

A STUDY OF INSTITUTIONAL GOALS IN
THREE SAUDI UNIVERSITIES

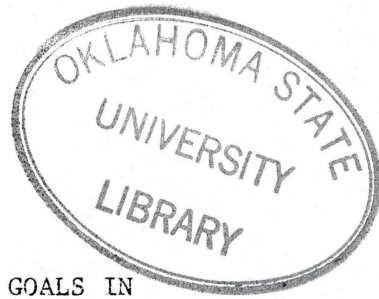
By

Abdulrahman Ali Suhaibani
Bachelor's
Imam Muhammed Ibn Saud University
Riyahd, Saudi Arabia
1975

Master of Arts in Teaching
Oklahoma City University
Oklahoma City, Oklahoma
1979

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
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Thesis Approved:

A handwritten signature in blue ink, appearing to read "Thomas Palmer".

Thesis Adviser

A handwritten signature in blue ink, appearing to read "Robert H. Cannon".

A handwritten signature in blue ink, appearing to read "John H. Bellard".

A handwritten signature in black ink, appearing to read "G. Moseley".

A handwritten signature in black ink, appearing to read "Norman D. Durham".

Dean of the Graduate College

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CHAPTER I

INTRODUCTION

Higher Education in Saudi Arabia:

An Overview

In order to give a more clear understanding of how the students, the faculty and the administrators of the institutions of higher education in Saudi Arabia might perceive the goals of these institutions, a brief review of the development of institutions of higher education was deemed necessary.

The concern about higher education goes back to the early years of the foundation of Saudi Arabia. Thus, in November of 1926, a resolution was issued regarding the establishment of the First Council of Education, providing that its members had to lay down an educational policy in the western province of the country that took into consideration a number of basic principles. One of these principles was to have four educational stages: preparatory, elementary, secondary, and higher. However, the urgent need for competent citizens in the various specialities was a case which could not be postponed until the formation of the higher education system in the kingdom. The state, therefore, started sending educational missions abroad, especially to the United States and Europe. However, because of the increasing need for preparing the required numbers of teachers in various disciplines, the College of Islamic Law was established in 1948 in Mecca. This marked the beginning of the era of

Higher Education in Saudi Arabia. Four years later two other colleges-- the College of Shar'ia and the College of Arabic Studies in Riyadh--were founded for the same purposes (Saudi Arabia, Ministry of Education, 1967).

In 1957, the University of Riyadh, later the University of King Saud, opened its doors for the first time with 21 students in the College of Arts and 10 students in the College of Sciences (Saudi Arabia, Ministry of Higher Education, 1979). The objectives and functions of this university and of higher education in general has been outlined by the Saudi government as follows:

1. The reproduction of Islamic values, ideas, and ways of life,
2. The training of professional and skilled manpower,
3. The production of new knowledge that contributes to the solution of society's problems, and
4. Finally, the participation in community and public services (Al-Sabab, 1976, p. 1).

To achieve these objectives, the Saudi government in the last 10 years (1970-1980) has reformed, developed, and expanded drastically its system of education. Consequently, the number of universities in the country has increased from three to seven, and another two universities are under consideration (i.e., the University of Women at Riyadh and the University of Taif at Taif). In addition, there are five higher institutes and 20 junior colleges spreading throughout the country. The rate of expansion in the three major universities is tremendous and out of proportion. For example, in the University of King Saud the enrollment increased in 1976 by 71 percent, and in the University of King Abdul Aziz the increase was 76 percent. The total student population in universities arose from 13,093 in 1975 to 42,957 in 1980 (Al-Sabab, 1980).

Faheem (1982) indicated that this drastic and unplanned expansion of enrollments would hardly help the effectiveness and natural growth of these institutions. It may actually aggravate the many problems of the system of higher education in the country, for the Saudi universities already suffer from the current and general problems facing universities in underdeveloped countries.

The unprecedented expansion of higher education in Saudi Arabia brought new types of students, and the new students tend to complicate goal definitions. Furthermore, this expansion of higher education institutions will lead to increasing demands for accountability in light of institutional goals and practices.

The goals of colleges and universities are sometimes myth, and at other times, it is taken for granted that they are related to teaching, research, and/or public service. However, the purpose of the Saudi educational system should be defined with reference to the Saudi values, culture, and principles. It is appropriate, therefore, to ask institutions of higher education in Saudi Arabia about their mission and institutional goals, and how they are implemented. For the Saudi institution to play an effective role, it must have a certain direction. This direction is always stated as the goal of the organization.

The area of concern for this study was the identification of the goals of three higher education institutions in Saudi Arabia and how they were perceived by the students, faculty, and administrators of each institution. The result of this study will, hopefully, assist Saudi educators and administrators in bringing increased clarity to ongoing efforts regarding institutional goals and the role of higher education in general.

Statement of the Problem

In 1977, Mohammed Kashmeeri, a Saudi doctoral student at the University of Oklahoma, conducted a study of "College and University Goals in Saudi Arabia." Kashmeeri's study aimed at identifying the goals of higher education in Saudi Arabia as they were perceived by the students, the faculty, and the administrators at the three major institutions of higher education in the Kingdom: Riyadh University (now the University of King Saud), University of Petroleum and Minerals, and King Abdul Aziz University. This investigator will attempt to replicate the Kashmeeri study at three universities which the previous study did not cover: Imam Muhammad Ibn Saud Islamic University, Umm Al-Qura University, and King Faisal University. Kashmeeri's study will provide the basic design which this replicated study will employ.

Hypotheses

The study calls for the testing of four hypotheses. These are:

1. There are no significant differences in the perceived importance of institutional goals among administrators, faculty, and students over all the three universities as measured by the Institutional Goal Inventory.
2. There are no significant differences in the perceived importance of institutional goals at each of the three universities across groups as measured by the Institutional Goal Inventory.
3. There are no significant differences in the perceived importance of institutional goals between Saudi and non-Saudi faculty members over all the three universities as measured by the Institutional Goal Inventory.
4. There are no significant differences in the perceived importance of institutional goals between Saudi and non-Saudi faculty members at each one of the three universities as measured by the Institutional Goal Inventory.

Significance of the Study

Perhaps the most significant facts about Saudi Arabia are the rapid social, educational, and economic changes. Much of the stimulus for the rapid change is a direct outgrowth of interaction with other advanced and developing countries, of the steadily increasing income from oil, and of the effort on the part of the Saudis to advance their nation. This effort involves, among other things, the construction of higher educational institutions, which are to be related to the society's most urgent needs (Rasheed, 1972).

The institutions of higher education increased from one university in 1957 to seven universities in 1980, and this expansion was accompanied by a tremendous expansion of the junior colleges and higher institutes. These institutions, in many instances, rapidly added courses and programs, which brought some duplication in many areas. In order to respond to all of these changes in the country, all higher education institutions need to define or redefine their mission and goals. Any study, therefore, that will contribute to the techniques for goal clarification within an institution of Saudi higher education will be of potential value for it may assist in formulating institutional policies, in making decisions on new programs, in developing educational plans, and in guiding the budgeting and fiscal allocation processes. Moreover, the general higher education mission is often perceived differently by different subgroups of the institutional environment. Therefore, when the institution identifies goals and goal differences as perceived by students, administrators, and faculty members, the institution should be in a better position to plan a more unified mission for the future.

Definition of Terms

For a clear understanding of this study, the following frequently used terms are defined.

Saudi Arabia: Saudi Arabia is a country occupying over two-thirds of the Arabian peninsula. It is located in Southwest Asia, with 895,000 square miles of area and more than five million people.

Organization: An institution of higher education is considered a formal organization. The term is construed to mean an ensemble of individuals who perform distinct but interrelated and coordinated functions for the sole purpose of achieving some goals (Carver and Sergiovanni, 1969).

Perception: Personal judgment by participants regarding emphasis placed on institutional goals.

Administrators: Those administrative officers who hold positions of director or department head and above in the administrative hierarchy within the institution.

Faculty: Any full-time staff member holding academic rank who is not an administrator.

Institutional Goals: Those perceived future states which administrators, faculty, and students tend to agree are presently important (Etzioni, 1964).

Limitations of the Study

This study is limited to only three higher education institutions in Saudi Arabia; hence, generalization of the results to other institutions is limited. Participation was limited to faculty, students,

and administrators of these three institutions. The results of this study are limited to the general time period in which the study was conducted.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to review the literature in an attempt to provide basic background for this study. There are three dimensions to this research that will be considered: (1) to investigate the concept of institutional goals, (2) to deal with the question of what the aim of higher education should be, and (3) to review the research on college and university goals.

The Concept of Institutional Goals

Organizational goals are the essence of institutions. Any system which comes into being is intended to attain some kind of goal. The conceptual models of Parsons, Etzioni, and Simon will serve as the basis for describing institutional goals and goal attainment.

Etzioni (1964) defined an organizational goal in this way:

The organizational goal is that future state of affairs which the organization as a collectivity is trying to bring about. It is in part affected by the goals of the top executives, those of the board of directors, and those of the rank and file. It is determined sometimes in a peaceful consultation, sometimes in a power play among the various organizational divisions, plants, ranks and 'personalities' (p. 6).

Peterson and Uhi (1977, p. 5) believed that a goal is "a desired condition, either to be achieved or maintained." Therefore, an institutional goal is "an ideal condition that the institution can continuously seek to maximize or to perfect; that is, a goal can remain, even though,

according to some index, it has been achieved."

Hall (1972, pp. 81-82) said that organizational goals were "the creation of individuals, singly or collectively" and that "the determination of goals for collective action becomes a standard by which the collective action is judged." Hall also observed that the three commonly stated goals of colleges and universities--teaching, research, and public service--are too broad to serve as guides for organizational analysis or practice.

Organizations are purposely set for the achievement of certain goals. According to Parsons (1956) organizations are marked off from other kinds of social systems because the problem of goal attainment takes precedence over all other kinds of problems. He maintains that such organizations contain subunits which can in turn be considered as subunits of a large system. Each subunit has its particular goals to fulfill which are oriented toward achieving the overall goals of the whole organization.

March and Simon (1958) pointed out that formal organizations distinguish between two types of goals, operational and nonoperational. Operational goals were defined as the extent to which it is possible to observe and test how well goals are being achieved. Nonoperational goals, however, are recognized when a means of testing actions is perceived not to relate a particular goal or criterion with possible courses of action.

Etzioni (1964) pointed out that the actual effectiveness of a specific organization is determined by the degree to which it realizes its goals. To him when an organization has a goal which is limited and concrete, it is comparatively easy to measure effectiveness, but if the

organizational goal is continuous, measurement is more difficult.

Simon (1945) viewed organizational goals as dynamic and continually changing. He held that the concept of a single simple goal for an organization should be abandoned in favor of the idea of multiple goals. The objectives of an organization, as he indicated, must appeal to those for whom those objectives have personal values so that they will continue to sustain it. Thus, goals are constantly adapted to the changing values of the participants.

Institutional goals have been categorized by some researchers as (1) output goals, which can be described as the ends that institution seeks to realize (Gross in Baldrige, 1971) or outcome goals (Peterson and Uhi, 1977), (2) support goals which facilitate the attainment of those ends and help the organization to survive in the environment, ensure its smooth running, bring about or ensure motivated participation by all members in the organization and finally ensure the organization's position among similar organizations (Cross and Grambsch, 1969), and (3) strategic goals (Rausch, 1980, p. 38) "which are the big goals, usually fairly long-range, which help to move an institution, an office, or a department in the direction of its mission."

"Official" and "operative" goals are another category of goals according to Perrow (1961, p. 857). The official ones are the general purposes of the organization as put forth in the charter, annual reports, public statements by key executives and other authoritative pronouncements, where the operative goals are the intended end results, to be brought about through the implementation of the policies of the organization. Each of these categories may be divided further: "outcome" goals are the ends which the organization is seeking to attain;

"process" goals are the means through which the organization sustains itself and through which it attempts to achieve its desired outcome goals. There are also the philosophical goals (mission statements) which represent according to Rausch (1980) the highest-level goals for organizations. He indicated that philosophical goals are not meant to be achieved in the near future. They include such qualifying words as "best," "fastest," and "most." And they are to be achieved in the long run. He stated that:

. . . the individual members of an organization seldom are directly concerned with achieving the organization's philosophical goals . . . people work primarily on operational levels, and as the goals at these levels are being achieved, the entire organization also achieves strategic goals and thus moves in the direction of the mission statement (Rausch, 1980, p. 36).

Further, although "these philosophical goals are rarely guides for action, they offer a sense of direction and purpose" (Rausch, 1980, p. 37).

Goal priorities are one of the difficult tasks that face every organization. This refers to the relative importance attached to these goals by the institutions. Priorities become important when an institution must decide how to respond to diverse demands and when the resources of the organization are limited.

Thompson and McEwen (1958) stated:

Competition is one process whereby the organization's choice of goals is partially controlled by the environment. It tends to prevent unilateral or arbitrary choice of organizational goals, or to correct such a choice if one is made. Competition for society's support is an important means of eliminating not only inefficient organizations but also those that seek to provide goods or services the environment is not willing to accept (p. 26).

Goal priorities are influenced by the differences of constituencies according to their roles and role expectations in the institution.

"There is one nearly universal common denominator, namely that the concept pertains to the behaviors of particular persons, or category of persons" (Biddle and Thomas, 1966, p. 29).

Similarly, Henderson and Henderson (1975) pointed out:

The faculty wants to be consulted. Students demand to be involved. Interest groups of various types organize into unions or other power blocks and intervene in the process. Trustees may approve or disapprove (p. 200).

Richman and Farmer (1974) analyzed this problem in this way:

It is relatively easy to set out various righteous statements about what the universities are trying to do or should be doing. But to the extent the goals are real, then dollars are allocated to achieve them, and someone, somehow, has to decide which goals are relevant and which are not. One of the hardest part of the goal process is to figure out what the goal priorities should be. Evaluation of goal achievement is equally difficult, and equally important (p. 93).

Although all organizational theorists seem to agree upon the significance of the clarification of the organization's goals, it rarely has been considered for college and university management. The reason as argued by Richman and Farmer (1974) is that it did not matter too much what universities and colleges did because they were minor activities in the total setting and used relatively few resources. However, they indicated that the years since 1945 have brought changes. Budgets have grown, and interest in budgets has also grown. Financial supporters are wondering what they are getting for their money, and university administrations have to respond.

Cuthbertson (1961), Vice President for Finance at Stanford University, spoke about the clarity of goals in this manner:

Probably each of our schools embraced a great statement of purpose at the time of its founding, and these statements undoubtedly stirred public support and applause. They may bear repeating, and they undoubtedly will continue to provide inspiration. But what the public needs now is a statement for now--a statement from each institution and from each segment

of higher education as to where it is going in the light of today's world, a world which seems to threaten the goals of our free society (p. 197).

Etzioni (1964) indicated that the real goals of the organization can only be determined from investigation of organizational process.

Sometimes organizations go so far as to abandon their initial goals and pursue new ones more suited to the organization's needs. This is what we mean when we say that the organizational goal becomes the servant of the organization rather than its master (p. 5).

