

Teachers' Satisfaction with Kuwaiti Social Studies Curriculum Effects on the Educational Process

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Abstract

In this study, the researcher aimed to investigate Kuwait schools' teachers' satisfaction with the educational process's social studies curriculum effectiveness. The results have shown that Kuwaiti teachers' satisfaction was minimal. Male teachers did not differ from females in their dissatisfaction. Teachers of different teaching experiences did not differ as well. The teachers' school district showed a little difference in one district area in which satisfaction was noticed. The findings were seen as an alarming indicator to curriculum developers in Kuwaiti schools. It calls for reexamining its effectiveness and weaknesses that downsized teachers' satisfaction, mainly the quality of contents, enhancing students' competencies, and keeping up with educational trend developments. It recommended assigning the task of its development to more renovating people in place of the present ones. It invited future research to investigate the causes of this limited satisfaction among teachers to make the necessary corrections.

Keywords: Teacher satisfaction, social studies curriculum, the effect on the educational process.

Introduction

The level of one's job satisfaction can be a significant factor in his/her contribution to the institution of which he/she is a part. This level of satisfaction "can affect one's work behavior and then either directly or indirectly will affect the company or organization's performance" (Latham, 1998; Mertler, 2002). Okeke and Mtyuda conclude their study by reporting that teacher satisfaction is germane for social transformation sustainability. (Okeke, 2017).

Many establishments have attended to this subject to improve their performance and the performance of the parties involved.

This factor can play that same role in the teachers as well. It can affect his/her performance in many aspects of the educational process. Satisfaction is strongly correlated with motivation, first appearing as an effect of stimulation (Bota, 2013).

Teachers with a high level of job satisfaction are more likely to improve their teaching efforts and engage in continuing education to higher levels (Latham, 1998; Mertler, 2002). If teachers are satisfied with their job, they can teach effectively, positively impacting students' academic attainments and overall performance. Job satisfaction can make them more motivated to sincerely perform their duties and increase their job involvement. (Jahan,2018).

This topic has to receive educators' and writers' attention because of its implications for the teachers' functioning. One aspect of this attention is related to the curriculum teachers deal with while engaging in classroom teaching work with their students. An empirical investigation of the relationship between retention factors and work engagement and utilizing retention factors and work engagement to facilitate employee retention is needed. (Shibiti,2019). Abbas (2016) points out the need to conduct "research to satisfy the different aspects of the educational process." (Abbas,2016).

Understanding teachers' job satisfaction is of importance in educational research. (Jahan,2018). Pramono's study recommends that all stakeholders pay more attention to their job satisfaction to support schools' learning success. (Pramono, 2020).

The teacher is one of the most critical components of the educational process and is at the forefront of the teaching process's success and achieving its goals (Alhawari, 2019). Many teachers are leaving the profession during their early years of teaching. Jahan (2018) claims that teachers are losing their interest in this noble profession. (Jahan,2018)

It is vital to attend to teachers' job satisfaction. Thus the present study focuses on teachers' satisfaction with the social studies curriculum structure concerning its reflections on the learning process.

Definitions

1- Definition of satisfaction:

According to the "Merriam- Webster dictionary," the term "satisfaction" is referred to indicate several meanings. It means "fulfillment of a need or want," "the quality or state of being satisfied," or "a source or means of enjoyment " (Merriam-Webster).

2- Definition of job satisfaction

Job satisfaction is "the degree to which employees have a positive affective orientation towards employment by the organization" (Price, 1997, cited by Mark G. Resheske, 2001). Others define it as "a positive emotional response you experience when doing your job or when you are present at work. Basumallick (2020).

3- Definition of teacher job satisfaction

Teacher job satisfaction is "linked to teachers' work performance," and "it includes teachers' involvement, commitment, and motivation to the job (Satgent & Hannum, 2005).

4- Definition of the educational process:

The process of education is "the process of teaching or learning, especially in a school or college." (Cambridge Dictionary)

Significance of the research

One's satisfaction with his or her job can carry a significant effect on performance on the job. Many studies examined the subject in many schools worldwide, but very few have covered Kuwaiti schools. Thus, it becomes essential to attend to this subject in this region to examine teachers' satisfaction with the social studies curriculum effects on the educational process, thus reaching the necessary recommendations for improving teachers' satisfaction with the curriculum and the educational process.

Study objectives

The study's main aims are to research the level of satisfaction among Kuwaiti teachers towards the social studies curriculum concerning its effects on the educational process.

