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PERCEIVED AND PREFERRED GOALS AS A BASIS FOR
THE PLANNING DEVELOPMENT OF AN EDUCATIONAL SYSTEM
IN THE STATE OF KUWAIT

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Basheer Saleh Al Rashidi

* * * * *

The Ohio State University
1982

Reading Committee:
Robert Sutton
I. Keith Tyler
Ali El Gabri

Approved By:

Adviser
Department of Foundations and Research
DEDICATION

To my mother who has waited so long
far away ... and my wife who suffered,
but loved me anyway
ACKNOWLEDGMENTS

The completion of this study represents the encouragement and support of many friends and colleagues who have provided professional direction and friendship during the course of the research.

Special acknowledgment and sincere appreciation is given to Dr. Robert Sutton, advisor and chairperson of the dissertation committee. His wise counsel, support and understanding were instrumental in the writer's growth and development throughout the completion of this study. I am also greatly thankful to Dr. Keith Tyler who gave so generously of his time and expertise and to Dr. Ali El-Gabri, whose encouragement and support will not be forgotten.

The writer expresses very special thanks and appreciation to his mother and brothers. Without their patience and encouragement, this work would never have come to fruition.

To my dear friends, Ali Tobah and Heusin Al Kazaz, who helped me in the formulation and writing of the thesis, to you brothers, I say, "May Allah reward you."

My sincere appreciation and deep gratitude also go to my wife for a lifetime of love and caring. To her unconditional support, I credit the successful completion of this work.

To my sons, Abd-Allah and Bader, who happily interrupted my progress but tolerated my absences and short temper and loved me anyway.
VITA

June 11, 1952
Born, Kuwait

1975
B.Sc., Kuwait University, Kuwait

1976-1978
M.A., Michigan State University, East Lansing

1978-1982
Ph.D. Graduate Student, Department of Research and Foundations, The Ohio State University

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Major Fields:

Research and Evaluation: Professor John Kennedy

Educational Psychology: Professor Philip Clark

Educational Project and Management: Professor Desmond L. Cook
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>VITA</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>ix</td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.1 General</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Educational System</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Goals Formulation</td>
<td>16</td>
</tr>
<tr>
<td>1.4 Rationale for the Study</td>
<td>18</td>
</tr>
<tr>
<td>1.5 Purposes of the Study</td>
<td>22</td>
</tr>
<tr>
<td>1.6 Statement of the Problem</td>
<td>22</td>
</tr>
<tr>
<td>1.7 Definition of Terms</td>
<td>23</td>
</tr>
<tr>
<td>1.8 Summary</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>II. REVIEW OF LITERATURE</td>
<td>27</td>
</tr>
<tr>
<td>Goal Concept</td>
<td>27</td>
</tr>
<tr>
<td>2.1 Goal Defined</td>
<td>27</td>
</tr>
<tr>
<td>2.2 Goal Functions</td>
<td>30</td>
</tr>
<tr>
<td>2.3 Types of Goals</td>
<td>32</td>
</tr>
<tr>
<td>2.4 Goal Setting</td>
<td>41</td>
</tr>
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</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
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<th>Page</th>
</tr>
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<tbody>
<tr>
<td>1.1</td>
<td>Estimated Population in the Middle of the Year by Sex and Nationality (1975-1985)</td>
<td>2</td>
</tr>
<tr>
<td>1.2</td>
<td>Kuwaiti Population (10 Years and Over) by Sex, Age, Educational Status (Census 1975)</td>
<td>5</td>
</tr>
<tr>
<td>1.3</td>
<td>The Result of Government Primary Schools Examination (1st grade to 4th) (1980/1981)</td>
<td>7</td>
</tr>
<tr>
<td>1.4</td>
<td>The Result of Government Intermediate Schools Examination (5th grade to 8th) (1980/1981)</td>
<td>8</td>
</tr>
<tr>
<td>1.5</td>
<td>The Result of Government Secondary Schools Examination (9th grade to 12th) (1980/1981)</td>
<td>9</td>
</tr>
<tr>
<td>1.6</td>
<td>Supply and Demand for the Labor Force in the Period 1975-1986</td>
<td>12</td>
</tr>
<tr>
<td>1.7</td>
<td>Teachers in Government Schools by Level of Study, Sex and Nationality (General Education), 1980/1981</td>
<td>14</td>
</tr>
<tr>
<td>1.8</td>
<td>Teachers in Government Schools by Level of Study, Sex and Nationality (Vocational Education), 1980/1981</td>
<td>15</td>
</tr>
<tr>
<td>3.1</td>
<td>Analysis of the Number of Subjects and the Number of Usable Responses</td>
<td>78</td>
</tr>
<tr>
<td>4.1</td>
<td>Mean Differences Between &quot;Is&quot; and &quot;Should Be&quot; Responses and Their Statistical Level of Significance as Revealed by a T-Test for Each of the Four Groups of Respondents</td>
<td>92</td>
</tr>
<tr>
<td>4.2</td>
<td>One-way Analysis of Variance Comparing the Mean Responses of the Four Groups to the &quot;Is&quot; Portion of the Educational System Goals Inventory</td>
<td>94</td>
</tr>
<tr>
<td>4.3</td>
<td>One-way Analysis of Variance Comparing the Mean Responses of the Four Groups to the &quot;Should Be&quot; Portion of the Educational System Goals Inventory</td>
<td>95</td>
</tr>
<tr>
<td>4.4</td>
<td>One-way Analysis of Variance Comparing the Mean Differences Between &quot;Should Be&quot; and &quot;Is&quot; Responses of the Four Groups to the Educational System Goals Inventory</td>
<td>96</td>
</tr>
<tr>
<td>Table</td>
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<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>4.5</td>
<td>Goal Ranking Based on Overall Means for Both &quot;Is&quot; and &quot;Should Be&quot;</td>
<td>99</td>
</tr>
<tr>
<td>4.6</td>
<td>Goal Ranking of National Assembly Group (1) Responses for &quot;Is&quot; and &quot;Should Be&quot;</td>
<td>103</td>
</tr>
<tr>
<td>4.7</td>
<td>Goal Ranking of Decision-Makers Group (2) Responses for &quot;Is&quot; and &quot;Should Be&quot;</td>
<td>105</td>
</tr>
<tr>
<td>4.8</td>
<td>Goal Ranking of Faculty Member Group (3) Responses for &quot;Is&quot; and &quot;Should Be&quot;</td>
<td>108</td>
</tr>
<tr>
<td>4.9</td>
<td>Goal Ranking of Teachers' Group (4) Responses for &quot;Is&quot; and &quot;Should Be&quot;</td>
<td>112</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
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<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Graphic Representation of the Research Design as Related to Comparison Within and Between Each Group</td>
<td>62</td>
</tr>
</tbody>
</table>
1.1 General

The present-day welfare state of Kuwait was a poor traditional kingdom at the conclusion of World War II -- chronically short of water and economically dependent on small-scale fishing, pearling, boating and trade with the countries along the Arabian Gulf. Strategically located in the northeastern corner of the Arabian Peninsula between Iraq and Saudi Arabia, the estimated population of Kuwait in 1982\(^1\) is 1,562,190, from which Kuwaitis constitute 606,802 (48.36%) and non-Kuwaitis constitute 955,388 (51.639%) (See Table 1.1). Kuwait boasted the world's highest per capita income by early 1970\(^2\) and its system of free education and medical care has become one of the most comprehensive to be found anywhere.

The key to this meteoric development has been oil. In 1949, commercial production of crude petroleum began, and by 1979, Kuwait occupied the third position among the Middle East countries in the production of oil. It is ranked seventh in world production and fifth among the


Table 1.1: Estimated Population in the Middle of the Year by Sex and Nationality (1975-1985)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Non-Kuwaitis</th>
<th>Kuwaitis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>1975</td>
<td>1,006,552</td>
<td>551,096</td>
<td>455,456</td>
</tr>
<tr>
<td>1976</td>
<td>1,069,447</td>
<td>590,707</td>
<td>478,740</td>
</tr>
<tr>
<td>1977</td>
<td>1,137,095</td>
<td>633,793</td>
<td>503,302</td>
</tr>
<tr>
<td>1978</td>
<td>1,209,904</td>
<td>680,687</td>
<td>529,217</td>
</tr>
<tr>
<td>1979</td>
<td>1,288,320</td>
<td>731,756</td>
<td>556,564</td>
</tr>
<tr>
<td>1980</td>
<td>1,372,720</td>
<td>787,297</td>
<td>585,423</td>
</tr>
<tr>
<td>1981</td>
<td>1,463,850</td>
<td>847,982</td>
<td>615,888</td>
</tr>
<tr>
<td>1982</td>
<td>1,562,190</td>
<td>914,139</td>
<td>648,051</td>
</tr>
<tr>
<td>1983</td>
<td>1,668,378</td>
<td>986,366</td>
<td>682,012</td>
</tr>
<tr>
<td>1984</td>
<td>1,783,110</td>
<td>1,065,232</td>
<td>717,878</td>
</tr>
<tr>
<td>1985</td>
<td>1,907,150</td>
<td>1,151,389</td>
<td>755,761</td>
</tr>
</tbody>
</table>

oil exporting countries\textsuperscript{1}. The rapid change in many aspects of Kuwait society has resulted in many problems caused by increased oil production, the utilization of new technological products and the adaptation of a bureaucratic system of governmental agencies.

Chief among these problems is the mushrooming expansion of Kuwait due to the influx of foreign workers drawn from nearby countries to the oil boom. This has resulted in raising the proportion of non-Kuwaitis to well over 52% of the total population. This representative imbalance has forced the government to consider the repercussions on the native population of this external dependence of Kuwait on foreign labor and technical expertise.

An examination of the role of education indicates that Kuwait has achieved a remarkable progress in education. This progress is marked by the very rapid growth in the number of students and teachers in the past 25 years. The total number of students in public schools increased from 4,665 in 1948/49 to 302,610 in 1980/1981. The number of teachers increased from 198 to 20,264 during the same period.\textsuperscript{2}

1.2 Educational System

Despite rapid growth and unprecedented affluence, the educational system faces very real problems. Although a 1965 law made education compulsory for all Kuwaities between the ages of 6 and 18, statistics


indicate that 133,614 illiterate persons formed 44% of the total Kuwaiti population in 1975.¹

Regardless of the fact that a majority of adults in Kuwait have not had the opportunity to receive a formal education, statistics indicate that the number of Kuwaiti illiterate between the ages of 10 and 29 is 54,761, and form 29.47%² of the population (see Table 1.2).

The interpretation of that number could be found in the wasted aspect of the educational system in Kuwait. Waste in the form of dropping out of school prematurely or repetition of grades is assumed to be the main factor in increasing the number of illiterate among the younger generation, as indicated by statistics that resulted from a Government Primary Schools Examination for 1979/1980. The total number of students registered was 122,031; the number of Kuwaiti students was 54,815 (44.9%) and the number of drop-outs was 783 and the number of those failing was 9,089. The results of a Government Intermediate Schools Examination in 1979/1980 were as follows: the total registered was 92,217; the number of Kuwaiti students was 45,374 (49.2%); the number of drop-outs was 632 and the number of those failing was 14,361. The results of a Government Secondary Schools Examination for 1978/1979 indicated the following: total registered was 54,096; drop-outs numbered 912 and the number of those failing was 9,420³ (see Tables 1.3, 1.4 and 1.5)


²Ibid.

³Ibid.
<table>
<thead>
<tr>
<th>Sex &amp; Age</th>
<th>Total</th>
<th>Not tested</th>
<th>Post Graduate Degree</th>
<th>Secondary &amp; Below Univ. Level</th>
<th>Intermediate</th>
<th>Primary</th>
<th>Read &amp; Write</th>
<th>Illiterate</th>
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<tr>
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<td>25</td>
<td>6</td>
<td>19</td>
<td>3</td>
<td>25</td>
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<td>22-24</td>
<td>80</td>
<td>40</td>
<td>6</td>
<td>19</td>
<td>3</td>
<td>25</td>
<td>32</td>
<td>33</td>
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<td>25-29</td>
<td>90</td>
<td>30</td>
<td>6</td>
<td>19</td>
<td>3</td>
<td>25</td>
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<td>30-34</td>
<td>79</td>
<td>26</td>
<td>6</td>
<td>19</td>
<td>3</td>
<td>25</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>35-39</td>
<td>84</td>
<td>28</td>
<td>6</td>
<td>19</td>
<td>3</td>
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<td>80</td>
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<td>6</td>
<td>19</td>
<td>3</td>
<td>25</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>45-49</td>
<td>85</td>
<td>34</td>
<td>6</td>
<td>19</td>
<td>3</td>
<td>25</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>50-54</td>
<td>79</td>
<td>26</td>
<td>6</td>
<td>19</td>
<td>3</td>
<td>25</td>
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<tr>
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<td>19</td>
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<td>25</td>
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<td>19</td>
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<td>25</td>
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<td>33</td>
</tr>
<tr>
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<tr>
<td>75-79</td>
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<td>19</td>
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<td>25</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>80-84</td>
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<td>19</td>
<td>3</td>
<td>25</td>
<td>32</td>
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Table 1.2 (continued)
Table 1.3: The Result of Government Primary Schools Examination (1st grade to 4th) 
(1980/1981)

<table>
<thead>
<tr>
<th>Item</th>
<th>% of Kuwaiti</th>
<th>Total</th>
<th>Non-Kuwaiti</th>
<th>Kuwaiti</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Female</td>
<td>Male</td>
<td>Total Female</td>
<td>Male</td>
</tr>
<tr>
<td>Registered</td>
<td>44.9</td>
<td>45.5</td>
<td>44.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>57,886</td>
<td>64,145</td>
<td>64,815</td>
<td>26,383</td>
</tr>
<tr>
<td>Attendance</td>
<td>44.5</td>
<td>45.1</td>
<td>44.0</td>
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</tr>
<tr>
<td></td>
<td>57,435</td>
<td>63,813</td>
<td>54,047</td>
<td>25,938</td>
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<tr>
<td>Drop out</td>
<td>98.0</td>
<td>98.6</td>
<td>97.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.02</td>
<td>.01</td>
<td>.02</td>
<td></td>
</tr>
<tr>
<td>Passing</td>
<td>43.4</td>
<td>44.3</td>
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<td></td>
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<td>59,110</td>
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<tr>
<td>Falling</td>
<td>58.8</td>
<td>54.9</td>
<td>62.5</td>
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<tr>
<td></td>
<td>4,385</td>
<td>4,703</td>
<td>5,353</td>
<td>2,412</td>
</tr>
<tr>
<td></td>
<td>5.5</td>
<td>6.2</td>
<td>4.9</td>
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</table>
Table 1.4: The Result of Government Intermediate Schools Examination (5th grade to 8th) (1980/1981)

<table>
<thead>
<tr>
<th>Item</th>
<th>% of Kuwaiti</th>
<th>Total</th>
<th>Non-Kuwaiti</th>
<th>Kuwaiti</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Female</td>
<td>Total Male</td>
<td>Total Female</td>
<td>Total Male</td>
</tr>
<tr>
<td>Registered</td>
<td>49.2</td>
<td>49.5</td>
<td>48.9</td>
<td>92,217</td>
</tr>
<tr>
<td>Attendance</td>
<td>48.9</td>
<td>49.1</td>
<td>48.7</td>
<td>91,585</td>
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<tr>
<td>Drop out</td>
<td>92.0</td>
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<td>86.9</td>
<td>632</td>
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<tr>
<td>%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.6</td>
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<tr>
<td>Passing</td>
<td>46.4</td>
<td>47.4</td>
<td>45.5</td>
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</tr>
<tr>
<td>%</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>60.9</td>
<td>63.0</td>
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<tr>
<td>%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>15.6</td>
</tr>
<tr>
<td>Item</td>
<td>% of Kuwaiti</td>
<td>Total</td>
<td>Non-Kuwaiti</td>
<td>Kuwaiti</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>-------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Total Female</td>
<td>Male</td>
<td>Total Female</td>
<td>Male</td>
</tr>
<tr>
<td>Registered</td>
<td>47.3</td>
<td>23.3</td>
<td>23.9</td>
<td>54,096</td>
</tr>
<tr>
<td>Attendance</td>
<td>47.1</td>
<td>23.3</td>
<td>23.8</td>
<td>53,184</td>
</tr>
<tr>
<td>Drop out</td>
<td>57.9</td>
<td>24.2</td>
<td>33.7</td>
<td>912</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing</td>
<td>44.9</td>
<td>23.4</td>
<td>21.6</td>
<td>43,764</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failing</td>
<td>56.9</td>
<td>22.8</td>
<td>34.1</td>
<td>9,420</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
These tables indicate that making education compulsory in a society does not necessarily solve the illiteracy problem. The policy-makers realize that there must be some factors contributing to an inefficient educational system that may prevent Kuwaitis from getting the best possible education.

An examination of the employment situation reveals that 50% of the jobs are held by non-Kuwaitis in addition to about 23,000 daily workers. In fact, most of the important positions in Government services below the policy level as well as in business and commerce are held by non-Kuwaitis. Statistics in 1979 indicated a lack of physical scientists, architects, engineers and related technicians among Kuwaitis. The preparation of technicians for various technological fields based on the needs of the Kuwaiti labor market is a vital factor in determining the educational requirements of Kuwait society.

The key principle in building a planning model for education would be (subject to many limitations, chief among which is the determining of direction) to gear the production mechanism to operate with maximum internal and external efficiency in meeting the economic and social objectives of a nation through the development of its human resources.

The investment in human resources is a vital factor for Kuwait society since it has only a single resource (oil) that is apt to dry up within the next 30 years.

The educational system in Kuwait lacks both external efficiency, indicated by the extent to which the supply of educational output matches
the demand (see Table 1.6), and internal efficiency, represented by the input-output rationale, and also by the quality of the output; or in other words, by the quality of the entire production mechanism of education.

The function of education in Kuwait is not only the preparation of technical and skilled workers to respond to the demand of the market, but also to change the attitudes of both the parents and the students toward the value of technical jobs. The average Kuwaiti is disinclined to take lower category jobs involving skilled and nonskilled labor or even jobs of a secondary category such as serving as mechanics, technicians, etc. These attitudes must be overcome. This fact was emphasized by a study done by the World Bank in 1980, which stated:

"Enrollment in the various technical institutes will be considerably lower than expected. Only the military and police academies and the teacher institutes appear to be attracting Kuwaiti secondary school students. This may have a serious effect on trained Kuwait manpower in the technical professions."

The educational system in Kuwait is internally inefficient. This may be caused by many variables, ranging from lack of identified goals, from inappropriate content, from inadequate methods of education, and from the lack of planning and strategies implementation.

A recent study conducted by the Ministry of Education revealed the deficiency within the educational system as follows:

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1Statistical Office, Planning Department, Ministry of Education, Kuwait, October 1980 (in Arabic).
Table 1.6: Supply and Demand for the Labor Force in the Period 1975-1986

<table>
<thead>
<tr>
<th>Specialization</th>
<th>1975</th>
<th></th>
<th>1981</th>
<th></th>
<th>1986</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supply</td>
<td>Demand</td>
<td>Deficient</td>
<td>Supply</td>
<td>Demand</td>
<td>Deficient</td>
</tr>
<tr>
<td></td>
<td>1975</td>
<td></td>
<td></td>
<td>1981</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engineer</td>
<td>775</td>
<td>3,278</td>
<td>2,502</td>
<td>76.5</td>
<td>930</td>
</tr>
<tr>
<td></td>
<td>Professional</td>
<td>145</td>
<td>2,703</td>
<td>2,558</td>
<td>94</td>
<td>515</td>
</tr>
<tr>
<td></td>
<td>Technician</td>
<td>112</td>
<td>667</td>
<td>555</td>
<td>83</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>97</td>
<td>348</td>
<td>251</td>
<td>72.1</td>
<td>190</td>
</tr>
<tr>
<td></td>
<td>Asst. Med.</td>
<td>358</td>
<td>2,080</td>
<td>1,724</td>
<td>82</td>
<td>580</td>
</tr>
</tbody>
</table>

Source: Technical and Vocational Educational in Kuwait, October 1979, Ministry of Education.
* The percentage of teachers in the Ministry of Education who have not completed their educational qualifications amounts to approximately 80% of the total number of teachers.

* The percentage of teachers in the Ministry of Education who do not possess a university degree is approximately 44% of the total number of teachers.¹

The fact that the lack of teacher qualifications has a negative impact on the students' performance is indicated by the results of the World Bank study done in 1980: "Students' concerns over the quality of their secondary education and its inadequacy in preparing them for university studies should be taken as a serious sign."²

Statistics in 1980/1981 indicate that of the 22,885 teachers in the public schools, only 6,047 are Kuwaiti³. The fact that many teachers are from several other countries (see Tables 1.7 and 1.8) indicates that there is a wide variation in the methods and techniques of teaching as well as in the approaches to classroom discipline and the philosophies of education which affect the efficiency and quality of the education system in the State of Kuwait.

Kuwait, like any other developing country, has always viewed education as sine quo non of economic development and modernization. Education is not only the greatest force that can be used to bring

¹ Statistical Office, Planning Department, Ministry of Education, Kuwait, October 1980 (in Arabic).


