women should not belong at home	.001*	.955	.334	.032*
Career is more important than marriage and children for women				
Married women should not be housewives	.001*	.455	.001*	.265
A working woman will have enough time for her husband	.002*	.920	.008*	.001*
A woman with older kids should work	.04*	.792	.530	.123
A wife without kids should work	.071	.955	.788	.339
Married women should work	.002*	.573	.042*	<.001*
A wife should work even if her husband can support her	.003*	.967	.047*	<.001*
Saudi women could replace foreign workers	<.001*	.767	.397	.009*
A single woman should work	.750	.982	.646	.016*
Divorced women should work	<.001*	.975	.970	.100
Society needs capable women to work	.421	.310	.166	.286
Women should hold a professional position	.086	.824	.949	.002*
A married woman could work in traditionally accepted positions	.200	.418	.662	.543
Women should work part-time	.175	.915	.156	.001*
Men and women can work together	<.001*	.717	.105	.234
Women should work in a segregated workforce	.067	.976	.003*	.006*
Women should work in segregated factories	.821	.991	.893	.647
Wife and husband can work in the same place	.003*	.551	.927	<.001*
A working woman is more respectable than a non-working woman	.012*	.776	.057	.010*
It is acceptable for women to work today	.950	.952	.347	.001*
Tribal women should work	.483	.970	.070	<.001*
Women should choose better jobs even if it is far from her family	.008*	.892	.017*	.001*
Women should be involved in business	.251	.737	.071	.010*
Women can have higher positions than their husbands	<.001*	.882	.059	.051
Women's services should be administered by women	.755	.965	.506	.641
Women are as capable as men	.335	.785	.132	.020*
A woman should choose the type of work she does	.250	.825	.006*	.001*
Men and women should have equal opportunities for jobs	.009*	.891	.100	.001*
Women are as capable as men in business	<.001*	.873	.259	.019*
Women and men should receive equal pay	.208	.988	.087	.009*
Women are as capable as men in making decisions	.865	.968	.974	.126
	.001*	.439	.048*	.102

*Significant at $\alpha \leq .05$

Table 4.17: The actual levels of significance (p values) of the ANOVA for level of education, non-linear trend in level of education, experience abroad, mass media, mother's education, father's education, major study, and place of residence (Sample size = 480)

Attitude Items	Mother's Education p =	Father's Education p =	Major Study p =	Place of Residence p =
Married women should work	.267	.399	.386	.048*
Working women raise children better	.818	.399	.427	.129
Working women can care for the children	.366	.549	.337	.430
Women can be good workers and homemakers	.736	.733	.327	.144
Women should not belong at home	.306	.327	.567	.473
Career is more important than marriage and children for women	.357	.791	.050*	.022*
Married women should not be housewives	.422	.983	.354	.255
A working woman will have enough time for her husband	.861	.375	.820	.512
A woman with older kids should work	.736	.415	.527	.081
A wife without kids should work	.561	.644	.041*	.831
Married women should work	.283	.980	.112	.418
A wife should work even if her husband can support her	.953	.300	.743	.075
Saudi women could replace foreign workers	.604	.063	.928	.134
A single woman should work	.311	.303	.953	.200
Divorced women should work	.880	.515	.566	.618
Society needs capable women to work	.690	.429	.441	.322
Women should hold a professional position	.308	.782	.586	.766
A married woman could work in traditionally accepted positions	.418	1.000	.063	.171
Women should work part-time	.245	.120	.122	.184
Men and women can work together	.734	.055	.623	.018*
Women should work in a segregated workforce	.233	.135	.387	.253
Women should work in segregated factories	.918	.237	.237	.148
Wife and husband can work in the same place	.516	.170	.782	.005*
A working woman is more respectable than a non-working woman	.816	.105	.034*	.214
It is acceptable for women to work today	.814	.123	.922	.377
Tribal women should work	.397	.119	.108	.989
Women should choose better jobs even if it is far from her family	.358	.753	.003*	.824
Women should be involved in business	.020*	.735	.058	.633
Women can have higher positions than their husbands	.484	.001*	.206	.445
Women's services should be administered by women	.668	.251	.708	.299
Women are as capable as men	.197	.303	.401	.369
A woman should choose the type of work she does	.778	.272	.463	.705
Men and women should have equal opportunities for jobs	.866	.698	.408	.225
Women are as capable as men in business	.029*	.856	.744	.751
Women and men should receive equal pay	.979	.831	.022*	.438
Women are as capable as men in making decisions	.897	.204	.495	.047*

*Significant at $\alpha \leq .05$

The means of attitudes according to levels of education are given in Table 4.18. The means indicated the linear trend was positive.

Hypthesis 2

Ho2 There is no difference in the attitudes of Saudi male students toward women's participation in the work force according to their exposure to Western culture.

The ANOVA showed, as indicated in Table 4.17, that the attitudes toward women's participation in the work force were positively related to the exposure to Western culture in 8 attitude items. The group mean as shown in Table 4.19 indicated that those who were exposed to Western culture had more positive attitudes than those who were not exposed to Western culture in the following attitude items: 1) Career is more important to women than marriage and children (mean = 1.68 and 1.44 respectively); 2) married women should not be housewives (mean = 2.59 and 2.34 respectively); 3) A wife without children should work (mean = 2.71 and 2.52 respectively); 4) Married women should work (mean = 2.48 and 2.31 respectively); 5) Men and women can work together (mean = 1.56 and 1.33 respectively); 6) Tribal women should work (mean = 3.19 and 2.96); 7) Women are as capable as men (mean = 2.60 and 2.34 respectively); and 8) Women are as capable as men in making decisions (mean = 2.38 for those exposed and a mean of 2.23 for those not exposed).

Table 4.18: Means of students' perception toward women participation in the work force according to the level of education

Attitude Items	High School Levels			College Levels			
	1	2	3	4	5	6	7
Married women should work	2.24	2.26	2.70	2.42	2.58	2.55	2.90
A working woman raises children better	1.86	1.70	1.93	1.95	2.15	2.13	2.38
Women should not belong at home	1.91	2.00	2.09	2.08	2.28	2.33	2.52
Career is more important than marriage and children for women	1.36	1.36	1.44	1.55	1.52	1.53	1.82
A married woman should not be a housewife	2.18	2.26	2.33	2.30	2.55	2.58	2.72
A working woman will have enough time for her husband	1.99	2.06	2.10	2.10	2.18	2.20	2.47
A wife without children should work	2.28	2.50	2.58	2.43	2.70	2.75	2.82
Married women should work	2.18	2.20	2.23	2.38	2.48	2.52	2.62
A wife should work if her husband can support her	1.89	1.93	1.99	2.22	2.42	2.35	2.50
A single woman should work	2.03	2.19	2.30	2.45	2.48	2.57	2.77
Women could work part-time	2.58	2.61	2.81	2.73	2.95	2.90	3.08
Women could work in sexually segregated factories	2.94	2.88	3.04	3.25	3.30	3.37	3.27
Wife and husband can work in the same place	1.75	1.90	2.03	1.98	2.08	2.07	2.35
Tribal women should work	2.83	2.81	2.99	2.98	3.20	3.13	3.28
Women should be involved in business	2.20	2.23	2.28	2.43	2.58	2.57	2.65
A woman could choose the type of work she does	2.29	2.36	2.39	2.57	2.70	2.60	2.78
Men and women should have equal opportunities for jobs	1.73	1.78	1.90	1.90	2.12	2.10	2.32
Women are as capable as men in making decisions	1.73	1.94	1.90	2.10	1.98	2.10	2.40

