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RELATIONSHIP OF RECREATION TO JOB
SATISFACTION:

A STUDY OF TEACHERS IN KUWAIT

By

Baha-ud-Din R. Abu Laban

A thesis presented to the
Department of Sociology of
the School of Arts and Sciences
of the American University of
Beirut in partial fulfillment of
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ABSTRACT

More recognition must be given to the event wherein people leave their own country to go and work in a new environment. This recurrent problem may be investigated from various "angles" and perspectives. The present study is focussed on the adjustment of foreign male teachers in the City of Kuwait. More specifically, it attempts to explore the relationship between recreation and job satisfaction of these teachers.

This study was guided by a set of hypotheses. In the process of the research certain of them were focussed upon for the determination of the exact relationship between recreation and job satisfaction.

Information including a brief description of the physical and social conditions in Kuwait, an account of its educational system, and some of the characteristics of the teachers there is given as a general background.

Interviews were made with 209 respondents out of the 405 subjects in the universe. The relevant data were obtained through the use of an interview schedule. The sample was stratified and randomly selected with the aid of the table of random numbers. It is felt that the classification of teachers into "new-comers" and former ones

(according to which stratification was done) may be important for a better understanding of the situation. The role of chance in the determination of relationships is measured by chi square tests.

An account of the recreational participation of teachers in Kuwait is given, with a brief description of some of the activities there. The extent of their participation is classified in such a way as to approximate a normal distribution in which two thirds of the population would be "moderately" active. The other two extremes falling beyond one standard deviation from the mean on either side comprise the highly active group and those of limited participation. It is felt that this classification which emphasizes the two extremes would be more revealing of the relationships than simply an even one of high and low.

The items pertaining to job satisfaction are found to meet the conventional requirements of a Guttman type scale. After the determination of the scalability of the items, all respondents were classified according to their scores into those of high, medium, and low job satisfaction.

The findings indicate the existence of a relationship between recreation and job satisfaction. However, this relationship is a complex one as it has both positive and negative features. The positive features of this relationship

apply to those of limited activity where the larger proportion of teachers tend to be among the highly satisfied, with a positive trend running from low to high job satisfaction. The negative aspects are shown particularly among the very active group where their proportion increases with a decrease in job satisfaction.

An interpretation of the findings suggests that recreation contributes to a teacher's satisfaction with his job up to a certain point. Beyond that point, however, an increase in participation may not directly contribute to satisfaction with his job, but rather it serves as a diversion with possible therapeutic values for the individual.

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CHAPTER I

INTRODUCTION

The relationship of recreation to economic activities is the focus of the present study. The research is directed toward foreign men teachers who comprize practically the entire teaching body in Kuwait. They come from various parts of the Arab World, especially Palestine, Jordan, and Egypt.

The purpose of this chapter is to present and account for the various aspects of this research. The points with which it deals include definition of basic concepts used in this study, description and significance of the field under investigation, and review of the literature on similar types of problems.

Basic Concepts

The concepts which are employed in this study need to be defined at the outset. Recreation is here regarded as "Any activity pursued during leisure, either individual or collective, that is free and pleasurable, having its own immediate appeal, not impelled by a delayed reward beyond

itself or by any immediate necessity."¹ Leisure has been defined as "The time we are free from the more obvious and formal duties which a paid job or other obligatory occupation imposes upon us."² Job satisfaction, the other central concept in this study, may be broadly interpreted as the gratification of feeling and the fulfilling of desires, wants, and needs in the social and physical environment of the job. This environment is considered as the setting for the individuals' activities and interrelationships.

Description of the Problem

The problem at hand is essentially one of adjustment. Foreign teachers in Kuwait would have to meet with peculiar situations in a new environment not very similar to their own. It is to be expected that they will acquaint themselves with forms of behavior which will help them make a personal adjustment to their new environment. However, variations in the extent and mode of their adjustment are, also, to be anticipated. This will be due to several interrelated factors some of which may be related to personality, to the new environment, or to the former one.

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1. Fairchild, Henry Pratt, ed. Dictionary of Sociology, (New York: Philosophical Library, 1944) pp. 251-252.
 2. Lundberg, G.A., Komarovsky, M., and McInerney, M.A., Leisure, (New York: Columbia University Press, 1934) p. 2.

Not only do these teachers come from contrasting environments in the Arab states, but also from diverse settings within each of these states. Thus they exhibit somewhat different tastes and standards which the new environment may or may not meet. Further, they need to adapt to each other in order to facilitate adequate adjustment to their new working and social environments.

This state of affairs does not characterize this group of people alone, nor is it peculiar to Kuwait. It actually represents a recurrent event where people leave their own community to live and work in foreign countries. No matter how the new environment varies from the former one, they need to make adequate adjustment to get along with the new setting. Processes such as mobility, immigration, and emigration usually result in situations which provide us with problems akin to the one at hand.

The major problem which has already been discussed can be investigated from various aspects. However, the concentration of the present study, though limited in scope, serves for a better understanding of some of the factors which are involved in the course of action.

Recreation, with which this study has concern, is recognized as an expression of behavior in a certain form of activity for a better adjustment and well-being. "Leisure-getting" and "Leisure-consuming" activities, George Lundberg says, are as proper a subject for scientific inquiry as

"wealth-getting" and "wealth-using" are for the economic institution.³

Viewed from another angle, "Recreation is not a luxury nor merely an expression of a beautiful sentiment. It is a part of normal, healthy life. For all ages and conditions of men it is as necessary as any other activity without which mind and body suffer."⁴ It is also believed that it has physical, mental, emotional, moral, social, and civic benefits.⁵

With this perspective in mind, the leisure pursuits in which teachers participate in Kuwait have the focus of our attention. They seem to have appealed differently to the participants. This is normal in view of the fact that the significance of any activity, regardless of whether it is available in Kuwait or not, is manifested by the previous experiences and background of the individual teacher. It is true that in many cases it makes a difference to him whether it is available there or not; however, it is the objective of this study to investigate these different aspects of recreation, and to relate this variable to a second one --

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3. Lundberg, George A., "Sociological Aspects of the New Leisure", Sociology and Social Research, v. 17, (1933) p. 419.
 4. Lundberg et al., op.cit., p. 345.
 5. Neumeyer, M.H., and Neumeyer, E.S., Leisure and Recreation, (New York: A.S. Barnes, 1949) p. 26.

namely, satisfaction with one's job.

The following hypotheses were developed in the process of planning the research, and served as a tentative guide throughout the various research operations:

1. There exists a positive relation between active participation and the degree of satisfaction with the job.
2. That the type of recreational activity determines the degree of satisfaction with the job.
3. That those who show a higher degree of job satisfaction engage in a large number of recreational activities.
4. That teachers in Kuwait enjoy less leisure pursuits than they were used to.
5. That the degree of satisfaction with the job is negatively related with the number of unavailable activities.

It is worthwhile mentioning at this stage that the focus in the process of research operation moved toward an attempt to determine the exact relationship between the extent of participation and the degree of satisfaction with the job.

Review of the Literature on Similar Types of Problems

The study of leisure pursuits of special groups and communities has been the concern of several social science researchers. Most of these studies relate leisure pursuits to social class position.

Alfred C. Clarke points out that the frequency and

type of participation are associated in a linear relationship with the levels of "occupational prestige".⁶ Such a relationship was previously shown by Leonard Reissman who found that the high class registered a higher percentage of participation in "book reading, magazine reading, hobbies, church attendance, organizational activities, leadership, and frequent attendance at organizations".⁷ Reissman drew on the findings of Genevieve Knupfer who revealed the fact that members of the lower classes had fewer intimate friends and engaged in less visiting among friends than those of higher classes.⁸ He also mentioned two similar studies. The first, conducted by W. Lloyd Warner and Paul S. Lunt, had divulged a linear relationship between class rank and belonging to associations.⁹ The second, performed by McCall Corporation in the form of a qualitative study of magazines, had disclosed the fact that the higher class tended to read the "serious" magazines, while the lower class tended to read the "light" magazines. The "serious" and "light" were

6. Clarke, Alfred C., "The Use of Leisure and Its Relation to Levels of Occupational Prestige", American Sociological Review, v. 21, (1956) pp. 301-307.
7. Reissman, Leonard, "Class, Leisure, and Social Participation", American Sociological Review, v. 19, (1954) pp. 76-84.
8. Ibid., p. 78.
9. Ibid.

exemplified by "Time" and "True Confessions" respectively. The higher class, on the whole, read more than the lower class.¹⁰ A further study which supported this trend was made by William G. Mather, Jr. who showed that the higher class displayed dominance and higher frequency of having one or more organizational memberships over the lower class.¹¹

Variables other than class were also related to social participation or recreation. In their study of "Social Participation and Juvenile Delinquency", Bartlett S. Atwood and E.H. Shideler, revealed - contrary to the prevailing assumption - that the delinquents had a greater degree of participation in contrast to a matched non-delinquent group.¹² The "Relation of Recreation to Personality Adjustment" was demonstrated by Jean Ogden Canavaugh who found that the emotionally well adjusted students had a larger range of recreational participation than did the less well adjusted ones.¹³ Another study by Joshua A. Fishman, showed that there was no relationship between voluntary activities and degree of

10. Ibid.

11. Mather, William G., Jr. "Income and Social Participation", American Sociological Review, v.6, (1941) pp. 380-383.

12. Atwood, Bartlett S., and Shideler, E.H., "Social Participation and Juvenile Delinquency", Sociology and Social Research, v. 18, (1934) pp. 436-441.

13. Canavaugh, Jean Ogden, "Relation of Recreation to Personality Adjustment", Journal of Social Psychology, v. 15, (1942) pp. 63-74.

bilinguality.¹⁴ Two more interesting studies were cited in the Encyclopedia of Educational Research, although there was no mention of their findings. The first, by Shu-Jung Chin, was a study of the "Relationships Between Certain High School Subjects and the Out-of-School Activities of Students".¹⁵ The second examined the relation between stealing and recreation.¹⁶

This brief review of problems relating recreation to another variable, shows that this trend in research was not uncommon within the last three decades. The present research has a similar endeavor in relating teachers' recreational participation to their satisfaction with the job.

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14. Fishman, Joshua A., "Degree of Biligualism in a Yddish School and Leisure Time Activities", Journal of Social Psychology, v.36, (1952) pp. 155-165.
 15. Chin, Shu-Jung, "Relationships Between Certain High School Subjects and the Out-of-School Activities of Students", Doc-tor's Thesis, Columbia University, (1934).
 16. Desmond, G.R., "A Study of the Relation Between Stealing and Recreation in 635 Cases", Master's Thesis, Catholic Uni-versity of America, (1931).

CHAPTER II

GENERAL BACKGROUND

The research has been conducted in the Principedom of Kuwait which is a wealthy state famous for its petroleum industry. Investigation was confined to the teaching staff of the Department of Education. Basic information concerning the area where the study has been made is provided hereinafter, with a brief description of the physical and social conditions of the Principedom, the educational system, and the characteristics of the teaching body.

