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A STUDY OF THE RELATIONSHIP OF SCHOOL DISTRICT SIZE AND

ADMINISTRATIVE PRACTICES IN SCHOOLS IN SAUDI ARABIA

A DISSERTATION

SUBMITTED TO THE GRADUATE COLLEGE

in partial fulfillment of the requirements for the

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BY

HAMAD I. AL-SALLOOM

Norman, Oklahoma

1974

A STUDY OF THE RELATIONSHIP OF SCHOOL DISTRICT SIZE AND

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APPROVED BY

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ADMINISTRATIVE PRACTICES IN SCHOOLS IN SAUDI ARABIA

CHAPTER I

INTRODUCTION

This study was designed to investigate the school
district arrangements in Saudi Arabia. It was motivated by
a desire to contribute to the improvement of local and
regional school district organizations so that educational
services to Saudi Arabia might be improved, both in quality
and quartity.

The objective was to discover the current status of
these districts and to attempt to determine whether the size
of these school districts was related to the services pro-
vided. A secondary objective was to use the findings of the
research to suggest a defensible plan for reorganizing the
districts.

Determining optimal school district size is a problem
common to the school systems of most nations. However, it
is an especially complicated and crucial problem in Arabia.
The existing district structure came into being with very
little overall planning related to the educational needs of
the country as a whole. Therefore, the districts are in a

number of instances inadequate in size as well as being
unsatisfactory in other respects. Although the study reported
herein cannot provide final answers to the questions it
raises, it should be useful to those who will be concerned
in the years to come with organizing public education to meet
the tremendously varying needs of the Saudi Arabian people.

The Development of the School District System in Arabia

The leaders of Saudi Arabia have had high regard for
formal education as an important instrument for uplifting
and transforming the society. They are well aware of the
relationship of education to the development of the country.
However, it is obvious that a great deal remains to be
accomplished in the effort to provide adequate educational
services. Illiteracy is a major problem in Arabia. Solving
that problem will require reaching a large percentage of the
population that does not live in urban areas, but wanders
from place to place in the tradition of nomads in the vast,
sandy wastelands that comprise huge geographical areas of
the Kingdom. The exact dimensions of this problem are not
precisely known because of the limited data available on both
the percentage of illiteracy and the percentage that is
nomadic in life style.

One of the major difficulties in meeting these formida-
ble educational challenges is the shortage of human resources,
planning expertise, and organizational limitations. However,

the will to improve the educational system is evidenced by

the extensive efforts that have been made in the past decade

to accelerate the educational development of the country.

The increase in expenditures for education during this period

is impressive. These are summarized in Table 1.

TABLE 1

GROWTH OF PRE-COLLEGE EDUCATION IN SAUDI ARABIA

Year	Students Enrolled	Teachers	Classes	Schools[1]	Education Budget
1963-64	220,743	11,656	8,770	1,344	292.06 Milln S.R.
1972-73	661,958	30,503	24,605	3,257	2,247.78 Milln S.R.[2]

[1]These figures exclude higher education and adult schools which have 742 schools, 2,146 classes and 54,222 students. They also exclude 335 private schools which contained 1,513 classes and 30,793 students in 1972-73.

[2]This is the education budget for 1973-74 and it excludes the higher education expenditure.

The governmental expenditure on education for the

fiscal year 1973-74 represented about 9.8 per cent of the

entire government budget, or 2,248 million out of 22,810

million Saudi Riyals.[1] Education ranked fourth behind Defense

and National Guard, the Ministry of Interior, and the Ministry

of Communication. Over 59 per cent of the education budget

goes to the Ministry of Education, or 1,327,692,112 out of

[1]U.S. $1.00 = 4.50 Saudi Riyals before the devaluation. Now it is $1.00 = 3.55 S.R.

2,247,783,727 S.R.[1] Expenditure on education for the fiscal year 1971-72 represented 4.2 per cent of the Gross National Product.[2]

Administrative Organization

By law, and since 1926 when the first formal machinery for the education system was set up, all educational activity in Arabia is a state prerogative. The school system is planned and supervised on a national basis. It is administered and financed solely by the government. The school system in Arabia is organized, administered, financed and controlled as a sub-unit of the state. Distinguishing characteristics can be summarized as follows:

a. There is a high degree of centralization.

b. Education is financed by the central government, and no contributions of any sort are made by the parents.

c. Communities have no official responsibility for education.

d. Emphasis is placed upon religious instruction.

Legally, the responsibility for education resides with the Council of the Ministers.[3] In practice, however, this

---

[1]Al-Nadwa, Daily Newspapers, Mecca, Monday, July 30, 1973, No. 4396, pp. 1-3.

[2]Kingdom of Saudi Arabia: A Statistical Review, Progress of Education in Saudi Arabia 1960-1972 (Ministry of Education, Statistics, Research and Educational Documents, January, 1973), p. 67.

[3]The Council of the Ministers is the highest legislative, executive and administrative body in the country.

responsibility has been delegated to the Ministry of Education and other governmental educational agencies.

The Ministry of Education, located in the capital city of Riyadh, is the largest central educational agency in the country. As shown in Figure 1, it includes specialized departments such as: directorate general of administration, directorate general of technical education, directorate general of external relations and missions abroad, directorate general of youth welfare, curriculum and educational materials, and several others. It has the responsibility for planning, operating and maintaining formal education for boys[1] which includes elementary and secondary schools, technical training, teacher training, special education, industrial education and adult education. Its major functions also include determining the educational policy, courses of study, and directing the administration and supervision of the school system on a national basis. The Ministry budgets and distributes resources to all schools in all school districts. Education is provided free for those who want to go to school, but it is not compulsory.

The Ministry of Education reserves the power of appointment, promotion, distribution, transfer and discipline of teachers as well as all other school personnel. Likewise, the Ministry determines what textbooks will be used, administer

---

[1]Boys and girls are separated in schools, but the programs for general education are almost identical.

APPROVED ADMINISTRATIVE CHART OF THE MINISTRY OF EDUCATION 1972

MINISTER OF EDUCATION

Office

Advisors

Administrative Inspection Unit

Legal Affairs Unit

Deputy Minister of Education for Technical Affairs

Deputy Minister of Education for Educational & Adm. Affairs

Office

School Health Dept.

Budgeting and Planning Unit

UNSECO Secretariat

Organization & Management Unit

Research, Statistics & Educational Documents Unit

Examinations Unit

Directorate General of Youth Welfare

Directorate General of External Relations & Missions Abroad

Directorate General of Technical Education

Directorate General of Administration

Administrative Office

Research and Programs Office

Social Education Dept.

Physical Education Dept.

Scout Education Dept.

Art Education Dept.

Administrative Office

External Relations Dept.

Missions Abroad Dept.

Curriculum, Research and Educational Materials Office

Administrative Office

Industrial Education Dept.

Commercial Education Dept.

Agricultural Education Dept.

Engineering and Maintenance Dept.

Purchases and Warehouses Dept.

Communications & Gen. Services Dept.

Administrative Office

Finance Dept.

Personnel Dept.

Directorate General of Culture

Asst. Deputy Minister of Edu. for General Education Affairs

Office

Administrative Office

Islamic Education Dept.

Curriculum, Research and Educational Materials Dept.

Adult Education Dept.

Directorate General of Teacher Training Programs

Directorate General of Intermediate & Elementary Education

Public Libraries Dept.

Directorate General of Special Education Programs

Directorate General of Secondary Education

Antiquities Dept.

Public Affairs Dept.

Educational Districts

Figure 1

the public examinations for primary, secondary and other
types of education, and regulates school grading in general.

Geography and Demography

Saudi Arabia is very large and largely uninhabited.
It occupies about four-fifths of the Arabian Peninsula.[1]
It has a total area within its boundaries of about 865,000
square miles[2] (about 2,250,000 square kilometers) including
the great sandy desert, the empty quarter (Al-Rub Al-Kahli),
which covers an area of about 250,000 square miles, and
Al-Nofud which has an area of about 22,000 square miles.[3]

Accurate population figures for the country are not
available, but estimates range between four and a half and
seven million[4] of whom, in 1972-73, 650,772 people were
enrolled in schools at all levels.[5] The existing educational
system, in 1970-71, enrolled approximately 50 per cent of
children in the elementary age group (6-11), 15 per cent in

---

[1]Businessmen, "The Renaissance of Saudi Arabia,"
(May, 1967), No. 3, p. 4.

[2]Basic Facts on Saudi Arabia, (a report published by
American Friends of the Middle East, Inc., Washington, D.C.,
1967), p. 1.

[3]"Saudi Arabia," Arab World Journal, X (March, 1965),
Arab Information Center, New York.

[4]Basic Facts on Saudi Arabia, p. 5.

[5]Saudi Arabia, Ministry of Education, Statistical
Summary About the Educational Development in Saudi Arabia in
the Last Ten Years, 1963-64 to 1972-73, pp. 3-6.

the intermediate (12-15), and 7 per cent in the secondary (16-18).[1]

The recent population estimate for Saudi Arabia suggests that about 20 per cent is in Bedouin tribes.[2] These Bedouins are usually moving about the country to take advantage of rain-filled wells and pastures for their animals. At present educational facilities are available only to populations in settled places.[3] Therefore, children of the Bedouins who still live in the desert have no schools. However, there is an effort underway to create special educational programs for those children who still follow the herds according to their desert heritage.

The majority of Arabian people is predominately rural, but the rural population of today is changing. The attitudes and habits of rural people are different. Rural society in Arabia has been profoundly modified. However, rural children in the country still have less and poorer schooling.[4]

---

[1] Abdulaziz A. Al-Jallal, "Evaluation of the Vocational Schools in Saudi Arabia in Social and Economical Context," (unpublished Ph.D. dissertation, University of Colorado, 1973), p. 35.

[2] Saleh Ahmed Nasser, "An Evaluation of Community Development Efforts in Saudi Arabia," (unpublished master's thesis, Michigan State University, 1970), p. 11.

[3] "Saudi Arabia," Emergent Nations, Vol. 2, No. 2 (Summer, 1966), p. 20.

[4] Saleh Abdullah Melik, "Rural Migration and Urban Growth in Riyadh, Saudi Arabia," (unpublished Ph.D. dissertation, University of Michigan, 1973), pp. 20-21.

The country's large area and small population mean
that the population density in Arabia as a whole is very low.
However, it varies from one region to another. The average
population density of the country has been estimated to be
about six persons per square mile. (Another reference has
estimated it to be about 9.5 persons per square mile.)[1] Yet
the highest density areas in some oases reach 2,000 persons
per square mile.[2]

The Districts

The vast land area, the nature of the work involved,
the cultural and physical conditions, the lack of adequate
transportation and communication systems, and the rapid expan-
sion of the educational system in the country have resulted
in the country's being divided into twenty-three separate
educational organizations, all responsible to the Ministry
of Education. Regional and/or city officials have no
authority over these school districts. They are not fiscally
independent, and they resemble each other in the way they are
organized. Their major purposes have been to supervise field
activities and to act as liaison agencies between the Ministry
and the schools. Their administrative authority is contained

[1]International Yearbook of Education, Vol. 30 (Paris:
UNSECO), p. 416.

[2]Saleh Abdullah Melik, "A Study of the Social System
of Bedouins: Its Relation to the Problems of Setting in
Saudi Arabia," (unpublished master's thesis, Wayne State Uni-
versity, Detroit, Michigan, 1969), p. 4.

within the framework of laws and regulations coming from the
Ministry of Education. Figure 2 is a map of the country
showing the location of the currently existing twenty-three
school districts.

Seventeen of these twenty-three districts are
administered, operated and supervised by seventeen school
district superintendents' offices. The remaining six are
supervised and operated through a supervision office. The
superintendent's office and the supervision office differ in
terms of prestige and title, but not in duties, authority
and responsibility. A supervision office is usually found
in a small, rural, and recently established school district.
The fact that they are the same as the superintendent's
office is illustrated by the difficulty among those concerned
when asked to distinguish between the two types of offices.

Besides a superintendent's office, seven of the
seventeen school districts have subdivision, or so-called
educational office(s), within the district. There are nine
of these within seven school districts. Al-Baha and Sudair
school districts have two educational offices each, and
there is one in Arriyadh, Al-Qaseem, Al-Qunfadah, Al-Washim
and Jeddah. These supervision offices are responsible to
the school district superintendents' offices in the area and
not to the Ministry of Education. These nine educational
offices have very little authority except one of communication
between the schools and the school district superintendent's
office.

EDUCATIONAL DISTRICTS OF SAUDI ARABIA 1973-1974

JORDAN

AL-JOUF (8)

IRAQ

ANNAFUD

TABOUK (21)

EASTERN PROVINCE (14)

ARABIAN GULF

HAIL (15)

IRAN

UNAIZAH (22)

SUDAIR (20)

GULF OF OMAN

AL-MEDINA (9)

AL-QASEEM (10)

ARRIYADH (2)

AL-HASSA (6)

QATAR

• MEDINA

AL-WASHIM (12)

• RIYADH

R E D

AL-HOTAH & AL-HEREEQ (7)

JEDDAH (16)

AFLAJ (4)

S E A

MECCA (18)
MECCA

ATTAIF (3)

AL-BAHA (5)

WADI ADDAWASSER (23)

AL-QUNFUDAH (11)

BISHA (13)

AL-RUB AL-KHALI
(THE EMPTY QUARTER)

ABHA (1)

NEJRAN (19)

JIZAN (17)

ARABIAN SEA

SOURCE: MINISTRY OF EDUCATION, SAUDI ARABIA

Figure 2. Saudi Arabia, showing the existing twenty-three school districts, the setting of the study.

11

Historically, the school district system in Arabia was established in response to felt needs in the administration of the school system. The Ministry of Education felt that they were needed because of the difficulties involved in directly supervising all the schools in the country. Originally, they were small and very simple organizations, but they have since expanded in size and broadened their functions in response to the needs and demands of the times. In spite of their limitations, the rise of the school district system was significant because it marked a desire to improve the schools and to form more effective local school systems.

While the school districts in the country are identifiable, they have neither precise boundaries nor exact designations.[1] The majority of them overlap in area. In most cases, the boundaries of the school districts are not coterminous with the boundaries of any of the political subdivisions of the country. Although one school district may serve one region (Emarah) or part of it, in other instances they include more than one region. No one school district serves a single city.

The twenty-three school districts have been gradually established during the last four decades, and they vary widely in size. The first, Eastern which is called Al-Sharqiah, was

---

[1]Ali M. Towagry, "Organization Analysis and Proposed Reorganization of the Ministry of Education of the Kingdom of Saudi Arabia" (unpublished Ed.D. dissertation, University of Arkansas, 1973), p. 9.

established in 1936.[1] Two more, Arriyadh and Al-Qaseem, were

created in 1948. From 1953 to 1956 ten more districts were

established. In 1959, Sudair and Al-Washim were organized.

One each was established in 1963 and 1964, two were created

in 1965, and one each in 1966 through 1968. The last to be

created was Negran in 1968.[2] Only three changes have been

made in the location of school superintendents' offices since

their establishment. In 1936 the Eastern school district

superintendent's office was opened in the district of Al-Hassa

and was located in the city of Al-Hufuf, the old capital of

the Eastern Province. After the discovery of oil, the city

of Addammam was chosen to be the new capital of the Eastern

Province and about 1955, the school district superintendent's

office was transferred from Al-Hufuf to Addammam along with

all the other governmental agencies. However, in 1966 a new

school district superintendent's office was opened in Al-Hufuf

(Al-Hassa school district). In early 1959 (1379 A.H.), the

school superintendent's office in the district of Al-Aflaj

was transferred to the city of Al-Kharj (80 km south of the

---

[1]Practically, the first school district (Mecca) had
its beginning in 1926 when the first educational directorate
was founded in the country and located in Mecca. Its purpose
was to serve the entire nation, but in practice, its services
were limited to the city of Mecca and the surrounding area.
Therefore, it might be possible to consider it to be the first
school district in the country.

[2]Elementary Education Department, Ministry of Educa-
tion, Saudi Arabia, Elementary Education Between Yesterday
and Today, (1969), pp. 26-27 (In Arabic).

capital city of Riyadh). This was done so that it could serve not only the schools of Al-Aflaj, but also those of the districts of Al-Kharj and Al-Hota and Al-Hereeq. For several reasons, primarily relating to social unity, this office was returned, in 1960, to Al-Aflaj. At the same time, a new school superintendent's office was opened for the Al-Hota and Al-Hereeq district. The schools in the area of Al-Kharj again became the responsibility of the Riyadh school district.

The third change was made in 1963 and involved the Al-Baha superintendent's office. It had been established nearly ten years before in the city of Beljerashi in the same region. Even though it was moved, the office continued to serve the same schools in the Al-Baha location as it had served in Beljerashi.

As shown by the information in Table 2, the geographical size of school districts in Arabia varies markedly from one region to another. They range from a relatively small area of 1,300 square kilometers (about 500 square miles) to the vast metropolitan school district with an area of about 155,040 square kilometers (60,000 square miles).[1] The

---

[1]The geographical size of these school districts was taken from an original map for the twenty-three school districts made by the Ministry of Education in 1971-72 and since that date there has been no significant change in the size of these districts. The reading of the map was done by Mr. Elias Johnson, a graduate assistant in the Geography Department at Oklahoma University in the Spring semester of 1973. He has explained his procedure for the reading in the

TABLE 2

SIZE OF SCHOOL DISTRICTS IN SAUDI ARABIA AS THEY EXISTED IN 1972-73

No.	School Districts	No. of Schools	Teachers	Students	Service Area by Square Kms.	Schools Excluded From This Study
1	Abha	176	1,221	22,519	10,103	5
2	Arriyadh	263	3,765	77,876	70,618	10
3	Attaif	176	1,476	29,734	44,712	4
4	Al-Aflaj	27	144	1,939	20,005	2
5	Al-Baha	140	883	13,247	14,904	6
6	Al-Hassa	113	1,253	25,824	23,006	7
7	Al-Hota and Al-Hareeq	24	175	2,647	7,202	3
8	Al-Jouf	40	296	5,243	108,828	3
9	Al-Medina	129	1,315	26,724	104,027	7
10	Al-Qaseem	165	1,202	19,889	56,415	8
11	Al-Qunfadah	86	516	9,536	30,108	1
12	Al-Washim	92	479	6,791	50,413	4
13	Bisha	98	611	10,179	41,711	4
14	Eastern Province	176	1,963	44,938	155,040	12
15	Hail	89	568	8,304	75,520	4
16	Jeddah	103	1,660	39,346	25,607	3
17	Jizan	114	875	18,634	13,003	5
18	Mecca	101	1,633	36,621	7,802	4
19	Negran	33	255	5,932	8,402	—
20	Sudair	57	324	4,847	20,705	2
21	Tobouk	32	226	5,293	97,225	1
22	Unaizah	19	225	3,913	1,300	2
23	Wadi Addawasser	22	154	2,305	15,404	—
	Total	2,275	21,220	422,281	1,001,960	97

largest district is almost 120 times as large as the smallest one with the median being 25,607 square kilometers (9,884 square miles).

In terms of the number of schools, teachers, and students, the variations are also very large. Some in rural areas, such as Al-Hota and Al-Hareeq, Al-Aflaj, Wadi Addawasser, and Unaizah are very small while those in metropolitan areas such as Arriyadh, Eastern Province and Attaif have hundreds of schools of various kinds, very complicated administrative and supervisory systems, and thousands of teachers and students.

The largest school district, Arriyadh, operated in the 1972-73 school year 18 senior high schools and their equivalent (teacher training institutes and technical and industrial schools), 46 intermediate schools, 198 elementary schools, six special schools for handicapped children and one kindergarten. These 263 schools had a total enrollment of 77,876 students taught by 3,760 teachers. By contrast, the smallest operating school district, Unaizah, had two senior high schools (one of the two is a senior night school), four intermediate high schools including one intermediate night school, twelve elementary schools and one special school for

following statement: "The readings from a K and E planimeter were taken from each educational district and averaged. The readings were in hundredths of square inches and all readings which were averaged were within .05 square inches of each other. Conversions into square miles and square kilometers were made from the knowledge of the scale of the map and appropriate conversion factors."

handicapped students. These nineteen schools had an enroll-
ment of 3,913 students taught by 225 teachers.[1]

Each of the school districts is headed by a superin-
tendent who is appointed by and responsible to the Ministry
of Education. Theoretically, he is considered to be the agent
of the Ministry in his district and the official who carries
out the policies it sets. In practice, he exercises general
supervision over the operation of the schools in his region
and has minor responsibility for curricula and teaching
methods. Actually, local school authorities devote most of
their time to routine matters related to the day-to-day opera-
tion of the schools.

The school district superintendent is assisted by a
number of coordinators (supervisory officers), administrative
and financial workers. Figure 3 is a chart showing the
administrative organization for a district superintendent's
office.

Whereas the superintendent's office is concerned with
the total district and works with the Ministry of Education,
the school principal is directly responsible for the adminis-
tration of only one school and has no contact with the Minis-
try of Education except through the superintendent. Figure 4

---

[1]It should be noted that the number of students and
teachers in this smallest school district is higher than in
any one of the districts of Al-Aflaj, Al-Hota and Al-Hareeq,
and Wadi Addawasser even though each one of these three
school districts has a larger number of schools than Unaizah.

ADMINISTRATIVE CHART OF THE EDUCATIONAL DISTRICT OFFICE IN SAUDI ARABIA
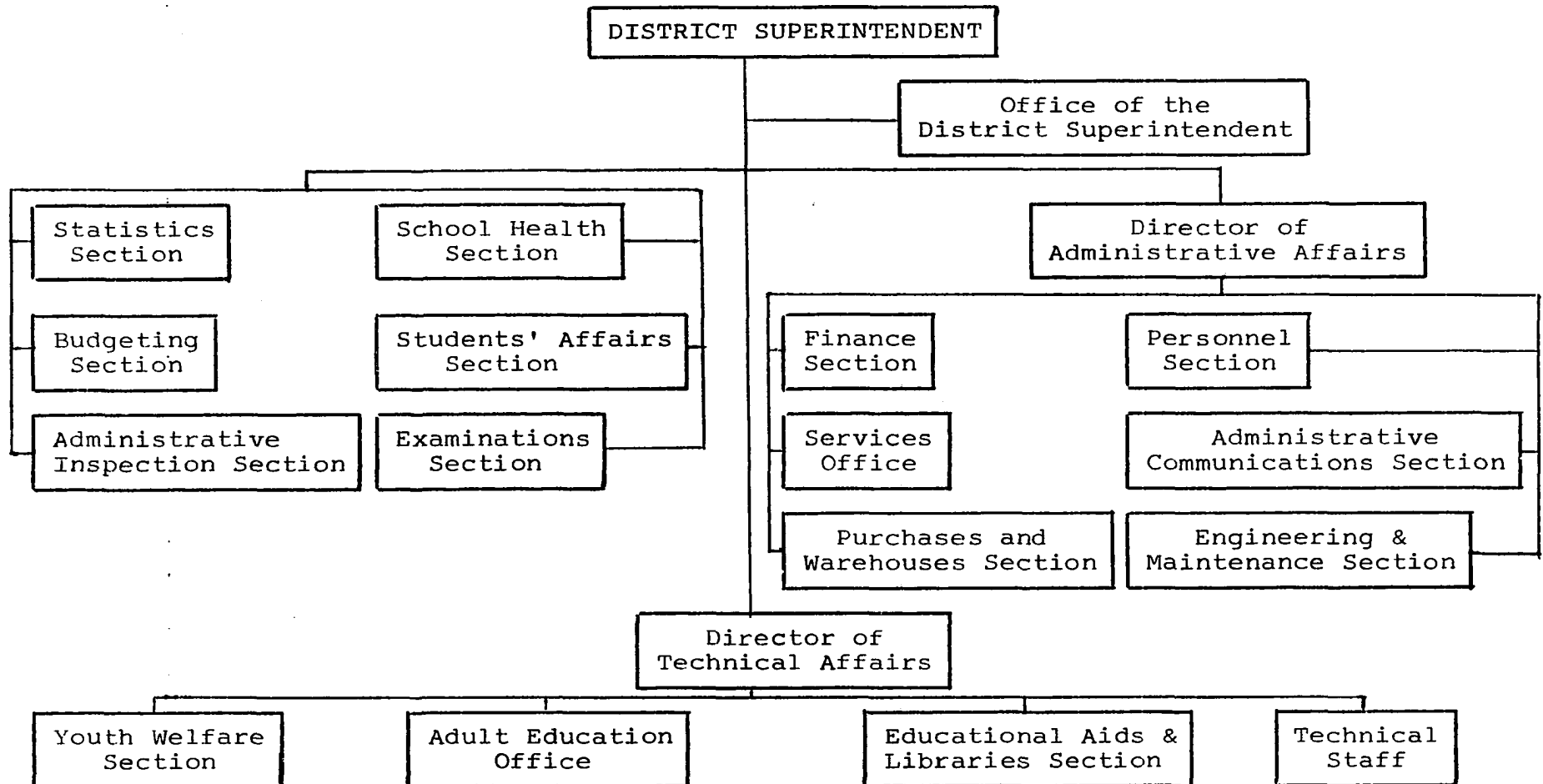
Figure 3

is a chart indicating the lines of administrative authority

for education in the country.

Figure 4

Minister of Education
↓
Deputy Minister of Education
↓
A Number of Director Generals
(Within the M. of Ed.)
↓
School District Superintendent
↓
Director of Educational Office
(In a few districts)
↓
School Principal
↓
School Teacher
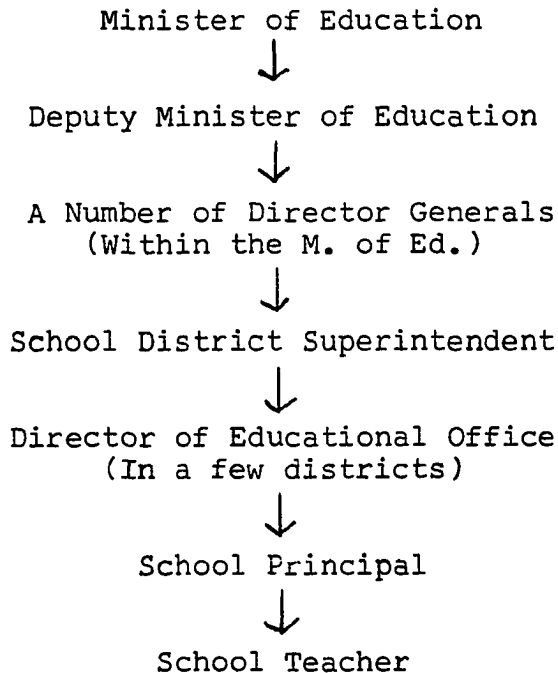
Philosophically, the school district superintendent's

office exists to provide needed services to individual

schools and to serve as a liaison between the Ministry of

Education and the schools. However, in practice, its major

functions are primarily administrative, statistical and

supervisory. In fact, major decisions are seldom made at a

level lower than the Ministry of Education. Even such details

as the amount of time to be spent on each part of a course of

study, the setting of examinations, and the determination of

teaching methods are decided by the Ministry of Education.

Since the establishment of the modern educational
system in Arabia (1926), few changes have been made. Its
nature and philosophy remain substantially the same. In
short, the rapid growth in the education system in the past
few decades has caused no drastic changes in its structure,
but because of a growing recognition of the role education
plays in improving the quality of life, there is a new
commitment to improve the system. In recent years and as
part of the undergoing administrative reorganization of the
Ministry of Education and its components, there has been a
great deal of interest expressed concerning the need for
improving educational administration in the schools. Con-
sequently, efforts have been initiated quite recently that
are designed to make schools and school districts more effec-
tive organizations. The Ministry of Education has begun to
delegate some of its authority for the management of the
schools to the local and regional school districts. It is
now planning to reorganize the school districts themselves.
These changes signal an interest in a more decentralized
administrative system in the schools along with making the
school district superintendent's office an independent unit
for the administration of education.

The climate for change in the Arabian school system
is a result of the wave of change in the whole of life of
the nation over the past few decades. It is also the result
of commitments to the belief that young people are Arabia's
most valuable resources.

Statement of the Problem

The problem of this study was to investigate the rela-
tionship between the size of the existing school districts
in Arabia and the administrative and supervisory services
provided to the schools. More specifically, the purpose of
this investigation was to identify and describe the relation-
ship(s) that may exist between the size of the existing
twenty-three school districts in Saudi Arabia, as measured
by average daily attendance, territories, number of schools,
and number of teachers, and the administrative and supervisory
services provided to the local schools.

Specific questions to which answers were sought
included:

1. What is the relationship between the size of a
school district in Arabia and the administrative power and
authority exercised in the district?

2. What is the relationship between the size of the
school district and the professional qualifications of the
district superintendent and school district supervisory
officer(s)?

3. What is the relationship between school district
size and the road conditions and communication system, and
the financial conditions and procedures in the school dis-
trict superintendent's office and schools?

4. What are the characteristics of each school dis-
trict in terms of location of the superintendent's office,

topography, climate, population, and social responsiveness and unity?

5. What would be a defensible plan for reorganizing the sizes of the school districts in Saudi Arabia in light of the findings from this study?

The Need for the Study

The problem of this study is one of the major administrative problems that is now facing the school system in the country. It is concerned with the sizes and services of the school districts in Arabia. It was designed and undertaken because of the investigator's wishes to contribute to the improvement of educational services in his native country. The decision to conduct this study was made primarily because of the current emphasis on the importance of the school district system in the country. However, the need for it is based on at least the factors enumerated below:

1. A general awareness of inadequacies of the existing school district system.

2. The fact that there has been no previous scientific research on the school districts of Saudi Arabia.

3. The size of the school district best suited to provide all the schools with administrative and supervisory services has not yet been determined in Saudi Arabia.

4. The expectation that the results of this study may be helpful to Saudi Arabia as changes in its educational structure are contemplated.

5. This investigation might bring to light some of the inequalities and weaknesses that currently exist in the present educational system.

6. There is evidence that the size of the school district is very much associated with the adequacy of a local school administrative unit.

7. There is concern on the part of many people of the country about the problem of wide differences in services provided in some schools in relation to others.

8. Geographically, the country is very large and the communication system is inadequate. Therefore, the Ministry of Education cannot adequately administer and manage all of the schools in the country and maintain them at a maximum standard of efficiency.

Definition of Terms

The basic terms being used in this study have been defined as follows:

Saudi Arabia. Refers to the Kingdom of Saudi Arabia, located in the central Arabian Peninsula of Southwest Asia. The word "Saudi" refers to the surname of the royal family governing the country, and it is used to refer to the citizens of the country, and "Arabia" refers to all of the Peninsula. In this study, the word "Arabia" has been used to replace "Saudi Arabia."

Ministry of Education. Refers to that governmental agency which is headed by the Minister of Education (a member

of the Council of Ministers, the top official organization in the country) and which is responsible for providing statewide leadership in the education for boys.

School District. In this study, this term refers to the geographical division of territory within the country established for educational purposes. Each district includes a number of elementary and secondary schools and operates under a superintendent. The districts function as governmental subdivisions that have been established to mediate between the Ministry of Education and the schools.

School District Superintendent's Office. This refers to the regional or local government educational organization set up by the Ministry of Education in each of the twenty-three school districts of the country for the purpose of supervising schools and representing the Ministry of Education in that area. This office, which is called in Arabic Idart A Talleem, consists of a director (superintendent), a department head for the administrative and instructional departments, and a number of supervisory officers, division heads, and specialists as may be needed to carry out the duties of this office.

School District Superintendent. Refers to the chief administrative officer appointed by the Ministry of Education. He has some administrative responsibility for the schools within the unit.

School District Supervisory Officer. This title re-
fers to the coordinating officer, administrative or instruc-
tional coordinator, who is called in Arabic Moajeh or
Mofatish. In addition to his duties in the office, he
usually assists the superintendent by visiting the schools
and reporting to him concerning the schools.

School Principal. The principal is the chief admin-
istrative officer in a school. In this study, he is the
head of an elementary or a secondary school. Usually, the
elementary school principal is assigned to this position by
the superintendent in his district, whereas the secondary
school principal is nominated by the superintendent and
assigned by the Ministry of Education.

Size of School District. This refers to its terri-
tory, the number of schools, teachers, and students.

Reorganization. Refers to the altering of school
districts into administrative units of different sizes and
character.

Centralization and Decentralization of Educational
Administration. Centralization of educational administration,
as the term is used in this study, is the situation in which
the administrative authority and responsibility for education
in school districts is vested in a central body (The Ministry
of Education) at the national level. When authority and
responsibility are delegated to local and regional educational
autonomous bodies, the administration of education is

considered to be decentralized.

Administrative Power and Authority. In regard to the
school district superintendent and his subordinates in this
study (supervisory officers), this phrase refers to the gen-
eral legal authority over education within a school district's
boundaries. It includes authority to establish and maintain
schools; determine their location, direct and supervise them;
provide and maintain buildings, grounds and equipment for
each school; provide instructional supplies and other equip-
ment as needed; choose school principals as well as other
school employees; and share the responsibility of making
major decisions about education. It also includes the power
to rent, purchase, make repairs, furnish supplies and
janitorial services; share the responsibility of determining
what textbooks shall be used; administer the public examina-
tion for school and regulate school examinations and grading;
prepare the annual budget of expenditures of districts and
schools; set up rules, regulations and policies governing
teachers, other personnel and students (which includes the
power of appointing, promoting, distributing, transferring
and disciplining of teachers and other personnel); provide
transportation for students; decide upon the opening and
closing date of schools and exercise other powers as enumer-
ated by law.

In regard to school principals, administrative power
and authority refers also to the general and legal authority

to direct the affairs of an individual school. It includes
having an amount of money allocated to his school for the
procurement of necessary school equipment; preparing, or at
least participating in preparing, the annual budget for his
school; furnishing supplies and janitorial services; making
the necessary repairs needed to his school building and its
equipment and materials; sharing the responsibility of making
major decisions, especially those which concern his school;
having a voice in determining what should be done about his
school's affairs; having an opportunity to make maximum use
of his individual abilities and to demonstrate his skills;
enforcing regulations, policies and laws; planning and
suggesting and being responsible for the day-by-day opera-
tion. It also includes deciding upon the opening and closing
hour of his school, admitting and dismissing students,
deciding upon sizes of classes, selecting and dismissing
teachers, and assigning and dismissing janitors.

Conceptual Model and Assumptions

Considerable research has been conducted on the rela-
tionship of organizational size and organizational effective-
ness in the United States. Evidence seems to indicate that
there is a relationship between the size of an institution
and the efficiency of its operations.

A number of studies on school district size and ser-
vices provided by school districts has been completed in
recent years. These studies were designed to provide

information on how school districts could improve the services they provided. Reorganization of school districts and efforts to establish sound local school district standards have resulted, based on information from studies on the relationship between school district size and the administrative services provided by a school district.

As early as 1954, Stanley Vernon Smith reported that institutional size has an impact upon the quality of administration.[1] He stated that:

> The relationship between school size and quality of administration is positive and strong, with evidence of an extended plateau for the schools of average size.

Since school district size appears to be a significant factor in the effectiveness of a school district's administrative and supervisory support, this study will try to determine the relationship that may exist between the size of the existing twenty-three school districts in Arabia, as measured by average daily attendance, territories, number of teachers, number of schools, and the quality and quantity of their administrative and supervisory services. In investigating this relationship, the following assumptions were made:

1. The idea of dividing the country, Saudi Arabia, for the purpose of education, into a number of school districts

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[1] Stanley Vernon Smith, "Quality of Education Related to Certain Social and Administrative Characteristics of Well-financed Rural School Districts: A Study of the Central Schools of New York State" Dissertation Abstracts, Vol. XIV, No. 11, 1954, p. 1982.

is defensible and should not be abandoned.

2. The major functions of school districts in Arabia should be to provide high quality educational leadership and educational services to local schools, performing liaison and reporting functions between the Ministry of Education and schools.

3. There is a need to determine the size of school districts that can best provide the administrative and supervisory services required by the schools of Saudi Arabia.

4. Improving the quality of administration should be of considerable value for all school districts.

5. Reasonable equality of educational opportunities should be provided to all school-age youth.

6. Opinion responses received on questionnaires are indicative of the true judgments of the respondents.

Delimitation of the Study

This was a status study of school district size and its effect upon the educational administrative services in Arabia with the following limitations:

1. This investigation was limited by the fact that the approach to any problem varies in each country according to its traditions, its resources, and its own particular way of organizing and operating its institutions.

2. This study concentrated on the administrative system of Arabian government schools, but it was not to evaluate the philosophy, purpose, school programs, or the

effect of the formal educational system on the country.

3. No attempt was made to discover all administrative practices now being used in school districts.

4. In addition to the 23 school district superintendents and 77 school district supervisory officers, the study was limited to 600 elementary and secondary school principals chosen randomly from 2,178 school principals.

5. The study was limited to the school districts that are supervised by the Ministry of Education.[1] Schools that were not included in the study are:

     a. Kindergarten, elementary, and secondary schools for girls.

     b. Private kindergarten, elementary and secondary schools.

     c. Secondary sectarian schools.

     d. Elementary and secondary schools that are supervised by the Ministry of Defense.

     e. Kindergartens supervised by the Ministry of Education.

     f. Night and adult schools supervised by the Ministry of Education.

Failure to include in the study the school principals, school district superintendents and supervisory officers from

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[1]The Ministry of Education is responsible for the majority of the elementary and secondary schools in the country. In 1972-73, 75.5 per cent of the schools (2,461 out of 3,257) contained 73.6 per cent of the classes (18,135 out of 24,622) and served 68.6 per cent (454,313 out of 661,958) of the students. These schools were taught by 72.8 per cent (22,204 out of 30,484) of the teachers and administered by 73.1 per cent (5,469 out of 7,480) of the administrators fully under its jurisdiction.

the schools identified in the preceding four items (a, b, c, and d) was justified by the fact that these schools and school districts are supervised by authorities other than the Ministry of Education. Therefore, their relationship to the school districts with which this study was concerned was not close enough to justify including them in the study.

Although the kindergartens are supervised by the Ministry of Education, they were not included in the study because there are only three school districts with kindergarten. They are located in three large cities.

The night and adult schools are also supervised by the Ministry of Education, but they are usually part of the regular day schools. They use the same buildings; they are administered by the same principals and taught by regular day school teachers. Therefore, they were not included as separate institutions so as to avoid confusion and repetition in the information asked for by the questionnaire.

6. Since the present educational program affects only the people who are located in settled places, and because there is nearly a total absence of adequate statistical information, the Bedouin (Nomadic) children, who still follow the trends of their desert heritage, and the unsettled areas were also excluded from the study.

7. Any recommendation or suggestion which might be developed in the light of the findings of this study will be limited to the general framework of the Saudian Government

organization style, overall policies and objectives of the educational system, and the social system in Arabia.

8. In addition to the above limitations, other limitations should be kept in mind while interpreting the results of this study. The most serious limitations are those which are inherent in a descriptive design. There is an inability to manipulate independent variables and to exercise proper control over the randomization of subjects.

A study of this type involving use of a question-naire is subject to certain limitations which should be recognized from the beginning. The instrument being used in this investigation dealt mostly with matters of personal attitude. Many experts in the field of human behavior (behavioral science) and psychology indicate that personal attitudes are not amenable to being measured in the real sense. Attitudes are often affected by many factors such as the social and political system, the personal background and history or personality, and such events outside the individual's control as may play a role in shaping his attitudes.

Organization of the Study

This dissertation is organized into five chapters. The first chapter is the introductory chapter which includes, in addition to a brief introduction, ten sections: the development of the school district system in Arabia, adminis-trative organization, geography and demography, the districts,

statement of the problem, need for the study, definitions of terms, conceptual model and assumptions, delimitations, and organization of the study.

Chapter II contains the review of research and related literature which includes research related to public and educational administration in Saudi Arabia, and research and literature related to school district size and its effect upon school services in the United States.

The design of the study is contained in the third chapter. It includes four sections: sampling, research instrument, method of collecting data, and treatment of data.