Study Questions

This research work attempts to answer the following questions:

Teacher satisfaction with the curriculum

- 1- How satisfied are Kuwaiti schools' teachers with the Social Studies curriculum effects on the educational process?
- 2- Are there any significant differences in the satisfaction between male and female Kuwaiti schools' teachers with the Social Studies curriculum effects on the educational process?
- 3- Are there any significant differences in the satisfaction between Kuwaiti schools' teachers of different school districts with the Social Studies curriculum effects on the educational process?
- 4- Are there any significant differences in the satisfaction between Kuwaiti schools' teachers of different years of experience with the Social Studies curriculum effects on the educational process?

2. Literature review

Research on job satisfaction, a vital topic in organizational administration and social psychology, has a history of nearly sixty years, beginning with the publication of Hoppock's (1935) classic work. (Bolin, 2014).

Teacher satisfaction is pertinent for the sustainability of social transformation. Okeke (2017) Despite the worth and importance of job satisfaction, few studies on job satisfaction and even fewer in the educational field. (Bolin, 2014). Also, it could be noted that research work is very deficient in many countries. Most of the international studies on teacher satisfaction were in developed countries. One realizes the need in the available literature for similar research in developing countries as well. Zembylas (2003)

Teachers' satisfaction can affect their performance on the job either positively or negatively. Teacher satisfaction makes a massive difference in student learning, student achievement, and performance. On average, achievements for students taught by satisfied teachers are higher than those instructed by less satisfied ones. (Nordin, 2019) For this reason, scholars are motivated to unearth the factors that engender more significant levels of teacher satisfaction. We have to face the psychological pressures and their sources and causes and get rid of them in infancy to overcome them and face them. The employee, then, can reach professional satisfaction. (Bouguessa,2019). Findings of Jahan's research (2018) in the secondary school of Bangladesh indicate that teachers were generally satisfied. It added that "job involvement, teacher job benefits, and school management are vital factors associated with teacher satisfaction. (Jahan,2018). Shama (2018) calls to encourage and empower the teachers to increase their job satisfaction level, helping the institution accomplish its goals. (Shama, 2018). Job satisfaction is closely related to teacher retention. It also contributes to teachers and their students' well-being, overall school cohesion, and the teaching profession's enhanced status. (Toropova,2020). Such pressures lead to a decrease in the teacher's self-

Esteem and work (Bouguessa,2019). A person's satisfaction at work depends on the value he gets at his workplace. (cited in Pramono,2020). (Christopher, 2014) suggests devising "viable means of motivating and satisfying teachers to help them build interest and confidence in their profession."

A study aimed at identifying the degree of satisfaction of social studies teachers in Irbid, Jordan, showed that teacher response was high in the three fields: the content of the training courses, trainers, and the training environment. (Alhawaria,2019).

Lack of resources, overcrowded classes, and lack of discipline among learners were severe sources of dissatisfaction among teachers. Administrative issues, lack of recognition by principals and parents for good work done also caused dissatisfaction among teachers in this study. It was also indicative that job dissatisfaction caused some teachers' disengagement with a consequent lack of focus on professional activities and being negative in their job. (Okeke, 2017)

Toropova's research results (2020) demonstrate a significant association between school working conditions and teacher job satisfaction. More specifically, teacher workload, teacher cooperation, and teacher perceptions of student discipline in school were the factors most closely related to teacher job satisfaction. As to teacher characteristics, female teachers with more exposure to professional development and more productive teachers tended to have higher job satisfaction levels.

Besides, the relationship between teacher cooperation and job satisfaction was more pronounced for male teachers. Simultaneously, student discipline was more important for teachers' job satisfaction with lower self-efficacy beliefs. (Toropova,2020).

The National Center for Education Statistics (1997) summed up its findings related to teacher characteristics' association with teacher satisfaction. It reported that even if they "are all statistically significant, many of the differences are not large."

Females had a higher level of satisfaction, Hispanics higher than Natives, Hispanic and Asian teachers higher than white teachers, young teachers compared to older ones. Finally, low experienced teachers were more likely to be categorized as "more satisfied" than the more experienced. Reported here is that "few stand out as being strongly associated with satisfaction." (National Center for Education Statistics, 1997).

Velmurugan (2016) has attempted to identify the factors that increase teachers' job satisfaction. The study's result discloses that teachers' job satisfaction depends on Salary, Working time, Professional growth, etc. Mostafa's (2018) research work highlighted the positive relationship between science teachers' satisfaction and teacher collaboration, the good disciplinary climate in science classes, the availability of school resources, and the opportunity to participate in professional development activities. (Mostafa,2018).