Description of Kuwait Principedom

The Principedom of Kuwait occupies an area of about 15,000 square kilometers.¹⁷ It lies on the north-western corner of the Persian Gulf. It is bounded by the Kingdom of Iraq from the north and north-west, and by Saudi Arabia from the south and west. The Neutral Zone which is common to both Kuwait and Saudi Arabia lies in the south-west occupying an area of 5,700 square kilometers.¹⁸

17. Department of Education of Kuwait, Annual Report on Educational Development in Kuwait for the year 1955/56, p.1 (mimeographed in Arabic).

18. Ibid.

With the exception of a few diversely located oases, Kuwait is predominantly a dry treeless desert offering no significant areas of cultivable land. Yet, it provides for grazing during the short-termed spring if rains have been good. Scarcity of water all over the Princedom does not make possible any desirable agricultural developments. To meet the pressing need of water, the Kuwaitis have erected a huge distillation plant in 1953. Its production is consumed for drinking and domestic purposes only. This however, enabled them to do without the water which they used to import from "Shat-Al-Arab" in Basra, Iraq.

The weather consists of two conspicuous seasons -- winter and summer. Autumn and spring are usually transitory short-termed seasons. In winter the temperature may drop to 0° C. The north-west wind adds to the coldness of the season. While in summer the temperature rises as high as 48° C in ^{the} shade. In this season, "The winds are hot as though driven out of a great furnace by some gigantic bellows."¹⁹ The frequent sandstorms at the beginning of summer, and the rise of humidity to 95% or more at its end, add to the unpleasant features of this season.

Kuwait City, the capital of this Princedom, lies on

19. Dickson, H.R.P., The Arab of the Desert, (London: Allen 1951), p. 252.

the south of Kuwait Bay which is an extension of the Persian Gulf proper. It is surrounded by a wall of mud which was built in 1921 to protect it from the Wahhabi raids. This wall is regarded as an emblem of co-operation, as all Kuwaitis, young and old, participated in building it in two months period only, although it is 6 kilometers long and 4 meters high.²⁰

There is no reliable survey to consult concerning the population of the City. It is, however, believed that the population consisted of 300,000 in 1953.²¹ Aside from the original natives, its inhabitants represent many diverse nationalities, mainly a mixture from the neighbouring Arab countries, Iranians, Indians, Pakistanis, Britishers, and Americans. Members of each nationality tend to strengthen their feeling of solidarity. Thus, the Indians have their own club which serves as center for them. The same can be said about the Britishers who establish clubs wherever they happen to centralize. Kuwaitis have had a club movement since 1951 which resulted in the establishment of 14 clubs by the end of 1955. This movement was actually activated by the non-Kuwaiti Arabs, who, in the midst of the new environment of Kuwait, sought refuge in activating this movement to promote sports.

20. Department of Education of Kuwait, op.cit., p. 1.

21. Dickson, H.R.P., Kuwait and Her Neighbours, (London: Allen, 1956) p. 40.

The second town in the Principedom is Al-Ahmadi where petroleum industry is flourishing. It is 36 kilometers to the south of Kuwait City. Next to Al-Ahmadi come the villages which usually have a range of 400-1200 inhabitants.²²

Historical Background

There is little agreement, if any, as to the exact date of the establishment of Kuwait. The historian L. Pelly asserted that its foundation dated back to not more than two hundred and fifty years.²³ The Danish tourist, Neibhur, assured of its existence in the middle of the eighteenth century, with a population of 10,000 and a fleet of 800 boats.²⁴

Due to a terrible drought in inner Najd in 1710, the present ruling family in Kuwait, Al-Sabah, immigrated to Kuwait accompanied by some other "aristocratic" families.²⁵ Around 1756, one of the Al-Sabah family members was elected as ruler by the majority. The development of Kuwait was gradual until 1776 when immigrants from Basra, Iraq, moved to Kuwait due to the occupation of their town by the Persians. This incidence accelerated the development of the City as it became a busy commercial center for trade between India and

22. Rushdi, Rasem, Kuwait and Kuwaitis, (Beirut: Rahbaniyya Press, 1955), p. 28, (Arabic)

23. Ibid., p. 45.

24. Department of Education of Kuwait, op. cit., p. 3.

25. Dickson, H.R.P., op.cit., p. 26

the Middle East.

At the beginning of the nineteenth century, Kuwait was under the Ottoman influence. The British Empire expressed its desire to have Kuwait under its influence for the maintenance of dominance in the strategic Persian Gulf area. This was facilitated late in 1899 by a treaty which guaranteed protection to the ruling family from raids or other dangers, and a continuous annual economic assistance. The Kuwaitis on the other hand promised not to offer or rent any part of the Principedom except to the British Government or to British subjects. Thus becoming under British Protection.

At the present time Kuwait is a very important commercial center on the Persian Gulf as it links between the East and West. In addition to that, the discovery of its petroleum wealth makes it rank fourth among the oil industries of the world, preceded only by U.S.A., Venezuela, and U.S.S.R. The effects of petroleum industry on social life will be briefly reviewed.

Impact of Petroleum Industry on Social Life

Petroleum industry was the main factor which made possible an increase in the national income of Kuwait. It has an immense effect on the social conditions in Kuwait although it dates back to not more than eight years.

Prior to 1948, the main sources of income for Kuwaitis were pearl diving, boat transport and industry, and trade.

The type of work which was performed for the fulfillment of these tasks required much persistence and cooperation. The feeling of intimacy, belongingness, and the primary inter-relationships among the members of that society helped their integration into a strong and resistant unit. So much so that they all cooperated to compensate for any mishap occurring to any of them at any time.

The Kuwait Oil Company which started effectively in 1948 invited most of those who were engaged in pearl diving and boat transport and industry. This provided them with the chance of staying permanently on land close to their folks, and furnished them with a secure income. At the same time, the profits which the state earned from this industry (100,000,000 Sterling Pounds in 1955),²⁶ facilitated the establishment or the extension of several governmental departments such as Education, Public Works, Health, Public Security, Post, Social Welfare, Electricity, and Finance. These departments developed a need for many skilled employees and labourers. Concomitant with this was the influx of people from all countries, near and far, who found room for themselves in the rich state.

These immigrants requested the availability of certain goods and services which were not demanded or thought of by Kuwaitis. Thus Kuwaitis gradually became accustomed to movies, clubs, sports, coffee-shops, and restaurants. Besides,

26. Department of Education of Kuwait, op.cit., p. 5.

commercial transactions with the different parts of the world assumed a much larger scale than before, which in fact made Kuwait the most prominent commercial center on the Persian Gulf.

Capital investment was consequently directed from boat transport and industry, and pearl diving, to further commercial transactions and the launching of development projects in the state. Sound administrative procedures were advocated by the public and private firms for the attainment of speed and efficiency.

Such a state of affairs affirmed pecuniary interests among the population at large. More weight was assigned to the individual's technical abilities. The extended family ties suffered a detectable break to the extent that it was no longer uncommon for a newly married couple to move away from parents' house and lead an independent life.²⁷ Other values which could not escape reconsideration were:²⁸ First, the "Diwaniyya Institution"²⁹ which was replaced by clubs. The latter attracted most of the youth who became more satisfied with them as recreational centers. Second, the informal

27. Department of Social Welfare of Kuwait, The Local Society in Kuwait: Its Characteristics and Change, (Kuwait 1956) p.13. (Arabic)

28. Ibid.

29. A "Diwaniyya" refers to a reception room named after the "family", and serves as a center in which the "family" members and their friends meet almost daily.

social security practices were disposed on formal governmental departments such as the Social Welfare. This diminished their feeling of intimacy and strengthened the individualistic attitudes. Third, means of communication such as the motor car, the radio, the movie kept people always in contact with each other, informed them of what was going on all over the world, and exposed them to the way of life of several nations as appearing on the screen. Finally, there was the city-planning committee whose work was to launch a scheme for the development of the City. It included the introduction of public gardens, playgrounds, folks' squares, avenues, etc. to meet the demands of the changing society. >

Description of the Educational System

Prior to 1936, education in Kuwait assumed two simple forms. First, the "Kuttabs"³⁰ where pupils were taught the three R's with special emphasis on Koran memorization. Second, the "Circles" in mosques, where the Shaikhs gave religious talks. There was just one public school which was established in 1912. However, there was little public concern then for the organization of a more effective educational system.

The election of the first board of education in 1936, marked the emergence of an epoch. It engaged some Palestinian teachers who were requested to organize an up-to-date educational

30. "A Kuttab" refers to a simple private school composed of one classroom usually run by its owner alone.

system and curriculum. This resulted in attracting more pupils and necessitated an increase in public schools. Consequently, the "Kuttab" and "Circles" in mosques underwent a gradual decrease in number, resulting in the survival only of three of them in 1955-56.

The new system which was proposed by the Palestinian group did not live long. It was modified in 1943 to imitate the Egyptian system and curriculum. This was made possible with the help of some Egyptian teachers who went to Kuwait in that year. A few minor modifications have been introduced to it since then. However, it has maintained its characteristic as being semi-Egyptian.

Education in Kuwait is divided into three stages, namely, the primary, elementary, and secondary. Their duration is three, four, and five years respectively. However, a new division based upon the recommendations of Kabbani and Akrawi³¹ will be in effect starting 1956-57. The previous stages will be replaced by an elementary, intermediate, and secondary ones, each consisting of four years.³²

The original stages do not characterize all types of schools. The Religious School for instance has three, four,

31. Kabbani, Ismail, and Akrawi, Matta, A Report on Education in Kuwait, (Cairo: Dar Al-Kitab Al-Arabi 1955) pp. 19-38. (Arabic)

32. Department of Education of Kuwait, op. cit., p. 17.

and four-year stages. The Technical College which was established in 1953 offers a four-year technical training beyond the elementary school certificate. The Commercial Night School provides training in typing and commerce courses to those who have the elementary school certificate or its equivalent. Certificates of this Commercial school are based on course completion rather than on assigned period of time. Finally, the Women Teachers' Training College offers a three-year course after the elementary school certificate.

All these types of schools, whether in town or village, are directly related to the Department of Education due to the centralization of authority. Headmasters refer either to the Administrative and Finance Director concerning financial problems, furniture, stationery, students' food and clothing, lodging, and transportation, or to the Technical Director in matters concerning curriculum, inspection, need for teachers, and educational policy in general.

Activities within these schools, apart from that of imparting knowledge, do not differ much from those which characterize most of the schools in the Arab world. The first day at school, where registration and placement of students in their appropriate classes take place marks the change in the daily routine of both teachers and students after a three months vacation. Then come other significant occurrences such as the vacations at different occasions, the

annual sports matches, the scouts' camp, and last, the final examinations which mark the end of the scholastic year.