Chapter IV contains the presentation and analysis of the data.

Chapter V contains the findings of the study, conclusions based on the findings, recommendations which include a suggested plan for reorganizing the school districts in the country, and recommendations for further study.

CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

There has been no previous research concerned with
the relationship between the size of school districts in
Saudi Arabia and their services. It was determined that the
most appropriate areas to review to provide bases for the
study would be as follows:

1. Literature related to the existing Saudi Arabian
public administration system in general and educational
administration in particular.

2. The literature produced by authorities in school
district organization in the United States as well as inter-
mediate units and regional education centers.

Administration in Saudi Arabia

According to Grassmuck (1965), within the category
of conservative oligarchies, Saudi Arabia ranks as one of
those which are newly entered on the prismatic process.[1] The
great difficulty of this transition period in the history of
the country is described in the following statement:

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[1]George Grassmuck, *Policy, Bureaucracy, and Interest
Groups in the Near East and North Africa*, (Comparative adminis-
tration group [ASPA] Revised Draft Papers, June, 1965), p. 32.

. . . Arabia is now experiencing a difficult period of
transition accompanied by much uncertainty as to what
path she should follow to join the progressive stream
of modern civilization.[1]

As a result of the rapid growth and development of

Saudi Arabia and its institutions, the country has taken a

number of steps during the last few decades to modernize the

government and its administration. However, the country

suffers from a shortage of sound research. This shortage of

prior research has limited the effort of present researchers.

In describing this problem, one Saudi researcher illustrated

the major impact of the research shortage:

> . . . Saudi Arabia is one of the developing countries
> which are characterized by the vast shortage of data
> and lack of specific studies and surveys in the economic
> and social fields, leaves the research worker with no
> choice but to deal with some of the broader issues, so
> far as future development is concerned.[2]

Another writer described the problem in relation to

the managerial problems that the country is now facing:

> Not only are there problems in decision making processes,
> in managerial communication, and in decentralization of
> authority, but the greatest problem is the lack of man-
> agerial research in Saudi Arabia. Without research to
> analyze problems and to pose solutions, managerial
> inefficiency will continue. However, there are not
> enough experts in managerial services to conduct such
> studies. Although a few studies have been written by
> foreigners, the majority of them were unsatisfactory

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[1]Abdullah M. Zaid, "A Pragmatic Critique of Contempo-
rary Arabian Civilization" (unpublished Ph.D. dissertation,
University of Oklahoma, 1972), p. 1.

[2]Mohamed Ali Hibshy, "The Development of Higher Edu-
cation in Saudi Arabia, 1945-1965" (unpublished master's
thesis, University of London, 1967), p. 204.

because of a lack of information and cultural and lan-
guage barriers.[1]

In regard to education another writer pointed out:

On the terms of the academic research under higher insti-
tutional sponsorship, there have been very few attempts
to do, or proposals for, research concerning education
in Saudi Arabia by those graduates abroad in the United
States and other countries.[2]

The poverty of research is one of the major limita-

tions facing the country. However, some academic research

has been done recently that is directed at organizational

changes and the improvement of management practices.

Most of the studies referred to above have been

directed to the purpose of developing more effective organi-

zations. They focus on broad issues and give particular

emphasis to the problem of the shortage of qualified personnel

in the governmental institutions. Most of these researchers

conclude that the key to improving the organizations and

their administrative systems is more education and personnel

training. They see the shortage of qualified and specialized

personnel as the chief reason for malfunctioning in the exist-

ing organizations. They emphasize the fact that as an inevi-

table result of the current rapid change in all spheres of

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[1]Abdullah Mohamed Al-Sabhan, "Changing Organizations
Within a Changing Society: Saudi Arabia" (unpublished master's
thesis, The University of Arizona, 1972), p. 35.

[2]Mohamed Ismail Zafer, "An Investigation of Factors
Which Are Associated With Enrollment and Non-enrollment in
Teacher Education Programs of Public Secondary Education in
Saudi Arabia" (unpublished Ph.D. dissertation, Michigan State
University, 1971), p. 43.

life in Saudi Arabia and growth in size and complexity,
qualified administrators and personnel are not available to
provide the different governmental institutions with per-
sonnel capable of efficient management. Many who now occupy
high positions in the government enterprises are not quali-
fied to fulfill their responsibilities. A report by the Ford
Foundation stated:

> The basic problem of the present administration in
> Saudi Arabia is the lack of training and qualified
> employees on all levels. This is a result of the
> lack of specialists in administration, who can intro-
> duce modern administrative techniques and methods and
> give needed training to the government employees.[1]

One of the chief reasons for the shortage of quali-
fied personnel in the government enterprises is that "In the
beginning, education in Saudi Arabia was too weak to supply
qualified personnel. Consequently, the government found it
necessary to utilize unqualified personnel and to appoint
many foreign personnel to fill these positions."[2]

Other blocks to effective administration include
unclear areas of responsibility, poor managerial communica-
tion, and the lack of administrative flexibility.

According to Al-Sabhan, the major obstacles to im-
provement of organizational administration in Saudi Arabia are:

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[1]Ford Foundation, The Aspects Which Affect the Admin-
istration Reorganization in Saudi Arabia (Riyadh: Ford
Foundation Team, 1963), p. 2.

[2]Abdullah M. Al-Sabhan, Changing Organization Within
A Changing Society: Saudi Arabia, op. cit., p. 7.

First, the managerial impediments are the result of managerial difficulties such as unclearly defined areas of responsibility, a lack of informal managerial communication, insufficient specialization of personnel, lack of frank discussions, and administrative flexibility.

Second, the social impediments to managerial improvement are the result of cultural attitudes toward criticism of one's relatives and friends.[1]

Because of the special circumstances in the country, some of the problems that are identified as major ones in Saudi Arabia might be considered of secondary importance in other countries. This should be emphasized as the review of research continued.

Because there had been few previous studies in the country, most of the writers of the above mentioned studies drew on their experiences as governmental employees and as Saudi citizens to present one side of the picture of their country's social and political system. To some extent, this situation can be considered as an advantage for these areas of research. The researchers' past experiences undoubtedly affected their writing, so they wrote as experts on such problems. It is the presumption of Dr. Rasheed that past work experience may have influenced these people's perceptions. He pointed out that "an individual who has worked has encountered the realities of the working world, while

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[1]_Ibid._, p. 52.

non-work-experienced people have been less exposed to such realities."[1]

Many of these studies were directed to some of the major problems such as bureaucracy, centralization, organizational change, and local autonomy. Only a few deal with problems of educational administration. However, since schools in Arabia are government enterprises, educational administration is considered to be one of the major segments of the present Saudi Arabian bureaucracy.

A review of local studies revealed that general management and public administrative systems in the country became the target for the first group of Saudi researchers. This is probably a natural phenomenon for a newly developing country such as Arabia. One writer summarized some of the problems as follows:

> As Saudi Arabia's wealth increased following the discovery of oil, the government's organizations became more complex and wide-ranging, with the problems that rapid growth brings: complicated managerial structures, poor inter-organizational cooperation and communication, and insufficiently trained personnel.[2]

The organizational deficiencies which result from (a) the relative antiquity of the original structural basis compared to the present complex functions, and (b) the

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[1]Mohammed Ahmed Rasheed, "Saudi Students in the United States: A Study of Their Perceptions of University Goals and Functions (unpublished Ph.D. dissertation, Oklahoma University, 1972), p. 14.

[2]Abdullah M. Al-Sabhan, "Changing Organizations Within A Changing Society: Saudi Arabia," op. cit., p. 51.

unfamiliarity of the bureaucratic leadership with modern
organization and methods have been considered as another
cause for the administrative lag in Saudi Arabia.[1]

All these and other causes seem to be the result of
the vast growth in the size and complexity and the sudden
expansion of the administration system in the country in a
short period of time. It should be pointed out that what
has been achieved so far should be judged in terms of the
limited time that has been available for problem solving.
The needed changes have not been fully accomplished, but the
realities of the present can best be examined in the light
of the past.[2]

Not only do the problems of organizational defi-
ciencies still exist, but they are increasing with the growth
and complexity of the system. There is need for better
decision-making as well as improvement in other managerial
matters, higher motivation levels for the personnel, wider
participation in decision-making, improved managerial com-
munication, greater decentralization and more delegation of
authority.[3] In short, organizations in Saudi Arabia are

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[1] Ibrahim Mohamed Al-Awaji, "Bureaucracy and Society
in Saudi Arabia" (unpublished Ph.D. dissertation, University
of Virginia, 1971), p. 250.

[2] Mohammed A. Rasheed, "Saudi Students in the United
States: A Study of Their Perceptions of University Goals and
Functions," p. 29.

[3] Abdullah M. Al-Sabhan, "Changing Organizations Within
A Changing Society: Saudi Arabia," p. 48.

being challenged more than ever by a changing environment

which is demanding greater efficiency in the use of the

limited resources available.

One of the most comprehensive studies concerning the

present Saudi Arabian bureaucracy is the work of Al-Awaji.

In discussing how this bureaucracy has developed, he pointed

out that:

> . . . Saudi Arabian bureaucracy has developed from
> non-uniform and fragmented organization to an
> extremely centralized system.[1]
> . . . .
> Saudi Arabia bureaucracy is also characterized by
> a sharp overlapping of its laws and various regulations.[2]

He added further that:

> Centralization of authority in the hands of the few
> is a common phenomenon throughout the entire adminis-
> trative system. The Council of Ministers, which is
> formally the supreme organ of the state, still preserves
> for itself jurisdiction over many minor issues . . .[3]

It has been said that developing countries almost

without exception are faced with the problem of excessive

centralization.[4] In the case of Saudi Arabia, the foundation

for modern and formal administration was set up only a few

decades ago. According to Al-Awaji:

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[1]Ibrahim M. Al-Awaji, "Bureaucracy and Society in
Saudi Arabia," p. 205.

[2]Ibid., p. 217.

[3]Ibid., p. 206.

[4]United Nations Technical Assistant Programs, Public
Administration Aspects of Community Development Programs
(New York: 1959), p. 7.

For over three decades from its founding until the early 1950's, the Saudi Arabian government managed to survive without a central administration. Its main business was the preservation of law and order in a rather divided society. That is, throughout this phase of the state-building process, the function of the government was limited to the maintenance of the status quo rather than the realization of national integration. However, since the early 1950's some solid steps in the direction of a complete unification have been taken culminating in the creation of a unified politico-administrative machine for the entire country. The discovery of great oil resources, the flow of external influences brought in through modern information media and the advent of transportation, and the rising popular expectations and demands have all resulted in a gradual change in the orientation and scope of governmental concerns, ranges of activities and organization. These developments, however, cannot be viewed as conscious transformational actions, but rather sporadic adjustive responses to the requirements of system maintenance, i.e. the preservation of basic values and characteristics of the system in a changing international atmosphere.[1]

Only very recently has the administration been able to give attention to and initiate serious activities related to the organization and to the improvement of the administrative system. There has been greater change in this area within the past few years than has taken place over the last century.

In discussing the other forms of centralization in the country,[2] Al-Awaji pointed out that:

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[1]Ibrahim M. Al-Awaji, "Bureaucracy and Society in Saudi Arabia," pp. 20-21.

[2]To justify the different forms of centralization in the country, it can be said, the first form exists in the Council of the Ministers, the supreme organ of the state. The second form is within the Ministries and other heads of governmental agencies located in the Capital. The third, and perhaps the last, form of centralization probably falls in the hands of the local authorities in the different regional organizations—namely in the local branches of the Ministries and other head governmental agencies in the different provinces of the country.

Authority is concentrated at the very top (e.g., min-
isters, heads of agencies, deputies, directors-general,
and the like). Everything has to be submitted to the
man at the top. Not only these important problems
which normally fall within the jurisdiction of a min-
ister are referred to him, but also extraneously the
bulk of the organization's work which mostly involves
routine actions. The consequences are devastating.
First, top officials spend their time discussing or
signing papers of insignificant value to their official
responsibility. Many of the issues which are submitted
to ministers and deputies can very properly be adminis-
tered at lower levels in the hierarchy. Ministers and
other top officials, because they are so busy handling
small problems, have little time left for major issues
and long range developments. Second, besides reviewing
and signing the numerous papers on their desks, ministers
and top officials spend a great portion of their office
hours receiving people who follow up their concerns to
the official's desk regardless of the importance of the
issues involved. The lack of delegation of authority
in the system is intensified by the lack of clear-cut
guiding rules and regulations, work manuals and stan-
dardized forms . . .[1]

With this kind of centralization, and the vast growth

in size and complexity of various organizations, it is

obvious that government administration cannot be effective.

It is virtually impossible for governmental branches to offer

adequate services. For instance, the centralized system in

the Ministry of Education makes it very difficult for school

districts to offer adequate educational, administrative, and

supervisory services.

In regard to the effect of strict governmental con-

trol upon local administrative branches in Arabia, one

writer stated that:

[1]Ibrahim M. Al-Awaji, "Bureaucracy and Society in
Saudi Arabia," pp. 209-210.

Deconcentration of administrative authority, both within the ministries themselves and from headquarters to regional office, is limited, and delegation of authority to local authorities outside of the capital is the exception.[1]

To a large extent, the personnel and financial matters of government organizations have been centralized in the top officials while little authority is delegated to the local officials. In this regard Al-Awaji has stated:

In both personnel and financial matters, little authority is delegated to the people at the local level. Consequently, by and large, decisions in minor issues (e.g., appointing an out-cadre employee or purchasing parts for a broken machine, etc.) may usually await approvals from central agencies for weeks or months, and in some cases a year, due to the difficulties in transportation and communication and/or the complicated and slow procedures at the central administration. Not only does such a system result in a delay of the activities in the field, but also in unjustifiable amounts of routine work at the central levels. People travel hundreds of miles from their localities to the capital to follow up routine issues. This is quite manifested by the familiar scenes of crowds at the doors and desks of the administrators in the central agencies.[2]

In describing the effectiveness of the regional governmental agencies in the country, Al-Awaji said:

. . . their effectiveness is hindered not only by essential problems common to all governmental agencies such as corruption, overlapping, lack of trained personnel and inefficient methods, but also by lack of sufficient authority for the fulfillment of their formal functions.[3]

[1]Yousif I. Alsalloom, "Pattern and Problems of Local Administration in Saudi Arabia" (Special field projects, Fifth Report, Presented to Prof. Edwin O. Stane, Political Science Department, University of Kansas, December, 1969), pp. 48-49.

[2]Ibrahim M. Al-Awaji, "Bureaucracy and Society in Saudi Arabia," p. 207.

[3]Ibid., p. 130.

In addition to centralization, the local administration has the problem of coordination. According to research concerning local administration in Arabia, the major problems that are facing these organizations are (1) centralization, (2) efficiency, (3) coordination, and (4) finance.[1] For one reason or another, it is inevitable that some parts of the country get more attention than others.

Educational Administration in Saudi Arabia

It should be pointed out that formal education in Saudi Arabia is a recent development. Only since 1950 has it been given serious attention, and its major growth has occurred in the past few years.

Since the educational system is a subset of the government system, the preceding discussion pertaining to public administration and local organization could be applied to educational administration in Arabia. Rapid growth, strong centralization, shortages of specially trained personnel, inadequate and ineffective administration are features of Arabian educational administration. Similar to the findings of the preceding studies concerning the public administration system in the country, one authority has pointed out that:

> The educational administration is highly centralized
> with the Ministry of Education undertaking the necessary

[1]Yousif I. Alsalloom, "Pattern and Problems of Local Administration in Saudi Arabia," p. 48.

steps involved in the total operation such as planning, policy-making, budgeting, staffing, setting up the curriculum, prescribing and supplying books, as well as physical and teaching materials for the schools.[1]

Another writer expressed his opinion regarding the largest educational organization in the country by saying:

> At present, the Ministry of Education of Saudi Arabia exhibits a highly inconsistent hierarchical structure, characterized by a lack of precise specification of functions and scope of offices and an inconsistent set of reporting relationships among organizational offices.

Tawagry called for changing the present situation when he said:

> Several of the programs most crucial to the accomplishment of overall educational objectives are in need of further improvements in planning, and administration. . . . the specific administrative policies and procedures now in operation are outdated and in need of comprehensive review and revision.[2]

In another study, Zaid indicated that:

> With 415,110 students enrolled in all of its school in 1970, the Ministry of Education is faced with many challenging problems, problems such as bureaucracy, centralization, unskilled personnel, low standards of teachers, and poor funding. Most critical is the problem of illiteracy, approximately 90 per cent of the population still illiterate. Another major problem is that of conservatism imposed by the state political system which is puritan in beliefs and practices.[3]

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[1]Saleh A. Bawazer, "A Proposed Social Studies Program for the Intermediate Level of the Elementary School of Saudi Arabia" (unpublished Master's thesis, University of Southern California, 1967), pp. 1-2.

[2]Ali Mohammed Tawagry, "Organization Analysis and Proposed Reorganization of the Ministry of Education of the Kingdom of Saudi Arabia" (unpublished Ed.D. dissertation, University of Arkansas, 1973), p. 2.

[3]Abdullah M. Zaid, "A Pragmatic Critique of Contemporary Arabian Civilization" (unpublished Ph.D. dissertation, University of Oklahoma, 1972), p. 10.

Zaid described what he called the overall educational crisis

when he said:

> Arabia now is in the midst of an overall educational
> crisis. The country lacks clarity of vision, profes-
> sionalism in administration, qualified planners, highly
> trained teachers, and a pragmatic political, social and
> educational philosophy.[1]

Some of his major findings included: (1) schools are

administered non-democratically. A successful principal is

one who effects the most control regardless of the means he

may employ. (2) Deficiency in educational planning is one

of the major problems confronting education in Saudi Arabia.

(3) The highly centralized system of education has greatly

hampered and complicated the development of education in

Saudi Arabia.[2]

In regard to school districts, he recommended that

the Ministry of Education and the country's major educational

districts should be decentralized; a reasonable degree of

autonomy should be granted to individual schools so that they

may become more self-directing. This is necessary because

no single controlling body can effectively assume total

responsibility for numerous schools when each must operate

under different environmental conditions.[3]

As has been pointed out earlier, there has been little

research related directly to school districts in Arabia or

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[1]Ibid., p. 136.

[2]Ibid., pp. 138-139.

[3]Ibid., p. 143.

to their sizes. However, a few studies have given some
attention to these organizations. One of these was con-
ducted in 1973 and suggested a plan for reorganizing the
Ministry of Education. This study suggested reorganizing
the educational system into seven school districts rather
than the present twenty-three. It further recommended the
establishment of a regional system of educational adminis-
tration instead of the currently existing local and regional
system of educational district administration. These recom-
mendations were not justified with supporting rationale or
empirical data other than the researcher's assumption that
"it is appropriate to initiate a general grouping of dis-
tricts in such a way as [to establish] only one or a few
rather than twenty-three offices."[1]

The study described above also concluded that:

> The problem of direct reporting and the volume of com-
> munications between the education districts and the
> central Ministry should be greatly eased by the intro-
> duction of a Regional Directorship level between the
> central Ministry and the districts, with appropriate
> delegated authority to accomplish their objectives.[2]

The above suggestion might be based on the general
suggestion made in 1963 to reorganize the local governments.
This new local system has not yet been put into effect. It
has been understood that the intent is to divide the country

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[1]Ali M. Tawagry, "Organization Analysis and Proposed
Reorganization of the Ministry of Education of the Kingdom
of Saudi Arabia," p. 58.

[2]Ibid., p. 95.

into seven or eight large provinces. Each province would presumably have some sort of autonomy in its budget and services. School superintendents, for example, and other heads of departments in the province, such as health and agriculture departments, would be responsible to the governor of the province.

Delegating authority to local school districts has been considered to be of vital importance by a majority of people who have written about the educational system in Arabia. As one writer has stated:

> Without provision for the delegation of some of the authority over Educational Districts from the Deputy Minister's office, a great deal of inefficiency and time lag can be expected to occur in the administration of each of these districts.[1]

As the above statement points out, one of the major reasons for the inadequacy and inefficiency of school districts seems to be the failure to delegate adequate authority to local school districts to enable them to be more effective in serving their schools and their communities.

Another characteristic of the school districts in Arabia which has been emphasized by several writers is the role and the function of the superintendents. As Bawazeer indicated, they are, practically speaking, the executives who carry out the policy and instructions of the Ministry of Education as well as supervise the machineries of the

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[1]Ibid., p. 58.

administration of the educational system.[1]

In regard to the problem of quality as well as quantity of education in the country, Snyder has stated that:

> . . . No problem in Saudi Arabia looks larger than the quantity and quality of education available for the next generation.[2]

The problem of quality seems to be especially acute. Zafer indicated that "Focusing on Saudi Arabia, the really obvious change is the rapid growth in educational quantity, rather than quality."[3]

According to Zafer's analysis, obstacles to improvement of Saudi educational quality include the following:

1. The lack of qualified educational leadership.

2. The absence of suitable socializing of the educational influence.

3. People's negative attitude toward education in general and particularly toward teaching as a profession.

4. Inadequate and inappropriate financial support.

5. Political interference in staffing and operation of the schools.[4]

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[1]Saleh A. Bawazeer, "A Proposed Social Studies Program for the Intermediate Level of the Elementary Schools of Saudi Arabia," p. 2.

[2]Harry Roscoe Snyder, "Community College Education for Saudi Arabia" (unpublished Ed.D. dissertation, Columbia University, 1963), p. 69.

[3]Mohamed Ismail Zafer, "An Investigation of Factors Which Are Associated With Enrollment and Non-enrollment in Teacher Education Programs of Public Secondary Education in Saudi Arabia," p. 6.

[4]Ibid., pp. 19-20.

School District Size in the United States

A survey of the related literature revealed that many articles, surveys, and research studies have been done concerning school administrative units. However, since the prime concern of this study is the question of size, more attention was given to those studies involving research in school district size and its relationship to educational quality.

Peter Coleman claimed that:

> The existing empirical research on the question of optimal size of school district does not yet provide educational decision-makers with clear guidelines as to how much value economy of operation, citizen participation, diversity of programs, and institutional flexibility can be maximized.[1]

Coleman reviewed several case studies concerning school district's size[2] and concluded that "These case studies suggested that there is at present keen concern in a number of different jurisdictions about the relationship between size and the quality of services to clients provided by educational systems."[3]

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[1] Peter Coleman, "The Perils of Bigness: The Case Against Large School Districts," Educational Administration Quarterly, Vol. VIII, No. 2 (Spring, 1972), p. 58.

[2] These case studies are (1) the work of Gittell, et al. in 1967 concerning the New York school system, (2) The Mayor's Advisory Panel on Decentralization of New York schools in 1969, (3) Toronto experience by McCordic in 1969, and (4) Vancouver Study by Erickson, Hill and Robinson in 1970.

[3] Peter Coleman, "The Perils of Bigness: The Case Against Large School Districts," p. 73.

Gittell and Hollander indicated that the size of a school district has an effect on the service rendered when they wrote: "It has been known for many years that extreme school district size has a deleterious effect on the adequacy of the educational programs and on returns for money spent."[1]

It is difficult to define the optimal size of a school district because it depends on many factors and differs relating to the situation. Purdy suggested that the appropriate regional intermediate unit be the formation of local school districts of sufficient size to enable them to meet the educational needs of all pupils within the district.[2]

Briscoe pointed out other factors that are affected by the size of organization in the following statement:

> The analysis of the literature on the subject reveals that three of the factors determining economical administration and supervision of schools that are themselves most affected by the size of the unit are (a) the ability of the unit to secure skilled and continuous educational leadership, (b) the economical use of the time of the leadership employed, and (c) the economical use of the funds spent for general control.[3]

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[1]Marilyn Gittell and T. Edward Hollander, Six Urban School Districts (New York: Frederick A. Praeger, Publishers, 1968), p. 1.

[2]Ralph D. Purdy, "Forces Affecting Local District Reorganization," Journal on State School System Development, Vol. I, No. 2 (Summer, 1967), pp. 78-88.

[3]Alonzo Otis Briscoe, The Size of Local Unit for Administration and Supervision of Public Schools (New York: Bureau of Publications, Teachers College, Columbia University, 1935), p. 5.

Nearly the same view was given by Adams when he pro-
posed that the size of the intermediate unit be an area with
a sufficient general and scholastic population to offer
services economically and efficiently, large enough to pro-
vide challenging opportunities for educational leadership,
and yet be socio-economically sufficient.[1]

In defining the size of a school district, a group
of researchers stated:

> In the study of the minimum and optimum of sizes of
> districts for carrying on education, it would seem
> desirable to define size of district in terms of
> measures which would be related to the function.
> For example, the number of square miles in the dis-
> trict would be more significant in dealing with rural
> areas than densely populated areas. Furthermore, the
> number of teachers or pupils as a measure of size
> would not be the sole consideration in sparsely set-
> tled areas. . . . the determination of the best size
> of district in any situation will be obtained by
> giving consideration to the operation of the various
> functions in the particular situation.[2]

Coleman's review of several studies concerning decen-
tralizing the administration of schools in several large
cities in the United States and Canada suggests that at pres-
ent large school systems are generally being viewed with

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[1] James Avery Adams, "A Proposal for the Creation of
Desirable Intermediate Units of Educational Administration
for Oklahoma" (unpublished Ph.D. dissertation, Oklahoma State
University, 1960), p. 52.

[2] The National Survey of School Finance, U.S. Depart-
ment of the Interior, Office of Education, Research Problems
in School Finance, edited by the Research Staff and Special
Consultants (Washington, D.C.: Published through Bureau of
Publications, Teachers College, Columbia University, 1933),
pp. 143-144.

some disfavor. He wrote that:

> There are two main reasons for this development.
> First, there is some evidence that those school systems
> are more costly, in terms of expenditures per student,
> and that at least part of this additional expenditure
> is consumed by administrative costs which are notice-
> ably higher for large school systems. Second, there is
> considerable skepticism about the ability of large
> school systems to retain adequate communication among
> their staffs and clients. Apparently, large school
> systems with extensive administrative hierarchies con-
> tract with the "production" level resulting in rela-
> tively low levels of commitment in teachers and a
> climate somewhat hostile to diversity and innovation.
> This is matched by feelings of alienation among the
> parents and students.[1]

In developing a set of specific criteria, Pringle

included (a) minimum student population of 25,000, (b) ser-

vice area not to exceed 5,000 square miles with a maximum

of 60 to 70 miles between the central office of the inter-

mediate unit and the most distant attendance center.[2]

In comparing these criteria with the criteria of

school districts in Arabia, clear and wide differences would

be noticed. For instance, eighteen out of twenty-three school

districts in the country exceed the 5,000 square miles.

Their service areas run from 5,020 square miles to about

60,000 square miles. The average size of the service area

of all twenty-three school districts is 16,815.5 square

miles. This size seems to be too large for a school district,

especially in view of the difficulty of communicating between

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[1]Ibid., pp. 58-59.

[2]Robert Andrew Pringle, "A Proposal for a New Inter-
mediate Administrative Structure for Education in Illinois,"
(Dissertation Abstracts, Vol. XXV, No. 8, February, 1965),
p. 4504.

parts of the country. Rhodes suggested that the service

area of administrative units should be sufficiently limited

in size to facilitate travel and communication between the

school and district superintendent's office.[1]

The "Committee of Ten" pointed out that such factors

as population, distance, topography, road patterns, composi-

tion of the population, and certain social aspects should

be considered in determining the intermediate unit area.[2]

In Arabia, the furthest distance between a school

and a school superintendent's office is 1,272 kilometers in

the Eastern school district between Al-Dammam, where the

superintendent's office is located, and the city of Turaif

in the north. With this enormous distance through nearly

empty desert where there is no regular long distance tele-

phone service, it is virtually impossible to communicate

effectively. For this reason, the service area in school

districts is one of the major points to which this study was

directed. It is the writer's opinion that in a country such

as Arabia, with a large geographical area and an insufficient

road communication system, and occupied by a small population,

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[1]Alvin E. Rhodes, *Better Education Through Effective Intermediate Units*, (Washington, D.C.: Department of Rural Education, NEA), p. 9.

[2]California Association of County Superintendents of Schools and County Boards of Education: Section of CSBA, "The Committee of Ten," *The Future Role and Function, Size, Structure and Organization of the Intermediate Unit in California*, (September, 1966), pp. 1-16.

careful consideration should be given to the geographical size of the school districts.

Another criterion fcr defining the maximum distance between school and the school district superintendent's office and the minimum average daily attendance is one which Coryell suggested:

> . . . each intermediate unit should serve a minimum average daily attendance of 5,000 students, and the maximum distance from the unit office to local school district office should be eight miles.[1]

A study by Wells revealed that approximately 30 and 45 minutes travel time would be maximum for elementary and secondary school pupils, respectively. Based on the findings of this study, it was concluded that the minimum optimum size of school districts for the State of Connecticut should be approximately 5,500 to 6,000 pupils, with a more desirable optimum size of approximately 6,500 to 7,000 pupils.[2]

Another notion about optimum size of a school district in terms of student population has been suggested by Purdy when he said: ". . . a school district should have an

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[1]Allen Keith Coryell, "A Quantitative and Qualitative Survey of Selected Services Offered by California's Intermediate School Administrative Units and a Recommended Reorganization of These Units," (Dissertation Abstracts, Vol. 27, Part 1, 1966), p. 73-A.

[2]Rodney Edmund Wells, "The Determination of the Minimum Optimum Size School District for the State of Connecticut," (Dissertation Abstracts, Vol. 27, No. 10, 1967), p. 3281-A.

enrollment base of 15,000 to 20,000 to have an optimum dis-

trict."[1] In 1948 the National Commission on School District

Reorganization concluded that: "A satisfactory district

should have at least 1,200 pupils between the ages of 6 and

18, and if possible as many as 10,000."[2]

In terms of enrollment, the Mayor's Advisory Panel

on Decentralization of the New York City Schools recommended

in 1969 that "a federation of autonomous school districts

ranging in size from 12,000 to 40,000 pupils, large enough

to offer a full range of educational services and yet small

enough to promote administrative flexibility and proximity

to community needs and diversity, should be created."

Concerning the amount of power and authority that the

above mentioned school districts should have, the Panel sug-

gested that "the school districts should have general author-

ity over education within their boundaries; a central educa-

tion agency should have responsibility for special education

and city-wide educational policies, and would also provide

certain centralized services to the district at their request."[3]

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[1]Ralph D. Purdy, "Forces Affecting Local District
Reorganization," Journal on State School System Development,
p. 78.

[2]N.E.A., Department of Rural Education, National
Commission on School District Reorganization, Your School
District (Washington, D.C.: The Department, 1948), p. 87.

[3]Peter Coleman, "The Perils of Bigness: The Case
Against Large School Districts," Educational Administration
Quarterly, p. 68.

Other criteria for determining the size of a school
district have been discussed by Hansen. He presented sixteen
criteria for school district organization in South Dakota.
The following are some of these criteria:

1. The administrative unit boundaries of a school dis-
   trict need not be coterminous with the boundaries
   of any other political subdivision of the state.

2. Every administrative unit should have an organiza-
   tion of a comprehensive program of education from
   kindergarten through grade twelve.

3. An administrative unit should employ a minimum of
   forty professional employees.

4. An administrative unit should have a minimum of
   1,000 pupils enrolled.

5. Elementary schools should maintain an optimum
   teacher-pupil ratio of one to twenty-five.

6. For those pupils who must be transported, the travel
   time should not exceed two hours a day, and

7. Schools should be located in population centers of
   the school district.[1]

In regard to the boundaries of an administrative
unit the same view was given by Dawson when he stated:

. . . The boundaries of the school administrative unit
need not be coterminous with the boundaries of any
political subdivision of the State. An administrative
unit may include part of a county, a county, or two or
more counties or cities, or a city and part of a county.[2]

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[1] James Otto Hansen, "The Development of Criteria for
School District Organization in South Dakota and Application
to Gregory County," (Dissertation Abstracts, Vol. 29, No. 5,
November, 1968), p. 1391-A.

[2] Howard A. Dawson, "Reorganization of School Units,"
edited by Katherine M. Cook (U.S. Office of Education,
Bulletin 1935), No. 15, p. 17.

Along the same lines was another reference to the
boundaries of the administrative unit:

> . . . Its boundaries must have an educational rather
> than a political logic; it should be concerned with
> instructional coordination and serve as an agent of
> change; and its method of operation must be both
> divergent and inventive.[1]

Deshone also suggested criteria for an administrative
unit. Some of these criteria are as follows:

1. The intermediate superintendent should be a person
   with sufficient qualification and competence to
   earn and deserve high professional recognition by
   administrators in all types of local school districts.

2. There should be no required relationship between
   county boundaries and the boundaries of the inter-
   mediate unit.

3. Whenever possible, there should be a minimum enroll-
   ment of 10,000 pupils. An enrollment of 20,000 to
   30,000 pupils would be better.

4. The intermediate unit should be flexible in both
   structure and function.[2]

The factor of cost in determining the size of a
school district has been studied by a large number of writers.
For example, in 1966, McPhail found in his study that, con-
sidering all factors, the size of a school district is a
more important indicator of a quality educational program

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[1]Center for Coordinated Education, Educational Change
and the Intermediate Unit (Santa Barbara: Center for Coordi-
nated Education), pp. 1-11.

[2]Roy Deshone, "An Effective Intermediate," A New Role
for an Old Agency, Illinois Education, (January, 1964), No. 52,
pp. 205-208.

than per pupil expenditure.[1]

In reviewing the findings of some of the major recent studies pertaining to the relationship between school system size and unit expenditure, Coleman ended with the conclusion that large school systems seem prone to high levels of cost per pupil. He explained how one should define a large system by saying: "The definition of large depends on the jurisdiction." Then he added, "As a consequence, the development, by consolidation or amalgamation, of large systems should be undertaken with caution, if at all."[2]

Thomas reported that the larger the organizational unit, the lower the per-pupil unit cost. Furthermore, the larger intermediate districts provide more extensive services. In other words, larger districts provide a considerably greater scope of services at a lower cost.[3] However, other experts do not believe that cost variables should be the determining factor in defining the optimal size of a school district. As one of them indicated:

> The prime objective in determining the size and
> arrangement of the local unit should be the unhampered
> development of a range of educational offerings adequate

[1]Gene Douglas McPhail, "School District Size and Per-Pupil Expenditure" (unpublished Ph.D. dissertation, University of Oklahoma, 1972), p. 66.

[2]Peter Coleman, "The Perils of Bigness: The Case Against Large School Districts," p. 66.

[3]J. Alan Thomas, School Finance and Educational Opportunity in Michigan (Lansing, Mich.: Michigan Department of Education, 1968), p. 318.

to meet the needs of all children through at least the twelfth grade. An economical and efficient unit should be judged in terms of whether this objective is realized rather than in terms of economy or cost alone.[1]

The morale of the administrative staff of school districts was reported to be affected by the size of school districts. In a study in 1972 concerning the relationship between district size and the morale of the administrative staff, Strechly reported the following results:

1. Quality of perceived organizational climate--small school district administrative staffs were found to have more "open" organizational climates (p< .05), large school district administrative staffs had more "closed" climates (p< .05).

2. Height of professional aspiration--small school districts administrative staffs were found to have higher professional aspiration (p<.001). No significant relationship was found between the third selected reflector of administrative staff morale regularity of administrative staff attendance (absenteeism).[2]

A recent study was conducted for the purpose of determining the relationship between the size of school districts in the State of Missouri and seven factors assumed to be associated with quality education. It was reported that a low degree of relationship existed between the quality

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[1]Howard A. Dawson, "Reorganization of School Units," p. 15.

[2]William Adin Strechly, "The Relationship of Criteria of School District Size to Administrative Staff Morale," (Dissertation Abstracts, Vol. 33, No. 4, October, 1972), p. 1391-A.

factors and the size of school districts.[1] However, the

author of the above study indicated that the evaluation of

quality educational systems is very complex requiring a

multiplicity of investigations.

In general, a great deal of the literature attempts

to describe and to define the characteristics of a satisfac-

tory administrative unit and its functions. Many writers

agreed on the general characteristics, but their opinions

differ about some of its specific features. Dawson, for

example, emphasized the importance of the specific functions

to determine the characteristics of a satisfactory school

district by saying:

> The characteristics of satisfactory administrative
> units, likewise, depend upon the specific function such
> unit has to perform. Those functions, in terms of the
> administrative and supervisory services required of an
> administrative unit, are those of (a) business and
> educational administration, (b) supervision of instruc-
> tion, (c) health supervision, and (d) census and atten-
> dance supervision.[2]

Rhodes identified the functions of the intermediate

unit as articulate functions, coordinative functions, and

supplementary service functions. Then he suggested that

its functions and authority should be clearly defined in

terms of the total educational system of which it is a part

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[1]Harold Eugene Griffin, "Selected Indicator of Quality
Education in Missouri Public Schools as Related to Classifi-
cation, Size and Expenditure," (Dissertation Abstracts, Vol. 34,
No. 3, September, 1973), pp. 1022-1023-A.

[2]Howard A. Dawson, "Reorganization of School Units,"
p. 9.

in order that there should be neither misunderstanding con-

cerning its authority or any possible overlapping, duplica-

tion, or conflict between its responsibilities and those of

the local school district or the state education agency.[1]

The same suggestion was made by Sabin who stated that the

functions, organization, and financing of the intermediate

school district should be clearly defined and specified in

the state law, but be sufficiently flexible to allow adapta-

tion to changing educational conditions and needs.[2]

One of the four characteristics of a sound inter-

mediate unit which was identified by Butterworth was that:

". . . there should be sufficiently clear definition of

function in the state law so that the intermediate district

may confidently exercise leadership without fearing that it

is interfering with local boards."[3] He also listed what he

considers the facts to be taken into account in the deter-

mination of the best type of local unit. They were as

follows:

1. Ability of the local unit to support the desired
   educational program.

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[1]Alvin E. Rhodes, "Better Education Through Effective Intermediate Units," pp. 10-13.

[2]Robert Clarence Sabin, "A Survey of the Need for an Intermediate School District in Oregon With Implications for its Future Development," (Dissertation Abstracts, Vol. XXVI, No. 8, February, 1966), p. 4400.

[3]Julian E. Butterworth, "Essentials of the Inter-mediate District," The Nation's Schools, Vol. 41, No. 4 (May, 1948), p. 25.

2. The number of pupils enrolled must be sufficient
to provide adequate curricula at reasonable cost.

3. The stage of the development in cooperation for
social ends is likely to be an important considera-
tion in determining the type of local unit.

4. The quality of leadership available in developing
an interest in educational affairs will be an
important factor.[1]

Rhodes suggested that the best design for an admin-

istrative unit is difficult to define by indicating that:

There probably is no "best" design, no "best" opera-
tional framework, for an intermediate unit. As a
distinct but integral part of a state school system,
it cannot be designed apart from other segments. It
is well designed only as it contributes to and rein-
forces each of the other administrative levels of the
total structure.[2]

Most of the studies focused attention on centraliza-

tion as one of the major obstacles to improving the school

administrative system. Strayer remarked that:

Centralized administration of education is likely to
result in mediocrity and in the lack of local adapt-
ability. Centralization in the control, administration,
and financing of education is very apt to lead to a
mediocre school system and a lack of progressive develop-
ment of the program of public education. With well
developed local units for the administration of schools,
it is certain that some communities will develop leader-
ship which will be effective in improving education.[3]

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[1]Ibid.

[2]Alvin E. Rhodes, "Better Education Through Effective
Intermediate Units," p. 9.

[3]George D. Strayer, "For the Educational Policies
Commission," The Structure and Administration of Education
in American Democracy (Washington, D.C.: The Commission,
1938), p. 79.

CHAPTER III

DESIGN OF THE STUDY

The purpose of this chapter is to explain the operational procedures of this study. As has been pointed out, the research method to be used will be descriptive. The study was designed to investigate the five questions included in the statement of the problem.

Sampling

The total population of this study included the educational administrative personnel of the nation of Saudi Arabia who are associated with the school district system in the country. The sample of 700 participants included (1) the twenty-three school district superintendents, (2) seventy-seven randomly selected school district supervisory officers, and (3) 600 randomly selected elementary and secondary school principals. The size and the range of the sample were based on the number of schools in each school district and the number of supervisory officers in each school district superintendent's office.