Metha (2012) conducted a study to understand whether the perception of job satisfaction among teachers is affected by the type of organization (private vs. government) and gender (male vs. female). The results showed that "the government school teachers appeared to be more satisfied than the private school teachers" and indicated that " factors like less pressure of work, low supervision and high job security may be held responsible for this." (Metha,2012). Roch (2019) suggests that lower salaries and limited union memberships help drive these lower levels of satisfaction. (Roch,2019).

The Alsharaa (2019) study results showed that there were statistically significant in the degree of teachers' job satisfaction attributed to the effect of years of service. (Alsharaa,2019).

The study conducted by Alhawaria (2019) indicated no statistically significant differences at the significance level ($\alpha \leq 0.05$) according to gender, scientific qualification, and specialization. (Alhawaria, 2019). Allahebi (2019) aimed to identify the level of satisfaction amongst teachers with the new curriculum: (objectives, potentials & contents) as well as whether there are statistically significant differences in their level of satisfaction due to the variables: (academic qualification and number of teaching years/teaching experience). (Allahebi, 2019). The results showed high teachers' satisfaction with the new curriculum and that there are statistically significant differences due to the qualification variable, namely teachers with masters. there are no statistically significant differences in the teachers' responses according to the number of teaching experience years. (Allahebi, 2019). There were statistically significant differences in Ola Habib's (2014) research work between the average teachers' opinions about the overall appearance of the social studies curriculum due to the variable of years of experience in favor of teachers who have experience (less than 5 years). (Ola Habib,2014). There were slight differences between sources of job satisfaction and dissatisfaction among teachers in developed and developing countries, according to Alhazmi's (2012) study. The Alhazmi (2012) research aimed to review teacher job satisfaction and identify the sources of satisfaction and dissatisfaction among teachers in different countries of different cultures worldwide (U.K., Cyprus, Chile, Greece, and Saudi Arabia). He concluded that there was no relationship between demographic variables (age, gender, length of service) and teacher job satisfaction in the U.K. The effect of teachers' sex was found to differ from one region to the other. And so did the satisfaction with the subject, the lack of salary and promotion of these various regions' teachers. Similar findings were reached by Zembylas (2003). In this research, teacher intrinsic and extrinsic motivation was a significant factor, specifically the higher salaries. Cypriot teachers are motivated to work in this profession by extrinsic rather than intrinsic motives. (Zembylas,2003). Shama's (2018) study showed a high level of the degree of job satisfaction and points to teachers' gender to have "no effect on job satisfaction." (Shama, 2018). Shtyat (2018) study, on the other hand, shows "an effect for the variable of sex for the male" and the variables of high qualification and primary school on satisfaction job.

There was no effect of the variable of experience on satisfaction job. (Shtyat,2018). Alswairi's (2019) study showed differences due to the effect of the gender variable. No differences were shown due to the effect of the variables (years of service and qualification) and recommended implementing human resources' strategic management to achieve teachers' satisfaction with work. (Alswairi,2019). Alreeh (2018) research showed "no statistically significant differences" on the job satisfaction scale according to the gender, academic qualification, and years of experience variables and found that the training Variable showed a significant difference on the job satisfaction scale level of professional performance among teachers. (Alreeh, 2018). Zuraigat (2013) indicates no statistically significant differences in teachers' attitudes toward social studies attributed to educational qualification, sex variable, and the interaction between sex and year of experience variables. (Zuraigat, 2013). Wesal Ahmad (2018), on the other hand, pointed to a difference between males and females in job satisfaction. (Wesal Ahmad,2018). Metha (2012) also noted this difference and indicted that male teachers depicted higher levels of satisfaction than the female teachers." (Metha,2012). This level of male teachers' satisfaction was less in Abbas's (2016) research study, which also noted that experience could "affect the prevalence of job satisfaction among male teachers." (Abbas, 2016).

Several research studies suggest improving teachers' satisfaction and winning teachers' commitment and devotion to the teaching profession.

Al-Tuwaijri (2014) suggested aligning the curriculum content to pupil's age and experience and recommended that curriculum developers consider teachers' and instructors' suggestions to enhance the curriculum according to educational innovations. (Al-Tuwaijri,2014) . Alshehry (2014) supported this recommendation and suggested considering teachers' points of view in developing the curriculum process, claiming that this will lead to more devotion and commitment. (Alshehry,2014).