³ Ibid.
Table 1.7: Teachers in Government Schools by Level of Study, Sex and Nationality (General Education), 1980/1981

<table>
<thead>
<tr>
<th>School Level &amp; Sex</th>
<th>Nationality</th>
<th>Total</th>
<th>Others</th>
<th>Syria</th>
<th>Lebanon</th>
<th>Iraq</th>
<th>Jordan &amp; Palestine</th>
<th>Egypt</th>
<th>Kuwaiti</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9,723</td>
<td>123</td>
<td>479</td>
<td>38</td>
<td>97</td>
<td>3,056</td>
<td>4,422</td>
<td>1,508</td>
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<tr>
<td>Kindergarten</td>
<td>M</td>
<td>1,269</td>
<td>6</td>
<td>18</td>
<td>3</td>
<td>5</td>
<td>241</td>
<td>215</td>
<td>781</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>1,269</td>
<td>6</td>
<td>18</td>
<td>3</td>
<td>5</td>
<td>241</td>
<td>215</td>
<td>781</td>
</tr>
<tr>
<td>Primary</td>
<td>M</td>
<td>2,901</td>
<td>30</td>
<td>70</td>
<td>3</td>
<td>10</td>
<td>889</td>
<td>739</td>
<td>1,160</td>
</tr>
<tr>
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<td>F</td>
<td>4,035</td>
<td>24</td>
<td>48</td>
<td>7</td>
<td>16</td>
<td>686</td>
<td>859</td>
<td>2,395</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>6,936</td>
<td>54</td>
<td>118</td>
<td>10</td>
<td>26</td>
<td>1,575</td>
<td>1,598</td>
<td>3,555</td>
</tr>
<tr>
<td>Intermediate</td>
<td>M</td>
<td>4,112</td>
<td>51</td>
<td>197</td>
<td>23</td>
<td>54</td>
<td>1,407</td>
<td>2,124</td>
<td>256</td>
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<tr>
<td></td>
<td>F</td>
<td>3,767</td>
<td>59</td>
<td>66</td>
<td>22</td>
<td>56</td>
<td>813</td>
<td>1,963</td>
<td>788</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>7,879</td>
<td>110</td>
<td>263</td>
<td>45</td>
<td>110</td>
<td>2,220</td>
<td>4,087</td>
<td>1,044</td>
</tr>
<tr>
<td>Secondary</td>
<td>M</td>
<td>2,710</td>
<td>42</td>
<td>212</td>
<td>12</td>
<td>33</td>
<td>760</td>
<td>1,559</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>2,871</td>
<td>62</td>
<td>88</td>
<td>11</td>
<td>47</td>
<td>315</td>
<td>1,901</td>
<td>447</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>5,581</td>
<td>104</td>
<td>300</td>
<td>23</td>
<td>80</td>
<td>1,075</td>
<td>3,460</td>
<td>539</td>
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<tr>
<td>Total</td>
<td>M</td>
<td>11,942</td>
<td>151</td>
<td>220</td>
<td>43</td>
<td>124</td>
<td>2,055</td>
<td>4,938</td>
<td>4,411</td>
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<tr>
<td></td>
<td>F</td>
<td>21,665</td>
<td>274</td>
<td>699</td>
<td>81</td>
<td>221</td>
<td>5,111</td>
<td>9,360</td>
<td>5,919</td>
</tr>
<tr>
<td></td>
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<td>21,665</td>
<td>274</td>
<td>699</td>
<td>81</td>
<td>221</td>
<td>5,111</td>
<td>9,360</td>
<td>5,919</td>
</tr>
<tr>
<td>School Level &amp; Sex</td>
<td>Total</td>
<td>Others</td>
<td>Syria</td>
<td>Lebanon</td>
<td>Iraq</td>
<td>Jordan &amp; Palestine</td>
<td>Egypt</td>
<td>Kuwait</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
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<td>---------</td>
<td>------</td>
<td>---------------------</td>
<td>-------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Secondary Training M</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Second. Commercial M</td>
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<td>1</td>
<td>3</td>
<td>15</td>
<td>72</td>
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<td>Industrial</td>
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<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Religious Institute M</td>
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<td>1</td>
<td>2</td>
<td>18</td>
<td>60</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teachers Training M</td>
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<td>1</td>
<td>-</td>
<td>2</td>
<td>13</td>
<td>130</td>
<td>15</td>
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</tr>
<tr>
<td></td>
<td>F</td>
<td>127</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>4</td>
<td>94</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>289</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>17</td>
<td>224</td>
<td>39</td>
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<td>Commercial Institute M</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>68</td>
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</tr>
<tr>
<td></td>
<td>F</td>
<td>46</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>26</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>127</td>
<td>4</td>
<td>-</td>
<td>1</td>
<td>10</td>
<td>94</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Institute of Public Health M</td>
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<td>-</td>
<td>-</td>
<td>6</td>
<td>-</td>
<td>-</td>
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<td>2</td>
<td>-</td>
<td>-</td>
<td>26</td>
<td>2</td>
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<td></td>
</tr>
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<td></td>
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<td>2</td>
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<td>41</td>
<td>178</td>
<td>24</td>
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<tr>
<td></td>
<td>F</td>
<td>190</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>13</td>
<td>159</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>433</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>54</td>
<td>337</td>
<td>38</td>
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</tr>
<tr>
<td>Technological Institute M</td>
<td>156</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>8</td>
<td>117</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>827</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>9</td>
<td>103</td>
<td>631</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>393</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>305</td>
<td>56</td>
<td></td>
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<td></td>
<td>T</td>
<td>1,220</td>
<td>13</td>
<td>7</td>
<td>3</td>
<td>112</td>
<td>936</td>
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</tr>
<tr>
<td>Grand Total</td>
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<td>130</td>
<td>482</td>
<td>40</td>
<td>106</td>
<td>3,159</td>
<td>5,053</td>
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<tr>
<td></td>
<td>F</td>
<td>12,335</td>
<td>157</td>
<td>224</td>
<td>44</td>
<td>126</td>
<td>2,074</td>
<td>5,243</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>22,885</td>
<td>287</td>
<td>706</td>
<td>84</td>
<td>232</td>
<td>5,233</td>
<td>10,295</td>
<td>6,047</td>
</tr>
</tbody>
</table>
about progress; it is also the greatest investment that the country can make for the quick development of its economic, political, sociological and human resources.

Therefore, there is a great need within the educational system to respond to the internal inefficiency of the educational mechanism and its improper approaches and treatments to meet the needs of Kuwait society for manpower and to remove the illiteracy so as to hasten the change from a static society to a progressive dynamic one.

1.3 Goals Formulation

The government realized in 1973 that in order for the educational system in the State of Kuwait to live up to the hopes reposed in it, it must be carefully planned at all levels. "Direction is the hallmark of every institution's enterprise."

Hence, the Ministry of Education and the Ministry of Planning pointed out the necessity of establishing and clarifying the goals of education in Kuwait for the purpose of planning and evaluation.

A committee was appointed to formulate and identify the goals of education. As a result of this committee's deliberations, the goals of education in the State of Kuwait were published in 1975.

Whether or not the administrators, teachers, students and parents are adequately informed about the goals of education, they will have their own views -- their perceptions of the goals -- in any case. It
is their perceived goals rather than the official goals that will influence their behavior in the case of any contradiction between the two types of goals.¹

A wide discrepancy between these perceptions and official goals may lead to undesirable conflict. As Ralph Hyde states,

If the organizational goals as viewed by the participants tended to be congruent with the stated goals of the management committee and tended toward congruence between the various groups of participants, the organization would tend to be more effective in the attainment of its goals than it would be if there were lack of congruence.²

Absolute agreement on institutional goals and needs is too much to be hoped for, and though organizational conflicts are at times inevitable and are not always dysfunctional, conflicts resulting from incongruence of views can sap the energy of an organization and cause considerable management problems.

An institution is well managed when it has defined a set of goals which are understandable and acceptable by the concerned people and when the managers and staff are familiar and in substantial agreement with those goals and objectives.³


²Higher Education Management Institute, Bulletin 1:3, December 1976, p. 3.

Identification of goals is an initial step in the process of evaluation of programs, and effective evaluation requires a knowledge of the relative importance attached to the identified goals.

Evaluation is an attempt to describe the existing state of affairs of an organization. It is an examination as to whether or not the organization's performance in achieving its goals is in accordance with the priority attached to the goals.

If "what it is" is different from "what it ought to be," the situation is viewed as unsatisfactory. In other words, of discrepancy exists between the state of performance and the ranks assigned to the goals, a situation requiring attention has been created: a need has been established. If, on the other hand, there is no difference between "what it is" and "what it should be," then no need exists.

Discrepancy between "what it is" and "what it should be" requires reallocation of one or more of the following constraints: money, effort, resources, time and personnel.

Determination of how these constraints are to be allocated represents planning; hence, an effective planning process starts with identification of needs. "Planning is a process for determining 'where to go' and identifying the requirement for getting there in the most efficient manner possible."

1.4 Rationale for the Study

A study of the history of education in Kuwait makes it evident that the educational process in Kuwait has been subjected to change in a responsive form in reaction to the current needs of the society.
In 1912, the need for bookkeepers, clerks and some correspondents was revealed. Hence, the first public school was established, but due to the decline of the world market, it was closed in 1931.1

In 1936, the world market again flourished and new needs existed on a large scale. Therefore, the first Educational Council was formed and new taxes for education were adopted. In 1950, the change in many aspects of Kuwait society had been brought about by increased oil production, the utilization of new technological products and the adoption of a bureaucratic system in governmental agencies. These in turn required new kinds of personnel and skilled workers. Hence, as a responsive instrument in the process of education, immediate action was taken to fill the needs of different sectors of the public services.

The result was many inefficient, unproductive institutes established by different Ministries, such as:

* Applied Engineering Institute by the Public Works Ministry
* Agricultural Institute by the Public Works Ministry
* Technician Training by Defense Affairs Ministry
* Technical College by Ministry of Education
* Trading High School by Ministry of Education
* Theatre Institute by Information Ministry
* Musical Institute by Information Ministry

---

Due to the lack of human resources to study and identify the current and future needs, most of these institutes were closed or their future was altered.

In 1973, the Ministry of Education and Planning made a significant decision toward establishing an efficient educational system by identifying the goals of education in Kuwait.

Until 1973, the historical trend of education in Kuwait was a responsive process. The government realized that the identification and clarification of educational goals was necessary. Their hope was to change the existing responsive system to a productive and constructive one that would be instrumental in accelerating the rate and giving direction to developmental change taking place in Kuwait.

A committee composed of planning officials, decision-makers and teaching professionals was appointed to conduct a survey and perform a study to evaluate the present status of the educational system as well as to identify the needs of different sectors of governmental and industrial agencies.

The result of that committee's work was the formulation of a series of goals of education in the State of Kuwait. This formulation was considered to be the first step in a comprehensive plan for the educational system in the country.

But goals cannot be static; as the educational system grows either in age or size or quality or all three, it changes as a result of internal factors or in response to pressure from outside.
An organizational system that does not respond satisfactorily to the change in the external environment, ceases to be relevant, and becomes moribund and may go out of existence completely.

To avoid becoming irrelevant, the Ministry of Education needs to re-establish the re-define its goals continually and re-arrange the priorities assigned to the goals.

The goals of education that exist today in Kuwait are oriented toward a society that existed seven years ago. Many changes have taken place in Kuwait even in this relatively short span of time.

Therefore, there is increased sentiment for another reconsideration and evaluation of such goals.

As the basis constant reappraisal, the Ministry of Education needs to ascertain the goals perceptions not only of its members but also of a significant number of others, who are connected with education either intimately or indirectly.

This study was undertaken at a significant period in the history of education in the country, when it is expanding its educational programs and still actively planning for further expansion.

This study should make a contribution to the pool of data necessary for educational planning by the Ministry of Education. The present study is the first study dealing with identification of the goals of education as perceived by selected influential people in the State of Kuwait. It will fill an important gap in the country's educational literature.
1.5 **Purposes of the Study**

1. Sociologists, management scientists, educators, social psychologists and a host of others have emphasized the importance of well-defined institutional goals and the perceived goals of the organizational members. Therefore, the purpose of this study is to supply information on the perceptions of people related to and involved in the educational system in Kuwait with regard to the stated goals of education.

2. To determine the degree of emphasis that has been and should be placed on the goals of education in the State of Kuwait.

3. To provide the Ministry of Education with a set of data that could be used for comprehensive planning in an educational system in the State of Kuwait.

1.6 **Statement of the Problem**

This study is an effort to identify the perceived changes that affect the goals of education in the State of Kuwait, as well as an attempt to identify such goals by determining the extent of consensus that exists among the major influential groups in Kuwaiti society as to the discrepancies between what actually exists and what ideally should be.
1.7 Definition of Terms

A short glossary of the more common terms and phrases used in this study is given here to facilitate an understanding of their usage.

* Goals: "A desired state of affairs which the organization attempted to realize" (Etzioni, 1964, p. 6). The goals used in this study are contained in the final format of educational goals in the State of Kuwait (The Ministry of Education, 1975).

* Goal importance: The sample responses to the five-point Likert-type scale based on the perceived importance of the goal statement. The alternative responses of both "is" and "should be" scales are: "of no importance or not applicable," "of little importance," "of medium importance," "of high importance," and "of extremely high importance."

* Goal priorities: A pattern of goals which emerges when different levels of importance are attributed to each goal. In this study, the hierarchy of goals is developed by rank ordering goals on the basis of mean scores.
* **Significant difference/no significant differences:** A decision based upon statistics generated by data manipulation. The established test for this decision is made at the 0.05 level difference, which means there are 95 chances in 100 that the difference is real and not due to chance.

* **Perceived goals:** Represent the goals presently stated and operant in the educational system in Kuwait as perceived by the subjects. "Perceived" goals are operationalized in the inventory with a response scale labeled "is."

* **Preferred goals:** Represent goals of education as they might be in the future for as they are deemed important to the selected sample. "Preferred" goals are operationalized in the inventory with the response scale labeled "should be."

* "What is": A measure of the perceived current condition of where we are with respect to a specific goal or objective.

* "What should be": A measure of the perceived desired condition of where we ought to be with respect to a specific goal or objective.
* Need: The gap (or discrepancy) between "what should be" and "what is."

1.8 Summary

Even though Kuwait is a financially successful state due to the high oil production and low population, and this has been reflected in many social institutions such as transportation, structures and hospitals, it has shown any traces on the educational system. Many of the needs of the Kuwaiti society have not been satisfied by the programs and administration of the educational institutions and system. Quite to the contrary, the illiteracy rate continues to rise in this society teeming with facilities. Realizing the problems, a significant decision was made in 1973 to identify the goals of education as the first step for effective planning and strategies. By 1975, the goals were finally formulated. Almost seven years have passed since then and many changes have occurred which should be reflected in the goals. Therefore, there is an increased sentiment towards an evaluation and reconsideration of these goals. To be able to present a solution, the Ministry of Education needs the perceptions not only of its members but also of others who are connected with it directly or indirectly. Therefore, this study is an attempt to examine the perceived present situation and identify the preferred ideal one.

Organization of the Study

The first chapter discusses briefly the problems facing the educational system in Kuwait and establishes a need for the study.
A purpose of the study, statement of the problem, and definition of terms are also included.

The second chapter deals with a review of selected pertinent literature. It deals with the concepts of organizational goals, evaluation and planning.

The third chapter discusses the research methodology and contains sections on instrumentations, development of the instruments, selection of population and procedures for collecting major data.

The fourth chapter presents the analysis of the data and discussion.

The last chapter contains a summary, conclusions, and recommendations.
CHAPTER II
REVIEW OF LITERATURE

This research is a study of perceived and preferred goals as a basis for the planning development of an educational system in the State of Kuwait. The review of literature, therefore, deals with goal concepts, goal setting, educational planning and evaluation as dimensions of goal setting. It treats goal setting, educational planning and evaluation as closely interrelated processes.

Goal Concept

2.1 Goal Defined

Every organization has, or at least, should have a specific goal or set of goals. Many writers on organizations make the goal concept a central theme in the study of organizations, indicating that orientation toward goal achievement as a fundamental of an institution makes the formal organization a unique social system. As Grusky and Miller put it,

"The single feature of an organization that distinguishes this unit of study most clearly from other types of social systems is the centrality of a goal or sets of goals around which the basic activities of the system are organized."

As Reitz states, "organizations are distinguished from other social units, such as mobs, families, races, tribes, by their design and objectives."\(^1\)

Different definitions of "goal" appear in the literature. Richard Peterson has evolved a workable framework in which he describes goals as "the unique pattern of specified ends, outputs, and priorities established for a single institution." He defined objectives, on the other hand, as the desired ends that should be achieved by one of the components of the institution, such as academic department or student personnel services.\(^2\)

According to Mescon, "objectives are the specific end states or desired results, the group - with the organization - wishes to attain by working together."\(^3\)

Goals represent the desired future conditions that the organization strives to achieve. In this sense, goals include missions, purposes, objectives, targets, quotas, and deadlines. There is, however, still some confusion in the literature relating to the use of these words. The difference between one of these concepts and another lies in the perspective of the writer and/or the degree of specificity and level of abstraction.

Objective is less abstract than goal, and goal is more specific than mission, "mission" is interpreted here as the whole task assigned to an organization. According to McAshan, a mission statement is

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"A precise statement that represents the overall intent of a total program."¹

It is usually general in nature, globally defining that from which goals and objectives are derived and formulated. As Cohen states, "Goals are statements of the broad ranges of the students' gained abilities or tendencies...educational goals indicate actions to be taken, skills to be learned, abilities to be assigned, attitudes to be held or modified by the students as a result of their having attended the institution."²

A "mission" is conceived as the whole task assigned to an institution or organization. This may be given in a single statement to indicate the "function" the organization is expected to perform.

A "purpose" is an ideal providing direction toward which organizations must move but may not fully realize.

A "goal" is specific category of purpose that includes the attainment by an organization of certain states or conditions.

An "objective" may be viewed as a subset of a goal, expressed in terms of one or more specific dimensions. As Peterson put it, "Objectives are desired ends that should be achieved by one of the components of the institution such as academic department or student personnel services."³


The relationship among mission, purposes, goals, and objectives can be viewed as hierarchical. Objectives occupy the base, next on the ladder are goals, then purpose and at the apex is the mission.

The hierarchy of these terms is useful, since it provides a perception about the functions, directions, and criteria to evaluate the organizational processes at any states or positions.

The concept of goal can be elaborated as a set of multiple criteria or constraints under which the organizational system operates. This set of constraints constitutes the goal of the organization.

"In the decision-making situations of real life, a course of action, to be acceptable, must satisfy a whole set of requirements or constraints. Sometimes one of these requirements is singled out and referred to as the goal of the action. But, the choice of one of the constraints, from many, is to a large extent arbitrary."¹

For many purposes it is more meaningful to refer to the whole set of requirements as the "complex" goal of the action.

2.2 Goal Functions

Goals serve many important functions in an organization. They are used to legitimize and justify the role of the organization in society and its existence; they serve as guidelines to focus the activities of the

organization, but the effectiveness of this function will depend largely on how much the goals are made known and emphasized to the members of the organization.\(^1\)

Goals provide guidance to the direction of efforts of individuals and groups in an organization, and affect how the organization plans and directs its activities; the use of goals provides the foundation to motivate individuals to perform at the highest levels of efficiency and effectiveness.

Participation of employees in goal setting provides a source of motivation for them. If through participation an employee can be so involved in the organization as to regard the organizational goals as congruent with his own, he will work towards the achievement of these goals.

Such involvement should result in a variety of behaviors supportive of the organizational mission (higher productivity, lower absenteeism and turnover...and many spontaneous actions of the organization).\(^2\)

Goals provide the standards for measurement of success. They help determine the technologies required and also the basis for specialization of effort, authority pattern, communication and decision networks, and other structural relationships.

They form the basis for evaluating and controlling the activities of the organization. As Szilagy put it: "Goals permeate the entire


management process by providing the foundations for planning, direction, motivation and control." Elsewhere he states, "...without goals, organizations could meander in any number of ineffective directions."¹

Where an organization is divided into subsystems, goals can provide effective means of coordination and they can be used as criteria for measuring the performance of organizational members and the effectiveness of the organizational subsystems.

And as Peterson states, the recent pressures toward accountability make it imperative that institutions define themselves in order to insure that they are held accountable in realistic and meaningful ways. Without clearly defined goals, an institution may well look forward to a future laid down for it by an external authority.²

The nature of the goals affects the basic character of the organization.

2.3 Types of Goals

The goals throughout the literature reflect a common concern for the systems of human action, organism, personality, society and culture. Maslow postulated that all men share certain basic needs which can be arranged in a hierarchy of five levels. These needs include:


(1) physiological; (2) safety and security; (3) social; (4) ego; and (5) self-fulfillment.¹

At each level, the basic needs of man at a given time determine goals, values and patterns of behavior, which are reflected within the organizational structures and activities. As Perrow puts it, "The type of goals most relevant to understanding organizational behavior are not the official goals, but those that are embedded in major operating policies and the daily decisions of the personnel....These goals will be shaped by the particular problems or tasks and determine the characteristics of those who will dominate the organization."²

One of the major problems in the analysis of organizational goals is the distinction between official, operative and operational goals.³ Official goals represent the formal statement of purpose concerning the overall mission of the organization. This is usually a broad statement found in official organizational documents, such as annual reports. They are often stated in broad, ambiguous terms to justify the activities of the organization and usually expressed in the organization's charter, government policy statements and other authoritative pronouncements.