The first group of participants consisted of the entire population of school district superintendents in the

nation. Because of the smaller number involved and the need for representation from each school district involved in the study, it seemed appropriate to include all members of the group.

The second group was selected separately and randomly from the list of supervisory officers who were working in each school district in the first quarter of the 1973-74 school year. Because of the small number of supervisory officers in some districts, there were some in which only one or two participants were chosen. The total number of supervisor participants was approximately 50 per cent of all school district supervisory officers in the twenty-three school districts.

The elementary and secondary principals selected for participation were distributed according to the number of schools in each district. The range was from seventeen in one district to 250 in another. The schools represented in each district were selected by using a table of random numbers.

The 600 school principals in the sample were selected from the total of 2,178 elementary and secondary school principals in Arabia by means of a table of random numbers. Of the total group, 1,820 were elementary school principals,[1]

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[1]This figure includes fourteen special schools for handicapped children.

281 intermediate school principals, 59 secondary school principals,[1] and 18 teacher training institute directors. The Annual Statistical Book of the Ministry of Education for the school year 1972-73 was used to secure the names of all of the 2,178 schools.

The sample of school principals represented 27.55 per cent of the total number of elementary and secondary schools in the twenty-three school districts. It consisted of 500 of 1,820 elementary school principals, or about 27.5 per cent, and 100 of 372 elementary principals, or about 26.3 per cent.

Twenty of the twenty-three selected in the first group (about 87 per cent) completed and returned the questionnaires. Fifty-six (72.7 per cent) of the questionnaires sent to seventy-seven school district supervisory officers were completed and returned. Table 3 contains information indicating the number of school district supervisory officer(s) who were selected from each school district and the number of returned completed questionnaires.

The range of responses from principals was from a minimum of four in one district to a maximum of fifty-three in another. Table 4 contains detailed information on the numbers of respondents among selected principals in each district.

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[1]This figure includes eight vocational and technical schools.

TABLE 3

NUMBER OF SCHOOL DISTRICT SUPERVISORY OFFICERS
WHO WERE SELECTED AND COMPLETED THE SURVEY

No.	School District	Number Selected	Number Returned
1	Abha	3	2
2	Arriyadh	9	9
3	Attaif	4	3
4	Al-Aflaj	3	3
5	Al-Baha	4	1
6	Al-Hassa	4	2
7	Al-Hota and Al-Hareeq	2	1
8	Al-Jouf	2	1
9	Al-Medina	4	2
10	Al-Qaseem	4	2
11	Al-Qunfidah	2	2
12	Al-Washim	3	2
13	Bisha	3	3
14	Eastern	4	2
15	Hail	4	4
16	Jeddah	4	3
17	Jizan	4	4
18	Mecca	4	4
19	Negran	2	1
20	Sudair	3	2
21	Tobouk	2	2
22	Unaizah	1	-
23	Wadi Addawasser	2	1
	Total	77	56

TABLE 4

TOTAL NUMBER OF SELECTED SCHOOLS AND RESPONSES

No.	School District	Its Total Schools	Se-lected Schools	% of Selected to the Total	Replies Re-ceived	% of Re-plies to Selected	% of Replies to the Total
1	Abha	171	48	28	30	62.5	17.5
2	Arriyadh	253	68	26.8	53	77.9	20.9
3	Attaif	172	48	27.9	37	77	21.5
4	Al-Aflaj	25	7	28	6	85	24
5	Al-Baha	134	36	26.8	30	83.3	22.4
6	Al-Hassa	106	29	27.3	23	79	21.7
7	Al-Hota and Al-Hareeq	24	7	29	6	85	25
8	Al-Jouf	37	10	27	10	100	27
9	Al-Medina	122	36	29.5	24	66	19.8
10	Al-Qaseem	156	41	26.2	21	51	13.4
11	Al-Qunfidah	85	23	27	19	82.6	22.3
12	Al-Washim	88	24	27.3	21	87.5	23.8
13	Bisha	93	25	26.6	15	60	16
14	Eastern	164	45	27.4	44	97.7	26.8
15	Hail	85	23	27	15	65	17.6
16	Jeddah	100	28	28	25	89	25
17	Jizan	109	29	26.6	16	55	14.6
18	Mecca	97	29	29.9	29	100	29.9
19	Negran	32	9	28	9	100	28
20	Sudair	55	15	27.4	9	60	17.2
21	Tobouk	31	9	29	7	77	22.6
22	Unaizah	17	5	29	4	80	23.5
23	Wadi Add-awasser	22	6	27	5	83	22.7
	Total	2,178	600	27.5	458	76.3	21

As shown by the information in Table 5, the highest
percentage of returns was the 80 per cent from secondary
principals. The return from elementary principals was 75.6
per cent.

In spite of the fact that the experience of partici-
pants in this study with questionnaires was quite limited,
the percentage of responses can be considered excellent. The
534 usable returned instruments represented 76.3 per cent of
the original sample of 700.

Table 6 contains information showing details of
selection and responses in each district. It confirms that
the distribution among districts was defensible.

Research Instrument

The instrument that was utilized for this research
was developed specifically for the purpose of this study.
It is included in Appendix A and Appendix B in both Arabic
and English language versions.

The questionnaire technique was used because it was
determined to be the most appropriate means for gathering
the data needed to investigate the questions raised in the
statement of the problem of the study. Its major purpose was
to investigate the present status and size of the school dis-
tricts in Saudi Arabia and their relationship to the services
provided by district superintendents' offices.

The instrument contained ninety-seven items in three
sections and was designed so as to be self-administered.

TABLE 5

THE DISTRIBUTION OF RETURNED QUESTIONNAIRES
ACCORDING TO SCHOOL LEVELS IN
EACH DISTRICT

School District	Ele- mentary	Inter- mediate	Secon- dary	Teacher Training	Total
Abha	27	3			30
Arriyadh	46	6	1		53
Attaif	29	5	2	1	37
Al-Aflaj	4	2			6
Al-Baha	27	3			30
Al-Hassa	18	4	1		23
Al-Hota and Al-Hareeq	4	2			6
Al-Jouf	10				10
Al-Medina	19	5			24
Al-Qaseem	19	1	1		21
Al-Qunfidah	18	1			19
Al-Washim	18	3			21
Bisha	12	1	1	1	15
Eastern	34	7	3		44
Hail	14	1			15
Jeddah	15	8	1	1	25
Jizan	15	1			16
Mecca	23	5	1		29
Negran	7	2			9
Sudair	6	3			9
Toubouk	7				7
Unaizah	3		1		4
Wadi-Addawasser	3	2			5
Total	378	65	12	3	458

TABLE 6

TOTAL PERCENTAGE OF RESPONSES RECEIVED
FROM THE THREE SAMPLE GROUPS

No.	School District	Sam-ple	% of Selected to the Total	Replies Re-ceived	% of Re-plies to Selected	% of Replies in Each District
1	Abha	52	7.4	33	63.4	6.2
2	Arriyadh	78	11.1	63	80	11.8
3	Attaif	53	7.6	41	77.3	7.7
4	Al-Aflaj	11	1.6	10	90.9	1.8
5	Al-Baha	41	5.9	32	78	6
6	Al-Hassa	34	4.9	26	76	5
7	Al-Hota and Al-Hareeq	10	1.4	8	80	1.5
8	Al-Jouf	13	1.9	12	92.3	2.2
9	Al-Medina	41	5.9	27	65.8	5
10	Al-Qaseem	46	6.5	24	52.1	4.5
11	Al-Qunfidah	26	3.7	21	80.7	4
12	Al-Washim	28	4	24	85.7	4.5
13	Bisha	29	4.1	19	64.8	3.6
14	Eastern	50	7.1	47	94	8.8
15	Hail	28	4	20	71.4	3.8
16	Jeddah	33	4.7	28	84.8	5.2
17	Jizan	34	4.9	21	61.7	4
18	Mecca	34	4.9	33	97	6.2
19	Negran	12	1.7	11	91.6	2
20	Sudair	19	2.7	10	63.1	2.2
21	Tobouk	12	1.7	10	83.3	1.8
22	Unaizah	7	1.3	55	71.4	.9
23	Wadi Add-awasser	9	1.3	7	77.7	1.3
	Total	700	100	534	76.3	100

Items were of the multiple choice type except for one part which called for circling either "yes" or "no." It contained three optional items concerning the respondent's name, age and the name of his school and/or school district.

The first section of the questionnaire included two parts. The first contained twelve questions seeking demographic information about the respondent. Such information as the personal education, professional background, salary, position, and experience was requested. This auxiliary information was needed to help interpret the finding of the other part of the instrument. The second part of the first section also contained twelve questions dealing with general information about the respondent's behavior as an administrator in his present job. Participants were asked to respond to each of the twenty-four questions by putting a check mark in the left hand (in the Arabic copy it is in the right hand) column beside the statement or the figure that most nearly describes the present condition or his opinion.

The second section of the questionnaire sought information on the actual administrative and supervisory services provided by the school district superintendent's office to its schools. It consisted of thirty questions in each one of its two forms. Form A included thirty questions designed for school superintendents and school district supervisory officers. Form B was also composed of thirty questions of which eight involved responding either by "Yes" or No."

These thirty questions differ from those in Form A and were designed for school principals.

The third section of the instrument consisted of forty statements in the form of a check-list. These items are statements and suggestions about the possible way(s) for improving the administrative and supervisory conditions of schools as well as school districts. The respondents were asked to check one of the following five choices: (1) strongly agree; (2) generally agree; (3) undecided; (4) generally disagree; and (5) strongly disagree.

The questionnaire was designed first in the English language during the month of July, 1973; then it was translated into the Arabic language. Because of the fact that the questionnaire method is relatively new in Saudi Arabia, an effort was made to avoid certain sensitive items.

To insure content validity of the instrument, several procedures were followed. An item analysis of the questionnaire was completed to insure consistency in wording and relevance of the items to the scope of the problem. An intensive review of literature and similar questionnaires was done for the purpose of item identification. In addition to the chairman of the doctoral committee, several graduate students in educational administration and in other majors were asked to test the content validity of the instrument. To insure the content validity in the Arabic copy of the questionnaire, the first draft of the translated copy was

given to a selected list of twenty-four Saudi school adminis-
trators (school principals, school district supervisory
officers and superintendents and superintendent's assistants
who were participants from both the first and second group
in the special training program at the University of Okla-
homa) with the request that they check the clarity of the
questionnaire. They also were asked for their suggestions
for the improvement of the instrument. The length of time
required to complete the questionnaire was recorded.

This procedure resulted in identifying about 6 per
cent of the items that were not clear to the respondents.
Approximately 2 per cent were thought to be redundant, and
one question did not seem to yield a valid answer. Changes,
adjustment, correction, and clarification were done as a
result of this activity. Since the suggestions involved
less than 10 per cent of the questions, and more than 90 per
cent of the content of the questionnaire was considered by
those responding to it to be valid, this instrument was deemed
both valid and workable.

For the purpose of establishing the reliability of
the instrument the technique of test re-test was used. Six
weeks from the date of sending the questionnaires and after
receiving approximately 50 per cent of the responses, seventy
respondents, or 10 per cent of the total sample of the study,
were randomly selected. These seventy were divided as follows:

1. Fifty-five elementary and secondary school prin-
    cipals;

2. Ten school district supervisory officers; and

3. Five school district superintendents.

The same copy of the questionnaire was sent to each one of

these seventy persons, and each was asked to check the

questionnaire again with no attempt to duplicate their

responses on the first questionnaire. The purpose of check-

ing the questionnaire again was explained in a personal

letter attached to the second copy. Fifty-six, or 80 per

cent, of the seventy responses were returned completed. The

fifty-six responses consisted of five from school superin-

tendents, nine from school district supervisory officers and

forty-two responses from school principals.

The results of conducting the technique of correla-

tion coefficient (r) for the test re-test in measuring the

reliability of the instrument were most satisfactory. The

reliability coefficient for part one of the questionnaire,

or r_{tt}, was .91, .95 for part two (A), .85 for part two (B),

and .80 for the third part of the instrument.

Method of Collecting Data

The investigator went to Saudi Arabia for the purpose

of collecting data and to conduct the study. During the

first month of his trip, he accomplished the task of obtain-

ing the names and addresses of the participants, conducted

the random selection process, put the questionnaire (in Arabic)

in its final design, reproduced and organized the pages of the questionnaire and sent the instrument. These tasks were accomplished through the cooperation of many volunteers both as individuals and in groups.

During that period of time, a form letter was sent on September 3, 1973, signed by the Deputy Minister of Education to all school district superintendents concerning this study. The letter explained about the study and its importance and asked the superintendents to cooperate with the investigator in conducting the study. It also authorized the schools to use the official mail in sending back the responses. The superintendents were asked to send a similar letter to all schools in their districts.

On September 16, 1973, all the questionnaires with a personal letter from the investigator were sent to all participants through their official addresses. The letter urged each of the participants to participate in completing the questionnaire. It also explained the purpose of conducting the study as well as something about this type of research. In addition, it explained to them how and why they were selected to participate in the study.

The questionnaire was sent to all of the seven hundred educational administrative personnel who had been chosen. With the exception of the questionnaires sent to the seventy-seven school district supervisory officers, all questionnaires were mailed out by official titles rather than names--such

as, principal of X school or superintendent of Y school district. This was done because names and personal addresses were, in many instances, unavailable. Since lists of the names of the district supervisory officers in each school district were available, those instruments were personally addressed.

It would have been possible to send the questionnaires through the Ministry of Education to all of the participants with a letter from the Deputy Minister. This might have resulted in increasing the response rate and in the responses being returned much earlier, but it was felt that such an approach might affect the responses.

For the purpose of observing administrators in action, in some schools and school districts, of conducting some general interviews with school district superintendents, some supervisory officers and school principals, and to follow up the questionnaires, the writer traveled for thirty days, mostly by airplane, around the country. Twenty-two of the twenty-three school district superintendents' offices were visited. The average time spent in each school district was one and one-half days.

The trip was very useful, especially since it was the writer's first trip to many parts of the country. Cooperation and encouragement were received from school officials in school districts, in schools, and also in the Ministry of Education.

Within a month, the responses reached the 35 per

cent level. By November 1, 1973, nearly seven weeks from the

date of sending the questionnaire, the responses reached

about 62 per cent and the investigator returned to the United

States. Between October 5 and December 12, 1973, about 14

per cent of the total sample was received. With this rela-

tively satisfactory percentage of replies received, it was

decided not to accept any responses that arrived after

December 12, 1973.

Treatment of Data

Based on the responses of the participants to the

questions and statements on the instrument, correlation

between and among items, comparison, percentage, tabulation,

and frequency distribution will be used to analyze and pre-

sent information and data related to the general problem of

the study. Related data and information other than that

obtained through the questionnaire will also be presented

and discussed.

For the purpose of analyzing the data from this

study, the independent variable (size of school district) was

broken down into four categories: (1) small districts (both

in area and in the number of schools, teachers and students),

(2) large districts (both in area and number of schools,

teachers and students), (3) small school districts in area

but large in the number of schools, teachers and students,

and (4) large school districts in area but small in the number of schools, teachers and students. These four categories of school district size were determined by logical breaks in the size criteria among the districts.

These four categories of school district size can be described as follows:

1. Small school district with service area of 1,300 square kilometers (about 500 square miles) to about 24,000 square kilometers (about 9,000 square miles). In terms of the number of schools, teachers and students, it contained a maximum of sixty elementary and secondary schools (and/or their equivalents), 350 teachers and 6,000 students. This category included six existing school districts: (4, 7, 19, 20, 22, and 23 [see Table 2]). The largest school district in this group, in terms of area and number of schools and teachers, is district number 20 (Sudair). It covers 20,705 square kilometers (7,992 miles), serves 57 schools and employs 324 teachers. In terms of number of students it ranks second to district number 19 (Negran). Each school district gets its number according to its rank in Table 2 and to its number in Figure 2.

2. Large school district which has schools spread in an area over 25,000 square kilometers (over 10,000 square miles) and serves a minimum of 80 schools with an enrollment not less than 6,500 students taught by at least 400 teachers. This category contained ten school districts: district

numbers 2, 3, 9, 10, 11, 12, 13, 14, 15, and 16.

The smallest school district in this group in regard to the geographical area is district number 16 (Jeddah). It has an area of 25,607 square kilometers (9,884 square miles). The largest school district, in terms of area, not only among these ten districts but among the twenty-three school districts in the country is district number 14 (Eastern) which contains 155,040 square kilometers (59,846 square miles). This district is almost 120 times as large as district number 22 (Unaizah) which contains 1,300 square kilometers, or 500 square miles. On the other hand, in regard to the number of teachers and students, district number 12 (Al-Washim) is the smallest in this group. It serves only 6,791 students taught by 479 teachers.

Tables 7 and 8 contain information that illustrates the minimum and maximum of small and large sizes of school districts, both in terms of area and number of schools, teachers, and students.

TABLE 7

GEOGRAPHIC SIZE OF SCHOOL DISTRICTS

Category of Size	Minimum	Maximum
Small	1,300 square kilometers (about 500 sq. miles)	24,000 square kilometers (about 9,000 sq. miles)
Large	25,000 square kilometers (about 10,000 sq. miles)	155,040 square kilometers (about 59,845 sq. miles)

TABLE 8

NUMBER OF SCHOOLS, TEACHERS, AND STUDENTS

Category of Size	Schools		Teachers		Students	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Small	19	60	140	350	1,900	6,000
Large	80	270	400	3,800	6,500	78,000

3. <u>Small in area and large in number of schools,</u> <u>teachers, and students.</u> This third category consists of five school districts: district numbers 1, 5, 6, 17, and 18. District number 18 (Mecca), on the one hand, is the smallest district in this group in terms of area and number of schools. On the other hand, it is the largest one in this group in terms of number of students and teachers. It serves 101 schools spread in an area of 7,802 square kilo-meters (about 3,012 square miles), and its 101 schools contain 36,621 students taught by 1,633 teachers.

In terms of area, the largest school district in this third category is district number 6 (Al-Hassa) which has an area of 23,006 square kilometers (about 8,880 square miles). In regard to the number of schools, district number 1 (Abha) has the largest number of schools. It serves 176 ele-mentary and secondary schools. District number 5 (Al-Baha) has the smallest enrollment in this group of school districts. It serves only 13,247 students taught by 883 teachers.

4. <u>Large in area and small in number of schools,</u>
<u>teachers, and students</u>. This category includes two school
districts: district number 8 (Al-Jouf) and district number 21
(Tobouk). The former serves an area of 108,828 square kilo-
meters which is equal to about 42,008 square miles (this
district ranks second among all 23 districts in size of area)
while it has only 40 schools and an enrollment of 5,243 stu-
dents taught by 296 teachers.

District number 21 (Tobouk) has an area of 97,125
square kilometers, or 37,490 square miles. It ranks the
fourth in area among the 23 school districts in the country.
It has only 32 schools, 226 teachers and 5,293 students.

Table 9 contains data to show the location of each
of the 23 school districts in the country in regard to the
four categories of size both geographically and in number of
schools, teachers, and students.

TABLE 9

SIZE CLASSIFICATIONS OF SCHOOL DISTRICTS

No.	Category of School District Size	District Numbers
1	Small both in area and number of schools, teachers and students	4, 7, 19-20, and 22-23
2	Large both in area and number of schools, teachers and students	2-3 and 9-16
3	Small in area but large in the number of schools, teachers and students	1, 5-6 and 17-18
4	Large in area but small in the number of schools, teachers and students	8 and 21

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to present and analyze data gathered by means of the previously described questionnaire and other sources. These data were gathered in order to investigate the relationship between the size of school districts in Arabia and the administrative and supervisory services provided by the school district superintendents' offices. More specifically, the search was for answers to the questions posed in the statement of the problem of the study. This chapter also includes what the data suggest is a defensible plan for reorganizing the school districts in Saudi. Arabia, especially in terms of size.

Data gathered were tabulated and converted into averages, ratios, and percentages as appropriate. Graphs, tables, correlation and frequency distributions were utilized to analyze the data related to the general problem of the study and to depict the relationship between school district size and the selected factors. Chapter IV is organized as follows:

1. A summary of the major demographic data concerning the participants.

2. The variables concerning school district size.

3. The variables concerning administrative and supervisory services.

4. The relationship of school district size and the administrative power and authority exercised in the district.

5. The relationship of school district size and the professional qualifications of school district administrators.

6. The relationship of school district size and road conditions, communication, financial conditions and practices.

7. The general characteristics of school districts in terms of:

        a. Distance to the Ministry of Education.
        b. Location of the school district superintendent's office in relation to its schools.
        c. Topography and climate of the school districts.
        d. Population.
        e. Social responsiveness and unity.

8. Changing the sizes of school districts.

Demographic Information

Five hundred and thirty-four administrators participated in the study. They included 20 school district superintendents, 56 school district supervisory officers, and 458 elementary and secondary school principals.

Table 10 provides information about the distribution of respondents among the previously identified size categories. About 10 per cent came from size category 1, 58.8 per cent

from category 2, 27.1 per cent from category 3, and 4.1 per

cent from category 4.

TABLE 10

DISTRIBUTION OF THE TOTAL RESPONDENTS
ACCORDING TO THE FOUR CATEGORIES
OF SCHOOL DISTRICT SIZE

No.	Category of School District Size	Number of Responses
1	Small in area and number of schools, teachers, and students.	53
2	Large in area and large in the number of schools, teachers, and students.	314
3	Small in area and large in the number of schools, teachers, and students.	145
4	Large in area and small in the number of schools, teachers, and students.	22
	Total	534

The information in Table 11 shows the distribution

of administrative positions among the respondents.

TABLE 11

POSITION OF THE PARTICIPANTS

Position	Number	Percentage
School district superintendents	20	3.7
School district supervisory officers	56	10.5
School principals	458	85.8
Total	534	100.0

In the supervisory officers group, thirty (53.6 per cent) were school district supervisory officers concerned with subject matter while twenty-six (46.6 per cent) were administration school district supervisory officers.

Among the principals, the largest number were elementary principals. The distribution of other principals is shown by the information in Table 12.

TABLE 12

CATEGORIES OF THE SCHOOL PRINCIPALS' POSITION

School Principal Position	Number	Percentage
Elementary school principals	379	82.7
Intermediate (junior high) school principals	64	14
Secondary (senior high) school principals	12	2.6
Teacher Training Institution's directors	3	.7
Total	458	100.0

The data revealed that 171 (32 per cent) of the participants have held their present positions between one and three years, 114 (21.4 per cent) have been in their jobs between seven and ten years, 100 (18.7 per cent) from four to six years, and 62 (11.6 per cent) have spent less than one year in their present jobs. Fifty (9.3 per cent) have been in their jobs for eleven to fifteen years and 36 (7 per cent) have spent more than fifteen years in their present positions.

All participants had some prior experience in education before coming to their present positions. Of the total, 215, or 40 per cent, of the subjects of the study had previous experience of between nine and fifteen years. This included 9 of the 20 school district superintendents and 16 of the 56 supervisory officers. One hundred thirty-six (25.6 per cent) had four to eight years of experience; 60 (11.3 per cent) had from one to three years; 67 (12.6 per cent), including 5 school district superintendents and 11 supervisory officers had served from sixteen to twenty years in prior positions; and 43, or 8 per cent, had served more than twenty years in education. School principals had the least amount of prior experience with 13, or 2.5 per cent, having had less than one year in education. Of the 20 school district superintendents, 19 had at least nine years of prior experience.

Table 13 provides information showing the types of previous professional positions held by the participants prior to their present positions.

Qualifications

In terms of school certification twelve, or about 2.2 per cent, of the total population of the study had no qualification whatsoever. This number and the remaining 522 administrators were divided in terms of the highest degree that they had received into ten groups as shown in Table 14.

TABLE 13

PREVIOUS PROFESSIONAL POSITIONS

	Previous Position	Number	Per-centage
1.	Elementary teacher	203	38
2.	Elementary administrator	26	4.9
3.	Teaching and administration in elementary school	113	21.1
4.	Combination of teaching in elementary and one or more of the three positions under 5, 6, and 7	36	6.8
5.	Teaching in secondary school	53	10
6.	Administration at secondary level	6	1.1
7.	Combination of teaching and administration in secondary schools	18	3.3
8.	Supervisory officer	1	.2
9.	Superintendent and/or assistant superintendent	4	.7
10.	No previous experience before the present position	74	13.9
	Total	534	100.0

TABLE 14

DISTRIBUTION OF THE PARTICIPANTS ACCORDING
TO HIGHEST DEGREE RECEIVED

No.	Highest School or College Degree	No. of People	%
1.	No school or college degree	12	2.2
2.	The Elementary School Certificate (6th grade)	36	6.8
3.	The Intermediate School Certificate (9th grade)	31	5.8
4.	The General Secondary School Certificate (12th grade)	42	7.8
5.	Diploma of Teacher Training Institute (Old system)	145	27.2
6.	Diploma of Teacher Training Institute (New system)	71	13.3
7.	Diploma of Complementary Center	70	13.1
8.	College degree other than education	79	14.8
9.	College degree in education	32	6
10.	Graduate work, pre-master's degree	16	3
	Total	534	100.0

The information in Table 14 showed that only 23.8
per cent of the participants, or 127 out of 534, (16 of them
were superintendents and 39 supervisory officers) held a
bachelor's degree. Of those people, only 32 specialized in
education. Referring to the same table, the most common
certificate for elementary school principals was the diploma
of Teacher Training Institute which, although it is only three
years beyond the sixth grade certificate, consists of spe-
cialized training for elementary school teaching. The infor-
mation also indicates that the most common advanced degree

for the other groups was the bachelor's degree.

In addition to the information taken from the ques-
tionnaire about the qualification of administrators in the
districts, the Annual Statistical Report of the Ministry of
Education for the school year 1972-73 indicated that there
were 2,360 employees (including 76 school district superin-
tendents and supervisory officers, the first and second group
of the population of the study) working in the twenty-three
school district superintendents' offices. They were classi-
fied according to their qualifications in Table 15.

The information in Table 15 reveals that 1,681, or
about 71.2 per cent, out of 2,360 people who are working in
the 23 school district superintendents' offices are without
college degrees; 530, or about 22.5 per cent, held bachelor's
degrees (only 11 held master's and five had Ph.D.'s), and
149, or 6.3 per cent of the employees in school district
superintendents' offices hold certificates other than those
indicated in Table 15.

In regard to training (in-service training), 345
(64.5 per cent) of the subjects reported that they had
received no training related to their present jobs before
and/or during the present position. Forty (about 7.5 per
cent) received training in education before they assumed
their present jobs, but the training was not related to their
jobs. Ninety-seven persons (18.2 per cent) had received
special training related to their present jobs for a period

TABLE 15

QUALIFICATIONS OF STAFF MEMBERS IN 23 DISTRICT
SUPERINTENDENTS' OFFICES

No.	School District	None	Sixth Grade	Ninth Grade	High School	Teacher Training	B.S. not in edu.	B.S. in edu.	M.S.	Ph.D.	Other	Total
1.	Abha	2	30	12	4	39	12	4	1	—	3	107
2.	Arriyadh	5	39	21	11	41	52	25	3	1	12	210
3.	Attaif	2	31	14	8	59	15	24	1	3	16	173
4.	Al-Aflaj	1	5	5	2	5	3	8			1	30
5.	Al-Baha	5	23	25	3	42	4	6	1		3	112
6.	Al-Hassa	4	13	26	13	22	16	5	1		7	107
7.	Al-Hota and Al-Hareeq	3		1		19	5				3	31
8.	Al-Jouf		4	3	11	34	5				6	63
9.	Al-Medina	4	43	34	18	51	19	15			12	196
10.	Al-Qaseem	5	41	41	14	16	30	13	1		1	162
11.	Al-Qunfidah	2	6	11	7	44	11	3			5	89
12.	Al-Washim	3	19	8	6	29	11	1			2	79
13.	Bisha	2	10	11	2	30	6	3	1		5	70
14.	Eastern	—	23	38	14	15	28	9		1	8	136
15.	Hail	—	23	17	9	9	7	4			1	70
16.	Jeddah	7	35	36	13	65	33	39	2		20	250
17.	Jizan	2	16	18	4	21	10	2			1	74
18.	Mecca	5	26	22	19	37	24	20			34	187
19.	Negran	—	3	5	8	7	10	1			2	36
20.	Sudair	1	16	11	6	10	11	5			2	62
21.	Tobouk	—	4	5	4	15	5				—	34
22.	Unaizah	4	12	10	8	10	2	4			2	52
23.	Wadi Addawasser	2	12	2	—	8	4	—			2	30
	Total	59	434	376	184	628	323	191	11	5	149	2,360

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of up to six months. Thirty-three (about 6.2 per cent) had received training related to their present jobs for a period of more than six months but less than one year. Fourteen persons (2.6 per cent) received training for a period of one to ten years, and only five persons (.9 per cent) received special training related to their jobs for a period of more than two years. Only about 28 per cent of the participants had received any training related to their present jobs.

Income

Table 16 contains information about the salary and salary grade of the participants during the first quarter of the 1973-74 school year.

One superintendent and ten supervisory officers were in salary grade five. The remainder of the persons in salary grades one through six were elementary principals. Three superintendents were in grade seven, 6 in grade eight, 6 in grade nine, 2 in grade ten, and 2 in grade eleven. None of the supervisory officers was in grade nine or above it, and none of the school principals was in a grade above nine except one who was in grade ten. All of the 457 principals were in salary grades one through nine. Salary grade one is the lowest civil service salary grade in the country.

Many of the participants had remained in the same salary grade for several years, but 121, or 22.7 per cent, had spent less than one year in the present grade. Seventy-four (13.9 per cent) had spent from one to two years, 166

TABLE 16

SALARY AND SALARY GRADE FOR THE PARTICIPANTS

Salary Grade	Salary		No. of Participants	%
	Saudi Riyals	U.S. Dollars		
1	600- 726[a]	171.43- 208	85	16
2	726- 876	208 - 250.28		
3	876-1,044	250.28- 290.71	70	13.1
4	1,044-1,242	290.71- 354.85	124	23.2
5	1,242-1,500	354.85- 428.57	89	16.6
6	1,500-1,800	428.57- 514.28	51	9.6
7	1,800-2,148	514.28- 613.71	56	10.5
8	2,148-2,586	613.71- 738.85	48	9
9	2,586-3,090	738.85- 882.85	7	1.3
10	3,090-3,564	882.85-1,018.28	2	.7
11	3,564-4,176	1,018.28-1,193.14	2	
	Total		534	100.0

[a]Kingdom of Saudi Arabia, Statistical Year Book 1972, Ministry of Finance and National Economy, Central Department of Statistics.

(31 per cent) had spent between two and four years; 124

(23.2 per cent) had spent between five and seven years; 39

(7.3 per cent) had spent from seven to ten years; and 10

persons (1.9 per cent) had spent more than ten years

in their present salary grade.[1]

Of the total population of the study, 193 partici-
pants, or 36.1 per cent, were working in the town where they
were born. One hundred sixty (about 30 per cent) were work-
ing in the same district or region, but not in their home-
town; 42, or 7.9 per cent, were working in areas where they
were not born but were raised; and 139 (26 per cent) were
working in areas other than the ones where they were born
and/or raised.

School District Size

The size of school district in this study refers to
the number of square miles that the school district superin-
tendent's office serves and the number of schools, teachers
and students. School district boundaries in Saudi Arabia
are not geographically precise. Also, they are not cotermi-
nous with the boundaries of any of the political sub-
divisions of the country.

None of the twenty-three school districts covers an
area that encompasses an entire province, region, or single
city. Some superintendents' offices serve parts of more than
one province or region.

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[1]According to the new employees' system (put in effect
in 1970), the maximum length of time the employee is to re-
main in one grade is ten years, but because this system is a
relatively new one, a large percentage of the participants,
as noted above, were under the maximum time.

Table 2 provides information about the size of each
of the twenty-three school districts, both in terms of area
and in the number of schools, teachers, and students. In
terms of area, the smallest covers an area of 1,300 square
kilometers, or about 500 square miles, and the largest serves
155,040 square kilometers, or 59,845 square miles. The
median for the twenty-three school districts is 25,607 square
kilometers, or about 9,884 square miles. While the country
has an area of 865,000 square miles, the twenty-three school
districts are serving only 44.7 per cent of that area, or
386,755 out of 865,000 square miles. The remaining areas are
uninhabited.

In regard to the number of schools, teachers, and
students, the smallest school district operates and super-
vises 19 schools with an enrollment of 3,913 students taught
by 225 teachers. In contrast, the largest school district
by these criteria has 263 schools, serves 77,876 students,
and employs 3,765 teachers. The median number of schools,
teachers, and pupils is 98 schools, 611 teachers, and 10,179
students.

As has been pointed out previously, the twenty-three
school districts were classified as to size into four cate-
gories. One group included those both small in area and num-
ber of schools, teachers, and pupils. A second group was
classified as being large in both area and numbers of schools,
teachers, and pupils. A third group included those that were

small in area, but large in numbers of schools, teachers,
and pupils while a fourth group consisted of those districts
with small numbers of schools, teachers, and pupils, but
large in area.

These size categories were established by determining
where significant differences existed among the districts
in terms of the criteria which had been established. The
accuracy of the categories was verified by the responses of
superintendents and supervisory officers when they were asked
to express their views about the sizes of their respective
school districts.

Administrative and Supervisory Services

Intuitively, it is recognized that the school dis-
trict superintendent's office in Saudi Arabia was founded to
serve and supervise the schools in a specific area and to be
concerned with the total school district and the operation
of the schools within it. What is not clear is what these
services include. In this study, the phrase "administrative
and supervisory services," refers to the assistance usually
provided by the school district superintendent's office to
the local schools in providing a reasonable amount of equip-
ment and teaching materials, providing and maintaining school
buildings, visiting schools, meeting with school principals,
and serving a liaison as well as reporting function between
the schools and the Ministry of Education.

In order to determine the degree to which the needed
services were provided, respondents were asked to indicate
their assessment of their adequacy. Only 10 school princi-
pals, or less than 2.2 per cent, reported that all of the
equipment and supplies they needed was available. One hun-
dred nine, or 23.8 per cent, indicated that most of the equip-
ment and media.was provided while 158, or 34.5 per cent,
reported that 50 per cent was available. Ninety school prin-
cipals, or 19.6 per cent, indicated that approximately 25
per cent of these materials was available; 55, or 12 per cent,
reported that only 10 per cent was available; and 36, or
about 7.9 per cent, indicated that less than 10 per cent of
the equipment and supplies was available.

These six groups of responses were combined into two
for the purpose of comparing the responses according to the
four categories of school district size. The first consisted
of the first three groups of responses (10, 109, and 158)
which indicated that 50 per cent or more of the equipment and
supplies needed by schools was available. The second com-
bined the responses of the other three groups (90, 55, and
36) which indicated that less than 50 per cent of the equip-
ment and supplies needed was available. These responses were
then tabulated in terms of the four size categories as shown
in Table 17.

The principals were then asked to indicate how many
times each school district superintendent and/or supervisory

officer(s) usually visits their schools. The information
in Table 18 summarizes these data, again in relation to the
district size categories.

TABLE 17

DISTRIBUTION OF RESPONSES CONCERNING THE AVAILABILITY
OF SCHOOL MATERIALS IN TERMS OF SIZE CATEGORIES

Category of district size	1		2		3		4	
No. of participants	39		274		128		17	
No. and % of responses	No.	%	No.	%	No.	%	No.	%
50% or more is available	25	64.1	169	61.8	74	57.8	9	53
Less than 50% is available	14	35.9	105	38.2	54	42.2	8	47

TABLE 18

DISTRIBUTION OF RESPONSES BY SCHOOL PRINCIPALS
CONCERNING VISITS OF SUPERINTENDENTS
AND STAFF

Category of district size		1		2		3		4	
No. of participants		39		274		128		17	
No. and % of responses		No.	%	No.	%	No.	%	No.	%
None or once a year	Superintendent	14	35.9	201	73.4	96	75	6	35.3
	Supervisory officer(s)	5	12.8	89	32.5	36	28.1	2	11.7
2 or 3 times a year	Superintendent	15	38.5	59	21.5	24	18.7	8	47
	Supervisory officer(s)	30	76.9	173	63.1	83	64.8	15	88.3
More than 3 times	Superintendent	10	25.6	14	5.1	8	6.3	3	17.7
	Supervisory officer(s)	4	10.3	12	4.4	9	7.1	-	--

Observations that can be made from the information in Table 18 include:

1. A high percentage from large school districts both in area and number of schools, teachers, and students reported they were either not visited at all by the superintendent and/or supervisory officer or, at most, once per year. In the small districts (categories 1 and 4), much smaller percentages reported this situation.

2. In contrast, a higher percentage of respondents from small districts reported that their school superintendent visits their schools more than three times a year. The percentage reporting this situation in the large districts was lower.

3. A comparatively high percentage of responses from small districts in area reported that school district supervisory officers usually visit their schools more than three times a year. A lower percentage in the large districts in both area and number of schools, teachers, and students reported this condition while those from the districts with large area and few schools reported no instances of more than three visits per year.

According to 17 respondents, 12 of whom were in large area districts, their superintendent and/or supervisory officer did not hold even one meeting during a school year with all, or most, of the school principals within the district. Twenty-seven reported that the superintendent usually

holds two meetings per year, and 17 indicated that the school district superintendent usually holds a meeting with all, or most, of the school principals in his district three or four times a year.

The superintendents and supervisory officers were asked to give the approximate percentage of schools in their areas which the school district superintendent visits at least once and which the district supervisory officer(s) visits at least twice during the school year. Their responses are contained in Table 19.

TABLE 19

DISTRIBUTION OF RESPONSES GIVEN BY SUPERINTENDENTS
AND SUPERVISORY OFFICERS CONCERNING THEIR
VISITS TO SCHOOLS

Category of district size		1		2		3		4	
No. of participants		14		40		17		5	
No. and % of responses		No.	%	No.	%	No.	%	No.	%
25% of the schools or less	Superintendent	4	28.6	9	22.5	4	23.5	–	–
	Supervisory officer(s)	–	–	3	7.5	1	5.9	–	–
Over 25% to 75%	Superintendent	4	28.6	21	52.5	11	64.7	1	20
	Supervisory officer(s)	–	–	7	17.5	2	11.8	–	–
Over 75% to 100%	Superintendent	6	42.8	10	25	2	11.8	4	80
	Supervisory officer(s)	14	100	30	75	14	82.3	5	100

The information in Table 19 indicated that all schools in the small districts are visited at least twice a year by the school district supervisory officer(s) while 75 per cent in the third category and 82.3 per cent in small districts in area and large in the number of schools, teachers, and students indicated that 75 per cent or more of the schools are visited by the supervisory officer(s) twice a year.

The information also shows that a high percentage of respondents in the small districts (categories one and four) reported that over 75 per cent of the schools in their districts are usually visited at least twice a year by the school district supervisory officer while only 25 per cent in the second category and 11.2 per cent in the third category indicated that number of visits.

When the school principals were asked to evaluate the administrative and supervisory services provided by the school district superintendent's office to their schools, 26, or 5.7 per cent, described those services as minor; 128, or 29.9 per cent, described them as fair; 242, or 52.8 per cent, said they are good; but only 62, or 13.6 per cent, out of 458 school principals described the administrative and supervisory services provided to their schools by the school district superintendent's office as excellent. Table 20 contains a summary of these responses in terms of the four size categories.

TABLE 20

THE RESPONSES OF SCHOOL PRINCIPALS IN THE FOUR
SIZE CATEGORIES IN EVALUATING THE ADMIN-
ISTRATIVE AND SUPERVISORY SERVICES

Category of district size	1		2		3		4	
No. of participants	39		274		128		17	
No. and % of responses	No.	%	No.	%	No.	%	No.	%
Less than good	13	33.3	82	30	51	39.8	8	47
Good to excellent	26	66.7	192	70	77	60.2	9	53

The effectiveness of the correspondence between the
school district superintendent's office and its schools and
the length of time it takes the superintendent's office to
respond is viewed as one of the important aspects of its
services to schools. Therefore, the school principals were
asked to indicate the minimum time a normal transaction sent
from school takes to come back from the school district
superintendent's office. This information is summarized in
Table 21.