Table 4.19: Means of students' perception toward women participation in the work force according to exposure to Western Culture

Attitude items	Exposed Yes	Not Exposed No
Career is more important than marriage and children	1.68	1.44
Married women should not be housewives	2.59	2.34
A wife without children should work	2.71	2.52
Married women should work	2.48	2.31
Men and women can work together	1.56	1.35
Tribal women should work	3.19	2.96
Women are as capable as men	2.60	2.34
Women are as capable as men in making decisions	2.38	2.23

Hypothesis 3

Ho3 There is no difference in the attitudes of Saudi male students toward women's participation in the work force according to their major area.

The ANOVA result as shown in Table 4.17 indicated that the means of the attitude were significantly different according to the major area of study in 5 attitude items.

The group means as shown in Table 4.20 indicated that students in the College of Engineering had more positive attitudes than those in the College of Education in the following items: 1) Career is more important than marriage and children (mean = 1.82 and 1.5 respectively); 2) A wife without children should work (mean = 2.85 and 2.48 respectively); 3) Women and men should receive equal pay (mean = 3.17 and 2.73 respectively).

Students in the College of Education had more positive attitudes than those in the College of Engineering in that women should choose better jobs even if it is far from their families (mean = 2.20 and 1.65 respectively). Students in the College of Art had more positive attitudes than those in the College of Education in that working women are more respectable than non-working women (mean = 3.02 and 2.90 respectively).

Hypothesis 4

Ho4 There is no difference in the attitude of Saudi male students toward women's participation in the work force according to their place of residence.

Table 4.20: Means of students' perception toward women participation in work force according to their major area

Attitude items	Major Area		
	Education	Engineering	Art Business
Career is more important than marriage and children for women	<u>1.50</u>	<u>1.82</u>	<u>1.57</u> 1.53
A wife without children should work	<u>2.48</u>	<u>2.85</u>	<u>2.73</u> 2.65
Working women are more respectable than non-working women	<u>2.90</u>	<u>3.02</u>	<u>3.30</u> 3.15
Women should choose better jobs even if it is far from her family	<u>2.20</u>	<u>1.65</u>	<u>1.92</u> 1.95
Women and men should receive equal pay	<u>2.73</u>	<u>3.17</u>	<u>2.97</u> 2.87

____ Significant pair-wise differences

The ANOVA results as shown in Table 4.17 indicate that the means of attitudes were significantly different according to students' place of residence in five attitude items.

The results of Tukey's test as shown in Table 4.21 indicated that students living in small villages had more positive attitudes than those living in large cities in the following 2 items: 1) Men and women can work together (mean = 1.58 and 1.35 respectively); and, 2) Wife and husband can work together (mean = 2.26 and 1.91 respectively). Students living in small villages also had more positive attitudes than those living in medium cities in the following 2 items: 1) Married women should work (mean = 2.60 and 2.31 respectively); and, 2) Career is more important than marriage and children for women (mean = 1.66 and 1.40 respectively). Students living in medium cities had more positive attitudes than those living in large cities in that women are as capable as men in making decisions (mean = 2.16 and 1.93 respectively).

Hypothesis 5

Ho₅ There is no difference in the attitude of Saudi male students toward women's participation in the work force according to their mother's level of education.

The ANOVA result as shown in Table 4.17 indicated that the means of the attitudes were significantly

Table 4.21: Means of students' perception toward women participation in work force according to the size of their place of residence

	Place of Residence		
	Large City	Medium	Small Village
Married women should work	2.54	2.31	2.60
Career is more important than marriage and children for women	1.48	1.40	1.66
Men and women can work together	1.35	1.41	1.58
Wife and husband can work together	1.91	2.10	2.26
Women are as capable as men in making decisions	1.93	2.16	2.08

____ Significant pair-wise differences

different according to mother's level of education in two attitude items. Tukey's test as shown in Table 4.22 indicated that students whose mothers had middle school education had more positive attitudes than those whose mothers had no formal education in that women should be involved in business (mean = 2.69 and 2.34 respectively). Those students whose mothers had middle school education had more positive attitudes than those whose mothers had elementary school education in that women are as capable as men in business (mean = 2.59 and 2.16 respectively).

Hypothesis 6

Ho6 There is no difference in the attitude of Saudi male students toward women's participation in the work force according to their father's level of education.

The ANOVA results as shown in Table 4.17 indicated that the means of the attitudes were significantly different according to the father's level of education in one attitude item. Tukey's test as shown in Table 4.23 indicated that students whose fathers had only elementary education had more positive attitudes than those whose fathers had college or above education in that women can have higher positions than their husbands (mean = 2.77 and 2.24 respectively).

Table 4.22: Means of students' perception toward women participation in the work force according to their Mother's Education*

Attitude Items	Mother's Education	
	None	Middle School
Women should be involved in business	<u>2.34</u>	<u>2.45</u>
Women are as capable as men in business	<u>2.28</u>	<u>2.16</u>

----- Significant pair-wise differences

*Mother's education has been combined into three categories instead of seven indicated in Table 4.8

Table 4.23: Means of students' perception toward women participation in the work force according to their Father's Education*

Attitude items	Father's Level of Education			
	None	Some	Middle and High School	College and Above
Women can have higher positions than their husbands	2.56	<u>2.77</u>	2.57	<u>2.24</u>

— Significant pair-wise differences

*Father's education has been combined into four categories instead of seven mentioned in Table 4.7

Hypothesis 7

Ho7 There is no difference in the attitude of Saudi male students toward women's participation in the work force according to their exposure to mass media.