They are also typically vague and aspirational in nature (maximize profits, contribute to the welfare of society, or to meet the needs of the state), without identifying such needs or stating definite time horizons.


The real intentions of organizations are termed *operative goals*; that is, they reflect what organizations are actually trying to do.

The goals that command a majority of the organization's resources and the major organization commitments of the participants are the *operative goals.*

Operational goals are those that have agreed-upon criteria for evaluating the level of goal attainment. In other words, an operative goal is said to be operational to the extent that management can precisely state how and when the goal will be attained.

Generally speaking, official and operative goals reflect the concerns of executive and middle level managers, respectively, and the lower managerial levels are concerned with operational goals.

Organizations have only limited resource dollars and people to allocate to various activities. Inevitably, the demands on these resources are greater than their supply. Consequently, decisions must be made about which activities to support and which not to support; about additional resources to be given to some groups and taken away from others. These actions depend on the operative goals. They are more dependable than the official goals in giving an insight into the organizational behavior.

According to Katz and Kahn, statements of official goals "may idealize, rationalize, distort, omit, or even conceal some essential

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functioning of the organization." Another typology of organizational goals differentiates among: political goals, planning goals, and action goals. Political goals are statements generally made at the executive level for the purposes of maintaining resources of sentiment and power both within and outside the organization. Such statements may or may not coincide with the planning goals of the organization, for often they are stated in terms of ideas. Planning goals are value premises that are actually intended for use as inputs, to decisions. In some instances, these may even be contrary to public statements of political goals.

Planning goals are general statements of organizational intent that allow value comparisons among alternative planned strategies. They are most often voiced by middle and upper management.

Action goals are the goal statements that can be acted on directly without further specification. Ideally, the political goals should be congruent with the planning ones, but in many organizations, this is not so.

Gross and Grambosh suggest that the organization should identify rules in order to direct its members to accomplish the goals:

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"If an organization is to accomplish its goals, the members must be required to conform to explicit rules. Only through this means can the organization's special advantages of precision, division of labor, and predictability be enjoyed. Yet, the very insistence on compliance with rules may lead to a person's forgetting that rules exist, after all, only to facilitate goal attainment. Bemused by the rules, some people may elevate them above organizational goals." \(^1\)

In order to study the college and university organizational structure more thoroughly, Gross of Grambosch differentiate between output and support goals.

Output goals have been identified as those goals of the university which, immediately or in the future, are reflected in some product, service, skill, or orientation which will affect the society significantly. These output goals are further categorized into:

* Direct Service Goals - which affect groups and individuals external to higher educational institution's faculty, administrators, and full-time students

* Student Expressive Goals - involve the attempt by a college or university to change the student's identity or character in some fundamental way.

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* **Student Instrumental Goals** - those goals which equip students to do something for the society or to operate in a specific way in that society.

Support goals are those organizational goals which reflect the need of the college or university as an organization to come to terms with the environment in which it is located. Support goals have been categorized into four subgroups:

* **Adaptation Goals** - those which relate to the adaptation of an organization with the surrounding environment.

* **Management Goals** - those which relate to decisions concerning conflict resolution, and establishment of priorities as to which output goals should be given maximum attention.

* **Motivation Goals** - those support goals which involve the satisfaction and loyalty of individuals with the college or university.

* **Position Goals** - those which relate to the status of a college or university in comparison to other similar institutions.

Another classification of organizational goals mentioned by Lancourt is, "the terminal goals and the process goals. The terminal goals illustrate the degree to which the organizations desired to 'get
Process goals are composed of the intermediate and short-term goals that constitute the incremental mechanism by which the terminal goals may be achieved.¹

Etzioni suggests a compliance structure. From this viewpoint, he distinguishes order, economic, and cultural goals. Organizations with 'order' goals serve the negative purpose of controlling people regarded as deviants by a social unit, especially by the society at large. Organizations with 'economic' goals provide commodities and services to outsiders. Organizations with 'cultural' goals are concerned with creation, preservation, and application of culture.²

Another classification of goals is mentioned by Szilagi: "classification goals by focus describing the nature of the action that will be taken."³

* **Maintenance Goals** — goals that imply that a specific level of activity or action is to be maintained.

* **Improvement Goals** — goals that use an action verb to indicate a specific change is wanted to seek improvement.


* Development Goals - developmental goals refer to a desire for some form of growth, expansion, learning or advancement.

Time Frame Classification: A dominant classification scheme for goals is based on the time period affected by the goals -- either long-term or short-term goals.

Long-term goals refer to those goals that usually cover more than a one-year period of time. Short-term goals concern those that cover twelve months or less.¹

Perrow, cited in Rashid and Archer, takes a sociological stand in identifying five types of goals.

1. Social Goals: These refer to an organization's responsibility to society in general. Producing goods and services, maintaining social order and sustaining values may be regarded as examples of social goals.

2. Output Goals: Output goals are concerned with consumer functions and refer to those organizations which deal with consumer goods, provide business-related service, render health care and conduct educational programs. Sometimes a shift may take place in an organization's output goals -- thus an organization producing consumer goods may turn to training and educational activities.

3. **System Goals:** These refer to the organization's operational efforts and design emphasizing different functions in accordance with environment demands. The emphasis is not so much on the goods or services produced but on the organization's ability to function as a system with consideration for profits, growth, stability, control and structure.

4. **Product Goals:** These goals are product-oriented and, to put it simply, they emphasize quality of products, quantity of production, innovativeness, product styling, etc. As one may guess, conflicts sometimes arise between the product goals and the system goals.

5. **Derived Goals:** All organizations, particularly the large ones, generate power which they use in order to influence organizational members as well as the environment. It is suggested that not only do organizations have multiple goals, but they also have the power to pursue them all.\(^1\)

"Organizational goals may also be categorized as long-range, strategic, or visionary; short-term, operational or routine, innovative and problem-solving."\(^2\)

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\(^2\)Ibid. p. 5.
Henry L. Tosi takes an organizational stand in classifying goals:

"There are three types of goals that must be considered in the management process, especially planning. Strategic goals are those that are related to meeting the survival needs of the organization as imposed by the external environment. System goals are requirements of the internal operating units or an organization. Individual goals are those demands that individuals place on the organization."  

2.4 Goal Setting

Goal setting in a democratic society is often a confusing mixture of values, assumptions, local, regional or national mores, and political, economic and other pressures all coming to play at once.

The process of setting goals can easily become enormously complex, due to two problems. The first deals with the ways in which goals are established and the second deals with the comparability, conflict and priorities of goals once they are roughly arrived at. "The goal-setting process is primarily a political process."

Goals are formulated as a result of bargaining among the various interest groups. Many approaches have been utilized to integrate individual and group goals with overall organizational goals. One of the most comprehensive is, "management by objectives". Management by objectives attempts to structure this relationship by involving all levels of management in the goal-setting process.

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In these problems, each manager works with subordinates to establish goals and specific action plans for their accomplishment.

Odiorn describes this approach as follows: The system of management by objectives can be described as a process whereby the superior and subordinate managers of an organization jointly identify its common goals, define each individual's major area of responsibility in terms of the results expected of them, and use their measures as guides for operating the unit and assessing the contributions of each member.¹

The difficulty in dealing with the problem of goal-setting is that they can be established from the top down, bottom up, or some synthesis of the two. Going from the top down gives us one set of goals but going from the bottom up very often gives us another set of goals. That is a result of different levels of public concern—education or non-education alike whose goals are somewhat different.

The national government's concern with education is usually with a particular group to make certain that they have sufficient resources for an equal educational opportunity.

Resource allocation thus becomes the focus of concern at this level, not the day-to-day dynamic of the instructional process seen as to vital at the local level.

In establishing goals, then, we can look to the experts and federal officials as well as the national perspective of the general public regarding what they see as the national goals for education and derive by reasoning downward, legitimate goals.

But, as Fred J. Brieve states, "It is necessary to ask those most directly concerned what their local goals are. This includes opinions of students, teachers, administrators and the community."¹

Goal setting for educational institutions should be shared: it cannot be the monopoly of the administrators or the professional experts because of the reason Cunningham states: "The total institutional system of public education is so gargantuan that it is never visible to any person or group at one time. We see only pieces of it either as citizens or professionals."²

The goals of an organization influence its interactions with the environment suprasystem and other subsystems and the efforts to achieve goals affect the ability of the organization to receive resource input from the broader society and thus legitimize its existence. Setting goals will affect not only their quality and compatibility with other goals but also the level of acceptance they receive from organizational members charged with reaching them. Therefore, goal setting for educational institutions should be a shared process because we see only pieces of it either as citizens or professionals. The sharing process of goal setting is a vital factor to increase the participation and productivity of the individual in the organizational process to accomplish its goal, "The underlying concept of the goal setting approach is simple. The


clearer the idea you have of what you want to accomplish, the greater your chance of accomplishing it. Goal setting, therefore, represents an effort on the part of the management to inhibit the natural tendency of organizational procedures to obscure organizational purposes in the utilization of resources. The central idea is to establish a set of goals for the organization, to integrate individual performance with them, and to relate the rewards system to their accomplishment.¹

Using "objectives" as synonymous with "goals", Dressel reinforces the point made above by stating that, "Whatever the source of objectives (individual, society, psychology of learning, educational philosophy, religion), they have no educational efficiency unless they are known, understood and accepted by faculty and students.²

Goal setting is an ongoing process. Strategy making and subsequent goal setting should reflect the dynamic nature of an institution's external and internal environment. Thus, goal setting should be seen as a never-ending process.

"Mutual goal-setting must take place to assure that well thought-out goals that reflect the interests and desires of those who are expected to carry them out are established throughout the organization.... Unless goals are established jointly by superior and subordinates, their impact on individual and organizational performance will be seriously limited."³


To support the importance of participation for the educational institutions in the goal setting process, Laird quotes the following statement of the California Association of School Administrators:

"Students in a democratic society must be given every opportunity, appropriate to their maturity, to actively participate in determining what they shall learn and how they shall learn it. This belief is supported by the knowledge that active participation both enhances student learning and improves and strengthens schools. In addition, students, by participating more actively, can be one source to the improvement of schools, reducing the cultural, generational and authoritarian barriers of communication."\(^1\)

Community involvement is listed by Browder and others as one of the factors contributing to the successful outcome of accountability. This involvement is explained as:

"...utilizing members of concerned community groups in appropriate phases of program activity in order to facilitate program access to community resources, community understanding of the program's objectives, procedures, accomplishments, and the discharge of program responsibilities to relevant community clients service, and support groups."\(^2\)

Organizations have multiple goals rather than a single goal, and this goal set is determined in response to both external and internal forces. Daniel Katz states:


"Organizations, like other open systems, display the characteristic of equifinality. They generally have alternative means for the accomplishment of system objectives."¹

2.5 Goal Changes

Organizations do not remain forever unchanged. The membership of participating groups and their power change over time; therefore, the goals of the organization are continually shifting to reflect these changes.

As some people leave the system, and others come in, the new entrants bring in novel ideas and modify the stated goals with their own frame of reference.

2.6 Goals and Planning

According to Kaufman, a plan is a projection of what is to be accomplished to reach valid and valued goals...planning, then, is only concerned with determining what is to be done so that practical implementing decisions may be made later. Planning is a process for determining "where to go" and identifying the requirements for getting there in the most effective and efficient manner possible.²

Planning is defined simply as a procedure for determining where you are, where you want to be, how you expect to get there, and whether or not you arrive at your desired destination.


Applied properly to education, planning will result in the design, implementation, and evaluation for programs and activities to alleviate priority needs in a given educational setting.

Comprehensive planning procedures which have been developed for use by educators generally include the following activities:

* Establishment of educational goals

* Assessment of educational needs

* Generation of alternative strategies for alleviating priority needs

* Selection and implementation of the most appropriate program for alleviating needs

* Evaluation of the program outcomes

The linkage between major steps in the process of educational planning is obvious as the assessment of needs is based upon established goals and programs are implemented to impact upon priority needs. Further, an evaluation of these programs is conducted to determine whether the goals have been met and the needs have been alleviated. Results of evaluation also help decision-makers determine whether new goals should be developed and whether available resources can be focused on other identified needs.

Panitchpakoli considers planning as a continuous process involving, "determination of overall objectives." He states:
"The existence of objectives is the raison d'être of plans. An educational system which functions will be guided by objectives based on the society's future needs, its cultural background, the economic requirements and the resources at its disposal, etc."\(^1\)

Mescon emphasized the importance of objectives for the effectiveness of the organization activities to accomplish its goals.

"Management's development of objectives through the planning process and communication of them to members of the organization is a powerful mechanism of coordination because it lets members of the organization know what they should be trying to accomplish."\(^2\)

Planning is the managerial process of determining what human and technological resources are required to reach a goal, when these resources will be needed, and at what rate they should be used. Planning is future oriented; it may concentrate on the long run or may be short range, considering the immediate future.

"The first step in planning itself is to establish planning objectives for the entire enterprise and then for each subordinate unit."\(^3\)

Objectives specifying the results expected indicate the end point of what is to be done, where the primary emphasis is to be placed and what is to be accomplished by the network of strategies, policies, procedures, rules and programs.


It can hardly be doubted that a clear definition of purpose or mission is necessary for clear and meaningful objectives. It is difficult to see how objectives and the plans to accomplish them can be developed unless an enterprise has a clear and definite notion of its purpose and goals.

"In planning, managers constantly made decisions about resource allocation: which to use and how to use them. These decisions are communicated to lower levels of an organization through budgets, rules, policies and procedures so that the probability of achieving goals is increased because of the increased likelihood of concerted action at all levels of the organization."\(^1\)

Peterson also stresses the use of institutional goals for planning and for the assessment of institutional effectiveness, but in addition, he states:

"Beyond their rather pragmatic uses, such goals are the fundamentals of an institution's policy ideology, and values, providing a focus for loyalty, professional commitment and genuine community."\(^2\)

Goals or objectives are inherent in the planning process. They formed the first step in any planning action. An objective is simply a desired end state -- some place you want to be in the future, some condition you wish to exist or something you want to have. We make plans to accomplish such conditions or get to that place.

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"In planning, managers must be concerned with what these goals are, how to measure the success of achieving them, and how resources should be used to get there."¹

Planning is an ongoing activity. It is an unstructured, intellectual process that involves analyzing the present, anticipating the future, and making provisions for creating some desired state of affairs. The end product of planning is a plan that is a mentally visualized or written statement of all the things that must occur, and when they must occur, to cause a desired result.

Watson put the relationship between goals and planning as follows:

"Whereas a goal answers the question, 'where are we going and what will exist when we get there?', a plan is a map for getting there."²

Planning is causative thinking. It is a process of identifying the events, given the effects of external forces and factors that must occur to cause a desired result. "Planning is done in regard to specific, desired results. Goals must be established before planning can logically proceed."³

2.7 Definitions and Types of Evaluation

According to Tyler,

³Ibid., p. 117.
"Evaluation is the process of determining whether objectives have been achieved."¹

This definition represents the **Goal-Attainment** model.

Tyler's goal-attainment model of evaluation is one of the earliest of the evaluation models. It is usually associated with the efforts of Ralph W. Tyler, whose approach to evaluation was reflected in the well-known Eight Year Study of the 1930's.

This approach involves the careful formulation of educational goals according to an analysis of three goal-resources (the student, the society, and the subject matter) and two goal-screens:

(a) psychology of learning, and  
(b) philosophy of education.

The resulting goals are then transformed into appraisable (i.e., behavioral) objectives.

Educational goals and the degree to which they are achieved without question, constitute the heart of Tyler's evaluation approach. The important first step in the use of Tyler's model is specification of the goals.

The Tylerian tradition of educational evaluation has had an enormous impact on the thinking of educators regarding the conduct of educational evaluations. Even today, major evaluation projects such as the

National Assessment of Educational Progress are firmly rooted in Tyler's conception of educational evaluation.¹

Hammond's model is a variation of the goal-attainment model as he conceives the evaluation in terms of whether an educational program is "really effective in achieving its expressed objectives." Hammond defined evaluation as, "The process of assessing effectiveness of current and innovative programs at the local level by comparing behavioral data with objectives."²

Hammond suggests several steps in conducting evaluation:

1. Isolating that aspect of the current educational program to be evaluated.

2. Defining the relevant institutional and instructional variables.


4. Assessing the behavior described in the objectives.

5. Analyzing goal-attainment results.

Another example of a goal-attainment model has been offered by Metfessel and Michael. Their approach consists of eight steps:


1. Involve members of the total community.

2. Construct broad goals and objectives.

3. Translate specific objectives into forms that are communicable and that facilitate learning.

4. Develop measurement instrumentation.

5. Carry out periodic measurement.

6. Analyze measurement data.

7. Interpret analyzed data.

8. Formulate recommendations for program change or modified goals and objectives.¹

Scriven defined evaluation as a methodological activity that:

"...consists simply in the gathering and combining of performance data with a weighted set of criteria scales to yield either comparative or numerical ratings and in the justification of: a) the data-gathering instruments; b) the weightings; and, c) the selection of criteria."²

He charged that the Tylerian definition of evaluation determining whether objectives have been achieved is too narrow since determinations are


²Ibid.
uninteresting or misleading if the objectives are not meritorious. He stresses the necessity to assess the merit of the goals themselves. As Scriven points out, "...it is obvious that if the goals aren't worth achieving, then it is uninteresting how well they are achieved." His recommendation, namely, that evaluators bring considerable attention to appraising the quality of goals as well as whether the goals have been achieved, has alerted evaluators to the impropriety of passively accepting any goals proffered by program designers.

Scriven subsequently introduced and described the concept for goal-free evaluation, where the evaluator purposely remains ignorant of a program's written goals and searches for effects of a program regardless of any rhetoric concerning what the program was intended to produce.

"He claims that goal-free evaluation is more objective than goal-based evaluation since the goal-free evaluator does not allow the program staff to orient him concerning the program's intent."2

Overall, Scriven has proposed goal-free evaluation as a powerful supplement to goal-based evaluation. Scriven makes a clear distinction between two roles of evaluation: formative and summative roles.

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Formative evaluation he regards as evaluation used to improve the curriculum/project while it is still fluid and provides feedback to the developers/producers. He states that this evaluation is a necessary part of any rational approach to producing good results for summative evaluation. Formative evaluation involves evaluating the goals, content, materials, processes/procedures. ¹

Summative evaluation is considered to be the evaluation of the end product.

Thus, summative evaluation is the appraisal of the final results or outcomes, whereas formative evaluation is designed to monitor the changes that occur in the development so that correction, if necessary, can be made at any stage of the program implementation.

Stufflebeam states:

"Existing definitions that equate evaluation to measurement, to experimental research, and to professional judgment are not adequate; therefore, a new definition is needed to prescribe comprehensive, technically adequate and useful evaluation activities."²

He defines evaluation as follows:

"Evaluation is the (1. process of) of (2. delineating) (3. obtaining), and (4. providing) (5. useful), (6. information) for (7. judging) (8. decision alternatives)."³


²W.J. Popham, Evaluation in Education, The American Education Research Association, 1974, p. 120.

He then explains the eight terms used in the definition:

1. **Process**: A particular, continuing and cyclical activity subsuming many methods and involving a number of steps or operations.

2. **Delineating**: Focusing information requirements to be served by evaluation through such steps as specifying, defining and explicating.

3. **Obtaining**: Making available through such processes as collecting, organizing, and analyzing, and through such formal means as statistics and measurements.

4. **Providing**: Fitting together into systems or subsystems that best serve the needs or purpose of the evaluation.

5. **Useful**: Appropriate to predetermined criteria evolved through the interaction of the evaluator and the client.

6. **Information**: Descriptive or interpretive data about entities (tangible or intangible) and their relationships.

7. **Judging**: Assigning weights in accordance with a specified framework, criteria derived therefrom, and information which relates criteria to each entity being judged.

8. **Decision Alternatives**: A set of optional responses to a specified decision question.¹

¹Ibid., p. 135.
Stufflebeam's model focuses on decision-making and the decision-makers. In this model, evaluation is considered with respect to four decision-settings: metamorphic, homeostatic, incremental and neomobilistic. These settings are described in terms of the degree of change of the setting and the level of information grasp. "Stufflebeam has identified four types of decisions that are possible, based on the CIPP model."¹ These types of decisions are: planning, structuring, implementing and recycling decisions.

With respect to each decision type, there is a type of evaluation identified: context, input, process and product evaluation.

Thus, context evaluation serves to provide information for making planning decisions; it provides information about the environment, identifies unmet needs and unused opportunities and seeks to determine reasons for discrepancies of these needs. The end product of this evaluation is the determination of project/system goals and objectives.

Input evaluation serves to provide information for structuring decisions to determine project design; it matches resources against needs, comes up with alternative strategies for meeting these needs.