Corson (1973) spoke to the lack of clearly stated purposes in the university charter, indicating that the university's charter states its purpose in very vacuous and general terms which provide little guidance to the members of the organization. He stated that:

A central reason for such generality of purpose is that the discovery and transmission of knowledge is achieved by many and varied approaches, and the search for new knowledge is often directed toward unspecifiable goals A second reason for such generality, as reflected in the day-to-day operations of the college or university, lies in the even more varied concerns of the several factions that make up the university (p. 157).

Also, Warriner (1969) in his studies of associations has found that the statements of purpose asserted in the basic documents and reaffirmed by the members are often quite irrelevant to what goes on in the organization or to the consequences of organizational activities. He pointed out that they seldom reflect changes through time in direction of effort and activity.

Mission of Higher Education

Philosophers and educators have for centuries debated the aims and purposes for higher education. In his book, A Search for Understanding, Pullias (1968) expressed the nature and purpose of higher education as follows:

The essence of the higher learning is the search for truth and its relation to all of life; a search expressed through (a) the study of the experience and achievements of man, especially the best he has achieved; (b) the 'imaginative consideration' of the implications of that achievement for the present and the future; and (c) the persistent study of all aspects of reality by direct observations The central goal is the full development of the whole person and involves knowledge, attitudes, values, and skills. The man so educated will be somewhat wiser than he would have been because of his awareness of what he does not know and has not become; he catches the vision of man as he can and should be (p. 18).

Newman (1959) described the justification of the university in this way:

University training is the great ordinary means to a great but ordinary end, it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste. It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophisticated, and to discard what is irrelevant. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to influence them, how to come to an understanding with them (pp. 191-192).

The mission of higher education has been discussed by several other well-known writers such as Perkins (1966), who contended that there are three related aspects of knowledge which should be the mission of the university and these are: acquisition, transmission, and application. Perkins (1973) also pointed out that in recent years another function has been added to the three traditional missions of university which are teaching, research, and public service: that of achieving an ideal democratic community within the institution.

This new mission stems from the notion that the policies of the universities must conform to the social aspirations of its members and that its very style and organization must conform to the idea of a democratic society (p. 12).

The Carnegie Commission on Higher Education (1973) indicated that

there are three central philosophical views of the primary purposes of higher education which have inspired the educators to establish and develop colleges and universities over the centuries. As they put it

. . . much of the current intellectual debate about and the struggle over the purposes of higher education has roots, often unnoticed, in these three views:

(1) Searching For Values. The essence of this view is that there are eternal truths in the universe or ultimate values which have been discovered or which can be discovered; that there is an eternal world behind the changing perceptions of the actual world.

(2) Pursuing New Knowledge. Truth, from this point of view, is more related to current facts, including facts about the physical universe, and is always being discovered and tested and applied anew. It will be found, in an expanding and changing universe, through analysis of current experience and through experimentation.

(3) Supporting A Designated Social Structure. The starting point for this approach is one particular, envisioned, perfected society whether anarchy, or democracy, or the socialist state, or the 'cultural revolution' triumphant, or whatever (Carnegie Commission on Higher Education, (1973, p. 187).

The expansion of knowledge and the freedom of the pursuit of truth was and still is one of the main concerns of many authors. Academic freedom has also been emphasized on every occasion. It is one of the central issues of many higher education institutions. For instance, the Bulletin of the University of New Hampshire (1971) stated:

The University of New Hampshire has two transcendent goals--the transmission of knowledge and the pursuit of truth--which contribute to the intellectual development of its students and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students are encouraged to develop capacity for critical judgment and to engage in a sustained and independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. Neither is complete or meaningful without the other. Unless teachers are free not only to seek the truth, as they see it, but to express it, the student may be deprived of valuable insights and judgments. Unless students are free to inquire and to challenge, the teacher is deprived of one of the surest guides to his own effectiveness in the classroom (p. 3).

Several noted writers in the field of higher education have discussed the current state of goal diffusion in higher education and its potential impact. In 1965, Gardner indicated that colleges and universities should clarify their missions and purposes and must have a distinct identity. He pointed out that if a college and university is to preserve its charter as a community, and forge for itself a distinctive identity and role in the vast clutter of scholarly, scientific, and instructional activities, it will have to have a considerable measure of internal coherence and morale. It is also important that leaders in higher education institutions take into consideration the input of internal and external constituents on the institutional mission and goals. The potential advantages of goal clarification and assessment include: increased accountability, reduced risk of stagnation, demystification, maintenance of ethical standards, error reduction, more effective allocation of resources and restoration of the public trust (Fenske, 1974).

On the other hand, many noted authorities have admitted that the conflicting missions and purposes is a real problem in the institutions of higher education. The Carnegie Commission on Higher Education (1973, p. 100) stated that: "Conflict over purposes does exist - more in connection with some purposes than others. We believe that elements of this controversy will confront higher education for the rest of this century at least." They indicated that specific subjects of controversy will include disputes (1) over the proper attention to be given to the developmental growth of students, (2) over equality of educational opportunity versus equality of academic results, and (3) over direct participation of institutions of higher education in political controversies.

However, major social changes in the 1960s and 1970s have had considerable impact on the functioning of institutions of higher education, their student bodies, and their academic programs. As Peterson and Uhi (1977) put it:

In consequence, there has been widespread division and conflict, within and without the campus, over the goals these institutions should appropriately serve. In varying degrees, many colleges and universities now find themselves internally polarized about their missions. Likewise, large portions of the public are sharply at odds with what they perceive many colleges to be doing (p. 3).

As an attempt to overcome this organizational problem, several authorities have suggested processes by which goal conflicts in higher education may be resolved. Richman and Farmer (1974) stated that the first question to ask is what the organization is trying to achieve? That is, what outputs, outcomes, or results are sought and expected? Further, how can it be determined if these outcomes are actually obtained? These questions lead to consideration of goals systems and the evaluation and measurement of results.

Cohen and March (1974) have proposed two steps in order to avoid goals conflict. The first step is the evaluation of the goals of the institution; the second step is establishing the goal system which is more relevant to the needs of the institution. The result of their study indicated that the specific criteria mentioned most with regard to institutional goal success included the following ranked in order of response frequency: (1) quiet campuses, (2) growth, (3) quality of the faculty, (4) educational programs, (5) respect of faculty, (6) respect of community, (7) respect of students, (8) financial positions, and (9) quality of students.

Nader (1972) argued that higher education fails to make students responsive because of what it sees as its primary mission. He maintains that the greatest obstacle to higher education making students more responsive is the basic educational philosophy of most schools: to train students to get jobs. He further pointed out that as long as the university or college curriculum is a mirror image of the latest job demands of industry or government, we are not going to give the students opportunities to prepare themselves to cope with forces that are going to be far more serious than employment forces. He stated that "higher education needs to get down to empirical information--the kind that will motivate a student to learn more on his or her own" (p. 38). Education must provide the kind of information that will make a more complete and responsive citizen after graduation--the kind of information that responds from year to year to new conditions and new challenges out there in society, which the educational process is somehow supposed to be relating to and observing.

Finally, Chamberlain and Pugh (1978) in their study of university goals, have dealt with the question of what the goals of universities should be. They admitted that there has never been full agreement on what should be the appropriate goals for a university. They indicated that different goals have even dominated different eras. Any discussion, therefore, of the relationship of goal articulation and community viability must begin with the goals which are generally associated with the university. They spoke to the goal of American higher education and pointed out that it went through four stages. They are:

1. The original goal of American higher education was personal development through acculturation to the liberal arts and to moral principles. This goal directed the form and function of institutions for nearly 300 years, right up to

our present era. This goal generally is viewed as no less important today despite strong competition and is found articulated normally in the undergraduate offerings of the university.

2. A second goal of the university also was introduced early and this was an economic one. With the practical needs of a developing nation clearly defined, craft, vocational, and industrial education were introduced and assumed to be a means for creating an economically free and wealthy society characterized by self-reliant individuals. This goal is considered well-developed today and finds articulation through the various vocational and professional schools and programs of the university.
3. A third goal of the university is a political one. The American university is viewed as a means for giving increasing numbers an education so they can be effective members of a democracy and to assure some equality of opportunity so that deprivations of one generation will not be passed on to succeeding ones. This goal is very evident today as indicated by university minority enlistments, open admissions opportunities, and specifically affirmative action programs which are mandated by law.
4. Still a fourth goal of the university dates to the beginning of the land-grant movement and rests on a premise that a university has a responsibility to serve all society. The university is seen as a means for society's development and also as an instrument of national policy, most particularly dealing with basic research. This research emphasis has greatly contributed to an unprecedented knowledge expansion (Chamberlain and Pugh, 1978, pp. 321-322).

Research on College and University Goals

Although the formulation and pursuit of institutional goals have long been subjects of investigation at the college and university level, the study of organizational goals has generated much interest in recent years. In view of their importance in the present study, this section will discuss a selected number of these studies and the emphasis that they represent.

Perhaps some of the earliest research on the goals of higher education was conducted in 1959 by Baldrige, who did a survey at New York

University in order to assess faculty perspectives on the university goals. A total of 569 faculty members were asked to rank the importance of nine university goals. The goal rankings were as follows: (1) teaching graduate students, (2) teaching undergraduate students, (3) research, (4) maintenance of university conditions attractive to excellent scholars, (5) enhancement of the reputation of the university, (6) maintenance of a scholarly atmosphere, (7) preservation of the cultural heritage, (8) applications of knowledge to life situations, and (9) solution of problems of great national and international concern. All goals were ranked fairly high. The scores ranged from 5.6 to 8.3, which made it difficult to assess priorities. Richman and Farmer (1974) pointed out that the Baldrige study revealed a lack of specificity, there was no attention given to students' personal and intellectual development and vocational preparation, and very little consideration was given to the needs of financial supporters, the local community, or the outside world generally.

In 1968, a research group at Columbia University surveyed all college and university academic deans concerning the goals of their institutions. The deans were to respond on 64 goal statements to the extent that their institution placed importance on each of the different goals. The results of this study indicated that different type institutions emphasized different goals; however, certain goals were considered important universally. Through further statistical analysis of the responses, five general categories of goals were identified: (1) orientation toward research and instruction, (2) orientation toward instrumental training, (3) orientation toward social development of students, (4) democratic orientation (participatory campus governance), and (5) orientation toward development of resources (physical expansion).

University Goals and Academic Power (Gross and Grambsch, 1968) was the first significant empirical effort to study institutional goals. Their study described university goals in 1964 as they were perceived by the administrators, faculty, and students of 68 universities in the United States. They came up with a technique which they claimed would find out the following: (1) university goals, (2) what the faculty and the administrators think the goals should be, (3) whether there is a relationship between the locus of power in a university and the kinds of goals the institution pursues, and (4) whether the differences (if any) between the faculty and administrator perceptions and conceptions of the goals are great enough to be of concern. The instrument used in this research included consideration of 47 goals, classified in four categories of output goals (student-expressive, student instrumental, research, and direct service) and four categories of support goals (adaptation, management, motivation, and position). Participants were asked to rate the 47 goals according to their perceptions of each goal's actual importance (is) and its preferred importance (should be) in their particular institution.

Based on responses from 4,493 administrators and 2,729 faculty, Gross and Grambsch found that the faculty and administrators were in agreement that things are the way they ought to be, or the gap between present and preferred goals was very small, especially among the highest and lowest ranked goals. Interesting findings included: the ranking of academic freedom as the number one perceived and preferred goal and the relative low ratings of goals directly relating to students, e.g., the provision of student activities, emphasis on undergraduate education at the expense of graduate education. In 1969, the Gross and Grambsch

inventory was revised and applied to 14 liberal arts colleges. This study was sponsored by the Danforth Foundation and was administered to a sample of administrators, faculty members, and students at these colleges. The purpose was to assist the institutions in better understanding their goals and in determining if differences did exist between universities and small private, liberal arts colleges with limited resources. The study again showed significant agreement among administrators, faculty, and students on most matters with regard to college goals and governance. Emphasis was shown to be on teaching and not on research in the small institutions. There were differences between "is" and the "should be" responses and that indicated that the three groups of the respondents had common views on the direction of the desired changes.

The Council for Advancement of Small Colleges conducted an analysis of college and institutional goals as an aspect of their "Project Student Development." Chickering (1969) and his associates asked all faculty and administrators at 13 different small colleges to participate in a ranking of graduates in terms of their perceived importance to characteristics in their institutions. The results indicated that there was a variation among the goals of these colleges which was an indicator of the variations in environmental pressures, and this allowed the researchers to categorize the institutions in the following manner: Christ-centered, intellectual-social, personal-social, and professional-vocational. The Christ-centered college constituencies ranked highest the characteristics pertaining to explicit religious references; the intellectual-social constituencies emphasized the characteristics supporting intellectual ability, breadth of information, and social

responsibility; personal development and responsible citizenship, as well as the development of intellectual competence, were stressed in the personal-social institutions; and professional-vocational colleges emphasized professional and vocational preparation, along with concern for intellectual competence.

In 1969, Martin investigated the goal perceptions of three constituencies in eight institutions, four private liberal arts colleges and four universities, two public and two private. His sample included more than 100 administrators, 577 faculty members, and 12,000 entering freshmen. Some of his findings were: (1) the faculty at liberal arts colleges observed that in the process of negotiating for their present position, institutional goals and the particulars of the job were treated equally, while faculty in conventional colleges and universities believed that the emphasis was clearly on the work of the department and their professional specialization; (2) administrators of these institutions did not take the goals and values of their institutions into consideration as much as they did the financial matters; (3) faculty in recently established cluster colleges thought that almost all of their colleagues were seriously concerned with the goals of their institutions, while liberal arts faculty estimated that well over half were so concerned, and faculty in conventional institutions noted that about half were seriously concerned with institutional goals; (4) students, faculty, and administrators in recently established colleges, including public institutions, were quite aware of their institutional goals; and (5) most leaders and many faculty of all these institutions paid little attention to and had little interest in their institutional goals and values, which was as a result of the faculty's loyalty to professional

organizations rather than to their institutions, especially in the case of university faculty, and to the administrators' preoccupations with day-to-day problems and pressures.

The work of Peterson and Uhi represents one of the most comprehensive studies of organizational goals, in terms of sampling and instrumentation. In 1970, a study was carried out under Uhi's direction with sponsorship from the Regional Education Laboratory for Carolinas and Virginia (later the National Laboratory for Higher Education). One purpose of the project was to define the goal structures of five colleges that were working with the Lab in developing its Administrative Organizations System (AOS) model. A second purpose was to test the Delpha technique as a method for achieving consensus among diverse individuals and groups regarding the goals of the respective colleges. The preliminary Institutional Goals Inventory (IGI) was distributed to some 1,000 individuals spread across samples of undergraduates, graduate students where applicable, faculty, administrators, trustees, and alumni from the five institutions, plus a small cross section of people in the local community. The results, incidentally, were clear in showing (1) differential patterns of goal understandings for the various constituencies at the five institutions and (2) with some interesting exceptions--such as goals relating to religious emphasis and personal freedom--beliefs about goals generally did in fact converge with repeated administrations of the Inventory and feedback of the results (Peterson and Uhi, 1977).