In all of these activities, the teacher is the leading "torch". It is actually a part of his duty to organize such activities and make them appeal to the Department of Education as well as to the public. However, his major role is the inculcation of knowledge in accordance with the assigned curriculum. Deviation from the acknowledged patterns is met with reprimands. Regular attendance, gentle treatment of pupils, efficiency, abiding by the rules, etc. are, as elsewhere, approved practices which he should not fail to follow.

His material compensation is his salary. Annual increments are expected at the beginning of each new scholastic year. Holders of the matriculation, sophomore, and B.A., (or equivalent certificates) have a basic monthly salary of 650, 900, and 1151 Rupees³³ respectively. Allowances are added to the basic salary in accordance with the teacher's experience.

Other privileges for teachers include a free annual round trip ticket by plane between his country and Kuwait. Free hospitalization, transportation to and from schools, and lectures during the "cultural season" are also provided for teachers.

33. A Rupee is an Indian currency which is equivalent to about 66 Lebanese Piasters.

Similar services are extended to the pupils who are furnished with a complete meal daily, clothing (trousers and shirts), books, stationery, and all articles which a pupil needs at school, as well as with hospitalization and medical care.

Characteristics of Teachers in Kuwait

The increasing demand for education in Kuwait which called for the extension of public schools, was not accompanied by a sufficient supply of Kuwaiti teachers. To meet this deficiency, the Department of Education of Kuwait hired a large number of teachers from other Arab countries, mainly, Egypt, Iraq, Jordan, Lebanon, and Syria. The teachers were not hired in equal number from these several states. Table 1 indicates the nationality composition of the teaching force employed by the Government of Kuwait for the scholastic year 1955-56.

TABLE 1
Nationality Composition of Men and Women
Teachers

Sex	Kuwaiti	Palestinian & Jordanian	Egyptian	Syrian	Lebanese	Iraqi	Other	Total
Men	100	358	198	17	17	22	7	719
Women	18	245	93	14	7	3	4	384
Total	118	603	291	31	24	25	11	1103

Source: Annual Report on Education in Kuwait for the year 1955/56 by the Department of Education, Table 11. (mimeographed in Arabic).

In spite of the fact that homogeneity characterizes this group of teachers in many aspects (e.g. religion, as they are all Moslems), they still exhibit some heterogeneous qualities. These are not as mild as they would have been among groups of teachers in a relatively self-sufficient Arab country. In Kuwait, teachers show diversities in their social background, educational training, mode of adjustment to the environment, use of colloquial Arabic, and even in their outlook toward religion.

The variety in their educational background may be summarized to convey a reliable picture of the situation. Any teacher can be located in the five-point standard scale which has been constructed by the Department of Education. The positions range from less than high school education, to completion of high school but which does not entitle one to university admission, to matriculation or equivalent certificates which entitle the holder to university admission, to the securing of an intermediate, sophomore or equivalent certificate, to the holding of a university degree.

Beyond these differences in educational training, members who are rated at the same place on the scale represent different educational systems and orientations. The Kuwaiti, Bahraini, Iraqi, Lebanese, Syrian, Egyptian, Jordanian, Palestinian, American, and British educational systems are all represented. Added to this are differences in their

fields of specialization, and the variations in the curricula of their respective school.

These employees come to be the teaching staff in Kuwait by the consent of the Director of Education, his Assistant, and one or two officials from the department. This Board of three or four members makes a tour in the Arab countries during the summer for the purpose of interviewing applicants and making contracts with them. However, the procedure followed with the Egyptians is not similar to that of the other teachers. The latter apply directly to the Education Department, and are individually informed of their tentative acceptance. Interviews during summer lead to a final decision concerning each applicant. The Egyptian teachers on the other hand, come to Kuwait as an organized cultural mission sent by the Egyptian Ministry of Education. Egyptian teachers who are interested in teaching in Kuwait apply to the Cultural Section of their Ministry. Applicants who are highly recommended by their inspectors and direct supervisors are presented to the Kuwaiti Board for final approval. Thus the Egyptian teacher enjoys the support of his government.

Accordingly, teachers in Kuwait may be divided into two main groups, namely, the Egyptians and the non-Egyptians, The first is privileged to a certain salary-scale which differs from that available to the latter. Besides, all members of the former group are provided with furnished lodging. While the

non-Egyptians, with the exception of women teachers, may be provided lodging if they happen to teach in one of the modern schools where lodgings are available, and there is room for them. The balance of the non-Egyptian group are given lodging-allowance. In most cases they rent unfurnished houses in groups and share the expenses.

Table 2
Expansion of Teachers, Students, and Schools
in Kuwait since 1936

Years	No.of Teachers	No.of Students	No. of Schools
1936-39	63	1830	10
1940-43	111	2890	14
1944-47	171	4080	19
1948-51	398	8042	34
1952-55	1116	20302	56

Source: Annual Report on Education in Kuwait for the year 1955/56 by the Department of Education, p.7. (mimeographed in Arabic).

The inadequate or limited lodging facilities of many teachers in Kuwait can be partly ascribed to the rapid increase in the number of teachers during the last few years. The rapidity of the increase rendered the Department unable to meet the needs of all members of its teaching staff. Table 2 indicates the development in the number of teachers in Kuwait since 1936.

CHAPTER III

M E T H O D O L O G Y

The investigation was carried out in the City of Kuwait. It was restricted to the primary and elementary male teachers. The relevant data were obtained through the use of personal interviews and interview schedules. The writer performed 90 per cent of the interviews, and the remainder were completed by a colleague trained in psychology. The 209 respondents selected for the sample were interviewed during a period of 13 weeks commencing on February 25, 1956. The transport expenses incurred in this study amounted to 250 Rupees. Practically, these were the only expenses incurred in view of the fact that the Department of Education of Kuwait provided all paper and facilitated the mimeographing of the interview schedules.

The present chapter will provide a definition of the universe and the type of sample which the design called for, a description of the interview schedule, and an account of the procedure involved in the analysis of relationship.

The Universe

The subjects of this study were the primary and

elementary school men teachers in the City of Kuwait. The groups that were excluded from the whole teaching body were: First, women teachers; second, village teachers; third, teachers of the secondary school and the Technical College; fourth, teachers missioned in the four schools outside the Princedom of Kuwait (in Bombay, Karatchi, Ras El-Khaimah, and Sharquah); and fifth, Kuwaiti teachers.

As for the first group, it was difficult to interview them as there were restrictions by the Education Department on visiting them at their schools or lodgings. Only their closest relatives were allowed to pay such visits once per week. The second and third groups would have increased the spatial extent of the universe beyond the time and personal factors available. The fourth group was outside the Princedom, a fact which made the interviewing process impossible. Finally, the Kuwaiti teachers were excluded because the study was designed in such a way as to concentrate on those who have to live and work in a practically new environment.

Delimitation of the universe was, also, facilitated by the objectives of the study. The main objective was to find out the relationship of recreation to job satisfaction. These variables are well represented in the delimited universe. Had the purpose been to make a descriptive study of the leisure pursuits of teachers in Kuwait, the present basis of selection would certainly have biased the results.

The universe was composed of 405 teachers from fifteen different elementary and primary schools in the city. These schools were the Religious Institute,³⁴ Salah ud-Din, Ashshamiyya, Ashsharkiyya, Al-Mubarakkiyya, Assiddik, Omar Ibn El-Khattab, Khalid Ibn El-Walid, Koutaybah, Al-Mouthnna, Al-Ahmadiyya, Assabah, Al-Najah, Al-Mirkab, and M'ahad Annour.

The names of constituent teachers were copied from lists available at the Assistant Director's Office. These lists had been compiled one month after the beginning of the scholastic year (i.e., by the middle of October 1955). By November 29, 1955, all the names had been copied and arranged in alphabetical order for drawing the sample.

The Sample.

A proportional stratified random sample was drawn from two strata of the universe after the subjects had been arranged in alphabetical order. The table of random numbers was employed in drawing the sample.

The universe was stratified according to the teachers' length of teaching experience in Kuwait, that is, whether he was a "new-comer" or a former teacher. It was felt that this factor might have an important bearing on both of the variables under investigation (i.e., recreation and job satisfaction).

34. Besides the primary and elementary grades, the Religious Institute had 4 secondary grades. However, teachers of these grades taught in the lower sections. For this reason it was included in the sample.

The "new-comers" comprise the group which has to put more effort in adjusting to the new environment. One distinction between the "new-comers" and the former teachers is that married individuals of the first group are not allowed to bring their wives and children to Kuwait in the first year. The Department however, facilitates this in the second year if they wish. The former teachers have already passed this stage.

The two strata of the universe amounted to 103 and 302 for the "new-comers" and former teachers respectively. Their corresponding sample sizes were 55 and 154.

For determining the adequacy of the sample, a test for the coefficient of variation was made following the procedure suggested by Dr. Charles Churchill.³⁵ The sample proportion for "new-comers" (.26) was computed. Both \underline{np} and \underline{nq} were greater than 35 (they amounted to 54 and 159 respectively) which indicates that the coefficients of variation will be less than 10 per cent, and the sample is reasonably adequate.

Development and Use of the Interview Schedule

An interview schedule was used as a major tool

35. Hansen, Morris H., Hurwitz, William N., and Madow, William G., Sample Survey Methods and Theory (New York: Wiley, 1953) vol. I, p. 131. As quoted in: Churchill, Charles, The City of Beirut (Beirut: Dar El-Kitab, 1954), p. 78.

for data collection in this study. It helped avoid the shortcomings of the questionnaire, where for example, respondents may give it to a friend to fill it out, or discuss their reactions in groups and bias the results, or even neglect filling it out and returning it in adequate time.

The questions which were included in the schedule may be divided into four sections.³⁶ The first section concerns recreation. It contains a list of leisure pursuits in which the respondent might have participated in Kuwait. Extra spaces for additional activities appear at the end of the list. To the left of each activity there are three dashes to be marked by the respondent with a check, an X, and a circle for pointing out respectively, actual participation in the activity, frequency of participation (once or more per week), and type of participation whether individual or collective (the circle refers to "individual").

Two more questions were included in this section concerning the activities in which the respondent had no previous experience before coming to Kuwait, and the missing activities which he participated in outside of Kuwait and would like to have available there.

The second section was about satisfaction with the job. There was a question about teaching in general, and

36. See Appendixes (F) and (G) for English and Arabic copies of the interview schedule.

several questions concerning teaching in Kuwait.

The third section contained questions related to respondent's adjustment in the community. They are inadequate in themselves to determine precisely the degree of adjustment, yet, findings may be introduced as a third variable in connection with recreation and job satisfaction.

The last section of the schedule was designed to elicit information on the personal background of teachers, such as years of teaching experience, nationality, education, and marital status.

The interview schedule was first constructed in English on September 8, 1955. It was translated into simple classical Arabic, and pretested on December 20, 1955.

The Pretest

Ten teachers who were not included in the sample were interviewed to determine how satisfactory the interview schedule was. As a result of the pretest several additional leisure pursuits were added to the list. Two questions were re-worded for the sake of better understanding and acceptance on the part of the respondent.