Process evaluation serves to provide information for implementation decisions for control of project/system operations. It is the monitoring process, where periodic feedback evaluation is provided to developers. It is seen as having objectives to: (1) predict or detect

defects in procedural design or implementation during the implementa-
tion stage of the project; (2) to provide information for making pro-
gram decisions; and (3) for maintaining up-to-date records of procedures.

Stufflebeam states that, "it is essential to have a full-time
process evaluator, instruments that can describe the process."^1

2.8 Goals of Education in the State of Kuwait

Reviewing literature about goal definition and identification
provides institutions and organizations with a means to clarify their
identities. Many of the definitions and terminologies encountered pro-
vided the researcher with background about different approaches to de-
fine and deal with the goals. This facilitated the actual dealings
with the educational goals in the State of Kuwait. The researcher also
found some goals to be very specific while others were rather broad in
formulation. They represented the desired ends that the educational
system in Kuwait should achieve with no further specification needed.
In other words, they provide general direction of the educational pro-
cess. They are used to legitimize and justify the role of the organi-
ization and its existence; they serve as guidelines for focusing the
activities of the members of the organization. Also, the goals provide
the foundation for motivating individuals to perform at the highest
levels of efficiency and effectiveness.

The goals of education in Kuwait were formulated to provide the
standards for evaluating and controlling the activities. They were

1D.L. Stufflebeam et al., Educational Evaluation and Decision-
designed in the hope of determining the technologies required and to form the basis for specialization of effort authority pattern, communication, and decision networks, and other structural relationships.

When the researcher reviewed the literature concerning goal types, he found that the educational goals in the State of Kuwait were representative of the official goals. They formed the formal statement of purpose concerning the overall mission of the educational system in Kuwait. They were stated in broad, ambiguous terms to express government policy toward education in the country.

In reviewing background on the goal-setting process, the idea of it being a political process came up. This idea, however, is not present in the Kuwaiti society since there are no recognized bargaining parties that affect the goal-setting process. The only actual voice is that of the decision-makers within the Ministry of Education. Even though the Ministry invited representatives of different communities in order to hear their ideas and opinions concerning the goals and thus to provide a broad view of the situation, the final decision still remained with the Ministry itself.

The relationship between goals and planning is obvious. The planning is the when, where and how of arriving at a destination, while the goal defines the destination itself. Without it, one cannot tell which direction to take. The reality in Kuwait, however, is not so. Through the researcher's contact with the Kuwaiti decision-makers, he found that there is no true relation of planning to goals. Thus the goals of education were not used as the basis for any planning process.
The relation of goals' evaluation is considered essential in many evaluation approaches. One claims that the goal is the heart of any evaluation process, while others state that the evaluation of the goals themselves should be the first step of any such process. The goals then direct the evaluation strategies and criteria. The researcher, in the course of his work, found the goals of the Kuwaiti educational system too broad to serve as criteria in the evaluation process. They were not useful in directing the evaluation strategy.

2.9 Summary

The subsection on goal concept dealt with the following aspects of organizational goals: the definition, the function, the type of goals and goal setting. Under the part dealing with goal setting, evidence was adduced to show that an increasing emphasis is being placed on the need for institutions to define their goals and on the importance of involving various subpublics in goal setting.

Planning was considered as a map for getting to the specified goals.

Different definitions and models of evaluation were discussed and it was clear that most of these definitions of evaluation related to assessment of goal achievement.

Goal-setting, planning, and evaluation are all linked: (1) Goals and objectives are set to specify precisely where one hopes to go; (2) planning is the determination of what functions are to be performed
to get from where one is to where one should be; (3) evaluation is
the determination of the gaps that exist between what you set out to
accomplish and what you have accomplished.

In other words, the "want to be" is the goal-setting and objec-
tives setting part of a total process.

The planning steps tell us exactly how to get from here to those
goals and to do so economically. Evaluation is to determine the extent
to which we reached the goals set forth as a result of the evaluation
process.
CHAPTER III
METHODOLOGY

3.1 General

This study is an *ex post facto* design, and a census, rather than a random sampling procedure. It was conducted to identify and analyze the perceptions of four influential groups in Kuwait society with regard to the goals of education in the State of Kuwait and to determine the extent of difference or concordance in those perceptions.

It seeks this information in order to provide the Kuwaiti decision-makers with guidelines for future planning.

The four constituencies of the study will be compared with regard to their perceptions in terms of three items: the rank in preference of forty-two goal statements, the performance of the educational system on the same forty-two goals, and the discrepancies between the two. The graphic representation of the scheme is shown in Figure 1.

3.2 Sample and Selection Technique

This study aims to collect data concerning the goals of education as they are perceived and preferred by National Assembly members, decision-makers in the Ministry of Education, Faculty members of the College of Education, and teachers in the public schools in the State of Kuwait.
Figure 3.1 Graphic Representation of the Research Design as Related to Comparison Within and Between Each Group
Figure 3.1 Continued
I. NATIONAL ASSEMBLY MEMBERS

1. Perceived Goals
2. Preferred Goals

II. DECISION-MAKERS

1. Perceived Goals
2. Preferred Goals

III. FACULTY MEMBERS

1. Perceived Goals
2. Preferred Goals

IV. TEACHERS

1. Perceived Goals
2. Preferred Goals

Figure 3.1 Continued
Since the study was done in one small country in which the effort
was made to survey a representative sample of each of the aforementioned
groups, random sampling technique recommended by most authors (Edwards,
1957; Guilford, 1965; and Kennedy, 1978) to control interference from
extraneous variables was used for each of the groups. The independent
variable under study is known to affect the dependent variable. The
former is the type of group within the population studied: National
Assembly members, decision-makers in the Ministry of Education, Faculty
members of the College of Education, and teachers in the public schools.
The latter variable is made up of the perceptions of each member within
these four groups.

Peterson (1971)\(^1\) found in researching institutional goals that
goal priorities (relative importance) tend to be a function of both
the kind of group and type of institution surveyed. In this study,
the type of institution is not important since only the educational
system was of concern. Therefore, the hypotheses tested were all func­
tions of the status of the groups surveyed. In the light of constraints
of conducting a survey with such a group in Kuwaiti society and since
the groups would necessarily be unequal in size, a sixty percent or more
return responses from each of the groups could be considered a satisfac­
tory sample.

Admittedly, these assumptions are statistically defensible
(Hines, 1974)\(^2\), but an organized attempt to get more than sixty percent

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\(^1\)Peterson, R.E. College Goal and Challenge of Effectiveness.

\(^2\)Hines, M.H. Perceived and Preferred Goals as a Basis for the
Development of a Medical School Student Advising Program. Doctoral Dis­
sertation, The Ohio State University, 1974.
responses was still made to improve the representative validity of the sample for each group.

Attempts to adhere to the random sampling method in selecting the participants from the public schools met with varying degrees of success. The investigator asked for separate comprehensive lists of teachers from the public schools. There were 5,382 teachers distributed among four hundred thirty-seven public schools in the State of Kuwait. In this case random sampling technique was applied to the schools rather than teachers, a three-digit number was allocated. A table of random numbers was then used to select two intermediate and two secondary schools with two hundred teachers who are actually involved in teaching during the 1981-1982 school year responded to the inventories.

In the case of the fifty National Assembly members, sixty decision-makers and thirty faculty members of the college of education, the investigator assigned to each individual within the three groups. The number in these three groups was less than 100, therefore, a two-digit number was assigned, to avoid the bias in determining the sample numbers.

The population was as follows: forty members of the National Assembly who were elected February, 1980; fifty decision-makers in the Ministry of Education who are currently holding a position of directorship of departments, and all thirty faculty members of education in Kuwait University who are actually involved in teaching at least some students of some time during the 1981-1982 school year.
3.3 A Preliminary Instrumentation

Prior to designing the plans for this study, the investigator interviewed some of the decision-makers in the Ministry of Education and some professors in the College of Education of Kuwait University. He also visited the Arab Curricula Research Center and the Center for Curriculum Research. The investigator solicited responses from these interviewees regarding the goals of education in Kuwait.

The discussion in the interviews centered around the goals of education. The researcher tried to get ideas on the process of formulating these goals along with the obstacles within the educational system that would prevent their achievement. He also talked about the various groups in the system who were influential in adopting or rejecting these goals. To further develop his ideas, the interviewer discussed the kinds of research that would benefit the Kuwaiti educational system, along with the difficulties in conducting it and the means and facilities available for it.

Responses solicited from the Director, Assistant Director of the Vocational Education Department, the Director of the Planning Department, the Director of the Scholarship Department, and the Director of the Curriculum Research Center regarding educational goals in Kuwait were also positive.

3.4 Instrumentation

The investigator identified specific criteria to be met in the selection of the type of instrument needed to conduct the study:
1. The instrument must permit the respondent to indicate the extent to which an objective has been or should have been accomplished -- the first to indicate the level of achievement and the second to indicate the level of importance.

2. A quick but accurate response must be solicited by the instrument.

3. Since the sample of this study is selected from different population groups in order to represent the different perceptions of these groups, the instrument must be capable of dealing with widely dispersed opinions and perceptions.

4. Numerical scores must be obtained to indicate discrepancies between what has been achieved and what should have been achieved. The investigator will use a numerical rating scale method to gather data on the goals of education in Kuwait.

The instrument (Appendix A) used in this study was an inventory, titled "Kuwait Educational System Goals Inventory." It was developed by the researcher as a method for determining the goals of education in the State of Kuwait as perceived and preferred by National Assembly
members, decision-makers, Faculty members and teachers. The form selected for the instrument was modeled upon "The Institutional Goals Inventory" (Educational Testing Service, 1972). The "Institutional Goals Inventory" (I.G.I.) was developed by a research team, headed by Normal Uhl at the Southeastern Office of the Educational Testing Service. In the I.G.I., there are 90 goal statements, each having two scales. The first scale, labeled Is, measures respondent's perception of the existing goal structure; the second, labeled Should Be, measures respondent's preference for the institutional goals. For each item on each scale, Is and Should Be, there are five alternative Likert-type responses designed to measure the relative importance of the goals. The alternative responses are: (1) "of no importance" or "not applicable", (2) "of low importance", (3) "of medium importance", (4) "of high importance", and (5) "of extremely high importance". For purposes of computation, numerical values of 1, 2, 3, 4 and 5 are assigned, respectively. In the I.G.I., the 90 goal statements are classified into 20 goal scales. In the inventory developed for this research, there has been no attempt at factor analysis in order to combine goal statements (items) into scales. The forty-two goals of education published by the Ministry of Education were used as a measure of the perceptions of the four groups. Like the I.G.I., the developed inventory meets all of the criteria recommended by Edwards (1957) for attitude

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statements, with two exceptions. The first is the recommendation that statements be randomly worded positively and negatively to avoid a response set (Likert, 1932). In both the developed inventory and the I.G.I., all goal statements are worded positively. Harshman (1972)\(^1\) points out that currently, there is no way of determining the effect of this procedure, but assumes that they are insignificant.

The second exception is that in the I.G.I. form and thus, the form of the inventory used in this study, respondents must respond to Is and Should Be scales in immediate succession. Uhl (1971)\(^2\) recognized that this procedure might have some of the effects of the test-retest technique in which the retest (Should Be) responses tend to show effects of regression, but he concluded, from his extensive research, that the Is and Should Be responses did, in fact, yield different information.

The numerical rating scale method was selected by the investigator to be utilized in the process of gathering the data on the goals of education.

According to Guilford (1959), numerical rating scale methods have been used extensively in gathering data on opinions, reactions, and products of individuals. He stated that:

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rating scale methods have a much wider range of application than ranking; and rating scale methods have been used with a large number of stimuli.¹

Kerlinger (1964, p. 515) states that the numerical rating scale yields numbers that can be directly used in statistical analysis.²

Kerlinger (1964) states that rating scales are perhaps the most ubiquitous of measuring instruments, probably because they are seemingly easy to construct and, more importantly, quick and easy to use.³

Lange's (1974)⁴ feeling is that the identification of needs is a discrepancy analysis that identifies the two polar positions of:

Where are we now?

Where are we to be?

and thus, specifies the measurable discrepancy (or distance) between these two poles.

It is very crucial that the data for making these polls be as valid and representative as possible. According to Guilford (1954),


³Ibid.

numerical rating scales yield numbers which may represent equal intervals in the mind of the observer, and the number may approach interval measurements.¹

3.4.1 Development of the Instrument

McCasline (1977, p. 94) states that determining the discrepancy or gap which exists between the desired goals and the actual conditions is often called discrepancy analysis. This method of analysis is easily completed when the same objectives have been rated on two parallel scales (e.g., importance and achievement) and simple differences are obtained between the means of the two sets of ratings. The differences between the actual and the desired is termed the "need index."²

Kaufman's (1972, p. 28) needs assessment model was followed in designing this study. The determination of discrepancy between the desired and actual conditions is identified in gathering the data in this research.³

The development of the data gathering instrument went through many phases before completion. The researcher and his adviser were involved in the development of the instrument from the beginning of the


study. An elaboration and explanation of these phases through which the instrument should be passed follows.

PHASE I

Documents identifying the goals of education in Kuwait, written for guiding the curriculum and instruction, and the publication of a related study were reviewed by the investigator.

The investigator followed the Ministry classification of these goals as they were published in the final format in Kuwait, 1976.¹

After translating the educational goals into English, some modifications were made in their numbering within each category: i.e., some goals were so long that the investigator divided them into two or three goals without changing their nature, except as required by the language style. There are four categories in the final format of goals of education in the State of Kuwait as follows:

1. Goals that are related to the nature of Kuwait Society. There were 22 items under this category, the largest category in the classification.

2. Goals that are related to the nature of the present age. This category consists of 6 items.

3. Goals related to growth needs and characteristics of students. This category consists of 9 items.

4. Goals related to contemporary educational trends. This category consists of 4 items.

PHASE II

Revising and rewriting of the specific goals into instrument form took place in the second phase of the development. The items were written first in English and reviewed by the academic adviser, then they were translated into Arabic, the official and national language of the State of Kuwait (Appendix C). Then the translated questionnaires were presented to some Arab professors at three universities in the United States for review in terms of the faithfulness of the translation.

PHASE III

The goals statement rewritten in Phase II was pre-tested in Phase III.

As Kerlinger (1964, pp. 398-403) states, piloting the test instrument permits the investigator to identify and revise ambiguous statements in both the directions and content areas of the instrument. Problems such as mailing the instrument, acquiring a higher return, coding the data, and tabulating and analyzing the data can be identified and remedied before conducting the major study.¹

The investigator conducted a pilot study by selecting twenty graduate Kuwaiti students studying in the United States. They were selected based on their relationship as teachers in public schools of the Kuwait educational system. The participants were asked to read carefully the cover letter, directions, and response items. The participants were also asked to rate each item on the scale provided and to record above the item any questions or suggestions they might have. The investigator reviewed each item in the returned questionnaires to determine if problems were encountered by the participants in responding to the items. Based upon the response of the pilot group, the items were revised.

**PHASE IV**

The data that were gathered during the pilot study were analyzed by the Statistical Analysis System (SAS) Computer Program (Jane T. Helwing, 1979), which was chosen for the analysis because of its capability to determine both descriptive analysis of data (means, standard deviation and means differences) and because necessary testing could be done quickly and accurately. This phase was done to detect the difficulties and problems the researcher would encounter in keypunching the data and analyzing the response. One of these is writing all numbers in English rather than Arabic.
3.5 Administration of the Instrument

Following completion of the previous phase, the typed questionnaires (in Arabic) with cover letters (Appendix) describing the purpose of the study were sent to four individuals in Kuwait who played a central role in the data collection process. One of these was the chairman of the Cultural and Educational Committee of the National Assembly (Parliament); the second was a top executive in the Ministry of Education; the third was a faculty member in the College of Education; and the fourth was a researcher in the Center of Curriculum Research.

A complete set of data collection instructions was sent to each of these individuals. They promptly distributed the questionnaire.

The investigator followed up the process by calling the individuals to clarify the instructions and to respond to any questions they might have.

The investigator then made a trip to Kuwait in which he coordinated the data collection process.

A total of 320 inventories were hand-carried by the four individuals mentioned above, each to members of his own group, to each individual in the sample. A reminder call by the researcher and the four volunteers and necessary personal contacts with a number of top officials produced about a seventy percent response. The analysis of the response rate is shown in Table 3.1. To calculate a return rate for a group, the number of usable responses from that group was expressed as a percentage of the maximum number of responses expected from the group.
Table 3.1

Analysis of the Number of Subjects and the Number of Usable Responses

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Eligible Subjects</th>
<th>Number of Usable Returns</th>
<th>Percentage Rate of Usable Response Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Assembly</td>
<td>40</td>
<td>30</td>
<td>75%</td>
</tr>
<tr>
<td>Decision-makers</td>
<td>50</td>
<td>30</td>
<td>60%</td>
</tr>
<tr>
<td>Faculty at College of Education</td>
<td>30</td>
<td>25</td>
<td>83%</td>
</tr>
<tr>
<td>Teachers</td>
<td>200</td>
<td>155</td>
<td>78%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>320</strong></td>
<td><strong>240</strong></td>
<td><strong>75%</strong></td>
</tr>
</tbody>
</table>
For instance, forty National Assembly members were selected from the National Assembly group; therefore, the maximum number of responses expected from this group was forty.

3.6 Treatment of the Data

The analysis of the data and applying statistical tests were done by the Division of Computer Services and Statistics, using The Ohio State University's IBM 370/165 computer system.

By using a computer program, both descriptive analysis of data (means, standard deviation and mean differences) and necessary statistical testing could be done quickly, inexpensively and accurately. On the advice of experts in the Division of Computer Services, those data were keypunched directly from the inventories onto IBM cards. The inventories were prepared for the keypunch by numbering each inventory in consecutive order.

Two IBM cards were used to store information for each inventory (Table 3.2). The format was punched and the data were then subjected to a run through the verifier and processed through a card printer.

As noted earlier, inventory item (goal) responses were converted to numerical values from one to five.

3.7 Hypotheses

The following null hypotheses were stated and will be tested. The 0.05 level of significant difference from zero will be used to determine their acceptance or rejection.
1. There is no significant difference between the importance National Assembly members perceive is assigned to each of the present goals and importance which they think should be assigned to that goal.

2. There is no significant difference between the importance which is perceived by the decision-makers in the Ministry of Education to be assigned and that which should be assigned to each goal.

3. There is no significant difference between importance which is perceived by the Faculty members of the College of Education to be assigned to and that which should be assigned to each goal.

4. There is no significant difference between the importance which is perceived by the teachers to be assigned and that which should be assigned to each goal.

The first four hypotheses test whether the major status groups (National Assembly members, decision-makers, professors and teachers) perceive some goals of the educational system to be more or less important than they should be.

They serve an important function in that they make it possible to compare whether the nature of the "actual existing" and "should be existing" are the same or they are different within each group.
5. There is no significant difference between the National Assembly members and decision-makers as to the importance currently perceived to be assigned to each goal.

6. There is no significant difference between the National Assembly members and faculty members of the College of Education of Kuwait University as to the importance currently perceived to be assigned to each goal.

7. There is no significant difference between the National Assembly members and teachers as to the importance currently perceived to be assigned to each goal.

8. There is no significant difference between the decision-makers and Faculty members as to the importance currently perceived to be assigned to each goal.

9. There is no significant difference between the decision-makers and teachers as to the importance currently perceived to be assigned to each goal.
10. There is no significant difference between the faculty members and teachers as to the importance currently perceived to be assigned to each goal.

11. There is no significant difference between the National Assembly members and decision-makers as to the importance which should be assigned to each goal.

12. There is no significant difference between the National Assembly members and faculty members as to the importance which should be assigned to each goal.

13. There is no significant difference between the National Assembly members and teachers as to the importance which should be assigned to each goal.

14. There is no significant difference between decision-makers and faculty members as to the importance which should be assigned to each goal.

15. There is no significant difference between decision-makers and teachers as to the importance which should be assigned to each goal.

16. There is no significant difference between faculty members and teachers as to the importance which should be assigned to each goal.
Hypotheses five through sixteen state that there is no significant difference between the National Assembly members, decision-makers, faculty members, and teachers as to both their perceptions of the importance of current goals and their preference for what these goals should be.

This set of hypotheses is essential in that results derived from the analysis of the data determine whether there is minimal consistency within the perceptions of the status group of the sample with respect to what the current goals of the educational system are and what they should be.

If the current educational system is to be improved, made effective, or a new one planned, internal consistency in goals and goal hierarchy are imperative.
3.8 **Analysis of the Data**

Three approaches to the analysis of the data were required by the hypotheses of the study. The first group of hypotheses required an analysis of the goal pattern for both "Is" (perceived) and "Should Be" (preferred) responses and a comparison of the two patterns. The first set of hypotheses are tested for each of the four major status groups (National Assembly members, decision-makers, Faculty members of the College of Education, and teachers in public schools) of the sample.

The hypotheses were analyzed to determine whether the type of status of the respondents (National Assembly member, decision-maker, Faculty and teacher) influenced either their response to the "Is" or "Should Be" goal scales. For this portion of the analysis, the computer program McNova (Clyde, 1969) which computes both a univariate (one-way) and a multivariate analysis of variance, covariance and regression was used. Although for this part of the study only the univariate analysis was necessary, this program was selected because it provides an exact solution with equal or unequal numbers of observations in the cells.