Working in Berkeley in the spring of 1971, Peterson and Morstain developed a revised experimental form that drew on the results of Uhi's analyses of the preliminary IGI. The project involved 1,300 faculty and students at 10 colleges and universities on the West Coast. The purpose

was to set down a conceptualization of the important kinds of goals embraced by the total spectrum of the country's colleges and universities whether public or independent, church-related institutions or community colleges. This revised form of IGI consisted of 22 goal areas, comprising 13 output goals, and nine process goals, with five goal-related statements for each goal areas. The participants gave "is" and "should be" responses and rated each goal statement on a five-point scale. The findings of this study were similar to those of Uhi's study (Peterson, 1971).

In 1972, Peterson used the Institutional Goals Inventory in his study of institutional goals in cooperation with the Joint Committee on the Master Plan in California. The purpose of the study was to identify the goals of higher education in California. The Institutional Goals Inventory was administered to administrators, faculty, students, board members, and members of the community of 116 colleges and universities in California. The results indicated that certain goals were rated high by all constituencies in all segments of the population (e.g., intellectual orientation, community) while other goals (e.g., advanced training, vocational preparation) evidenced differences in ratings by the various groups. It was also found that presidents tended to describe their campuses in more favorable terms than did the other constituencies (Britell, 1973).

Summary

The first section of the review of literature dealt with the institutional goals in terms of definitions, classification, priorities, and clarity.

The definitions of Etzioni, Hall, Simon, and Peterson were presented in this section.

In term of classification, the researchers classified the institutional goals into: (1) output goals (2) support goals (3) strategic goals, (4) official goals, (5) operative goals, and (6) philosophical goals.

Regarding the priorities, the literature indicated that the priorities of institutional goals are influenced by the differences of constituencies according to their roles and expectations in the institution.

In term of the clarity of institutional goals, it was among the most highly emphasized issues in the realm of higher education institutions.

The second section dealt with the mission of higher education. The arguments of Pullias, Newman, Perkins, and the Carnegie Commission were presented in this section.

Finally, a selected number of studies on institutional goals and the emphasis that they represent were discussed. The studies discussed in this section were: Baldrige Study, Columbia University Study, Gross and Grambsch Study, The Council for Advancement of Small Colleges Analysis, Martin Study, and Peterson and Uhi Study.

CHAPTER III

METHODOLOGY

The major problem investigated in this study was the perceptions of faculty, students, and administrators of goals in three higher education institutions in Saudi Arabia. More specifically, this study was designed to seek answers to the following questions:

1. Are there significant differences in the perceived importance of goals across the three institutions?
2. Are there significant differences in the perceived importance of goals among administrators, faculty and students at each of the three institutions?
3. Are there significant differences in the perceived importance of goals between Saudi and non-Saudi faculty across the three institutions?
4. Are there significant differences in the perceived importance of goals between Saudi and non-Saudi faculty at each of the three institutions?

This chapter focuses on the methodology employed in investigating these questions. It consists of a description of the research instrument, the sampling procedures, and the treatment of data.

The Research Instrument

Institutional Goals Inventory

The Institutional Goals Inventory (IGI) was developed for the Educational Testing Service by Uhi and Peterson in 1970. The instrument contains 20 scales, each measuring the perceived importance of a particular goal area. Each scale has four items with five possible responses ranging from "of no importance" to "of extremely high importance." Each item allows for two responses: the "is" refers to present conditions, while the "should be" refers to more ideal conditions. However, in order to keep the original form of Kashmeeri's study, which was designed to study the perceived importance of present goals only, the "is" reply was the only section applicable to this study. The "should be" response options were, therefore, not included.

The Arabic version of IGI, which was translated by Kashmeeri and approved by the Office of Translation at King Saud University, was used in this study. The administration of IGI in Saudi Arabia institutions called for some modification of the form. The modifications were in wording only. There were seven items in which such changes were made along with this transaction. The words were: "bachelor's degree" for "four year colleges," "Saudi Arabia Kingdom" for "America," "Saudi" for "American," "Bedouin" for "American Indian," "farmers" for "Chicano," and "urban resident" for "Blacks."

The 20 goal areas of the Institutional Goals Inventory were described by the Educational Testing Service (1972) as follows:

1. Academic Development. The first kind of institutional goal covered by the IGI has to do with the acquisition of general specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.

2. Intellectual Orientation. While the first goal area had to do with acquisition of knowledge, this second general goal of instruction relates to an attitude about learning and intellectual work. Likewise, some conception of the scholarly, rational, analytical, inquiring mind has perhaps always been associated with the academy or university. In the IGI, Intellectual Orientation means familiar with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to life-long learning.
3. Individual Personal Development. In contrast to most of the goals covered by the IGI, this one was set forth and has found acceptance only in roughly the past decade. It was conceived by psychologists and has found its main support among professional psychologists, student personnel people, and other inheritors of "humanistic psychology" and the "human potential movement." As defined in the IGI Individual, Personal Development means identification by students of personal goals and of sense of self-worth and self-confidence, self-understanding, and a capacity for open and trusting interpersonal relations.
4. Humanism Altruism. More or less explicit discernment of this concept may also be of fairly recent vintage, although variously construed it has long had its place in the catalogues of liberal arts and church-related colleges. It reflects the belief [in many quarters] that a college education should not mean just acquisition of knowledge and skills, but that it should also somehow make students better people--more decent, tolerant, responsible, humane. Labeled Humanism/ Altruism, this fundamental ethical stance has been conceived in the IGI as respect for the diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally.
5. Cultural/Aesthetic Awareness. Some conception of cultural sophistication and/or artistic appreciation has traditionally been in the panoply of goals of many private liberal arts colleges in America, perhaps especially liberal for women. In the IGI, the conception entails heightened appreciation of variety of art forms, required study in the humanities of arts, exposure to forms of non-western art, and encouragement of active student participation in artistic activities.
6. Traditional Religiousness. This goal is included in the IGI in recognition of the fact that a great many colleges and universities in America are explicitly religious in their control, functioning, and goals, while many more retain ties of varying strength with the Roman Catholic

Church or, more often, a Protestant denomination. Traditional Religiousness, as conceived in the IGI, is meant to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental, in short, traditional (rather than "secular" or "modern"). As defined in the IGI, this goal means educating students in a particular religious heritage, helping them to see the potentialities of full-time religious work, developing students' ability to defend a theological position, and fostering their dedication to serving God in everyday life.

7. Vocational Preparation. While universities have perhaps always existed in part to train individuals for occupations, this role was made explicit for American public higher education by the Land Grant Act of 1862, and then extended to a broader populace by the public two-year college movement of the 1950's and 1960's. As operationalized in the IGI, this goal means offering: specific occupational curricula [as in accounting or nursing], programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning. It is important to distinguish between this goal and the next one to be discussed, Advanced Training, which involves graduate-level training for various professional careers.
8. Advanced Training. This goal, as defined in the IGI, can be most readily understood simply as the availability of post-graduate education. The items comprising the goal area have to do with developing/maintaining a strong and comprehensive graduate school, providing programs in the "traditional professions" [Law, Medicine, etc], and conducting advanced study in specialized problem areas--as through a multi-disciplinary institute or center.
9. Research. According to most historians of the matter, the research function in the American university was a late nineteenth century import of the German concept of the university as a center for specialized scientific research and scholarship. Attempting to embrace both "applied" or "problem-centered" research as well as "basic" or "pure" research, the Research goal in the IGI involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research.
10. Meeting Local Needs. While in times past some institutions of higher learning most certainly have functioned in some way to meet a range of educational needs of local individuals and corporate bodies, the notion of Meeting Local Needs [in the IGI] is drawn primarily from the philosophy of the post-war (American) community college

movement. Which is not to say, as will be seen, that this is a goal that four-year institutions cannot share. In the IGI, Meeting Local Needs is defined as for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities.

11. Public Service. While the previous goal focused on the local community, this one is conceived more broadly--as bringing to bear of the expertise of the university on a range of public problems of regional, state, or national scope. As it is defined in the IGI, Public Service means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs.
12. Social Egalitarianism. Has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of (1) minority groups, and (2) women, and offering remedial work in basic skills.
13. Social Criticism/Activism. This is a higher educational goal conception that has been put forth only in the past five years or so. Owing its origin almost entirely to the student protest movement of the 1960's, the central idea of the goal is that the university should be an advocate or instrument for social change. Specifically in the IGI, Social Criticism/Activism means providing criticism of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students to learn how to bring about change in American Society, and being engaged, as an institution, in working for basic changes in American Society.
14. Freedom. Some of the standard dictionary definitions include: civil liberty, as opposed to subjection to an external control, interference, regulation, etc.; personal liberty, as opposed to bondage or slavery; autonomy; relative self-determination. Freedom, as an institutional goal bearing upon the climate for and process of learning, is seen as relating to all the above definitions. It is seen as embracing both "academic freedom" and "personal freedom", although these distinctions are not always easy to draw. Specifically in the IGI, Freedom is defined as protecting the right of faculty to present controversial ideas in the classroom., not preventing placing any restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life cycle.

15. Democratic Governance. The central notion of this goal, as here conceived, is the opportunity for participation-- participation in the decisions that affect one's working and learning life. Colleges and universities in America have probably varied a good deal in the degree to which their governance is participatory, depending on factors such as nature of external control (e.g., sectarian), curricular emphases, and personalities presidents and other campus leaders. Most all institutions, one surmises, as they expanded during the 1950's and 1960's, experienced a diminution in participatory governance. A reaction set in the late 1960's spurred chiefly by student [power] activities. As defined in the IGI, Democratic Governance means decentralized decision-making; arrangements by which students, faculty, administrators, and governing board members can [all] be significantly involved in campus governance, opportunity for individuals to participate in all decisions affecting them and governance that is genuinely responsive to the concerns of everyone at the institution.
16. Community. While community in some sense has perhaps always characterized most academic organizations, especially small ones, the more modern concept of community has risen in only the past decade in reaction to the realities of mass higher education, the "multiversity", and the factionalism and individual self-interest within the university. In the IGI, Community is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators.
17. Intellectual/Aesthetic Environment means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.
18. Innovation, as here defined as an institutional goal, means more than simply having recently made some changes at the college; instead the idea is that innovation has become institutionalized, that throughout the campus there is continuous concern to experiment with new ideas for educational practice. In the IGI, Innovation means a climate in which continuous innovation is an accepted way of life, it means established procedures for readily initiating curricular or instructional innovations, and, more specifically, it means experimentation with new approaches to (1) individualized instruction, and (2) evaluating and grading student performance.

19. Off-Campus Learning. The elements of the IGI definition of Off-Campus Learning, as a process goal an institution may pursue, form a kind of scale. The include: [short term] time away from the campus in travel, work-study, VISTA work, etc.; arranging for students to study on several campuses during their undergraduate years; awarding degrees entirely on the basis of performance on an examination.
20. Accountability/Efficiency is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency [not further defined], accountability to funding sources for program effectiveness [not defined], and regular submission of evidence that the institution is achieving stated goals (pp. 1-7).

For the reliability of the IGI, coefficient alpha (Cronbach, 1951), a generalization of the Ardson Formula 20 was employed by Peterson as the measure of internal consistency in his California Higher Education Study. Alphas were based on group means and were reported for each goal area in terms of present importance. The alphas ranged from a low .61 to a high of .99 and with a median of .88 (see Table I). Therefore, the scales of the IGI were determined to be reliable when defined in terms of internal consistency (Peterson and Uhi, 1972).

In reporting the validity of the Institutional Goals Inventory, Uhi indicated that a panel of expert higher education professionals who were familiar with the five institutions in the study selected those institutions that they thought would attach the greatest and least importance to each goal area. This procedure yielded results consistent with test results, for example: the church-related institutions placed a greater importance to the goal area "religious orientation" than did the public institutions. When there was no agreement among raters, the scales would not be validated.

TABLE I
 CALIFORNIA HIGHER EDUCATION STUDY RELIABILITY
 OF IGI GOAL AREAS TEST-RETEST

Goal Number	Goal Area	Present Importance
1.	Academic Development	.61
2.	Intellectual Orientation	.75
3.	Individual Personal Development	.94
4.	Humanism/Altruism	.88
5.	Cultural/Aesthetic Awareness	.90
6.	Traditional Religiousness	.98
7.	Vocational Preparation	.97
8.	Advanced Training	.89
9.	Research	.94
10.	Meeting Local Needs	.91
11.	Public Service	.80
12.	Social Egalitarianism	.91
13.	Social Criticism/Activism	.84
14.	Freedom	.99
15.	Demoncratic Governance	.93
16.	Community	.97
17.	Intellectual/Aesthetic Environment	.80
18.	Innovation	.92
19.	Off Campus Learning	.99
20.	Accountability/Efficiency	.75

Note: Faculty N = 105. This table shows the reliability of each goal area scale significant at the .05 level.

Sampling Procedures

The population included all administrators, full-time faculty members, and full-time students during the fall semester of 1983-84 academic year at three Saudi Universities: Imam Muhammad Ibn Saud Islamic University, Umm Al-Qura University, and King Faisal University. The administrators were those individuals responsible for the conduct of all administrative tasks. Included in this group were the deans, assistant deans, academic department heads, and other administrators of supervisor rank. The administrator sample consisted of all administrators at each of the three universities as follows: Imam Muhammad Ibn Saud Islamic University (34), Umm Al-Qura University (32), and King Faisal University (25).

The faculty were full-time faculty members who were on active duty during the administration of the questionnaire. The faculty sample consisted of faculty members randomly selected from each of the three Saudi universities as follows: Imam Muhammad Ibn Saud Islamic University (60), Umm Al-Qura University (50), and King Faisal University (50). The student sample consisted of a full-time student body members randomly selected from each of the three Saudi universities as follows: Imam Muhammad Ibn Saud University (115); Umm Al-Qura University (100); and King Faisal University (100). The total population, sample, and actual sample size are shown in Table II.

To facilitate initiating the study, a letter describing the nature of the study and seeking permission to carry it out was sent to the Saudi Arabia Educational Mission in the United States and to the president of each of the three institutions. Once agreement to cooperate and participate was received, the researcher traveled to Saudi Arabia to collect the

data. The data were collected during the months of November and December of 1983. After obtaining a list of each of the three groups at each university, the samples were selected by using a table of random numbers. The questionnaires, then, were delivered personally to all respondents within the three universities.

TABLE II
TOTAL POPULATION, SAMPLE, AND ACTUAL SAMPLE SIZE
BY UNIVERSITIES AND GROUPS

Groups by Universities	Total Population	Sample	Actual Sample Size	Percent of Respondents
<u>Umm Al-Qura University</u>				
Students	4995	100	97	97%
Faculty	375	50	43	86%
Administrators	32	32	24	75%
<u>King Faisal University</u>				
Student	3020	100	92	92%
Faculty	353	50	42	84%
Administrators	25	25	19	76%
<u>Imam Muhammad Ibn Saud Islamic University</u>				
Students	6500	115	87	76%
Faculty	493	60	44	73%
Administrators	34	34	24	71%

Treatment of Data

The Institutional Goals Inventory contains 20 scales and 10 miscellaneous questions. The respondent has a choice of five possible answers for each statement. Each statement was given a number to indicate the degree of importance as follows:

- (1) No importance or not applicable
- (2) Low importance
- (3) Medium importance
- (4) High importance
- (5) Extremely high importance

These numbers were the basis of calculating the means for each statement. The goal area mean, however, was calculated by taking the average of the means for the four goal statements comprising that goal area.