All the adjustments which the pretesting and the continuous thought of the problem called for were introduced to the schedule, and the revised schedule was mimeographed in Arabic on February 20, 1956.

Coding Process

The original interview schedules of 209 respondents were unwieldly to handle for analysing the data, and therefore a summary sheet was prepared for each schedule. This procedure required codifying the responses to each question. Although most of the questions in the schedule were of the pre-coded type, there were some which had to be categorized. Accordingly, certain parts of about 120 schedules were reviewed for the construction of a comprehensive master-code.

Scale for Job Satisfaction

The ordering of the respondents along a single dimension with regard to the variable of satisfaction with the job was facilitated by the discovery of a Guttman's scale. For the determination of the scalability of the variable, 100 cases were examined and entered into a scalogram. The coefficient of reproducibility amounted to 0.944.

It was a six-point scale with a range from 0 to 5. Respondents obtaining a score of 5 were considered highly satisfied. Those registering a score of either 3 or 4 were of medium satisfaction. Low satisfaction was determined by the scores ranging from 0 to 2. The three categories of high, medium, and low will be held to represent the degree of satisfaction with the job.

Determination of the Degree of Participation

As there was no specific measure for the determination

of the extent of teachers' participation, the procedure which was followed in the study involved a view of a normal distribution where two thirds of the subjects would fall within one standard deviation on either side of the mean. Subjects falling beyond one standard deviation on either side comprise the two extremes. As such, it is expected to have around 67 percent of the population in the middle group, and 16.5 percent in each of the two extremes. For example, the ideal number of cases corresponding to these percentages as applied to the sample would be around 139, 35 and 35 respectively. The first number represents those of moderate participation. The last two numbers represent those who are highly active, and those of limited participation. It was felt that the extremes would be more revealing of the actual relationship than a more even distribution (for example, quartiles).

It should be noted here that the ideal distribution of cases as it is described above does not coincide with the actual one, however, the attempt was to choose a distribution approximating the ideal one as closely as possible.

Analysis of Relationship

The starting point in the process of analysis of relationship was the cross-tabulation. The dependence or independence of the variables under investigation was determined by the use of the chi square test. Particular attention was given to the presence of trends as clues for the

meaning behind the statistical relationships.

The nature of the relationship between job satisfaction and recreation was arrived at by relating the first variable to various dimensions of the latter. These comprised the range of participation, the range of active participation, the types of leisure pursuits, and the unavailable activities. The relationship between job satisfaction, or the range of active participation and marital status, or duration in Kuwait was also worked out to enable a more comprehensive examination of the relationships.

CHAPTER IV

RECREATION IN KUWAIT

A great portion of an individual's leisure is occupied in his recreational pursuits. In this chapter some of the major aspects of recreation in Kuwait as related to the teachers' community will be reviewed. In addition to a general report on the range of activities, those that were new to the teachers as well as those which are absent but wished for will be discussed.

Description of Activities

Below is an account of those activities which are found in the Near East and which are pursued by teachers in Kuwait.³⁷ It is hoped that this will make clear the recreational situation.

School Exhibitions: These are held in the spring by most of the schools in the City of Kuwait. Each exhibition lasts for about four days. All handicrafts, paintings, drawings, and needle work (in the case of girls) which are

37. See Appendix (A) for complete list.

made by the students are displayed in the exhibition. Teachers' inventions or designs pertaining to the audio-visual aids have their place there too. Both teachers and students alike work hard to guarantee success of their school exhibition. Women are admitted on a special day.

Coffee-Shops: These are public places furnished humbly with chairs and tables to serve the largest number of people in a limited space. They are often situated on the roofs of buildings or at the sea-shore. They serve tea, coffee, and soft drinks. Teachers and other employees meet in these places and play games such as backgammon ("trick-track"), dominoes, or chess.

Clubs: There are 14 Kuwaiti clubs in the City of Kuwait with a total enrollment of about 3000.³⁸ Membership in the Teachers' Club is restricted to those who work in the field of Education. There are no similar restrictions for enrollment in other clubs although "active" membership in most cases is reserved for Kuwaitis. Members participate in sports, educational, and other leisure pursuits.

Visiting or Dating with Girls: This is not a common practice in Kuwait due to the social sanctions against it. There are no public places to welcome the couple. They may go for a drive, sit on the sea shore, or meet at either one's

38. Department of Social Welfare, Annual Report for the Year 1955, (Kuwait, 1955)
p. 48. (Arabic).

home.

Attending Parties or Night Gatherings: These refer to tea or social parties, or to night gatherings which include programs of games and jokes. They are given occasionally by teachers and other groups. Usually these meetings are only attended by men.

Campings: Teachers who are responsible for scout activities at schools plan their trips during the week ends. Colleagues may be invited to spend the night in the camp. During the spring vacation, a camp is held for all the scouts in Kuwait in the village of Fneitis which is about 40 kilometers to the south of the City of Kuwait.

Joke Parties: These are particular to the Egyptians where a few of them meet for an hour or two and tell funny stories and jokes. The meeting may include a re-wording of some songs in funny words while the original tunes are preserved.

Movies: There is one public picture house in Kuwait to which teachers may go. A few schools have their own movie machines to run a film once per week. Attendance at these films is limited to the school staff and those who are invited by them. Films are, also, shown in the Indian or the Suleihikhat club where an outsider is admitted only upon the invitation of a member. Rich Kuwaitis run films in their houses, and some teachers are invited to attend those films.

Plays: In most of the schools in Kuwait there are students' dramatic societies which arrange for presenting plays and sketches in the school auditorium. The school may present one or two plays during the year to which admission is free, yet, based on invitations.

Lectures: The Department of Education makes special arrangements for the "cultural season" during which eminent speakers from different Arab states are invited to give lectures on different subjects. This season lasts for about eight weeks with an average of two lectures per week. All teachers are invited to attend, and are provided with transportation to the lecture hall.

Poetry Contests: These take place between two individuals or two groups. One party recites a verse and the second recites another which should begin with the same letter with which the opponent's verse ended.

Family Gatherings: These involve mixed visits by related or even unrelated families; or just the meeting of a family members. Participants may engage in some games like playing cards or parcheesi, or discuss matters of interest to them.

Political Parties Activity: Political parties are legally prohibited in Kuwait. Teachers who adhere to a certain political party however, form an informal group and occasionally hold meetings, discussions, and lectures. Most

of the time they are active within their own group, yet there are some who try to propaganize prudently.

General Discussions: These refer to the informal meetings of a few teachers who discuss matters of interest to them, or for example a book which one of them has read. These groups are informal but rather consistent in their membership.

Drinking Liquors: Drinking is prohibited in Kuwait. Non-Arab foreigners and stateless Christians however, are entitled to an assigned monthly ration which can be bought from an authorized store. Some of these sell their ration in the "black market" where teachers may secure it. Usually the "forbidden fruit" is enjoyed with a group of friends.

It was felt that this brief description of some of the activities was needed for throwing light on the recreational context in Kuwait; the next step is to make a general review of participation.

Common Activities

The leisure pursuits which are available in Kuwait appeal differently to different teachers. Some of these activities attract a high percentage of teachers, while others are favoured by very few.

Table 3 shows the activities in which more than one quarter of the sample, which included 209 persons, engage.

Table 3

Activities of the Teaching Staff Ranked
by Frequency of Participants*

Rank	Activity	Frequency
1	Reading	200
2	Visiting with friends	188
3	Listening to radio programs and music	187
4	Attending lectures	185
5	Attending films	161
6	Picnics	156
7	Spectator at sports	142
8	Walks	140
9	Writing	111
10	Backgammon	110
11	Going to Exhibitions	106
12	Playing ping-pong	94
13	Attending parties or night gatherings	84
14	Sitting at coffee-shops	83
15	Swimming	79
16	Attending plays	78
17	Playing cards	75
18	Sitting and/or day dreaming	68
19	Photographing	68
20	Going to a club	65
21	Playing with children	57
22	Badminton	56
23	Car drives	56
24	Body building	55

* Includes only those activities in which more than one quarter of the sample participated. See Appendix (A) for complete list.

The total number of activities in which a participant engages ranges with the different teachers from 1 to 32. The mean is 15 per teacher, whereas the median and mode of such participation are 14 and 13 respectively.

As for the frequency of active participation, that is engagement in an activity at least once per week, the range is from 1 to 26 activities. The mean is 9; the median and mode are 8 and 6 respectively.

Unavailable or Limited Activities

The leisure pursuits which are available in Kuwait do not seem to satisfy all teachers. Only 14 percent report that they are satisfied with what is available there. The rest desire the presence of or increased facilities for activities with which they had experience.³⁹

The range of requests is from 1 to 11. The mean, median, and mode are 6, 3, and 3 respectively. Table 4 displays the activities which are desirable by 20 or more of the 209 respondents.

Table 4

Desired Activities Ranked by Frequency of Mention*

Rank	Activity	Frequency
1	Movies	58
2	Public gardens	54
3	Dating	44
4	Picnicing	43
5	Going to a club	37
6	Sexual relations	37
7	Sitting at modern cafes	34
8	Cabarets	29
9	Attending plays	29
10	Mixed parties	26
11	Swimming	24
12	Drinking alcohols	20

* Frequency of 10 percent or greater.

39. See Appendix (B) for list of unavailable activities.

Some leisure pursuits which were desired such as climbing mountains or touring from one town to another are unavailable due to the physical and topographical nature of Kuwait. Other activities such as cycling and fishing are not considered appropriate for certain teachers -- namely, the shaikhs of the Religious Institute.

Rowing, hunting, shooting, walking, swimming, horse-back riding, going to public gardens, and gardening are regarded by some respondents as unavailable or too limited because of the lack of facilities or suitable places which make pleasurable participation in them possible. Dating, sexual relations, cabarets, and drinking are not present due to current social sanctions against them. Activities such as playing billiards, cards, or chess are considered limited by some of the teachers because they are unavailable in all the public coffee-shops.

Activities which were first experienced in Kuwait

Forty nine per cent of the sample population report that all the activities which they pursue in Kuwait were known to them prior to their coming to Kuwait. The rest point out that some activities have been introduced for the first time to their recreational program.⁴⁰ The range of new activities which were first experienced in Kuwait is from 1 to 8.

40. See Appendix (C) for list of activities which were first experienced in Kuwait.

The activities which 5 or more teachers say that they first participated in them, in Kuwait, are shown in Table 5.

Table 5

Activities First Experienced in Kuwait
Ranked by Frequency of Mention*

Rank	Activity	Frequency
1	Going to exhibitions	15
2	Attending lectures	15
3	Swimming	11
4	Photographing	11
5	Campings	10
6	Sitting and/or day dreaming	9
7	Sitting at coffee-shops	9
8	Fishing	8
9	Spectator at sports	8
10	Hunting	7
11	Body building	6
12	Chess	6
13	Tennis	6
14	Badminton	6
15	Playing cards	5

* Frequency of five or more.