Further, it was felt that if, on the basis of the results obtained with both univariate and multivariate analysis, additional information was desired, much of this additional analysis would have already been completed.

For those hypotheses which called for comparison between the "Is" (perceived) and "Should Be" (preferred) responses of the major groups,
the t-test was selected because it could deal with unequal numbers in groups and compare the "Is" and "Should Be" responses.

Since the researcher had decided in his hypotheses to examine the type of the group for each goal response before doing a one-way analysis of variance, he determined that for goals that showed a significant variation on the one-way (univariate) analysis, a Dunacan's Multiple Range test should be done for all possible type comparisons within a goal. This Multiple Range test is considered an appropriate procedure for such analysis.

Goals were ranked according to the value of their means for "Is" and "Should Be."

The ranked, preferred goals were compared to determine if there was agreement among: (1) National Assembly members; (2) Decision-makers; (3) Faculty; and (4) Teachers. Thus it could be determined if there was consensus (agreement) in what the four groups thought the goals of education in the State of Kuwait ought to be and which of the agreed-upon goals should receive the highest priority in planning.

The hypotheses were tested according to the following criteria: (1) if $p < 0.05$, the null hypothesis was rejected and the research hypothesis was accepted; (2) if $p > 0.05$, the research hypothesis was rejected and the null hypothesis was accepted.

3.9 **Summary**

The sample in this study was made up of four groups: National Assembly members, decision-makers, Faculty members of the College of
Education, and teachers in the public schools, in the State of Kuwait. A random sample technique was applied to each group by itself.

The independent variable in this study was the type of the group, and the dependent variable was made up of the perceptions of each member within those four groups. Prior to the research, the investigator visited different departments in the Ministry of Education and discussed many issues related to the goals of education and their formulation in the State of Kuwait.

The instrumentation went through four phases of development. In the first phase, the goals of education published by the Ministry of Education were used as a basis of the questionnaire. The second phase was the construction of the instrument in Arabic language. The third phase was a pilot study conducted to identify the deficiencies related to the instrument. The fourth phase was the analyzing of the data collected from the pilot study to identify any difficulties in the computer programs and keypunching processes.

A total of 320 inventories were hand-carried by four individuals who volunteered to distribute and collect the data. Seventy-five percent of the inventories was returned.

The treatment of the data was conducted by the computer program, SAS. The data were analyzed to determine whether the type of group influenced its responses to either the "Is" or "Should Be" goal scales. The t-test and one-way ANOVA were used in the analysis.

The subsection on analysis of the data describes the methods of analysis of the data as well as the criteria for accepting or rejecting the research hypotheses on the basis of the data.
The following chapter reports and discusses the statistical analysis of the study.
CHAPTER IV
ANALYSIS OF DATA

4.1 General

This chapter presents the analysis of data concerning the perception of selected influential groups in Kuwait society with regard to goals of education in the State of Kuwait.

In assessing the results of the analysis, the researcher will decide whether or not, on the basis of statistical analysis, the hypotheses presented in Chapter 1 can be accepted or rejected.

The hypotheses were stated and the analysis was planned in an effort to provide the decision-makers with information needed in making decisions regarding the planning of the educational system in the State of Kuwait.

The assumption was made that these goals would be more effective if they were based on agreement by all four concerned groups:

The basic questions in this research were:

1. Is there congruity among the major status groups (members of National Assembly, decision-makers, members of the faculty of education, and teachers in the public schools) as to what they perceive the importance of the goals of the current system
to be and what they would prefer it to be?
If there were no significant differences, congruity was inferred.

2. Which, if any of the forty-two goals do each of these major status groups feel are most important?

To answer these questions, representative random sampling was done to compensate for effects of non-identifiable extraneous variables and thus increase the validity of the results. Twelve steps were taken as follows:

(1) It was decided to look first at the National Assembly members to determine if there was any significant differences between the importance National Assembly members assigned to perceived goal scales ("Is") and that which they assigned to preferred goal scales ("Should Be").

(2) The second step was to look at the decision-makers group's responses to both perceived ("Is") and preferred ("Should Be") goal scales.

(3) The third step was to determine if there was any difference between what the faculty members of the
College of Education assigned to perceived goal scales ("Is") and that which they assigned to preferred goal scales ("Should Be").

(4) The fourth step was to look at teachers' responses to both perceived ("Is") and preferred ("Should Be") scales of goal statements.

(5) The fifth step was to compare National Assembly members' and decision-makers' responses with respect to the importance both groups assigned to perceived and preferred scales of goal statements.

(6) The sixth step was to compare National Assembly members with Faculty members at the College of Education with respect to the importance assigned to perceived and preferred scales of goal statements.

(7) The seventh step was to compare National Assembly members' with teachers' responses with respect to the importance assigned to both perceived and preferred goal statements.

(8) The eighth step was to compare the decision-makers' with the faculty members' responses with respect to both perceived ("Is") and preferred ("Should Be") goal statements.

(9) The ninth step was to compare the decision-makers' with the teachers' responses with respect to both perceived ("Is") and preferred ("Should Be") goal statements.
(10) The tenth step was to compare the faculty members' with the teachers' responses with respect to both perceived ("Is") and preferred ("Should Be") goal scales.

(11) The eleventh step was to run a multiple range test (Dunacan) for "Is" and "Should Be" responses for each goal where significant differences had been noted.

(12) The twelfth step was to arrange the preferred goals according to the priority assigned to them by each group, as well as to their overall priority and to note any differences in priorities for consideration in educational system planning.

4.2 Findings of Statistical Analysis

In Steps 1, 2, 3 and 4 described above, the data were subjected to a t-test which produces simple univariate descriptive statistics for numeric variables, using the computer program SAS, "The Means Procedures," that calculates descriptive statistics separately for groups of observation. It was selected because it provides for equal and unequal numbers of observations (n's).

In the case of this study, there were unequal numbers of respondents in each group of the sample population (Table 4.1).

Statistical analysis indicates that there was a significant difference between what were perceived currently as the importance for
Table 4.1

Mean Differences Between "Is" and "Should Be" Response and their Statistical Level of Significance as Revealed by a T-Test for Each of the Four Groups of Respondents.

| GROUP NUMBER | VARIABLE | N   | MEAN DIFFERENCES | STANDARD DEVIATION | VARIANCE | MINIMUM VALUE | MAXIMUM VALUE | T       | PR>|T| |
|--------------|----------|-----|------------------|--------------------|----------|---------------|---------------|---------|-----|
|              | *DIFF    | 27  | -1.6599          | 0.6810             | 0.4637   | -2.5472       | 0.0244        | -12.67  | 0.0001** |
|              | *DIFF    | 31  | -1.7324          | 0.6810             | 0.4638   | -3.0476       | 0.4762        | -14.16  | 0.0001   |
|              | *DIFF    | 25  | -1.8898          | 0.6004             | 0.3605   | -2.5952       | 0.3030        | -15.70  | 0.0001   |
|              | *DIFF    | 156 | -1.7689          | 0.9159             | 0.8388   | -4.0000       | 0.8571        | -24.12  | 0.0001   |

*DIFF = The total differences between the total mean for "is" scale and total mean for "should be" scale for each group.

** = Statistical significance beyond the .001 level.
goals and what the goals were by the National Assembly members. Thus, Hypothesis 1 is rejected (p < .0001).

The analyses revealed that there was a significant difference between what the goals were perceived and preferred to be by the decision-makers in the Ministry of Education. Thus, Hypothesis 2 is rejected (p < .0001).

In the case of the Faculty members of the College of Education, statistical analysis indicates that there was a significant difference between the perceived and preferred goal statements. Hence, Hypothesis 3 is rejected (p < .0001).

Statistical analysis revealed that there was a significant difference between what was perceived as the current importance for goals and what the teacher's group preferred the goals to be. Thus, Hypothesis 4 is rejected (p < .0001).

However, when a one-way analysis of variance was called for (Steps 5, 6, 7, 8, 9 and 10), the National Assembly members group, the decision-makers, Faculty members, and teachers at the public schools were compared to each other, first as to their "Is" goal scales responses and then as to their "Should Be" responses. No significant difference in group responses to "Is" and "Should Be" were noted (Tables 4.2, 4.3 and 4.4).

In other words, the National Assembly group was compared to the decision-makers group first as to their "Is" goal scale responses and then to their "Should Be" responses. In both cases, there was no significant difference in group responses to "Is" and "Should Be." Hence, Hypothesis 5 is accepted.
Table 4.2

One-way Analysis of Variance Comparing the Mean Responses of the Four Groups to the "Is" Portion of the Educational System Goals Inventory.

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>DF</th>
<th>SUM OF SQUARES</th>
<th>MEAN SQUARE</th>
<th>F VALUE</th>
<th>PR &gt; F</th>
<th>R-SQUARE</th>
<th>C.V.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>3</td>
<td>0.2561</td>
<td>0.08537</td>
<td>0.14</td>
<td>0.9300</td>
<td>0.0018</td>
<td>29.3494</td>
</tr>
<tr>
<td>Error</td>
<td>236</td>
<td>139.9023</td>
<td>0.59281</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORRECTED TOTAL</td>
<td>236</td>
<td>140.1584</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DEPENDENT VARIABLE: Overall "is" score.
Table 4-3.

One-Way Analysis of Variance Comparing the Mean Responses of the Four Groups to the "Should Be" Portion of the Educational System Goals Inventory.

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>DF</th>
<th>SUM OF SQUARES</th>
<th>MEAN SQUARE</th>
<th>F VALUE</th>
<th>PR &gt; F</th>
<th>R-SQUARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUPS</td>
<td>3</td>
<td>1.1760</td>
<td>0.3920</td>
<td>1.87</td>
<td>0.1344</td>
<td>0.0233</td>
</tr>
<tr>
<td>ERROR</td>
<td>235</td>
<td>49.3946</td>
<td>0.2102</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORRECTED TOTAL</td>
<td>238</td>
<td>50.5706</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DEPENDENT VARIABLE: Overall "should be" score.
Table 4.4

One-way Analysis of Variance Comparing the Mean Differences Between "Should Be" and "Is" Responses of the Four-Groups to the Educational System Goals Inventory.

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>DF</th>
<th>SUM OF SQUARES</th>
<th>MEAN SQUARE</th>
<th>F VALUE</th>
<th>PR &gt; F</th>
<th>R-SQUARE</th>
<th>C.V.</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUPS</td>
<td>3</td>
<td>0.6984</td>
<td>0.2328</td>
<td>0.33</td>
<td>0.8042</td>
<td>0.0042</td>
<td>47.4464</td>
</tr>
<tr>
<td>ERROR</td>
<td>235</td>
<td>164.6326</td>
<td>0.7005</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORRECTED</td>
<td></td>
<td>165.3310</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>238</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DEPENDENT VARIABLE: Overall Mean Difference between "should be" and "is" score.
The National Assembly members were compared to the Faculty members and teachers in the public schools with regard to their "Is" goal scale responses and to their "Should Be" goal scale responses.

In all cases of the one-way analysis of variance responses to "Is" and "Should Be" scales, there were no significant differences at the 0.05 level. Hence, Hypotheses 6 and 7 were not refuted.

The same procedures were performed to compare decision-makers and others groups with regard to their "Is" goal scale responses and to their "Should Be" responses. The result of the analysis showed that there is no significant difference between the four groups with respect to "Is" and "Should Be" goal responses. Therefore, Hypotheses 8, 9 and 10 were accepted and hence, there was no need to subject the responses to the Dunacan Multiple Range Test.

By conducting one-way analysis of variance, it was revealed that there are no significant differences between the National Assembly members and other groups in their responses on the "Should Be" category. Therefore, Hypotheses 11, 12 and 13 were accepted. Similarly, the statistics in Table 4.3 indicate that there were not significant differences between the decision-makers in the Ministry of Education and the other groups in the "Should Be" response. Hence, Hypotheses 14 and 15 were accepted. Finally, the analysis did not show any significant difference between the Faculty of the College of Education and teachers in the public schools as to the importance which should be assigned to each goal.
4.3 Goal Ranking

4.3.1 Overall Means Ranking

To rank the goals according to the importance they are thought to given ("is") and that they should be given ("should be"), Table 4.5 was composed. From the last column, it is clear that the response was that all of the goals, except number three, should be given high to extremely high importance.

Looking at the fifth column of Table 4.5, it is apparent that most of the goals related to the nature of the Kuwaiti society (Appendix A) are considered to be of the highest importance. They take up the first thirteen places in importance except for two, five of which are considered to be extremely high importance. Those five are Goal Number 1, 30, 14, 23, and 11; only goal number 30 is not related to the nature of Kuwaiti society.

On the other hand, the third column of that same table indicates that the sample members believe that only four of the goals are given medium importance. Those four goals are Goal Number 3, 32, 15 and 4.
Table 4.5

Goal Ranking Based on Overall Means for Both "Is" and "Should Be"

<table>
<thead>
<tr>
<th>Rank</th>
<th>Goal No.</th>
<th>Mean for &quot;Is&quot;</th>
<th>Goal No.</th>
<th>Mean for &quot;Should Be&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>3.553</td>
<td>1</td>
<td>4.740</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td>3.464</td>
<td>30</td>
<td>4.597</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>3.414</td>
<td>14</td>
<td>4.564</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>3.339</td>
<td>23</td>
<td>4.557</td>
</tr>
<tr>
<td>5</td>
<td>42</td>
<td>2.958</td>
<td>11</td>
<td>4.498</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>2.958</td>
<td>10</td>
<td>4.494</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>2.940</td>
<td>7</td>
<td>4.491</td>
</tr>
<tr>
<td>8</td>
<td>23</td>
<td>2.902</td>
<td>22</td>
<td>4.485</td>
</tr>
<tr>
<td>9</td>
<td>18</td>
<td>2.837</td>
<td>16</td>
<td>4.469</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>2.774</td>
<td>31</td>
<td>4.452</td>
</tr>
<tr>
<td>11</td>
<td>24</td>
<td>2.754</td>
<td>8</td>
<td>4.444</td>
</tr>
<tr>
<td>12</td>
<td>31</td>
<td>2.738</td>
<td>12</td>
<td>4.436</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>2.725</td>
<td>18</td>
<td>4.433</td>
</tr>
<tr>
<td>14</td>
<td>6</td>
<td>2.652</td>
<td>24</td>
<td>4.428</td>
</tr>
<tr>
<td>15</td>
<td>7</td>
<td>2.624</td>
<td>28</td>
<td>4.428</td>
</tr>
<tr>
<td>16</td>
<td>30</td>
<td>2.620</td>
<td>42</td>
<td>4.426</td>
</tr>
<tr>
<td>17</td>
<td>38</td>
<td>2.619</td>
<td>4</td>
<td>4.418</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>2.610</td>
<td>35</td>
<td>4.414</td>
</tr>
<tr>
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<td>27</td>
<td>2.601</td>
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<td>4.407</td>
</tr>
<tr>
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<td>33</td>
<td>2.587</td>
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<td>4.404</td>
</tr>
<tr>
<td>21</td>
<td>25</td>
<td>2.586</td>
<td>21</td>
<td>4.403</td>
</tr>
<tr>
<td>22</td>
<td>13</td>
<td>2.536</td>
<td>15</td>
<td>4.394</td>
</tr>
<tr>
<td>23</td>
<td>17</td>
<td>2.487</td>
<td>25</td>
<td>4.391</td>
</tr>
<tr>
<td>24</td>
<td>34</td>
<td>2.483</td>
<td>36</td>
<td>4.390</td>
</tr>
<tr>
<td>25</td>
<td>35</td>
<td>2.443</td>
<td>13</td>
<td>4.386</td>
</tr>
<tr>
<td>26</td>
<td>28</td>
<td>2.426</td>
<td>26</td>
<td>4.383</td>
</tr>
<tr>
<td>27</td>
<td>16</td>
<td>2.418</td>
<td>19</td>
<td>4.376</td>
</tr>
<tr>
<td>28</td>
<td>9</td>
<td>2.415</td>
<td>41</td>
<td>4.332</td>
</tr>
<tr>
<td>29</td>
<td>10</td>
<td>2.400</td>
<td>5</td>
<td>4.331</td>
</tr>
<tr>
<td>30</td>
<td>29</td>
<td>2.349</td>
<td>29</td>
<td>4.326</td>
</tr>
<tr>
<td>31</td>
<td>12</td>
<td>2.349</td>
<td>37</td>
<td>4.321</td>
</tr>
<tr>
<td>32</td>
<td>11</td>
<td>2.347</td>
<td>2</td>
<td>4.311</td>
</tr>
<tr>
<td>33</td>
<td>36</td>
<td>2.332</td>
<td>40</td>
<td>4.306</td>
</tr>
<tr>
<td>34</td>
<td>26</td>
<td>2.328</td>
<td>20</td>
<td>4.305</td>
</tr>
<tr>
<td>35</td>
<td>39</td>
<td>2.318</td>
<td>38</td>
<td>4.301</td>
</tr>
<tr>
<td>36</td>
<td>8</td>
<td>2.311</td>
<td>9</td>
<td>4.291</td>
</tr>
<tr>
<td>37</td>
<td>37</td>
<td>2.309</td>
<td>39</td>
<td>4.269</td>
</tr>
<tr>
<td>38</td>
<td>21</td>
<td>2.295</td>
<td>33</td>
<td>4.260</td>
</tr>
<tr>
<td>39</td>
<td>41</td>
<td>2.288</td>
<td>27</td>
<td>4.210</td>
</tr>
<tr>
<td>40</td>
<td>20</td>
<td>2.274</td>
<td>32</td>
<td>4.174</td>
</tr>
<tr>
<td>41</td>
<td>22</td>
<td>2.223</td>
<td>34</td>
<td>4.076</td>
</tr>
<tr>
<td>42</td>
<td>40</td>
<td>2.158</td>
<td>3</td>
<td>3.880</td>
</tr>
</tbody>
</table>
This large change from column three to the last column indicates a gap between preference and practice. The goals ranked of low to medium importance, at least, seem to be considered mostly as high to extremely high importance.

The most unexpected change was in Goal Number 3. In the "Is" column, it was ranked as that being given the most attention. In the "should be" column it was classified as that deserving the least attention, even though it is still of medium to high importance.

4.3.1a Preferred Goals in the Overall Ranking

By examining the fifth column in Table 4.5 the following goals were considered to be extremely high in importance.

1. Goal Number 1, "To believe in principles of Islam in such a way that these principles become a way of thinking and a way of life that are reflected in the student's behavior and sacred relationships."

2. Goal Number 14, "To take care of gifted and talented individuals in all fields in order to prepare qualified leaders to advance in the society."

3. Goal Number 23, "To care about Islamic education, Arabic language as a live foreign language, social studies, science, the arts, and all fields of knowledge."

4. Goal Number 11, "To develop an individual's capabilities to think scientifically using precise observation, investigation, less bias and based on evidence."

These four goals are related to the nature of Kuwaiti Society, in the Ministry of Education's classification.
5. Goal Number 30, "To help individuals to develop healthy spiritual growth and better their manners in accordance with Islam." This goal is related to the growth and characteristics of students.

4.3.1b Perceived Goals on Overall Ranking

On the same table (4.5) the "is" scales indicates that there were only four goals given medium to high importance. These goals are as follows.

1. Goal Number 3, "To develop awareness and enhance the Arabic Islamic literature, traditions and background."

2. Goal Number 32, "To help individuals to develop a healthy physical growth and maintain their health and provide them with chances to practice sports activities."

3. Goal Number 15, "To care about the handicapped and prepare appropriate programs to meet their needs, solve their problems and convert them into an effective power contributing to the building of the country."

4. Goal Number 4, "To develop loyalty of individuals to their country, nation and Islamic world."

Goals number 3, 15 and 4 are related to the nature of Kuwaiti society and Goal Number 32 is related to the growth and characteristics of the students.

Looking at the separate goal ranking for each group, one notices that there are certain common preferences for the groups. Goal Number 1, "To believe in principles of Islam...", for example, is chosen as the first in three groups and as the second in the fourth. Goal 30, "To help individuals to develop healthy spiritual growth..." and 14
"To take care of these gifted...." are again chosen as extremely important in three groups but not the fourth, while Goal 23, "To care about Islamic education...." shows the same in another group. Finally, Goal Number 10, "To prepare individuals to recognize their right and duties." is considered to deserve very high importance by only two groups.

In the "is" ranking, on the other hand, there seems to be a unanimous decision that goal numbers 3, 4, 15, and 32 are being given the highest importance of the forty-two goals. They are the first four in the goal rankings of each group. One may also notice that these are not given very high rankings on the "should be" scale, indicating that the sample members think that the attention of the educational system is not focused on the right goals.