In order to determine whether or not there was a statistically significant difference in the perceived importance of institutional goals among the three groups within and across the three institutions, a multiple analysis of variance (MAN-OVA) was used to produce an approximate F test for the interaction effects between the groups and institutions (Barts, 1981). When systematic differences were found, a one-way analysis of variance was computed in order to determine within which scales the differences occurred. Finally, the Scheffe' testing method was utilized to determine where those different group means occurred and which means differed significantly from one another.

CHAPTER IV

RESULTS AND DISCUSSION OF THE FINDINGS

The purpose of this study was to examine the perception of goals in three higher education institutions in Saudi Arabia as reported by their faculty, students, and administrators.

The Modified Institutional Goals Inventory (IGI) was used in this study to determine the perception of the groups in these three institutions. The statistical analyses in this study were based on the 472 respondents from the three Saudian universities in which the research was conducted. The level of significance was set at .05 throughout for hypothesis testing.

Hypothesis #1

There are no significant differences in the perceived importance of institutional goals among administrators, faculty, and students over all the three universities as measured by the Institutional Goals Inventory.

This hypothesis was tested by comparing the groups across all twenty goal scales and the ten miscellaneous questions of the IGI. This was obtained by utilizing the F test for multiple analysis of variance. Results are reported in Table III. Since they show that the groups differed significantly in their perceptions of the goal of the institutions at the .0001 level of significance, the null hypothesis was rejected. However, since the significant difference was obtained among the groups over all of the three universities, it was necessary to compute a one way

analysis of variance in order to determine what scale and group were producing the systematic difference. Table IV reports the F value and the significant level of difference on each scale of the IGI. The analysis indicated that the groups over all of the three institutions varied significantly on the following goals: (1) academic development, (2) cultural/aesthetic awareness, (3) traditional religiousness, (4) advanced training, (5) social egalitarianism, (6) accountability/efficiency, (7) competency achievement, (8) institutional reputation, (9) athletic competition, and (10) interpreting the work of the institution to off-campus citizens.

TABLE III
F TEST FOR MANOVA ON THE IGI FOR SIGNIFICANT INTERACTION
OF GROUPS OVER ALL THE THREE INSTITUTIONS

F	DF HYP	DF ERROR	Significant Level
2.80	60	760	.0001

The Scheffe Multiple Comparison Test was the next step in order to identify which group at which university was the source of the difference. This procedure revealed that the faculty at Imam Muhammad Ibn Saud Islamic University scored significantly higher on three goals than the faculty at Umm Al-Qura University and at King Faisal University. The three goals were traditional religiousness, social egalitarianism, and

TABLE IV
 TEST OF SIGNIFICANT DIFFERENCES AMONG GROUPS OVER ALL
 THE THREE UNIVERSITIES

Goal Scales & Miscellaneous Questions	Groups	F Values	Observed Significance Level
Academic Development	A	.06	.943
	F	3.97	.021*
	S	2.81	.061
Intellectual Orientation	A	1.06	.353
	F	2.78	.066
	S	.34	.711
Individual Personal Development	A	.58	.562
	F	2.16	.119
	S	.69	.500
Humanism/Altruism	A	.83	.438
	F	2.96	.055
	S	1.15	.317
Cultural/Aesthetic Awareness	A	.00	.997
	F	.49	.614
	S	4.52	.011*
Traditional Religiousness	A	.08	.9255
	F	3.88	.023*
	S	.60	.552
Vocational Preparation	A	.20	.818
	F	.19	.828
	S	1.49	.226
Advanced Training	A	1.33	.270
	F	1.17	.312
	S	3.81	.023*
Research	A	.24	.786
	F	.75	.472
	S	2.55	.079
Meeting Local Needs	A	.23	.797
	F	2.33	.101
	S	1.89	.153
Public Service	A	.10	.900
	F	.37	.693
	S	1.69	.186
Social Egalitarianism	A	.37	.693
	F	4.24	.016*
	S	1.11	.330
Social Criticism/Activism	A	.22	.807
	F	1.45	.238
	S	2.54	.081
Freedom	A	.26	.768
	F	.50	.605
	S	2.19	.114
Democratic Governance	A	1.28	.284
	F	.60	.548
	S	.47	.627
Community	A	.20	.822
	F	1.17	.313
	S	.61	.545
Intellectual/Aesthetic Environ.	A	1.04	.360
	F	1.72	.183
	S	.47	.626
Innovation	A	1.09	.341
	F	.97	.381
	S	1.79	.168

TABLE IV (Continued)

Goal Scales & Miscellaneous Questions	Groups	F Values	Observed Significance Level
Off-Campus Learning	A	2.67	.077
	F	.31	.731
	S	1.80	.167
Accountability/Efficiency	A	1.74	.184
	F	3.41	.036*
	S	1.14	.322
<u>Miscellaneous Questions</u>			
Competency Achievement	A	.15	.857
	F	3.17	.045*
	S	2.59	.077
Institutional Autonomy	A	1.04	.360
	F	1.07	.345
	S	.60	.548
Institutional Reputation	A	.90	.409
	F	5.46	.005*
	S	1.72	.181
Extracurricular Activities	A	2.42	.096
	F	1.94	.148
	S	.80	.448
Planning for the Total Institution	A	.19	.829
	F	.02	.975
	S	1.34	.264
Community Participation in Program Planning	A	.26	.774
	F	.17	.841
	S	1.00	.340
Intercollegiate Athletic Competition	A	.21	.808
	F	2.47	.089
	S	3.03	.050*
Systematic Evaluation of College Program	A	.14	.870
	F	.50	.605
	S	.32	.727
Interpreting the Work of the Institution to Off-Campus Citizens	A	.90	.412
	F	4.36	.014*
	S	.64	.527
Consensus Among People on the Campus About the Goals of the Institution	A	.77	.469
	F	2.32	.102
	S	1.00	.370

*Significant level .05 or beyond

A = Administrators

F = Faculty

S = Students

interpreting the work of the institution to off-campus citizens. Faculty at Imam Muhammad University scored significantly higher than the faculty at King Faisal University on the Academic Development Scale. Students at Umm Al-Qura University scored significantly higher than the students at Imam Muhammad University on the Intercollegiate Athletic Competition goal. Also, students at Umm Al-Qura University scored significantly higher than the students at Imam Muhammad University and the faculty at King Faisal University on the cultural/aesthetic awareness goal area. Students at King Faisal scored significantly higher than the students at Imam Muhammad University on advanced training scale. Both the administrators and faculty at Imam Muhammad University scored significantly higher than the faculty and administrators at King Faisal University and the faculty and students at Umm Al-Qura University on the accountability/efficiency scale. Also, they scored significantly higher than the faculty at Umm Al-Qura University on the institutional reputation goal. Finally, faculty at King Faisal University and Imam Muhammad University scored significantly higher than the faculty and students at Umm Al-Qura University on the competency achievement goal. Table V reports the results of Scheffe' Multiple Comparison Test between the three institutions within groups on the disagreed upon goals.

Hypothesis #2

There are no significant differences in the perceived importance of institutional goals at each of the three universities across groups as measured by the Institutional Goals Inventory.

To test this hypothesis, it was necessary to compare the groups at each institution on each scale of the IGI and on each question of the 10 miscellaneous questions. This was accomplished through the use of

TABLE V
SCHEFFE' MULTIPLE COMPARISON TEST BETWEEN THE THREE UNIVERSITIES
ACROSS GROUPS ON THE DISAGREED UPON GOALS

Goal Scales & Miscellaneous Questions	Differences Between Institutions Within Groups
Academic Development	F - IMIU > F - KFU
Cultural/Aesthetic Awareness	S - UAU > S - IMIU, F - KFU
Traditional Religiousness	F - IMIU > F - UAU, F - KFU
Advanced Training	S - KFU > S - IMIU
Social Egalitarianism	F - IMIU > F - KFU, F - UAU
Accountability/Efficiency	A, F - IMIU > F, A - KFU, F, S - UAU
<u>Miscellaneous Questions</u>	
Competency Achievement	F - KFU, IMIU > F, S - UAU
Institutional Reputation	A, F - IMIU > F - UAU
Intercollegiate Athletic Competition	S - UAU > S - IMIU
Interpreting the Work of the Institution to Off-Campus Citizens	F - IMIU > F - UAU, KFU
<hr/>	
A = Administrators	IMIU = Imam Muhammad Ibn Saud Islamic University
F = Faculty	KFU = King Faisal University
S = Students	UAU = Umm Al-Qura University

Multiple Analysis of Variance which produces F value and level of significance for each scale. The groups at King Faisal University varied significantly on the following goals: (1) academic development, (2) intellectual orientation, (3) vocational preparation, (4) meeting local needs, (5) public service, (6) social egalitarianism, (7) social criticism/activism, (8) intellectual/aesthetic environment, (9) innovation, and (10) off-campus learning.

Other significant differences were also detected among the groups at Umm Al-Qura University. These differences were evident in the following goals: (1) intellectual orientation, (2) individual personal development, (3) democratic governance, (4) academic development, (5) off-campus learning, and (6) interpreting the work of the institution to off-campus citizens.

At Imam Muhammad Ibn Saud Islamic University the groups differed significantly in their perception on the following goals: (1) academic development, (2) traditional religiousness, (3) accountability/ efficiency, (4) advanced training, (5) competency achievement, and (6) institutional reputation. Therefore, the second null hypothesis was rejected.

Table VI reports the results of the Multiple Analysis of Variance Test for significant difference among groups at each institution. The comparisons of the group means and standard deviation at each university are presented in Tables VII, VIII, and IX. However, since significant differences were found among the groups at each institution, a Scheffe' test was conducted to determine within which of the three groups significant differences occurred regarding their perceptions of their institutional goals. This test indicated that the students at King Faisal University scored significantly higher than the faculty on the following

TABLE VI
MANOVA TEST FOR THE SIGNIFICANT DIFFERENCES AMONG THE GROUPS
AT EACH INSTITUTION ON IGI

Goal Scales & Miscellaneous Questions	IMIU		UAU		KFU	
	F Value	Significant Level	F Value	Significant Level	F Value	Significant Level
Academic Development	6.18	.002*	3.05	0.050*	3.95	0.0215*
Intellectual Orientation	0.72	0.4898	3.95	0.0213*	4.42	0.0138*
Individual Personal Development	0.18	0.8370	3.60	0.0297*	2.07	0.1307
Humanism/Altruism	0.88	0.4194	0.40	0.6704	2.55	0.0822
Cultural/Aesthetic Awareness	0.04	0.9594	1.94	0.1472	2.57	0.0801
Traditional Religiousness	7.74	0.0006*	1.45	0.2384	0.23	0.7940
Vocational Preparation	0.10	0.9053	1.13	0.3252	4.87	0.0091*
Advanced Training	5.25	0.006*	1.91	0.1511	2.58	0.0793
Research	1.86	0.159	1.38	0.2547	1.03	0.3615
Meeting Local Needs	1.13	0.3278	1.64	0.1971	4.07	0.0193*
Public Service	0.05	0.949	0.15	0.8613	3.18	0.0449*
Social Egalitarianism	0.15	0.8643	2.12	0.1237	3.57	0.0309*
Social Criticism/Activism	0.19	0.824	0.31	0.7340	3.58	0.0307*
Freedom	1.14	0.323	2.14	0.1214	2.26	0.1084
Democratic Governance	0.21	0.8073	3.43	0.0348*	2.03	0.1350
Community	0.05	0.9557	2.37	0.0967	2.58	0.0793
Intellectual/Aesthetic Environ.	0.32	0.7273	0.77	0.4631	3.69	0.0275*
Innovation	1.01	0.366	2.42	0.0923	3.25	0.0420*
Off-Campus Learning	0.60	0.548	10.83	0.0001*	6.24	0.0026*
Accountability/Efficiency	3.42	0.035*	1.40	0.2508	0.50	0.6068
<u>Miscellaneous Questions</u>						
Competency Achievement	3.02	0.05*	0.76	0.4700	0.62	0.5409
Institutional Autonomy	1.78	0.1728	1.31	0.2726	0.50	0.6088
Institutional Reputation	4.24	0.0166*	1.15	0.3190	1.52	0.2233
Extracurricular Activities	1.73	0.1823	0.01	0.9899	1.82	0.1661
Planning for the Total Institution	0.18	0.8328	0.23	0.7956	1.70	0.1863
Community Participation in Program Planning	0.21	0.8097	1.44	0.2399	2.81	0.0639
Intercollegiate Athletic Competition	1.14	0.3240	1.55	0.2149	1.71	0.1843
Systematic Evaluation of College Program	0.16	0.8495	1.50	0.2263	1.85	0.1605
Interpreting the Work of the Institution to Off-Campus Citizens	0.11	0.8934	4.77	0.0098*	1.59	0.2076
Consensus Among People on the Campus About the Goals of the Institution	0.33	0.7167	0.72	0.4903	2.39	0.0954

TABLE VII
GROUP MEANS AND STANDARD DEVIATIONS FOR IMAM MUHAMMAD
IBN SAUD ISLAMIC UNIVERSITY

Goal Scales & Miscellaneous Questions	Administrators		Faculty		Students	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Academic Development	3.364	.673	3.204	.831	2.858	.688
Intellectual Orientation	3.052	1.010	2.821	.992	2.775	.888
Individual Personal Development	3.010	.948	2.856	1.031	2.790	1.132
Humanism/Altruism	3.163	1.084	3.210	1.100	2.977	.954
Cultural/Aesthetic Awareness	2.166	.889	2.162	.848	2.113	.845
Traditional Religiousness	3.913	.785	3.880	.891	3.283	1.026
Vocational Preparation	2.708	1.017	2.714	.950	2.684	1.019
Advanced Training	3.336	.759	3.183	.871	2.802	.862
Research	2.888	.953	2.953	.960	2.659	.802
Meeting Local Needs	3.246	.808	3.181	.858	2.971	.951
Public Service	2.854	.966	2.873	1.101	2.817	.904
Social Egalitarianism	3.000	.710	2.975	.906	2.844	.904
Social Criticism/Activism	2.934	.822	2.875	.999	2.807	.965
Freedom	2.812	.794	2.823	.854	2.616	.829
Democratic Governance	2.736	.858	2.602	1.036	2.673	.924
Community	3.083	.806	3.017	1.003	3.009	1.028
Intellectual/Aesthetic						
Environment	3.190	.778	3.017	.968	2.976	.983
Innovation	2.826	.946	2.732	.999	2.554	.931
Off-Campus Learning	2.315	.919	2.128	.888	2.307	.937
Accountability/Efficiency	3.297	.832	3.164	.782	2.884	.779
<u>Miscellaneous Questions</u>						
Competency Achievement	3.210	1.182	3.418	1.257	2.880	1.196
Institutional Autonomy	2.875	1.153	2.953	1.361	2.619	1.250
Institutional Reputation	3.652	.831	3.727	1.019	3.152	1.029
Extracurricular Activities	3.521	.665	3.325	.837	3.190	1.011
Planning for the						
Total Institution	3.000	.975	2.815	1.135	2.785	1.120
Community Participation in						
Program Planning	1.695	1.063	1.886	1.224	1.951	1.058
Intercollegiate Athletic						
Competition	2.434	.945	2.261	.938	2.552	.982
Systematic Evaluation of						
College Program	2.909	1.108	2.790	1.225	2.829	1.108
Interpreting the Work of the						
Institution to Off-Campus						
Citizens	3.272	1.077	3.022	1.229	2.976	1.328
Consensus Among People on						
the Campus About the Goals						
of the Institution	3.217	1.166	3.372	1.327	3.162	1.206