These activities might have been first experienced in Kuwait due to the following reasons:

1. Unavailability of facilities promoting them in the respondent's home town (for example, there may have been no sea or swimming pools to permit swimming) made it impossible.

2. Some of the activities might have been available in respondent's home town but he did not engage in them there because of his interest in more appealing activities.

3. The respondent's economic position determines to some extent his participation in some hobbies such as photographing or hunting where he has to buy equipment which may be expensive. His economic status has most probably improved in Kuwait, and in consequence of this he can afford purchasing things which he could not buy previously. These points do not exhaust all the possibilities, but they suggest that few activities have been first experienced in Kuwait due to their actual unavailability in the respondent's home town.

This discussion of recreation in Kuwait has attempted to give the reader an appreciation of some of the major characteristics of the ways in which teachers pass a large portion of their time away from their work. In chapter VI, the nature of the relationship of recreation to certain aspects of the teachers' occupation will be explored.

CHAPTER V

SATISFACTION WITH THE TEACHING JOB IN KUWAIT

Usually employees hold varying degrees of enthusiasm, devotion, and satisfaction with their job. There may be diverse factors which have bearing on their satisfaction. In a restrictive community, recreation may have a significant influence upon the adjustment of the individual especially where certain family relationships have been temporarily disrupted.

The attempt here is directed toward pointing out teachers' attitudes toward their job, and discussing the scale developed for determining job satisfaction.

Attitudes Toward Teaching

Teachers' reactions concerning their disposition to their career are summarized in Table 6. Inspection of the Table shows that 66 percent of the teachers prefer other types of work to teaching. The factor of environment might have interfered with the reactions, although they were asked to respond to the item of teaching in general. However, 81 percent of the teachers would encourage other colleagues to come and teach in Kuwait.

Table 6

Disposition of Teachers Toward Their Job and
Their Occupational Preference.

Type of Work Preferred	Percent
Teaching	34
Professional:	31
Art	
Engineer	
Journalist	
Lawyer	
Medical Doctor	
Pharmacist	
Business:	20
Farmer	
Merchant	
Proprietor	
Other Employment:	11
Accounting	
Administrative	
Clerical	
Other	4
Total Percent	100
Total Cases	209

A direct question on their satisfaction with the job in Kuwait showed that 81 percent were very or fairly satisfied compared to 19 percent who were somewhat or very unsatisfied. The feeling that the Administration was definitely concerned with the well-being of their teachers was felt by 68 percent of those interviewed.

Another question which concerned their inclination to teach permanently in Kuwait showed that 21 percent would like very much to remain there, while 32 percent would not object, but 47 percent indicated that they would definitely not like to stay on.

The summing up of these attitudes reveals that a very large proportion of teachers would prefer other types of work to teaching. At the same time large proportion of them admit that they are fairly well satisfied with their teaching in Kuwait, that they feel the Administration is concerned with their well-being, and that they would encourage other teachers like themselves to come to teach in Kuwait. A small proportion of them would accept a permanent teaching position there.

The areas which were investigated provided the data for a more precise measurement of teachers' satisfaction with their job. Indexes of satisfaction other than the ones used in this study may be available, however, it is believed that most of the essential have been covered by the questions which were asked. A test of scalability using the Guttman-Cornell technique further assured the researcher that he had probed in the relevant directions.

Scale for Job Satisfaction⁴¹

The construction of a Guttman type scale was not

41. Cf. construction of a job satisfaction scale in: Riley, M.W., Riley, John W., Jr., and Toby, Jackson, Sociological Studies in Scale Analysis, (New Brunswick: Rutgers University Press, 1954), p. 276.

actually a goal in itself, but rather a means for introducing precision in the measurement of job satisfaction. Other than ordering of the respondents along a single dimension with regard to job satisfaction, this type of scale is advantageous for determining whether or not the items used refer to more than one dimension. This is the reason why the Guttman type scale was preferred to arbitrary indexes which may order the respondents in a definite way but without assurance of the unidimensionality of the items.

The procedure that was followed in the development of the scale will be outlined below. To begin with, 100 cases were selected from the sample of 209 and used for the test of scalability. Five items were used in the construction of the scale.⁴² The items in the scale were the following in order of higher to lower degree of positive job satisfaction:

1. Would you encourage other teachers like yourself to come to Kuwait?
2. In general, how satisfied would you say you are with teaching here in Kuwait?
3. How much concerned is the Administration with the well-being of teachers here in Kuwait?
4. Would you like to teach in Kuwait permanently if you were given the chance?
5. How do you compare teaching as a profession to other jobs?

42. See Appendix (D) for complete table of questions used in job satisfaction scale.

The reproducibility of the scale was .944. On the basis of these five items six scale types emerged. Those in rank 1 were considered to have "high satisfaction", those in ranks 2 and 3, "medium satisfaction," and those in ranks 4,5, and 6, "low satisfaction".

After the scalability of the above items was determined, the balance of the interviews were scored in the same fashion. In this manner it was possible to assign each respondent to one of the three classes of job satisfaction. The relationship between this variable and recreation will be examined in the following chapter.

CHAPTER VI

PRESENTATION OF FINDINGS: ANALYSIS OF RELATIONSHIPS

The principal concern of this chapter is to determine so far as is possible the exact nature of the relationship between the job satisfaction and the recreation of teachers in Kuwait. Job satisfaction will be tested for relationship with the range of participation, the degree of active participation, the type of participation, and the range of desirable but unavailable activities. The relationship of marital status to job satisfaction and to the range of active participation will be examined. Duration of teaching in Kuwait is to be similarly treated.

Chi square tests have been used as an aid in determining the extent to which the obtained relationships might be due to chance.

Range of Participation

The hypothesis concerning the range of participation and job satisfaction asserts that there is a positive relationship between the two variables. But this hypothesis

does not seem to hold true in so far as the direction of the relationship is concerned. However, Table 7 does indicate that there is a relationship between the two variables by virtue of the chi square value which shows significance at the .01 level. Further, there is a trend which seems to indicate that for the highly active group the higher the job satisfaction the lower the proportion of participants. The only positive relationship seems to be the contrast between teachers of low and high satisfaction among those having limited participation, but this is not a consistent trend.

Table 7
Relationship between Job Satisfaction^{1/}
and Range of Participation^{2/}

	Job Satisfaction		
	High	Medium	Low
^{3/} <u>Range of Participation</u>			
Highly Active	11	19	23
Moderately Active	56	72	62
Limited Participation	33	9	15
Total Percent	100	100	100
Total Cases	48	90	71

$\chi^2 = 15.015$

Significance level = .01

^{1/} See chapter V.

^{2/} First question in the interview schedule.

^{3/} Highly = 20 plus; moderately = 10-19; limited = 9 or less

Range of Active Participation

It was felt that active participation would convey a better picture of the situation because it refers more closely to a consistent pattern of response rather than simply a variety of activities. Here only activities in which a teacher participated once or more per week were considered.

Table 8

Relationship between Job Satisfaction and Active Participation

	Job Satisfaction		
	High	Medium	Low
<u>Degree of Active Participation</u> ^{1/}			
Highly Active	8	17	20
Moderately Active	58	68	72
Limited Participation	34	15	8
Total Percent	100	100	100
Total Cases	48	90	71

$$\chi^2 = 13.772$$

Significance level = .01

^{1/} Highly = 14 plus; moderately = 6-13, limited = 5 or less.

Table 8 may be considered a refinement of Table 7. Its chi square value is also significant at the .01 level. This table shows that for both the highly and moderately active teachers the greater the job satisfaction the less the

proportion of participants. But for people of limited activity the reverse is true, that is, with an increase in satisfaction there is an increase in the proportion of participants. This would seem to indicate that there definitely is a positive relationship between the two variables up to a certain level of participation. Beyond that level, and especially in the case of the highly active group, the relationship seems to be negative.

The statistical trends seem to suggest that a certain amount of recreation contributes to one's satisfaction with the job. But above a certain point, it may be that participation becomes a therapeutic value for those who are dissatisfied with the job. Also involved may be the fact that those who are absorbed in their career put a sort of limit to the amount of their participation. An attempt will be made to explore the nature of these patterns of response in the cross-tabulations ahead.

Types of Leisure Pursuits

The dimension of group oriented activities versus individually oriented or balanced is found to ^{be} independent of job satisfaction at the .01 level of significance. Dependence is attained at the .20 level as the value of chi square which suggests that there is not a very close relationship between the two variables.

Table 9

Relationship between Job Satisfaction and
Type of Activity (Individual or
Group Orientation) 1/

	Job Satisfaction		
	High	Medium	Low
<u>Orientation.</u>			
Group	60	69	73
Individual	15	20	18
Balanced <u>2/</u>	25	11	9
Total Percent	100	100	100
Total Cases	48	90	71

$$\chi^2 = 7.673$$

Significance level = 0.20

1/ Interview question No. 1 (d)

2/ Balanced indicates equal number of group and individual responses.

Interpretation of Table 9 suggests that there is no significant difference between group activities and individual activities. However, there is a slight indication that a balanced type of participation is positively related to job satisfaction.

The relationship between job satisfaction and group activities alone was examined and, also, found to be low. It was significant at the .80 level. For this reason the table representing these variables is omitted.

It was in an effort to see if the relationship might be clarified by some classification of the activities themselves that inspection of the actual activities of the high and low satisfied teachers was made. Table 10 does not suggest that the usual divisions of recreational types would be helpful, (e.g., commercial vs. non-commercial, or spectator vs. non-spectator). However, the analysis of the highly contrasted activities did suggest a typology providing a division of activities into those emphasizing communication versus activities which do not emphasize communication.

Table 10

Fifteen Most Frequent Recreational Activities of High and Low Satisfied Groups of Respondents Ranked by Order of Frequency

High Satisfaction			Low Satisfaction		
Rank	Activity	Frequency	Rank	Activity	Frequency
1	Reading	42	1	Reading	66
2	Listening to radio programs & music	37	2	Listening to radio programs & music	62
3	Visiting with friends	33	3	Visiting with friends	55
4	Walks	32	4	Walks	38
5	Attending lectures	26	5	Attending films	35
6	Attending films	19	6	Writing	31
7	Writing	19	7	Backgammon	29
8	Playing with children	15	8	Sitting at coffee-shops	28
9	Body building	13	9	Sitting and/or day dreaming	25
10	Backgammon	10	10	Attending lectures	24
11	Car drives	8	11	Playing ping-pong	22
12	Sitting and/or day dreaming	7	12	Swimming	21
13	Playing ping-pong	7	13	Car drives	21
14	Spectator at sports	7	14	Spectator at sports	20
15	Photographing	6	15	Picnics	18
Total Cases		48	Total Cases		71

By scoring the respondents on the extent of their participation in communicative activities a suggestive trend for the highly active group was revealed (Table 11).