4.3.2 National Assembly Group

A contrast of the four groups may also be done. Considering the National Assembly member group (Table 4.6), one sees that only three goals have rankings of extremely importance in the "should be" column. They are Goal Numbers 1, 30 and 4. The first two have already been discussed as the goals common to all groups in their "should be" ranking. One may notice that the members of two other groups (decision-makers and teachers) only ranked this goal as being of high importance.
<table>
<thead>
<tr>
<th>Rank</th>
<th>Goal No.</th>
<th>Mean for &quot;Is&quot;</th>
<th>Goal No.</th>
<th>Mean for &quot;Should Be&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>32</td>
<td>3.500</td>
<td>1</td>
<td>4.741</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>3.407</td>
<td>30</td>
<td>4.667</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>4</td>
<td>3</td>
<td>3.321</td>
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<td>4.481</td>
</tr>
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<td>3.111</td>
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<td>4.462</td>
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<td>4.462</td>
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<td>4.444</td>
</tr>
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<td>3.000</td>
<td>11</td>
<td>4.407</td>
</tr>
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<td>5</td>
<td>2.857</td>
<td>23</td>
<td>4.407</td>
</tr>
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</tr>
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<td>28</td>
<td>4.333</td>
</tr>
<tr>
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<td>33</td>
<td>2.643</td>
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<td>4.296</td>
</tr>
<tr>
<td>17</td>
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<td>2.630</td>
<td>18</td>
<td>4.296</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>2.571</td>
<td>26</td>
<td>4.280</td>
</tr>
<tr>
<td>19</td>
<td>31</td>
<td>2.571</td>
<td>24</td>
<td>4.259</td>
</tr>
<tr>
<td>20</td>
<td>35</td>
<td>2.571</td>
<td>17</td>
<td>4.231</td>
</tr>
<tr>
<td>21</td>
<td>16</td>
<td>2.556</td>
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<td>4.222</td>
</tr>
<tr>
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<td>17</td>
<td>2.538</td>
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<td>4.222</td>
</tr>
<tr>
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<td>24</td>
<td>2.536</td>
<td>19</td>
<td>4.222</td>
</tr>
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<td>24</td>
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4.3.2. Preferred Goals by National Assembly Group:

1. Goal Number 1, "To believe in principles of Islam in such a way that these principles become a way of thinking and a way of life that reflect in the student's behavior and sacred relationships."

2. Goal Number 4, "To develop loyalty of individuals to their country, nation, and Islamic world."

These goals relate to the nature of Kuwaiti Society.

3. Goal Number 30, "To help individuals to develop healthy spiritual growth and better their manners in accordance with Islam."

This goal relates to growth needs and characteristics of students.

4.3.3 Decision-Makers Group:

In examining Table 4.7, Goal Ranking of Group 2 (Decision-Makers) responses for "Is" and "Should Be" one may notice that there are five goals ranked as being extremely important in the "Should Be" category. Two of them (Numbers 1 and 30) have already been discussed as ones common to all groups. The other three are 14, 22 and 23, receiving the same ranking in two other groups; (faculty members of education college and teachers in the public schools).

Goal 14 was also ranked as extremely high in importance in the "Should Be" column in the teachers' group. This goal deals with the care of the gifted and talented individuals in order to prepare qualified leaders of the society. Goal 22 was ranked as extremely high in importance by all groups except National Assembly members.
Table 4.7
Goal Ranking of Decision-makers Group (2) Responses for "Is" and "Should Be"

<table>
<thead>
<tr>
<th>Rank</th>
<th>Goal No.</th>
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<th>Goal No.</th>
<th>Mean for &quot;Should Be&quot;</th>
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4.3.3a Preferred Goals by the Decision-Makers Group:

1. Goal Number 1, "To believe in principles of Islam in such a way that these principles become a way of thinking and a way of life that reflect in student's behavior and sacred relationships."

2. Goal Number 14, "To take care of these gifted and talented in all fields in order to prepare qualified leaders to advance in the society."

3. Goal Number 22, "To raise a powerful, serious and sacrificing generation that possesses capabilities, skills and attitudes to face the challenges and risks facing the Arab nation in the present time."

4. Goal Number 23, "To care about Islamic education, Arabic language, a live foreign language, social studies, science, the arts and all fields of culture. These goals are related to the nature of Kuwaiti Society.

5. Goal Number 30, "To help individuals to develop healthy spiritual growth and better their manners in accordance with Islam."

This goal is related to the growth needs and characteristics of students.

4.3.4 Faculty Members' Group

By examining Table 4.8 it is apparent that most of the goals are preferred by the faculty members' group; quite a large number of goals, fifteen in fact, are ranked to be extremely high in importance. Among them, of course, were Goal Numbers 1, 30, and 23 which were found to have the same ranking as in the three other groups. In addition, they very highly preferred many other goals related to the nature of Kuwaiti
society, the needs and characteristics of the students or the contemporary educational trends. As an example, they ranked Goals 39 and 40 as being extremely high in importance in the "Should Be" column, a preference which no other sample group repeated. These two goals deal with contemporary educational trends. These two goals are as follows:

Goal Number 39, "To achieve participation of individuals in their activities."

Goal Number 40, "To develop the ability to practice self-learning."
Table 4.8

Goal Ranking of Faculty Members Group (3) Responses for "Is" and "Should Be"

<table>
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<th>Rank</th>
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4.3.4a Preferred Goals by Faculty Members' Group:

1. Goal Number 1, "To believe in a principle of Islam in such a way that these principles become a way of thinking and a way of life that reflects in the student's behavior and sacred relationships."

2. Goal Number 14, "To take care of these gifted and talented in all fields in order to prepare qualified leaders to advance in the society."

3. Goal Number 30, "To help individuals to develop healthy spiritual growth and better their manners in accordance with Islam."

4. Goal Number 23, "To care about Islamic education, Arabic language, a live foreign language, social studies, science, the Arts and all fields of culture."

5. Goal Number 16, "To raise a generation capable of shouldering responsibility of all sorts, and encourage individuals to initiate and take their decisions and plan for their future and to rely on their own effort."

6. Goal Number 10, "To prepare individuals to recognize their right and duties (responsibilities)."

7. Goal Number 11, "To develop an individual's capabilities to think scientifically using precise observation, investigation, less bias and based on evidence.

8. Goal Number 7, "To emphasize individual liberty and dignity."

9. Goal Number 12, "To develop individual creativity."

10. Goal Number 21, "To recognize the material and human resources as a step toward integration and cooperation among the Arab countries."
11. Goal Number 35, "To prepare individuals for a successful family life and to face the population problems."

12. Goal Number 24, "To develop awareness of the importance of studying modern science and its applications so as to qualify individuals to realize the scientific advancement and benefit from the modern technology and its products."

13. Goal Number 22, "To raise a powerful, serious and sacrificing generation that possesses capabilities, skills and attitudes to face the challenges and risks facing the Arab nation in the present time."

14. Goal Number 31, "To help individuals to develop a healthy mental growth."

15. Goal Number 17, "To create chances to prepare individuals capable of assuming the responsibility of change and development and to reject all evidence of backwardness and stagnancy."

4.3.5 Teachers' Group

Finally, the teachers' responses, shown in Table 4.9, indicate that this group preferred seven goals of the forty-two to be extremely high in importance. Among them are Goals 1, 14, 30 and 23 which have already been mentioned in other groups that also gave them such a ranking. Goals 16, 10 and 11 are the remaining three.

4.3.5a Preferred Goals for Teachers' Group

1. Goal Number 1, "To believe in a principle of Islam in such a way that these principles become a way of thinking and a way of life that reflects in the student's behavior and sacred relationships."
2. Goal Number 14, "To take care of these gifted and talented in all fields in order to prepare qualified leaders to advance in the society."

3. Goal Number 30, "To help individuals to develop healthy spiritual growth and better their manners in accordance with Islam."

4. Goal Number 23, "To care about Islamic education, Arabic language, a live foreign language, social studies, science, the Arts and all fields of culture."

5. Goal Number 16, "To raise a generation capable of shouldering responsibility of all sorts, and encourage individuals to initiate and take their decisions and plan for their future and to rely on their own effort."

6. Goal Number 10, "To prepare individuals to recognize their right and duties (responsibilities)."

7. Goal Number 11, "To develop an individual's capabilities to think scientifically using precise observation, investigation, less bias and based on evidence."
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<th>Rank</th>
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<th>Goal No.</th>
<th>Mean for &quot;Should Be&quot;</th>
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4.4 Discussion

The discussion is directed toward two areas. The first is the analytic methodology utilized in the study and the second expands upon the tests of the hypotheses. A discussion of the techniques used in analyzing the data are important because:

1. The method of analysis can often affect the findings in a study, and
2. Of the two areas of discussion, the methodology is the more generalizable to future research and application.

The test of the hypotheses, on the other hand, are primarily useful in demonstrating the legitimacy of the inventory in developing questions for future research.

4.4.1 The Analytic Methodology

The study used the analysis of variance and multiple range test with its homogeneous subsets. These techniques are viable to determine the hierarchical nature of the educational goals. The primary contribution of this approaches to gaosl analysis is that it provides more statistically valid information than a simple descriptive approach.

The specification of priorities is a more arbitrary task and was presented here to demonstrate the method of creating new classification and to provide data for the discussion.

Overall, the methodology based upon this approach seems to be more useful than prior approaches because the previous approaches did not address statistical phenomena such as analysis of variance.
4.4.2 The Hypotheses

The t-test results showed that there was a significant difference between how the four groups perceived the importance the current system attached to the goal and what they preferred the importance to be. There are three possible interpretations for these results:

(1) They may imply that the importance of goals as they are perceived to be implemented in the current educational system are less than that which the four groups preferred. National Assembly members, decision-makers, faculty members and teachers are people who have strong tendencies toward perfection. As politicians, decision-making specialists and academicians, they are seeking new ways to improve existing conditions. Therefore, although the educational system is fulfilling some needs of Kuwait society and achieving its goals, the groups do not, to a large extent, see that the system with all its facilities and budgets is up to the suggested goals. This perception might only be due to their perfectionist tendencies, rather than to the real state of the educational system. In other words, this low assessment is due to the natural tendency of the educated people toward continuous improvement. Under these circumstances, then, a significant difference between
"Is" and "Should Be" might not reflect the real practices in the educational system.

(2) The second interpretation of the t-test results is the phenomenon of "general rejection and dissatisfaction" among intellectual elites with anything related to the established political system: its educational, social and economic institutions. This attitude is dominant within educated classes in underdeveloped countries and is due to several factors, among which are the following:

(a) Non-involvement in decisions related to those institutions mentioned above, and the lack of consideration given to the individuals as participants in directing their plans and strategies.

(b) The general feeling of the educated class that personal political goals are often put before the general well-being of the State and its long-term plans. This often leaves bad traces in the educational classes due to the irresponsible practices they see in the political system. And there are often no normal channels the individual can use to voice opposition, evaluation or participation in halting these practices. This is reflected upon the individual in a lack of concern toward good productive work.
(c) Personal interests uncontrolled by any general, organizational regulation are taken, by people, as a basis of accusation, review of behavior or, also, as a means of evaluation and promotion in managerial positions. They are the basis of planning, setting goals and assigning leading positions and monetary cuts. And there are no independent groups to review, criticize, and evaluate.

From these factors, general opposition and dissatisfaction are formed against any governmental achievement or steps related to the establishment. This is due to what individuals see and feel as deceit and cheating in the delegation of responsibilities, and the placement of goals simply to please the masses and quiet them.

And so, a difference between reality and demands is formed as a result of this general phenomenon which dominates the educated classes in the Third World and probably everywhere else.

(3) A third possible interpretation of the results is that the educational system in Kuwait which is used to functioning on a reactionary basis, responding to whatever needs and demands arise, has not in effect changed overnight to adopt a goal achievement orientation just because some neat, well-worded goals were set up.

In other words, the presence of the educational goals in Kuwait did not alter the reality of the education and its state in order to
meet those aims agreed upon. The same practices before setting the
goals are still present after their definition. The goals did not
sufficiently enter the reality and practices of the educational pro-
cess. And the programs, strategies and education policy did not
change to achieve the goals.

This last interpretation is particularly preferred by the re-
searcher for several reasons, among which are the following:

(a) The problems facing the educational system
before setting goals and seven years after set-
ting them have not changed significantly. Illiter-
acy is still at 42% (see Chapter 1), and the demand
of the State for certain professionals has still
not been met. The gap between reality and meet-
ing this goal is still very wide. This gap is in-
dicated by the inability of the system to meet its
demand for teachers, especially in natural science
fields. The educational system still depends on
other Arab countries to meet the demand for teachers.
And the stage of bridging this gap is still far off.
Even the gifted children, who are considered as the
alternative to petrol (oil) as a source of progress,
have not been given any special programs or institutes
throughout the Kuwaiti educational system. The fail-
ure of the educational system to establish better
 attitudes toward manual labor in this "luxury" society, as shown by the UNESCO study (see Chapter 1) is another indication of the continuity of the non-productive reality of the educational system.

(b) When the aforementioned problems are found in any other country, they are mainly the result of financial difficulties. And these financial difficulties are the largest obstacle to the turn of the wheel of progress and the renovation of educational systems. But this obstacle — finances — is not present in Kuwait. Therefore, the presence of these problems with the availability of funds and monetary sources is an indication of the ineffectiveness of the Kuwaiti system in meeting its educational goals.

(c) The other factor indicating ineffectiveness of the system is the lack of overpopulation to obstruct the fulfillment of the plans. The number of students in Kuwaiti public schools does not exceed 250,000, and this is a very small number compared to students in other countries.
Hence, the presence of significant differences between reality and aspiration is an indication of the faults of the system and its ineffective practices, and this is agreed upon by all parties in the responses.

There were no significant differences between and among the four groups regarding both "Is" and "Should Be" scales. This can be explained as follows:

Concerning the group of members of the National Assembly and the group of education professors in Kuwait University, the results agree with what was explained previously in the portion concerning the reality and the demands. From the researcher's experience, a new factor may be added, for the teachers, to the previous reasons. This factor is the dissatisfaction with the educational system and its bureaucratic tools in answering their needs and solving their work-related problems. They see the lack of solution to these problems, whether financial or social, as being a natural result of the poor quality of the system and its lack of effectiveness. In other words, the material, social and managerial problems they face in their daily work have been reflected in their evaluation of the reality of the educational system in meeting the goals.

Another way to analyze the lack of significant differences between the group of teachers and the other two groups -- National Assembly members and University of Kuwait education professors -- is that this group sees the reality through practice, not theory, and lives the
processes daily and knows their truth. Therefore, their evaluation of this reality expresses experience and true involvement in the processes of the educational system in Kuwait, whether on an individual basis among the students or on a general basis in the change of public attitudes toward important educational issues such as respect for manual labor. Thus, it is not surprising that the opinions of the daily practitioners of the educational process and the theoreticians in the University of Kuwait and the National Assembly agree.

But what was unexpected is the agreement of the decision-makers in the educational systems with the other groups on their assessment of reality, since it is assumed that those supervising the educational work and planning to meet the educational goals would be the most likely to appreciate the efforts spent in that direction, and would be most likely to welcome any achievements of the educational system. But the results of this test that show an agreement between the decision-makers and the rest of the groups suggest a number of explanations:

(a) The decision-makers are, in fact, not those with the true authority to plan and implement programs, and this is due to the interdependence of the relationship between political positions and educational practices. So the educational decision-makers have no real power to act through the Ministry's administrative tools and regulations. They have no power to implement deep changes, whether in general
attitudes of society or policies pertaining mainly to the educational system. They do not even have a say in how to design or change organizational structures to meet their goals. Therefore, in the face of this clear disability and excessive constraints that limit the educational system's progress and limit its effectiveness and productivity, they find no course of action but to surrender to and acknowledge this deficient reality, even though they are formally responsible for it. And the decision-makers agree formally, but not in reality, with the other groups.

(b) Another potential explanation of the agreement of the decision-makers with the other groups is that the problems and faults of the educational system are too clear to deny or lower. So their answers clearly reflect the facts of the education system as seen by these other groups. And it can be said that the agreement of opinions in describing the situation of the educational system and its reality in achieving the goals is an indication of the stability of this system and its ability to clarify its policies and faults. But this opinion cannot be proven when contrasted by the results of comparing demands to reality, and examining the changes
that usually occur in the curriculum, the policies, and creating new systems in education. So stability is not plausible in this case. And the first explanation, lack of authority of the decision-makers in the educational process leading to their dissatisfaction with this reality, and the clarity of the problems and obstacles to the point where no claims can be made of large achievements toward realizing the goals remain the two acceptable explanations to the researcher.

Attempting to interpret the results of Table 4.2, which shows no significant differences between the four groups concerning the performance required in achieving educational goals in the educational system of Kuwait, can be explained in several ways:

(1) It could be related to the aspirations of the four parties toward improving the system and realizing the goals, as was previously explained in the introduction to this discussion. But the very issue of conformity in the viewpoints as to what is required, and the lack of significant differences between the four groups places the researcher in question as to the appropriateness of this method of data collection and its suitability in countries of the Third World. From here stems a second explanation of the statistical results:
(2) These data acquisition methods were designed in societies that possess and respect values of viewpoint expression and participation in making many political, social and educational decisions. And they even find appreciation for those views that are compiled from special forms and distributed through special channels to show predictions of future social issues, usually valid predictions. Therefore, these methods of data acquisition have become a part of these societies and a part of its general intellectual life. It has become a routine operation without negative consequences or personal sanctions. And with the passage of time, the people in those societies (in the U.S., for example) have acquired certain skills needed to be able to differentiate in any data acquisition questionnaire. And those skills (in giving near-realistic viewpoints which reflect true opinions) have become a general social value transmitted and traded from person to person in the process of changing or studying the general trends in different societies. It is both a social and cultural value learned by school children and transmitted by them to the homes where it is accepted by the parents. It remains with them until they use it in any future research. This process has even become a norm of these societies where receiving such forms by mail and completing and answering them is well-known, accepted, and often utilized in academic circles, even with no acquaintance between the sender and the receiver.

But this social, cultural value is new in the Third World, whether by its nature or by the way to deal with it, or the related social and political effects, meaning that the principle of the participation of individuals in making political, social or educational
decisions is not present in those societies. Even the freedom of individuals to express opinions in matters related to broad political systems is, in reality, among the forbidden practices in those countries. Participation in this freedom may even threaten the very existence of the individual. Experiencing the value of "participation" and "expression of viewpoints" in public matters may lead to social harm to the individual, especially if those viewpoints do not agree with the political system and its general direction.

The second dimension is that the freedom to collect data from people, concerning social, economic or educational issues, for the purpose of scientific research is a very complicated operation. The researcher is expected to comply with and go through managerial procedures and political refinement that allow him to operate the research or compile the information. This leads to academic time consumption in matters not related to the research itself or with its results. As a result, most researchers avoid looking at people's opinions on public issues. Even if a researcher does collect data, he has to be careful with any interpretations, although valid, that fault the system. Such may affect his career, social position, or even his life.

The third dimension is that people have not yet become familiar with this method of data collection. It has not become part of their general education or social norms. And there is no attempt at giving directions, from the educational system, to appreciate this type of data acquisition method and its importance in planning for the future. Consequently, many people receive these forms without complete knowledge
of what they demand or aim at, and with no appreciation for the importance of telling the truth and the following consequences. So the answers return on those forms with doubts as to the truth and evaluation of the questionee.

Built upon this background of the lack of general acceptance of the methods of data acquisition, and the lack of practical experience in completing these forms, and the presence of a negative attitude toward giving true information on personal views and opinions on social issues, because of this background, the results have appeared similar, with no significant differences between the different parties.

Briefly, many factors, in the opinion of the researcher, led to this lack of significant differences between the groups:

(1) The possibility that the method of data acquisition (questionnaire) does not conform to culturally accepted values in Third World countries; the Kuwaiti society is no exception.

(2) Lack of familiarity of the individuals in the groups with this type of research methods, and the presence of a negative attitude towards participation in giving out information.

(3) Ultimately, this led to a lack of differentiation in the answers of the groups and a lack of true representation of their views, of true goal attainment and evaluating the gap between reality and goals.
Therefore, it is quite possible that the factors mentioned above are a cause of similarity in answers between the different groups. Lack of familiarity with the utilized method, or outside pressures on the questionee could very well have been detrimental to the appropriateness of his answers.

There were no significant differences among groups in what they perceived to be the current importance assigned to Goal One, or what its importance should be. The four groups felt that currently, this goal, "To believe in principles of Islam in such a way that these principles become a way of thinking and a way of life that is reflected in students' behavior and sacred relationships," is less important than it should be.

It is not difficult to explain why all four groups ranked this goal as the first of extremely high importance preferred goals. They all consider this goal to be the most important one for the educational system in the State of Kuwait, reflecting the general trend in the society, a trend which reflects itself in different aspects at different levels of the decision-making processes in Kuwait. Voters ask candidates for public offices before any election about their position regarding Islamic ideology and systems, and usually all the candidates, whether running for the National Assembly or any other public position, announce their advocation of any issue related to Islam as a religion and as a way of life. Therefore, it is not surprising to find the National Assembly group agreed upon this goal as the first important goal for the education of Kuwait.
As for the decision-makers' group, although they did not perceive this goal to be currently important, they ranked it as the first preferred goal in their response to the scale, "Should Be." This reflects the general attitude among official decision-makers that teaching Islam should be highly incorporated within the educational system, and should not be left for more "fundamentalistic" anti-government forces to explore, with the ultimate goal, of course, of blockading any such forces from reaching large masses of Kuwaitian youth. This trend has been shared by government officials all over the Gulf area for a long time, fearing that such forces might succeed in bringing about fundamental changes, especially in the "heritage rule" that marks the political systems of these countries and that goes in direct conflict with Islamic political thinking. These fears, of course, escalated after the Iranian revolution. The implicit reality that all parties start from is that the Islamic drive is so deep that it is a component of the national identity of Kuwait. It follows that not only are intellectual stands based on Islamic teachings, but also some basic individual and social needs cannot be satisfied unless the individual goes through certain Islamic practices, some of which are provided within the educational system. Therefore, government officials aim at disseminating their traditional views of Islam to their students as a means of satisfying a basic public necessity without jeopardizing political systems.