Authority in the School Districts

An effort was made to determine whether or not the
authority exercised in the various districts was related to
district size. Respondents were asked to indicate how much
authority they assumed. The responses were organized so that
conclusions would be possible about authority variations among
the four categories of district size that were described

previously. Percentages were used as a basis for the analysis.

TABLE 21

THE MINIMUM TIME A NORMAL TRANSACTION TAKES TO
COME BACK FROM SCHOOL DISTRICT
SUPERINTENDENT'S OFFICE

	Total		Size Category							
			1		2		3		4	
	No.	%	No.	%	No.	%	No.	%	No.	%
1-5 days	85	18.5	14	36	46	16.8	21	16.4	4	23.5
6-15 days	192	41.9	18	46	105	38.3	63	49.2	6	35.3
16-30 days	140	30.6	7	18	96	35	34	26.6	3	17.7
30-60 days	31	6.8	-	-	20	1.5	8	6.2	3	17.7
60 days plus	10	2.2	-	-	7	2.5	2	1.6	1	5.6

In response to the question about how much authority they assumed, 36 participants, or 6.7 per cent, including one school district superintendent, indicated that they assumed full authority in their work. However, 447, or 83.7 per cent, including 19 school district superintendents, indicated that they assume limited authority, and 51, or 9.6 per cent, including 7 supervisory officers and 44 school principals, reported that they assume no authority.

Table 22 provides an analysis of the total responses to the question about authority in terms of the four categories of school district size.

TABLE 22

CLASSIFICATION OF RESPONSES ABOUT AUTHORITY IN
ACCORDANCE TO SCHOOL DISTRICT SIZE

Category of district size	1		2		3		4	
No. of participants in each category	53		314		145		22	
No. and % of responses	No.	%	No.	%	No.	%	No.	%
a. Full authority	6	11.3	13	5.4	12	8.3	1	4.6
b. Limited authority	43	81.1	269	85.7	116	80	19	86.4
c. No authority	4	7.6	28	8.9	17	11.7	2	9

The category of district size encompassing those with small area and few schools contained the highest percentage of respondents indicating they exercise full authority. The next highest percentage indicating full authority was in districts with small area and many schools. This may indicate that large area districts tend to exercise less administrative authority than small area districts.

Superintendents and supervisory officers were asked to estimate in percentage ranges how much financial and administrative authority had been delegated to them by the Ministry of Education. Only three out of 76, or about 4 per cent, indicated that "less than 10 per cent" of the financial and administrative authority needed were delegated to the school district superintendent's office. Six participants, or about 8 per cent, indicated that "from 10 per cent to 25 per cent" were delegated; 23 participants, or 30.2 per cent,

estimated it to be "more than 25 per cent but less than 50 per cent"; 39, or 51.3 per cent, said it is "between 50 per cent and 75 per cent"; and five respondents, or 6.6 per cent indicated that "more than 75 per cent" of the financial and administrative authorities was delegated by the Ministry of Education to the school district superintendent's office.

For purposes of analysis, the responses were combined into two groups. The first group consists of the responses in any one of the first three optional answers: (a) "less than 10 per cent," (b) "from 10 per cent to 25 per cent," and (c) "more than 25 per cent and less than 50 per cent." The second group contains the responses in the last two optional answers: (d) "between 50 per cent and 75 per cent," and (e) "more than 75 per cent." This means that the first group percentage is less than 50 per cent, and group two represents more than 50 per cent.

Table 23 contains a summary of the responses with groups combined in accordance with the description in the preceding paragraph.

Respondents from school district size categories one and four indicated in larger numbers than categories two and three that they had 50 per cent or more of the authorities needed. This seems to indicate that the factor of the number of schools, teachers, and students in the school districts affected the responses to this item more than the factor of area in school district size. In other words, a large

percentage of respondents in small districts in terms of

number of schools, teachers, and students tend to think that

a substantial amount of administrative and financial authority

is being delegated to their school district superintendents'

offices, but participants from large school districts in

terms of numbers of schools, teachers, and students seem to

believe that only about 50 per cent of the authority is being

delegated to their school district superintendents' offices.

TABLE 23

DISTRIBUTION OF RESPONSES CONCERNING FINANCIAL
AND ADMINISTRATIVE AUTHORITIES DELEGATED
TO DISTRICTS

Category of district size	1		2		3		4	
No. of participants	14		40		17		5	
No. and % of responses	No.	%	No.	%	No.	%	No.	%
Less than 50%	4	28.6	19	47.5	9	52.9	–	–
50% or more	10	71.4	21	52.5	8	47.1	5	100

Participants were asked to estimate the percentage

of decisions that can be made by the superintendent without

referring to the Ministry of Education. Five of the 76

respondents, or 6.6 per cent, estimated that to be "less than

10 per cent." Twelve persons, or 15.8 per cent, estimated

it to run "from 10 per cent to 25 per cent"; 36, or 47.3 per

cent, estimated it to be "more than 25 per cent and less than

50 per cent"; 16, or 21.1 per cent, indicated it to be

"between 50 per cent and 75 per cent"; and 7 participants, or 9.2 per cent, estimated the percentage to be more than 75 per cent.

The number and percentage of the participants' responses to this question were grouped and combined in the same way as the previous question concerning administrative and financial authority and then tabulated in terms of the four school district size categories. These are summarized in Table 24.

TABLE 24

DISTRIBUTION OF RESPONSES CONCERNING
DECISION-MAKING AUTHORITY
DELEGATED TO DISTRICTS

Category of district size	1		2		3		4	
No. of participants	14		40		17		5	
No. and % of responses	No.	%	No.	%	No.	%	No.	%
Less than 50%	8	57.2	31	77.5	9	52.9	5	100
50% or more	6	42.8	9	22.5	8	47.1	-	-

The size variable that seemed most directly related to the responses about autonomy in decisions was area. The respondents from districts with large areas indicated in larger numbers that less than 50 per cent of the decisions of the superintendent were made independent of the Ministry of Education. This would seem to indicate that greater autonomy in authority has been granted to superintendents in districts with relatively compact areas.

Superintendents and supervisory officers were asked to estimate the percentage of decisions that could be made by principals without consultation with the school district office. Thirty-three of the 76 respondents, or 43.4 per cent, indicated that the school principal can make less than 10 per cent of the decisions in his school without consulting the school district superintendent's office. Eighteen, or 23.7 per cent, estimated it to be from 10 per cent to 25 per cent; 13, or 17.1 per cent, thought it would be "more than 25 per cent and less than 50 per cent"; 10, or 13.2 per cent, indicated "between 50 per cent and 75 per cent"; and two participants, or 2.6 per cent, estimated that school principals can make over 75 per cent of the decisions in their schools without consulting the school district superintendent's office.

These responses have been combined and tabulated according to the four school district size categories as was done with the previous questions. The results are summarized in Table 25.

It appears that the most significant size variable affecting these responses was, again, area. This may warrant the observation that when the district is large in area, there is less autonomy for principals than when the districts are smaller in area. It is worth noting that the results seem to indicate that when districts are large in area, administrative officials in the schools and in the superintendents'

offices seem to exercise less authority than when the district is more compact.

TABLE 25

DISTRIBUTION OF RESPONSES CONCERNING DECISION-
MAKING AUTHORITY DELEGATED TO PRINCIPALS
IN THE SCHOOLS

Category of district size	1		2		3		4	
No. of participants	14		40		17		5	
No. and % of responses	No.	%	No.	%	No.	%	No.	%
Less than 50%	10	71.4	37	92.5	13	76.5	4	80
50% or more	4	28.6	3	7.5	4	23.5	1	20

Analysis of the data concerning decision-making authority seems to indicate that there is a relationship between school district size and the administrative power and authority exercised in the district. Apparently, the smaller the district is in both area and number of schools, teachers, and students, the more administrative power and authority, and the larger the school district in area, the less administrative power and authority.

Professional Qualifications

In order to determine whether there is a relationship between the school district size and the professional qualifications of school district superintendents and supervisory officers, data were gathered from the respondents concerning degrees held, training in education, and experience.

The information in Table 26 was organized by dividing the three sets of responses into two groups each. Those with bachelor's degrees were separated from those without degrees, those with training in education were separated from those without, and those with more than 15 years of experience in education were separated from those with 15 years or less experience in education. The data were tabulated according to the four school district size categories.

TABLE 26

QUALIFICATIONS, TRAINING, AND PAST EXPERIENCES
OF SUPERINTENDENTS AND SUPERVISORY OFFICERS

Category of district size	No.	Highest Degree				Training				Experience			
		Less than B.S.		With B.S.		No training		With training		15 years or less		More than 15 years	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	14	2	17.7	12	82.3	6	42.9	8	57.1	7	50	7	50
2	40	12	30	28	70	22	55	18	45	20	50	20	50
3	17	3	17.7	14	82.3	11	64.7	6	35.3	10	58.8	7	46.2
4	5	4	80	1	20	4	80	1	20	3	60	2	40
Total	76	21	27.6	55	72.4	43	56.6	33	43.4	40	52.6	36	47.4

Examination of the data in Table 26 tends to indicate that there is a relationship between school district size and the qualifications of school district superintendents and supervisory officers. The smaller the school district in both area and numbers of schools, the better qualified were

the superintendents and supervisory officers. In the school
districts with larger areas and fewer schools, the qualifi-
cations of the school district administrative officials were
less.

Road Conditions

School district superintendents and supervisory offi-
cers were asked about the condition of the roads between the
district office and the schools. According to 11 participants
(9 of them came from large school districts in terms of area),
or about 14.4 per cent, all roads between schools and their
school districts' superintendents' offices are not asphalted
(unimproved). Seventeen, or 22.3 per cent, estimated that less
than 10 per cent of the roads are asphalted; 7 participants,
or 9.2 per cent, indicated that between 10 per cent and 25
per cent are asphalted; 12, or 15.8 per cent, reported that
more than 25 per cent and less than 50 per cent of the roads
are asphalted; 23, or 30.3 per cent, of the superintendents
and supervisory officers indicated that between 50 per cent
and 70 per cent of the roads in their districts are asphalted;
and 6 out of the 76, or 8 per cent, reported that more than
75 per cent and less than 95 per cent of the roads are as-
phalted. There were no reports indicating that all connect-
ing roads are asphalted.

The above responses were combined so that they could
be reported and analyzed according to the four school district
size categories. These data are reported in Table 27 which

separates the road conditions in terms of less than 50 per

cent asphalted and 50 per cent or more asphalted.

TABLE 27

CONDITION OF ROADS

Category of district size	1		2		3		4	
No. of participants	14		40		17		5	
No. and % of responses	No.	%	No.	%	No.	%	No.	%
Between 0 and 49%	6	42.8	26	65	10	58.9	5	100
50% or more of the roads are asphalted	8	57.2	14	35	7	41.1	-	-

It is clear from the information in Table 27 that

the conditions of the roads between schools and school dis-

trict superintendents' offices are better in the districts

small in area and numbers of schools. In the other three

size categories, the number of asphalted roads is less.

The school principals who participated in this study

from schools located five kilometers or more from their

school district superintendents' offices (359 out of 458

school principals) were asked about the conditions of the

roads between their schools and their district office. One

hundred nineteen out of the 359 school principals, or 33.1

per cent, indicated that none of the roads between their

schools and the district office are asphalted, with 86 of these

respondents describing the roads as very bad. Thirty-one,

or 8.6 per cent, of the 359 principals indicated that less

than 25 per cent of the distance of the road is asphalted;

55, or 15.3 per cent, reported that between 25 per cent and

50 per cent is asphalted; 26, or 7.3 per cent, indicated

that more than half of the distance is asphalted; while 128,

or 35.7 per cent, indicated that all of the roads between

their schools and the superintendent's office are asphalted.

Table 28 was prepared by combining responses and

reporting them in terms of the four school district size

categories.

TABLE 28

ROAD CONDITIONS IN SCHOOL DISTRICTS

Category of district size	1		2		3		4	
No. of principals	28		221		97		13	
No. and % of responses	No.	%	No.	%	No.	%	No.	%
Between 0 and 49% (a, b, c, and d)	11	39.3	121	54.8	65	67	8	61.5
50% or more asphalted (e and f)	17	60.7	100	45.2	32	33	5	38.5

The data from the principals verify those obtained

from the superintendents and supervisory officers. Road

conditions in the districts with small area and few schools

are better than those in the other size categories.

Communication System

Mail and telephone communication is very important

to the smooth operation of schools, especially in a highly

centralized system like that of Saudi Arabia. The school

district superintendents and supervisory officers were asked

to estimate the average time required for a normal official

transaction between the school district superintendent's

office and the Ministry of Education. Only five of the 76

respondents, or 5.2 per cent, indicated that the average

time for a normal transaction was less than five days.

Twenty-three, or 30.3 per cent, estimated it to be between

five and ten days. The largest percentage of the partici-

pants, 25, or 32.9 per cent, indicated that the average time

was over ten days and less than twenty days while another

large group, 24, or 31.6 per cent, indicated that the average

time for a transaction with the Ministry was between 20 and

30 days.

For purposes of analysis, the responses were combined

and tabulated in terms of the four categories of school dis-

trict size. Table 29 contains a summary of these tabulations.

TABLE 29

RESPONSES CONCERNING TIME REQUIRED FOR
TRANSACTIONS BY SCHOOL DISTRICT
SIZE CATEGORIES

Category of district size	1		2		3		4	
No. of participants	14		40		17		5	
No. and % of responses	No.	%	No.	%	No.	%	No.	%
Up to 10 days	7	50	12	30	8	47		
Between 10 days and one month	7	50	28	70	9	53	5	100

Again, the size variable that most directly related to this factor was area. The responses from districts with large areas indicated significantly greater times were required for communication between the district office and the Ministry than those from districts with smaller areas.

School principals were asked to estimate the time required for a normal transaction between the school and the district superintendent's office. Eighty-five, or 18.6 per cent, of the 458 school principals reported that it takes from one to five days. The largest number, 192, or 41.9 per cent, estimated the required time to be from 6 to 15 days. One hundred forty, or 30.6 per cent, indicated that it takes from 16 days to one month, while 31, or 6.7 per cent, estimated the time to be one to two months. Eight school principals estimated it to be more than two and less than three months, while two principals from a large school district both in area and in number of schools reported that it takes more than three months for a mail transaction between the school and the district superintendent's office.

These groups of responses were combined so that comparisons could be made in terms of the four school district size categories. Table 30 contains these tabulated responses.

As might be expected, the data in Table 30 indicate that district size is an important factor in the time required for communication between schools and district offices. The respondents in the smaller districts indicated significantly

less time required than in the larger districts.

TABLE 30

RESPONSES CONCERNING TIME REQUIRED FOR A NORMAL
TRANSACTION BETWEEN SCHOOLS AND SUPERIN-
TENDENTS' OFFICES BY SCHOOL DISTRICT
SIZE CATEGORIES

Category of district size	1		2		3		4	
No. of principals	39		274		128		17	
No. and % of responses	No.	%	No.	%	No.	%	No.	%
Up to 15 days	32	82	151	55.1	84	65.6	10	58.8
More than 15 days up to 3 months	7	18	123	44.9	44	34.4	7	41.2

Principals were asked to indicate whether or not telephone service was available between the school and the district superintendent's office. Of the 458 principals responding, 316, or 69 per cent, indicated there was no telephone connection. The remaining 142 (31 per cent) confirmed that telephone service to the district office was available.

The information about telephone service was tabulated according to the four school district size categories. In category one, small in area and number of schools, 32 of the 39 respondents indicated no telephone service. In category two, large in area and number of schools, 185 of the 274 respondents reported no telephone service available. In category three, small in area and large in number of schools, 86 of the 128 respondents reported no telephone service. In

category four, large in area and small in numbers of schools,
13 of the 17 respondents indicated no telephone available.

There appeared to be very little relationship between
the size variable and availability of telephone service.
The major observation to be made is that the telephone system
in Saudi Arabia is still relatively limited. As it is
developed, high priority should be given to providing this
vital communication link among the schools.

Financial Condition and Procedures

The school district superintendents and supervisory
officers were asked to rank financial problems and procedures
in the school district in relation to other problems. The
highest percentage of the responses, 52.7 per cent, or 40 of
the 76 respondents, rated the financial problems and pro-
cedures as the most important problem in school districts.
Twenty-four participants, or 31.6 per cent, ranked it second;
8, or 10.5 per cent, considered it to be the third most
important problem; and 4 respondents, or 5.2 per cent, ranked
it as fourth.

Thirty-nine of the 76 school district superintendents
and supervisory officers, or 51.3 per cent, indicated that
the annual budget for the school district is known both by
the Ministry of Education and by the school district superin-
tendent's office, but 37, or 48.7 per cent, reported that
knowledge of the budget by the superintendent's office is
quite limited.

The school district superintendents and supervisory officers were asked to describe the role of the school district superintendent's office in the process of planning and developing the school and district fiscal budget. Seven of 76 school district superintendents and supervisory officers, or about 9.2 per cent, indicated that the school district superintendent's office has a limited role in planning and developing the schools' and the district's financial budget. Twenty-three, or 30.3 per cent, described the role as "average," while 38, or 50 per cent, described the role of the district superintendent's office as important. Eight who responded (10.5 per cent) described the role of the superintendent's office as very important in planning and developing budgets for the schools and the districts.

Table 31 contains tabulations of the responses to these questions in terms of the four school district size categories.

Although all twenty-three school districts in Saudi Arabia follow the same financial regulations and policies and get their money from one and the same source, procedures relating to this money seem to vary among the districts. The information in Table 31 indicated that financial matters do not rank in first place among the critical issues in the small school districts. In contrast, the majority of the responses from the large school districts indicate finance to be the number one problem.

TABLE 31

RESPONSES ABOUT FINANCE ACCORDING TO SCHOOL
DISTRICT SIZE CATEGORIES

Category of district size	1		2		3		4	
No. of respondents	14		40		17		5	
No. and % of responses	No.	%	No.	%	No.	%	No.	%
Most important problem	4	28.6	21	52.5	11	64.7	4	80
2nd, 3rd, 4th important	10	71.4	19	47.5	6	35.3	1	20
Known by the district and by the Ministry	7	50	20	50	8	47	4	80
Limited knowledge by the district	7	50	20	50	9	53	1	20
Limited and/or average role	3	21.4	18	45	7	41.2	2	40
Important role	11	78.6	22	55	10	58.8	3	60

Respondents from the districts in size categories
one through three were about equally divided in their assess-
ment of the budget knowledge in the district. About half
indicated that the annual financial budget in the school dis-
trict is known by both the Ministry of Education and the
district, while the other half reported that the superinten-
dent's knowledge of the budget is limited.

It is worthy of note that four of the five respondents
from districts in category four indicated that the budget is
known by the office of the superintendent. This can probably
be explained by the fact that these are small budgets and
that these districts are located in the north part of the

country where the likelihood is greater of contact with people from the more advanced Arab states of Jordan, Syria, and Lebanon.

The data indicate that the school district superintendent's office is important in budget planning in all four school district size categories. However, the highest percentage is again in the small districts with somewhat fewer indicating such involvement in the larger districts.

School district size is apparently an important factor in financial matters. The smaller districts seem to view financial problems as less important. A higher percentage from smaller districts also see their role in budget planning as important.

The school principals were asked to indicate what procedure they followed to obtain needed items for the school. Twenty-five of the 458 school principals, or 5.5 per cent, indicated that they buy directly any items needed by the school because the budgeted amount is available at the school. Eighty, or 17.5 per cent, reported that they buy such items with their own money and then send the required bills to the school district superintendent's office for reimbursement. Thirteen, or about 3 per cent, said that they have an available budgeted amount for such needs, but regulations require them to obtain prior permission from the superintendent's office to provide the materials. The highest percentage, 340, or 74 per cent, indicated that they must write to the

superintendent's office and ask them to provide the items, because they have neither the authority nor the money to provide them. Table 32 contains a tabulation of these responses in terms of the four school district size categories.

TABLE 32

RESPONSES CONCERNING PURCHASE PROCEDURES OF
PRINCIPALS BY SCHOOL DISTRICT SIZE

Category of district size	1		2		3		4	
No. of principals	39		274		138		17	
No. and % of responses	No.	%	No.	%	No.	%	No.	%
a. Buy directly	5	12.8	13	4.8	7	5.5		
b. Buy directly—obtain later reimbursement	4	10.3	46	16.8	28	22	2	11.7
c. Obtain prior permission	1	2.5	6	2.2	6	4.5		
d. Obtain through office of superintendent	29	74.4	209	76.2	87	68	15	88.3

The data in Table 32 indicate that by far the most common procedure for obtaining needed items is to ask the superintendent's office to provide them directly. If there is any relationship between size of districts and acquisition procedures, it appears that those in the smaller districts have greater freedom to acquire needed items on their own.

The principals were asked whether or not they have an amount of money allocated at their schools which could be used to procure needed items. One hundred thirty-two, or 28.4 per cent, indicated that they have such an amount of

money, but 326, or 71.6 per cent, reported that they do not

have any amount of money that is so allocated. Of the 39

respondents from districts in size category one, 28, or 71.8

per cent, indicated they had no such fund. Of the 274 re-

spondents from districts in size category two, 199, or 72.6

per cent, reported no such fund. Of the 128 respondents from

districts in size category three, 90, or 70.3 per cent, had

no such fund. Of the 17 respondents from districts in size

category four, 9, or 53 per cent, reported no such money

available.

Location of School District Superintendent's Office

Location in Relation to the Ministry of Education

Table 33 contains information showing the distances

in kilometers between the capital city of Riyadh, where the

Ministry of Education is located, and each of the twenty-

three school district superintendent's offices. It also pro-

vides information about road conditions and the communication

system between the capital and the other twenty-two cities

and towns in which the school district superintendents'

offices are located. Arriyadh school district superinten-

dent's office is located in Riyadh.

Only four school district superintendent's offices

(including the district superintendent's office of Riyadh)

out of 23 are located in cities within 300 kilometers of the

capital city of Riyadh. Five other school district superin-

tendents' offices are located within 500 kilometers. Another

TABLE 33

DISTANCES IN KILOMETERS BETWEEN THE CAPITAL CITY OF RIYADH AND THE
CITIES IN WHICH THE SUPERINTENDENTS' OFFICES ARE LOCATED AND THE
ROAD CONDITIONS AND COMMUNICATION SYSTEM BETWEEN THESE
CITIES AND THE CAPITAL CITY

District	Distance from Riyadh[a]	Road Conditions		Communication Besides Mail		Traveling by Plane	
		Asphalted	Partly Asphalted	Telephone	Telegraph	Possible	Not possible
Al-Hota	170	Yes	No	No	Yes	No	Yes
Al-Washim	207	Yes	No	No	Yes	No	Yes
Sudair	210	Yes	No	No	Yes	No	Yes
Al-Hassa	325	Yes	No	No	Yes	No	Yes
Al-Aflaj	380	Yes	No	No	Yes	No	Yes
Unaizah	405	Yes	No	No	Yes	Yes	No
Al-Qaseem	440	Yes	No	No	Yes	Yes	No
Eastern	460	Yes	No	Yes	Yes	Yes	No
Addawasser	676	Yes	No	No	Yes	No	Yes
Hail	740	Yes	No	No	Yes	Yes	No
Attaif	900	Yes	No	Yes	Yes	Yes	No
Bisha	920	No	Yes	No	Yes	Yes	No
Mecca	970	Yes	No	Yes	Yes	Yes	No
Al-Medina	980	Yes	No	Yes	Yes	Yes	No
Abha	1,018	No	Yes	No	Yes	Yes	No
Jeddah	1,040	Yes	No	Yes	Yes	Yes	No
Al-Baha	1,120	Yes	No	No	Yes	No	Yes
Negran	1,266	No	Yes	No	Yes	Yes	No
Al-Qunfadah	1,350	No	Yes	No	Yes	No	Yes
Al-Jouf	1,650	No	Yes	No	Yes	Yes	No
Tobouk	1,697	Yes	No	No	Yes	Yes	No
Jizan	1,700	No	Yes	No	Yes	Yes	No

[a]Distance between Riyadh and Al-Baha, Bisha, Al-Qunfudah, Al-Jouf, and Jizan were estimated.

five are located within 1,000 kilometers, while six are located within 1,500 kilometers. Three of the 23 school district superintendents' offices are located at a distance greater than 1,500 kilometers from the capital city of Riyadh.

The most distant school districts (1,600 and 1,697 kilometers) from the capital city are Al-Jouf and Tobouk. They have been classified in this study as the fourth category of school district size, large in area and small in the number of schools, teachers, and students.

Most of the cities and towns (17 out of 22) in which the school district superintendents' offices are located are connected with the capital city by asphalted roads. Some of them are on direct routes, but others pass through other cities making the distances greater.

All the school district superintendents' offices outside the capital could communicate with the Ministry of Education by telegram.

Only five of the twenty-three could communicate with the capital city through long distance telephone calls. Even then, it is not direct long distance calling. It is done through an operator which usually takes several hours.

Some eight cities cannot be reached by plane, but it is possible to travel between the other 14 cities and the capital city of Riyadh by plane. Four of these fourteen cities are accessible by daily travel, but the others are accessible only from one to four times a week.

The median distance between the location of the school

district superintendents' offices and the Ministry of Educa-

tion is approximately 900 kilometers. The nearest school

district superintendents' offices are Al-Hota and Al-Hareeq,

located 170 kilometers from the capital, and the farthest one

is the Tobouk school district superintendent's office,

located 1,697 km. away.

Generally speaking, all school district superinten-

dents' offices are presently located in large and medium-

sized cities.

The common practice in the country has been to locate

the school district superintendent's office in the largest

(in terms of population) city or town in the district.

The general characteristics of the existing twenty-

three school district superintendents' offices, in terms of

location, could be summarized as follows:

1. Each school district superintendent's office

serves more than one city. Several serve more than a hundred

towns and villages.

2. Many of them are found in open country. These

districts usually have large areas and low population density.

3. Generally speaking, the school district superin-

tendents' offices are far removed from each other. The

approximate average distance between a school district

superintendent's office and the one nearest to it is 300

kilometers. Thirty-five kilometers (between Unaizah and

Al-Qaseem) is the shortest distance between two school dis-
trict superintendents' offices, and 686 kilometers is the
farthest distance between two school district superinten-
dents' offices (between Al-Medina and Tobouk).

When the school district superintendents and super-
visory officers were asked to identify the primary reason(s)
for selecting the city in which their present school district
superintendent's office is located, they were divided in
their responses. Ten, or 13.2 per cent, reported that the
reason for choosing the city in which their school district
superintendent's office is located was because it is the
population center of the province or region. Six, or 7.9
per cent, indicated that it was because most of the govern-
ment agencies were located in that city. Three persons, or
3.9 per cent, said the reason is because it is located nearly
in the middle of the region. Nineteen, or 25 per cent of
the 76 participants, indicated that it was because it is the
population center of the region and because it is located
nearly in the middle of the region. Four, or 5.3 per cent,
gave all three reasons. Thirty-four out of the 76, or 44.7
per cent, selected none of these three reasons. Instead, they
indicated that there were various other reasons that influ-
enced the selection of cities in which their school district
superintendents' offices are located.

The Location of a District Superintendent's Office
in Regard to Its Schools

As might be expected, there are great variations in

the maximum distance between a school district superinten-

dent's office and the farthest school among the twenty-three

school districts. It runs from 17 kilometers in the district

of Unaizah to 1,272 kilometers in the Eastern school district.

The school district superintendent and supervisory officers

in each school district were requested to indicate the

approximate distance between the location of the school

district superintendent's office and the most distant school

within the district. Eight, or 10.6 per cent, of the 76

school district superintendents and supervisory officers

indicated that the approximate distance between the location

of their school district superintendent's office and the

farthest location of a school in their area was between 50

and 100 kilometers. The same number reported it was between

101 and 200 kilometers. Nineteen, or 25 per cent, reported

that it was over 200 but less than 300 kilometers. Seventeen

participants, or 22.3 per cent, indicated that it is between

300 and 400 kilometers. Twenty-four, or 31.5 per cent, indi-

cated that the approximate distance between their superinten-

dents' offices and the farthest schools in their areas was

over 400 kilometers.

From lists of distances provided by officials in

most of the school district superintendents' offices and

an approximate estimate of the distance between school

district superintendents' offices and schools within some

districts, Table 34 was developed. It shows how far each

individual school district superintendent's office is from

its schools within the district.

According to the information in Table 34, about 25

per cent of the schools in the country are located in the

twenty-three cities in which the school district superinten-

dents' offices are located. About 30 per cent are located

within 50 kilometers from the location of the school district

superintendents' offices, and about 15 per cent are located

within 100 kilometers. To put it differently, about 70 per

cent, or 1,522 out of 2,178 schools in 1972-73, were located

in the twenty-three cities and towns in which the twenty-

three school district superintendents' offices are located

and within 100 kilometers from these cities and towns. The

remaining 30 per cent, or 656 out of 2,178 schools, were

located within 101 to 1,272 kilometers from the school dis-

trict superintendents' offices.

Table 35 contains data showing the distances between

each school district superintendent's office and the farthest

city or town in which a school (or schools) is located that

falls under the jurisdiction of that office.

Fifty-seven school district superintendents and

supervisory officers out of 76, or 76.3 per cent, suggested

that it is necessary (25 of them said it is very necessary)

for the school district superintendent's office to be close

TABLE 34

THE APPROXIMATE DISTANCES IN KILOMETERS BETWEEN EACH OF THE 23 SCHOOL
DISTRICT SUPERINTENDENTS' OFFICES AND ITS SCHOOLS

No.	School District	Within City	5 to 50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-500	Over 500	Total
1.	Abha	13	59	21	56	22							171
2.	Arriyadh	129	31	38	24	6	6	9	5	4	3		253
3.	Attaif	36	46	38	20	17	15						172
4.	Al-Aflaj	5	12	8									25
5.	Al-Baha	2	106	26									134
6.	Al-Hassa	33	63	5	2	3							106
7.	Al-Hota and Al-Hareeq	4	17										21
8.	Al-Jouf	10	14	1	1	2	2		2	3	2		37
9.	Al-Medina	54	6	7	13	10	8	10	2	7	5		122
10.	Al-Qaseem	26	29	49	30	16	7						157
11.	Al-Qunfidah	4	22	9	12	23	4	11					85
12.	Al-Washim	6	10	12	18	14	13	13	2				88
13.	Bisha	7	19	1	26	15	18	8					94
14.	Eastern	31	71	12	4	2	4	3	3	4	6	24	164
15.	Hail	15	8	23	15	9	10	3	1	1			85
16.	Jeddah	60	9	6	10	5	3	7					100
17.	Jizan	9	44	41	14		1						109
18.	Mecca	57	26	10	3	1							97
19.	Negran	6	18	1	3	3	1					1	33
20.	Sudair	8	21	19	7								55
21.	Tobouk	7		2	2	1	3	2	3	4	4	3	31
22.	Unaizah	14	3										17
23.	Wadi Adda-wasser	6	10	6									22
	Total	542	644	336	259	147	95	66	18	23	20	28	2,178

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to its schools. Only 18 persons, or 23.7 per cent, did not see any necessity for the school district superintendent's office to be close to its schools. All but 20 school principals, or 438 out of 458 school principals (95.6 per cent), indicated that they prefer their schools to be close to the school district superintendent's office.

TABLE 35

THE DISTANCES IN KILOMETERS BETWEEN EACH OF THE 23
DISTRICT SUPERINTENDENTS' OFFICES AND THE
FARTHEST SCHOOL(S) WITHIN THE
SCHOOL DISTRICT

No.	School District	Farthest City Within District	Distance Between Them
1.	Abha	Al-Amawah	200
2.	Arriyadh	Sabbha	430
3.	Attaif	Raniah	230
4.	Al-Aflaj	Al-Haddar	100
5.	Al-Baha	Al-Jibour	78
6.	Al-Hassa	Aeen Harad	170
7.	Al-Hota & Al-Hareeq	Al-Hareeq	50
8.	Al-Jouf	Al-Hadithah	405
9.	Al-Medina	Al-Hajar (Madain Saliah)	485
10.	Al-Qaseem	Al-Medawy	250
11.	Al-Qunfidah	Al-Lith	260
12.	Al-Washim	Al-Hedarah	380
13.	Bisha	Sept Tanomah	265
14.	Eastern	Turaif	1,272
15.	Hail	Al-Meryr	315
16.	Jeddah	Al-Mazrahi	300
17.	Jizan	Al-Qahamah	205
18.	Mecca	Al-Kafeef	196
19.	Negran	Sharuwrah	600
20.	Sudair	Al-Artauiyah	120
21.	Tobouk	Al-Wajh	300
22.	Unaizah	Al-Aushiziah	17
23.	Wadi Addawasser	Al-Diwaian	100

When the school principals were requested to indicate how they consider the distances between their schools and their school district superintendents' offices, 37 out of 458, or 8.1 per cent, indicated that it is very close; 122, or 26.6 per cent, considered it as close; 141, or 30.8 per cent, described it as medium distance; but 158 school principals, or 34.5 per cent, considered the distance between their schools and the school district superintendents' offices to be far (74 of them described it as very far).

Only 15 school principals out of 458, or 3.3 per cent, pointed out that they do not usually need to go to the school district superintendent's office during the school year to discuss a matter or to achieve something pertaining to their schools. A large percentage of them, 233, or 50.9 per cent, indicated that they need to visit the superintendent's office from one to eight times a year. Eighty-five, or 18.5 per cent, reported that they need to go from nine to twenty times, and a relatively large number of them, 125 school principals out of 458, or 27.3 per cent, pointed out that they need to have personal contact with their school district superintendents' offices more than twenty times a year.

A high percentage of school principals (195, or 42.1 per cent) reported that it takes them less than thirty minutes to go by car from their schools to their school district superintendents' offices. Sixty-four, or 14 per cent,

indicated that it takes them between thirty minutes and one hour. Fifty-eight, or 12.7 per cent, reported that it takes them more than an hour and less than two hours. Sixty-nine, or 15 per cent, indicated that it takes them from two to five hours. Forty-two, or 9.1 per cent, said it takes them more than five hours but less than ten hours, but 30 of the 458 school principals, or 6.6 per cent, indicated that they need more than ten hours driving to go to their school district superintendents' offices.

The 458 school principals who were involved in this study were asked to indicate whether or not they are satisfied with the location of their schools in regard to the school district superintendent's office. Two hundred sixty-five, or 57.8 per cent, indicated that they are satisfied with the location of their schools in regard to their school district superintendents' offices, and 195, or 42.2 per cent, said they are not satisfied.

Topography and Climate of School Districts

It is quite apparent that topography and climate are major factors that affect the development of any nation, particularly the developing nations. As has been mentioned in the introductory chapter, Saudi Arabia occupies four-fifths of the Arabian Peninsula, and the Kingdom's area is estimated at about 865,000 square miles. Topographically, Arabia is a generally tilted plateau which slopes eastward from a mountain (Assorah) range along its western edge bordering the

Red Sea. Its western coast on the Red Sea is more than 1,100 miles long from the Gulf of Aqaba in the north to Maydi on the south. The eastern coast is 300 miles long from Ras Mish'ab northeast to Qatar on the southeast.[1] Arabia has no lakes and almost no rivers. In the south there is the famous Empty Quarter: a vast, trackless expanse of shifting sand dunes measuring some 750 by 400 miles which is considered to be the largest continuous body of sand in the world. Briefly, Arabia is a big plateau of vast desert, high mountains (in addition to Jebal Assorah on the west, its chief mountains are Jabal Shammer in the north center, and Jable Tuwayq in the center) and deep valleys (e.g., Wadi Arrummah north center, Wadi Hanifah in the center, Wadi Bisha and Wadi Itwide in Asir, Wadi Assirhan in the northwest, Wadi Fatima in the west and Wadi Jizan in the southwest).

Geographically, Arabia is divided into four principal provinces: Al-Hijaz (about 150,000 square miles) and Asir (about 100,000 square miles) on the west, Nejd in the center of the country (about 600,000 square miles and the largest province in the country) and Eastern Province (about 100,000 square miles and formerly known as Al-Hassa).[2] In many cases, the boundaries between provinces, as well as between districts,

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[1] Kingdom of Saudi Arabia, Statistical Year Book 1972 (Ministry of Finance and National Economy, Central Department of Statistics, Riyadh), Issue No. 8, pp. 6-7.

[2] George Lipsky, Saudi Arabia (Hraf Press, New Haven, 1959), pp. 20-26.

are not sharply drawn lines, and in some places such definite
boundaries cannot be drawn since one region gradually changes
into another. However, in some cases, a natural boundary
separates two or more provinces. For instance, Addahna, the
Sand River (15 to 20 miles wide and 800 miles in length),
constitutes the natural boundary between the province of Nejd
and the Eastern Provinces. In the west, Assorah Mountain
rises steeply up from a narrow coastal plain (Tihamah which
is 40 miles wide in the south and gradually narrows to 30
miles from Jizan to Allaith and to 10 miles when it reaches
Al-Wajh in the northwest) between the lowland school districts
of Al-Qunfudah on the north and Jizan on the south. This
mountain's average elevation is more than 4,000 feet, and two
school districts are located on the mountain itself--Al-Baha
school district on the north and Abha in the south. This
mountain (Assorah) also separates Al-Hijaz and Asir Provinces
from Nejd Plateau.

Temperatures in the country naturally are varied.
The west (in Al-Hijaz Province) and east (in the Eastern
Province) coastal regions are extremely hot and humid in
summer and warm in winter. During winter, night temperatures
are in the 40's in these coastal regions. The mountain areas
(a large part of Asir Province and some parts of Al-Hijaz)
enjoy a temperate climate in both summer and winter, but the
interior desert, largely in the center (Nejd Province) has
a continental climate of extreme day heat in summer (it has

reached up to 130° F. in some areas) and biting cold in winter.

Rainfall, usually coming in the winter months, is both deficient and irregular in most parts of the country. Generally, in the Eastern Province, the annual rainfall average is about three inches. In Nejd the average may approach five inches, but in the southwest mountains of Asir Province it sometimes reaches 12 inches per year.

School district numbers 3 (Attaif), 5 (Al-Baha), 9 (Al-Medina), 11 (Al-Qunfudah), 16 (Jeddah), 18 (Mecca) and 21 (Tobouk) are located in Al-Hijaz Province in the west part of the country. Although these seven school districts are located mostly in one province, they have different topographies and climates. That is because district numbers 3 and 5 are in a mountainous area and enjoy a relatively good climate. District 18 is between several mountains and is located about seventy kilometers from the Red Sea which creates a climate with high temperatures. District 9 (Al-Medina) in the northeast and district 21 (Tobouk) in the northwest of Al-Hijaz Province have nearly a continental climate. District 16 (Jeddah) and part of district 11 (Al-Qunfudah) are in the coastal area and have a very hot climate and a great deal of humidity.

Nejd Province contains ten school districts: school district numbers 2, 4, 7, 8, 10, 12, 15, 20, 22, and 23. They are primarily located in plains areas which have an

average altitude of 4,000 to 6,000 feet. The plains of Nejd

extend to the north for nearly 900 miles past Hail. Part

of the district of Arriyadh (Al-Kharj) and district numbers

4, 10, and 22 are rich in water resources which can be used

for agriculture. For the most part, these ten districts have

a continental climate of extreme dry heat in summer and

biting dry cold in winter, but the north part of Nejd (Hail

and Al-Jouf) has a comparatively mild climate most of the year.

District numbers 6 and 14 are in the Eastern Province

which covers the area of the Arabian Gulf where the oil

fields are located. District 6 (Al-Hassa) and part of the

Eastern school district (Al-Qateef) are rich in water re-

sources, and they are actually agricultural areas. The

temperatures in this province are extremely high with high

humidity (especially district 14) in summer and mild in

winter. A special weather phenomenon that affects this prov-

ince between spring and summer is the blowing dust with

strong winds.