Table 11
Relationship between Job Satisfaction and
Activities Emphasizing Com-
munication 1/

	Job Satisfaction		
	High	Medium	Low
<u>Degree of Participation</u> ^{2/}			
Highly Active	10	19	44
Moderately Active	65	72	49
Limited Participation	25	9	7
Total Percent	100	100	100
Total Cases	48	90	71

$\chi^2 = 10.893$

Significance level = .05

1/ See Appendix (A) for activities emphasizing communication

2/ Highly = 9-16; moderately = 3-8; limited = 2 or less.

Actually, the table seems to indicate similar relationships for the highly active group and those of limited activity as in Table 8. However, the trend in the proportion of participants which goes from among those of high satisfaction to those of low satisfaction is more sharply defined than in earlier tables.

The relationship which Table 11 displays may be interpreted in that those who are low in job satisfaction have greater need for activities which emphasize communication so as to "blow off steam", while those who are highly satisfied do not seem to have so much need for this.

A similar examination of relationships between job satisfaction and the extent of activities which do not emphasize communication, and between job satisfaction and type of activities according to whether major emphasis was on communicative or non-communicative ones did not reveal what was considered significant relationships.

Unavailable Activities

With regard to unavailable activities, it was hypothesized that the larger the number of unavailable activities the less the satisfaction. Table 12 shows the relationship between the two variables.

Table 12

Relationship between Job Satisfaction and Range of Desirable but Unavailable Activities 1/

	Job Satisfaction		
	High	Medium	Low
<u>Range of Desirable but Unavailable Activities 2/</u>			
Many Requests	15	27	27
Some Requests	50	45	58
Few or no Requests	35	28	15
Total Percent	100	100	100
Total Cases	48	90	71

$$\chi^2 = 8.289$$

Significance level = .10

1/ Interview question No. 3.

2/ Many = 5 or more; some = 2-4; few = 1-0

The table shows that the larger proportion of teachers who request few activities tend to be highly satisfied, with a mild positive trend running from low to high job satisfaction. This pattern of response corresponds with that of Table 8.

Marital Status

Table 13 displays the relationship between marital status and the range of active participation (Note that the percentages run the reverse of other tables).

Table 13
Relationship between Marital Status ^{1/} and
Range of Active Participation

	Marital Status		Total Percent	Total Cases
	Single	Married		
<u>Range of Active Participation</u>				
Highly Active	63	37	100	32
Moderately Active	58	42	100	141
Limited Participation	42	58	100	36

$$\chi^2 = 3.817$$

Significance level = .20

1/ Interview question No. 19.

Table 13 displays the fact that married people tend to be somewhat less active than the single people; yet, there is no radical difference between the two. However, there is a trend for married people to be among the low participants rather than among the high ones. Also the more extensive the participation is, the more likely are the participants to be single.

Table 14 on the other hand shows a high relationship between marital status and satisfaction with the job. The value of chi square is at the .001 level of significance. For high job satisfaction, the proportion of married people is about three times that of the single people. This difference is not found for the groups who are medium or low in terms of job satisfaction.

Table 14

Relationship between Marital Status and
Job Satisfaction

	Marital Status	
	Single	Married
<u>Job Satisfaction</u>		
High	13	36
Medium and Low	87	64
Total Percent	100	100
Total Cases	116	93

$$X^2 = 14.842$$

Significance level = .001

Duration of Teaching

Table 15 seeks further understanding through the consideration of the effect of time and experience in the environment on the teachers' satisfaction. The table shows that among the highly active group, the proportion of the "old-timers" compared to that of the "new-comers" is twice as much. Among those of limited activity, the proportion of the "new-comers" is about twice as much as that of the "old-timers".

Table 15

Relationship between Duratin of Teaching in Kuwait 1/ and Active Participation

	Duration of Teaching in Kuwait	
	New-comer ^{2/}	Old -timer
<u>Range of Active Participation</u>		
Highly Active	9	18
Moderately Active	67	68
Limited	24	14
Total Percent	100	100
Total Cases	55	154

$$X^2 = 3.65$$

Significance level = .20

1/ Interview question No. 14

2/ "New-comer" = first year

This may indicate that the "new-comers" have not yet been acquainted with all the types of recreational activities which they can pursue in Kuwait, while the "old-timers" are more aware of the opportunities. On the other hand, the "new-comers" may spend more time on their job so as to prove that they are worth it, and thus tend to ignore the possibilities even though they are aware of them.

Table 16 indicates that the duration and satisfaction relationship is significant at the .10 level. Among those of high and medium job satisfaction, the larger proportions are

for the "new-comers". The reverse is true of the group of low job satisfaction where it is found that the higher proportion stands for the "old-timers".

Table 16

Relationship between Duration of Teaching
in Kuwait and Job Satisfaction

	Duration of Teaching in Kuwait	
	New-comer	Old-timer
<u>Job Satisfaction</u>		
High	29	21
Medium	49	41
Low	22	38
Total Percent	100	100
Total Cases	55	154

$$\chi^2 = 5.093$$

Significance level = .10

The kind of relationship which Table 16 conveys may indicate that the major factor which attracted the "new-comers" and added to their satisfaction is their new income. They are probably less aware to some of the deficiencies of the system, and are more absorbed in doing things pertaining to job rather than being concerned about what they are doing.

CHAPTER VII

SUMMARY AND CONCLUSIONS

The major concern of this study was the attempt to discover the nature of the relationship between recreation and job satisfaction among male teachers in the City of Kuwait. The description of the problem and the literature on similar types of problems were discussed at the outset. This was followed by general background information including a brief description of the physical and social conditions in Kuwait, an account of its educational system, and some of the characteristics of the teachers there. In chapter III the methodological procedure was traced out. The next two chapters portrayed the description of teachers' recreational participation and the elements involved in determining their satisfaction with teaching in Kuwait. The analysis of the relationship between the two variables was then made.

Findings

It was found that job satisfaction and recreation were related to each other. But it seems that the relationship is a complex one: it has positive as well as negative features.

The positive features of this relationship are associated with minimal participation or participation below the average. That is, among those of limited activity the higher the job satisfaction the greater the proportion of participants. Similar though inconsistent trends are found for those who have balanced activities, i.e., equal number of activities with groups and alone. This is also true for the limited participants in the type of activities which emphasize communication, and the same can be said about those who feel the need for few or no new activities.

The feeling is that the trends indicate that participation in progressively more recreational activities contributes to satisfaction with the job by providing a diversion and a receptive social context that complements the work, but only up to a certain point.

The negative relationship between recreation and job satisfaction appears to be even more significant. Its importance is shown particularly among the very active group and holds nearly for all the cross-tabulations. This negative relationship is clear for both the moderate and highly active participants when only those activities which are frequently participated in are examined. The trend is most striking among high participants in the case of activities which emphasize communication.

This negative relationship does not mean that recreation

is not important with respect to job satisfaction, but rather that beyond a certain number of activities, the more a teacher participates the more likely he is to be poorly satisfied with his work. The feeling is that here recreation may serve a very important therapeutic function for the individual and act as a "safety valve" for relationships involved in his job.

Review of Hypotheses

The hypotheses which served as a tentative guide throughout the various research operations will now be reviewed. It should be recalled that these hypotheses were primarily tentative guides and that in the process of research only certain of them were focussed upon.

Hypothesis 1: There exists a positive relation between active participation and the degree of satisfaction with the job.

The existence of relationship between the two variables is exhibited by the chi square value which corresponds to the .01 level of significance (Table 8). But the direction of the relationship is positive only for the group of limited participation.

Hypothesis 2: That the type of recreational activity determines the degree of satisfaction with the job.

The relationship between job satisfaction and activity orientation whether group, individual, or balanced is significant at the .20 level (Table 9). Group and individual activi-

ties are somewhat similar in their negative trends, but the balanced type is positively related to job satisfaction. The relationship between activities emphasizing communication and job satisfaction is significant at the .05 level (Table 11).

There were no significant relationships between job satisfaction and group activities alone; and between job satisfaction and extent of activities which do not emphasize communication; and between job satisfaction and type of activities classified as to whether major emphasis was on communicative or non-communicative ones.

Hypothesis 3: That those who show a higher degree of job satisfaction engage in a large number of recreational activities.

Again reference is made here to the positive and negative aspects of the relationship with regard to the highly active group and those of limited participation. Both of these groups show contrasting relationships with job satisfaction (Tables 8 and 11). The largest proportion of teachers is, however, moderately active (by definition).

Hypothesis 4: That teachers in Kuwait enjoy less leisure pursuits than they were used to:

There is not enough information yielded to validate a final judgment concerning this hypothesis. However, it may be tentatively accepted in view of the fact that 86

percent of the respondents reported that they missed one or more activities in Kuwait, compared to 51 percent who had developed some new recreational practices there. The total number of activities requested by teachers was 62, while the total leisure pursuits in which some teachers first participated in Kuwait was 48.

Hypothesis 5: That the degree of satisfaction with the job is negatively related with the number of unavailable activities.

The relationship between the two variables is significant at the .10 level (Table 12). The larger proportion of those who request five or more activities tend to be of medium or low job satisfaction, but the proportion of those who request one or no activities is largest for those of high job satisfaction with a trend running from the highly satisfied to the low satisfied groups. Here also there are positive as well as negative relationships.

It will be for further research to discover the meaning behind the complex relationship which this study has revealed. The subjective intentions must be somehow added to the objective actions if the full relationship is to be understood in depth.

TABLE OF LEISURE ACTIVITIES CLASSIFIED
BY WHETHER THEY EMPHASIZE
COMMUNICATION OR NOT

Activities Which Emphasize Communication

Sitting at coffee-shops
Going to a club
Visiting with friends
Visiting or dating with girls
Sexual relations
Attending parties or night gatherings
Playing with children
Playing cards
Backgammon
Chess
Dominoes
Football
Tennis
Basket ball
Volley ball
Badminton
Ping-pong
Picnics
Campings
Giving lectures
Playing billiards
Playing monopoly
Playing parcheesi
Joke parties
Poetry contests
Family gatherings
Extra-curricular activities
Political parties activity
General discussions
Drinking liquors

Activities Which Do Not Emphasize Communication

Cycling
Fishing
Hunting
Body building
Reading

Listening to radio programs and music
Sitting and/or day dreaming
Going to exhibitions
Swimming
Going out for walks
Collecting stamps
Collecting coins
Gathering shells
Photographing
Playing a musical instrument
Painting
Drawing
Writing (letters and articles)
Going for car drives
Attending films
Spectator at sports
Attending plays
Attending lectures
Motor-cycling
Shopping
Collecting records
Collecting books for a home library
Collecting pictures
Calligraphy
Typing
Movie -photography
Developing films
Domestic activities
Working on automobile
Running the movie-machine
Carpentry
Gardening
Going to the mosque
Tape-recording
Metal and plastic crafts
Newspaper scrapbooks
Singing
Raising animals and birds
Observing the society
Composing poems
Writing books
Studying
Preparing for parties