The ANOVA results as shown in Table 4.17 indicated that the means of the attitudes were significantly different according to respondent's exposure to mass media in 24 attitude items. The results of Tukey's test as shown in Table 4.24 indicated that the students who had high exposure to mass media had more positive attitudes toward women's participation in the work force compared to those who had low exposure to mass media in the following items: 1) Married women should work (mean = 2.66 and 2.30 respectively); 2) Working women raise children better (mean = 2.18 and 1.67 respectively); 3) Working women can care for the children (mean = 2.49 and 1.98 respectively); 4) Working women can be good workers and homemakers (mean = 2.87 and 2.35 respectively); 5) Women should not belong at home (mean = 2.24 and 1.88 respectively); 6) Married women should not be housewives (mean = 2.55 and 1.98 respectively); 7) A wife without children should work (mean = 2.73 and 2.16 respectively); 8) Married women should work (mean = 2.50 and 1.95 respectively); 9) A wife should work even if her husband can support her (mean = 2.34 and 2.00 respectively); 10) Saudi women could replace foreign workers (mean = 2.92 and 2.49 respectively); 11) A single woman should work

Table 4.24: Means of students' perception toward women participation in the work force according to exposure to mass media*

Attitude items	Exposure to Mass Media		
	Low	Moderate	High
Married women should work	2.30	2.46	2.66
Working women raise children better	1.67	1.94	2.18
Working women can care for the children	1.98	2.38	2.49
Working women can be good workers and homemakers	2.35	2.77	2.87
Women should not belong at home	1.88	2.13	2.24
Married women should not be a housewives	1.98	2.38	2.55
A wife without children should work	2.76	2.54	2.73
Married women should work	1.95	2.33	2.50
A wife should work even if her husband can support her	2.00	2.08	2.34
Saudi women could replace foreign workers	2.49	2.80	2.92
A single woman should work	1.91	2.33	2.59
Society needs capable women to work	2.88	3.20	3.29
Men and women can work together	1.16	1.34	1.51
Women should work in segregated factories	2.74	3.08	3.32
A wife and husband can work in the same place	1.88	1.93	2.20
A working woman is more respectable than a non-working woman	2.60	3.08	3.18
It is acceptable for women to work today	2.65	3.14	3.17
Tribal women should work	2.63	2.98	3.19
Women should choose better jobs even if it is far from her family	1.77	1.80	2.03
Women's services should be administered by women	2.95	3.30	3.25
Women are as capable as men	1.95	2.43	2.47
A woman should choose the type of work she does	2.09	2.48	2.66
Men and women should have equal opportunities for jobs	1.65	1.96	2.03
Women are as capable as men in business	2.02	2.21	2.42

____ Significant pair-wise differences

*Mass media exposure has been combined into three categories using the sum of responses to television, radio and newspaper exposures

(mean = 2.59 and 1.91 respectively); 12) Society needs capable women to work (mean = 3.29 and 2.88 respectively); 13) Men and women can work together (mean = 1.51 and 1.16 respectively), 14) Women should work in segregated factories (mean = 3.32 and 2.74 respectively); 15) A wife and husband can work in the same place (mean = 2.20 and 1.88 respectively); 16) A working woman is more respectable than a non-working woman (mean = 3.18 and 2.60 respectively); 17) It is acceptable for women to work today (mean = 3.17 and 2.65 respectively); 18) Tribal women should work (mean = 3.19 and 2.63 respectively); 19) Women should choose better jobs even if it is far from her family (mean = 2.03 and 1.77 respectively); 20) Women's services should be administered by women (mean = 3.25 and 2.95 respectively); 21) Women are as capable as men (mean = 2.47 and 1.95 respectively); 22) A woman should choose the type of work she does (mean = 2.66 and 2.09 respectively); 23) Men and women should have equal opportunities for jobs (mean = 2.03 and 1.65 respectively); and, 24) Women are as capable as men in business (mean = 2.42 and 2.02 respectively).

Summary

The results of data analysis from the questionnaire were presented in this chapter. The chapter contains three parts. The characteristics of respondents were

presented in the first section. The results of the descriptive analysis were presented in the second section. Finally the results of the inferential analysis were presented. The summary of this research, including the discussion of the findings, conclusions, and recommendations are found in the following chapter, Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to examine Saudi male students' attitudes toward women's participation in the work force and to see if there is any significant relationship between these attitudes and the following independent variables: level of education, exposure to mass media, major of academic study, father's level of education, mother's level of education, place of residence, and exposure to western culture.

The following seven research questions were formulated to guide this study:

1. Is there a linear trend in the attitudes of Saudi male students toward women's participation in the work force according to their level of education?
2. Is there a difference in the attitude of Saudi male students according to their exposure to Western culture.
3. Is there a difference in the attitude of Saudi male students toward women's participation in the work force according to their major area of study?
4. Is there a difference in the attitudes of Saudi male students toward women's participation in the work force according to the size of their place of residence?
5. Is there a difference in the attitude of Saudi male students toward women's participation in the work force according to their mother's level of education?

6. Is there a difference in the attitude of Saudi male students toward women's participation in the work force according to their father's level of education?
7. Is there a difference in the attitudes of Saudi male students toward women's participation in the work force based on media exposure?

A survey questionnaire was constructed to collect the data used in this study. The questionnaire was divided into two sections. The first section consisted of twelve questions relating to the independent variables under consideration. The second section contained thirty-six items to determine the attitudes of the students toward women's participation in work force.

The study employed a stratified sampling of 480 students. Of the 240 high school students there were equal number of them in each of the three high school levels. Of the 240 college students, 60 were chosen from each of the four major academic areas: education, engineering, business administration, and arts. As the questionnaire forms were personally delivered by the researcher, there was a one hundred percent response rate.

After the data were collected, a statistical analysis of the data utilized frequency and percentage distributions, the analysis of variance (ANOVA) and a Tukey post-hoc test was carried out to determine significant pair-wise differences among group means. A significance level (alpha) of 0.05 was used.

Findings

Contained in this section are the findings for each of the research questions.

Research Question 1: Is there a linear trend in the attitudes of Saudi male students toward women's participation in the work force according to their level of education?

The findings revealed that formal education has a strong and positive relationship with the attitude toward women's participation. There is a linear trend. The higher the educational level of the student the more positive the attitude he holds toward women. Of the thirty-six items included half of them (18) indicated a positive relationship between formal educational level and attitude toward women's participation.

Although formal education is a strong indicator of positive attitude, it was not the most important factor as has been found in other recent research (Biri, 1981; Ghaban, 1986). The findings of the present study were closer to the findings of other investigations which indicate the importance of formal education but did not find it to be a major factor (Almana, 1973; Al Shammass, 1983).

Research Question 2: Is there a difference in the attitude of Saudi male students toward women's participation in the work force according to their exposure to western culture?

The findings demonstrated a positive relationship between exposure to western culture and attitude toward women's participation. This relationship was shown in

eight of the thirty-six attitudinal items. Those students exposed to western culture held a more positive attitude toward women's participation than those with no exposure to western culture. Although a positive relationship was found it was not as strong as has been indicated by almost all the other research in this area (Almana, 1973; Hallawani, 1982; Al Shammass, 1983; Ghaban, 1986). This may be due to the low percentage of this sample (24.2% of the high school students and 22.5% of the college students) that have had experience abroad. In his research Ghaban (1986) indicated that there was a shift of family value attitudes--including women's position and women's work--among Saudi students studying in the United States but that there was no such shift among the students in Saudi Arabia. The present findings appeared to contest that claim.