Asir Province consists of four school districts: dis-

tricts 1 (Abha), 13 (Bisha), 17 (Jizan) and 19 (Negran). Each

of these four districts has, to a certain extent, a different

climate and temperature from the other. School district num-

ber 1 (Abha) is a highland some 8,000 to 9,000 feet above

sea level and enjoys a pleasant summer and a very cold winter.

The southwest part of district 13 (Bisha) is mountainous and

has a climate similar to Abha (district number 1). The east

and north parts of this district are a mixture of valleys and desert, and the climate is fair. District 17 (Jizan) is a low-lying coastal part of Tihamah. It has very high temperatures and high humidity. The fourth school district in Asir Province, District 19 (Negran), has a mixture of desert area and hills and has a relatively fair climate.

Generally speaking, the climate in Saudi Arabia is hot and dry in summer. In the winter there are low temperatures--a somewhat dry cold, with the exception of the coastal areas. The coastal areas are extremely humid and hot during nearly eight months of the year. The shady temperatures along the Red Sea coast during the hot months range from 90 to 105 degrees with humidity ranging from 60 to 90 per cent. The summer temperatures in the coastal area along the Arabian Sea, in the Eastern part of the country, range from 100 to 130 degrees, while the winter temperatures range between 65 and 85 degrees Fahrenheit.[1]

The school principals involved in this study were asked to describe the topographical condition of the area in which their schools are located. Ninety-one of them, or 19.9 per cent, described the area in which their school is located as valley; 134, or 29.2 per cent, classified it as mountainous

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[1]Saudi Arabia, a study of the Education System of Kingdom of Saudi Arabia and Guide of the Academic Placement of Students from the Kingdom of Saudi Arabia in United States Educational Institutions, reported by Alfred Thomas, Jr., Registrar and Director of Admissions, Arizona State University, Tempe, Arizona, 1962, p. 10.

area; 69, or 15.1 per cent, said their school is in a coastal area. Twenty, or 4.3 per cent, described the topography of the area in which their schools are located as hills, but the largest percentage, 31.5 per cent, or 144 of 458 school principals, indicated that their school is in the desert area.

Population of School Districts

The population of school districts in terms of numbers of schools, teachers, and students was described previously in Table 2. However, this section deals with the population of the twenty-three school districts in terms of the number of people living in each school district and in each city in which school district superintendents' offices are located.

A regular population census has yet to be taken in Saudi Arabia. The population is variously estimated at between four and one-half and seven million. The same is true regarding the population of each of the four major provinces in the country as well as for each school district. However, it has been estimated that each province has one million inhabitants with the exception of Nejd Province which has 1.5 million. A high percentage of the population is living in the rural areas and in the unsettled areas, although in the last decade the country experienced the largest movement ever from those areas to the large cities.

Because there were no official figures for the population of the country and its regions, the superintendents

and supervisory officers in the school districts were asked to estimate the population of their districts as well as the population of the city in which the school district office was located. Although it was recognized that some superintendents and supervisory officers would probably not be able to provide completely accurate figures, there was good reason for believing that they would be able to give a reasonable estimate. Table 36 contains the average estimate of each group in each school district for the population of their districts and for the population of the city in which their school district superintendent's office was located.

The information in Table 36 indicates that the median population of school districts (in terms of inhabitants) is 140,000 (the highest population is 700,000 and the lowest is 30,000) and the median population of the cities is 25,000 (the highest population of a city is 300,000 and the lowest is 5,000).

A comparison of the population of each school district to the number of square miles occupied by that district reveals the low population density in the country as well as the great differences of that density in the 23 school districts.

The distances between population centers in the country are very great. The total area is nearly one million square miles. However, it is interesting to note that while the country has an area of 865,000 square miles, the 23 school

districts are serving only 44.7 per cent of that area, or 386,755 out of 865,000 square miles.

TABLE 36

POPULATION OF EACH SCHOOL DISTRICT AND EACH CITY
IN WHICH SCHOOL DISTRICT SUPERINTENDENT'S
OFFICE IS LOCATED

School District	District Population	Population of the City
Abha	500,000	60,000
Arriyadh	700,000	300,000
Attaif	250,000	100,000
Al-Aflaj	80,000	20,000
Al-Baha	300,000	6,000
Al-Hassa	150,000	60,000
Al-Hota and Al-Hareeq	30,000	10,000
Al-Jouf	70,000	22,000
Al-Medina	350,000	120,000
Al-Qaseem	400,000	120,000
Al-Qunfidah	130,000	10,000
Al-Washim	70,000	10,000
Bisha	70,000	12,000
Eastern	250,000	60,000
Hail	140,000	40,000
Jeddah	400,000	200,000
Jizan	250,000	40,000
Mecca	300,000	200,000
Negran	80,000	15,000
Sudair	80,000	15,000
Tobouk	45,000	25,000
Unaizah	35,000	24,000
Wadi Addawasser	50,000	5,000
Total	4,670,000	1,474,000

The data in Table 36 support the fact that a large
percentage of the population of the country is living in
the rural areas. About 31.6 per cent of the population is
living in the cities and large towns while the other 68.4
per cent is living in rural areas and the desert. However,
some of the towns in which some of the school district super-
intendents' offices are located might very well be considered
as rural areas.

<u>Social Responsiveness and Unity</u>

The purpose of this section is to examine the assump-
tion that any reorganization of school districts in Arabia
which might result in removing a school district superinten-
dent's office from the city and/or region in which it is
presently located to another would probably be objected to
by the inhabitants of that city and/or region.

In spite of the fact that the country has entered a
period of transition marked by changes, including many aspects
of the social system, the Arab community is still considered
as a collection of groups rather than of individuals. In
other words, the family first or the tribe, then probably the
village or town are the basic social units and hence the
center of all loyalties, obligations and status of their
members. Family obligations take precedence over all else.
Therefore, the degree of commitment and obligation of the
Arabs toward one, two, or all three of these social units is
higher than toward the individual citizen or toward the

community or the country as a whole. For instance, it is common practice for the individual, in Arabia, to use his position to benefit a member of his family, tribe, or his townsman. Failure to do so would generally be regarded as morally irresponsible.

The preceding paragraph is intended to show the importance of village and town as a basic social unit in Saudi Arabian society which might motivate people from a school district to object to any change which might result from proposals for reorganizing school districts in the country.

Each of the school principals who was involved in this study was requested to indicate what would happen if high authorities decided to close the school district super-intendent's office in the district and transfer the super-vision of the schools in the district to another office in another region or province. Two hundred forty-seven of the 458 school principals, or 53.9 per cent, reported that the inhabitants of the district would object strongly to that change; 153, or 33.4 per cent, said the people in the area would not be pleased; 28, or 6.1 per cent, indicated that people wouldn't care; and 25, or 5.5 per cent, indicated that people would not object to such a change, but would favor it. Five school principals, or 1.1 per cent, stated that people in the area would be very glad to see the school district superintendent's office in their district close and the

supervision of their schools transferred to another office in another region or province.

The principals were also asked to describe the expected reaction of the inhabitants of the city or town in which the school district superintendent's office in the district is located if the high authorities decided to relocate the school district superintendent's office to another location within their district. Two hundred eleven, or 46.1 per cent of the 458, reported that the inhabitants of the city in which the school district superintendent's office is located would object strongly. One hundred thirty-four, or 29.4 per cent, predicted that the people of the city would not be pleased in general; 80, or 17.4 per cent, indicated that the inhabitants wouldn't care; 30, or 6.5 per cent, reported that they would favor it; but only three principals (.6 per cent) stated that the people in the city in which the school district superintendent's office is located would be very glad to see that office move to another city within the area.

Each school principal was also asked to describe his personal feelings about any reorganization of the school districts in the kingdom which might result in separating his school from its present superintendent's office and connecting it with another superintendent's office in another region or province. One hundred fifty-two, or 33.1 per cent, indicated that they would object strongly to such change. Forty,

or 8.7 per cent, reported that they would neither object nor
approve; nine, or 2 per cent, stated that they wouldn't care;
but the highest percentage of the school principals, 252, or
55 per cent, indicated that they would not object if that was
in the best interest of the schools. Five principals (1.1
per cent) indicated that they would be very happy with such
a change.

When all participants in the study were asked whether
or not annexation of the school superintendent's office and/or
some of its schools to another district would have a bad
effect on educational quality because of regional conditions,
264 of the 534 participants, or 49.5 per cent, said that such
an impact was possible. One hundred forty, or 26.2 per cent,
did not know, and 130, or 24.3 per cent, indicated that there
would be no such possibility.

Changing the Existing School Districts' Sizes

As indicated in the introductory chapter, there is
a trend in Saudi Arabia toward reorganizing the existing
twenty-three school districts. This is the result of the
increasing demands for more new schools from various parts
of the nation, the expansion of the educational system, and
the growth of the school and government bureaucracy during
recent years. Such phenomena are common in most developing
countries and they contribute significantly to the need for
reorganization that is being felt in Saudi Arabia. However,
one of the purposes of this study was to determine whether

or not there was need for reorganizing the country's school
districts in terms of size. For this reason, the partici-
pants in the study were asked to respond to several state-
ments relative to this issue. Table 37 is a summary of the
responses to these statements.

TABLE 37

STATEMENTS CONCERNING THE NEED FOR REORGANIZING
SCHOOL DISTRICTS' SIZES

Statement	A	B	C	D	E
1. For the sake of realizing use-ful administrative services and effec-tive supervision of all schools, the size of your school district must be changed.	176	188	77	87	6
2. There is a need for studying the existing structure and the size of each school district in the Kingdom for the purpose of investigating the proper course of action that should be fol-lowed to establish a suitable struc-ture.	264	217	42	11	-
3. There is a need to change the geographical borders of the school districts to enable them to provide the best possible administrative ser-vices and adequate supervision of their schools.	238	214	60	20	2
4. Large or small space area in any school district has a great im-pact on the effectiveness of the administrative and educational ser-vices. The smaller the areas, the more effective the services are, and vice versa.	249	202	29	49	5

TABLE 37--<u>Continued</u>

Statement	A	B	C	D	E
5. The school district in which you belong is very large in area. Therefore, it is difficult for the district superintendent's office to provide adequate equal administrative and supervisory services for all subordinate schools.	152	194	54	122	12
6. A small size school district (especially in space area) is better than a large size school district.	197	215	36	81	5
7. A small size school district is more likely to be less effective and productive than a large school district.	36	77	65	305	51
8. Shortage in the quantity and quality of the educational administrative services provided by the school district superintendents' offices to their schools can be attributed to a great extent to the small size of the school district.	22	65	107	289	51
9. Shortage in the quantity and quality of administrative and educational services provided by the school district superintendents' offices to their schools is attributed to a great extent to the large size of the school district.	103	208	84	133	6

[a]A means "strongly agree," B means "generally agree," C means "undecided," D means "generally disagree," and E means "strongly disagree."

The responses to the nine statements seem to indicate clearly a desire by the participants to study the present status of the school districts and the need to modify their sizes in order to enable the school district superintendents'

offices to provide the essential administrative and supervisory services for their schools. The participants have emphasized the need for school districts with reasonable geographical size which would make it possible for the school district superintendent's office to provide greater educational benefits for children in rural areas as well as in urban areas.

Table 38 contains a tabulation of the responses to the statements about school district size in terms of the four school district size categories.

TABLE 38

DISTRIBUTION OF RESPONSES ABOUT THE NEED FOR
REORGANIZING SCHOOL DISTRICTS TO THE FOUR
CATEGORIES OF SCHOOL DISTRICT SIZE

Category of district size		1		2		3		4	
No. of participants		53		314		145		22	
No. and % of responses		No.	%	No.	%	No.	%	No.	%
1	1. Strongly agree	5	9.4	119	37.8	45	31	7	31.8
	2. Generally agree	21	39.6	115	36.6	46	31.7	6	27.3
	3. Undecided	9	17	36	11.4	26	17.9	6	27.3
	4. Generally disagree	18	34	42	13.6	24	16.6	3	13.6
	5. Strongly disagree	–	–	2	.6	4	2.8	–	–
2	1. Strongly agree	23	43.4	155	49.4	75	51.7	11	50
	2. Generally agree	23	43.4	129	41.1	55	37.9	10	45.5
	3. Undecided	5	9.4	23	7.3	13	9	1	4.5
	4. Generally disagree	2	3.8	7	2.2	2	1.4	–	–
	5. Strongly disagree	–	–	–	–	–	–	–	–
3	1. Strongly agree	21	39.6	154	49.1	57	39.3	6	27.3
	2. Generally agree	23	43.4	126	40.1	50	34.5	15	68.2
	3. Undecided	7	13.2	21	6.7	32	22	–	–
	4. Generally disagree	2	3.8	13	4.1	4	2.8	1	4.5
	5. Strongly disagree	–	–	–	–	2	1.4	–	–

TABLE 38--Continued

Category of district size		1		2		3		4	
No. of participants		53		314		145		22	
No. and % of responses		No.	%	No.	%	No.	%	No.	%
4	1. Strongly agree	18	34	153	48.8	68	47	10	45.5
	2. Generally agree	26	49	110	35	57	39.3	9	40.9
	3. Undecided	2	3.8	17	5.4	9	6.2	1	4.5
	4. Generally disagree	7	13.2	32	10.2	8	5.5	2	9.1
	5. Strongly disagree	-	-	2	.6	3	2	-	-
5	1. Strongly agree	5	9.4	87	27.7	54	37.2	6	27.3
	2. Generally agree	13	24.5	111	35.3	58	40	12	54.5
	3. Undecided	5	9.4	38	12.1	9	6.2	2	9.1
	4. Generally disagree	27	51	70	25.4	23	15.9	2	9.1
	5. Strongly disagree	3	5.7	8	2.5	1	.7	-	-
6	1. Strongly agree	22	41.5	115	36.6	54	37.2	6	27.3
	2. Generally agree	23	43.4	122	38.8	58	40	12	54.5
	3. Undecided	1	1.9	24	7.7	9	6.2	2	9.1
	4. Generally disagree	7	13.2	49	15.6	23	15.9	2	9.1
	5. Strongly disagree	-	-	4	1.3	1	.7	-	-
7	1. Strongly agree	2	3.8	24	7.7	10	6.9	-	-
	2. Generally agree	10	18.9	45	14.3	20	13.8	2	9.1
	3. Undecided	4	7.6	41	13	18	12.4	2	9.1
	4. Generally disagree	32	60.3	174	55.4	84	57.9	15	68.2
	5. Strongly disagree	5	9.4	30	9.6	13	9	3	13.6
8	1. Strongly agree	1	1.9	15	4.8	5	3.4	1	4.5
	2. Generally agree	5	9.4	38	12.1	17	11.7	5	22.7
	3. Undecided	11	20.8	62	19.7	29	20	5	22.7
	4. Generally disagree	31	58.5	167	53.2	82	67.6	9	40.9
	5. Strongly disagree	5	9.4	32	10.2	12	8.3	2	9.1
9	1. Strongly agree	9	17	56	17.8	36	24.8	2	9.1
	2. Generally agree	19	35.8	123	39.2	52	35.9	14	63.7
	3. Undecided	8	15.1	55	17.5	20	13.8	1	4.5
	4. Generally disagree	17	32.1	74	23.6	37	25.5	5	22.7
	5. Strongly disagree	-	-	6	1.9	-	-	-	-

There was very little variation in the responses among participants from different sized school districts. Apparently,

most of the participants agree with the need for change in district boundaries.

Five alternative ways of organizing school districts and their sizes in Arabia were presented to the participants, and they were asked to respond to them. Table 39 summarizes these responses.

TABLE 39

RESPONSES TO FIVE ALTERNATIVE SUGGESTIONS FOR
REORGANIZING SCHOOL DISTRICTS

Suggestion	A	B	C	D	E
1. Decreasing the number of school districts to 5 or 6 large ones and giving them more authority will ensure effective educational services required for schools.	102	109	99	162	62
2. Increasing the number of school district superintendents' offices, which will result in reorganizing the existing school districts into more than the present 23, and giving them more authority will ensure more effective educational services required for schools.	198	255	47	79	5
3. Decreasing the number of school district superintendents' offices to 5 or 6 large ones and giving them more authority so that each one will have subdistrict offices, responsible to the largest one in the area, will ensure effective educational services required for schools.	96	156	80	173	29
4. The current number of school district superintendents' offices must be retained, but there must be some adjustment in their borders in order to be suitable.	94	242	93	101	4
5. The current number of school district superintendents' offices must be retained while giving them more authority and adequate capabilities to ensure that they will be effective and can perform their duties as required.	200	208	61	60	5

For the purpose of analyzing and comparing the responses to each suggestion, they were divided into two groups. The first group will consist of the responses under "A" (strongly agree) and "B" (agree). The second group will contain the responses under "D" (disagree) and "E" (strongly disagree). The responses under "C" (undecided) were not tabulated.

The first statement was approved by 211 participants, or 48.5 per cent, and disapproved by 224, or 51.5 per cent.

The second suggestion was approved by 403 participants, or 83.7 per cent, and disapproved by 84, or 16.3 per cent.

The third statement was approved by 252 participants, or 55.5 per cent, and disapproved by 202, or 44.5 per cent.

The fourth suggestion was approved by 336 participants, or 76 per cent, and disapproved by 105, or 24 per cent.

The fifth suggestion was approved by 408 participants, or 86.3 per cent, and disapproved by 65, or 13.7 per cent.

The findings concerning these five suggestions can be summarized as follows:

1. The respondents did not endorse the idea of decreasing the number of school districts to less than the current number (23).

2. The idea of neither decreasing nor increasing the number of school districts but of making some adjustment in their borders was approved but without enthusiasm.

3. The proposal for increasing the number of school district superintendents' offices, reorganizing the existing twenty-three school districts into more than the present number, and giving them more authority was highly approved by the participants.

4. The data seem to suggest that the idea of increasing the number of school districts in the country is favored by the participants in this study.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes a summary of the findings of
the study and conclusions based on the findings. It also
contains general recommendations which include a proposed plan
for reorganized school districts in Saudi Arabia. Finally,
recommendations for further study were made.

Problem Statement

This study was designed to determine whether there
is a relationship between school district size in terms of
the geographical area and the number of schools, teachers,
and students and the administrative and supervisory services
provided to schools in Arabia. The following questions
served as the basis for the investigation:

1. What is the relationship between the size of a
school district and the administrative power and authority
exercised in the district?

2. What is the relationship between the size of the
school district and the professional qualifications of the
district superintendent and school district supervisory
officer(s)?

3. What is the relationship between school district size, the road conditions, and the communication system and the financial conditions and procedures?

4. What are the characteristics of each school district in terms of location of the superintendent's office, topography and climate, population, and social responsiveness and unity?

5. What would be a defensible plan for reorganizing the size of school districts in Arabia in light of the findings of the study?

Summary of Findings

1. There is a relationship between school district size in Arabia and the administrative power and authority exercised in the district: the smaller the school district in both area and the number of schools, teachers, and students, the more administrative power and authority; and the larger the school district in area, the less administrative power and authority.

2. There is a relationship between school district size and the professional qualifications of school district superintendents and supervisory officers: the smaller the school district, in both area, number of schools, teachers, and students, the more qualified the superintendents and supervisory officers; and the larger the school district in area and smaller in number of schools, teachers, and students,

the less qualified the superintendents and supervisory officers.

3. There is a relationship between school district size and the road conditions and communication system in the district: the smaller the school district, in terms of area and number of schools, teachers, and students, the better the road conditions between schools and the school district superintendent's office. Again, the smaller the school district in terms of area the less time it takes for a normal transaction between the school district superintendent's office and the Ministry of Education and, on the other hand, between the school district superintendent's office and its schools.

4. There is a relationship between school district size and the financial conditions and procedures in the schools and the school district superintendent's office: the smaller the school district in terms of area and number of schools, teachers, and students, the less time is spent on the financial problems and procedures, and the smaller the school district the higher the percentage of people who view their role in planning and developing the annual fiscal budget of their school district as important and effective.

These findings suggest that there is a relationship between the sizes of the existing school districts in Arabia and the administrative and supervisory services provided to the schools: the smaller the school district size,

particularly in terms of geographical area, the greater the extent and scope of the administrative and supervisory services provided by the school district superintendent's office to its schools.

Other findings include:

1. The majority of the school district superinten-dents' offices (15 of 23) are located over 650 kilometers from the location of the Ministry of Education. The median distance between the location of the school district superin-tendents' offices and the capital city of Riyadh in which the Ministry of Education is located is 900 kilometers. The nearest school district superintendent's office to the capital is located 170 kilometers and the farthest is located 1,697 kilometers from the capital city of Riyadh.

2. Most of the school district superintendents' offices (17 of 22) are connected with the capital city of Riyadh by asphalted roads and all of them can communicate with the Ministry by mail and telegram. Only five can com-municate with the Ministry by telephone.

3. The data indicated that the chief reasons for selecting the city, or town, in which the school district superintendent's office is located were because it is the population center of the region or province and because it is located in the middle of the region.

4. About 25 per cent of the schools in the country are located in the same cities and towns in which the 23

school district superintendents' offices are located; 30 per

cent are located more than 100 kilometers from the location

of the superintendents' offices; and 45 per cent are located

within 100 kilometers of these offices.

5. The greatest distance between a school and its

school district superintendent's office is 1,272 kilometers

and the median distance is 250 kilometers.

6. A high percentage of the participants (76.3 per

cent) suggested that it is important for the school superin-

tendent's office to be close to its schools, and 95.6 per

cent of the school principals preferred their schools to be

close to the school district superintendent's office.

7. The median size of the general population of the

school districts is 140,000 inhabitants (the highest is

700,000 and the lowest is 30,000) and the median population

of the cities and towns in which the school district superin-

tendents' offices are located is 25,000 (the highest is

300,000 and the lowest is 5,000).

8. A large number of the participants (247 of 458

school principals) predicted that the inhabitants of the

school districts would object strongly to any change which

might result in closing a school district superintendent's

office and transferring the supervision of the schools in the

district to another office in another region.

9. The need for reorganizing the school districts

in terms of size, particularly area, is regarded as important

by most of the participants in the study. Specific problems--
such as school finance, administration and supervision, large
geographical areas, inadequate transportation and communica-
tion, and an absence of clear lines of responsibility and
authority--were identified as the most important factors con-
tributing to the need for school district reorganization.

10. Both the idea of increasing the number of school
district superintendents' offices and reorganizing the exist-
ing 23 school districts into more than the present number
and the idea of retaining the current number of school dis-
tricts while giving them more authority were approved by the
participants. Participants generally opposed the idea of
decreasing the number of school districts to five or six or
of establishing larger districts with sub-district offices.

Conclusions

Conclusions based on the findings of the study are
as follows:

1. There is a definite lack of authority in schools
as well as in school district superintendents' offices.
They actually have no power to operate independently and
they are virtually powerless in formulation of school pol-
icies. In some instances, the school administrators' power
depends on their personal relationship with their superior.

2. The school district superintendent and his staff
play almost no role in general policy formulation, and they

do not have the power to adopt general policies locally.
They are compelled to conform to specific policies formulated
centrally.

3. In general, the educational system in the country
is run by people who lack special training in education.
Their knowledge and training in up-to-date educational
theories and practices must be considered limited. Only a
few district superintendents and members of their staffs have
bachelor's degrees in education along with some training and
reasonable experience in their fields.

4. School district superintendents devote so much
of their work time to clerical details that they have little
or no opportunity to perform the major duties of administra-
tion and supervision.

5. Most of the existing school district superinten-
dents' offices are located too far from a large number of
their schools, and they have great difficulty in transporting
services and personnel to the schools as well as maintaining
good communication with the schools.

6. Some school districts are very sparsely populated
while others are very densely populated. Therefore, most
school districts with large populations are small in area,
but many of the others have large uninhabited areas. Thirteen
of the twenty-three school districts have fewer pupils than
square miles of territory.

7. Not all of the unfavorable physical conditions
of the country result from natural obstacles. If modern

communication facilities were provided and highways were
improved, many problems could be overcome.

8. Schools as well as school districts in Arabia,
like other educational institutions in any culture, are
affected by basic social, economic, and political develop-
ment. However, since the Arabian society was originally
predominantly tribal and now could be described as a collec-
tion and mixture of different groups, there are certain con-
ditions in each region and part of the country that are almost
completely different from those in other parts of the nation.
This creates additional problems for education and the schools.

9. It appears that the impact of the present school
district superintendent's office in most school districts
is limited. This inadequacy results from many factors, such
as overcentralization, the need for more authority, and a
shortage of qualified personnel to make the office more
effective. Consequently, there are many problems which are
beyond the ability of those offices to solve. In almost all
of the school districts studied, despite their differences
in size, location, and other aspects, the responsible people
were sincerely trying to accomplish the purposes of their
institutions, but in many instances the problems were beyond
their capacities and capabilities.

Recommendations

This section includes three parts: general recom-
mendations, a proposed plan of reorganization of school

district size, and recommendations for further study.

General Recommendations

1. In general and in the light of the new social and economic conditions and educational needs, it is recommended that there be a reexamination of the purpose, structure, function, services, financing, and size of school districts in Arabia.

2. It is recommended that the school district superintendent's office be as close as possible to the schools to be served. Services needed by schools should be provided from a source that is as close at hand as possible and where it can be provided economically and effectively. Small school districts are greatly needed. Each should be administered and directed by a school district superintendent's office with sufficient authority and capability to be able to serve and supervise schools closely and effectively.

3. Since the nine educational offices which now exist within seven of the twenty-three school districts (Al-Baha, Sudair, Arriyadh, Al-Qaseem, Al-Qunfadah, Al-Washim, and Jeddah) actually contribute very little to the educational process and create another step in complicating the communication between schools and school district superintendents' offices, it is recommended that those nine educational offices be abolished.

4. The function, organization, policy, and financing of the schools and the school district should be sufficiently

and clearly defined, specified and endorsed by the highest
legislative authority in the country to make it clear and
understandable to the people who are concerned that they may
confidently exercise leadership without concern that they
may be interfering with another official's function.

5. It is recommended that school principals, teachers
in the schools, and the school superintendent and his staff
be allowed, to a certain extent, to develop individual school
policies and individual school district policies within the
framework of the over-all policies of the school system.

6. A situation should be created wherein the school
principal, the school district superintendent, and other
school administrators think of themselves as "change agents"
and see their role not as that of maintaining the status quo,
but of bringing about educational improvement.

7. Provincial, regional, and/or city officials should
have no authority over schools and/or the school district
superintendent's office, at least at the present time. In-
stead, coordination and cooperation between them should be
encouraged and facilitated.

8. The local community should be allowed, to a cer-
tain extent, to share with the school and school district the
responsibility for education of its children. Establishing
advisory committees in each town, city and/or school district
might be considered as a start in this direction.

9. It is recommended that the school district be
fiscally independent to the extent that school district

officials be allowed to prepare their budget(s) and have the major responsibility for spending and allocating money according to the general framework of the governmental financial system. It is also recommended that certain activities related to financial matters in schools and school districts be exempt from the general and regular routine and procedures of the governmental system.

10. The school district superintendent's office should consist of a number of experts in the various areas of education in order to effectively fulfill its role in the district. It is recommended that the organization chart for the school district superintendent's office be implemented in all school districts in order to minimize the amount of time and detailed attention required of the superintendent in the exercise of his administrative duties. Much greater parts of his time must be devoted to top management and instructional affairs.

11. Since the efficiency and welfare of the schools depend, to a large extent, upon the superintendent's acts and personality, and since many times the Ministry of Education will have to rely quite heavily upon his judgment and recommendations concerning administrative as well as technical matters in education, it is recommended that the Ministry choose a man whom the people in the Ministry and in the district can respect for his knowledge and ability as an expert in the field of education as well as in administrative matters.

He should be a person with sufficient qualifications and
competence to earn and deserve high professional recognition
by his staff and other subordinates and he should be familiar
with local school and social conditions. At the same time,
he must have all of the necessary authority and power to
formulate policies and plans under the direction of his
superiors. He should have the authority to transfer princi-
pals, teachers, and other employees and to discipline members
of his staff and the employees in his school district, and
to appoint and dismiss drivers and custodians. In other
words, a greater degree of decentralization is needed and much
of the authority and responsibility for the actual organiza-
tion and administration of schools and school districts should
be gradually delegated to the school district in order to
permit it to exercise its functions properly. The Ministry
of Education should perform only those functions and provide
only those services that local and regional school districts
cannot perform or provide with comparable effectiveness.

12. Experience has shown that other governmental
jobs are more attractive than jobs in education in terms of
salaries and privileges. Therefore, it is recommended that
the Ministry of Education attract capable men to the position
of school district superintendent by offering them a high
and acceptable salary grade. Failure to do so may make the
shortage of capable and qualified persons even more severe.

13. Living and working in rural and remote areas is
unpopular with and unattractive to many teachers and school
administrators. Thus, it is recommended that a monthly
financial increment should be given to the people who are
assigned to work in a rural area. Such increments should be
set up according to how far that place is removed from a
large and favorable city and how primitive the living situa-
tion is in that area.

14. Because of the shortage of qualified people in
the educational system, particularly in the local districts,
many of the important and basic educational and instructional
services cannot be easily or efficiently provided at the local
levels, at least at the present time. Therefore, it is vital
that highly competent educational leaders in the central
level (Ministry of Education) be selected and involved in
such activities.

15. Although it is generally believed that the
government has the financial capacity to meet the financial
needs of schools and school districts, it appears that there
is a great need for more adequate financing of education.
Thus, it is recommended that adequate school housing, equip-
ment, libraries and instructional supplies be provided to
meet the great needs for these materials and buildings in
almost all school districts.

16. With respect to the largest cities, some special
arrangements need to be considered. For instance, because

the largest number of schools, teachers, and students (149 schools, 2,995 teachers, and 64,588 students in 1972-73) are within the capital city of Riyadh, in addition to proposing the creation of a city school system for this city, it is recommended that the city be divided into two city school systems. For example, elementary schools could be supervised and directed by one school superintendent's office, and secondary schools (grade 7 to grade 12) could have a special superintendent's office. Another alternative might be to divide the city into two parts geographically (north and south, or east and west) with a school superintendent's office in each part to supervise and direct schools in that part of the city.

It is also recommended that the cities of Mecca, Jeddah, Dammam, Taif, Hofuf, Al-Medina and Buraidah each have a single city school system--a school superintendent's office to supervise and to operate schools within the city--and another school superintendent's office for its suburban schools. In 1972-73, each one of these cities had more pupils in its schools than are enrolled in many entire school districts.

Proposed Plan of Reorganization of School District Size

One of the fundamental principles of the educational and political system of Saudi Arabia is that the school system should, in fact as well as in theory, provide equal

educational services for every child regardless of where he
lives in the country. It has been shown throughout this
study that the school districts in Arabia have fallen short
of this desirable goal. The findings of the study reveal
that among the many difficulties confronting the educational
administration in our present system is the size of school
districts both in terms of area and number of schools,
teachers, and students. It is obvious that, under the present
centralized system, and because the Ministry of Education as
well as school district superintendents' offices are remote
from most of the people and the schools they serve, they
cannot adequately administer and supervise all schools in all
parts of the country and maintain them at a maximum standard
of efficiency. The immensity of the country's territory, the
problem of road conditions and communication systems, the
topography and climate, and the shortage of qualified person-
nel are regarded as some of the major obstacles to achieving
that standard.

The findings of the study have shown that many of
the present school districts are too large in area as well
as in number of schools, teachers and students to permit the
school district superintendent's office to offer adequately
even the basic and essential educational, administrative and
supervisory services needed by the schools. The physical
conditions of the country and the nature of work involved

have made its role more difficult to accomplish. Furthermore, it would be impractical for a single school district superintendent's office, whatever its capacity, to provide acceptable standards of service to hundreds of schools spread over hundreds of thousands of square miles. It is very evident that with the present size an individual large school district does not, and probably cannot, provide all its schools with the administrative and supervisory services needed. The school district should be of a size to make it possible for the necessary services to be provided to the schools. It should comprise an area laid out to include a group of schools sufficiently compact and cohesive to have common interests; sufficiently large to present a real challenge to educational leadership; and with a sufficient number of pupils to insure that educational services can be provided economically, efficiently, equitably, and completely.

This study was based on several factors. Chief among them was the fact that there has been considerable generalization about the need for increasing or decreasing the number of school districts in Arabia. Therefore, based on the findings of this study, the purpose of this section is to submit a plan for the reorganization of the school districts in terms of size in the country, particularly in terms of their geographical area. It is an attempt to form effective school districts of a size that can best provide needed administrative, supervisory, and educational services: large

enough to offer a full range of educational services and yet
small enough to promote the administrative flexibility
needed. Thus, for educational purposes, the writer has pro-
posed dividing the country into fifty-seven school districts
potentially adequate to serve as effective school districts.
The chief purpose of this proposal is to eliminate the
inadequacies of the existing design, to provide greater edu-
cational benefits for all children in the country, and to
obtain the close supervision necessary to bring the common
school to the highest level of efficiency. Other objectives
can be stated as follows:

1. To enable the school district to provide a wide
range of services to fit the needs of the local schools.

2. To enable the school district superintendent's
office to deal more effectively with general administrative
management problems and to create conditions favoring admin-
istrative and supervisory improvement.

3. To make it possible for farmers and other rural
children to have the same educational services that are
provided the children in urban areas.

4. To help to enrich community life.

5. To minimize the distance between schools and
their school district superintendents' offices.

6. To narrow the great range of differences among
the existing school districts--differences in the number of
schools, teachers, and students and differences in area.

It is recognized that the problem of school district reorganization is a complex and difficult one. It is complicated by a variety of situations, but a combination of factors will be taken into consideration: density and character of population; geographical position; road conditions, means of transportation and communication; and social and cultural characteristics in the country. Briefly, the size of the school district would be determined after consideration of topography, distance, general and scholastic population, social and cultural problems, and the presence of conditions handicapping transportation and communication systems.

As was pointed out in the first chapter, the last school district superintendent's office was founded in 1968, but the situation in that year was very different from that of today. Since that time, there has been a large increase in the number of schools and an increase in the number of children who attend schools, particularly in the elementary grades. In 1967-68, there were 1,610 schools in the 23 school districts which contained 11,821 classes with an enrollment of 293,813 taught by 14,796 teachers, and those schools were administered and managed by 2,343 administrators. After five years, in 1972-73, these numbers increased to 2,463 schools, 18,135 classes, 454,308 students, 22,204 teachers, and 5,459 administrators. In addition to that, the

number of people working in the school district superinten-
dents' offices increased to 2,360 employees in 1972-73. At
the same time, there is still a sharply increasing demand
from different parts of the country for new schools. Thus,
the need for changing the size of school districts has come
about as an inevitable consequence of the development within
the country during the last decade.

It seems fitting here to point out that it should be
remembered that the schools and other educational institutions
exist for the welfare of school children and not for any
other purposes. Keeping that in mind, it is believed that
increasing the number of school districts is the most fea-
sible approach to overcoming present inadequacies and to
providing essential administrative and supervisory services
equally for all schools in the country.

The proposal is to redistrict the territorial areas
of some of the large school districts by dividing them into
two or more relatively small school districts based on geo-
graphical, social and educational considerations. Some of
the school districts remain unchanged. Others might need
only adjustment in their boundaries to be suitable.

The region and/or the large districts will be divided
without regard to province or region lines into an appropri-
ate number of school districts. It is hoped that the change
from a large to a relatively small district size in the

country would result in greater educational efficiency. The following model, which contains seven criteria for a school district of desirable size in Arabia, has been developed particularly for the purpose of the new plan. The new plan will be designed to meet the seven criteria of the model.

A Model School District Size for Saudi Arabia

The purpose of the model is to form a school district of more practical and efficient size so that it will be able to meet the educational needs of all pupils within the district and enable the officials to provide more effective management. It is difficult to establish definitely any minimum standard for the size of a satisfactory school district, but the criteria of the model have been developed with the special cases and problems of the country in mind. Such factors as the large size of the country's geographical area, its small population, the low population density in many sections, and the road conditions have been taken into account in designing this model.

The model is to maintain grade one through twelve in urban areas and grade one through at least grade nine in rural areas and to satisfy the following criteria:

1. student body size: Minimum-- 1,000
                         Optimum--10,000
                         Maximum--50,000

in average daily attendance. The maximum might extend to 70,000 students in city school systems where dividing the

population of a city is difficult.

2. A minimum of 15 and a maximum of 120 schools with the exception of the city system where a maximum of 150 schools would be allowed.

3. An optimum teacher-pupil ratio of one to twenty-five on the elementary level and one to thirty on the secondary level.

4. Service area not to exceed 46,000 square kilometers of territory, about 16,000 square miles.

5. The boundaries of a school district need not be coterminous with the boundaries of any other political subdivision (province, region, or city) of the country.

6. The superintendent's office should be located in the population center of the region or district and among schools which it is assigned to serve.

7. Approximately 90 to 120 minutes travel time, by car and over asphalted roads, should be the maximum distance between schools and the superintendent's office.

On the basis of the preceding model, the country was divided for educational purposes into 57 school districts. Figure 5, a map of Saudi Arabia, shows the suggested 57 school districts.

Boundaries of Proposed School Districts

Under the proposed plan there would be fifty-seven school districts in the country, and it is difficult to define these school district boundaries throughout the country.

Figure 5.—Map of the Proposed School Districts for Saudi Arabia. (For larger scale map, see Appendix E.)

However, approximate boundaries of each school district have been presented in Table 40 by mentioning the name of the farthest towns or villages the school district superintendent's office would serve in different directions.

Size of Suggested School Districts

On the basis of the number of schools, teachers, and students in the school year 1972-73 and on the reading of the map in Figure 5, the approximate size of each proposed school district is presented in Table 41.

Major Consideration of the Proposed Plan

It seems appropriate to point out some of the major provisions that have been emphasized in the proposed plan. They include the following:

1. Area and the number of schools, teachers, and pupil enrollment were used as a basis for classifying the size of new school districts. However, several other significant factors, as has been mentioned before, were taken into consideration in determining their size.

2. Under the proposed plan, all 23 school district superintendents' offices will remain in their present locations, but the size of all but school districts 4, 6, 7, and 23 have been proposed for change and/or modification; some by dividing them into smaller school districts; others by increasing or decreasing the number of schools assigned to them.

TABLE 40

BOUNDARIES OF PROPOSED SCHOOL DISTRICTS

School District	South	East	North	West
1. Abha[a]	Al Ademah	Ad Darah and Ben Shaddan	Al Qoal	Jazah and Ash Qaq
2. Mhail[b]	Al Ejmah and Bany Thowah	Ebil and Sedown	Al Mjardah (Al Ebead)	Cana and Khamis Al Bahr
3. Khamis[c] Mushayt	Al Gerin	Al Emrah and Al Farayyn	Al Mazah and Bahowan	Hejlan
4. South Asir[d]	Dhran Al Janop and Al Kanyq	Jenap and Al Qasab	Al Amowah and Al Areen	Aseran and Al Wahabah
5. Arriyadh	the city limits			
6. Suburb of Riyadh	Al Ha'ir and Al Jafer	Rumah	Al Uwaynid	Durma
7. Al Kharj	Mawan and Al Adar	Al Kafis	the railroad station	Na'jan
8. Al Mhimal	Al Barah	Sedows	Umm Ash Shfelah	Thadiq
9. Al Erid	Al Hasah and Arrain	Al Quway'iyah	Nkilan	Al Kasrah
10. Attaif	Azzowran	Redown and Hafer Kashap	Lehadah	Bany Sefian

[a]Includes Pariq, Rigal Ellma', Rabyah and Rfedah.

[b]Includes Pall-Ahmar, Pall-Assmar, and Al Majardah.

[c]Contains Ahad Refadah.

[d]Includes Bany Pisher, Surat Ebibah and Al Ereen.