This goal was also ranked of extremely high importance by both teachers and Faculty members of the College of Education in Kuwait University. This might reflect the general trend in the society. In
addition, teachers might consider this goal as the most important one
due to the fact that they see the positive effect of the religion on
their students' behavior and relations. Reinforcing principles of Islam,
for the teachers, is a powerful means of raising dependable, stable
generations that overcome serious growing-up problems that are common
to these age groups.

The general agreement among all four groups on considering this
goal to be extremely high in importance on "Should Be" scales could mean
that this goal is an extremely important one in an educational system in
the State of Kuwait, and it may be a goal which deserves more emphasis
than it currently receives.

Percentions of the current importance of Goal Thirty are not
significantly different among groups. However, the importance all
groups prefer to be assigned to this goal is significantly greater than
what they perceive its current importance to be. This is explained by
the goal itself, which reads: "To help individuals to develop healthy
spiritual growth and enhance their behavior in accordance with Islam."
This goal was ranked second on the top ten preferred goals list by all
four groups. It is a continuation of the first goal, which also empha-
sizes the importance of Islamic religion in the educational system.
This reflects the importance all groups attach to the close relation-
ship between the principles of Islam in their ideals and their prac-
tices.

Decision-makers ranked this goal as extremely high in importance
in their response to the "Should Be" scales. This might indicate the
emphasis of Islam in the educational system as reflected by the preferences of the decision-makers.

National Assembly members, teachers and faculty members ranked this goal as having extremely high importance on their responses to the "Should Be" scales.

Responses to Goal Twenty-three showed no significant difference in current perceptions of the goal among all four groups. This goal was considered one of the highly important goals by all groups. Evidently, those decision-makers, faculty members and teachers find the goal to be extremely important more so than do the National Assembly members.

It is evident that "Islamic education" was the reason why this goal ranked extremely high in importance. The previously discussed interpretation (page ) could be cited here to explain the response of those groups to this goal.

4.4 Summary

This chapter reports and discusses the results of data analysis in regard to testing the hypotheses stated in Chapter 3 and the results of t-tests, one-way analysis of variance, as well as reporting the goals that were given extremely high importance by each group.

* The t-test results showed that there was a significant difference between how the four groups perceived the importance the current system attached to the goals and what they preferred the importance to be.
There were no significant differences among all four groups to both "Is" and "Should Be" scales.

In discussing the goal ranking of the four groups, the data were organized into tables ranking the goals in "Is" columns, showing what the sample members thought the importance given to each goal was, and "Should Be" columns, showing what they felt the importance should be. The basis of the ranking was the means of the importance values given by each group member to each goal, going from a scale of one to five (no importance, low, medium, high and extremely high importance). A table was made for overall rankings, averaging the means of each group.

Once the data were organized, a look was taken at the 'overall' table and it was found that the goals related to the nature of the Kuwaiti society were mostly toward the top of the column (high values of importance) in the "Should Be" category. The goals related to the needs and characteristics of the students were found to be at the bottom of the overall "Should Be" column, even though they were still thought to merit medium to high importance.

Looking at the separate tables of the groups, a comparison and contrast of the goal rankings was made. Goals 1 and 30 were found to rate as the top two in all four groups in the "Should Be" column. Each
group, however, had different numbers of goals rated as being of extremely high importance. Some goals were found to get the same rating in two or three of the groups. The differences were thought to be a result of the different occupations and roles of the group members in the Kuwaiti educational system.

A look at the "Is" columns of each group showed that the groups chose the same four goals as the ones they thought are getting the most importance (medium to high). They also rated those goals lower compared to other goals on the "Should Be" scale, showing they did not agree with the priorities given to some goals by the educational system.
CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 The Problem

Until 1973, the early function of the educational system in the State of Kuwait was to respond to any problems that it came to face. The process of planning and projecting for the future was not one of its characteristics. In that year, a major step was taken in the planning process; the goals of education were formulated and defined.

Since then, there have been no studies to determine the actual implementation of the goals. Also, no one attempted to find the opinion of any of the influential decision-makers as to the actual importance given to the goals or if this attention was sufficient. Without such feedback in either part, the formulation is practically useless. One would not know to what extent the goals have been achieved. This study is a survey of the perceptions of four groups that influence the implementation and the achievement of goals in the educational system.

The information obtained by the study could be used as a basis to revise or modify the goals and their implementation, or even reject some of them if necessary.

The importance of such a study is in the fact that it is a pilot study in the area of clarifying or identifying such goals.
5.2 Procedures

As a preliminary step, a literature review was performed on the subject of goal classification and definition, and the relation of goals to planning and evaluation. Then, interviews were conducted with decision-makers and some individuals interested in the goals of education, with the purpose of obtaining information on the possible problems facing the research.

A questionnaire was then constructed based upon the forty-two goals of education published by the Ministry of Education. The construction was in several steps. The first was that of identifying the format of the questionnaire. It was decided to select two categories for each goal, "Is" and "Should Be", along with a range from 1 to 5 (no importance, low, medium, high, extremely high importance) in each category. A pilot study was conducted among Kuwaiti students in the United States in order to receive feedback on the validity and clarity of the format.

The population of this study was composed of four groups: National Assembly members, decision-makers in the Ministry of Education, Faculty in the College of Education in Kuwait University, and teachers in the public schools. A random sampling technique was applied to each group to represent, as much as possible, the variety of perceptions within the group.

Finally, the questionnaire was hand-carried to the sample group members by four friends of the researcher who volunteered to do so. Each was a member of a separate group. A total of 320 questionnaires were given out, and 240 (75%) were returned.
5.3 Data Analysis

The data collected were punched on IBM computer cards. It was analyzed by means of the SAS computer program. There were three statistical procedures used to analyze the data and test the hypotheses (in Chapter 3).

1. A t-test was conducted to compare the perception of each group of the current importance given to the goals in the educational system to the importance they preferred these goals to be given.

2. One-way analysis of variance was applied to compare different groups' perceptions in terms of both scales of the inventory.

3. And finally, the means of the importance values given by each group were ranked in "Is" and "Should Be" categories to determine the relative importance the groups attached to each goal.

5.4 Results

1. The t-test revealed that each group felt there were significant differences between what they perceived the current importance attached to the goals of education and what they preferred to be attached.
2. A one-way analysis of variance indicated that there was no significant difference among the groups in their perceptions of the current importance of the goals. There was also no significant difference in what they preferred the importance to be.

3. Finally, it was also found that Goal Number 1, "To believe in the principles of Islam in such a way that these principles become a way of thinking and a way of life reflected in the student's behavior and sacred relationships" was ranked as extremely high in importance by all four groups. Each group also had a different number of goals as being extremely high in importance.

5.5 Conclusions

1. The recurring difference between the perceived and preferred importance attached to the goals indicated that there is an agreement among the four groups that the educational system, with all its budgets and facilities, is not contributing sufficiently towards accomplishing the goals.
2. The preference of each group of a different number of goals to be ranked as extremely high in importance is probably a reflection of the different interests and roles of the group in the educational process.

3. Even with the different choices of each group's goals to be extremely high in importance, they all perceived almost the same goals to be receiving the same amount of attention by the educational system. This shows that even while they do have a certain preference each, they were still fairly unbiased in judging the present level of the educational system in accomplishing the goals.

4. The unanimous decision to rank Goal Number 1 as an extremely important goal is a result of the new trend taking place in Kuwait Society related to Islam and its practice.

This conclusion was enhanced by the high relative placement of goals generally related to Islamic practice in the "Should Be" scale.

5.6 Recommendations

When a researcher investigates an area such as the one here, in which there is a paucity of research studies and scarcity of valuable
information, he is tempted to make innovative recommendations that would enable other investigators to conduct more accurate and valuable research.

In conducting a review of the literature, the researcher faced difficulties in identifying the sources of material related to goals of education in the State of Kuwait. He visited many departments in the Ministry of Education, contacted different agencies that have involvement with the educational system in the State to collect data on the goals and objectives of the educational system. The researcher, from his experience, contacts, and relationships with many individuals in the Ministry of Education, found that in many cases, the official goals are not known, even by some of the decision-makers. Each individual forms his own perceptions of the goals of education and acts accordingly.

1. If the objectives of education are not well-defined, such perceptions would be based partially on wrong information and half-truths. Therefore, the first recommendation is to improve communication and clarification of the official goals among the decision-makers, teachers and other concerned groups within the Ministry of Education. Without such knowledge of goals, one cannot give a fair assessment of the Ministry's performance to accomplish its official goals.

If official goals of any organization are made known, the perception of the members with regard to the intentions of the organization will tend to be based on, and congruent with, the stated goals.
"The basic premise of goal-setting theory is that an individual's conscious intentions regulate his or her actions."\(^1\)

2. Where the members' perceptions of goals and the official goals tend to coincide, there is a chance for an atmosphere of harmony rather than a state of discord to prevail. In view of the above, it is important for the Ministry of Education to devise effective communication systems, and to make the goals and stemming plans and strategies better understood to its members. This will increase the ability of the educational system to achieve whatever purposes the society expects it to fulfill now and in the future, and will ultimately enhance its public image.

Secondly, it is also recommended that information on activities and studies relating to the goals and needs of the educational system be disseminated to those involved in, and concerned with the system, while other interested parties are also informed through appropriate channels.

3. Examining the content of the current goals themselves indicates that they are defined in such a broad way that, even if a functional communication system existed, it would still not be feasible to set forth consistent strategies and performance appraisal criteria. Therefore, the third recommendation is that the goals be specified and translated into attainable objectives. Without such translation, it would neither be possible to operationalize these goals into clear

strategies and plans for each part of the educational system, nor to generate dependable performance appraisal systems for those parts.

4. There is a definite need for clearly defined institutional goals that can constitute the basis of a very essential aspect of the evaluation process, locating the elements of the organizational body that are suffering certain deficiencies. Without assigning reasonably detailed goals to certain educational institutions, it is virtually impossible to identify where a problem comes from, or to employ corrective actions to re-allocate resources among institutions where necessary. Therefore, a re-classification of educational goals according to the type of institution responsible is recommended as a necessary step toward the accomplishment of the educational goals.

5. With all the contacts and access to participants, with all the efforts spent on the data collection process, it took the researcher a tremendous amount of time to get the data and, as discussed earlier, the accuracy of the responses is questionable. As mentioned in Chapter 4, questionnaires are not familiar tools of research in the Kuwaiti social context. And the researcher found himself compelled to reconsider the appropriateness of such traditional data collection tools in this society. In fact, the researcher found himself compelled to even reconsider the appropriateness of such traditionally accepted "rigorous" research approaches and strategies. It seems that these strategies are designed to investigate particular social structures that do not really exist. And researchers, imprisoned by such strategies, communicate
their findings in a format that seems to describe the properties of these structures. It is the contention of the researcher at this point that instead of presuming certain social structures, it is time to investigate and describe more basic social processes as a necessary step for identifying the real social structure in such societies. Traditional research tools, as the one used in this study, are not best fitted to deal with such questions.

For these reasons, it is recommended here that future investigators of the educational system in Kuwait use less rigorous strategies such as qualitative research. A participant observer of an educational field, who spends months and probably years documenting his observations through his own social involvement in the field, would describe socially powerful groups and how they form and behave, instead of just assuming that they exist and distributing questionnaires asking people to comment upon them. Questions like: What is the "natural" way by which people get to acknowledge legitimacy of certain goals? How do informal pressure groups form and function in Kuwait? What are the long-duration implicit socialization processes that different parties in the educational system go through? These are questions that are best tackled by qualitative research strategies.

This research was restricted to only a few of the groups concerned with education in Kuwaiti society. The results may confirm existing biased attitudes of these groups toward both the perceived goals and preferred goals. Therefore, the researcher recommends that
other groups related to the educational system must be included in similar studies.

The students might be one of the most important ingredients in the educational system of any society; their perceptions and attitudes are essential for any planning in the educational process. They form the input and the output of any educational system and without consulting them about their perceptions and expectations, the planning and its implementation will be in a completely different direction.

Also, the sample was selected in a society where the position of women has not reached a stage where we can find women among the decision-makers nor among National Assembly members.

For a survey to be complete, it should take into consideration the capabilities, ideas and input of the students. They are, after all, the ones for whom the educational system was originally planned. The ultimate goal of the system is to change them from raw ingredients into the backbone of the Kuwaiti society. Hence, the researcher recommends that students be included in future surveys as the next step to advancing their usefulness and technique.

Women, on the other hand, are a very important and effective factor in the education necessary to those students. They are not only participants in the educational system as teachers but are also the ones closest to the students as mothers and preliminary educators. They are, therefore, quite knowledgeable of their needs and capabilities.

As teachers, the women have extended their experience and capabilities to where they are setting down their ideas and implementing
their findings in a format that seems to describe the properties of these structures. It is the contention of the researcher at this point that instead of presuming certain social structures, it is time to investigate and describe more basic social processes as a necessary step for identifying the real social structure in such societies. Traditional research tools, as the one used in this study, are not best fitted to deal with such questions.

For these reasons, it is recommended here that future investigators of the educational system in Kuwait use less rigorous strategies such as qualitative research. A participant observer of an educational field, who spends months and probably years documenting his observations through his own social involvement in the field, would describe socially powerful groups and how they form and behave, instead of just assuming that they exist and distributing questionnaires asking people to comment them. Questions like: What is the "natural" way by which people get to acknowledge legitimacy of certain goals? How do informal pressure groups form and function in Kuwait? What are the long-duration implicit socialization processes that different parties in the educational system go through? These are questions that are best tackled by qualitative research strategies.

6. This research was restricted to only a few of the groups concerned with education in Kuwaiti society. The results may confirm existing biased attitudes of these groups toward both the perceived goals and preferred goals. Therefore, the researcher recommends that
them in actions. Hence, they should have a clear idea of what present aims are and what they should be. So their participation is essential in educational planning. The study should extend to the women of the society and ask for their opinions and perceptions related to the educational system's goals.

Above all, the women, being what they are, as females, may have views differing from those of the males. They may add new dimensions to the process of educational planning. They constitute, in fact, 50% of the planners and implementors of the system. A study not considering their opinions would be unjust from the mere sense of fair play and also from the point of validity of results.

Even though the Kuwaiti society, with its customs, does not aid the process of including women and reaching them in such studies, it would only be appropriate to do so. The researcher strongly recommends that any follow-up studies should include females in the data acquisition process.

7. In this study, there was only one independent variable (the type of group) and one dependent variable (group members' perceptions). With the variety of research interests scholars may have and because of the availability of the facilities provided by computer science and statistical analysis, it is not impossible to add more independent variables to the study. Consequently, there is one more recommendation related to the design of the study used, which is that a follow-up study add one more independent variable to see not only its effect on the
results but also its interaction with the other independent variable. This would provide more understanding of the results and more accurate interpretations of them.

Throughout the body of the study, many suggestions have been alluded to with regard to the use of this study and further research. It is the main purpose of this work to suggest that results of the study be used as a basis for revision of the current implementation of the programs and policies of the educational system in the State of Kuwait.

This indicates that there is a need for an independent institution for evaluation to take responsibility for evaluating reality and the methods of data collection without being affected by political elements in the power centers in the Ministry of Education. The stress on the independence of this "evaluation institute" comes from the acknowledgment of the consequences of evaluation and their effects on preferring certain policies or strategies which may lead to a redistribution of monetary quotas or managerial positions, or the extinction of some operations and activities and the creation of others.

All this may have an effect on several parts of the organizational structure, the types of programs, the teaching methods, and the creation of new methods in the educational system.

If the evaluation institute belongs to the Ministry, revolves around it, and takes orders from the decision-makers, it will be affected in several ways:
(1) It will be bound by the norms and attitudes of the responsible persons in the Ministry and its facilities. It will be difficult for it to bypass these norms in the process of operating research in the field or using the new methods of data acquisition.

(2) It will be under the influence of the interest groups that should be the target of evaluation. Thus, the presence of unbiased results in this field is difficult to picture in this case, even if the evaluators themselves are unprejudiced. The results must pass up a chain of censors that do not permit a leakage of information that could harm the Ministry or its operators.

(3) The evaluators themselves are human, with their own interests, ambitions and attitudes. When their interests are at stake, there is doubt as to their lack of prejudice.

Therefore, an independent "evaluating institute" is necessary to examine and reconstruct not only the work and achievements of the educational system, but also to discover the extent to which the goals are valid and suitable for the Kuwaiti society with its unique problems and characteristics.
Thus we may find, through the institute, the weak and strong points, and how to drive the system to realize its specific goals in order to speed up the development of Kuwait, as well as to fulfill its needs, from its own people, in public service fields.


APPENDIX A

KUWAIT EDUCATIONAL
SYSTEM GOALS INVENTORY
(English)
There are some points to keep in mind when completing this inventory:

* Consider the Kuwait educational system as a whole in making your choices.

* In recording "should be" responses, do not be restricted by your belief as to whether the goal, realistically, can ever be attained in the Kuwait educational system.

* Please respond to every goal in the inventory by putting an 'X' in one box after "is" and in one box after "should be". Mark each answer so that 'X' completely fills the box.

* Remember, "is" refers to the relative importance of individual goals of the Kuwait educational system.
DIRECTIONS

The inventory consists of statements of the goals of education in the State of Kuwait. Using the answer key (example below), please respond in two different ways.

First: How important is the goal (as you perceive it) for the educational system in Kuwait at present.

Then: In your judgment, how important should the goal be at the educational system in Kuwait.

EXAMPLE

Goal 16

* To meet the needs of Kuwait society is in terms of human resources required for the development of all sectors Should Be

In the example, the respondent has indicated by placing an 'X' in the appropriate box that he believes "meet(s) the needs of...all sectors" is presently of low importance in the Kuwait educational system, but that it should be of high importance.
Please respond to all of these statements concerning goals of education in Kuwait by putting an 'X' in one box after "is" and in one box after "should be". Remember, "is" refers to the importance of the goal in education in the State of Kuwait.