Research Question 3: Is there a difference in the attitude of Saudi male students toward women's participation in the work force according to their major area of study?

The findings indicated that the major area of study showed a significant difference in five of the attitude items. The group means indicated that the students in the college of Engineering had the most positive attitude toward women's participation. The second most positive attitude was held by the students in the College of Education followed by Art and Business. To the best of the researcher's knowledge there was no other study that

investigated attitudes toward women based on their area of academic study.

Research Question 4: Is there a difference in the attitudes of Saudi male students towards women's participation in the work force according to the size of their place of residence?

The findings suggest a relationship between place of residence and a positive attitude toward women's participation in only five of the thirty-six attitudinal items. For these items it appears that students living in small villages had a more positive attitude toward women than students living in either a medium or large city. Students living in large cities were found to hold the least positive attitude toward women's participation. These findings were in agreement with other studies which also indicated that place of residence had little or no impact on attitudes (Biri, 1981; Ghaban, 1986).

Research Question 5: Is there a difference in the attitude of Saudi male students toward women's participation in the work force according to their mother's level of education?

The findings suggest a slight positive relationship between the level of mother's education and the student's attitude toward women's participation. A significant relationship was found in only two attitude items. These items indicated that the more education a student's mother received the more positive his attitude toward women's participation would be. This was a variable

which has not been tested in any of the research of which the researcher is aware.

Research Question 6: Is there a difference in the attitude of Saudi male students toward women's participation in the work force according to their father's level of education?

The findings show only a very slight relationship between the father's level of education and the student's attitude toward women's participation. Of all of the variables tested the father's level of education had the least effect. It was only significant on one of the thirty-six items. Interestingly, the father's level of education had a negative impact. The higher the father's level of education the less positive the attitude held by the student toward women's participation. These findings were in accord with the only other study (Ghaban, 1986) to research the impact of father's education. Ghaban also found that the father's level of education had no impact or a slightly negative impact.

Research Question 7: Is there a difference in the attitudes of Saudi male students toward women's participation in the work force according to the exposure to mass media?

Exposure to mass media was found to have the most significant and positive effect upon the student's attitude toward women's participation. Exposure to mass media had a statistically significant effect on twenty-four of the thirty-six items. Students' who had more exposure to mass media demonstrated a more positive attitude toward women's participation. In the only other

study (Ghaban, 1986) which considered mass media exposure, it was found to have little impact as compared with these findings which indicate that mass media exposure is the single most important variable.

Conclusions

The following conclusions were based on the findings of the study.

1. The variable found to have the greatest and most positive impact upon the student's attitude toward women's participation was exposure to mass media. Although the findings indicate that mass media had a positive effect on attitudes, the least positively affected attitude is that women can work together with men. The most positively affected attitude is that women should work in segregated areas. This may be a result of a recent government announcement of the opening of a women's factory in Saudi Arabia. Also strongly affected is the idea that women's services should be administered by women.

2. The level of education although not the most important variable is still very important. There is a linear relationship between the level of education and a positive attitude toward women's participation. The two attitudes most positively affected by education were women should work part time and tribal women should work.

3. Exposure to Western culture was the next most important variable. The attitudes most positively affected by exposure to western culture are tribal women should work and a wife without children should work.

4. Major area of academic interest had a slight influence on attitudes toward women. Students in the College of Engineering were found to have a more positive attitude than their colleagues in the Colleges of Education, Art, or Business. The attitude most positively affected by major area was that women and men should receive equal pay.

5. Place of residence was found to have an influence equal to that of major area of study. Living in a small village had a more positive influence than living in a medium-size town which in turn had a more positive influence than living in a large city. The attitude most positively affected was that married women should work. The least positively affected item is that men and women can work together.

6. Mother's level of education appears to have slight positive influence on student's attitude toward women's participation. The most positively affected attitudes are that women should be involved in business and that women are as capable as men in business.

7. Whereas the mother's level of education has a positive relationship with attitudes toward women, the father's level of education has a negative relationship.

The higher the level of the father's education the less positive the student's attitude toward women's participation. The only attitude affected positively by the father's level of education is that women can have a position higher than her husband's.

Recommendations for Program Implementation

With declining oil revenues Saudi Arabia needs to invest wisely in its human resources of which half are women. Women should become actively involved in the development of their country helping to replace foreign workers and at the same time enriching their country's human resources. Of course, the increased participation of women must be carefully planned and implemented within Islamic guidelines. Whether or not this increased participation will be acceptable to the population depends largely upon their attitudes toward specific proposed changes.

Based upon the insights gained during this research the researcher would make the following recommendations to make women's participation more feasible and acceptable to the people of Saudi Arabia.

1. Given the strong impact of mass media upon attitudes the media should be fully utilized to promote women's involvement in the workforce. More programs on the importance of women's work in the national development of Saudi Arabia will be necessary.

2. Formal education being another very important influence upon attitude should also be fully taken advantage of in order to promote more positive attitudes toward women. The impact of women's work upon development should be emphasized in the curriculum.

3. Education should be compulsory for all Saudi citizens, men and women. For in the words of the prophet Mohammed, "Knowledge is the duty of every Muslim, male or female." Also given the positive relationship between the mother's education and her son's attitude toward women's participation this may be another important step in increasing acceptance of women's participation in the labor force.

4. The women's administration should be totally staffed and operated by women.

5. The proposed factory for women should be opened up as soon as possible and others created soon. The findings indicate that many Saudis would agree to women working in segregated factories.

6. Other segregated work places should be established in order to create more work opportunities for women.

7. Part-time jobs should be made available so that more women can be employed. The findings indicate that Saudis would agree to women working part-time.

Recommendations for Further Research

From the insights gained in this research the following recommendations for further study are suggested.

1. A replicated study using a different population and sample. A more comprehensive study of attitudes toward women's participation may be achieved through attitude scaling.

2. A comparative study between Saudi Arabia and another Gulf country may show the attitudes toward women in other countries with similar traditions and religious backgrounds.

3. Future research may want to investigate variables other than those studied here. There may be other socio-economic or political factors which influence the attitude toward women. Or perhaps more specific dimensions of the variables considered should be investigated. For example, curriculum, teacher background, and form of mass media are but a few of the dimensions which may be related to attitude change.