TABLE 40--<u>Continued</u>

School District	South	East	North	West
11. Bany Al Harith[a]	Al Ata and Hara	Qeba Assifla	An Nespah	Ligap
12. Bany Malik[b]	Fera't Harb	Showqab and Al Kinsa	Al Manazej	Bell Helees
13. Al Kurmah	Harrat Al Pequwm and Annwassif	Ad Dafinah	Al Muwayh	Turabah
14. Al Aflaj	Merwan	Hradah	Al Haddar	Al Badi
15. Al Baha[c]	Kefah and Bany Hedar	Bany Merwan and Al Atteq	Shapraqah	Syman and Al Jerfa
16. Balurashi[d]	Shary and Hawalah	Bany Kapiar	Bany Saad	Hizneh
17. Al Medag[e]	Al Assda	Merowah and Al Qunytah	Siman	Dows Bany Menhap
18. Al Ataulah[f]	Al Quwareer	Patehan	Bany Edowan	Al Methilah
19. Al Hassa	Salwa	Al Uqai'r	Hanidh	Khurais
20. Al Hota and Al Hareeq	Al Hota	mountains	Al Hareeq	Al Hilwah

[a]Includes Bany Al Harith, Bany Saad and Bany Salem.

[b]Includes Thaqyf.

[c]Includes As Zafir, Bany Debian, Bany Abdulah, Bany Kithem and Bany Nisban.

[d]Includes Bany Kabeer, Ba Ashahim Qurash and Bany Salem.

[e]Includes Bany Hasen, Bany Kina'nah, Dows Bany Menhap and Dows Bany Faheem.

[f]Includes Bany Pasher, Qurash Al Hasen and Bany Edowan.

TABLE 40--Continued

School District	South	East	North	West
21. Al Jouf	Karsh	Ar'ar	Dawmat Al Jendal	Ash Sheqiq
22. Al Quryyat	An Nabk	Turaif	Al Hadethah	Al Assafiyah
23. Al Medaina	Abu Addepa'a	Al Hanakiyah	Khaybar and Al Eshash	Al Musayjid and sader Al Aqeeq
24. Yanba'	Ar Ras and Assfera	Al Kife and Al Aiss	Umm Lajj	the Red Sea
25. Mahd Adh Dhahab	Hadah	Therp	Balfare	Al Hemnah and Al Jesah
26. Buraidah	Umm Deban and Ad Deleam	Ar Ruwadah and 'Ain Ben Fehyeed	Qiba' and Al Ajfar	Asslibyah
27. Ar Rass	Umm Zomwa' and Mishah & Deriyah	Al Malqa	Al Khabra district	Al Beseri and Atta
28. Al Khabra	the district of Ar Rass	Al Bukayruah	Al Makhul	An Neqrah and 'Raja
29. Al Qunfudah	'Anyder	Al Hazim Bany Esa	Al Lith	the Red Sea
30. Al Brik and Hely	Al Qahmah	Assibytah	Assifah	the Red Sea
31. Al Mikuah	Ba Al Harith and Al Jawf	Al Hedifah and Al Awamer	Speeh Depyan	Shada Al Assfil
32. Al-Washim	Marah and Labkah	Al Qusab	Addahynah and 'Ain Asswayni'	Khuff and Sajir
33. Ad Dawadmi	Al Faydah	Al Hufayyirah	Nafy and Abu Jellal	Afif and Al Khedarah
34. Bisha	Asspekah, Prem and Tathleth	Al Jynynah	Ranyah	All Qefrat

TABLE 40--<u>Continued</u>

School District	South	East	North	West
35. An Numais[a]	Quresh	Al 'Ash 'ap	Al Ashykayn	Al Aqyqah
36. Al Alayya[b]	Al Hineek	Afra and Al 'Azah	Al Bales	Shafi Ba Al Qarin
37. Adammam	Al Khobar	Arabian Gulf	Al Wannan	Abqiq
38. An Nu'ayriyah	Abu Hadriyah	Arabian Gulf	Wari'ah	Ash Shumlul
39. Rufah	Al Qaisumah	the international border with Iraq	Ad Duwayd and Al Uwayqilah	Linah
40. Hail	Samirah	Al Kder and Al Wabalyah	Jubbeh	Bedi Ben Reshdan and Al Fydah
41. South Hail	Al Ba'ath	Al Mustajiddah	Al Mahash	Al Huwayyit and Zarghat
42. Jeddah	Mastabah	the city limits	Dahban	the Red Sea
43. Al Kamel	Madrakah, Bazah and Al Afowr	Al Mazara' and Al 'Aqlah	Umm Dar and Al Kuwar	Usfan and Khulais
44. Rabagh	Tuwual and Al Beraykah	Starah	Masturah and Annsaif	the Red Sea
45. Jizan	Al Morabyi	Al Jawh and Sala	Qows Al Ja'afyr	Farasan Ilands
46. Samitah	Attowal	Al Lawyah and Al Japyri	Al Hipjah	Addrea'ah and Al Mosym
47. Sabya and Baysh	Azzbyah and Al Paher	Bany Malik	Ar Rith, Al Eddmah & Addarb	the old Sayba and AlA'alya

[a]Includes Bany Omar and Bany Sheher.

[b]Includes Ba Al Qaren and Bany Khethem.

TABLE 40--Continued

School District	South	East	North	West
48. Mecca	Al Hessyniah	Al Carr and Al Byjadyi	Annwaryah and Ja'aranah	Jeddah Hayway
49. Wadi Fatimah	Haddah	Ar Rayan	Haddat Ash Sham	Faydah
50. Nejran	Yeman and Ar Rub Al Khali	Sharuwrah	Yadmeh	Haddadh and Al Majma'a
51. South Sudair	Al Auwdah	Umm Rejum	Harmuh	Al Mafrwqi and Al Khais
52. North Sudair	Al Ghat	Al Artwiyah	Umm Asher, Jrab and Al Mensaf	Jwai
53. Tobouk	Al Qallibah	Mughayrat At Tubayq	Haql and Al Mudawwarah	Al Bidya' ah
54. Duba	Al Wajh and Al Manjjour	Ad Dwasah	Al Bada'	the Red Sea
55. Al Ula	Mughayra	Taima	Al Edeem	Abu Al Qazaz and Al Ker
56. Unaizah	Assakran	Azzebyah	the city limits	Ruwadat Mussa 'ad and Al Bidya'
57. Wadi Addawasser	Al-Henash (As Sulayyil)	Qaser Hamam	Al Far'ah (Al Khamaisin)	Kumdah

TABLE 41

SIZE OF THE PROPOSED SCHOOL DISTRICTS

Existing District	No. & name of the Proposed District	No. of Schools	No. of Teachers	No. of Pupils	Area in Sq. Km.	Location of Superintendent's Office
1. Abha	1. Abha	55	395	6,565	1,900	Abha
	2. Mehail[a]	34	220	4,140	1,800	Mehail or Sebih
	3. Khamis Mushayt	41	352	7,428	10,900	Khamis Mushayt
	4. South Asir[b]	42	241	3,722	6,200	Surat Ebedah, Al Coolah, or Dhran Al Janop
2. Arriyadh	5. Arriyadh[c]	149	2,995	64,588	400	Arriyadh
	6. suburb of Riyadh	29	198	2,878	9,800	Arriyadh
	7. Al Kharj	40	433	7,819	15,000	Assyah
	8. Al Mehemal	16	78	1,015	9,300	Huraymila
	9. Al Erid[d]	28	121	1,622	13,000	Ar Ruwaydah
3. Attaif	10. Attaif	86	1,106	22,348	7,800	Attaif
	11. Bany Saad and Bany Al Harith	40	171	2,762	2,000	Assalama or Al Hessenah
	12. Bany Malik and Thaqyyf	23	88	2,126	2,000	Haddad
	13. Al Kuramah	22	106	1,870	17,000	Al Kurmah

[a]Includes Bareq, Ball 'Ahemar, Ball 'Asmer, Cana and Al Majardah.

[b]Two schools have been transferred from the district of Jizan (Al Qahmah).

[c]Includes only the city.

[d]One school (Al Qusuriyah) has been transferred to this district from the district of Al Washim.

TABLE 41--Continued

Existing District	No. & name of the proposed district	No. of Schools	No. of Teachers	No. of Pupils	Area in Sq. Km.	Location of Superintendent's Office
4. Al Aflaj	14. Al Aflaj	27	144	1,939	12,000	Liala
5. Al Baha	15. Al Baha[a]	56	387	5,674	700	Al Baha
	16. Baljurashi	34	245	4,182	900	Baljurashi
	17. Al Mendaq	31	140	1,981	700	Al Mendaq or Annsipa
	18. Al Ataulah	19	111	1,410	1,800	Al Ataulah
6. Al Hassa	19. Al Hassa	113	1,253	25,824	30,000	Al Hofuf
7. Al Hota & Al Hareeq	20. Al Hota & Al Hareeq	24	175	2,647	9,800	Al Hota
8. Al Jouf	21. Al Jouf[b]	30	257	5,296	27,200	Sakakah
	22. Al Qurayyat[c]	22	165	1,918	22,400	Qurayyat Al Milh
9. Al Medina	23. Al Medina	77	963	19,805	37,200	Al Medina
	24. Yanbu'[d]	32	260	4,992	13,200	Yanbu' Al Baher
	25. Al Mahed	15	64	892	16,000	Mahed Ad Dahab

[a]Includes Az-Zafir.

[b]Includes the city of Ar'ar and the surrounding area which were transferred from the Eastern school district.

[c]Includes the city of Truaif and the surrounding area which were transferred from the Eastern school district.

[d]Includes the cities of Umm Lijj and Bader.

TABLE 41--Continued

Existing District	No. & Name of the Proposed District	No. of Schools	No. of Teachers	No. of Pupils	Area in Sq. Km.	Location of Superintendent's Office
10. Al Qaseem	26. Buraidah	78	700	12,106	14,000	Buraidah
	27. Ar Rass	47	293	4,310	20,600	Ar Rass
	28. Al Khabra[a]	32	171	2,550	13,700	Riyadh Al Khabra
11. Al Qunfadah	29. Al Qunfadah	33	202	3,828	5,600	Al Qunfadah
	30. Hely & Al Birk[b]	17	98	1,325	2,300	Al Kidwah or Al Birk
	31. Al Mikwah[c]	38	230	4,522	5,400	Al Mikwah
12. Al Washim	32. Al Washim	36	201	2,797	6,500	Scagra
	33. Ad Dawadmi	56	272	3,994	16,500	Ad Dawadmi
13. Bisha	34. Bisha[d]	40	285	4,470	11,200	Bisha
	35. An Namas	40	239	4,034	1,500	An Namas
	36. Al Alayyah	24	138	2,313	1,800	Al Alayyah
14. Eastern	37. Addammam	114	1,661	36,001	13,500	Addammam
	38. An Nuariyah	18	120	2,160	30,700	An Nuariyah
	39. Rafah[e]	17	109	2,234	45,500	Rafah

[a]Two schools (Al Kahul and Al Baiath) have been transferred from Hail.

[b]Two schools in the city of Al Qahmah have been transferred from Jizan.

[c]Includes Thriban and Al Erdah Ash Shamalyah.

[d]Five schools with a combined enrollment of 618 and 41 teachers in the area of Ranyah have been transferred to this district from the district of Attaif.

[e]Includes the schools in the area of Hafer Al Baten and Al Qaisumah.

TABLE 41--<u>Continued</u>

Existing District	No. & Name of the Proposed District	No. of Schools	No. of Teachers	No. of Pupils	Area in Sq. Km.	Location of Superintendent's Office
15. Hail	40. Hail	58	457	6,876	23,500	Hail
	41. South Hail	29	132	1,401	22,300	Ghazzalah or As Sulaymi
16. Jeddah	42. Jeddah	66	1,429	34,679	1,400	Jeddah
	43. Al Kamil	20	134	2,081	3,700	Al Kamil
	44. Rabagh	20	159	2,804	9,000	Rabagh
17. Jizan	45. Jizan[a]	50	422	8,594	2,300	Jizan
	46. Samitah	27	187	3,911	1,900	Samitah
	47. Sabya & Baysh	35	271	6,020	5,700	Sabya or Umm Al Khashab
18. Mecca	48. Mecca	79	1,546	33,982	1,800	Mecca
	49. Wadi Fatimah	20	142	2,489	3,300	Al Jumum
19. Nejran	50. Nejran[b]	31	251	5,737	6,600	Nejran
20. Sudair	51. South Sudair	33	201	2,581	4,200	Al Majma'h
	52. North Sudair	24	137	2,266	6,000	Az Zulfi

[a]Includes Abu Arish.

[b]Two schools (Bader, Al Janop and Al Kaneq, with a total of 195 students and 12 teachers) have been transferred from this district to South Asir (No. 4 in this table).

TABLE 41--<u>Continued</u>

Existing District	No. & Name of the Proposed District	No. of Schools	No. of Teachers	No. of Pupils	Area in Sq. Km.	Location of Superintendent's Office
21. Tobouk	53. Tobouk	15	138	3,331	39,100	Tobouk
	54. Duba[a]	14	70	1,412	11,900	Duba
	55. Al Ula[b]	13	89	1,763	20,000	Al Ula or Madain Salih
22. Unaizah	56. Unaizah[c]	29	302	4,894	2,500	Unaizah
23. Wadi Addawasser	57. Wadi Addawasser[d]	22	154	2,305	12,500	Al Khamasin

[a]This district has one school fewer than the minimum criteria (district 55 has two fewer), but it has been learned that additional new schools have been established in these areas.

[b]This district contains seven schools which are now in the school district of Al Medina. The other six schools are in the city of Taima and in Al Ula itself in the Tobouk district.

[c]All the schools of Al Midhnab supervised by Al Qaseem school district (10 schools with 981 students and 77 teachers) have been transferred in this proposal to the district of Unaizah.

[d]No changes have been made in the size of this school district and the districts of Al Hassa, Al Hota and Al Hareeq, and Al Aflaj except some adjustment in drawing the area of each of them.

3. Although some of the school districts are relatively small in area, they have been divided into two or more smaller districts. One reason for this change is the large number of schools, teachers, and students, such as in districts Jeddah and Mecca. Some districts, such as districts Abha, Al Baha, Al Qunfudah, and Jizan were divided because they contained mountains or poor roads.

4. Under the proposed plan the majority of school districts will be neither very large nor very small when considered in relation to their total range in area and number of schools, teachers, and students. The median size of a proposed school district in terms of number of schools, teachers, and students is 31 schools with total enrollment of 3,859 and taught by 196 teachers (the median size of the present school districts is 98 schools with enrollment of 10,179 and 611 teachers). The median size of a proposed school district in terms of geographical area is 9,300 square kilometers (the median size of the present district in terms of area is 25,609 square kilometers). The smallest school district in terms of area is 400 square kilometers (in comparison with 1,300 sq. km.) and the largest one is 45,500 square kilometers while the largest school district in terms of area is now 155,040 square kilometers.

5. Under the proposed plan, no school district will include an entire region or province, but part, or parts, of a region or parts of more than one region. The most

common type of reorganized school district would include a
portion of the territory of a single region.

6. In the new plan, a high percentage of schools
in most of the school districts will be located between fifty
and one hundred kilometers from the school district superin-
tendents' offices.

7. Thirty-four of 57 proposed school districts
contain schools from first grade (three of them from kinder-
garten) up to grade twelve and the remaining 23 school
districts contain schools from first up to ninth grade.

8. In forming the proposed plan, and as the avail-
able information permits, barriers of a geographic nature
were avoided to the maximum extent practicable, but it should
be recognized that in some instances certain barriers may
be unavoidable.

9. Many of the proposed school districts are com-
posed of villages and the open-country surrounding them, but
they conform fairly well to national patterns of association
of the people.

10. In the development of the proposed plan, the
social and economic relationships of the people have been
considered. As much as possible, an effort was made to
create school districts which include people with common
social and economic interests. In selecting the proposed
location for the new school district superintendent's
office, an attempt was made to choose a city or town which

is a socio-economic meeting ground for people living in the
surrounding countryside and the center for activities which
bring villagers and country people together.

Limitations of the Proposed Plan

The plan is confined to alteration and elimination
of some school district boundaries and to suggesting a new
design for school district size to meet changing conditions.
It is not claimed to be an ideal plan, but it is an attempt
to suggest an alternative which might create conditions
which would enable the school districts and schools to do
what they are expected to do. Other limitations include the
following:

1. Because some specific information about the
physical features of the country was not accessible, it was
not possible to specify the exact size and boundary lines
of the proposed school districts.

2. There was no effort to determine what the finan-
cial requirements would be for implementing the proposal.

3. Although the tendency of the proposed plan is
toward smaller school district size, some of the proposed
school districts remain too large for efficient operation.
This results from the fact that some areas of the country
are very sparsely populated while others have a comparatively
high population density. Some cities have more pupils en-
rolled in their schools than are enrolled in all of the
schools of another district. The school district sizes

proposed should be regarded as a first step leading to the ultimate establishment of districts with more satisfactory size.

For implementing the proposed plan the following recommendations are made:

1. There should be a flexible approach in implementation of the plan. There may be need to transfer one or more schools from one district to another.

2. Citizens in Arabia tend to think of schools and school districts as governmental sub-divisions and of education as the business of the government. Implementation of the proposal should include giving local communities some share in educating their children.

3. Some of the 2,360 employees in the existing 23 school district superintendents' offices can be transferred to the new school district superintendents' offices. However, larger numbers of professionally trained people will be needed for the new as well as the old offices.

4. Because of the system's rapid growth and development, no school district plan should be considered permanent. Therefore, it is recommended that school districts be reorganized, changed, or modified whenever needed.

5. Finally, the proposal growing out of this study should be evaluated before any decisions are made regarding its implementation. Therefore, it is recommended that this suggested plan be studied by the Ministry of Education to

determine the feasibility of its adoption.

Recommendations for Further Study

The findings of this study have shown that there are many inadequacies in the existing educational system in general and in the size of school districts in particular. Therefore, it is recommended that further studies be initiated regarding administration of schools in Arabia. Specific questions to which additional research should be directed include:

1. What is the relationship between school district size and the instructional services provided to schools?

2. Is there a relationship between school district size and the morale of the school district superintendent and his staff?

3. Is there a relationship between school district size and the degree of centralized control exercised by the school district superintendent's office in dealing with its schools?

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APPENDIX A

THE QUESTIONNAIRE IN ENGLISH

Date
/ /1973

/ /1393

GENERAL QUESTIONNAIRE ON THE CURRENT STATUS AND SIZE
OF THE SCHOOL DISTRICTS IN SAUDI ARABIA

Definitions:

School District: In this study, it refers to that part of the country which includes a number of cities, towns, and villages which are supervised by a school district superintendent's office, or a supervisory office, responsible to the Ministry of Education.

School District Superintendent's Office (or School District Supervisory Office): A local or regional branch of the Ministry of Education which supervises all schools (schools for boys) in one school district.

Size of School District: Refers to its area, number of schools, students and teachers.

Part One: (A) Personal Information

Instructions: Completing the following three empty spaces is optional.

a. Full name_____

b. Name of your school and/or school district_____

c. Your age_____

Instructions: Please respond to each of the following questions by putting a check mark (✓) in the left hand column beside the statement or the figure you choose for your answer.

1. What position are you holding now?
   ___a. Elementary school principal
   ___b. Junior high school principal
   ___c. Senior high school principal
   ___d. Director of a teacher training institute
   ___e. Vocational or technical school principal
   ___f. School district supervisory officer for subject matter
   ___g. School district supervisory officer for administration
   ___h. School district superintendent

2. How long have you been in your present position?

    ___a. Less than 1 year   ___d. From 7 to 10 years
    ___b. From 1 to 3 years   ___e. From 11 to 15 years
    ___c. From 4 to 6 years   ___f. More than 15 years

3. How long have you served in education?

    ___a. Less than 1 year   ___d. From 9 to 15 years
    ___b. From 1 to 3 years   ___e. From 16 to 20 years
    ___c. From 4 to 8 years   ___f. More than 20 years

4. If you have had experience in education prior to your present position, what position(s) did you hold? (To answer this question you can choose more than one item.)

    ___a. Teaching in elementary school(s)
    ___b. Teaching in secondary school level
    ___c. Principal, vice principal or counselor of elementary school(s)
    ___d. Principal or vice principal of school(s) higher than elementary
    ___e. Supervisory officer
    ___f. School superintendent and/or assistant superintendent
    ___g. Administrative job(s) in the Ministry of Education
    ___h. Technical job(s) in the Ministry of Education

5. What is the highest degree you have received?

    ___a. None
    ___b. Sixth grade certificate (Elementary School Certificate)
    ___c. Ninth grade certificate (Intermediate School Certificate)
    ___d. Diploma of Teacher Training Institutes (old system)
    ___e. Diploma of Complementary Center
    ___f. Twelfth grade certificate (General Secondary School Certificate)
    ___g. Diploma of Teacher Training Institutes (new system)
    ___h. College degree in education
    ___i. College degree other than education
    ___j. Graduate work pre-master's degree
    ___k. Master's degree

6. If you have a Bachelor's Degree, which of the following schools did you graduate from?

    ___a. Faculty of Sharia in Mecca (or Riyadh)
    ___b. Faculty of Education in Mecca (or Riyadh)
    ___c. Faculty of Arabic Language in Riyadh
    ___d. College of Arts (Letters), University of Riyadh
    ___e. College of Arts (Letters), University of Cairo
    ___f. Other college within the Kingdom of Saudi Arabia
    ___g. Other college outside the Kingdom of Saudi Arabia

7. How much are your qualifications (degrees) related to your present job?

    ___a. Very much
    ___b. A small portion of my present job is not related to my degree
    ___c. 50% of my present job is not related to my degree
    ___d. A large portion of my present job is not related to my degree
    ___e. No relation whatsoever between my present job and my degree

8. Have you received any special training related to your present job before and/or during your present job?

    ___a. I haven't received any training related to my present job
    ___b. I received training in education before assuming my present job but it was not related to it
    ___c. I received special training related to my present job for a period of up to six months
    ___d. I received training related to my present job for a period of more than six months but less than one year
    ___e. I received training related to my present job for one and/or more than one year
    ___f. I received training related to my present job for more than two years

9. If you have received training related to your present job, where was that?

    ___a. Summer courses in Taif
    ___b. In the Institute of Public Administration, Riyadh
    ___c. Faculty of Education, Riyadh
    ___d. A course(s) in one of the Arab countries
    ___e. In Europe
    ___f. In the United States of America

10. What is your present grade in the salary system?

    ___a. Grade one or two   ___f. Grade seven
    ___b. Grade three   ___g. Grade eight
    ___c. Grade four   ___h. Grade nine
    ___d. Grade five   ___i. Grade ten
    ___e. Grade six   ___j. Grade eleven

11. How long have you been in your present grade?
(To answer this question you have to consider the change on the grading scale according to the new employees system.)

    ___a. Less than 1 year   ___d. From 5 to 7 years
    ___b. From 1 to 2 years   ___e. More than 7 to 10 years
    ___c. More than 2 to 4 years   ___f. More than 10 years

12. Where are you working now?

     ___a. In the town where I was born
     ___b. In the same district (or region), but not in my
         hometown
     ___c. In an area where I was not born but was raised
     ___d. In an area other than where I was born and/or raised

Part One: (B) General Information

1. What is the general nature of your work?

     ___a. From my point of view, routine (one type) which
         cannot be changed
     ___b. Routine without any change since I assumed my present
         job
     ___c. Routine with some changes
     ___d. Variable (non monotonous) has been subject to many
         variations

2. Which of the following take most of your work time?
(To answer this question, you need to arrange the six items
by giving each a number starting from one to six.)

     ___a. Processing of papers and transactions
     ___b. Talking and answering questions from people, per-
         sonally and/or by telephone, who usually follow up
         their own issues
     ___c. Planning
     ___d. Research and reviewing educational affairs
     ___e. General supervision
     ___f. Others

3. How much do you perform of the work that has no close
relationship with the nature of your job?

     ___a. I do not perform any work that is not quite related
         to my job
     ___b. I seldom perform work that is not quite related to
         my job
     ___c. I sometimes perform work that is not quite related
         to my job
     ___d. Most of the time I perform work that is not quite
         related to my job
     ___e. All the work I perform is not quite related to my job

4. How much authority do you assume?

     ___a. Full authority
     ___b. Limited authority
     ___c. I have no authority

5. Authority delegated to the school district superintendent's office in your area is:

___a. Adequate. It enables responsible personnel to per-
       form their complete duties
___b. Fairly adequate
___c. Fairly inadequate
___d. Entirely inadequate

6. By what mean(s) have the responsibilities of the work in your school district been defined and explained?

___a. Through general circulars
___b. Local administrative regulations approved by higher
       authorities
___c. Classified instructions from higher authorities
___d. Discretion of responsible personnel in the school
       district superintendent's office
___e. Local regulations or classified instructions not
       approved by higher authorities

7. How far do you participate in preparing and developing the financial budget of your school (or your school district)?

___a. I do not participate at all
___b. My participation is very limited
___c. Complete and effective participation

8. What are the capabilities of your school (or schools of your district) in regard to tools, equipment, teaching material and other facilities?

___a. All of the tools, equipment and media which we need
       are available
___b. Mostly available
___c. Approximately 50% are available
___d. Approximately 25% are available
___e. Approximately 10% are available
___f. Less than 10% are available

9. How far is it necessary to change the current relationship between the school district superintendent's office and the schools in your area?

___a. Change is very necessary and possible
___b. Change is very necessary but not possible at this
       time
___c. Change is preferable
___d. There is no need to change the existing relationship

10. How much is it necessary to change the current relation-
ship between the school district superintendent's office
in your area and the Ministry of Education?

____a. Change is very necessary and possible
____b. Change is very necessary but not possible
____c. Change is preferable
____d. There is no need to change the existing relationship

11. When comparing the school district to which you belong
with other school district(s), do you find that the
Ministry of Education treats all of them:

____a. Equally regardless of size or location
____b. Equally most of the time
____c. Unequally most of the time
____d. Extremely unequally

12. It is alleged that school superintendents in the school
districts dedicate all their attention and time to admin-
istrative and financial aspects at the expense of technical
aspects. In your estimate, what is the percentage of time
and effort which your school district superintendent
dedicates to the technical aspects in his office and in
schools?

____a. Less than 10%
____b. From 10% to 25%
____c. More than 25% and less than 50%
____d. Between 50% to 75%
____e. More than 75%

Part Two

       Form (A) <u>Questions only for school superintendents</u>
<u>and school district supervisory officers</u>.

<u>Instructions</u>:   Please write the approximate figure in
answering the following five questions.

1. What is the approximate population of the area served by
the school district superintendent's office in which you
work now?

            Your answer: _____citizens

2. What is the approximate population of the city in which
the school district superintendent's office is located?

            Your answer: _____citizens

3. How many elementary and secondary, and their equivalent,
day schools for boys are in the city where your school
district superintendent's office is located?

            Your answer: _____schools

4. How many night schools of various levels are there in the
city where your school district superintendent's office
is located?

            Your answer: _____schools

5. How many employees are working in the school district
superintendent's office in which you work now?

         Your answer: a. Administrators _____employees
                            b. Technicians   _____employees
                            c. Custodians   _____custodians

<u>Instructions</u>:   Please respond to each of the following ques-
tions by putting a check (✔) in the left hand
column beside the statement or the figure that
you choose for your answer.

6. What is the main reason for selecting the city in which
the school district superintendent's office is located?

    ___a. Because it is the population center of the region
    ___b. Because most of the governmental agencies are
         located in it
    ___c. Because it is located nearly in the middle of the
         region
    ___d. Item a and c
    ___e. Item b and c
    ___f. The three reasons combined
    ___g. Other reasons

7. How do you consider the size of the school district in which you work from the following aspects?

(1) Land area	(2) Schools	(3) Classes
___ a. very large	___ a. very large	___ a. very large
___ b. large	___ b. large	___ b. large
___ c. medium	___ c. medium	___ c. medium
___ d. small	___ d. small	___ d. small
___ e. very small	___ e. very small	___ e. very small

(4) Students	(5) Teachers
___ a. very large	___ a. very large
___ b. large	___ b. large
___ c. medium	___ c. medium
___ d. small	___ d. small
___ e. very small	___ e. very small

8. Do you consider the present size (in terms of area, number of schools, classes, students, and teachers) of your present school district as:

___ a. Entirely adequate   ___ c. Inadequate
___ b. Fairly adequate   ___ d. Completely inadequate

9. With the present size of your school district, what do you think of the quantity and quality of the administrative and supervisory services provided by the school district superintendent's office to its schools?

___ a. Very suitable and adequate
___ b. Fairly adequate
___ c. Average
___ d. Inadequate
___ e. Very inadequate

10. For the school district superintendent's office to be close to its schools is:

___ a. Very necessary   ___ c. Unnecessary
___ b. Necessary   ___ d. Completely unnecessary

11. What is the approximate distance between the location of the school district superintendent's office and the farthest school in your school district?

___ a. Less than 50 Kms.
___ b. Between 50 to 100 Kms.
___ c. Between 100 to 200 Kms.
___ d. Over 200 but less than 300 Kms.
___ e. Between 300 to 400 Kms.
___ f. Over 400 Kms.

12. With consideration of the road conditions in your area, what is, in your opinion, the maximum distance that should be between any school in your area and the school district superintendent's office?

___a. Less than 50 Kms.
___b. From 50 to 100 Kms.
___c. Over 100 but less than 150 Kms.
___d. Between 150 and 200 Kms.
___e. Over 200 but less than 300 Kms.
___f. Between 300 and 500 Kms.

13. What is the percentage of the asphalted roads between the location of the school district superintendent's office and all schools in the district?

___a. All roads are not asphalted (unimproved) in the area
___b. Less than 10% are asphalted
___c. Between 10% and 25% asphalted
___d. Between 25% and less than 50% asphalted
___e. Between 50% and 75% asphalted
___f. More than 75% and less than 95% asphalted
___g. All roads connecting schools with the school district superintendent's office are asphalted

14. What is the percentage of schools in your school district which have a telephone?

___a. None
___b. Less than 10%
___c. Between 10% and 25%
___d. More than 25% and less than 50%
___e. From 50% to 75%
___f. Over 75% of the schools

15. What is the percentage of schools in your school district which the school superintendent can visit at least once during the school year?

___a. Less than 10%
___b. Between 10% and 25%
___c. Over 25% and less than 50%
___d. Between 50% and 75%
___e. Over 75% and less than 90%
___f. All schools

16. What is the percentage of schools in your school district the supervisory officer(s) visited at least twice during the school year?

___a. Less than 10%
___b. Between 10% and 25%
___c. Over 25% and less than 50%
___d. Between 50% and 75%
___e. Over 75% and less than 90%
___f. All schools in the district

17. How many times during the school year does the school
district superintendent usually hold a meeting with all,
or most, school principals in the district?

   ___a. None   ___e. Four times
   ___b. Once   ___f. Five times
   ___c. Twice   ___g. More than five times
   ___d. Three times

18. What is the estimated percentage of the school principals
in the district with whom the superintendent could estab-
lish close relationships and good acquaintance for the
sake of the work?

   ___a. Less than 10%
   ___b. Between 10% and 25%
   ___c. More than 25% and less than 50%
   ___d. Between 50% and 75%

19. What is the average time a normal official transaction
between the school district superintendent's office and
the Ministry of Education takes until it comes back from
the Ministry?

   ___a. Less than five days
   ___b. Between five and ten days
   ___c. Over ten and less than twenty days
   ___d. Between twenty days and one month
   ___e. More than one month and less than three months
   ___f. More than three months

20. In your estimate, how much financial and administrative
authorities have been given to the school district super-
intendent's office by the Ministry of Education?

   ___a. Less than 10%
   ___b. From 10% to 25%
   ___c. More than 25% and less than 50%
   ___d. Between 50% and 75%
   ___e. More than 75%

21. In your estimate, what is the approximate percentage of
educational authority being delegated to the school dis-
trict superintendent's office by the Ministry of Education?

   ___a. Less than 10%
   ___b. From 10% to 25%
   ___c. More than 25% and less than 50%
   ___d. Between 50% and 75%
   ___e. More than 75%

22. In your estimate, what is the percentage of decisions pertaining to the schools in the district the superintendent can make without referring to the Ministry of Education?

    ____a. Less than 10%
    ____b. From 10% to 25%
    ____c. More than 25% and less.than 50%
    ____d. Between 50% and 75%
    ____e. More than 75% and less than 99%

23. What is, in your opinion, the approximate percentage of decisions the school principal in the district can make without needing to consult the school district superintendent's office?

    ____a. Less than 10%
    ____b. Between 10% and 25%
    ____c. More than 25% and less than 50%
    ____d. Between 50% and 75%
    ____e. Over 75% and less than 99%

24. When a school requires some necessary authorized items, what are the normal procedures followed to obtain those items?

    ____a. Provided by the school district superintendent's office
    ____b. The principal will be authorized to obtain them (buy them)
    ____c. The Ministry of Education will be contacted
    ____d. Depends on the cost of items required
    ____e. Depends on the availability of an allotment in the school district superintendent's office

25. Where do you place financial problems and procedures in the school district among other problems?

    ____a. The first and most important problem
    ____b. Second
    ____c. Third   ____e. Fifth
    ____d. Fourth   ____f. Sixth

26. What is the status of the annual budget in your school district?

    ____a. Identified and known by the school district superintendent's office and the Ministry of Education
    ____b. Identified and known by the Ministry but limited knowledge by the superintendent's office
    ____c. Identified and known by the Ministry but unknown by the school district superintendent's office
    ____d. Not identified and unknown by the Ministry or the superintendent's office

27. If there is an identified financial budget for your school district, how far is the superintendent and his staff authorized to implement it?

    ___a. There is no authority at all
    ___b. Very limited authorities
    ___c. Some major authorities
    ___d. Many and adequate authorities

28. How do you describe the role of the school district superintendent's office in planning and developing the schools and the district financial budget?

    ___a. Has no role at all   ___d. Great Role
    ___b. Small and limited role ___e. Very great role
    ___c. Average role

29. If your school district obtained an independent budget, would this be:

    ___a. A very important factor in solving all the problems existing in the district and its schools
    ___b. Important factor in solving most of the problems existing in the district and its schools
    ___c. Not very effective as it appears from the actual status of the problems
    ___d. A factor in increasing problems
    ___e. A very important factor in increasing problems

30. What do you think of the capability of the financial and administrative system in your school superintendent's office (with the existence of authorities) in expediting implementation and utilization of the budget?

    ___a. Flexible and very helpful in utilizing the budget
    ___b. Flexible and helpful within limits
    ___c. Sometimes the administrative and financial systems preclude execution of the authorities invested in the school district superintendent's office to utilize the financial budget
    ___d. Mostly the administrative and financial systems preclude execution of the authorities invested in school district superintendent's office to utilize the financial budget.

<u>Part Two</u>

Form (B) <u>Questions only for school principals.</u>

<u>Instructions</u>: Please write the approximate figure in answering the following three questions.

1. How many students are enrolled in your school?

    Your answer _____

2. What is the approximate population of the city, town, or the village in which your school is located?

    Your answer _____ citizens

3. What is the distance between your school and the school district superintendent's office?

    Your answer _____ Kilometers

<u>Instructions</u>: Please respond to each of the following questions by putting a check (✓) in the left hand column beside the statement or the figure you choose for your answer.

4. How do you consider the distance between your school and the school district superintendent's office?

    ___a. Very close   ___d. Far
    ___b. Close   ___e. Very far
    ___c. Medium

5. What are the topographical conditions of the area in which your school is located?

    ___a. Valley   ___d. Hills
    ___b. Mountainous   ___e. Plain desert area
    ___c. Coastal

6. If your school is located five kilometers or more from the school district superintendent's office, what is the condition of the road between them?

    ___a. All road is not asphalted (unimproved) and very rugged
    ___b. Not asphalted but not rugged
    ___c. Less than 25% of the road is asphalted
    ___d. Between 25% and 50% asphalted
    ___e. More than half of the road is asphalted
    ___f. All the road between the school and the superintendent's office is asphalted

7. How long does it take you to go by car from your school to the superintendent's office in your district?

    ____a. Less than thirty minutes
    ____b. From thirty minutes to one hour
    ____c. More than one hour and less than two hours
    ____d. From two to five hours
    ____e. More than five to ten hours
    ____f. More than ten hours

8. How many times a year do you need to go to the school district superintendent's office to discuss a matter or to achieve something pertaining to your school?

    ____a. I don't usually go   ____d. From 9 to 12 times
    ____b. From 1 to 3 times   ____e. From 13 to 20 times
    ____c. From 4 to 8 times   ____f. More than 20 times

9. Taking into consideration the road conditions in your district, what is, in your estimate, the maximum distance that should be between any school in the district and the school district superintendent's office?

    ____a. Less than fifty Kms.
    ____b. From fifty to one hundred Kms.
    ____c. More than one hundred and less than one hundred fifty Kms.
    ____d. From one hundred fifty to two hundred Kms.
    ____e. From two hundred to two hundred fifty Kms.
    ____f. More than two hundred fifty Kms.

10. What is the minimum time a normal transaction sent from your school takes to come back from the school district superintendent's office?

    ____a. From one to five days
    ____b. From six to fifteen days
    ____c. From sixteen days to one month
    ____d. From one to two months
    ____e. More than two months and less than three months
    ____f. More than three months

11. What is the estimated percentage of the problems of your school that is usually solved at school without consulting other authorities (school superintendent's office and/or the Ministry)?

    ____a. Less than 10%
    ____b. From 10% to 25%
    ____c. Over 25% and less than 50%
    ____d. From 50% to 75%
    ____e. From 75% to 90%
    ____f. More than 90%

12. What is, in your estimate, the approximate percentage of the problems of your school that are usually solved through the school district superintendent's office without referring to the Ministry of Education?

    ___a. From 5% to 15%
    ___b. From 16% to 25%
    ___c. From 26% to 50%
    ___d. More than 50% and less than 75%
    ___e. From 75% to 90%
    ___f. More than 90%

13. In the event that your school is located far from the school district superintendent's office (e.g., fifty kms.), what is the percentage of the problems of your school which you think will be solved easily if the office of the superintendent were transferred to a place near to your school?

    ___a. Less than current percentage   ___d. More by 25%
    ___b. The same percentage   ___e. More by 50%
    ___c. More by 10%   ___f. More by 75%

14. When your school requires certain necessary items during the school year, what is the normal procedure adopted to obtain them?

    ___a. Buy them directly because the budgeted amount is available in your school
    ___b. Buy them directly from your own money, then send the required bills to the superintendent's office for reimbursement
    ___c. You have available budgeted amount for such items but regulations require you to obtain prior permission from the superintendent's office to provide them
    ___d. You write to the superintendent's office and ask to provide them because you have neither the authority nor money to provide them

15. How many times does the school superintendent in your district usually visit your school during the school year?

    ___a. None   ___d. From four to ten times
    ___b. Once a year   ___e. More than ten times
    ___c. Two to three times

16. How many times a year does the administrative coordinator(s) in the school district usually visit your school?

    ___a. None   ___d. From four to ten times
    ___b. Once a year   ___e. More than ten times
    ___c. Two to three times

17. How do you consider the administrative and supervisory services the school district superintendent's office provides its schools?

    ___a. Useless   ___d. Good
    ___b. Minor   ___e. Excellent
    ___c. Fair

18. What would happen if higher authorities decided to close the school district superintendent's office in your district and transfer the supervision of its schools to another office in another region or province?

    ___a. The area inhabitants would object strongly
    ___b. They would not be pleased in general
    ___c. They would not care
    ___d. They would not object to it, but they would appreciate it
    ___e. They would be very glad

19. What would happen if higher authorities decided to relocate your school district superintendent's office to another location within the same district?

    ___a. The inhabitants of the city in which the school district superintendent's office is located would object strongly
    ___b. They would not be pleased in general
    ___c. They would not care
    ___d. They would appreciate it
    ___e. They would be very glad when they see the superintendent's office moving to another city within the area.

20. What would be your feeling in case of any reorganization of the school districts in the Kingdom which separates your school from its present superintendent's office and connects it with another superintendent's office in another region or province?