Song (2015) suggests increasing science teachers' job satisfaction and their retention rates in Texas "by providing more curriculum materials or extracurricular activities to teachers." (Song, 2015). Alreeh (2018) suggested the following recommendations: 1. Work to improve the job environment in the schools in general. 2. Focus on improving the relationship between colleagues in the school and colleagues at the local level. 3. Set a training process for the teachers and empowered them to use modern educational tools. (Alreeh, 2018). Song (2015) supports the idea of such training by suggesting the provision of "more professional development opportunities" to teachers. (Song, 2015). Ali (2020) recommended introducing courses that can play an essential role in developing positive trends towards the teaching profession to help the teacher do his educational duty in the best conditions. (Ali,2020). Abbas (2016), as well, stated the necessity of providing educational means of all kinds to improve the education process. He also indicated the necessity of solving teachers' financial needs, increasing teachers' recruitment to reduce the effort and raising teachers' tenderness, and improving the school environment to "further activate the educational process (Abbas, 2016).

3. Study methodology & procedures

To answer the research questions, the researcher designed a 20 item questionnaire to measure teachers' satisfaction with the social studies curriculum regarding its effects on the educational process. This questionnaire used a 5 point scale. The questionnaire was distributed to the Sample using Google Drive, and responses were collected electronically. (Appendix) The Cronbach's Alpha values were (0.093) for all items of the questionnaire. 3.1 The Sample of the study The Sample consisted of 132 social studies teachers of schools in the state of Kuwait (Table-1). They were of different genders, teaching experience, and school districts. 3.2 Analysis of the data Data analysis involved using SPSS software to: 1- Calculate the means and standard deviation for the frequencies of the Sample's responses on the 5 point scale questionnaire. 2- Calculate the T-value to test the differences between social studies teachers of different genders. 3- Calculate the F-value to test the differences between social studies teachers of different school districts. 4- Calculate the F-value to test the differences between social studies teachers of different years of experience.

4. Results and discussion

The first question of the present research work was stated as follows: How satisfied Kuwaiti schools' teachers with the Social Studies curriculum regarding its effects on the educational process? The mean score on all 20 items, as shown in table-2, was 3.17 (S.D. .763). Social Studies teachers do not appear satisfied with their curriculum. The results indicate that these teachers consider this curriculum not designed well enough to enhance their students' learning and educational process. They are not satisfied with that curriculum in this regard.

Teachers' satisfaction is vital for them to perform on the job. As Jehan (2018) states, it "can make them more motivated to perform their duties and increase their job involvement sincerely." That matter cannot be further neglected. The personnel in charge of curriculum development should be called upon to revise that curriculum to consider redesigning it to meet these demands. Unfortunately, the present curriculum developers are very well known to follow traditional means of building the curriculum. They do not have a sincere willingness to apply the most recent educational thoughts. The time has come for this task to be given to more moderate curriculum reformers who can bring about a more beneficial curriculum to our students' educational process. One main obstacle that would lag considering that choice is the system running in this country. The system here is one that simulates the corrupt ones in most of the still-developing countries. Because of that, appointing individuals to vital posts is based on the appeasement of some parties. That, of course, comes at the expense of the qualifications of the individuals who can do the job efficiently. Not until this system is reformed the case will remain as such. The future of the new generation relies on such change.

4.1 Results related to teacher satisfaction with the educational process on each item of the study. (Table-3)

Based on the means, standard deviations, and the rank of all items relating to teachers' satisfaction with social studies' effects on the educational process (Table-3), we may discuss the results on each item as follows: "The attention of curriculum developers to its quality" ranked in the 1st place regarding the Social Studies teacher satisfaction. The mean of the Sample's responses was 3.57 (S.D. 1.218). Social studies teachers of Kuwaiti schools do not seem to be much satisfied with the curriculum's quality. Developers of the curriculum should attend to this more appropriately. The Kuwaiti Ministry of Education's generous allocations for developing a school curriculum should have led to sufficient attention to its quality. And only then will it win teachers' satisfaction in this regard. The government allocates generous budgets for educating its people, and there cannot be any excuse for those developers as long as they get that such sufficient expenditure. The next ranking is "Supplying the material and resources needed to implement the curriculum." The Sample's mean was 3.56 (S.D. 1.249). Teachers, again, do not seem much satisfied with the teaching materials and resources provided. Some teachers tend to purchase such resources. There seem to be some needs for more provision of higher schools' budgets to cover all the necessary needs of teachers of such resources and materials. The Social Studies teachers' Sample was not satisfied with the curriculum's "Encouragement of students' use of various cognitive processes." The mean here was 3.47, and the standard deviation was 1.251. Social studies teachers do not appear satisfied with their curriculum encouragement of students' use of different cognitive processes. The curriculum content must not be limiting itself to one cognitive domain, mainly remembering, but by including classroom activities that encourage all other processes. The Social Studies teachers seem to be somehow little satisfied with their curriculum in terms of "Keeping up with developments in line with educational trends." The mean here was 3.38 (S.D. 1.109). Of course, that is an essential and vital step towards improving this curriculum and keeping it up to date with recent developments and trends. Such developments should be considered very closely by the people in charge of the educational establishment. The 5th in rank was "Its contribution to learners' future preparation to serve the community according to the desired objectives." The mean was 3.30 (S.D. 1.125), and it calls for a curriculum that attends to that main objective of Social Studies: serving the local community. The