APPENDICES

APPENDIX A

**ENGLISH AND ARABIC VERSIONS OF THE
COVER LETTER AND STUDY QUESTIONNAIRE**

KING SAUD UNIVERSITY
Riyadh, Saudi Arabia

College of Education

September 20, 1986

Dear Student:

The attached survey concerned with students' attitudes toward women's participation in the Saudi Arabian work force is part of my doctoral program in Social/Philosophy and Foundation of Education at Michigan State University. The study is primarily concerned with determining the effect that the level of education has upon students' attitudes toward working women. The results of this survey will be used to determine how the educational system can be used to increase acceptability of women's increased participation in our national development.

Please take ten to fifteen minutes to frankly fill out the attached form. When you have finished, give the questionnaire to your instructor.

My research cannot be completed without your valuable contribution. Your responses will be kept strictly confidential and used for statistical purposes only. You are not required to sign your name or in any way reveal your identity.

I will be pleased to send you a summary of the survey results if you desire. Thank you for your cooperation.

Sincerely yours,

Abdulmohsen S. Al-Otaiby

QUESTIONNAIRE

Section 1: Background Information

Please check () the appropriate answer for each question below which best describe you at the current time.

1. Age

- _____ 1. 15-16
- _____ 2. 17-18
- _____ 3. 19-20
- _____ 4. 21-22
- _____ 5. 23-24
- _____ 6. 25-26
- _____ 7. 27-28
- _____ 8. 29-30
- _____ 9. 31 or older

2. Level of Education. What is your current level?

A. High School

- _____ 1. First
- _____ 2. Second
- _____ 3. Third

B. College Level

- _____ 1. First
- _____ 2. Second
- _____ 3. Third
- _____ 4. Fourth

C. Which College

- _____ 1. Education
- _____ 2. Engineering
- _____ 3. Business Administration
- _____ 4. Art

3. Martial Status

- _____ 1. Single
- _____ 2. Married

4. If married, does your wife work outside of the house?

- _____ 1. Yes
- _____ 2. No

5. Do any women in your immediate family work outside of the house?

_____ 1. Yes
 _____ 2. No

6. Have you lived most of your life in

_____ 1. a large city (over 100,000)?
 _____ 2. a medium sized city (between 20-000 - 100,000)?
 _____ 3. a village (population less than 20,000)?

7. Have you trained, studied or lived outside of Saudi Arabia?

_____ 1. Yes
 _____ 2. No

If yes, where?

_____ 1. Arabian countries
 _____ 2. Europe
 _____ 3. America
 _____ 4. Other _____

(specify)

And for how long?

_____ 1. Less than 1 year
 _____ 2. Between 1 and 2 years
 _____ 3. Between 3 and 4 years
 _____ 4. Between 5 and 6 years
 _____ 5. 7 years or more

8. Check the level of your father's education.

_____ 1. Doesn't read or write.
 _____ 2. Can read or write; some elementary education.
 _____ 3. Elementary education.
 _____ 4. Middle school, or some of it.
 _____ 5. High school, or some of it.
 _____ 6. University, or some of it.
 _____ 7. Graduate studies.

9. Check the level of your mother's education.

- _____ 1. Doesn't read or write.
- _____ 2. Can read or write; some elementary education
- _____ 3. Elementary education.
- _____ 4. Middle school, or some of it.
- _____ 5. High school, or some of it.
- _____ 6. University, or some of it.
- _____ 7. Graduate studies.

How often do you do the following?

10. Watch television (check one)

- _____ 1. Everyday
- _____ 2. Several times a week
- _____ 3. Rarely
- _____ 4. Never

11. Listen to the radio (check one)

- _____ 1. Everyday
- _____ 2. Several times a week
- _____ 3. Rarely
- _____ 4. Never

12. Read the newspaper or magazines (check one)

- _____ 1. Everyday
- _____ 2. Several times a week
- _____ 3. Rarely
- _____ 4. Never

Section 2:

To what extent do you agree with the following statement? Indicate your reaction to each statement using the scale below. Place an "X" in the line below each item that best describes your feelings about the statement.

1. A married woman should not work even if she wants to work.
2. A Saudi woman can be both a good homemaker and a good employee at the same time.
3. A married woman should only be a housewife.
4. If a wife does not yet have children she should be permitted to work.
5. If a man can provide for his wife, she shouldn't work outside the house.
6. A woman should have the right to choose what type of work she does.
7. A married woman should only be allowed to work outside of the home if it is a traditionally accepted position, such as teaching or nursing.
8. Women should be allowed to work outside of the house only in segregated work places.
9. A working woman is less respectable than a woman who stays home.

[illegible]

- 4 - Strongly Agree
3 - Agree
2 - Disagree
1 - Strongly Disagree

	4	3	2	1
10. If a woman is looking for a job, it is better to find a job close to her family, even if it means not taking a better job farther away.				
11. Women's services should be completely administered by women.				
12. Men and women should have equal opportunities for jobs.				
13. Women are not as capable as men of making important decisions.				
14. Women and men should receive equal pay for equal work.				
15. A working woman is able to raise children better than a non-working woman.				
16. Women belong at home.				
17. A married woman who works cannot spend enough time with her husband.				
18. Women are as capable as men in carrying out some types of work.				
19. Married women should be allowed to work.				
20. If more Saudi women were allowed to work, they could replace many foreign workers.				

- 4 - Strongly Agree
 3 - Agree
 2 - Disagree
 1 - Strongly Disagree

	4	3	2	1
21. Society needs women to perform jobs that they are capable of doing.				
22. Women should be allowed to work part-time only.				
23. Women should be allowed to work in sexually segregated factories.				
24. It is more acceptable for women to work today than in the past.				
25. Women from an original Arab tribe should not be allowed to work.				
26. Women are equally as capable as men of effectively participating in the business world.				
27. If a woman works she cannot properly take care of her children.				
28. For women, marriage and children should be more important than a career.				
29. A woman who has children should work outside of the house only if her children are over six years old.				
30. A woman should work outside of the house only if she is not married.				
31. Women should hold a professional position rather than a manual job.				

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly Disagree

- 32. If men and women are allowed to work together there will be a risk of increased sexual contact.
- 33. Your wife should be allowed to work in the same place where you work.
- 34. Women should become more active in the business and professional world.
- 35. It is not acceptable for a woman to have a higher position than her husband.
- 36. Only divorced women should be allowed to work outside of the home.

4	3	2	1

--	--	--

بسم الله الرحمن الرحيم

أخي الطالب

يهدف هذا الاستبيان الى التعرف على رأيك في بعض الامور التي تهتم حياتك الاسرية وحياة

المحيطين بك.

وارجو منك الاجابة بكل صراحة على كل سؤال من اسئلة هذا الاستبيان حيث ان نتائج

ستكون ذات فائدة عظيمة للدراسة التي سوف اقوم بها لنيل درجة الدكتوراه من جامعة ولاية

متشجن، كما انني اتوقع ان يستفيد الوطن كله من نتائجها المرجوة ان شاء الله.