    ___a. I would object strongly to such reorganization
    ___b. I would not object as well as I won't approve
    ___c. I won't care
    ___d. I would not object if this was in the interest of the school
    ___e. I would be very happy with that change

21. In case your school is located five kilometers or more from the school district superintendent's office, what means of transportation do you usually use to go to that office?

    ___a. Car   ___d. Horse, camel, or donkey
    ___b. Bicycle   ___e. Walk
    ___c. Motorcycle ___f. Other (like boot)

22. What is the percentage of the administrative work in your
    school which you think is done without clear-cut directives
    or regulations?

    ___a. Less than 10%
    ___b. More than 10% and less than 25%
    ___c. From 25% to 50%
    ___d. More than 50% and less than 75%
    ___e. From 75% to 90%
    ___f. More than 90%

Instructions: Please answer the following questions by
              circling Yes or No.

23. Do you prefer that your school be close to the school
    district superintendent's office?

              Yes   No

24. Are you satisfied with the location of your school in re-
    gard to the school district superintendent's office?

              Yes   No

25. Is there a telephone connection between your school and
    the superintendent's office?

              Yes   No

26. Do you agree with the viewpoint that the schools in your
    district are being treated equally by the superintendent's
    office regardless of their locations?

              Yes   No

27. Do you feel that you and your school are in bad need of
    the supervisory services and instructions being performed
    by your school district superintendent's office?

              Yes   No

28. Is there at your school an amount of money allocated for
    the procurement of necessary school requirements?

              Yes   No

29. Are there at your school job descriptions that define the
    responsibilities, duties, and relationships among your
    school personnel?

              Yes   No

30. If such job descriptions are not available at your school,
    are you satisfied with the method adopted in solving
    problems you encounter?

              Yes   No

Part Three:

Instructions:

(a) Please respond to each item as truthfully as you can with a note that the following statements do not necessarily represent the writer's opinion.

(b) After reading each of the following items, insert a check mark (✓) in the proper block under one of the five choices given in the right hand column beside the statement which best describes and represents your opinion and personal judgment toward the content of the statement.

	Strongly agree	Generally agree	Undecided	Generally disagree	Strongly disagree
1. For the sake of realizing useful administrative services and effective supervision of all schools, the size of your school district must be changed.					
2. There is a need for studying the existing structure and the size of each school district in the Kingdom for the purpose of investigating the proper course of action that should be followed to establish a suitable structure.					
3. There is a need to change the geographical borders of the school districts to enable them to provide the best possible administrative services and the adequate supervision of their schools.					
*4. Large or small space area in any school district has a great impact on the effectiveness of the administrative and educational services. The smaller the area is the more effective the services are, and vice versa.					

*The largest school district, in terms of area, is the Eastern school district. It is 155,000 Kms. The smallest one is Uneizah. Its area is 1,300 Kms.

	Strongly agree	Generally agree	Undecided	Generally disagree	Strongly disagree
5. The school district in which you belong is very large in area. Therefore, it is difficult for the school district superintendent's office to provide adequate equal administrative and supervisory services for all subordinate schools.					
6. A small size school district (especially in space area) is better than a large size school district.					
7. A small size school district is likely to be less effective and productive than a large school district.					
8. Shortage in the quantity and quality of the educational administrative services provided by the school district superintendent's offices to their schools can be attributed to a great extent to the small size of the school district.					
9. Shortage in the quantity and quality of administrative and educational services provided by the school district superintendent's offices to their schools can be attributed to a great extent to the large size of the school district.					
10. The present location of the school district superintendent's office (the town in which the superintendent's office is located) in your area is the best possible place in the area as it is in the center and there is easy access to it.					
11. Despite the size of your school district, the superintendent's office is able to provide the best possible educational services for all its schools and perform the leading educational role in the area.					

	Strongly agree	Generally agree	Undecided	Generally disagree	Strongly disagree
12. The school superintendent's office in your school district performs its complete duty in providing the required services for the community.					
13. The general education (elementary, intermediate and secondary) in your school district is available equally for all students regardless of their economic or social status or of their place of residence.					
14. The size of your school district is suitable if it were not for the shortage of adequate communication systems (roads, mail services and telephone) in the area.					
15. The present size of your school district is suitable, but the problem lies in the lack of charging the school district superintendent's office with adequate authority and responsibility that enables it to perform its duty as required.					
16. The present size of your school district is suitable if it were not for the problems existing in Items 14 and 15 above.					
17. Reconsideration of the structure and size of the school districts must give priority to charging the superintendent's offices with the administrative authorities required for more effective administrative and supervisory services.					
18. The type of authorities currently given to the superintendent in your school district enables him to manage his district adequately and satisfactorily.					

	Strongly agree	Generally agree	Undecided	Generally disagree	Strongly disagree
19. Authorities currently charged to the school principal enable him to supervise his school. Therefore, there is no need to have his school located near the school district superintendent's office.					
20. Increase of authorities given to the school principals and superintendents in the last few years was an important factor in improving the standard of the administrative and educational services in the districts.					
21. The majority of the school district superintendents and the school principals are capable of bearing all responsibilities and utilizing all authorities the Ministry of Education may give them.					
22. There is no shortage in capable people available in our educational institutions. The shortage is in putting the right person in the right place.					
23. The educational and administrative staff of the school district superintendent's office should be larger in size than its present status in order to be able to provide its schools with adequate services.					
24. Decreasing the number of school districts to five or six large ones and giving them more authority will ensure effective educational services required for schools.					
25. Increasing the number of school district superintendent's offices, which will result in reorganizing the existing school districts into more than the present twenty-three, and giving them more authority will ensure more effective educational services required for schools.					

	Strongly agree	Generally agree	Undecided	Generally disagree	Strongly disagree
26. Decreasing the number of school district superintendent's offices to five or six large ones and giving them more authority so that each one will have small sub-district offices, responsible to the largest one in the area, will ensure effective educational services required for the schools.					
27. The current number of school district superintendents offices must be retained, but there must be some adjustment in their borders in order to be suitable.					
28. The current number of school district superintendents' offices must be retained while giving them more authority and adequate capabilities to ensure that they will be effective and can perform their duties as required.					
29. The regional conditions in our country will have a bad effect on the educational status and its level in the event any school district or some of its schools are annexed to another school district(s) in another region.					
30. Responsibilities and authorities in the school district superintendent's offices and its schools are not specified or identified which often causes confusion and misunderstanding.					
31. Often most of the personnel working in the superintendent's office and schools find difficulty in identifying their role in their own work in particular and in the educational system in general.					

	Strongly agree	Generally agree	Undecided	Generally disagree	Strongly disagree
32. Regulations and directives at schools and in the school district superintendent's office lack order in their construction.					
33. Every school superintendent's office and school requires a manual which includes all the reulations and administrative procedures that define the relationahip between the sections and responsible personnel, and the superintendent's office and school as well as a description of the responsibility and authority of each employee. The manual is to be approved by higher educational authorities as a reference for all scholastic problems. This manual will replace the circulars that are received on different times and which often contradict one another to an extent that affects their effectiveness and value.					
34. Of the important problems that increasingly face our schools and school district superintendent's offices are:					
a. Bad management of financial affairs and their procedures.					
b. Lack of effectiveness of our educational management.					
c. Centralization that is existing in the educational system.					
d. Shortage of capabilities required to direct the educational organizations.					
35. It is recognized that the financial systems in the educational organizations are considered assistant systems, but financial systems operating in our educational organizations are dominating the educational and administrative aspects.					

	Strongly agree	Generally agree	Undecided	Generally disagree	Strongly disagree
36. Educational management in our country is characterized by centralization which often precludes the educational and administrative activities in areas remote from the Ministry of Education.					
37. Educational management in most areas in our country is characterized by a high degree of centralization which often precludes educational activities in schools very remote from the school district superintendent's offices.					
38. Each school district superintendent and school principal requires more authority that enables him to carry out his mission and perform his duties in the best manner.					
39. School principals, school district superintendents and school district supervisory officers are required to be enabled to participate with the responsible personnel in the Ministry in preparing the regulations and directives pertaining to their schools to facilitate understanding and achievement of their objectives.					
40. School principals and superintendents do not participate in developing most of the decisions and plans pertaining to educational affairs in our country although they are the executors of the educational plans, and therefore it is difficult for these executors to implement these purposes and objectives.					

APPENDIX B

THE QUESTIONNAIRE IN ARABIC

— ١ —

استبيان عام عن وضع وحجم المناطق التعليمية
في المملكة العربية السعودية وعلاقة ادارات التعليم
بمدارسها

تعريفات :

المنطقة التعليمية :   يقصد بها في هذا البحث ذلك القسم من البلاد الذى
يضم عددا من المدن والقرى تقوم بالاشراف على مدارسه
ادارة تعليم او مكتب اشراف واحد مرتبط بوزارة المعارف.

ادارة التعليم (او مكتب اشراف) :
فرع لوزارة المعارف يشرف على مدارس منطقة تعليمية
واحدة .

حجم المنطقة التعليمية : يقصد به مساحة المنطقة التعليمية وعدد المدارس والفصول
والطلاب والمدرسين .

القسم الاول :

أ‍ (معلومات شخصية (الاجابة عن الثلاث فقرات الاولى اختيارى)

١)   الاسم بالكامل :   . . . .

٢)   المدرسة والمنطقة التعليمية : . . . .

٣)   العمر . . . . سنة .

تعليمات : ضع علامة (   ) امام الاجابة التي تختارها عن الاسئلة التالية :ـ

١)   ما العمل الذى تمارسه الآن ؟

أ) مدير مدرسة ابتدائية   ه‍) مدير مدرسة مهنية

ب) مدير مدرسة متوسطة   و) موجه تربوى بمنطقة تعليمية

ج) مدير مدرسة ثانوية   ز) مفتش مركزى

د) مدير معهد اعداد المعلمين   ح) مدير تعليم

١) كم عدد السنوات التي قضاها الرسول في مكة ؟

أ) ثلاث وعشرين سنة
ب) ثلاث عشرة سنة
ج) أكثر من عشرين سنة

٢) كم عدد السنوات التي قضاها الرسول في المدينة ؟

أ) عشر سنوات
ب) ثلاث عشرة سنة
ج) أكثر من عشرين سنة

٣) أكثر من عشرة
ب) ثلاث عشرة
د) أكثر من عشرين سنة

٤) أين ولد الرسول صلى الله عليه وسلم ؟

أ) في المدينة المنورة
ب) في مكة المكرمة
ج) في الطائف

٥) ...
د) ...
هـ) ...

٦) اذا كنت تحمل شهادة جامعية فما هي الكلية التي تخرجت منها ؟

أ‌) كلية الشريعة بمكة او الرياض   هـ)كلية الآداب بجامعة

ب‌) كلية التربية بمكة (المعلمين سابقا)والرياض   القاهرة .

ج‌) كلية اللغة العربية بالرياض   و) كلية أخرى داخل المملكة

د‌) كلية الآداب بجامعة الرياض   ز) كلية أخرى خارج المملكة

٧) ما مدى صلة مؤهلك الدراسي بطبيعة العمل الذى تمارسه الآن ؟

أ‌) صلة كبيرة

ب‌) جزء بسيط من عملي الحالي ليس له أى علاقة بطبيعة مؤهلي الدراسي .

ج‌) ما يقرب من ٥٠٪ من عملي الحالي ليس له علاقة بطبيعة مؤهلي الدراسي .

د‌) جزء كبير من عملي الحالي ليس له علاقة بطبيعة مؤهلي الدراسي .

هـ) ليس هناك صلة تذكر بينهما .

٨) هل حصلت على تدريب يتعلق بطبيعة عملك الحالي ــ قبله او خلاله ؟

أ‌) لم أحصل على اى تدريب يتعلق بعملي الحالي .

ب‌) حصلت على تدريب قبل مارستي العمل الحالي ولكنه لم يكن مختصا به .

ج‌) حصلت على تدريب يتعلق بطبيعة عملي الحالي لمدة تتراوح بين شهــــر وستة شهور .

د‌) حصلت على تدريب يتعلق بطبيعة عملي الحالي اكثر من ستة شهور واقـل من سنة .

هـ) حصلت على تدريب يتعلق بطبيعة عملي الحالي سنة او اكثر من سنة.

و) حصلت على تدريب يتعلق بطبيعة عملي الحالي اكثر من سنتين .

٩) اذا كنت قد حصلت على تدريب يتعلق بطبيعة عملك الحالي فأين كان مقر تدريبك ؟

أ‌) الدورات الصيفية بالطائف   د) دورة في احدى اقطار العالم العربي

ب‌) معهد الادارة العامة بالرياض   هـ) في أوروبـــــــــــــا

ج‌) كلية التربية بالرياض   و) في الولايات المتحدة الامريكية

١٠)ما مرتبتك الوظيفية الحاليـــــة ؟

أ‌) الثانية أو أقل   هـ) السادسة   ط) العاشرة

ب‌) الثالثـــــة   و) السابعـة   ى) الحادية عشرة

ج‌) الرابعـــــة   ز) الثامنـــة

د‌) الخامســـة   ح) التاسعــة

١١) ما المدة التي أمضيتها في مرتبتك الحالية ؟
(للاجابة على هذا السؤال يجب مراعاة التغيير الذى طرأ على سلم المراتب الوظيفية بعد صدور نظام الموظفين الجديد) .

أ) أقل من سنة   د) خمسالى سبع سنوات
ب) من سنة الى سنتين   هـ) من سبع الى عشر سنوات
جـ) من سنتين الى أربع سنوات   و) اكثر من عشر سنوات

١٢) أيـــن تعمل الآن ؟

أ) أعمل في البلدة التي ولدت بها .
ب) في نفس المنطقة ولكن ليس في نفس البلدة التي ولدت بها .
جـ) في منطقة غير التي ولدت بها ولكن نشأت بها .
د) في منطقة غير التي ولدت ونشأت بها .

ب ــ معلومـــــــات عامـــــة :

١) ما الصبغة الرئيسية التي تطفى على طبيعة عملك ؟

أ) روتيني (ذو نمط واحد) وغير قابل لاى تجديد كما أتصور طبيعته .
ب) روتيني (ذو نمط واحد) دونما اى تجديد يذكر منذ ان مارسته .
جـ) روتيني مع بعض التغييرات
د) متجدد وغير رتيب وتغيرات كثيرة طرأت على طبيعته .

٢) اى الامور التالية يأخذ الجزء الاكبر من وقتك ؟
(للاجابة عن هذا السؤال يرجى ترتيب الفقرات)

أ) تصريف الاوراق والمعاملات   د) البحث والنظر في الشئون التربية
ب) مقابلة المراجعين   هـ) الاشراف العـــــام
جـ) التخطيـــــط   و) أشيـــاء أخــــرى

٣) ما مدى قيامك ببعض الاعمال التي ليس لها علاقة وثيقة بطبيعة عملك ؟
أ) لا أقوم على الاطلاق بأى عمل ليس له علاقة وثيقة بطبيعة عملي .
ب) أقوم نادرا ببعض الاعمال التي ليس لها علاقة وثيقة بطبيعة عملي .
جـ) أقوم أحيانا ببعض الاعمال التي ليس لها علاقة وثيقة بطبيعة عملي .

— ٥ —

د) أقوم معظم الوقت ببعض الاعمال التي ليس لها علاقة وثيقة بطبيعة عملي .

هـ) كل الاعمال التي أقوم بها ليس لها علاقة وثيقة بطبيعة عملي .

٤) ما مدى الصلاحيات التي تتمتع بها الآن في عملك ؟

أ) صلاحيات مطلقة وأمارسها   د) صلاحيات محددة ولا أمارسها

ب) صلاحيات مطلقة ولا أمارسها   هـ) ليس عندى اى صلاحيات تذكر

ج) صلاحيات محددة وأمارسها

٥) الصلاحيات المعطاة لادارة التعليم بمنطقتك :

أ) كافية جدا يستطيع المسؤولون   ج) غير كافية الى حد ما
      معها تأدية واجبهم كاملا   د) غير كافية على الاطلاق

ب) كافية الى حد ما

٦) ما الذى يبين ويشرح مسئوليات العمل في الادارة التي تعمل بها حاليا ؟

أ) تعاميم عامة   د) اجتهادات يمارسها المسئولون
                                      في الادارة

ب) تنظيم ادارى داخلي معتمد
     من المراجع العليا   هـ) نظام داخلي او تعليمات مبوبة
                                      غير معتمدة من المراجع العليا

ج) تعليمات مبوبة صادرة من
     مراجع عليا

٧) ما مدى مشاركتك في اعداد وتنظيم الميزانية المالية الخاصة بمدرستك اوالادارة
     التعليمية التي تعمل بها ؟

أ) لا أشارك اطلاقا   ج) مشاركة محدودة في معظم الاحيان

ب) مشاركة محدودة للغاية   د) مشاركة كاملة وفعالة

٨) ما امكانيات مدرستك (اومدارس منطقتك) من الادوات والمعدات والاجهزة
     التعليمية ؟

أ) كل الادوات والمعدات والاجهزة   د) المتوفر منها ما يقارب ٢٥ ٪
     التعليمية اللازمة متوفرة

ب) معظمها متوفر   هـ) المتوفر منها ما يقارب ١٠ ٪

ج) المتوفر منها مايقارب ٥٠ ٪   و) المتوفر منها ما دون ١٠ ٪

٩) ما مدى ضرورة تغيير العلاقة القائمة حاليا بين ادارة التعليم ومدارســـها بمنطقتك ؟

أ) التغيير ضرورى جدا وممكن   ج) التغيير مستحسن

ب) التغيير ضرورى جدا ولكنه   د) ليس هناك حاجة لا حداث اى
غير ممكن الآن   تغيير في العلاقة القائمة

١٠) ما مدى ضرورة تغيير العلاقة القائمة حاليا بين ادارة التعليم ووزارة المعارف ؟

أ) التغيير ضرورى جدا وممكن   ج) التغيير مستحسن

ب) التغيير ضرورى جدا ولكنه   د) ليس هناك حاجة لا حداث اى
غير ممكن الآن   تغيير في العلاقة القائمة

١١) بمقارنة منطقة التعليم التي تتبعها بالمناطق التعليمية الاخرى هل ترى أن وزارة المعارف تعامل الجميع :

أ) معاملة متساوية بصرف النظر   ج) معاملة غير متساوية معظم الوقت
عن الحجم او الموقع

ب) معاملة متساوية معظم الاحيان   د) معاملة غير متساوية على الاطلاق

١٢) هناك ادعاء بأن مديرى التعليم بالمناطق يبذلون جل اهتمامهم ووقتهـــم للنواحي الا دارية والمالية على حساب النواحي الفنية بالمنطقة وفي المـــدارس. فما نسبة الوقت والجهد اللذين يبذلهما مدير التعليم بمنطقتك في النواحي الفنية بالمنطقة ومدارسها بحسب تقديرك ؟

أ) أقـــل من نسبة ١٠ ٪

ب) مــــن ١٠٪ الــى ٢٥ ٪

ج) اكثر من ٢٥٪ واقل من ٥٠ ٪

د) نسبة تتراوح من ٥٠٪ الى ٧٥٪

هـ) أكثـــر من ٧٥ ٪

نموذج (أ) خاص بمديري التعليم والمفتشين الاداريين والموجهين التربويين
بادارات التعليم .

القسم الثاني :

يرجى كتابة الرقم التقريبي للاجابة عن الاسئلة الخمسة التالية :

١) ما العدد التقريبي لسكان المنطقة التي تخدمها ادارة التعليم التـــي
تعمل بها الآن ؟
الجواب : . . . . مواطنا

٢) ما العدد التقريبي لسكان المدينة التي توجد بها ادارة التعليم ؟
الجواب : . . . . مواطنا

٣) كم عدد المدارس الابتدائية والثانوية النهارية وما في مستواها للبنيـــن
الموجودة بالمدينة التي توجد بها ادارة التعليم بمنطقتك ؟
الجواب : . . . . مدرسة

٤) كم عدد المدارس الليلية بجميع مستوياتها في المدينة التي توجد بهـــا
ادارة التعليم ؟
الجواب : . . . . مدرسة

٥) ما عدد الموظفين العاملين في ادارة التعليم (مكتب ادارة التعليـــم لا
المدارس) التي تعمل بها الآن ؟
الجواب :   أ) اداريــــون   : . . . . موظفا
ب) فنيــــون   : . . . . موظفا
ج) مستخدمون : . . . . مستخدما

يرجى الاجابة عن الاسئلة التالية بوضع علامة (___) في الجانب الايمـــن
امام الجملة او الرقم الذى تختاره لجوابك

٦) ما السبب الاساسي لاختيار المدينة التي توجد بها ادارة التعليم لتكـــون
مقرا لها ؟
أ) لانها اكبر مدينة في المنطقة من   هـ) الفقرة الاولى والثالثة
الناحية السكانية.
ب) لان معظم الدوائر الحكومية موجودة   و) الفقرة الثانية والثالثة
بها .

ج) لا نها تقع في وسط مدن وقرى   ز) الاسباب الثلاثة مجتمعة
المنطقة

د) الفقرة الاولى والثانية   ح) أسباب أخرى

٧) كيف تعتبر حجم المنطقة التعليمية التي تعمل بها من النواحي التالية :

أ) المساحة أ. كبير جدا ب. كبير ج. متوسط د . صغير هـ . صغير جدا

ب) المدارس أ. ==== ب. === ج. == د. === هـ. =====

ج) الفصول أ. ==== ب. === ج. == د. === هـ. =====

د) الطلاب أ. ==== ب. === ج. == د. === هـ. =====

هـ) المدارس أ. ==== ب. === ج. == د. === هـ. =====

٨) هل تعتبر الحجم الحاضر (من حيث المساحة وعدد الطلاب والمدرسون
والفصول والمدارس) للمنطقة التي تعمل بها حاليا :

أ) وافيا بالغرض وفاء مطلقا   ج) غير واف بالغرض

ب) وافيا بالغرض الى حد ما   د) غير واف بالغرض اطلاقا

٩) مع وجود الحجم الحالي لمنطقتك التعليمية ما رأيك في كمية وكيفية الخدمات
الادارية التي تقوم بها ادارة التعليم لمدارسها ؟

أ) ملائمة جدا وكافية   د) غير كافية

ب) كافية الى حد ما   هـ) ناقصة جدا

ج) متوسطة

١٠) هل قرب مقر ادارة التعليم من المدارس :

أ) ضرورى جدا   ج) غير ضرورى

ب) ضرورى   د) غير ضرورى على الاطلاق

١١) ما المسافة التقريبية بين مقر ادارة التعليم وأبعد مدرسة في المنطقة
التي تعمل بها ؟

أ) أقل من خمسين كم   د) اكثر من ٢٠٠ واقل من ٣٠٠

ب) من ٥٠ الى ١٠٠ كم   هـ) بين ٣٠٠ الى ٤٠٠ كم

ج) بين ١٠٠ و ٢٠٠ كم   و) اكثر من ٤٠٠ كم

١٢) مع مراعاة وضع الطرق بمنطقتك ماهو في تقديرك الحد الاقصى للمسافة التي
يجبان تكون بين أى مدرسة بالمنطقة ومقر ادارة التعليم ؟

أ) أقل من ٥٠ كم   د) بين ١٥٠ كم الى ٢٠٠
ب) من ٥٠ الى ١٠٠ كم   هـ) أكثر من ٢٠٠ وأقل من ٣٠٠
ج) أكثر من مائة وأقل من مائة
      وخمسين .   و) بين ٣٠٠ الى ٥٠٠ كم

١٣) ما نسبة الجزء المعبد (بالاسفلت) من الطرق بين مقر ادارة التعليم وجميع
مدارس المنطقة ؟

أ) جميع الطرق غير معبدة في   هـ) نسبة تتراوح من ٥٠٪ و ٧٥٪
      المنطقة .   معبدة .
ب) أقل من ١٠ ٪ معبدة   و) أكثر من ٧٥٪ واقل من ٩٥٪
ج) بين ١٠ ٪ و ٢٥٪ معبدة   معبدة .
د) أكثر من ٢٥٪ واقل من ٥٠٪ ز) جميع الطرق التي تربط المـدارس
      معبدة .   بادارة التعليم بالمنطقة معبدة .

١٤) ما نسبة المدارس بالمنطقة التي يستطيع مكتب ادارة التعليم الاتصال بهـا
هاتفيـا ؟

أ) لا يوجـــد   د) اكثر من ٢٥٪ واقل من ٥٠ ٪
ب) أقل من ١٠ ٪   هـ) من ٥٠ ٪ الى ٧٥ ٪
ج) بين ١٠ ٪ و ٢٥ ٪   و) اكثر من ٧٥ ٪ من المدارس

١٥) ما نسبة المدارس بالمنطقة التي يستطيع مدير التعليم بالمنطقة زيارتها مــرة
واحدة على الاقل خلال العام الدراسي ؟

أ) أقل من ١٠ ٪   د) بين ٥٠ ٪ و ٧٥٪
ب) بين ١٠ ٪ و ٢٥ ٪   هـ) اكثر من ٧٥٪ واقل من ٩٠ ٪
ج) اكثر من ٢٥٪ واقل من ٥٠ ٪   و) جميع المدارس بالمنطقة

١٦) ماهي نسبة عدد المدارس بالمنطقة التي استطاع الموجهون التربويون أوالمفتش
المركزى زيارتها مرتين على الاقل في العام الماضي ؟

أ) أقل من ١٠ ٪   د) بين ٥٠ ٪ و ٧٥٪
ب) بين ١٠ ٪ و ٢٥ ٪   هـ) اكثر من ٧٥ ٪ واقل من ٩٠ ٪
ج) أكثر من ٢٥ ٪ واقل من ٥٠ ٪   و) جميع مدارس المنطقة

١٧) كم مرة في العام الدراسي الواحد يجتمع مدير التعليم مع جميع مديري المدارس بالمنطقة اجتماعا عاما ؟

أ) بـــــدون   هـ) أربـــع مـــرات

ب) مرة واحدة   و) خمس مـــرات

ج) مرتيــــــن   ز) أكثر من خمس مرات

د) ثلاث مـــرات

١٨) ما النسبة التقريبية لعدد مديري المنطقة الذين اوجدت علاقات العمل بينهم وبين مدير التعليم بالمنطقة روابط وثيقة ومعرفة أكيدة مـــن أجل صالح العمل ؟

أ) أقل من ١٠٪   ج) أكثر من ٢٥٪ وأقل من ٥٠٪

ب) بين ١٠٪ و ٢٥٪   د) بين ٥٠٪ و ٧٥٪

١٩) في حالة ارسال مكاتبة (معاملة) رسمية عادية من ادارة التعليم الى وزارة المعارف ، ما متوسط الوقت الذي تستغرقه تلك المكاتبة حتى تعود مـــن الوزارة الى ادارة التعليم ؟

أ) أقل من خمسة أيام   د) بين عشرين يوما وشهر

ب) بين خمسة وعشرة ايام   هـ) أكثر من شهر وأقل من ثلاثة اشهر

ج) أكثر من عشرة وأقل من عشرين يوما   و) أكثر من ثلاثة اشهر

٢٠) ما النسبة التقريبية للصلاحيات المالية والادارية الممنوحة لادارة التعليم من قبل وزارة المعارف ؟

أ) أقل من ١٠٪   د) بين ٥٠٪ و ٧٥٪

ب) من ١٠٪ الى ٢٥٪   هـ) اكثر من ٧٥٪

ج) أكثر من ٢٥٪ وأقل من ٥٠٪

٢١) ما النسبة التقريبية للصلاحيات التعليمية الممنوحة لادارة التعليم من قبـــل وزارة المعارف ؟

أ) أقل من ١٠٪   د) بين ٥٠٪ و ٧٥٪

ب) من ١٠٪ الى ٢٥٪   هـ) أكثر من ٧٥٪

ج) أكثر من ٢٥٪ وأقل من ٥٠٪

٢٢) ما نسبة القرارات المتعلقة بمدارس المنطقة التي تستطيع ادارة التعليم اتخاذها دون الرجوع لوزارة المعارف ؟

أ) أقل من ١٠٪   د) بين ٥٠٪ و ٧٥٪

ب) بين ١٠٪ و ٢٥٪   هـ) أكثر من ٧٥٪ وأقل من ٩٩٪

جـ) أكثر من ٢٥٪ وأقل من ٥٠٪

٢٣) ماهي في اعتقادك نسبة القرارات التي يستطيع مدير المدرسة علمها بمدرسته دون حاجة للرجوع لادارة التعليم ؟

أ) أقل من ١٠٪   د) بين ٥٠٪ و ٧٥٪

ب) بين ١٠٪ و ٢٥٪   هـ) أكثر من ٧٥٪ وأقل من ٩٩٪

جـ) أكثر من ٢٥٪ وأقل من ٥٠٪

٢٤) في حالة احتياج أي مدرسة بالمنطقة الى بعض اللوازم الضرورية (المسموح بها) ما الاجراءات المعتاد اتباعها لتأمين تلك اللوازم ؟

أ) تؤمن من قبل ادارة التعليم   د) تعتمد على التكلفة لما يطلب تأمينه

ب) يعهد لمدير المدرسة بتأمينها   هـ) تعتمد على وجود البند في ميزانية

جـ) يكتب لوزارة المعارف   ادارة التعليم

٢٥) أين تضع المشكلات المالية واجراءاتها بالمنطقة بين المشكلات الاخرى ؟

أ) أهم وأول مشكلة   د) الرابعة

ب) الثانية   هـ) الخامسة

جـ) الثالثة   و) السادسة

٢٦) ما واقع الميزانية المالية السنوية في المنطقة التي تعمل بها ؟

أ) مميزة ومعروفة لادارة التعليم وللوزارة

ب) مميزة ومعروفة للوزارة ومعروفة محدودة لادارة التعليم بالمنطقة

جـ) مميزة ومعروفة للوزارة وغير معروفة لادارة التعليم

د) غير معروفة ولا مميزة للوزارة ولا لادارة التعليم

٢٧) في حالة وجود ميزانية مالية مميزة ومحدودة بمنطقتك التعليمية ما مدى صلاحيات جهاز ادارة التعليم في تنفيذها ؟

أ) ليس هناك صلاحيات مطلقا   جـ) بعض الصلاحيات الرئيسية

ب) صلاحيات محدودة للغاية   د) صلاحيات كثيرة وكافية

٢٨) ما دور ادارة التعليم في تخطيط ووضع الميزانية المالية للمدارس والمنطقة ؟

أ) ليس لها دور على الاطلاق

ب) لها دور صغير ومحدود

ج) دور متوسـط

د) دور كبيــر

هـ) دور كبيــر جدا

٢٩) لو أن منطقتك التعليمية حصلت على ميزانية مالية مستقلة فهل يكون ذلك :

أ) عاملا مهما جدا في حل كل المشاكل الموجودة في المنطقة ومدارسها

ب) عاملا مهما في حل معظم المشاكل الموجودة في المنطقة ومدارسها

ج) لن يغير كثيرا من واقع المشكلات

د) عاملا في زيادة المشكلات

هـ) عاملا مهما في زيادة المشــكلات

٣٠) ما رأيك في مقدرة النظم الادارية والمالية (مع وجود الصلاحيات) علــى سرعة التنفيذ والاستفادة من الميزانية ؟

أ) مرنة ومساعدة كثيرا على الاستفادة من الميزانية

ب) مرنة ومساعدة في حدود

ج) أحيانا ما تكون النظم الادارية والمالية عائقا لتنفيذ الصلاحيات الممنوحة لادارة التعليم للاستفادة من الميزانية المالية .

د) كثيرا ما تكون النظم الادارية والمالية عائقا لتنفيذ الصلاحيات الممنوحة لادارة التعليم وللاستفادة من الميزانية المالية .

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نمـــوذج ب (خاص بمديرى المدارس الابتدائية والثانويةوما في مستواها)

القسم الثاني :

تعليمات : يرجى كتابة الرقم التقريبي للاجابة عن الاسئلة الثلاثة التالية .

١) كم يبلغ عدد الطلاب المنتظمين بمدرستك ؟ الجواب : . . . . . . طالبا

٢) ما العدد التقريبي لسكان المدينة او القرية التي توجد بها مدرستك؟ الجواب : . . . . مواطنا .

٣) كم تبلغ المسافة بين مدرستك ومقرادارة التعليم؟ الجواب : . . . . . . كيلومترا

تعليمات : يرجى الاجابة عن الاسئلة التالية بوضع علامة (   ) في الجانب الايمن أمام الجملة أوالرقم الذى تختاره لجوابك .

٤) كيف تعتبر المسافة بين مدرستك وبين مقر ادارة التعليم ؟

أ) قريبـــة جدا   د) بعيـــدة

ب) قريبـــة   هـ) بعيدة جدا

جـ) متوســـطة

٥) ما الطبيعة الجغرافية للمنطقة التي توجد بها مدرستك ؟

أ) واد   د) تـــلال

ب) منطقة جبليـــة   هـ) منطقة صحراوية منبسطة

جـ) منطقة ساحلية

٦) اذا كانت مدرستك تقع على بعد خمسة كيلومترات أوأكثر من ادارة التعليم فمــا حالة الطريق بينهما ؟

أ) كل الطريق غيرمعبد (غيرسفلت)   د) بين ٢٥٪ الى ٥٠٪ معبد وشاق جدا   هـ) أكثر من نصف الطريق معبد

ب) غير معبد ولكنه ليس شاقا   و) كل المسافة بين المدرسة وادارة

جـ) أقل من ٢٥٪ من الطريق معبد   التعليم معبدة

٧) كم تستغرق من الوقت اذا ذهبت بالسيارة من مدرستك الى مقر ادارة التعليم ؟

أ) أقل من نصف ساعة   د) بين ساعتين وخمس ساعات

ب) مدة تتراوت بين نصف ساعة الى ساعة   هـ) اكثرمن خمس واقل من عشر ساعات

جـ) اكثر من ساعة واقل من ساعتين   و) اكثر من عشر ساعات

٨) كم مرة في العام تذهب الى ادارة التعليم لقضاء أمر يتعلق بمدرستك ؟

أ) لا أذهب

د) من تسع الى اثنتي عشر مرة

ب) بين مرة وثلاث مرات

هـ) من ثلاث عشرة الى عشرين مرة

ج) من أربع الى ثمان مرات

و) أكثر من عشرين مرة

٩) مع الاخذ بالاعتبار حالة الطرق بمنطقتك ماهو في تقديرك الحد الاقصى للمسافة التي يجب ان تكون بين أى مدرسة ومقر ادارة التعليم بالمنطقة ؟

أ) أقل من خمسين كم

د) بين مائة وخمسين ومائتين كم

ب) بين خمسين ومائة كم

هـ) مابين مائتين ومائتين وخمسين كم

ج) اكثر من مائة واقل من مائة وخمسين كم

و) اكثر من مائتين وخمسين كم

١٠) ما أقل وقت تستغرقه المعاملة العادية المرسلة من مدرستك الى ادارة التعليم حتى تعود الى المدرسة ؟

أ) من يوم واحد الى خمسة ايام

د) بين شهر وشهرين

ب) من ستة ايام الى خمسة عشر يوما

هـ) اكثر من شهرين واقل من ثلاثة شهور

ج) بين خمسة عشر يوما وشهر

و) اكثر من ثلاثة اشهر

١١) ما النسبة التقريبية للمشكلات التي تحل داخل مدرستك بدون الرجوع الــــى المراجع الاخرى (ادارة التعليم او الوزارة) ؟

أ) اقل من ١٠ ٪

د) من ٥٠ ٪ الى ٧٥ ٪

ب) من ١٠ الى ٢٥ ٪

هـ) من ٧٥ ٪ الى ٩٠ ٪

ج) اكثر من ٢٥ ٪ واقل من ٥٠ ٪

و) اكثر من ٩٠ ٪

١٢) ما النسبة التقريبية لمشكلات مدرستك التي تحل عادة عن طريق ادارة التعليــم دون الرجوع الى وزارة المعارف ؟

أ) بين ٥ ٪ و ١٥ ٪

د) بين ٥٠ ٪ و ٧٥ ٪

ب) بين ١٥ ٪ و ٢٥ ٪

هـ) بين ٧٥ ٪ و ٩٠ ٪

ج) بين ٢٥ ٪ و ٥٠ ٪

و) اكثر من ٩٠ ٪

١٣) في حالة بعد مدرستك (أكثر من خمسين كيلومترا مثلا) عن مقر ادارة التعليم ما نسبة مشكلات مدرستك التي تعتقد انها سوف تحل بسهولة اذ انتقل مكتب ادارة التعليم الى مكان قريب جدا من مدرستك ؟

أ) أقل من النسبة الموجودة   د) أكثر بنسبة ٢٥٪

ب) نفس النسبة الموجودة   هـ) أكثر بنسبة ٥٠٪

ج) أكثر بنسبة ١٠٪   و) أكثر بنسبة ٧٥٪

١٤) في حالة احتياج مدرستك الى بعض الادوات والاحتياجات الضرورية أثناء العام الدراسي ما الاجراء المعتاد اتباعه للحصول عليها ؟

أ) تقوم بتأمينها مباشرة نظرا لوجود المبلغ المخصص لها بمدرستك .

ب) تقوم بتأمينها مباشرة من مالك الخاص وتبعث بالايصالات اللازمة لادارة التعليم من اجل تعويضك .

ج) يوجد لديك بالمدرسة مبلغ من المال مخصص لتلك الاغراض ولكن تنـــص التعليمات على استئذان ادارة التعليم قبل تأمينها .

د) تكتب لادارة التعليم طالبا تأمينها .

هـ) تطلب من أولياء امور الطلاب او من أحد تجار المدينة أو احدى المؤسسات التجارية تأمينها للمدرسة .

١٥) كم عدد الزيارات التي يقوم بها عادة مدير التعليم بالمنطقة لمدرستك خلال العام الدراسي ؟

أ) بـــدون   د) عدة مرات تتراوح بين أربع

ب) مرة واحدة   الى عشر مرات

ج) مرتين او ثلاث مرات   هـ) اكثر من عشر مرات

١٦) كم عدد الزيارات الرسمية التي يقوم بها عادة الموجه الاداري في ادارة التعليم للمدرسة في العام الدراسي ؟

أ) بـــدون   د) مرات تتراوح بين اربـــع

ب) مرة واحدة   وعشر مرات

ج) مرتين او ثلاث مرات   هـ) اكثر من عشر مرات

١٧) ما رأيك في الخدمات الادارية والاشرافية التي تقوم بها الادارة التعليم لمدارسها ؟

أ) غير مجديـــة   د) جيـــدة

ب) ضئيلـــة   هـ) ممتـــازة

ج) حسنة

١٨) ماذا يحدث لو أن الجهات العليا قررت الغاء ادارة التعليم بمنطقتك
ونقل الاشراف على مدارسها الى اقليم أو منطقة أخرى ؟

أ) سيعارض أهالي المنطقة بشدة   د) لا يمانعـــون
ب) لا يرضون عن ذلك بوجه عام   هـ) يفرحون كثيرا بذلك
ج) لن يكترثوا لذلك .

١٩) ماذا يحدث لو أن الجهات العليا قررت نقل ادارة التعليم بمنطقتك مـن
مقرها الحالي الى مكان آخر داخل المنطقة نفسها ؟

أ) سكان المدينة التي توجد بها ادارة التعليم سوف يعارضون بشدة .
ب) لا يرضــــون عن ذلك بوجه عـام
ج) لا يهمهم ذلك
د) يقابلون ذلك بالرضـــا
هـ) يفرحون كثيرا حينما يرواادارة التعليم منتقلة الى مدينة اخرى داخــل
المنطقة .