TABLE VIII
GROUP MEANS AND STANDARD DEVIATIONS FOR
UMM AL-QURA UNIVERSITY

Goal Scales & Miscellaneous Questions	Administrators		Faculty		Students	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Academic Development	3.315	.756	2.866	.777	2.878	.833
Intellectual Orientation	2.888	1.210	2.377	.820	2.784	.865
Individual Personal Development	2.743	1.168	2.441	.883	2.873	.945
Humanism/Altruism	2.954	1.089	2.773	.876	2.848	.942
Cultural/Aesthetic Awareness	2.246	.704	2.323	.721	2.467	.875
Traditional Religiousness	3.667	.858	3.391	.911	3.304	.956
Vocational Preparation	2.704	1.094	2.534	.973	2.756	.889
Advanced Training	3.201	.699	2.839	.908	2.868	.781
Research	2.916	.829	2.740	.970	2.847	.746
Meeting Local Needs	3.114	.869	2.848	.841	2.984	.815
Public Service	2.767	1.065	2.755	.976	2.811	.889
Social Egalitarianism	2.795	.857	2.612	.822	2.816	.880
Social Criticism/Activism	2.739	1.004	2.658	.975	2.727	.930
Freedom	2.656	.994	2.523	.946	2.840	.873
Democratic Governance	2.291	1.044	2.359	1.119	2.721	.913
Community	2.927	.990	2.664	1.127	3.007	.981
Intellectual/Aesthetic Environment	2.822	.984	2.736	1.012	2.861	.904
Innovation	2.468	.876	2.525	.888	2.733	.895
Off-Campus Learning	1.864	.612	2.032	.783	2.540	.880
Accountability/Efficiency	2.899	.910	2.689	.885	2.955	.829
<u>Miscellaneous Questions</u>						
Competency Achievement	3.125	1.190	2.790	.989	2.814	1.219
Institutional Autonomy	2.375	1.345	2.512	1.343	2.760	1.271
Institutional Reputation	3.250	1.224	2.928	1.134	3.180	1.126
Extracurricular Activities Planning for the Total Institution	3.000	.884	3.047	1.058	3.040	.961
Community Participation in Program Planning	2.833	1.167	2.761	1.164	2.831	1.058
Intercollegiate Athletic Competition	1.791	.832	1.975	1.150	2.168	1.117
Systematic Evaluation of College Program	2.500	.932	2.785	1.279	2.936	1.060
Interpreting the Work of the Institution to Off-Campus Citizens	2.958	1.197	2.547	1.130	2.821	.910
Consensus Among People on the Campus About the Goals of the Institution	2.833	1.307	2.255	1.048	2.778	1.093
	2.791	1.284	2.813	1.219	2.957	1.090

TABLE IX
GROUP MEANS AND STANDARD DEVIATIONS FOR
KING FAISAL UNIVERSITY

Goal Scales & Miscellaneous Questions	Administrators		Faculty		Students	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Academic Development	3.201	.747	2.746	.740	3.991	.763
Intellectual Orientation	2.592	.773	2.494	.913	2.855	1.006
Individual Personal Development	2.828	.740	2.769	.948	3.020	1.230
Humanism/Altruism	2.815	.923	2.878	.915	3.122	1.106
Cultural/Aesthetic Awareness	2.131	.783	2.085	.734	2.386	.858
Traditional Religiousness	3.710	.813	3.523	.853	3.406	1.110
Vocational Preparation	2.473	1.013	2.541	.912	2.933	1.040
Advanced Training	2.885	.852	2.839	.848	3.145	1.013
Research	2.793	.752	2.799	.782	2.875	.956
Meeting Local Needs	3.026	.982	2.815	.980	3.242	1.045
Public Service	2.885	.860	2.726	.993	3.023	.975
Social Egalitarianism	2.697	.856	2.585	.867	3.019	1.056
Social Criticism/Activism	2.776	.942	2.696	1.078	3.041	1.086
Freedom	2.657	.773	2.652	.991	2.879	1.057
Democratic Governance	2.513	.728	2.561	1.101	2.853	1.121
Community	3.039	.842	2.886	1.187	3.141	1.170
Intellectual/Aesthetic Environment	2.842	.870	2.668	1.162	3.005	1.119
Innovation	2.521	.805	2.478	.972	2.775	1.125
Off-Campus Learning	1.855	.756	2.033	.823	2.500	.989
Accountability/Efficiency	2.907	.661	2.894	.884	2.954	.885
<u>Miscellaneous Questions</u>						
Competency Achievement	3.000	1.154	3.146	1.215	3.186	1.134
Institutional Autonomy	2.631	1.065	2.675	1.491	2.835	1.424
Institutional Reputation	3.421	.961	3.333	1.202	3.422	1.038
Extracurricular Activities	3.105	.994	2.875	1.244	3.043	1.021
Planning for the Total Institution	3.000	1.000	2.769	1.180	3.033	1.043
Community Participation in Program Planning	1.894	.737	1.829	1.022	2.164	1.137
Intercollegiate Athletic Competition	2.315	.885	2.634	1.089	2.714	1.108
Systematic Evaluation of College Program	2.777	1.003	2.605	1.128	2.932	1.105
Interpreting the Work of the Institution to Off-Campus Citizens	2.947	.970	2.682	1.349	2.923	1.249
Consensus Among People on the Campus About the Goals of the Institution	2.894	1.196	2.878	1.381	3.175	1.243

goal scales: (1) academic development, (2) intellectual orientation, (3) vocational preparation, (4) meeting local needs, (5) public service, (6) social egalitarianism, (7) social criticism/activism, (8) intellectual/aesthetic environment, (9) innovation, and (10) off-campus learning. The students at King Faisal University scored significantly higher than the administrators on vocational preparation and off-campus learning scales. The administrators at the same university scored significantly higher than the faculty on the academic development scale.

The faculty at Imam Muhammad Ibn Saud Islamic University assigned greater value than the students on the following goals: (1) academic development, (2) traditional religiousness, (3) competency achievement, and (4) institutional reputation. However, the administrators at this university assigned more importance than the students on the following goals: (1) academic development, (2) traditional religiousness, (3) advanced training, and (4) accountability efficiency. At Umm Al-Qura University, the students placed more emphasis than the faculty on the following goals: (1) intellectual orientation, (2) individual personal development, (3) democratic governance, (4) off-campus learning, and (5) interpreting the work of the institution to off-campus citizens. At the same university, the administrators assigned greater value than the faculty on interpreting the work of the institution to off-campus citizens and higher than the students and faculty on academic development scale. Finally, students at Umm Al-Qura University scored significantly higher than administrators on democratic governance and off-campus learning scales. Table X summarizes the findings of the Scheffe' Tests over the three institutions.

TABLE X
 FINDINGS OF SCHEFFE' TEST FOR COMPARISON OF MEANS
 FOR THE THREE GROUPS AT EACH UNIVERSITY

Goal Scales & Miscellaneous Questions	KFU	IMIU	UAU
Academic Development	A, S > F	A, F > S	A > F, S
Intellectual Orientation	S > F		S > F
Individual Personal Development			S > F
Traditional Religiousness		A, F > S	
Vocational Preparation	S > F, A		
Advanced Training		A > S	
Meeting Local Needs	S > F		
Public Service	S > F		
Social Egalitarianism	S > F		
Social Criticism/Activism	S > F		
Democratic Governance			S > A, F
Intellectual/Aesthetic Environment	S > F		
Innovation	S > F		
Off-Campus Learning	S > A, F		S > A, F
Accountability/Efficiency		A > S	
<u>Miscellaneous Questions</u>			
Competency Achievement		F > S	
Institutional Reputation		F > S	
Interpreting the Work of the Institution to Off-Campus Citizens			A, S, > F

Hypothesis #3

There are no significant differences in the perceived importance of institutional goals between Saudi and Non-Saudi faculty members over all the three universities as measured by Institutional Goals Inventory.

In testing this hypothesis, the univariate F test was conducted in order to find out if there were significant differences between the two groups over all the three universities across the IGI. Significant differences were found between the two groups within the following goals: (1) social egalitarianism, (2) social criticism/activism, (3) community, (4) accountability/efficiency, (5) institutional autonomy, and (6) consensus among people on the campus about the goals of the institution. Therefore, the third null hypothesis was rejected. Table XI reports the findings of the univariate F test.

A Scheffe' comparison test was the second stage in analyzing this hypothesis to show how the groups differed from one another on those goals on which significant differences have been detected. This procedure detected that the non-Saudi faculty at Imam Muhammad Ibn Saud Islamic University and Umm Al-Qura University scored higher than Saudi faculty at King Faisal University on social egalitarianism and social criticism/activism scales. On community scale, the non-Saudi faculty at Umm Al-Qura University and Imam Muhammad University scored significantly higher than the Saudi faculty at King Faisal University. Also, on the same scale the non-Saudi faculty at King Faisal University and Imam Muhammad University scored significantly higher than Saudi faculty at Umm Al-Qura University. The Saudi faculty at Imam Muhammad University scored higher than the non-Saudi faculty at Umm Al-Qura University on the accountability/efficiency scale. On the same scale, however, the

TABLE XI

UNIVARIATE F TEST FOR SIGNIFICANT DIFFERENCES BETWEEN SAUDI AND
NON-SAUDI FACULTY MEMBERS ON IGI ACROSS INSTITUTIONS

Goal Scales & Miscellaneous Questions	F Value	Observed Significant Level
Academic Development	.14	.708
Intellectual Orientation	.01	.907
Individual Personal Development	2.38	.125
Humanism/Altruism	1.03	.311
Cultural/Aesthetic Awareness	.42	.520
Traditional Religiousness	.48	.489
Vocational Preparation	.33	.569
Advanced Training	.94	.333
Research	.86	.354
Meeting Local Needs	.26	.609
Public Service	1.96	.163
Social Egalitarianism	4.09	.045*
Social Criticism/Activism	4.40	.037*
Freedom	.84	.360
Democratic Governance	3.07	.082
Community	5.37	.022*
Intellectual/Aesthetic Environ.	.66	.417
Innovation	3.21	.075
Off-Campus Learning	.08	.777
Accountability/Efficiency	5.64	.019*
<u>Miscellaneous Questions</u>		
Competency Achievement	.99	.322
Institutional Autonomy	5.52	.020*
Institutional Reputation	3.38	.068
Extracurricular Activities	.75	.386
Planning for the Total Institution	2.57	.111
Community Participation in Program Planning	1.84	.177
Intercollegiate Athletic Competition	3.85	.052
Systematic Evaluation of College Program	3.13	.079
Interpreting the Work of the Institution to Off-Campus Citizens	.59	.445
Consensus Among People on the Campus About the Goals of the Institution	5.94	.016*

non-Saudi faculty at King Faisal University scored significantly higher than the Saudi faculty at Umm Al-Qura University. The non-Saudi faculty at both Umm Al-Qura University and Imam Muhammad University scored significantly higher than the Saudi faculty at King Faisal University on the institutional autonomy goal. On the same goal, the non-Saudi faculty at King Faisal University scored higher than the Saudi faculty at Umm Al-Qura University. The Saudi faculty at Imam Muhammad University gave more importance to the consensus on the goals of the institution and scored significantly higher than the non-Saudi faculty at Umm Al-Qura University. Finally, on the same goal, the non-Saudi faculty at both Umm Al-Qura and Imam Muhammad Universities scored significantly higher than the Saudi faculty at King Faisal University. Table XII reports the findings of Scheffe' test.

Hypothesis #4

There are no significant differences in the perceived importance of institutional goals at each of the three universities across Saudi and non-Saudi faculty as measured by the Institutional Goals Inventory.

In order to test this hypothesis, the two groups were compared at each institution on each scale of the IGI and on each question of the ten miscellaneous questions. The significant differences were not detected between the two groups at two of the three institutions. These institutions were Umm Al-Qura University and Imam Muhammad Ibn Saud Islamic University. However, the significant differences were found between the two groups at King Faisal University on the following scales and single goals: (1) individual personal development, (2) vocational preparation, (3) advanced training, (4) research, (5) meeting local needs, (6) public service, (7) social egalitarianism, (8) democratic

TABLE XII

SCHEFFE' COMPARISON TEST FOR THE THREE INSTITUTIONS ACROSS
THE TWO GROUPS; SAUDI AND NON-SAUDI FACULTY

Goal Scales & Miscellaneous Questions	Differences Between Institutions Within Saudi & Non-Saudi Faculty
Social Egalitarianism	2 - IMIU, UAU > 1 - KFU
Social Criticism/ Activism	2 - IMIU, UAU > 1 - KFU
Community	2 - UAU, IMIU > 1 - KFU Also 2 - KFU, IMIU > 1 - UAU
Accountability/ Efficiency	1 - IMIU > 2 - UAU Also 2 - KFU > 1 - UAU
Institutional Autonomy	2 - UAU, IMIU > 1 - KFU Also 2 - KFU > 1 - UAU
Consensus on the Goals of the Institution	1 - IMIU > 2 - UAU Also 2 - UAU, IMIU > 1 - KFU

KFU = King Faisal University

IMIU = Imam Muhammad Ibn Saud Islamic University

UAU = Umm Al-Qura University

1 = Saudi Faculty

2 = Non-Saudi Faculty

governance, (9) community, (10) intellectual/aesthetic environment, (11) innovation, (12) accountability/efficiency, (13) institutional autonomy, (14) planning for the total institutin, (15) interpreting the work of the institution to the citizens, and (16) consensus about the goals of the institution. Table XIII presents the findings of the F tests and reports the observed significant levels for the Saudi and non-Saudi faculty at King Faisal University.

Since significant differences were found between the two groups on 16 goals of the IGI, the computation of Scheffe' test was necessary in order to determine which group gave more importance to these goals over the other. The results of this test indicated that the non-Saudi faculty scored significantly higher than the Saudi faculty at this particular university on all the above 16 goals. Table XIV reports the findings of the Scheffe' test. Table XV presents the means and standard deviations for the Saudi and non-Saudi faculty at King Faisal University.