تاكد ان اجاباتك على الاستبيان لن يطلع عليها سوى الباحث نفسه، وانها لن تستخدم الا

لاغراض هذه الدراسة ولزيادة الاطمئنان لاداعي لكتابة اسمك او اي علامة تدل على شخصك.

اخوكم

عبد المحسن سعد عبد العزيز العتيبي

جامعة ولاية متشجن

الجزء الاول : معلومات عامة :

من فضلك ضع علامة (✓) على الاجابة المناسبة لكل سؤال :

١ - العمر

- | | |
|--------------------|-----------------|
| (—) ٢٦ - ٣٥ (٦) | (—) ١٦ - ١٥ (١) |
| (—) ٢٨ - ٢٧ (٧) | (—) ١٨ - ١٧ (٢) |
| (—) ٣٠ - ٢٩ (٨) | (—) ٢٠ - ١٩ (٣) |
| (—) ٣١ او اكثر (٩) | (—) ٢٢ - ٢١ (٤) |
| | (—) ٢٤ - ٢٣ (٥) |

٢ - المرحلة التعليمية: اختر المرحلة والسنة المناسبة لحالتك مما يأتي :
(أ) المرحلة الثانوية ؟

- | | |
|-----------------------|-----------------------|
| (—) ٣ - السنة الثالثة | (—) ١ - السنة الاولى |
| | (—) ٢ - السنة الثانية |

(ب) المرحلة الجامعية ؟

- | | |
|------------------------|------------------------|
| (—) ٣ - المستوى الثالث | (—) ١ - المستوى الاول |
| (—) ٤ - المستوى الرابع | (—) ٢ - المستوى الثاني |

(ج) اذا كنت في المرحلة الجامعية ففي أي الكليات التالية تدرس :

- | | |
|------------------------------|----------------------|
| (—) ٣ - كلية الآداب | (—) ١ - كلية التربية |
| (—) ٤ - كلية العلوم الادارية | (—) ٢ - كلية الهندسة |

٣ - الحالة الاجتماعية :

- | | |
|---------------|--------------|
| (—) ٢ - متزوج | (—) ١ - اعزب |
|---------------|--------------|

٤ - ان كنت متزوجاً فهل تعمل زوجتك خارج المنزل ؟

- | | |
|------------|-------------|
| (—) ٢ - لا | (—) ١ - نعم |
|------------|-------------|

٥ - هل لك قريبات يشتغلن خارج المنزل ؟

- | | |
|------------|-------------|
| (—) ٢ - لا | (—) ١ - نعم |
|------------|-------------|

٦ - هل عشت اكثر حياتك في :

- | |
|---|
| ١ - مدينة كبيرة (سكانها اكثر من مئة الف نسمة) (—) ؟ |
| ٢ - مدينة متوسطة (سكانها اكثر من عشرين الف واقل من مئة الف) (—) ؟ |
| ٣ - قرية (سكانها اقل من عشرين الف نسمة) (—) ؟ |

٧ - هل تدربت، أو درست، أو عشت خارج المملكة العربية السعودية؟

- | | |
|------------|-------------|
| (—) ٢ - لا | (—) ١ - نعم |
|------------|-------------|

أ) اذا كانت الاجابة بنعم ففي أي البلاد ؟

- ١ - بلاد عربية (—)
٢ - اوروبا (—)
٣ - امريكا (—)
٤ - غير ذلك (—) أين (—)

ب) ما هي المدة التي قضيتها في تلك البلاد؟

- ١ - اقل من سنة (—)
٢ - من سنة الى سنتين (—)
٥ - سبع سنوات فاكتر (—)
٣ - من ثلاثة الى اربع سنوات (—)
٤ - من خمس الى ست سنوات (—)

٨ - ما هو مستوى والدك التعليمي ؟

- ١ - لا يقرأ ولا يكتب (—)
٢ - يقرأ و يكتب (—)
٣ - التعليم الابتدائي (—)
٧ - دراسات عليا (—)
٤ - التعليم المتوسط أو شيء منه (—)
٥ - التعليم الثانوي أو شيء منه (—)
٦ - التعليم الجامعي أو شيء منه (—)

٩ - ما هو مستوى والدتك التعليمي ؟

- ١ - لا تقرأ ولا تكتب (—)
٢ - تقرأ وتكتب (—)
٣ - التعليم الابتدائي أو شيء منه (—)
٧ - دراسات عليا (—)
٤ - التعليم المتوسط أو شيء منه (—)
٥ - التعليم الثانوي أو شيء منه (—)
٦ - التعليم الجامعي أو شيء منه (—)

١٠ - كم مره تشاهد التلفزيون ؟

- ١ - كل يوم (—)
٢ - يضع مرات في الاسبوع (—)
٣ - قلما اشاهده (—)
٤ - لا اشاهده (—)

١١ - كم مره تستمع الى المنياع ؟

- ١ - كل يوم (—)
٢ - يضع مرات في الاسبوع (—)
٣ - قلما استمع اليه (—)
٤ - لا استمع اليه (—)

١٢ - كم مره تقرأ الصحف والمجلات ؟

- ١ - كل يوم (—)
٢ - يضع مرات في الاسبوع (—)
٣ - قلما اقرأها (—)
٤ - لا اقرأها (—)

الجزء الثاني

يحتوي هذا الجزء على عبارات تمثل وجهات نظر مختلفة . فضلاً اجب الى اي مدى انت موافق او غير موافق على العبارات التالية وذلك بوضع اشارة (✓) في الحقل المناسب.

الرقم	العبرة	موافق بشده	موافق	اعارض	اعارض بشدة
١	المرأة المتزوجة ينبغي الا تعمل حتى لو ارادت ذلك				
٢	المرأة السعودية تستطيع ان تكون ربة بيت وعاملة ناجحة في نفس الوقت				
٣	المرأة المتزوجة ينبغي ان تكون ربة بيت فقط				
٤	اذا لم تكن المرأة قد انجبت بعد فينبغي ان يسمح لها بالعمل خارج المنزل				
٥	اذا كان الرجل يستطيع ان يعيل زوجته فينبغي لها الا تعمل خارج المنزل				
٦	ينبغي ان يكون للمرأة الحق في اختيار العمل الذي تقوم به				

اكمل الاجابة من فضلك

الرقم	العبارة	موافق بشدة	موافق	اعارض	اعارض بشدة
٧	المرأة المتزوجة ينبغي الا يسمح لها بالعمل خارج المنزل الا اذا كان هذا العمل مقبولا مثل التدريس والتمريض				
٨	ينبغي الا يسمح للمرأة بالعمل خارج المنزل الا اذا كان مكان العمل غير مختلط				
٩	المرأة العاملة اقل احتراماً من المرأة غير العاملة				
١٠	اذا كانت المرأة تبحث عن عمل فمن الافضل ان تجد مكاناً تعمل فيه قريباً من عائلتها حتى ولو ادى ذلك الى فقدان عمل افضل منه في مكان بعيد				
١١	الخدمات الخاصة بشؤون المرأة ينبغي ان تدار تماماً من قبل المرأة نفسها				
١٢	المرأة والرجل ينبغي ان يحصلوا على فرص عمل متساوية				
١٣	المرأة ليست مثل الرجل في اتخاذ القرارات الهامة بكفاءة واقتدار				
١٤	في الاعمال المتساوية ينبغي للمرأة ان تتسلم نفس الاجر مثلها مثل الرجل				