TABLE OF LEISURE ACTIVITIES RELATIVELY
UNAVAILABLE IN KUWAIT AND DESIRED
BY TEACHERS

Cycling
Hunting
Shooting
Rowing
Sailing
Fishing
Swimming
Walking
Climbing mountains
Horse-back riding
Going to public gardens
Going to the zoo
Touring from one town to another
Gardening
Raising bees
Raising domestic animals
Experimenting in a laboratory
Collecting antiques
Going to the public library
Reading daily newspapers
Going to museum or art gallery
Attending concerts
Observing army parades
Football
Volley ball
Tennis
Body building
Boxing
Squash rackets
Weight lifting
Sitting at modern cafes
Night clubs (cabarets)
Mixed parties
Going to a club
Attending weddings
Drinking liquors
Picnicing
Car drives
Family gatherings
Dating
Sexual relations

TABLE OF LEISURE ACTIVITIES IN WHICH
TEACHERS FIRST PARTICIPATED IN
KUWAIT

Cycling
Fishing
Hunting
Body building
Listening to radio programs and music
Sitting and/or day dreaming
Going to exhibitions
Swimming
Collecting stamps
Gathering shells
Photographing
Playing a musical instrument
Drawing
Writing (letters and articles)
Sitting at coffee-shops
Going to a club
Visiting with friends
Playing with children
Playing cards
Backgammon
Chess
Dominoes
Tennis
Volley ball
Badminton
Ping-pong
Picnics
Campings
Car drives
Attending films
Spectator at sports
Attending plays
Attending lectures
Motor-cycling
Shopping
Movie-photography
Developing films
Domestic activities
Gardening
Tape-recording
Metal and plastic crafts

Raising animals and birds
Observing the society
Playing monopoly
Playing parcheesi
Family gatherings
Extra-curricular activity
General discussions

TABLE OF QUESTIONS USED IN JOB
SATISFACTION SCALE

<u>Question</u>	<u>Number of Res- pondents</u>
1. Would you encourage other teachers like yourself to come to Kuwait?	
+ Yes	170
+ Undecided	12
No	27
2. In general, how satisfied would you say you are with teaching here in Kuwait?	
+ Very satisfied	44
+ Fairly satisfied	125
Somewhat unsatisfied	25
Very unsatisfied	15
3. How much concerned is the Administration with the well-being of teachers here in Kuwait?	
+ Very concerned	32
+ Somewhat concerned	110
Very little concerned	59
Not concerned at all	8
4. Would you like to teach in Kuwait permanently if you were given the chance?	
+ Would like very much	43
+ Would not object	66
Would not like	100
5. How do you compare teaching as a profession to other jobs?	
+ Prefer it to any other work	60
+ About as good as other jobs	10
Prefer some other occupation if had the opportunity	139
+ Indicates those combined for positive side of the dichotomy.	

GROSS TABULATION OF RESPONSES TO QUESTIONS
OTHER THAN THOSE OF JOB SATISFACTION

<u>Number of Interview Question</u>	<u>Number of Respondents</u>
9. (a)	19
(b)	85
(c)	94
(d)	11
10. (a)	150
(b)	34
(c)	25
11. (a)	73
(b)	97
(c)	39
12. (a)	56
(b)	153
13. (a)	54
(b)	104
(c)	51
14. (a)	194
(b)	15
15. Palestinian	56
Jordanian	74
Egyptian	56
Lebanese	8
Syrian	7
Iraqi	7
Yamani	1
16. (a)	164
(b)	2
(c)	43
17. Matriculation or below	130
Intermediate	44
B.A. or higher	35

<u>Number of Interview Question</u>	<u>Number of Respondents</u>
18. Range (18-53 years)	
Mean (28 years)	
Median(27 years)	
Mode (24 years)	
19. (a)	116
(b)	93
19.1 (a)	67
(b)	26

INTERVIEW SCHEDULE

We teachers in Kuwait do not spend all our time in schools. But we participate in recreational or leisure time activities that appeal to us.
In which of the following activities do you participate?

Place a (✓) on the line immediately in front of each activity. For example:

-- ✓ (1) Cycling

Please read the whole list before indicating your activities.

- | | |
|----------------------------------------------------|---------------------------------|
| -- -- (1) Cycling | -- -- (26) Playing cards |
| -- -- (2) Fishing | -- -- (27) Trick track |
| -- -- (3) Hunting | -- -- (28) Chess |
| -- -- (4) Body building | -- -- (29) Dominoes |
| -- -- (5) Reading | -- -- (30) Football |
| -- -- (6) Listening to radio programs
and music | -- -- (31) Tennis |
| -- -- (7) Sitting and/or day dreaming | -- -- (32) Basket ball |
| -- -- (8) Going to exhibitions | -- -- (33) Volley ball |
| -- -- (9) Swimming | -- -- (34) Badminton |
| -- -- (10) Going out for walks | -- -- (35) Ping-pong |
| -- -- (11) Collecting stamps | -- -- (36) Picnics |
| -- -- (12) Collecting Coins | -- -- (37) Campings |
| -- -- (13) Gathering shells | -- -- (38) Going for car drives |
| -- -- (14) Photographing | -- -- (39) Attending films |
| -- -- (15) Playing a musical instrument | -- -- (40) Spectator at sports |
| -- -- (16) Painting | -- -- (41) Attending plays |
| -- -- (17) Drawing | -- -- (42) Attending Lectures |
| -- -- (18) Writing(Letters & articles) | -- -- (43) _____ |
| -- -- (19) Sexual relations | -- -- (44) _____ |
| -- -- (20) Sitting at coffee-shops | -- -- (45) _____ |
| -- -- (21) Going to the club | -- -- (46) _____ |
| -- -- (22) Visiting with friends | -- -- (47) _____ |
| -- -- (23) Visiting or dating with
girls | -- -- (48) _____ |
| -- -- (24) Attending parties or nigh
gatherings | -- -- (49) _____ |
| -- -- (25) Playing with children | -- -- (50) _____ |

Interviewer's Form

1. We teachers in Kuwait do not spend all our time in schools. But we participate in recreational or leisure time activities that appeal to us. In which activities shown on the sheet do you participate?

(Please read the whole list before indicating your activities)

- a) Place a (✓) on the line immediately in front of each activity, as given in the example on your sheet.

If respondent begins to check directly, ask him again to go over the list.

- b) Are there any other activities in which you participate in Kuwait that are not in the list? If there are, please write them on the blank lines at the end of the list, and put a (✓) in front of each.

- c) Now looking back over those which you have checked, which of them do you engage in most frequently, i.e., about once a week or more?

Indicate these by putting an (X) in front of the check (✓)

- d) Now I would like to have you look back at the list once again, and this time would you please indicate by a circle on the blank line just on the right those activities which you usually do by yourself.

(If respondent says that he sometimes participates in a certain activity in group, ask him how he usually performs the activity).

(When you take the list back from the respondent, see that his answers are clear).

2. In which of the activities you have checked on the list you did not participate outside Kuwait?

(1) _____	(2) _____
(3) _____	(4) _____
(5) _____	(6) _____

3. Can you think of any other forms of recreation with which you have had experience, and in which you would like very much to participate but that are unavailable or very limited here in Kuwait?

_____	_____
_____	_____
_____	_____
_____	_____

- 3.1 Of these activities, which of them would you engage in by yourself?

(Indicate response by placing a circle on the first line).

- 3.2 Of these activities, which of them would you engage in most frequently, i.e., about once a week or more?

(Indicate response by placing an (X) on the line immediately in front of the activity).

4. Now we have reviewed many of the activities except the one we spend most of our time at. How do you compare teaching as a profession to other jobs? Would you say:

- (a) That you prefer it to any other work?
- (b) That it is about as good as other jobs?
- (c) That you would prefer some other occupation if you had the opportunity?

- 4.1 If (c), then ask:- what other occupation might you prefer?

(If they say in Kuwait, let them know that the question means teaching any where).

5. Would you like to teach in Kuwait permanently if you were given the chance?

- (a) Would like very much
- (b) Would not object
- (c) Would not like

6. Would you encourage other teachers like yourself to come to Kuwait? Generally:-

- (a) Yes
- (b) Undecided
- (c) No

7. In general, how satisfied would you say you are with teaching here in Kuwait?
- (a) Very satisfied
 - (b) Fairly satisfied
 - (c) Somewhat unsatisfied, or
 - (d) Very unsatisfied
8. How much concerned is the Administration with the well-being of teachers, here in Kuwait?
- (a) Very concerned
 - (b) Somewhat concerned
 - (c) Very little concerned
 - (d) Not concerned at all

(Administration includes headmaster, assistant, supervisor, inspector etc.)

9. If a friend asked you about the living conditions here in Kuwait, which would you be most likely to reply, that they are:
- (a) Fair
 - (b) Satisfactory
 - (c) Tolerable
 - (d) Difficult
10. In general, would you say that you like or dislike the type of people who are here in Kuwait?
- (a) Like
 - (b) Dislike
 - (c) Undecided

(The question refers to all people living in Kuwait).

11. How often do you mix socially with Kuwaitis?
- (a) Almost never
 - (b) Occasionally, or
 - (c) Quite frequently, that is once a week or more
12. Have you ever felt that living in this community imposes too many restrictions on a person like yourself?
- (a) Yes
 - (b) No

Well now, we have a few questions left about the general background of teachers.

13. How many years have you been teaching in Kuwait?

- (a) 1st year
- (b) 2nd or 3rd year
- (c) 4th year or more

14. Did you teach before coming to Kuwait?

- (a) Yes
- (b) No

14.1 If "Yes, where and for how long?

<u>Country</u>	<u>Years</u>
_____	_____
_____	_____
_____	_____

15. What is your nationality?

16. Did you take your educational training in your home-land or in another country?

- (a) Home-land
- (b) Foreign
- (c) Both

16.1 If foreign, ask: Where did you take the training?

17. What certificate do you hold?

(If respondent gives several, take highest).

18. What is your age?

_____ Years

19. Are you single or married?

- (a) Single
- (b) Married

19.1 If married ask :
Is your wife here with you?

- (a) Yes
- (b) No

20. Now, I have been asking you a lot of questions. I wonder if you have any other ideas on the subject of recreation and teaching that you personally would like to suggest?

(Arabic Copy)

رقم العقابلة

(١)

- نحن المدرسين لا نقضي كل أوقاتنا في المدارس وأما تشترك في بعض الأعمال المسلية والمرفهة التي تتناسب وأذواقنا .
ففي أي من الاعمال التالية الذكر تشترك ؟
ضع علامة (هـ) على أقرب شريطة لكل نشاط في حالة اسهامك به .
- مثلا - - - (١) ركوب الدراجة .
الرجاء قراءة القائمة بأكملها قبل البدأ بالاجابة .