٢٠) ماذا يكون شعورك في حالة حصول تغيير في تنظيم المناطق التعليمية في
المملكة يترتب عليه فصل مدرستك من منطقتك الحالية وربطها بمنطقة تعليمية
اخرى باقليم آخر ؟

أ) أعارض بشدة ذلك التغيير   د) لا امانع اذا كان ذلك من اجـــل
ب) لن أعارض ولا أرضى   صالح المدرسة .
ج) لا يهمني ذلك   هـ) أكون سعيدا جدا بذلك التغيير

٢١) في حالة وجود مدرستك، على مسافة خمسة كيلومترات أو أكثر من مقر ادارةالتعليم
ما الوسيلة التي تستعملها للذهاب الى مكتب ادارة التعليم ؟

أ) ســـيارة   د) دابـــــة
ب) دراجة عاديــة   هـ) المشـــي
ج) دراجة ناريـــة   و) وسيلة أخرى

٢٢) كم نسبة الاعمال الادارية بمدرستك التي ترى أنها تتم بدون تعليمات ونظـــم
واضحة وثابتة ؟

أ) أقل من ١٠٪   د) أكثر من ٥٠٪ وأقل من ٧٥٪
ب) اكثرمن ١٠٪ وأقل من ٢٥٪   هـ) بين ٧٥٪ و ٩٠٪
ج) بين ٢٥٪ و ٥٠٪   و) اكثر من ٩٠٪

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يرجى الاجابة عن الاسئلة التالية بواسطة وضع دائرة حول نعم أو لا .

٢٣)   هل تفضل أن تكون مدرستك قريبة من مقر ادارة التعليم ؟ نعم   لا

٢٤)   هل انت راض عن موقع مدرستك من مقر ادارة التعليم ؟   نعم   لا

٢٥)   هل يوجد خط هاتفي بين مدرستك وادارة التعليم ؟   نعم   لا

٢٦)   هل توافق على الرأى القائل بأن المدارس بمنطقتـــك
        تعامل من قبل ادارة التعليم بالسوية بصرف النظـــــر
        عن مواقعها ؟   نعم   لا

٢٧)   هل تشعر بأنك ومدرستك بحاجة ماسة الى الخدمــات
        الاشرافية والتوجيهات التي تقوم بها ادارة التعليـــــم
        بمنطقتك ؟   نعم   لا

٢٨)   هل يوجد بمدرستك مبلغ من المال مخصص لتأميــــن
        الاحتياجات الضرورية للمدرسة ؟   نعم   لا

٢٩)   هل يوجد بمدرستك لوائح ادارية تحدد الاختصاصات
        والواجبات والعلاقات بين المسئولين في المدرسة ؟   نعم   لا

٣٠)   اذا لم تكن لديك تلك اللوائح التي تحدد المسئوليات
        فهل أنت راض عن الاسلوب المتبع في حل المشـــــكلات
        التي تواجهك أثناء عملك ؟   نعم   لا

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القسم الثالث :

أ) يرجى الا جابة عن كل فقرة مع ملاحظة أن العبارات الوارد ة بهذا القسم لا تمثل جميعها رأى الكاتب .

ب) بعد قراءة كل فقرة يرجى وضع العلامة (✓) في المكان المناسب الذى تختاره تحت احدى العبارات التي يمكن أن تصف رأيك وحكمــك الشخصي على مدلول العبارة (أوافق جد ا ،أوافق ،لا اعرف ،لا اوافق أعارض بشد ة) .

اعارض بشدة	لا اوافق	لا اعرف	اوافق	اوافق جد ا	
					١) من اجل تحقيق خدمات اد ارية مثمرة واشراف فعال لجميع المد ارس يجب أن بغير حجم منطقة التعليم (التي تتبع لها) .
					٢) هناك حاجة ماسة الى د راسة وضع وكيفيــة تكوين المناطق التعليمية وحجم كل منطقــة تعليمية بالمملكة وذلك من أجل الوصـــول الى أفضـل الطرق التي يجب اتباعهـــا لا يجاد تكوين مناسب .
					٣) هناك حاجة الى تغيير الحدود الجغرافيــة للمناطق التعليمية وذلك من أجل جعلهـا قاد رة على تقد يم أفضل الخد مات الا د اريــة والا شراف الكافي على جميع مد ارسها .

اعارض بشدة	لا اوافق بشدة	لا اعرف	اوافق	اوافق جدا	
					* ٤) كبر وصغر المساحة في أى منطقة تعليمية له دور كبير في فعالية الخدمات الادارية والتعليمية فكلما صغرت المساحة كلما كانت الفعالية اكبر وكلما كبرت المساحة كلما قلت الفعالية .
					٥) المنطقة التعليمية التي تعمل بها كبيرة جدا من حيث المساحة لهذا فان من الصعب على ادارة التعليم تقديم خدمات ادارية كافية متساوية الى جميع المدارس التابعة لها .
					٦) المنطقة التعليمية ذات الحجم الصغير (خاصة من حيث المساحة) أفضل من المناطق ذات الحجم الكبير .
					٧) المنطقة التعليمية ذات الحجم الصغير معرضة أكثر لان تكون أقل فاعلية وانتاجا من المناطق الكبيرة .
					٨) النقص الحاصل في كمية وكيفية الخدمات الادارية والتربوية التي تقدمها ادارات التعليم الى مدارسها عائد الى حد كبير الى كبر حجم المنطقة التعليمية .

* أكبر منطقة تعليمية من حيث المساحة المنطقة الشرقية ومساحتها مائة وخمسة وخمسون الف كيلومتر مربع . وأصغر منطقة تعليمية من حيث المساحة عنيزه ومساحتها الفوثلاثمائة كيلومتر مربع .

اعارض بشدة	لا اوافق	لا اعرف	اوافق	اوافق جدا	
					٩) النقص الحاصل في كمية الخدمات الادارية والتربوية التي تقدمها ادارات التعليم السى مدارسها عائد الى حد كبير الى كبر حجم المنطقة التعليمية .
					١٠) المقر الحالي لادارة التعليم (البلدة التي توجد بها ادارة التعليم) في منطقتك أنسب مكان ممكن في المنطقة من حيث توسطه وسهولة الوصول اليه .
					١١) بالرغم من حجم المنطقة التعليمية (التي تتبعها) فان ادارة التعليم قادرة على تقديم أفضل الخدمات التعليمية لجميع مدارسها وعلى القيام بالدور التعليمي القيادى فى المنطقة .
					١٢) ادارة التعليم في منطقتك التعليمية تقوم بواجبها كاملا في تقديم الخدمات اللازمة للمجتمع الذى توجد به .
					١٣) التعليم العام في المنطقة التي تتبع لها (الابتدائي والمتوسط والثانوى) مهيأ بالتساوى لجميع الطلاب بصرف النظر عن وضعهم الاقتصادى والاجتماعي او المكان الذى يقطنونه .
					١٤) الحجم الحاضر لمنطقتك التعليمية مناسب لولا النقص الموجود في نظام المواصلات (والطرق والهاتف والخدمات البريدية) في المنطقة .
					١٥) الحجم الحاضر لمنطقتك التعليمية مناسب ولكن المشكلة تكمن في عدم منح ادارة التعليم الصلاحيات والسلطات الكافية التي تجعلها قادرة على

اعارض بشدة	لا اوافق	لا اعرف	اوافق	اوافق جدا	
					أدا، واجبها المطلوب .
					١٦) الحجم الحاضر لمنطقتك التعليمية مناسب لولا وجود المشكلات التي في الفقرة رقم ١٤ والفقرة رقم ١٥ .
					١٧) اعادة النظر في تركيب وتكوين حجم ادارات التعليم يجب أن يعطي الا ولوية على اعطا، ادارات التعليم الصلاحيات الا دارية المطلوبة من أجل ايجاد خدمات ادارية وتعليمية أكثر فعالية.
					١٨) نوع الصلاحيات المعطاة لمدير التعليم في منطقتك في الوقت الحاضر تجعله قادرا على ادارة منطقته التعليمية بطريقة كافية ومرضية .
					١٩) الصلاحيات المعطاة حاليا لمدير المدرسة تجعله قادرا على ادارة شئون مدرسته لهذا فليس هناك ضرورة لا ن تكون مدرسته قريبة من مقر ادارة التعليم .
					٢٠) الزيادة في الصلاحيات المعطاة لمديرى المدارس ومديرى التعليم في السنوات القليلة الماضية كانت عاملا مهما في مستوى الخدمات الا دارية والتعليمية في المنطقة.
					٢١) معظم مديرى التعليم ومديرى المدارس الوزارة لد يهم القدرات الكافية لتحمل كل المسئوليات ولا ستعمال كل الصلاحيات التي يمكن للوزارة منحهم اياها .
					٢٢) ليس هناك ندرة في الكفاءات الموجودة فى أجهزة التعليم في بلادنا وانما الندرة فى وضع الكفاءات في المكان المناسب.

اعارض بشدة	لا أوافق	لا أعرف	أوافق	أوافق جدا	
					٢٣) جهاز ادارة التعليم يجب ان يكون أكبر من واقعه الحالي حتى يكون قادرا على تقديم الخدمات الكافية والمناسبة لمدارسها .
					٢٤) تقليص المناطق التعليمية الى خمس أو ست مناطق كبيرة مع منحها المزيد من الصلاحيات سوف يساعد على فعالية الخدمات التعليمية اللازمة للمدارس .
					٢٥) زيادة عدد ادارات التعليم بالمناطق الحالية ومنحها المزيد من الصلاحيات سوف يساعد على فعالية الخدمات التعليمية اللازمة للمدارس .
					٢٦) تقليص عدد ادارات التعليم بالمناطق الى خمس او ست مناطق كبيرة مع منحها المزيد من الصلاحيات بحيث يتبع كل واحدة مكاتب تعليم صغيرة سوف يساعد على فعالية الخدمات التعليمية اللازمة للمدارس .
					٢٧) يجب الاحتفاظ بالعدد الموجود من ادارات التعليم بالمناطق ولكن يجب اجراء بعض التعديلات في حدودها بحيث تكون ملائمة .
					٢٨) يجب الاحتفاظ بالعدد الموجود من ادارات التعليم بالمناطق ولكن اعطاءها المزيد من الصلاحيات والامكانيات الكافية لجعلها ادارات فعالة تستطيع اداء واجبها على الوجه المطلوب .

اعارض بشدة	لا اوافق	لا اعرف	اوافق	اوافق جدا	
					٢٩) سوف يكون للاوضاع الاقليمية في بلادنا الاثر السيء على وضع التعليم ومستواه في حالة ضم منطقة تعليمية او بعض مدارسها لمنطقة تعليمية موجودة في اقليم آخر .
					٣٠) المسئوليات والصلاحيات في ادارة التعليم وفي المدارس غير محددة ولا معروفة مما يسبب الالتباس والغموض فيها .
					٣١) كثيرا ما يصعب على معظم العاملين في ادارة التعليم والمدارس معرفة د ورهم الحقيقي في أعمالهم خاصة وفي النظام التعليمي بصفة عامة .
					٣٢) النظم والتعليمات في المدارس وادارات التعليم يعوزها الترتيب في تكوينها وصياغتها .
					٣٣) تحتاج كل ادارة تعليم ومدرسة الى كتاب يضم أنظمة ولوائح ادارية تحدد العلاقات بين الاقسام والمسئولين وبين ادارة التعليم والمدرسة وتعرف مسئولية وصلاحية كل موظف معتمد من الجهات التعليمية العليا ويعتبر مرجعا لمعظم المشاكل المدرسية . هـذا الكتاب يجب ان يحل محل التعاميم التي تـرد من وقت لآخر والتي يظهر فيها غالبـا التناقض الى د رجة جعلت فاعليتها وقيمتها ناقصة .

لعارض بشدة	لا اوافق	لا اعرف	اوافق	اوافق جدا	
					٣٤) من أهم مشاكلنا الادارية التي تواجه بازدياد مدارسنا وادارات التعليم في الوقت الحاضر هي :
					أ) سوء تصريف الشئون المالية واجراءاتها
					ب) قلة فعالية الادارة التربوية لدينا
					جـ) المركزية الموجودة في نظام التعليم
					د) قلة ذوى الكفاءات اللازمة لادارة المؤسسات التعليمية
					٣٥) من المعروف أن الاجهزة المالية في المؤسسات التعليمية تعتبر أجهزة مساعدة الا أن الاجهزة المالية العاملة في مؤسساتنا التعليمية هـي المسيطرة على النواحي التعليمية والادارية.
					٣٦) الادارة التعليمية في بلادنا تتصف بالمركزيـة التي تعوق في معظم الاحيان النشـــاطات التعليمية والادارية في المناطق البعيدة عن مقـر وزارة المعارف .
					٣٧) الادارة التعليمية في معظم المناطق في بلادنا تتصف بدرجة عالية من المركزية ما يعوق فـي معظم الاحيان النشاطات التعليمية فـي المدارس الواقعة بعيدا عن مقر ادارة التعليم.
					٣٨) يحتاج كل من مدير التعليم ومدير المدرسـة الى المزيد من الصلاحيـات التي تمكنهـا من حمل الرسالة وأداء الواجب علـى الوجه الافضـل .

اعارض بشدة	لا أوافق	لا اعرف	أوافق	أوافق جدا	

٣٩) مديرو المدارس والموجهون في المناطق ومديرو التعليم في حاجة الى تمكينهم من مشاركة المسئولين في الوزارة في اعداد النظم والتعليمات المتعلقة بمدارسهم وذلك لسهولة فهم أهدافها وامكانية تنفيذها .

٤٠) يعوز مديري المدارس ومديري التعليـــم الاسهام والمشاركة في وضع معظم القـرارات والخطط المتعلقة بشئون ال... اذ ان هؤلاء هم المنف... التعليمية والتربوية و... المنفـذ بعيدا عن ... التعليمية وفهم غايا...

APPENDIX C

THE LETTER IN ENGLISH

اعارض بشدة	لا اوافق	لا اعرف	اوافق	اوافق جدا	
					٣٩) مديرو المدارس والموجهون في المناطـــق ومديرو التعليم في حاجة الى تمكينهم مـــن مشاركة المسئولين في الوزارة في اعـــداد النظم والتعليمات المتعلقة بمدارسهم وذلك لسهولة فهم أهدافها وامكانية تنفيذها .
					٤٠) يعوز مديرى المدارس ومديرى التعليـــم الاسهام والمشاركة في وضع معظم القـرارات والخطط المتعلقة بشئون التعليم في بلادنا اذ ان هؤلاء هم المنفذون لتلك الخطـط التعليمية والتربوية ومن الصعب ان يكـــون المنفــذ بعيدا عن اعداد هذه الخطـط التعليمية وفهم غاياتها وادراك أهدافها .

APPENDIX C

THE LETTER IN ENGLISH

Hamad Ibrahim Al-Salloom
Yamama Secondary School
Al Murabba
Riyadh, Saudi Arabia

September 16, 1973

Dear Friend:

No doubt all of us feel that our educational and
administrative systems are suffering from many difficulties
which may impede the quick development required to improve
the standard of our country and its people. My faith in
scientific research as a useful medium in discussing some of
those problems and providing us with the solutions based on
firm scientific foundation caused me to use this method to
investigate the subject which I chose to be a topic for my
thesis for the Ph.D. in educational administration. Through
this investigation I intend to study the general status of
our school districts and their sizes in relation to their
administrative and supervisory practices. I hope the results
of such research will give some direction toward the most
efficient form for organizing these important institutions.

It is believed that the school district superintendents,
school district supervisory officers, and school principals are
in unique positions in recognizing the various aspects of this
problem. Therefore, based on a random selection method, you
were selected to be one of those gentlemen who will participate
in this study by answering the questions of the enclosed ques-
tionnaire. To a great extent, the success of this investigation
depends on your kind response and cooperation.

It will be appreciated very much if your reply is sent
as soon as possible to the above address.

Truly yours,

Hamad I. Al-Salloom

APPENDIX D

THE LETTER IN ARABIC

بسم الله الرحمن الرحيـــم

الاخ الزميل الاستاذ   المحترم

تحية طيبة وبعد ،

لا شك أن كلا منا يشعر بأن هناك مشكلات عديدة في نظمنا التعليمية
والا دارية قد تعوق التطور السريع المطلوب لرفع مستوى هذه البلاد وابنائهـــا
وايمانا مني بفائدة البحوث العلمية كوسيلة تساعد على كشف بعض تلك المشكلات
ومن ثم تسعفنا بالحلول المبنية على أسس علمية ثابتة وترشد الى أفضل السبل
لعلاجها فقد رأيت استعمال هذه الطريقة في بحثي لرسالة الدكتوراه فـــي
التربية والمتعلق بالعلاقة بين حجم المنطقة التعليمية (المساحة وعـــــدد
المدارس والفصول والطلاب والمدرسين) وبين الخدمات الا دارية والا شـــراف
الذى تقدمه ادارة التعليم لمدارسها راجيا أن أتوصل من هذا البحث الـــى
نتيجة مرضية تساعد على اعطاء المدرسة لدينا نصيبها من العناية . واعتقاد امني
بأن مديرى التعليم ومديرى المدارس والموجهين التربويين في المناطق هم خير
معين للتعرف على جوانب هذه المشكلة . . رأيت اجراء هذا الاستبيان المرفق
عن هذه المشكلة مع مديرى التعليم عندنا وعدد مختار(بالطريقة العشـــــوائية)
من مديرى المدارس على اختلاف مراحلها والموجهين التربويين في المناطـــق .
ولقد وقع الاختيار عليكم لتكونوا احد هؤلاء ولتسهموا في هذه الدراسة وذلــك
بالا جابة على النسخةالمرفقة من هذا الاستبيان .

آمل أن أحظى بتعاونكم لا ن مستقبل هذه الدراسة متوقف الى حد بعيد
على الروح التي ستقابلون بها هذا البحث .

شكرا لكم سلفا وانني في انتظار الرد بأقصى سرعة ممكنة على العنوان التالي
مدرسة اليمامة الثانوية ــ المربع ــ الريـــاض .
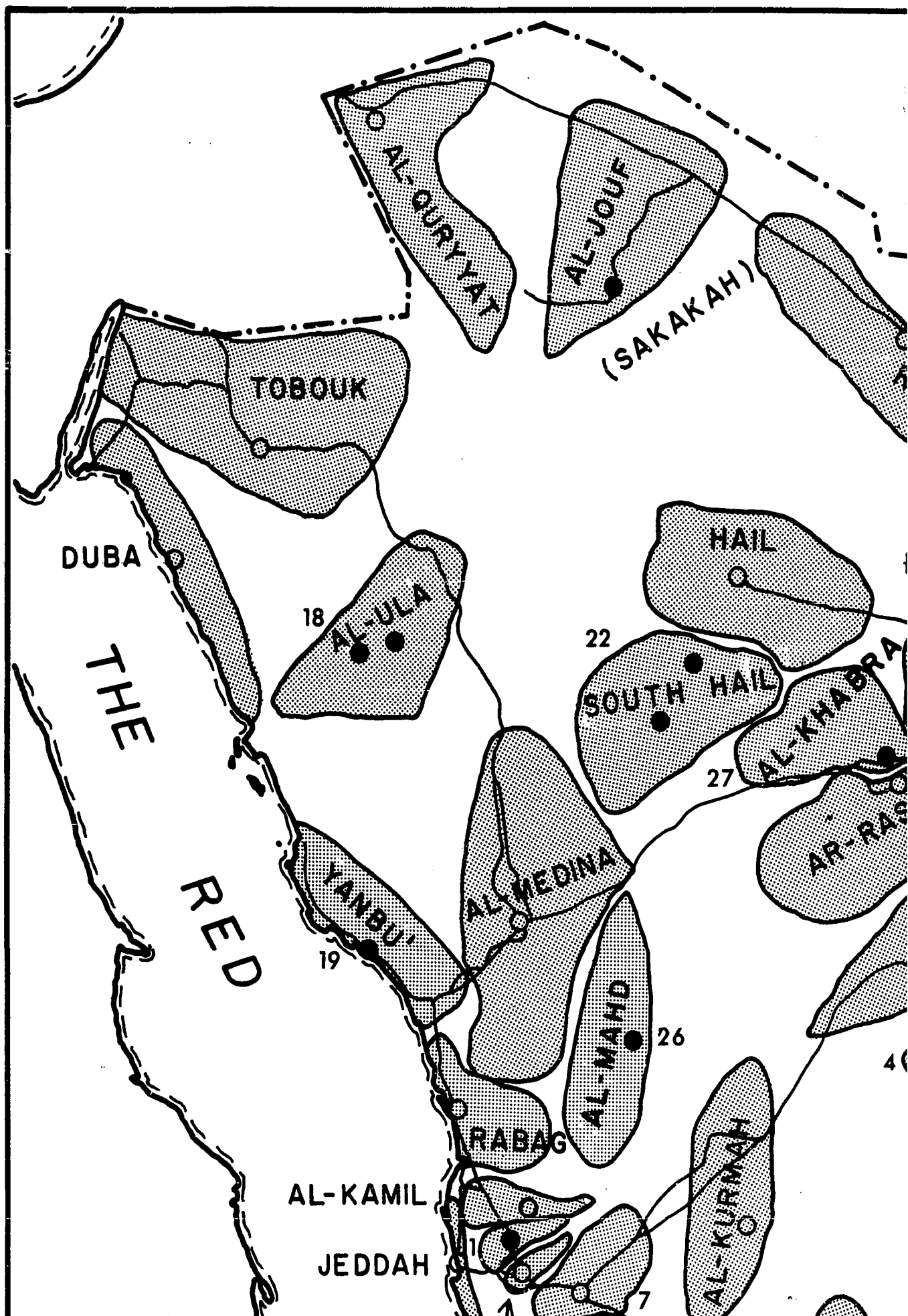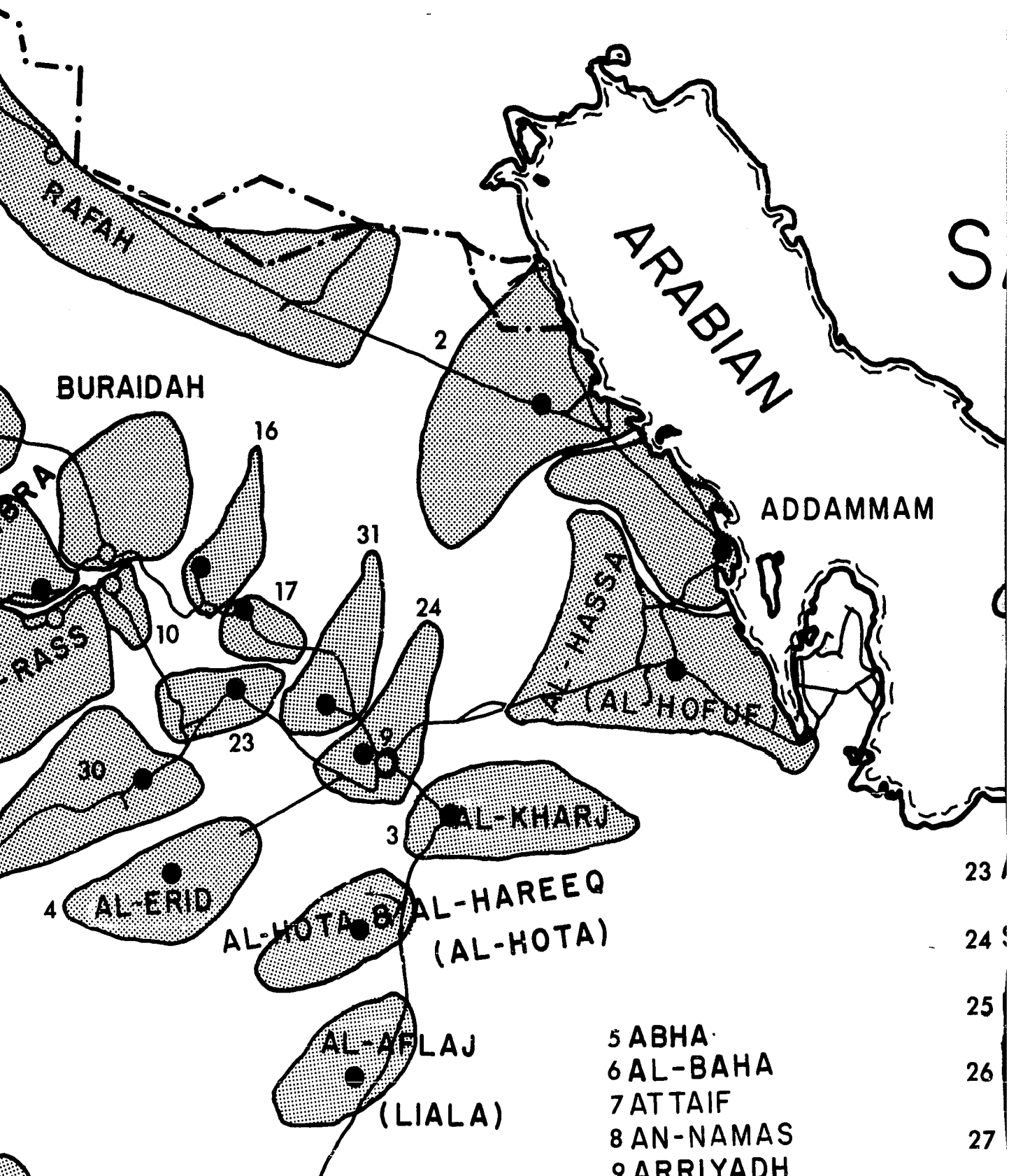
وتفضلوا بقبول فائق تحياتي وتقديرى . . ومتمـــ ،،،،

المخلــــــص

حمـــد ابراهيم الســــلوم

APPENDIX E

MAP OF PROPOSED SCHOOL DISTRICTS

IN LARGE SCALE

RAFAH

ARABIAN

S\.

BURAIDAH

GRA

16

RASS

10

17

31

24

2

ADDAMMAM

AL-HASSA

23

30

23

9

AL-KHARJ

3

AL-ERID

4

AL-HOTA 8 AL-HAREEQ

(AL-HOTA)

(AL-HOFUF)

23

24 S

25

AL-AFLAJ

26

(LIALA)
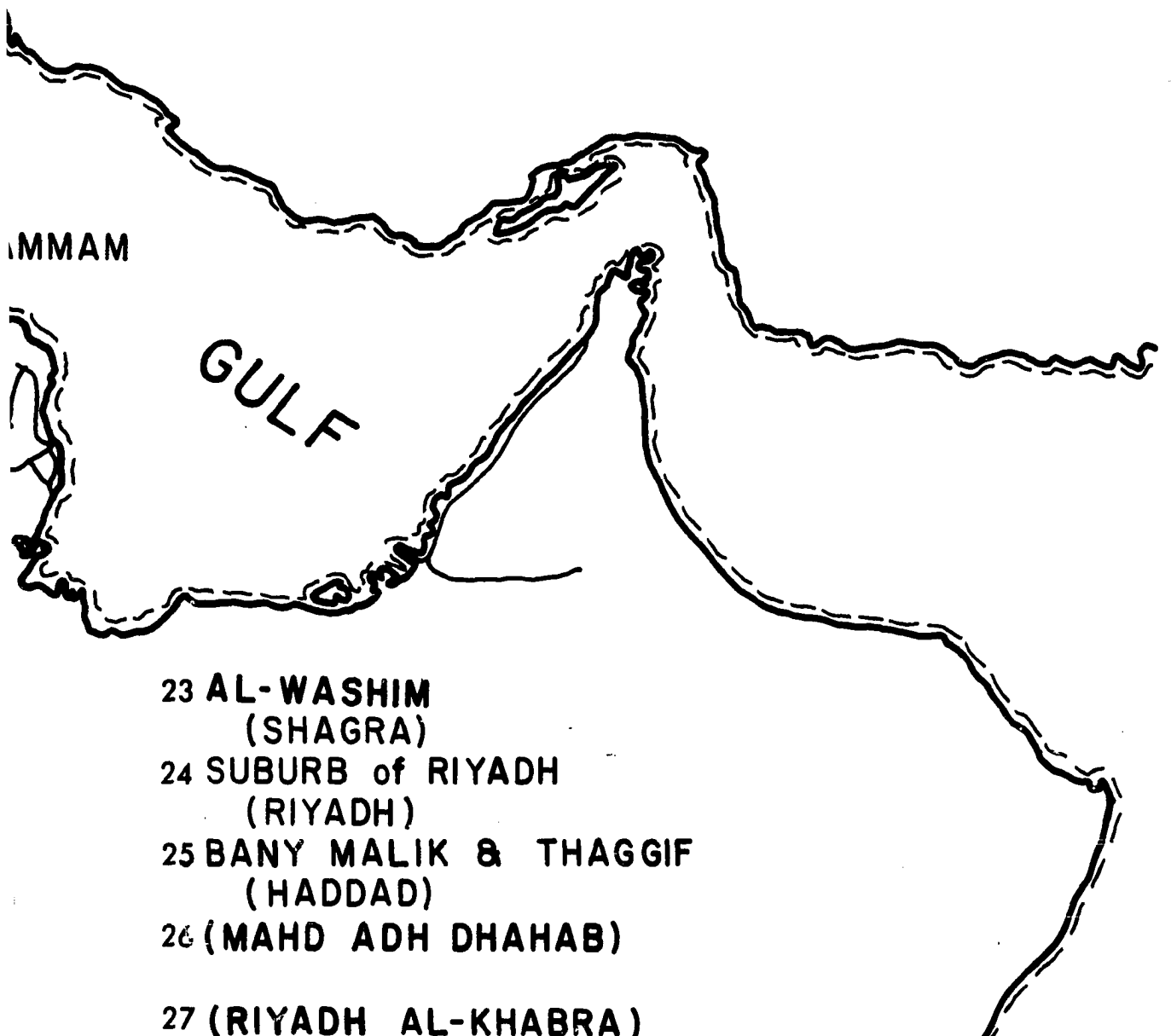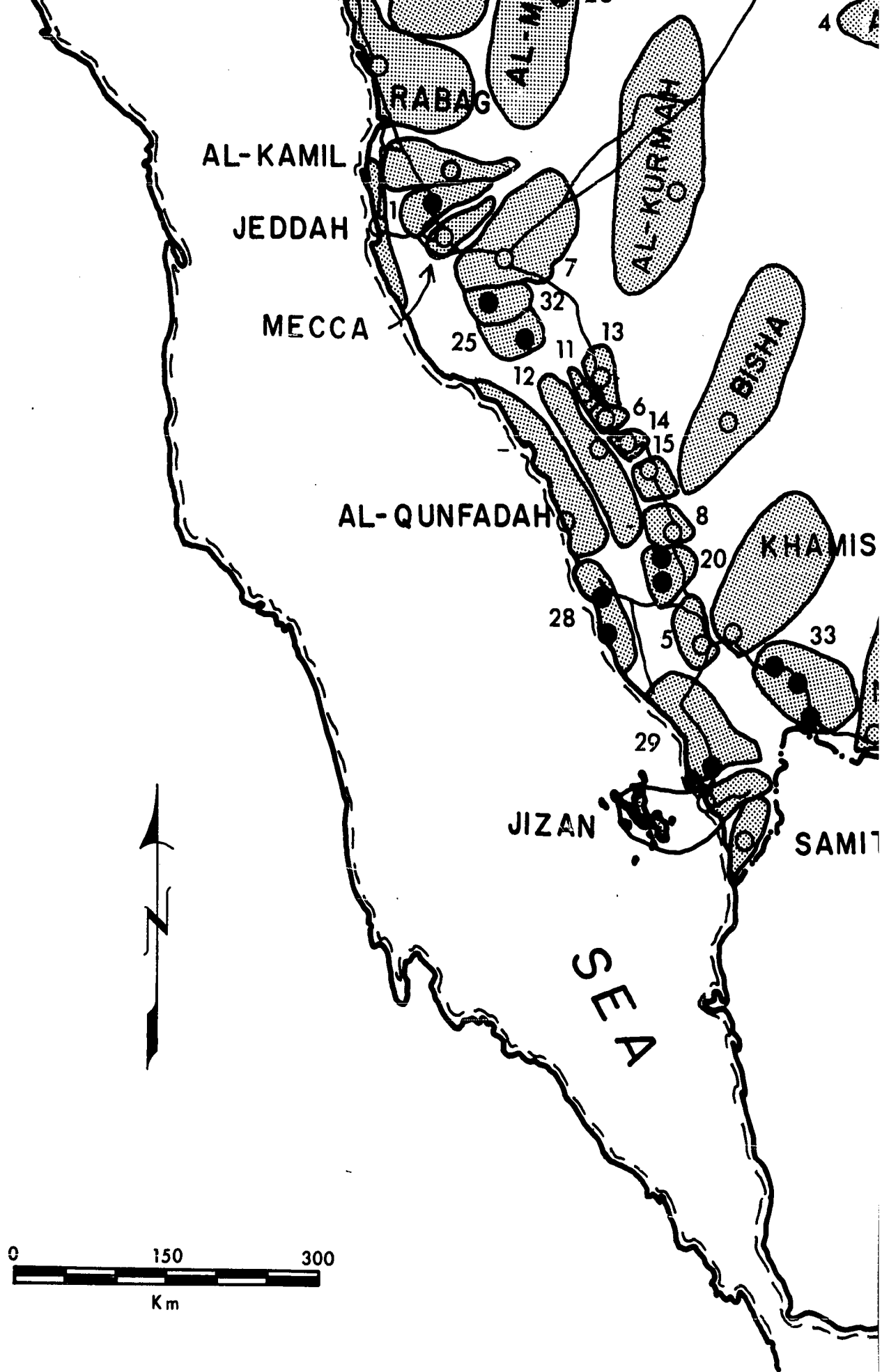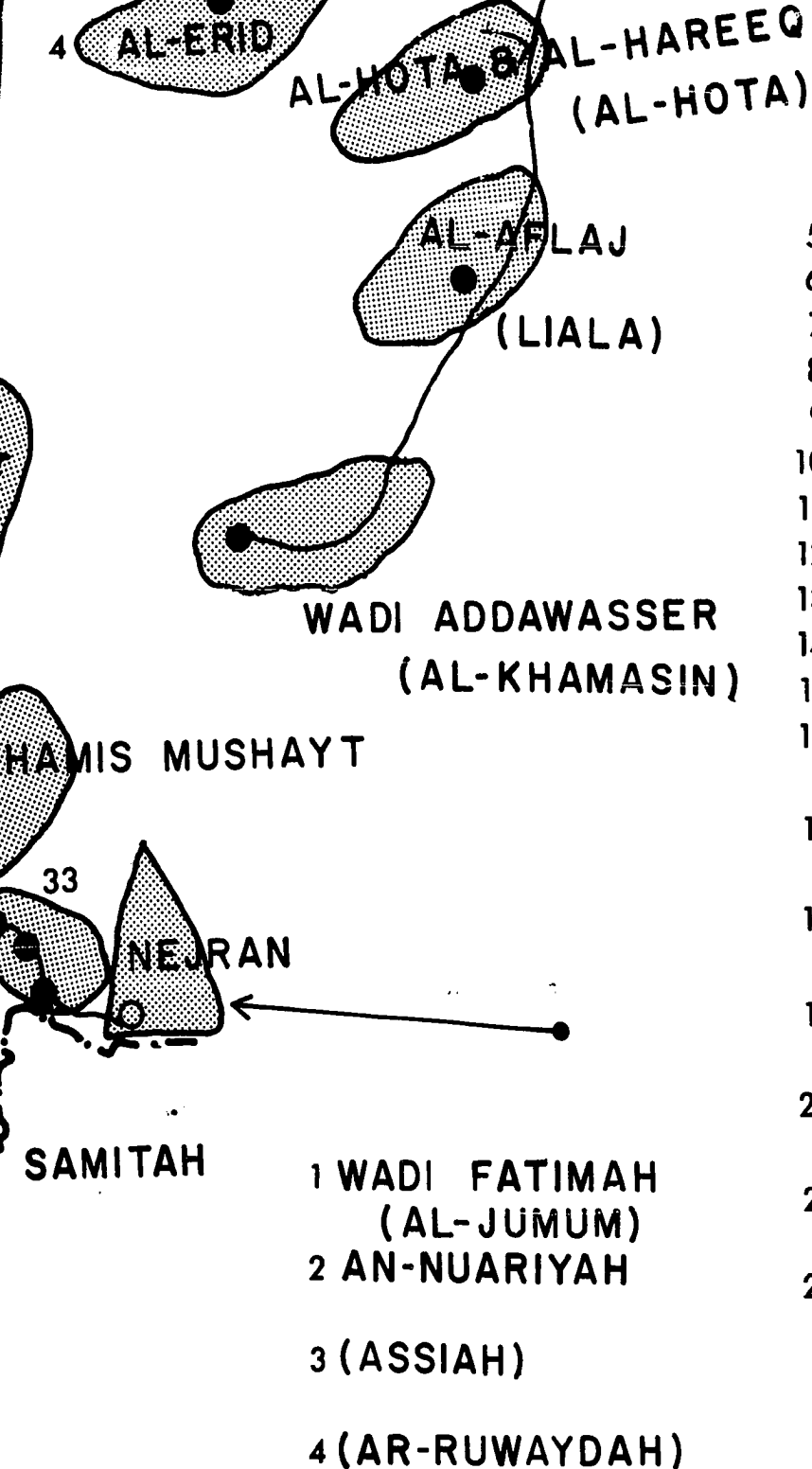
5 ABHA·
6 AL-BAHA
7 AT TAIF
8 AN-NAMAS
9 ARRIYADH

27

HOOL DISTRICTS

FOR

SAUDI ARABIA

MMAM

GULF

23 **AL-WASHIM**
   (SHAGRA)
24 SUBURB of RIYADH
   (RIYADH)
25 **BANY MALIK & THAGGIF**
   (**HADDAD**)
26 **(MAHD ADH DHAHAB)**

27 **(RIYADH AL-KHABRA)**

RABAG

AL-M

AL-KURMAH

AL-KAMIL

JEDDAH

1

7

32

MECCA

25

11

13

12

BISHA

6 14

15

AL-QUNFADAH

8

20

KHAMIS

28

5

33

29

JIZAN

SAMIT

SEA

N

0   150   300

Km

AL-ERID
4
AL-HOTA 8 AL-HAREEQ
(AL-HOTA)
23 A

24 S

25 B

AL-AFLAJ
5 ABHA
6 AL-BAHA
26 (
(LIALA)
7 AT TAIF
8 AN-NAMAS
27 (
9 ARRIYADH
10 UNAIZAH
28 H
11 AL-MENDAQ
12 ALMIKWAH
29 S.
13 AL-ATAWLAH
WADI ADDAWASSER
14 BULJURASHI
30 A
(AL-KHAMASIN)
15 AL-ALAYYAH
16 NORTH SUDAIR
31 A
HAMIS MUSHAYT
(AZ-ZULFI)
17 SOUTH SUDAIR
32 B
(AL-MAJMAH)
33
18 (AL-ULA or MADAiN S/
NEJRAN
19 (YANBU' AL-BAHR)

20 MHAIL
(MHAIL or SEBIH)
SAMITAH
1 WADI FATIMAH
21 AL-HASSA
(AL-JUMUM)
(AL-HOFUF)
2 AN-NUARIYAH
22 (GHAZZALAH)
(AS SULAYMI)
3 (ASSIAH)

4 (AR-RUWAYDAH)

SOURCE: AUTHOR'S COMPUTATIONS

(SHAGRA)
24 SUBURB of RIYADH
    (RIYADH)
25 BANY MALIK & THAGGIF
    (HADDAD)
26 (MAHD ADH DHAHAB)

27 (RIYADH AL-KHABRA)

28 HELY & AL-BIRK
    (AL-BIRK or AL-KIDWAH)
29 SABYA & BAYSH
    (SABYA AL-GADEDAH)
30 AD DAWADMI

31 AL-MEHIMAL
    (HURAYMILA)
32 BANY SAAD & AL-HARITH
            (ASSALAMA or AL-HESSENAH)

or MADAIN SALIH)

                            33 SOUTH ASIR
AL-BAHR)   (SURAT EBEDAH,
                                 AL-COOLAH, or
                                 DHRAN AL-JANOP)
SEBIH)

JF)
LAH)
YMI)
                    SUPERINTENDENT'S   OFFICE

                       O SAME NAME AS DISTRICT

                       ● (DIFFERENT THAN DISTRICT)

                    ~ ASPHALT ROAD

TATIONS