results show a slight shortage issue in the curriculum that must be overcome. "Linking it to what the student is prepared for at the teacher preparation institute" ranked 6th. The mean was 3.30 (S.D. 1.077). The teachers' Sample does not indicate enough satisfaction with the link between what they were prepared for and the curriculum.

Preparation programs are required to attend to this point, and the curriculum must allow teachers to apply what they have learned in those programs. The Social Studies teachers' satisfaction with "Enhancement of students' competencies" is represented as low, with a mean of 3.27 (S.D. 1.057). Teachers see another shortage in this regard, and the curriculum developers are called to include such activities in its contents that look after the improvement of students' diverse competencies. 8th. In ranking is " Diversification of the supportive learning resources of the curriculum." The mean of Social Teachers' satisfaction was 3.23 (S.D. 1.143) on this item, inducing a lack of enough of such learning resources in the curriculum, which is considered an essential factor in the educational process's effectiveness. The mean of Social Teachers' satisfaction was 3.22 (S.D. 1.072) on "Encouragement of teachers to the use of diverse means of student evaluation." That indicates unrecognizable teachers' satisfaction with the curriculum's stimulation of teachers' use of various student evaluation means. One might induce that this curriculum limits teachers' efforts to utilize every available students' measurement and evaluation tools. Curriculum developers have to bring this issue to their attention in their development of future curriculum. There seem to be some defects in the "Curriculum reflex to the demands of modern life." The mean of the sample responses on this item ranking 10th was 3.18 (S.D. 1.138), and this implies that there is an unfortunate gap between the curriculum and the demands of modern life. An essential role of Social Studies is to prepare school students to cope with such demands to enjoy a better living. Social Studies teachers' Sample does not show satisfaction with "Balancing the curriculum with the time allocated to the class sessions." The mean of these teachers' satisfaction did not exceed 3.17 (S.D. 1.328). That may mean that the needed allocated classroom timing either exceeds or is less than the curriculum contents' size. That is an important issue that should be addressed and should not be overlooked if we wanted to protect the teachers' job. 12th in rank is " Appropriation of adequate learning resources" with a mean of 3.12 (S.D. 1.071). There seems to be less than a satisfactory appropriation of adequate learning resources provided to the Kuwaiti school's Social Studies teacher teachers who expressed no enough satisfaction with their curriculum in this regard. Many teachers find themselves pushed toward purchasing these resources from their own money. Such resources are vital to this profession, and teachers should not be forced to resort to such a costly solution. With a mean of 3.14 (S.D. 1.071), "Enhancement of students' skills' ranked 13. The Sample is not much satisfied with the role the Social Studies play in this regard. Social Studies teachers Skill enhancement seems somewhat neglected in this curriculum. Teachers did not express their satisfaction with this topic. Unfortunately, this matter is real because it takes on its cognitive domain more than the psychomotor and affective domains. The Social Studies curriculum "Consistency with learner growth conditions' is also found less than satisfactory on its teachers' side. The mean here was 3.08 (S.D. 1.082). That is a thoughtful problem, and the curriculum must be enhanced to meet these critical conditions to correct the educational process's path and avoid causing any damages to it. The 15th rank was the Sample's Social Studies teachers' mean, which equaled 3.08 (S.D. 1.157). It stated, "Providing learners with up-to-date knowledge and information." Updating the Social Studies content knowledge seems not brought to its developers' attention, and the school students appear to be not receiving up-to-date information in the field. The reliance on outdated textbooks, rather than other resources, can mainly cause this issue. The Social Studies curriculum and its strive to "Achieving overall objectives of the educational process" was not considered satisfying by this study's Sample. The mean here was only 3.05 (S.D. 1.093). Teachers see this curriculum as suffering from some shortage, causing failure in meeting the educational process's demands. Concentrating only on the cognitive domain is a logical interpretation of these lesser teachers' satisfaction with that matter.