(٢٦) لعب الورق	- - -	(١) ركوب الدراجة	- - -
(٢٧) طاولة الزهر	- - -	(٢) صيد السمك	- - -
(٢٨) الشطرنج	- - -	(٣) الصيد	- - -
(٢٩) الدومينو	- - -	(٤) بناء الجسم رياضيا	- - -
(٣٠) كرة القدم	- - -	(٥) القراءة والمطالعة	- - -
(٣١) كرة المضرب (التنس)	- - -	(٦) سماع برامج الراديو والموسيقى	- - -
(٣٢) كرة السلة	- - -	(٧) الجلوس أو أو أحلام اليقظة	- - -
(٣٣) الكرة الطائرة	- - -	(٨) الذهاب للمعارض	- - -
(٣٤) الريشة الطائرة	- - -	(٩) السياحة	- - -
(٣٥) كرة الطاولة (بجج بيجج)	- - -	(١٠) المشي	- - -
(٣٦) الرحلات	- - -	(١١) جمع الطوايح البرودية	- - -
(٣٧) اقامة المعسكرات (التخييم)	- - -	(١٢) جمع النقود	- - -
(٣٨) قيادة أو ركوب السيارات	- - -	(١٣) جمع الأصداف	- - -
(٣٩) حضور الافلام السينمائية	- - -	(١٤) التصوير	- - -
(٤٠) مشاهدة المباريات الرياضية	- - -	(١٥) الضرب على آلة موسيقية	- - -
(٤١) حضور الروايات التمثيلية	- - -	(١٦) الدهان	- - -
(٤٢) الاستماع الى محاضرات	- - -	(١٧) الرسم	- - -
(٤٣)	- - -	(١٨) الكتابة (رسائل ومقالات)	- - -
(٤٤)	- - -	(١٩) العلاقات الجنسية	- - -
(٤٥)	- - -	(٢٠) الجلوس في المقاهي	- - -
(٤٦)	- - -	(٢١) الذهاب للتادي	- - -
(٤٧)	- - -	(٢٢) التلويح	- - -

(Arabic Copy)

رقم المقابلة

(١)

- نحن المدرسين لا نقضي كل أوقاتنا في المدارس وأما تشترك في بعض الأعمال المسلية والمرفهة التي تتناسب وأزواجنا .
ففي أي من الأعمال التالية الذكر تشترك ؟
ضع علامة (س) على أقرب شوية لكل نشاط في حالة اسهامك به .
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(٢٦) لعب الورق	(١) ركوب الدراجة
(٢٧) طاولة الزهر	(٢) صيد السمك
(٢٨) الشطرنج	(٣) الصيد
(٢٩) الدومينو	(٤) بناء الجسم ورياضيا
(٣٠) كرة القدم	(٥) القراءة والمطالعة
(٣١) كرة المضرب (لتنس)	(٦) سماع برامج الراديو والموسيقى
(٣٢) كرة السلة	(٧) الجلوس أو مر أحلام اليقظة
(٣٣) الكرة الطائرة	(٨) الذهاب للمعارض
(٣٤) الريشة الطائرة	(٩) السباحة
(٣٥) كرة الطاولة (بج بج)	(١٠) المشي
(٣٦) الرحلات	(١١) جمع الطوايح اليدوية
(٣٧) إقامة المعسكرات (التخييم)	(١٢) جمع النقرود
(٣٨) قيادة أو ركوب السيارات	(١٣) جمع الأصداف
(٣٩) حضور الافلام السينمائية	(١٤) التصوير
(٤٠) مشاهدة المباريات الرياضية	(١٥) الضرب على آلة موسيقية
(٤١) حضور الروايات التمثيلية	(١٦) الدهان
(٤٢) الاستماع الى محاضرات	(١٧) الرسم
(٤٣)	(١٨) الكتابة (رسائل ومقالات)
(٤٤)	(١٩) العلاقات الجنسية
(٤٥)	(٢٠) الجلوس في المقاهي
(٤٦)	(٢١) الذهاب للنادي
(٤٧)	(٢٢) التزاوج مع الأصحاب
(٤٨)	(٢٣) التزاوج أو التواعد مع صديقات
(٤٩)	(٢٤) حضور الحفلات أو السهرات
(٥٠)	(٢٥) اللعب مع الاطفال

(٢)

قييمة المعدر

١ - نحن المدريسين في الكويت لا نقضي كل أوقاتنا في المدارس وإنما نشترك في بعض الأعمال المسلية والمرقبة التي تتناسب وأذواقنا . ففي أي من الأعمال المذكورة في الصفحة التي أمامك تسهم ؟

(الرجاء قراءة القائمة كلها قبل البدء في الاجابة .)

أ) ضع علامة (✓) على أقرب شريطة من كل نشاط تسهم به كما هو مبين في المثال على الصفحة التي أمامك .

ملاحظة . . . اذا بدأ المجيب بتعيين الاعمال وأسا ، اطلب منه أن يقرأ القائمة كلها أولاً .

ب) هل ثمة نشاط آخر تقوم به هنا وفيه مسجل في القائمة التي أمامك ؟ في حالة الايجاب الرجاء كتابته على الخطوط المخصصة لذلك في آخر القائمة ، وضع علامة (✓) أيضا على اقرب شريطة لكل نشاط تذكره .
بعد أن يكتب المجيب النشاطات الاضافية اسأله (هل وضعت علامة (✓) على اقرب شريطة لتلك الهوايات ؟)

ج) الآن لنعد الى ما وضعت أمامه اشارة . أيامتها تمارس بصورة مستمرة ، أي حوالي مرة أو اكثر في الاسبوع ؟

وضع ذلك بوضع علامة (x) قرب علامة (✓) الاولى .

د) والآن اود ان تعود للقائمة مرة اخرى . وفي هذه المرة أرجو وضع علامة (o) على الشريطة التي في أقصى اليمين ، اذا لا بها على ما تقوم به منفردا من نشاط .

ملاحظة - اذا أفاد المجيب بأنه يمارس تسلية ما منفردا في بعض الاحيان ومع جماعة في احيان اخرى فسله عن الحالة التي يغلب حدوثها واطلب منه أن يضع العلامة في حالة قيامه بالنشاط منفردا في اكثر الاحيان .
(تأكد من أن كل شيء واضح في القائمة عندما تأخذها من المجيب .)

٢ - أي نوع من ألوان النشاط وضعت أمامه (✓) ولم يسبق أن مارسه خارج الكويت ؟

- | | |
|-----------|-----------|
| _____ (١) | _____ (٢) |
| _____ (٣) | _____ (٤) |
| _____ (٥) | _____ (٦) |

(٣)

٣ - أمة لون آخر من التسلية قعت به في يوم من الايام وتود أن تمارسه في الوقت الحاضر ولكن ممارستها محدوده أو غير متوفرة هنا في الكويت ؟

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١ و ٣ - أي هذه الهوايات ممارستها منفردا ؟
بين ذلك بوضع دائرة (٥) في الشرطة الصغيرة الاولى .
٢ و ٣ - أي هذه الهوايات ممارستها بصورة مستمرة (أي حوالي مرة أو أكثر في الاسبوع) ؟
بين ذلك بوضع علامة (X) في الشرطة الثانية .

٤ - لقد راجعنا الآن جميع أنواع التسلية التي تمارسها ، ولم نتطرق للتدريس الذي تقضي معظم أوقاتنا به ، فكيف تعتبر مهنة التدريس بالنسبة لغيرها من المهن ؟
هل تقول بأنك -

- (أ) تفضلها على أي مهنة اخرى ؟
 - (ب) تعتبرها كغيرها من المهن ؟
 - (ج) تفضل عليها مهنة اخرى لو سئحت لك الفرصة ؟
- ١ و ٤ - اذا كان الجواب (ب) فسله " أي مهنة تفضل على التعليم ؟ "

(المحدد - يروي هذا السؤال لمعرفة شعور المدرس تجاه مهنة التدريس بغض النظر عن المكان الذي يمارسها فيه .)

٥ - هل تحب أن تدرس في الكويت بصورة دائمة لو سئحت لك الفرصة ؟

- (أ) أحب كثيرا
- (ب) لا أعترض
- (ج) لا أحب

٦ - هل تشجع أمثالك من المدرسين على المجيء إلى الكويت؟ اجمالاً +

- (أ) نعم

- (ب) لا

- (ج) غير جائز

٧ - هل أنت راض عن مهنتك في الكويت بصورة عامة؟

- (أ) راضٍ بكل الرضى

- (ب) راضٍ ببعض الرضى

- (ج) راضٍ قليلاً غير راضٍ

- (د) غير راضٍ مطلقاً

٨ - في اعتقادك ما هو مدى اهتمام الإدارة بمصلحة المدرسين وشؤونهم؟

- (أ) شديدة الاهتمام

- (ب) مهتمة إلى حد ما

- (ج) قليلة الاهتمام

- (د) ليست مهتمة أبداً

(تشتمل الإدارة على الناظر، الوكيل، المشرف، المفتش الخ ٠٠٠)

٩ - إذا سألك أحد أصدقائك عن أحوال المعيشة هنا في الكويت فبأى من

الفقرات التالية تجيبه؟ ان الأحوال +

- (أ) جيدة

- (ب) مرضية

- (ج) محصلة

- (د) صعبة

١٠ - بصورة علمية هل تقول بأنك تحب أو لا تحب نوع الناس الموجودين هنا في الكويت؟

- (أ) أحبهم

- (ب) لا أحبهم

- (ج) غير جائز

(السؤال يشمل جميع الناس الموجودين في الكويت من كويتيين وغيرهم ٠)

(٥)

١١ - ما هو مدى اندماجك الاجتماعي مع الكويتيين ؟

- (أ) يكاد يكون معدوماً
- (ب) ما بين آونة وأخرى
- (ج) كثير - أي مرة بالاسبوع أو أكثر

١٢ - هل شعرت بان الحياة في هذه البلد تفرض عليك من القيود أكثر مما تحتمل ؟

- (أ) نعم
- (ب) لا

والآن لدينا بعض الأسئلة العامة عن المدرسين :

١٣ - كم سنة قضيت في التدريس بالكويت ؟

- (أ) السنة الأولى
- (ب) السنة الثانية إلى الثالثة
- (ج) السنة الرابعة فما فوق

١٤ - هل درست قبل المجيء إلى الكويت ؟

- (أ) نعم
- (ب) لا

١٤ و - إذا أجاب بنعم فله " بأي الاقطار درست وكم سنة ؟

(السنوات)

(القطر)

(٦)

١٥- ما هي جنسيّتك ؟

١٦- هل تلقيت دراستك في وطنك أم في قطر آخر ؟

- (أ) الوطن
- (ب) قطر آخر
- (ج) في الاثنين

١٦ و ١٧- اذا تلقى علومه في قطر آخر اسأل " في اي قطر تلقيت علومك ؟ "

١٧- اي شهادة تحمل ؟

١٨- كم عمرك ؟
سنة _____

١٩- هل انت أعزب ام متزوج ؟

- (أ) أعزب
- (ب) متزوج

١٩ و ٢٠- اذا كان متزوجا فاسأل " هل زوجتك معك هنا ؟ "

- (أ) نعم
- (ب) لا

٢٠- هل لديك اي معلومات اخرى تتعلق بموضوع التسلية والتعليم تود ان تذكرها او تقترحها ؟

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