اكمل الاجابة من فضلك

الرقم	العبارة	موافق بشدة	موافق	اعارض	اعارض بشدة
١٥	المرأة العاملة اكثر قدرة على تربية اطفالها من المرأة غير العاملة				
١٦	مكان المرأة المناسب هو المنزل				
١٧	المرأة المتزوجة والتي تعمل خارج المنزل لا تستطيع ان تقضي وقتا كافيا مع زوجها				
١٨	النساء قادرات على القيام ببعض الاعمال مثلهم مثل الرجال				
١٩	ينبغي ان يسمح للمرأة المتزوجة بالعمل خارج المنزل				
٢٠	لو سمح لكثير من النساء السعوديات بالعمل لا استطاعت السعودية ان تستغنى عن عمال اجانب كثيرين				
٢١	المجتمع في حاجة الى المرأة التي تؤدي ما تقدر عليه من اعمال				
٢٢	ينبغي ان يسمح للمرأة ان تعمل جزء من الدوام الكامل				

اكمل الاجابة من فضلك

الرقم	العبارة	موافق بشدة	موافق	اعارض	اعارض بشدة
٢٣	ينبغي ان يسمح للمرأة بالعمل في مصانع لايعمل فيها الا النساء				
٢٤	عمل المرأة اليوم اكثر تقبلا من الماضي				
٢٥	النساء اللاتي ينحدرن من اصل عربي عريق ينبغي الا يسمح لهن بالعمل				
٢٦	النساء مثل الرجال في المقدرة على المشاركة الفعالة في مجال الاعمال				
٢٧	اذا عملت المرأة فانها لا تستطيع ان تربي اطفالها تربية سليمة				
٢٨	الزواج وتربية الاطفال ينبغي ان يكونا اكثر اهمية للمرأة من العمل				
٢٩	المرأة التي عندها اطفال اكبر من سن السادسة ينبغي لها العمل خارج المنزل				
٣٠	ينبغي للمرأة غير المتزوجة ان تعمل خارج المنزل				
٣١	ينبغي للمرأة الا تعمل في اعمال حرفية يدوية				

الرقم	العبارة	موافق بشدة	موافق	اعارض	اعارض بشدة
٣٢	إذا سمح للرجل والمرأة بالعمل في نفس المكان (مختلط) فإن ذلك سيزيد من الوقوع في المحرم				
٣٣	ينبغي السماح لزوجتك بالعمل في نفس المكان الذي انت تعمل فيه				
٣٤	ينبغي ان تكون المرأة اكثر نشاطا في مجال الاعمال				
٣٥	ليس مقبولا للمرأة ان تحصل على عمل ارفع من عمل زوجها				
٣٦	ينبغي ان يسمح للنساء المطلقات فقط بالعمل خارج المنزل				

شكرا لتعاونكم
تمت بحمد الله وتوفيقه

APPENDIX B

**LETTERS FROM THE DEAN OF THE COLLEGE
OF EDUCATION AT KING SAUD UNIVERSITY
TO THE OTHERS INVOLVED IN THE STUDY
REQUESTING THEIR HELP**

**LETTER FROM THE RIYADH EDUCATION DISTRICT
TO PRINCIPALS OF THE SCHOOLS PARTICIPATING
IN THE STUDY**

COLLEGE OF EDUCATION
Dean's Office

كلية التربية
مكتب العميد

الرقم: ٤٦٢٢ / ٢ / ٨ التاريخ: ٢٠٢٠ / ٢ / ٨ Date:

سعادة الدكتور مدير عام ادارة التعليم بمنطقة الرياض المحترم
السلام عليكم ورحمة الله وبركاته ، وبعد ،
نفيد سعادتكم بأن السيد عبدالمحسن سعد العتيبي مبعوث كلية
التربية بالولايات المتحدة الامريكية للتحضير لدرجة الدكتوراه يقوم
حاليا بجمع المادة العلمية اللازمة لدراسه بالمملكة العربية السعودية

وجريا على التعاون القائم بين الجامعة والجهات العلمية المختلفة
ذات الصلة فاننى اتقدم الى سعادتكم راجيا التففل بمساعدته فى تطبيق
الاستبيان الخاص بدراسه وكذلك تزويده بما يحتاجه من معلومات .

وتقبلو خالص تحياتى والسلام عليكم ...

عميد كلية التربية
د. أحمد بن عثمان التويجى

٢٠٢٠ / ٣ / ٨



بسم الله الرحمن الرحيم

الملكة العربية السعودية

وزارة المعارف

المديرية العامة للتعليم بمنطقة الرياض

الشئون التعليمية / مكتب التوجيه

==

الرقم : ٢٠١
التاريخ : ١٤٧١/١٢/١٥
الموضوع : تسهيل مهمة باحث

المكرم / مدير مدرسته الثاني المحترم

السلام عليكم ورحمة الله وبركاته ، وبعد :

اشارة لخطاب عميد كلية التربية بجامعة الطوك سعود بالرياض
رقم ٧٣٢ / ٢٠ / ٢٠١٤ في ١٤٠٧/٣/٨ هـ حول قيام السيد عبد المحسن سعد العتيبي
بجمع المادة العلمية اللازمة لدراسه بالملكه . نأمل مساعدته في تطبيق
الاستبيان واعطائه المعلومات الى يحتاجها . ولكم تحياتي .

والسلام عليكم . . .

مدير عام التعليم بمنطقة الرياض

د / عبد العزيز بن عبد الرحمن الشبان

سامي ٣/١٠

صورة للملف

لمكتب التوجيه

COLLEGE OF EDUCATION
Dean's Office

كلية التربية
مكتب المعبد

King Saud University
1957
(Formerly the University of Riyadh)

الرقم: ٧٦٢ / ٢٠١٨ No.: التاريخ: ٢٠١٨ / ٧ / ٢٠ Date:

المحترم

سعادة الدكتور رئيس/المشرف على قسم

السلام عليكم ورحمة الله وبركاته ، وبعد ،

نفيد سعادتكم بأن السيد/ عبدالمحسن سعد العتيبي مبعوث كلية التربية بالولايات المتحدة الامريكية للتحضير لدرجة الدكتوراه يقوم حالياً بجمع المادة العلمية اللازمة لدراسته بالمملكة العربية السعودية .