**Part 1**

Goals That Are Related to the Nature of Kuwait Society

<table>
<thead>
<tr>
<th>Statement</th>
<th>Is</th>
<th>Should Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Belief in principle of Islam in such a way that these principles become a way of thinking and a way of life that reflected in the student's behavior and sacred relationships</td>
<td></td>
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<tr>
<td>2. Develop awareness and enhance the Arabic Islamic literature, traditions and background</td>
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<tr>
<td>3. Develop awareness and recognition of the history and development of Kuwait Society, its literature and its unique circumstances</td>
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<tr>
<td>4. Develop loyalty of individuals to their country, nation and Islamic world</td>
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<td></td>
<td>Of No Importance</td>
<td>Of Low Importance</td>
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<tr>
<td>5. To support the value of family life, emphasize the brotherhood of all race and creeds and discourage the discrimination on the basis of religion, tribe, class or locality</td>
<td>Is</td>
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<tr>
<td>6. To prepare individuals for an active life in a society based on democracy</td>
<td>Is</td>
<td></td>
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<td>7. To emphasize individual liberty and dignity</td>
<td>Is</td>
<td></td>
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<tr>
<td>8. To encourage them to voice their independent opinion with respect to the opposite one and accepting the majority's decision</td>
<td>Is</td>
<td></td>
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<td>9. To practice the collective work</td>
<td>Is</td>
<td></td>
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<tr>
<td></td>
<td>Of No Importance</td>
<td>Of Low Importance</td>
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<tr>
<td>10. To prepare individuals to recognize their right and duties (responsibilities)</td>
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<tr>
<td></td>
<td>Should Be</td>
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<tr>
<td>11. To develop an individual's capabilities to think scientifically using precise observation, investigation, less bias and based on evidence</td>
<td>Is</td>
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<td></td>
<td>Should Be</td>
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<tr>
<td>12. To develop individual creativity</td>
<td>Is</td>
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<td></td>
<td>Should Be</td>
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<tr>
<td>13. To raise the standards of individual's inspirations and given them opportunities to achieve potentialities so as to fulfill the well-being of their society</td>
<td>Is</td>
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<td></td>
<td>Should Be</td>
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<tr>
<td>14. To take care of these gifted and talented in all fields in order to prepare qualified leaders to advance in the society</td>
<td>Is</td>
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<td></td>
<td>Should Be</td>
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<td>Of No Importance</td>
<td>Of Low Importance</td>
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<tr>
<td>15.</td>
<td>Caring about the handicapped and preparing appropriate programs to meet their needs, solve their problems and convert them into an effective power contributing to the building of the country</td>
<td>Is</td>
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<tr>
<td></td>
<td>Should Be</td>
<td>Should Be</td>
</tr>
<tr>
<td>16.</td>
<td>To raise a generation capable of shouldering responsibility of all sorts, and encourage individuals to initiate and take their decisions and plan for their future and to rely on their own effort</td>
<td>Is</td>
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<tr>
<td></td>
<td>Should Be</td>
<td>Should Be</td>
</tr>
<tr>
<td>17.</td>
<td>Create chances to prepare individuals capable of assuming the responsibility of change and development and to reject all evidence of backwardness and stagnancy</td>
<td>Is</td>
</tr>
<tr>
<td></td>
<td>Should Be</td>
<td>Should Be</td>
</tr>
<tr>
<td>18.</td>
<td>Meet the needs of the Kuwaiti society in terms of human resources required for the development of all sectors</td>
<td>Is</td>
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<tr>
<td></td>
<td>Should Be</td>
<td>Should Be</td>
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<tr>
<td>19.</td>
<td>Prepare individuals for work and develop positive attitude of respect for work and workers</td>
<td>Is</td>
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<td>Should Be</td>
<td>Should Be</td>
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<td>Of No Importance</td>
<td>Of Low Importance</td>
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<tr>
<td>20</td>
<td>Contribution of individuals in terms of time, money and effort in order to serve and develop the community</td>
<td>Is</td>
</tr>
<tr>
<td>21</td>
<td>Recognition of the material and human resources as a step toward integration and cooperation among the Arab countries</td>
<td>Is</td>
</tr>
<tr>
<td>22</td>
<td>To raise a powerful, serious and sacrificing generation that possesses capabilities, skills and attitudes to face the challenges and risks facing the Arab nation in the present time</td>
<td>Is</td>
</tr>
<tr>
<td>23</td>
<td>Caring about Islamic education, Arabic language, a live foreign language, social studies, science, the Arts and all fields of culture</td>
<td>Is</td>
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</table>
## Part II

### Goals That Are Related to the Nature of the Present Age

<table>
<thead>
<tr>
<th></th>
<th>Of No Importance</th>
<th>Of Low Importance</th>
<th>Of Medium Importance</th>
<th>Of High Importance</th>
<th>Of Extremely High Importance</th>
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<tbody>
<tr>
<td>24.</td>
<td><strong>Awareness of the importance of studying modern science and its applications so as to qualify individuals to realize the scientific advancement and benefit from the modern technology and its products</strong></td>
<td>Is</td>
<td></td>
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<tr>
<td>25.</td>
<td><strong>Developing the awareness of citizens to product themselves against the effect of propaganda which tries to subjugate people for the sake of certain interests</strong></td>
<td>Is</td>
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<tr>
<td>26.</td>
<td><strong>Emphasizing the relationships between theory and application as well as between knowledge and work</strong></td>
<td>Is</td>
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<tr>
<td>27.</td>
<td><strong>Providing methods that enable individuals to re-adjust themselves to rapid social change and to contribute to it</strong></td>
<td>Is</td>
<td></td>
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<tr>
<td>28.</td>
<td><strong>Keep the balance between spiritual and materialistic values</strong></td>
<td>Is</td>
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</table>
29. Achieve both depth and comprehension in preparing individuals for life.
Part III

Goals Related to Growth Needs and Characteristics of Students

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<tr>
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<th>Of No Importance</th>
<th>Of Low Importance</th>
<th>Of Medium Importance</th>
<th>Of High Importance</th>
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<tbody>
<tr>
<td>30. To help individuals to develop healthy spiritual growth and better their manners in accordance with Islam</td>
<td>Is</td>
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<td>31. To help individuals to develop a healthy mental growth</td>
<td>Is</td>
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<tr>
<td>32. To help individuals to develop a healthy physical growth and maintain their health and provide them with chances to practice sports activities</td>
<td>Is</td>
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<td>33. To provide individuals opportunities to gain emotional maturity</td>
<td>Is</td>
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<td>34. Develop a sense of beauty and artistic expression so that they appreciate and enjoy aspects of beauty around them</td>
<td>Is</td>
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</table>
35. Prepare individuals for a successful family life and to face the population problems

36. To recognize the value of vocational education and its requirements in terms of career education counseling

37. To prepare individuals for successful interaction with others in their society

38. To prepare individuals to solve their personal, social problems as well as those related to work and leisure time
### Part IV
Goals Related to Contemporary Educational Trends

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<td>39. To achieve participation of individuals in their activities</td>
<td>Is</td>
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<td></td>
<td>Should Be</td>
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<tr>
<td>40. To develop the ability to practice self-learning</td>
<td>Is</td>
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<td>41. To assist individuals in practicing continuing education</td>
<td>Is</td>
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<td></td>
<td>Should Be</td>
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<td>42. To utilize modern techniques in the field of education</td>
<td>Is</td>
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<td></td>
<td>Should Be</td>
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APPENDIX B

ATTACHMENT LETTER TO THE QUESTIONNAIRE
بسم الله الرحمن الرحيم

تعليمات

تعتبر هذه الوثائق من مجموعة عبارات تصف اهداف التربية في دولة الكويت.

باستخدام نموذج الاجابة المعطى أدناه تحرر الاجابة بالطريقتين:

الأولين:

اولاً: ما مدى الأهمية المعطاة فعلياً لهذا الهدف التربوي في دولة الكويت؟

ثانياً: في تقديرك ما مدى الأهمية الواجب اعترافه لهذا الهدف في النظام التربوي في دولة الكويت؟
ملاحظات توضيحية لمياء الاستمارة

1 - الرجاء توضيح اجابتك على كل سؤال بوضع علامة ** في المربيع المقابل لكلمة ** مرة، والمربيع المقابل لكلمة ** الواجب ان تكون مرة أخرى وذلك بما يوضح أهمية الهدف في كل الحالات.

2 - خذ معين الاعتبار النظام التربوي في الكويت بعمومه عند اجابتك على الاستمارة.

3 - عند اجابتك على الجزء الخاص بما يجب أن تكون عليه أهمية البدن لا تحتفظ بمدى امكانيات تنفيذ هذا الهدف في النظام التربوي في دولة الكويت في الوقت الحاضر.

4 - تذكر ان كلمة ** تشير الى الأهمية المناسبة لكل هدف في الوقت الحاضر وان كلمة الواجب تكون تشير الى الأهمية الواجب اعتماداً لكل هدف.
ملاحظات توضيحية لم، هذه الاستمارة

1 - الرجاء توضيح اجابتك على كل سؤال بوضع علامة × في المربيع المقابل لكلمة فعلياً مرة، والمربع المقابل لكلمة الواجب ان تكون مرة أخرى وذلك بما يوضح أهمية الهدف في كل الحالتين.

2 - خذ بعض الاعتبار النظام التربوي في الكويت بعده عند اجابتك على الاسئلة.

3 - عند اجابتك على الجزء الخاص بما يجب أن تكون عليه أهمية الهدف فلا تشديد.

4 - تذكر ان كلمة فعلياً تشير الى الاهمية النسبية لكل هدف في الوقت الحاضر.

وان كلمة الواجب ان تكون تشير الى الاهتمام الواجب اعطاوها لكل هدف.
6- الوفاء بحاجات المجتمع الكويتي من القوى فعلياً 

البيئة المؤهلة اللازمة لمنظورات التنمية في 

مختلف القطاعات.

في هذا المثال وضع المستجيب بعدها علامة X في الصندوق المناسب لأنه يعتقد أن 

الوفاء بحاجات المجتمع الكويتي من القوى المكلفة المؤهلة اللازمة لمنظورات التنمية 

في مختلف القطاعات يجوز فعلياً أهمية قليلة في النظام السياسي في دولة الكويت 

في الوقت الحاضر، لكنه يرى في تقييمه أنه يجب أن يكون أهمية كبيرة.
1- الإيمان بمبادئ الدين الإسلامي، بحيث يصبح فعلياً إيمان وطريقة حياته.

2- التعريف بالتراث العربي والاسلامي والعادات والتقاليد الاجتماعية فيه، والعمل على دعمها.

3- التعرف على تاريخ وتطور المجتمع العربي وترجعه وما تتميز به حياة الاجتماعية، فعلياً إيمان وطريقة حياته.

4- تنمية التصور لدى الأفراد بالانتماء والانتماء، توجهاً فعلياً إيمان وطريقة حياته.

5- تقوية روابط التضامن والإحسان وروح الأمة الواحدة بين أبناء الوطن، والانتماء من أي تربة برجع إلى المذهبية أو الثقافية أو الدينية.
6 - عدد الأفراد لتجربة الفعالية في مجتمع فعلياً يجب أن تكون

7 - تأكيد حرية الفرد وكرامته والاهتمام بالدور العام والاستقلال في الرأي وال мнاء في إدارة

8 - احترام الرأي المعارض، والنزول عند رأي فعلياً يجب أن تكون

9 - ممارسة مبادرات العمل الجماعي فعلياً يجب أن تكون

10 - إعداد أفراد يحترمون ما لهم من حقوق فعلياً يجب أن تكون وما عليهم من واجبات

11 - تنمية قدرة الأفراد على التفكير باللعب فعلياً يجب أن تكون

12 - تنمية قدرة الأفراد على الإبداع والاستكشاف فعلياً يجب أن تكون والتجديد

13 - تنمية مهارات الطموح لدى الأفراد ورعاية فعلياً يجب أن تكون

14 - رعاية الموهوبين والتفوقيين في جميع المجالات لعدد القيادات القادرة على دفع عجلة التقدم في المجتمع
15- رعاية المحتاجين والعاطلين، وأعداد البرامج الفكرية
لضمان حاجة احتياجاتهم، ولحل مشاكلهم وتحويلهم
إلى أسبوع فعالة تشمل في منحة الوطن.

16- تجسيد إنجاز قائدة على تحمل المسؤولية
في نشاط دورها ونواحيها، وشجع الأفراد على
المشاركة واتخاذ القرارات بنفسهم، والتعليم
مستقلين، والاعتماد على جهودهم وندافع العلماء.

17- تنشئة الفرصة لإعداد الأفراد قادرين على
تحمل المسؤولية التغيير والتطوير، وتوجيه كل مخاطر
اجتناب وتحذير.

18- الرؤية بحاجات المجتمع الكوري من القوى
البشرية المطلوبة اللازمة لمستشفيات التنمية في
مختلف القطاعات.

19- تطبيق الأفراد بالوقت والجهد والمال من
المصادر التي تساهم في جمعية العمل والعمال.

20- إحساس الأفراد بالوقت والجهد والمال من
المصادر التي تساهم في جمعية العمل والعمال.

21- تعزيز المكانات العربية وإطاقاته
المادية والبشرية كخطوة في سبيل تحقيق التكافل
والتعاون والتكامل بين أرجاء الوطن العربي.

22- تنشئة قين في الحدود والعاملة
والتحذير لذوي القدرات والممارسات والثقافات
التي تطرف لها الأمة العربية في هذا العصر.

23- التحدي بالمادية بالثقافة العربية، واللغة العربية
والعلاقا بالمواقف العربية، والتعاطف
والاعتراف بالثقافات العربية، والمعاني
<table>
<thead>
<tr>
<th>رقم</th>
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<th>التقييم</th>
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<tr>
<td>24</td>
<td>الاهتمام بدراسة المجالات العلمية الحديثة وتطبيقاتها بما يجعل الأفراد قادرين على تمثيل معاهد التقدم العلمي من حولهم، والإفادة بما تمدها</td>
<td>يجب أن تكون ( ) ( ) ( ) ( )</td>
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<tr>
<td>25</td>
<td>تجربة ومعي المواطنيين لحماية انقباض من آخر التفاعلات التي تتطلب اتخاذ التفاعلات الخاصة بالأفراد والمصالح الخاصة</td>
<td>يجب أن تكون ( ) ( ) ( ) ( )</td>
</tr>
<tr>
<td>26</td>
<td>تأكيد الرابطة بين النظرية والتطبيق، وقياس العلم والعمل، وتمكين الأفراد للتعبير الاجتماعي السريع والإحساس فيه</td>
<td>يجب أن تكون ( ) ( ) ( ) ( )</td>
</tr>
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<td>27</td>
<td>توفير الأساليب التي ساعد على سرعة تكيف الأفراد للتغيير الاجتماعي السريع، والإحساس فيه</td>
<td>يجب أن تكون ( ) ( ) ( ) ( )</td>
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<td>28</td>
<td>رفع مستوى معايير الفضول بين القيم الروحية والقيم المادية</td>
<td>يجب أن تكون ( ) ( ) ( ) ( )</td>
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<td>29</td>
<td>تحقيق كل من العمق والشمول في إعداد الأفراد للحياة</td>
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القسم الثاني
الأهداف التي تتمثل بطبعة المصري

<table>
<thead>
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<td>24 - الاهتمام بدراسة المجالات العلمية الحديثة وتطبيقها بما يجعل الأفراد قادرين على تمثيل ظواهر التقدم العلمي من حولهم، وإجراء أدوات التقنية الحديثة من قبل وادوات يجب أن تكون</td>
</tr>
<tr>
<td>25 - تنمية وتعزيز المواطنة لحماية أنفسهم من آثار الدمار الذي تجارب أخطاء الشعوب والآداب لمصالح خاصة يجب أن تكون</td>
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<tr>
<td>26 - تأكيد الرابطة بين النظرية والتطبيق وسبي العلم والعمل يجب أن تكون</td>
</tr>
<tr>
<td>27 - توفير الأساليب التي تساعد على سرعة تكيف الأفراد للتغير الاجتماعي السريع والابداع يجب أن تكون</td>
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<tr>
<td>28 - العلاقة بين الشروط بين الفهم الروحية والقيم المادية يجب أن تكون</td>
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<tr>
<td>29 - تحقيق كل من العمق والشمول في عدد الأفراد الحكيمة يجب أن تكون</td>
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القسم الثالث
الأهداف التي ترتبط بتعزيز نمو المتعلمين وخصائصهم

1- تقديم الفائدة على نمو الوعي السليم وتحفيز الفرد بالتعلم بالأخلاق التي يدعو لها الدين الإسلامي.

2- مساعدة الأفراد على النمو العقلي السليم.

3- مساعدة الأفراد على النمو الجسمي السليم والمحافظة على صحتهم الجسدية واحتياجاتهم الفردية امامهم للممارسة النشاط الرياضي وتنمية البدائل الرياضية.

4- تأهيل الفرقة للأفراد بما يوفر لهم النجاح في النهوض الاندمالي السليم.

5- تنمية التدفق الجمالي والتعبير الفني بحيث يستشعر الأفراد مظاهر الجمال فيما حولهم ويتمتعون بها ويعبرون عنها.

6- إعادة الأفراد لحياة أسرية ناجحة ومواجهة المعتقدات السكانية.

7- الاهتمام بالترفيه المبني وما تتقبله من توجيه دراسي ومبني.

8- إعادة الأفراد للتعامل الاجتماعي مع الآخرين في المجتمع.

9- مساعدة الأفراد على حل مشكلاتهم الشخصية والاجتماعية ومشكلات العمل ووقت الفراغ وغيرها.

178
<table>
<thead>
<tr>
<th>الاختصار</th>
<th>الهدف المرتبط بالاتجاهات التربوية المعاصرة</th>
</tr>
</thead>
<tbody>
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<td>تحقيق احاسية الفرد وتناغمه</td>
</tr>
<tr>
<td>40</td>
<td>حسذفة القدرة على ممارسة التعليم الذاتي</td>
</tr>
<tr>
<td>41</td>
<td>مساعدة الأفراد على ممارسة التعليم</td>
</tr>
<tr>
<td>42</td>
<td>الانتفاع بالتقنيات الحديثة في مجال التعليم</td>
</tr>
</tbody>
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القسم الرابع

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</tr>
<tr>
<td>42</td>
<td>الانتفع بالتقنيات الحديثة في مجال التعليم</td>
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APPENDIX D

GOALS OF EDUCATION
IN THE STATE OF KUWAIT

Translated by
Basheer S. Al Rashidi

January 1982
THE IMPORTANCE OF EDUCATIONAL GOALS

Setting educational goals is the practical translation of educational philosophy of any society. The perceptions, concepts and directions are presented in the field of education in a behavioral, measurable, objective format. The clarification of goals is the right beginning of any successful educational plan and strategy. They are considered milestones in determining the direction of educational process, student's development and the style of educational administration in the public school. They are the criteria of selection, curriculum, different activities, the methods of teaching and measuring the educational output.

In addition, setting the goals enables decision-makers to allocate the resources and coordinate the effort to attain goals that have the consensus. Hence, the formulation of goals is the first step in a comprehensive plan for education process in an educational system.

Sources of Educational Goals

There are a number of factors that can be considered indicators in light of which general goals of education in the State of Kuwait are determined and stated:

1. Goals should be derived from the nature of Kuwait Society, its religion, philosophy and cultural background.
2. Goals should be relevant to the nature of the present time.

3. Goals should meet the needs of students and consider their characteristics.

4. Goals should cope with the current trends in education

I. The Nature, Philosophy and Circumstances of Kuwait Society

(a) It is an Islamic Society having faith in Islam as a religion, philosophy and a way of life,

(b) It is an Arab Society working to promote Arab unity, solidarity and strength,

(c) It is a democratic society that recognizes the value of the human being as an individual.

(d) It is an independent society.

(3) It is a society with special pertinent circumstances to the demographic structure, the standard of living and the rapid modernization.

In light of all this, we can determine the goals that are related to the nature of Kuwait society as follows:

1. Belief in principle of Islam in such a way that these principles become a way of thinking and a way of life that reflected in the student's behavior and sacred relationships.
2. Develop awareness and enhance the Arab Islamic literature, traditions and background.

3. Develop awareness and recognition of the history and development of Kuwait Society, its literature and its unique circumstances.

4. Develop loyalty of individuals to their country, nation and Islamic world.

5. To prepare individuals for an active life in
   * Society based on democracy,
   * To emphasize individual liberty and dignity.
   * To encourage them to voice their independent opinion with respect for the opposite one and accepting the majority's decision.
   * To practice the collective work.

6. To prepare individuals to recognize their right and duties (responsibilities).

7. To develop an individual's capabilities to think scientifically using precise observation, investigation, less bias and based on evidence.

8. To develop individual creativity.

9. To raise the standards of individuals' inspirations and given them opportunities to achieve potentialities so as to fulfill the well-being of their society.
10. Taking care of these gifted and talented in all fields in order to prepare qualified leaders to advance in the society.

11. Caring about the handicapped and preparing appropriate programs to meet their needs, solve their problems and convert them into an effective power contributing to the building of the country.

12. To raise a generation capable of shouldering responsibility of all sorts, and encourage individuals to initiate and take their decisions and plan for their future and to rely on their own effort.

13. Create chances to prepare individuals capable of assuming the responsibility of change and development and to reject all evidence of backwardness and stagnancy.

14. Meet the needs of the Kuwaiti Society in terms of human resources required for the development of all sectors.

15. Prepare individuals for work and develop positive attitude of respect for work and workers.

16. Contribution of individuals in terms of time, money and effort in order to serve and develop the community.

17. Recognition of the material and human resources as a step toward integration and cooperation among the Arab countries.
18. To raise a powerful, serious and sacrificing generation that possesses capabilities, skills and attitudes to face the challenges and risks facing the Arab nation at the present time.

19. Caring about Islamic education, Arab language, a live foreign language, social studies, science, the Arts and all fields of culture.

All this to raise the standards of individuals to enable them to achieve the greatest possible degree of growth on one hand and to help the Kuwaiti society achieve its progress and welfare and to strengthen its ties with Arab, Muslim and world society.

II. The goals that are related to the nature of the present age include:

1. Awareness of the importance of studying modern science and its applications so as to qualify individuals to realize the scientific advancement and benefit from the modern technology and its products.

2. Developing the awareness of citizens to protect themselves from the effect of propaganda which tries to subjugate people for the sake of certain interests.

3. Emphasizing the relationships between theory and application as well as between knowledge and work.
4. Providing methods that enable individuals to re-adjust themselves to rapid social change and to contribute to it.

5. Keep the balance between spiritual and materialistic values.

6. Achieve both depth and comprehension in preparing individuals for life.

III. The goals related to growth needs and characteristics of students are:

1. To help individuals to develop healthy spiritual growth and better their manners in accordance with Islam.

2. To help individuals to develop a healthy mental attitude.

3. To help individuals to develop a healthy physical growth and maintain their health and provide them with chances to practice sports activities.

4. To provide individuals opportunities to gain emotional maturity.

5. Develop a sense of beauty and artistic expression so that they appreciate and enjoy aspects of beauty around them.

6. Prepare individuals for a successful family life and to face the population problems.
7. To recognize the value of vocational education and its requirement in terms of career education counseling.

8. To prepare individuals for successful interaction with others in their society.

9. To prepare individuals to solve their personal, social problems as well as those related to work and leisure time.

IV. The contemporary education trends are:

1. To achieve participation of individuals in their activities.

2. To develop the ability to practice self-learning.

3. To assist individuals in practicing continuing education.

4. To utilize modern techniques in the field of education.
APPENDIX E

A GRAPH OF FREQUENCY DISTRIBUTION
OF THE FOUR GROUPS RESPONSE TO THE
KUWAIT EDUCATIONAL GOALS INVENTORY
A graph of frequency distribution of the four groups response to the Kuwait Educational Goals Inventory.