TABLE XIII

ANOVA TEST FOR SIGNIFICANT DIFFERENCES BETWEEN SAUDI AND
NON-SAUDI FACULTY AT KING FAISAL UNIVERSITY

Goal Scales & Miscellaneous Questions	F Value	Observed Significant Level
Academic Development	.42	.521
Intellectual Orientation	1.52	.225
Individual Personal Development	9.15	.004*
Humanism/Altruism	1.75	.193
Cultural/Aesthetic Awareness	.00	.977
Traditional Religiousness	.74	.395
Vocational Preparation	5.33	.026*
Advanced Training	4.62	.037*
Research	5.09	.029*
Meeting Local Needs	4.13	.048*
Public Service	7.18	.010*
Social Egalitarianism	5.93	.019*
Social Criticism/Activism	3.27	.078
Freedom	.35	.557
Democratic Governance	12.90	.0009*
Community	15.73	.0003*
Intellectual/Aesthetic Environ.	4.86	.033*
Innovation	13.22	.0008*
Off-Campus Learning	1.26	.269
Accountability/Efficiency	5.10	.029*
<u>Miscellaneous Questions</u>		
Competency Achievement	3.94	.054
Institutional Autonomy	10.91	.002*
Institutional Reputation	1.89	.176
Extracurricular Activities	1.07	.308
Planning for the Total Institution	4.75	.035*
Community Participation in Program Planning	3.30	.077
Intercollegiate Athletic Competition	.92	.342
Systematic Evaluation of College Program	3.43	.072
Interpreting the Work of the Institution to Off-Campus Citizens	5.50	.024*
Consensus Among People on the Campus About the Goals of the Institution	13.75	.0007*

TABLE XIV
 FINDINGS OF SCHEFFE' TEST COMPARISON BETWEEN SAUDI AND NON-SAUDI
 FACULTY AT KING FAISAL UNIVERSITY

Goal Scales & Miscellaneous Questions	Non-Saudi Faculty > Saudi Faculty
Individual Personal Development	X
Vocational Preparation	X
Advanced Training	X
Research	X
Meeting Local Needs	X
Public Service	X
Social Egalitarianism	X
Democratic Governance	X
Community	X
Intellectual/Aesthetic Environment	X
Innovation	X
Accountability/Efficiency	X
 <u>Miscellaneous Questions</u>	
Institutional Autonomy	X
Planning for the Total Institution	X
Interpreting the Work of the Institution to Off-Campus Citizens	X
Consensus Among People on the Campus About the Goals of the Institution	X

TABLE XV

SAUDI AND NON-SAUDI FACULTY MEANS AND STANDARD
DEVIATIONS AT KING FAISAL UNIVERSITY

Goal Scales & Miscellaneous Questions	<u>Saudi-Faculty</u>		<u>Non-Saudi Faculty</u>	
	Mean	S.D.	Mean	S.D.
Academic Development	2.621	0.660	2.790	0.772
Intellectual Orientation	2.204	0.879	2.596	0.916
Individual Personal Development	2.090	0.903	3.010	0.854
Humanism/Altruism	2.568	0.915	2.989	0.904
Cultural/Aesthetic Awareness	2.090	0.800	2.083	0.723
Traditional Religiousness	3.333	1.071	3.591	0.771
Vocational Preparation	2.022	0.904	2.725	0.847
Advanced Training	2.386	0.793	3.000	0.820
Research	2.363	0.616	2.954	0.784
Meeting Local Needs	2.318	0.767	2.991	0.996
Public Service	2.083	0.966	2.954	0.912
Social Egalitarianism	2.068	0.716	2.768	0.851
Social Criticism/Activism	2.204	0.804	2.870	1.119
Freedom	2.500	0.873	2.708	1.040
Democratic Governance	1.659	0.838	2.881	1.009
Community	1.840	0.816	3.258	1.077
Intellectual/Aesthetic Environment	2.037	1.032	2.900	1.135
Innovation	1.674	0.837	2.763	0.859
Off-Campus Learning	1.795	0.812	2.118	0.823
Accountability/Efficiency	2.401	0.888	3.069	0.828
<u>Miscellaneous Questions</u>				
Competency Achievement	2.545	1.035	3.366	1.217
Institutional Autonomy	1.545	0.934	3.103	1.44
Institutional Reputation	2.909	1.136	3.483	1.207
Extracurricular Activities	2.545	1.035	3.000	1.309
Planning for the Total Institution	2.100	1.100	3.000	1.133
Community Participation in Program Planning	1.363	0.924	2.000	1.017
Intercollegiate Athletic Competition	2.363	1.026	2.733	1.112
Systematic Evaluation of College Program	2.090	1.300	2.814	1.001
Interpreting the Work of the Institution to Off-Campus Citizens	1.909	1.044	2.966	1.351
Consensus Among People on the Campus About the Goals of the Institution	1.727	1.009	3.300	1.263

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

The basic intent and purpose of this study was to determine whether or not significant differences existed on the perceived importance of institutional goals among the students, faculty, and administrators at three Saudi universities. A subproblem to go along with this was to find out if there were significant differences on the perceived importance of institutional goals between Saudi and non-Saudi faculty in these three institutions.

The population used in this study was made up of administrators, faculty members, and students at three Saudi Universities: Umm Al-Qura University with a sample of 100 students, 50 faculty members, and 32 administrators, King Faisal University with a sample of 100 students, 50 faculty members, and 25 administrators, Imam Muhammad Ibn Saud Islamic University with a sample of 115 students, 60 faculty members, and 34 administrators.

The data were collected through the administration of the Institutional Goals Inventory (IGI) which was developed for the Educational Testing Service by Peterson and Uhi. This instrument contains 20 scales, each measuring the perceived importance of a particular goal area. Each scale has four items with five possible responses ranging from "of no importance" to "of extremely high importance." The

respondents were asked to indicate the degree of importance of 90 items which they believed were the current description of the institutional goals in their respective universities.

The Arabic version of IGI, which was translated by Kashmeeri and approved by the Office of Translation at King Saud University, was used in this study. The questionnaire was distributed to the sample of 566 administrators, faculty members, and students in the three universities named above. The questionnaires were delivered personally to all respondents within the three universities. The data were collected during the months of November and December of 1983. At the conclusion of the data collection period information from 472 respondents had been gathered.

For this study to be conducted, the three null hypotheses which were formulated by Kashmeeri were tested in this study along with an additional fourth hypothesis. These hypotheses are:

- H-1. There are no significant differences in the perceived importance of institutional goals among administrators, faculty, and students over all the three universities as measured by the Institutional Goals Inventory.
- H-2. There are no significant differences in the perceived importance of institutional goals at each of the three universities across groups as measured by the Institutional Goals Inventory.
- H-3. There are no significant differences in the perceived importance of institutional goals between Saudi and non-Saudi faculty members over all the three universities as measured by Institutional Goals Inventory.
- H-4. There are no significant differences in the perceived importance of institutional goals at each of the three

universities across Saudi and non-Saudi faculty as measured by the Institutional Goals Inventory.

The first hypothesis was rejected because significant differences were observed among the three institutions within the three groups on the importance given institutional goals.

The second hypothesis was also rejected because of the detected significant differences among the students, faculty, and administrators at each of the three institutions on the IGI.

The test of the third hypothesis yielded significant differences among the three institutions within the Saudi and non-Saudi faculty in their perceptions of the importance of the institutional goals. Therefore, this hypothesis was rejected.

The test of the fourth hypothesis indicated that there were no significant differences between Saudi and non-Saudi faculty on the importance given to institutional goals at two of the three institutions. These two institutions were Umm Al-Qura University and Imam Muhammad Ibn Saud Islamic University. Therefore, there was a failure to reject this hypothesis in these two institutions. However, significant differences were found between the two groups at King Faisal University on their perceptions of the importance of institutional goals, and consequently this hypothesis was rejected for this university.

Conclusions

As stated earlier in this study, this is a replication study based on Kashmeeri's original work. Therefore, it was deemed necessary to compare the findings of these two studies at this point.

Although the basic design and premise of the original study was used in this study, certain modifications were made. Whereas the Kashmeer's

study tested the differences between the three institutions within Saudi and non-Saudi faculty on their perception of the institutional goals, this writer formulated an additional hypothesis--i.e., testing the differences between Saudi and non-Saudi faculty at each of the three institutions on their perception of the institutional goals as well. Another addition in this study was using the 10 miscellaneous questions in addition to the 20 scales of the IGI.

In testing the first hypothesis, that of no significant differences among the three institutions within groups on institutional goals, both the Kashmeeri study and this study found significant differences among the three institutions across groups. However, the Kashmeeri's study detected larger disagreement among the three institutions on the institutional goals than did this study. That is, he found 17 scales were disagreed upon among the three institutions within groups. These scales were: academic development, individual/personal development, human/altruism, cultural/aesthetic awareness, traditional religiousness, vocational preparation, advanced training, research, meeting local needs, social/egalitarianism, freedom, democratic governance, community, intellectual/aesthetic environment, innovation, off-campus learning, and accountability/efficiency. On the other hand, this study detected the differences on only six scales and four miscellaneous questions. These were: academic development, cultural/aesthetic awareness, traditional religiousness, advanced training, social egalitarianism, accountability/efficiency, competency achievement, institutional reputation, athletic competition, and interpreting the work of the institution to off-campus citizens. The main source of this variation in Kashmeeri's study was the students, while the main source of this variation in this study was the faculty.

Both of the studies found significant differences among the students, faculty, and administrators on the institutional goals at each of the three institutions. However, the extent of the disagreement was also larger in the Kashmeeri's study. That is, all of the three institutions in his study varied significantly on eight goal scales. Other nine scales had significant differences in one or two of the universities as follows: The eight scales that the groups of each of the three institutions, Riyadh University, King Abdul Aziz University and University of Petroleum and Minerals, disagreed upon were individual/personal development, human/altruism, cultural/aesthetic awareness, traditional religiousness, vocational preparation, advanced training, research, and meeting local needs. The other nine scales were social/egalitarianism, off-campus learning, accountability/efficiency, freedom, democratic governance, innovation, community, and intellectual/aesthetic environment.

The disagreement among the groups at each institution in this study was less visible as follows: The groups at Umm Al-Qura University disagreed on only six goals, which were intellectual orientation, individual personal development, democratic governance, academic development, off-campus learning, and interpreting the work of the institution to off-campus citizens. The groups at Imam Muhammad Ibn Saud University varied significantly on six goals, which were academic development, traditional religiousness, accountability/efficiency, advanced training, competency achievement, and institutional reputation. The groups at King Faisal University disagreed on the following scales: academic development, intellectual orientation, vocational preparation, meeting local needs, public service, social egalitarianism, social criticism/activism, intellectual/aesthetic environment, innovation, and off-campus learning.

However, the main source of variation in Kashmeeri's study was the faculty and administrators at each institution. That is, they assigned more importance to the mentioned institutional goals than did students. In this study, however, the main source of variation was the students at two of the institutions. These two institutions were King Faisal University and Umm Al-Qura University. The main source of variation in Imam Muhammad Ibn Saud University was the administrators and faculty. That is, they scored higher than the students on six institutional goals.

In the perception of Saudi and non-Saudi faculty of the Institutional goals, the Kashmeeri's study concluded that there were no significant differences among the three institutions within the two groups. But, in this study, the institutions varied significantly within the Saudi and non-Saudi faculty in their perception of the following six goals: social egalitarianism, social criticism/activism, community, accountability/efficiency, institutional autonomy, and consensus on the goals of the institution. The main source of this variation was the non-Saudi faculty.

Concerning the perception of Saudi and non-Saudi faculty of the institutional goals at each of the three institutions, this study detected significant differences at only one of the three universities. That was at King Faisal University. The non-Saudi faculty at this university placed more emphasis than the Saudi faculty to the following goals: individual personal development, vocational preparation, advanced training, research, meeting local needs, public service, social egalitarianism, democratic governance, community intellectual/aesthetic environment, innovation, accountability/efficiency, institutional autonomy, planning for the total institution, interpreting the work of the institution to off-campus citizens, and consensus among people on the campus about the goals of the institution.

Based on the finding of this study, the following conclusions could be drawn:

1. The extent of consensus on the institutional goals is found to be larger in this study than the Kashmeeri study. This may be due to the fact that the institutions dealt with in the Kashmeeri study are more comprehensive and multipurpose in scope than the present study which dealt with institutions which are less comprehensive and with narrower purposes.

2. The study disclosed that in most cases the administrators and faculty were in agreement on the institutional goals, which support the conclusion of Gross and Grambsch that administrators and faculty tend to perceive the present importance of institutional goals in the same manner.

3. Intellectual orientation and off-campus learning were two goal areas found to be emphasized by the students at two of the institutions; King Faisal University and Umm Al-Qura University, which implies that these two scales are critical issues for the students at these two universities and thus, required more investigation.

4. The study disclosed that the only goal area that the groups at all of the three universities disagreed about was academic development. The students at Imam Muhammad Ibn Saud University and Umm Al-Qura University perceived this goal not to be emphasized adequately in their institutions, which suggests that the students are not satisfied with the current level of academic development in these two institutions.

5. The students at King Faisal University, unlike students at the other two universities, perceived the following goals to be more important: innovation, meeting local needs, public service, vocational preparation, and intellectual orientation. This can be attributed, at least

in part, to the fact that this university is an exclusively scientific and technical type of institution which may foster these kinds of goals. This conclusion confirms the findings of two researchers: The finding of Chickering (1969) who found that the professional-vocational colleges emphasized professional and vocational preparations, along with concern for intellectual competence, and the finding of a research group at Columbia University who found that different type institutions emphasized different goals.

6. The study showed that the goal area of research was perceived not to be equally important at all of the three institutions. By placing less emphasis on this goal, it is possible to infer that the three institutions are not presently engaged in research, nor do they highly regard research efforts.

7. Freedom and democratic governance were other less emphasized goal areas in the three institutions. This suggests that these institutions tend to adopt the authoritarian type of governance. This model of governance neither values these kinds of goals nor indulges in practices that promote their implementation.

8. The traditional religiousness scale was a controversial issue at only one university. That was at Imam Muhammad Ibn Saud Islamic University, where the administrators and faculty at this university assigned more importance to this goal area than did students. This can be attributed to two factors. First, most of the administrators and faculty of this university came from a religious background. Second, this university, as the name suggests, was originally a religious oriented institution, where Islamic studies and traditions are highly emphasized. This conclusion supports the finding of some researches that the church-related institutions placed a greater importance on the

goal area "religious orientation" than did the public institutions.

Recommendations

After considering the findings of this study, the following recommendations are proposed:

1. Since this study was confined to three Saudi universities, comparative studies need to be conducted to other institutions of higher education, such as the junior colleges, the women colleges of education and the higher institutes, in order to determine if similar findings result.

2. Subsequent studies should include other groups both within and outside the institutions, so that the institutions can achieve internal harmony and public confidence.

3. In order to achieve the maximum benefit of the findings, it is recommended that each college of the three institutions replicate this study on its own population. Such work will help these colleges to identify their priorities, evaluate their system, and assess their needs.

4. It is recommended that further investigation be done by the three universities regarding the three most controversial issues that this student found. These issues were academic development, off-campus learning, and intellectual orientation.

5. Since this study disclosed that significant disagreement between Saudi and non-Saudi faculty on the institutional goals existed only at King Faisal University, further analysis needs to be conducted to determine the causes of such unique disagreement.

6. The goals and priorities of these three institutions should be re-examined periodically. The results of such examination should have a direct and valuable influence in planning, implementing, and assessing the various activities of these institutions.