The Social Studies teachers' mean satisfaction with the curriculum was 2.99 (S.D. 1.102) on the item related to the curriculum role in "Motivating teachers to use e-learning." They do not find that curriculum to be encouraging in this regard. One main issue here is that curriculum development is not given to those whom one can be trustworthy. It is always given to that old fashioned expertises. That will lead to a curriculum that is poor of such involvement of e-learning use. The item ranking 18th was the Social Studies curriculum "Suitability of ideas and facts to students' abilities."

The mean of 2.87 (S.D. 1.175) of the teachers' responses shows the teachers' dissatisfaction with the unsuitability of the curriculum's ideas and facts to the learners' abilities. Revising the curriculum on this issue is an important task that should be taken seriously by its developers. There should be such negligence of students' abilities. Otherwise, students will be deprived of getting the necessary comprehensive growth. The Social Studies curriculum is seen to be short in the "Encouragement of teachers to use modern teaching methods." The mean of the sample responses on this item was 2.73 (S.D. 1.160). The central part of the problem here is that attention is paid to the quantity rather than this curriculum's quality. That will naturally cause teachers to resort to traditional teaching methods like lecturing rather than the modern ones, which does not suit such a curriculum of quantity. Finally, in the 20th ranking is "Its ability to develop the national spirit and loyalty to the nation." The Sample considers this curriculum of Social Studies as failing in aiding the educational process to develop students' national spirit and loyalty. The mean here was 2.61 (S.D. 1.189). That can be justified by the lesser attention given to the affective domain of the educational objectives. It is very logical to get such teachers' dissatisfaction with the curriculum on this.

4.2 Results related to differences between teachers of different gender on teacher satisfaction with the curriculum's effects on the educational process (Table-4)

The second question of the present research work was stated as follows: Are there any significant differences in the satisfaction between male and female Kuwaiti schools' teachers with the Social Studies curriculum effects on the educational process? The statistical analysis results of the study's data based on the variable of teachers' gender are discussed below. (Table-4) These results suggest no significant differences in teacher satisfaction with the Social Studies curriculum's effect on the educational process on the variable of teachers' sex and gender. The mean of male teachers was 3.12 (S.D. .822), and the mean of female teachers was 3.20 (S.D. .723). The T value was -.0539, and there was no significant difference neither at (0.05) or (0.01) levels. These findings conform to Alhawaria's (2019), Alhazmi's (2012), Shama's (2018), Alreeh's (2018), Zuraigat's (2013), Wesal Ahmads' (2018), and Abbas' (2016) results, which indicated no significant differences based on the gender of the teachers. On the other hand, they contradict the ones reached by the National Center for Education Studies (1997), Shtyat's (2018), Alswairi's (2019), and Metha's (2012), in which the teachers' sex showed a difference between males' and females' satisfaction. Nevertheless, these differences, according to the National Center for Education Statistics (1997) study, "many differences are not large." Based on these findings, the present researcher attributes the different research findings to the regions in which research works were carried. There seem to be findings in the developed countries that assure the effect of teacher gender on teachers' satisfaction with the curriculum, wherein such an effect is not found in the developing countries' schools.

4.3 Results related to differences between teachers of different school districts on teacher satisfaction with the curriculum's effects on the educational process. (Table-5)

The third question of the present research work was stated as follows: Are there any significant differences in the satisfaction between Kuwaiti schools' teachers of different school districts with the Social Studies curriculum effects on the educational process? The statistical analysis results of the study's data based on the variable of the school district (Table-5) are discussed in this section as follows: The variable of school district seems to show a significant difference at the level of 0.05 between the means of teachers' satisfaction with the curriculum's effect on the educational process.

That difference was in favor of the Farwaniyah school district, with a mean of 3.52 (S.D. .838). The researcher attributes this teacher's satisfaction in this school district because its students are mostly foreigners whose parents are more strict with their children's upbringing than the Kuwaiti parents. Those parents are known to continuously follow up their children's school performance, leading them to high achievements. That, naturally, could lead to convincing those teachers to be more satisfied with the curriculum's effect on the educational process since they have no obstacles to their students' educational process. Those foreign students of the schools in this district are also known to practice fewer behavioral problems for their teachers. That can contribute to teachers' high satisfaction with the curriculum's effect on the educational process.