وحيث أن المذكور يحتاج الى تطبيق دراسته على طلبة الجامعة أرجو التكرم بالموافقة والايعار لمن يلزم لمساعدته في تطبيق الاستبيان على العينة التي يختارها من الطلاب .

شاكرين ومقدرين تعاونكم .. والسلام عليكم و...

عميد كلية التربية
د. أحمد بن عثمان التويجري

٢٠١٨ / ٧ / ٢٠

COLLEGE OF EDUCATION
Dean's Office

كلية التربية
مكتب العميد

Date: ١٤٤٧/٧/٨ التاريخ

No.: ٢٠٠٧/٧٦٤ الرقم

المحترم

سعادة الدكتور عميد كلية الآداب

السلام عليكم ورحمة الله وبركاته ، وبعد ،

نفيد سعادتكم بأن السيد/ عبدالمحسن سعد العتيبي مبعوث كلية التربية بالولايات المتحدة الأمريكية للتحضير لدرجة الدكتوراه يقوم حالياً بجمع المادة العلمية اللازمة لدراسته بالمملكة العربية السعودية .

وحيث أن المذكور يحتاج الى تطبيق دراسته على طلبة الجامعة أرجو التكرم بالموافقة والايجاز لمن يلزم لمساعدته في تطبيق الاستبيان على العينة التي يختارها من الطلاب .

شاكرين ومقدرين تعاونكم .. والسلام عليكم ٠٠٠

عميد كلية التربية
د. أحمد بن عثمان التويجري
٥٠٤٧/٧/٨

COLLEGE OF EDUCATION
Dean's Office

كلية التربية
مكتب العميد

Date: ٢٠١٧ / ٢ / ٨ التاريخ: No.: ٢٠١٧ / ٢ / ٨ الرقم:

المحترم
سعادة الدكتور عميد كلية الهندسة
السلام عليكم ورحمة الله وبركاته ، وبعد ،
نفيد سعادتكم بأن السيد/ عبدالمحسن سعد العتيبي مبعوث كلية
التربية بالولايات المتحدة الامريكية للتحضير لدرجة الدكتوراه يقوم
حاليا بجمع المادة العلمية اللازمة لدراسته بالمملكة العربية السعودية .
وحيث أن المذكور يحتاج الى تطبيق دراسته على طلبة الجامعة
أرجو التكرم بالموافقة والايحاز لمن يلزم لمساعدته فى تطبيق الاستبيان
على العينة التى يختارها من الطلاب .

شاكرين ومقدرين تعاونكم .. والسلام عليكم و....

عميد كلية التربية
الحسين بن علي
د. أحمد بن عثمان التويجري
٢٠١٧ / ٢ / ٨

COLLEGE OF EDUCATION
Dean's Office

كلية التربية
مكتب العميد

الرقم: ٤٦٤ / ٢٠١٨ No.: التاريخ: ٢٠١٨ / ٢ / ٢٤ Date:

المحترم
سعادة الدكتور عميد كلية العلوم الادارية
السلام عليكم ورحمة الله وبركاته ، وبعد ،
نفيد سعادتكم بأن السيد/ عبدالمحسن سعد العتيبي مبعوث كلية
التربية بالولايات المتحدة الامريكية للتحضير لدرجة الدكتوراه يقوم
حاليا بجمع المادة العلمية اللازمة لدراسته بالمملكة العربية السعودية .
وحيث أن المذكور يحتاج الى تطبيق دراسته على طلبة الجامعة
أرجو التكرم بالموافقة والايعان لمن يلزم لمساعدته في تطبيق الاستبيان
على العينة التي يختارها من الطلاب .

شاكرين ومقدرين تعاونكم .. والسلام عليكم و...

مختبر كلية التربية
د. أحمد بن عثمان التويجري
٢٠١٨ / ٢ / ٢٤

COLLEGE OF EDUCATION
Dean's Officeكلية التربية
مكتب العميدDate: ٢٠١٧ / ٢ / ٨ التاريخ: ٢٠١٧ / ٢ / ٨
الرقم: ٢٠١٧ / ٢ / ٨ No.:

المحترم
سعادة الدكتور عميد كلية الهندسة
السلام عليكم ورحمة الله وبركاته ، وبعد ،
نفيد سعادتكم بأن السيد/ عبد المحسن سعد العتيبي مبعوث كلية
التربية بالولايات المتحدة الامريكية للتحضير لدرجة الدكتوراه يقوم
حاليا بجمع المادة العلمية اللازمة لدراسته بالمملكة العربية السعودية .

وحيث أن المذكور يحتاج الى تطبيق دراسته على طلبة الجامعة
أرجو التكرم بالموافقة والايجاز لمن يلزم لمساعدته في تطبيق الاستبيان
على العينة التي يختارها من الطلاب .

شاكرين ومقدرين تعاونكم .. والسلام عليكم و...

عميد كلية التربية
أحمد بن عثمان التويجري
٢٠١٧ / ٢ / ٨

COLLEGE OF EDUCATION
Dean's Office



كلية التربية
مكتب العميد

الرقم: No.: التاريخ: Date:

المحترم

سعادة الدكتور عميد كلية

السلام عليكم ورحمة الله وبركاته، وبعد،

نفيد معاداتكم بأن السيد/ عبد المحسن سعد العتيبي مبعوث كلية

التربية بالولايات المتحدة الأمريكية للتحضير لدرجة الدكتوراه يقوم

حاليا بجمع المادة العلمية اللازمة لدراسته بالمملكة العربية السعودية.

وحيث أن المذكور يحتاج الى تطبيق دراسته على طلبة الجامعة

أرجو التكرم بالموافقة والايجاز لمن يلزم لمساعدته في تطبيق الاستبيان

على العينة التي يختارها من الطلاب.

شاكرين ومقدرين تعاونكم .. والسلام عليكم ١٠٠٠

عميد كلية التربية
(أحمد بن عثمان التويجري)

د. أحمد بن عثمان التويجري

٥٠٢٠٧ / ٣ / ٨

الرقم: No.: التاريخ: Date:

الاخ العزيز / مدير ثانوية المحترم

السلام عليكم ورحمة الله وبركاته وبعد:
بمناسبة الانتهاء من جمع المعلومات الخاصة برسالة الدكتوراه اتوجه
لكم ولجميع الطلاب الذين شاركوا في هذا العمل بجزيل الشكر وعظيم الامتنان
على ما قدمتموه لنا من حسن التعاون والذي يدل دلالة واضحة على اهتمامكم
الشخصي بالبحث العلمي راجيا المولى القدير ان يوفقنا واياكم لما فيه
المصلحة العامة .

ودمتم ...

اخوكم

عبد المحسن سعد عبدالعزيز العتيبي
جامعة الملك سعود - كلية التربية
قسم التربية

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