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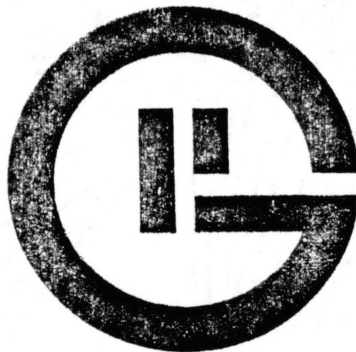
APPENDIXES

APPENDIX A

QUESTIONNAIRE

INSTITUTIONAL GOALS INVENTORY

(Form 1)



To the respondent:

Numerous educational, social, and economic circumstances have arisen that have made it necessary for many colleges and universities to reach clear, and often new, understandings about their goals. During the late 1960s there were new demands, especially from the students, for colleges and universities to assume new roles and serve new interests. Now, in the 1970s a widespread financial crisis is making it imperative for these institutions to specify the objectives to which limited resources may be directed.

The Institutional Goals Inventory (IGI) was developed as a tool to help college and university communities delineate goals and establish priorities among them. The *Inventory* does not tell institutions what to do in order to reach the goals. Instead, it provides a means by which many individuals and constituent groups can contribute their thinking about desired institutional goals. Summaries of the results of this thinking then provide a basis for reasoned deliberations toward final definition of institutional goals.

The *Inventory* was designed to embrace possible goals of all types of higher education institutions—universities, church-related colleges, community colleges, and so forth. Most of the goal statements in the *Inventory* refer to what may be thought of as “output” or “outcome” goals—substantive objectives institutions may seek to achieve (e.g., qualities of graduating students, research emphases, kinds of public service). Statements toward the end of the instrument relate to “process” goals—goals having to do with campus climate and the educational process.

The IGI is intended to be completely confidential. Results will be summarized only for groups—faculty, students, administrators, boards, and so forth. In no instance will responses of individuals be reported. The *Inventory* should ordinarily not take longer than 45 minutes to complete.

NAME OF INSTITUTION: _____

page two

DIRECTIONS

The *Inventory* consists of 90 statements of possible institutional goals. Using the answer key shown in the examples below, you are asked to respond to each statement in two different ways:

First — How important *is* the goal at this institution at the present time?

Then — In your judgment, how important *should* the goal *be* at this institution?

EXAMPLES		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
<p>A. to require a common core of learning experiences for all students...</p> <p style="text-align: center;">is <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/></p> <p style="text-align: center;">should be <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>In this example, the respondent believes the goal "to require a common core of learning experiences for all students" is presently of extremely high importance, but thinks that it should be of medium importance.</p>						
<p>B. to give alumni a larger and more direct role in the work of the institution...</p> <p style="text-align: center;">is <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p style="text-align: center;">should be <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/></p> <p>In this example, the respondent sees the goal "to give alumni a larger and more direct role in the work of the institution" as presently being of low importance, but thinks that it should be of high importance.</p>						
<ul style="list-style-type: none"> • Unless you have been given other instructions, consider the institution as a <u>whole</u> in making your judgments. • In giving <i>should be</i> responses, do not be restrained by your beliefs about whether the goal, realistically, can ever be attained on the campus. • Please try to respond to every goal statement in the <i>Inventory</i>, by blackening one oval after <i>is</i> and one oval after <i>should be</i>. • Use any soft lead pencil. Do <u>not</u> use colored pencils or a pen—ink, ball point, or felt tip. • Mark each answer so that it completely fills (blackens) the intended oval. Please do <u>not</u> make checks (✓) or X's. 						
<ul style="list-style-type: none"> • Additional Goal Statements (Local Option) (91-110): A section is included for additional goal statements of specific interest or concern. These statements will be supplied locally. If no statements are supplied, leave this section blank and go on to the Information Questions. • Information Questions (111-117): These questions are included to enable each institution to analyze the results of the <i>Inventory</i> in ways that will be the most meaningful and useful to them. Respond to each question that applies. • Subgroups and Supplementary Information Questions (118-124): If these sections are to be used instructions will be given locally for marking these items. If not, please leave them blank. 						

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page three		Please respond to these goal statements by blackening one oval after <u>is</u> and one after <u>should be</u> .				
		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
1.	to help students acquire depth of knowledge in at least one academic discipline...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
2.	to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
3.	to help students identify their own personal goals and develop means of achieving them...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
4.	to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
5.	to increase the desire and ability of students to undertake self-directed learning...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
6.	to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
7.	to develop students' ability to synthesize knowledge from a variety of sources...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
8.	to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
9.	to hold students throughout the institution to high standards of intellectual performance...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
10.	to instill in students a life-long commitment to learning...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
11.	to help students achieve deeper levels of self-understanding...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
12.	to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
13.	to help students be open, honest, and trusting in their relationships with others...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

Please respond to these goal statements by blackening one oval after <u>is</u> and one after <u>should be</u> .		page four				
		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
14. to encourage students to become conscious of the important moral issues of our time...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. to educate students in a particular religious heritage...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. to help students understand and respect people from diverse backgrounds and cultures...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. to require students to complete some course work in the humanities or arts...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. to help students become aware of the potentialities of a full-time religious vocation...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. to encourage students to become committed to working for world peace...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. to encourage students to express themselves artistically, e.g., in music, painting, film-making...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. to develop students' ability to understand and defend a theological position...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. to encourage students to make concern about the welfare of all mankind a central part of their lives...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. to acquaint students with forms of artistic or literary expression in non-Western countries...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. to help students develop a dedication to serving God in everyday life...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

page nine		Please respond to these goal statements by blackening one oval after <u>is</u> and one after <u>should be</u> .				
		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
79.	to apply cost criteria in deciding among alternative academic and non-academic programs...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80.	to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81.	to regularly provide evidence that the institution is actually achieving its stated goals...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82.	to carry on a broad and vigorous program of extracurricular activities and events for students...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83.	to be concerned about the efficiency with which college operations are conducted...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84.	to be organized for continuous short-, medium-, and long-range planning for the total institution...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85.	to include local citizens in planning college programs that will affect the local community...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86.	to excel in intercollegiate athletic competition...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87.	to be accountable to funding sources for the effectiveness of college programs...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88.	to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89.	to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90.	to achieve consensus among people on the campus about the goals of the institution...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>- If additional locally written goal statements have been provided, use page ten for responding and then go on to page eleven. - If no additional goal statements were given, leave page ten blank and answer the information questions on page eleven.</p>						

Please mark one answer for each of the information questions below that apply to you.

111. Mark the one that best describes your role.

- Faculty member
- Student
- Administrator
- Governing Board Member
- Alumna/Alumnus
- Member of off-campus community group
- Other _____

112. Faculty and students: mark one field of teaching and/or research interest, or for students, major field of study.

- Biological sciences
- Physical sciences
- Mathematics
- Social sciences
- Humanities
- Fine arts, performing arts
- Education
- Business
- Engineering
- Other _____

113. Faculty: indicate academic rank.

- Instructor
- Assistant professor
- Associate professor
- Professor
- Other _____

114. Faculty: indicate current teaching arrangement.

- Full-time
- Part-time
- Evening only
- Off-campus - extension only, etc.
- Other _____

115. All respondents: indicate age at last birthday.

- Under 20
- 20 to 29
- 30 to 39
- 40 to 49
- 50 to 59
- 60 or over

116. Students: indicate class in college.

- Freshman
- Sophomore
- Junior
- Senior
- Graduate
- Other _____

117. Students: indicate current enrollment status.

- Full time, day
- Part-time, day
- Evening only
- Off-campus only - e.g., extension, correspondence, TV, etc.
- Other _____

118. SUBGROUPS - one response only.

Instructions will be given locally for gridding this subgroup item. If instructions are not given, leave blank.

- One
- Two
- Three
- Four
- Five

SUPPLEMENTARY INFORMATION QUESTIONS.

If you have been provided with additional information questions, use this section for responding. Mark only one response to each question.

119.	120.	121.	122.	123.	124.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANK YOU

Comments and complaints regarding any aspect of the inventory are welcomed; please send them to:

Institutional Goals Inventory
 ETS College and University Programs
 Princeton, NJ 08541

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يتضمن هذا الاستفتاء على تسمين جملة، كل منها تعتبر هدفا محتملا للجامعة
وفي الاجابة عن كل جملة يرجى من القارىء الاجابة عليها بطريقتين مختلفتين على
النحو التالى :

أولا : ماهى الاهمية الحالية للهدف فى الجامعة التى تتنق اليها ؟

ثانيا : ما الاهمية التى ينبغى أن تكون للهدف مستقبلا ؟

وفيما يلى مثالان افتراضيان لتوضيح كيفية الاجابة .

مثال					
لا أهمية له ولا يمكن تطبيقه	قليل الأهمية	متوسط الأهمية	أهمية كبيرة	أهمية كبيرة للغاية	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	أ) اعطاء خريجي الجامعة دورا مباشرا فى تخطيط الشؤون الجامعية . حاليا ينبغى أن يكون
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	فى هذا المثال الافتراضى نجد أن القارئ يعتقد أن هذا الهدف قليل الأهمية (حاليا) ولكنه يرى (أنه ينبغى) أن يعطى أهمية كبيرة .
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ب) تعليم تاريخ الفيزياء والفلسفة وسائر العلوم الاخرى . حاليا ينبغى أن يكون
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	فى هذا المثال الافتراضى نجد أن القارئ يرى بأن الهدف (حاليا) له أهمية كبيرة ولكنه يعتقد أنه (ينبغى أن يكون) قليل الأهمية .

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١ - لطفا ضع علامة واحدة فقط على الجملة التي تراها تنطبق عليك

- ٠١ عضو هيئة تدريس
- ٠٢ طالب
- ٠٣ ادارى
- ٠٤ عضو في المجلس الأعلى للجامعة

٢ - ضع علامة على مادة واحدة فقط من المواد التالية التي تراها تتناسب مع

مبولك أو تخصصك العلمي .

- ٠١ علم الاحياء
- ٠٢ علم الطب
- ٠٣ علم الرياضيات
- ٠٤ علم الاجتماع
- ٠٥ العلوم الانسانية
- ٠٦ الآداب
- ٠٧ تربية وتعليم
- ٠٨ ادارة أعمال
- ٠٩ هندسة
- ٠١٠ غير ذلك .

٣ - ضع علامة على المرتبة العلمية التي تشغلها حاليا .

- ٠١ مدرس
- ٠٢ استاذ مساعد
- ٠٣ استاذ مشارك
- ٠٤ استاذ
- ٠٥ غير ذلك

٤ - العمر .

- (١) أقل من عشرين
- (٢) ٢٠ الى ٢٩
- (٣) ٣٠ الى ٣٩
- (٤) ٤٠ الى ٤٩
- (٥) ٥٠ الى ٥٩
- (٦) ٦٠ أو أكثر

٥ - الجنسية .

- (١) سعودي
- (٢) متعاقد

الرجاء قراءة العبارات التالية واختيار اجابة واحدة فقط من الاجابات التالية بكلمة "حاليا" واجابة واحدة أخرى من الاجابات التالية لعبارة "ينبغي أن يكون"

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أهمية كبيرة للغاية	أهمية كبيرة	متوسط الأهمية	قليل الأهمية	لا أهمية له أو لا يمكن تطبيقه		
٥	٤	٣	٢	١	حاليا	١ مساعدة الطلاب على التعمق في معرفة تخصص واحد على الأقل .
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٢ تدريس الطلاب وسائل التقصي والبحث العلمي وكذلك طرق تحديد المشكلات ومعرفة حلولها .
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٣ مساعدة الطلاب على اختيار أدوارهم الخاصة بهم والطرق الكفيلة بتحقيقها
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٤ تأكيد اكتساب الطلاب للمعارف الأساسية في العلوم الانسانية والاجتماعية والطبيعية
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٥ زيادة رغبة الطلاب وتنمية قدراتهم في التعلم الذاتي المستقل وتطوير قدراتهم لذلك .
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٦ اعداد الطلاب للعمل الاكاديمي المتقدم عن طريق اللبسان في البكالوريوس والدراسات العليا كالطب والهندسة ونحوه .
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٧ تطوير قدرات الطالب لتأليف المعرفة من مصادر متعددة .
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٨ معاونة الطلاب على تنمية الاحساس بالقيمة الذاتية والثقة بالنفس والتأثير في الاحداث
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٣	١	حاليا	٩ تحقيق أعلى مستويات الأداء العقلي والفكري لدى الطلاب .
٥	٤	٣	٤	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	١٠ أن تكون في الطلاب الاتجاه نحو الالتزام بالتعلم مدى الحياة .
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	١١ مساعدة الطلاب على تحقيق أعظم مستويات فهمهم لانفسهم .
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	١٢ ضمان حصول الطلاب خريجي الجامعات على مستوى كاف في القراءة والكتابات والرياضيات .
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	١٣ مساعدة الطلاب على تحقيق الانفتاح الفكري والامانة والثقة في علاقاتهم مع الآخرين .
٤	٤	٣	٢	١	ينبغي أن يكون	

أهمية كبيرة للغاية
أهمية كبيرة
متوسط الأهمية
قليل الأهمية
لا أهمية له أو لا يمكن تطبيقه

الرحا فواء المميزات التالية واختيار ااحابة
واحدة فقط من الاجابات التالية بكلمة حاليا
واحابة واحدة أخرى من الاجابات التالية
لمباراة " يتبين أن يكون "

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14	تشجيع الطلاب على الربح بالقضايا الاخلاقية العامة المعاصرة .	حاليا يتبين أن يكون	1	1	1	1	1	3	0
15	تثبيته احساس الطلاب وتقديرهم لمختلف صور الفنون والتعبير الفني	حاليا يتبين أن يكون	1	1	1	1	1	3	0
16	تعليم البرزخ الاسلامي للطلاب	حاليا يتبين أن يكون	1	1	1	1	1	3	0
17	مساعدة الطلاب على احترام الناس بمختلف طبقاتهم وثقافتهم	حاليا يتبين أن يكون	1	1	1	1	1	3	0
18	الزام الطلاب باكمال بعض المواد الدراسية في مجالات المعلوم الانسانية والادبية	حاليا يتبين أن يكون	1	1	1	1	1	3	0
19	مساعدة الطلاب على الوعي بالقوى الكامنة في اعداء رجال متفرقين للخدمة الكينية	حاليا يتبين أن يكون	1	1	1	1	1	3	0
20	تشجيع الطلاب على الالتزام بالعمل في سبيل السلام العالمي .	حاليا يتبين أن يكون	1	1	1	1	1	3	0
21	تشجيع الطلاب على التعبير عن أنفسهم في مجالات الفنون المختلفة كالرسم والموسيقى	حاليا يتبين أن يكون	1	1	1	1	1	3	0
22	تطوير قدرات الطلاب على فهم موقف الاسلام والدفاع عنه .	حاليا يتبين أن يكون	1	1	1	1	1	3	0
23	تشجيع الطلاب على تقدير المعانيمة بأن يكون خبرا لانسانية كلها جزوا رئيسيا في اهتمامهم مدى الحياة	حاليا يتبين أن يكون	1	1	1	1	1	3	0
24	تعريف الطلاب بعمور التعبير الفني والادبي لدى الشعوب الاخرى .	حاليا يتبين أن يكون	1	1	1	1	1	3	0
25	معاينة الطلاب على التفاني في هوانة الله وبرعاية أروامه في أعماله الالهية .	حاليا يتبين أن يكون	1	1	1	1	1	3	0
26	اتاحة النور لاعداد الطلاب في المسمن المختلفة مثل المحاسبة والهندسة والتربص ونحوها .	حاليا يتبين أن يكون	1	1	1	1	1	3	0