Those teachers find more achieving students, thus positively judging the curriculum's effect on the educational process. Mostafa (2019) "highlighted the positive relationship between science teachers' satisfaction and...the good disciplinary climate in science classes." 4.4 Results related to differences between teachers of different years of experience on teacher satisfaction with the curriculum's effects on the educational process. (Table-6) The fourth question of the present research work was stated as follows: Are there any significant differences in the satisfaction between Kuwaiti schools' teachers of different years of experience with the Social Studies curriculum effects on the educational process? The statistical analysis results of the study's data based on the variable of teaching experience (Table-6) are discussed as follows: The Social Studies teachers' years of experience' variable appears not to affect teachers' satisfaction with their curriculum. The F value indicated no significant differences in the satisfaction of teachers of the different years of experience. That means that all

Kuwaiti Social Studies teachers are dissatisfied with their curriculum regardless of their years of experience. Al-hamid's (2019) study arrived at the same findings. It has shown the same results as the present study. The effect of years of experience was not present in this study as well, and there were no statistically significant differences. This result was reached by Alhazmi (2012), who stated, "no relationship between the length of service and teacher job satisfaction." Shtyat's (2018), Alreeh's (2018), Zuraigat's (2013), and Alswairi's (2019) studies have also shown no effect of this variable of years of experience on teacher satisfaction. These findings do not come in line with the findings of other previous studies. Of these studies is Alsharaa's (2019), in which the results showed teachers' satisfaction attributed to the effect of "years of service." The National Center for Education Statistics' (1997) findings indicated more satisfaction among teachers of "low experiences." This difference in satisfaction among teachers of less experience (less than five years) was also found in Ola Habib's (2014) research study, as well as in Abbas's (2016) study, which found that effect of the experience variable, especially among male teachers. 5. Discussion This study aimed to investigate Social Studies teachers' job satisfaction with their curriculum regarding its effect on the educational process. It considered examining this satisfaction in terms of teachers' gender, school district, and the variable of years of experience. The Kuwaiti teachers' satisfaction with their curriculum, especially with its effect on the educational process, was not present in this study. It was found in other research work performed in different regions in which similar studies have taken place. That may be attributed to the hypothesis that curriculum developers' attention is not the same, which must call the Social Studies curriculum developers' attention to examine the reasons laying behind that. There is a significant need to put this issue under scrutinization. It should not continue to be neglected as such. The consequences of such overlooking are not subtle, and teachers' less satisfaction will keep existing in a manner that will cause them to relent in their school duties. But to achieve this, there is a need to consider in the first place assigning this task of curriculum development to other people who are considered more renovating than the present ones. The present curriculum developers are still attaching themselves to traditional educational principles and wouldn't follow the most recent ones when working on the curriculum. As Jehan (2018) puts it, "job satisfaction can make them more motivated to perform their duties and increase their job involvement sincerely."

The present study results showed a little shortage in this, and teachers were not satisfied with their curriculum concerning its effects on educating their learners. Thus, these teachers' motivation to meet their requirements in the profession will be lower than desired. There appears a need for paying attention to have more research on this issue in the Kuwaiti schools. That may help improve teacher satisfaction levels, especially when more results are reached throughout such studies and when the causes of such dissatisfaction are enlightened. That fact of limited teacher satisfaction variables appears to be in all teachers of different gender and years of experience. These variables did not cause the Kuwaiti teachers' opinions to differ in the same manner that existed in some previous studies in other regions, especially the developed ones. The only exemption found to show a significant difference in teacher satisfaction was the school district's variable. That variable did cause to show a significant difference in the satisfaction of teachers of a specific area.

That was reasoned because non-nationals mostly populated this area. Parents of this class's students are well known to be more strict and attentive than the Kuwaiti nationals to encourage their children's schooling. Here appears a necessity to take this matter more seriously by the education personnel to take every mean to advise all parents on the importance of taking their educational duties and roles to their best.

6. Conclusion and Recommendations

The present study was researched to reach answers to its four basic questions. Firstly, it came to show that Kuwait schools' teachers of Social Studies, in general, are not satisfied enough with the curriculum and its effect on the process of educating the students. Specifically, it showed that male teachers did not differ from females in this. More specifically, that was true when the years of teachers' experience was considered. The school district was the variable in this study that brought up a significant difference in the present study. Based on that, the researcher concludes the present study with several suggestions and recommendations:

- 1- The Social Studies curriculum developers have to take every necessary measure to improve the contents to meet the teachers' satisfaction.
- 2- The curriculum development task should be assigned and entrusted to other people who are considered more renovating than the present ones.
- 3- More research is needed to point out the causes of this limited satisfaction.
- 4- Research on the learners' satisfaction with the Social Studies curriculum is needed to reach some improvement guidelines.
- 5- Further research is suggested to compare Social Studies teacher satisfaction with that of other studies' curricula.

Appendix

List of research tables

Table-1 Sample of the study

Gender	Males	54
	Females	78
	Capital	36
School district	Mubarak Alkabeer	19
	Farwaniyah	23
	Jahraa	22
	Ahmadi	18
	Hawali	14
Years of experience	1-5 years	55
	6-10 years	21
	Above ten years	42
Total		132

Table-2 The mean and standard deviation of responses on teacher satisfaction with the curriculum's effects on the educational process

Mean	Standard Deviation
3.17	0.763

Table-3 Means and standard deviation of responses on teacher satisfaction with the effect of the curriculum on the educational process

Item#	Statements	Means	S.D.	Rank
1	Consistency with learner growth conditions	3.08	1.082	14
2	Curriculum reflex to the demands of modern life	3.18	1.138	10
3	Appropriation of adequate learning resources	3.14	1.071	12
4	Achieving overall objectives of the educational process	3.05	1.093	16
5	Its contribution to the future preparation of learners to serve the community according to the desired objectives	3.30	1.125	5
6	Keeping up with developments in line with educational trends	3.38	1.109	4
7	Encouragement of teachers to use modern teaching methods	2.73	1.160	19
8	Providing learners with up-to-date knowledge and information	3.08	1.157	15
9	Its ability to develop the national spirit and loyalty to the nation	2.61	1.189	20
10	Motivating teachers to use e-learning	2.99	1.102	17
11	Balancing the curriculum with the time allocated to the class sessions	3.17	1.328	11
12	Supplying the material and resources needed to implement the curriculum	3.56	1.249	2
13	The attention of curriculum developers to its quality	3.57	1.218	1
14	Diversification of the supportive learning resources of the curriculum	3.23	1.143	8
15	Encouragement of teachers to the use of diverse means of student evaluation	3.22	1.072	9
16	Encouragement of students' use of various cognitive processes	3.47	1.251	3
17	Linking it to what the student is prepared for at the teacher preparation institute	3.30	1.077	6
18	Enhancement of students' competencies	3.24	1.057	7
19	Enhancement of students' skills	3.14	1.071	13
20	Suitability of ideas and facts to students' abilities	2.87	1.175	18

Table-4 shows the statistical analysis result of the differences between the means according to the variable of teacher gender

Gender	N	Mean	S.D.	T value	D.F.	Sign.
Males	54	3.12	.822	-0.539	130	.59
Females	78	3.20	.723			

Table-5 shows the statistical analysis result of the differences between the means according to the variable of the school district

School District	N	Mean	S.D.	F Value	DF	Sig.
Capital	36	3.08	.692			
Mubarak	19	2.79	.604			
Farwanayah	23	3.52	.838			
Jahra	22	3.32	.940	2.278	5/126	0.05
Ahmadi	18	3.12	.600			
Hawali	14	3.17	.708			
Total	132	3.08	.763			

Table-6 shows the statistical analysis result of the differences between the means according to the variable of years of experience

Experience Years	N	Means	S.D.	F value	D.F.	Sig
1-5 years	55	3.07	0.745			
6-10 years	21	3.41	0.818	1.526	2/129	0.22
Over 10 years	56	3.17	0.753			
Total	132	3.17	0.763			

Item#	Statements	5 Very Satisfied	4 Satisfied	3 Undecided	2 Dissatisfied	1 Very dissatisfied
1	Consistency with learner growth conditions					
2	Curriculum reflex to the demands of modern life					
3	Appropriation of adequate learning resources					
4	Achieving overall objectives of the educational process					
5	Its contribution to the future preparation of learners to serve the community according to the desired objectives					
6	Keeping up with developments in line with educational trends					
7	Encouragement of teachers to use modern teaching methods					
8	Providing learners with up-to-date knowledge and information					
9	Its ability to develop the national spirit and loyalty to the nation					
10	Motivating teachers to use e-learning					

- 11 Balancing the curriculum with the time allocated to the class sessions
- 12 Supplying the material and resources needed to implement the curriculum
- 13 The attention of curriculum developers to its quality
- 14 Diversification of the supportive learning resources of the curriculum
- 15 Encouragement of teachers to the use of diverse means of student evaluation
- 16 Encouragement of students' use of various cognitive processes
- 17 Linking it to what the student is prepared for at the teacher preparation institute
- 18 Enhancement of students' competencies
- 19 Enhancement of students' skills
- 20 Suitability of ideas and facts to students' abilities

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