الرجاء قراءة العبارات التالية واختيار اجابة واحدة فقط من الاحابات التالية بكلمة "حاليا" واجابة واحدة أخرى من الاحابات التالية لعبارة "ينبغي أن يكون"

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أهمية كبيرة للغاية	أهمية كبيرة	متوسط الأهمية	قليلا الأهمية	لا أهمية له أو لا يمكن تطبيقه		
٥	٤	٣	٢	١	حاليا	٢٧
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٢٨
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٢٩
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٣٠
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٣١
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٣٢
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٣٣
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٣٤
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٣٥
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٣٦
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٣٧
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٣٨
٥	٤	٣	٢	١	ينبغي أن يكون	
٥	٤	٣	٢	١	حاليا	٣٩
٥	٤	٣	٢	١	ينبغي أن يكون	

أهمية كبيرة للغاية
أهمية كبيرة
متوسط الأهمية
قليل الأهمية
لا أهمية له أو لا يمكن تطبيقه

الرحا نوازة الميارات التالية واختيار اجابة واحدة فقط من الاجابات التالية بكلمة حاليا واحابة واحدة أخرى من الاجابات التالية لسيارة - ينبغي أن يكون = ٧ =

رقم السؤال	أهمية كبيرة للغاية	أهمية كبيرة	متوسط الأهمية	قليل الأهمية	لا أهمية له أو لا يمكن تطبيقه	الاجابة	نص السؤال	الاجابة
٤٠	٤	٣	٢	١	١	حاليا	تكون الطلاب من المساهمة الفعالة في الا نغطة البهارة لخدمة المجتمع والا حياء الجساروة	٤٠
٤١	٤	٣	٢	١	١	حاليا	اجراءه الد رسات المتعدده في كل التخصصات العلمية وذلك بواسطة مراكز البحث العلمي ومعه هذه والد رسات العلمية	٤١
	٤	٣	٢	١	١	ينبغي أن يكون	في التخصصات العلمية	
٤٢	٤	٣	٢	١	١	حاليا	اذا ان المجتمع بخرات تربية تتناسب مع الا هتمام المتزايد بتعليم البنات فسن المسئلة المرهبة السمويه	٤٢
	٤	٣	٢	١	١	ينبغي أن يكون	القيام بحموت مستهدف تفهيم أسساط السهارة والقيم الساعده في المجتمع	
٤٣	٤	٣	٢	١	١	حاليا	مساهمة المواطنين في المناطق النائية والصغيرة على الكساب المعارف والخبرات التي يمكن استخداها في تخصصات علمية	٤٣
	٤	٣	٢	١	١	ينبغي أن يكون	ظروف تعليمية	
٤٤	٤	٣	٢	١	١	حاليا	فعل جميع الناجحين في الثانوية العامة دون قيد أو شرط وتزويدهم بالخبرات التعليمية المتخصصة لهم جميعا	٤٤
	٤	٣	٢	١	١	ينبغي أن يكون	ان تكون الجامعة معدر للافكار والتوشا لتبنيها الموسسات الاجتاهية بحيث تصبح اكثر فاعلية	
٤٥	٤	٣	٢	١	١	حاليا	العاملين مع المؤسسات الحكومية فسن تعطيل برامج اجتاهية جديدة فراجع حد ية أخرى لخدمة البيئة	٤٥
	٤	٣	٢	١	١	ينبغي أن يكون	تقد م برامج لتطوير وللاج الضعف في السهارات الاحاسية (الرأوة - الكتابة الرأهيات)	
٤٦	٤	٣	٢	١	١	حاليا	مساعدة الطلاب على تعليم أفضل الوسائل اللازمة لتطوير المجتمع السمويه	٤٦
	٤	٣	٢	١	١	ينبغي أن يكون	أن تركز الجامعة بواره البشريية والمعلمية في حل المشكلات الاجتاهية والبيئة الكسويه	
٤٧	٤	٣	٢	١	١	حاليا	أن تراعي الجامعة في تقد م البرامج التطبيقية السط ية ضرورة لاقبها للاولويات القومية والمعلمية التي تضمنها وثوقه المجتمعية	٤٧
	٤	٣	٢	١	١	ينبغي أن يكون	تقد م برامج وخرات تعليمية تعد م كل فئات المجتمع السمويه الاهد و - السرايعين - وسكان المدن	
٤٨	٤	٣	٢	١	١	حاليا	تقد م برامج وخرات تعليمية تعد م كل فئات المجتمع السمويه الاهد و - السرايعين - وسكان المدن	٤٨
	٤	٣	٢	١	١	ينبغي أن يكون		
٤٩	٤	٣	٢	١	١	حاليا	تقد م برامج وخرات تعليمية تعد م كل فئات المجتمع السمويه الاهد و - السرايعين - وسكان المدن	٤٩
	٤	٣	٢	١	١	ينبغي أن يكون		
٥٠	٤	٣	٢	١	١	حاليا	تقد م برامج وخرات تعليمية تعد م كل فئات المجتمع السمويه الاهد و - السرايعين - وسكان المدن	٥٠
	٤	٣	٢	١	١	ينبغي أن يكون		
٥١	٤	٣	٢	١	١	حاليا	تقد م برامج وخرات تعليمية تعد م كل فئات المجتمع السمويه الاهد و - السرايعين - وسكان المدن	٥١
	٤	٣	٢	١	١	ينبغي أن يكون		
٥٢	٤	٣	٢	١	١	حاليا	تقد م برامج وخرات تعليمية تعد م كل فئات المجتمع السمويه الاهد و - السرايعين - وسكان المدن	٥٢
	٤	٣	٢	١	١	ينبغي أن يكون		

الرجاء قراءة العبارات التالية واختيار اجابة واحدة فقط من الاجابات التالية بكلمة "حاليا" واجابة واحدة أخرى من الاجابات التالية لعبارة "ينبغي أن يكون"

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أهمية كبيرة للغاية	أهمية كبيرة	متوسط الأهمية	قليل الأهمية	لا أهمية له أو لا يمكن تقديره		
٥	٤	٣	٢	١	حاليا	٥٣
٥	٤	٣	٢	١	ينبغي أن يكون	أن تنهض الجامعة بوصفها مؤسسة تعليمية للمساهمة في أحداث التغييرات الأساسية اللازمة لتطوير المجتمع السعودي
٥	٤	٣	٢	١	حاليا	٥٤
٥	٤	٣	٢	١	ينبغي أن يكون	أن تكفل الجامعة لطلابها الاستماع الى وجهات النظر المختلفة في القضايا المعاصرة .
٥	٤	٣	٢	١	حاليا	٥٥
٥	٤	٣	٢	١	ينبغي أن يكون	ايجاد نظام جامعي يتجاوب مع كل من تضمين الجامعة (الطلبة - الاساتذة - العاطلين) .
٥	٤	٣	٢	١	حاليا	٥٦
٥	٤	٣	٢	١	ينبغي أن يكون	ان تهتم الجامعة مناخا يكون فيه التزام أعضاء هيئة التدريس بتحقيق اهداف الجامعة فيها مثل التزام المهنيين برعاية اهداف وتقاليد مهنتهم .
٥	٤	٣	٢	١	حاليا	٥٧
٥	٤	٣	٢	١	ينبغي أن يكون	تأكيد حرية الطلاب وهيئة التدريس والاداريين في اختيار أساليب حياتهم (في السكن - الطبخ والمظهر الشخصي ..)
٥	٤	٣	٢	١	حاليا	٥٨
٥	٤	٣	٢	١	ينبغي أن يكون	وضع نظم تكفل مشاركة الطلاب وهيئة التدريس والاداريين والمجلس الاطبي بصورة فعالة في ادارة الجامعة .
٥	٤	٣	٢	١	حاليا	٥٩
٥	٤	٣	٢	١	ينبغي أن يكون	تهيئة مناخ يسمح بأن يكون الاتصال بين وحدات الجامعة المختلفة مفتوحا وصرحيا .
٥	٤	٣	٢	١	حاليا	٦٠
٥	٤	٣	٢	١	ينبغي أن يكون	عدم تقيد نشاطات الطلاب والدرسين خارج الحرم الجامعي
٥	٤	٣	٢	١	حاليا	٦١
٥	٤	٣	٢	١	ينبغي أن يكون	العمل على تقليص المركزية في اتخاذ القرارات في الجامعة الى أقصى حد ممكن
٥	٤	٣	٢	١	حاليا	٦٢
٥	٤	٣	٢	١	ينبغي أن يكون	جعل الجامعة مناخا يسمح بحرية تبادل وجهات النظر والآراء المختلفة بطريقة ودية .
٥	٤	٣	٢	١	حاليا	٦٣
٥	٤	٣	٢	١	ينبغي أن يكون	اعطاء عضو هيئة التدريس حرية اختيار الموضوع الذي يقوم بتدريسه ونقاشه في الفصل مع الطلاب .
٥	٤	٣	٢	١	حاليا	٦٤
٥	٤	٣	٢	١	ينبغي أن يكون	أن تكفل الجامعة للعاطلين في فرصة المشاركة في صنع القرارات التي تؤثر في عليهم .
٥	٤	٣	٢	١	حاليا	٦٥
٥	٤	٣	٢	١	ينبغي أن يكون	تحقيق مناخ تسوده الثقة المشتركة والاحترام المتبادل بين الطلاب والدرسين والاداريين .

أهمية كبيرة للغاية	أهمية كبيرة	متوسط الأهمية	قليل الأهمية	لا أهمية له أو لا يمكن تطبيقه
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الرحا فزارة العيارات الثالثة واعتبار اعادة واحدة فقط من الاحيات الثالثة بكلمة حاليا*
 واحة واحدة أخرى من الاحيات الثالثة
 لعبارة " بينما أن يكون"

أهمية كبيرة للغاية	أهمية كبيرة	متوسط الأهمية	قليل الأهمية	لا أهمية له أو لا يمكن تطبيقه			
5	4	3	2	1	حاليا	خلق شاخ جامعي يحقق الطلاب قضايا	٦٦
5	4	3	2	1	بينهم أن يكون	أوقات فراغهم في نشاطات فكرية وثقافية	
5	4	3	2	1	حاليا	اجراء شاخ جامعي يسمح بتقوية الابتكار	٦٧
5	4	3	2	1	بينهم أن يكون	الترويج المستمر بوصفه طريقة لميسرة	
5	4	3	2	1	حاليا	تشجيع الطلاب على الالتحاق بالجامعات	٦٨
5	4	3	2	1	بينهم أن يكون	الاخوة من جيل الأخر للممول على	
5	4	3	2	1	حاليا	خبرات متنوعة كالتراخيص المهنية	٦٩
5	4	3	2	1	بينهم أن يكون	والدراسات العلمية بالخارج .	
5	4	3	2	1	حاليا	خلق جو يسر اجتماع الطلاب وتدريسهم	٧٠
5	4	3	2	1	بينهم أن يكون	بمهدا عن النمو الرسمى لسابقة الافكار	
5	4	3	2	1	حاليا	والاهتمامات المستتركة .	٧١
5	4	3	2	1	بينهم أن يكون	تجريب طرق مختلفة في تفهيم الطلاب	
5	4	3	2	1	حاليا	وتقد بر افعالهم في الاحداث وفي غيرها	
5	4	3	2	1	بينهم أن يكون	من الانتمائه .	
5	4	3	2	1	حاليا	تحقيق أكبر درجة من الاستقلال للجامعة	
5	4	3	2	1	بينهم أن يكون	وترويجها من تيوب الرزوين المكوسى .	
5	4	3	2	1	حاليا	ان تنسجم الجامعة في اتصال كلياتها	٧٢
5	4	3	2	1	بينهم أن يكون	بالكليات المناظرة في جامعات المملكة	
5	4	3	2	1	حاليا	بحيث يتاح للطلاب وقتا لحظية - الدراسة	٧٣
5	4	3	2	1	بينهم أن يكون	الجامعية الا ان في جامعات متعدد ة .	
5	4	3	2	1	حاليا	اقامة برنامج ثقافي سنوي في الجامعات	
5	4	3	2	1	بينهم أن يكون	والندوات وفعالات الترفيه والمعارض	
5	4	3	2	1	حاليا	الفنية وما شا بهها .	٧٤
5	4	3	2	1	بينهم أن يكون	تجريب طرق جديدة للتعليم الفسردى	
5	4	3	2	1	حاليا	تسمح للدرسين بتوجيه كل طالب طهي	٧٥
5	4	3	2	1	بينهم أن يكون	حده ، ووضح جد اول مره للدراسة	
5	4	3	2	1	حاليا	وقدم الماكرة بتخطيط برامج لدراسة	
5	4	3	2	1	بينهم أن يكون	وتجربة راحة البكالوريوس ، أو رجة زائلة	٧٦
5	4	3	2	1	حاليا	لدراسة يتم الاخرى عليها خارج	
5	4	3	2	1	بينهم أن يكون	الجامعة فهو اركز تعليمية وبالبرامجة -	
5	4	3	2	1	حاليا	الا يتسابق او في العمل الميداني .	
5	4	3	2	1	بينهم أن يكون	جعل الجامعة مؤسسة مشهورة بمسا	٧٧
5	4	3	2	1	حاليا	تقدمه من برامج تنوع العقول وتشتير الفكر	
5	4	3	2	1	بينهم أن يكون	ان تشترك الجامعة وسائل تسمح	٧٨
5	4	3	2	1	حاليا	باستخدامات شاخ وطرق تعليم جديدة	
5	4	3	2	1	بينهم أن يكون	شج البكالوريوس لافراد على أسس	
5	4	3	2	1	حاليا	انما زعم الوردى في امتحانات تعقد ها	
5	4	3	2	1	بينهم أن يكون	الجامعة لهم ان ان تكون لهم دراسة	
5	4	3	2	1	حاليا	جامعية منتظمة .	

أهمية كبيرة للغاية
أهمية كبيرة
متوسط الأهمية
قليل الأهمية
لا أهمية له أولاً يمكن تطبيقه

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الرحا فواءه المعيار التالفة واختيار ااحة
واحدة فقط من الاحيات التالفة تكمة حاليا
وااحة واحدة أخرى من الاحيات التالفة
لمباراة" ينبغي أن يكون"

٧٩	تطبيق معايير التكلفة المالية عند الاختيار بين مختلف البرامج الاكان مهمة ومستمرة الاكان يهتمة .	حاليا ينبغي أن يكون	١	٢	٢	٣	٥
٨٠	أن تعمل الجامعة - ن افنا - على أن تكون لها مكانة اكان مهمة شهيرة في الد وأسر الاكان مهمة ولد في الجامعات المساتة لها	حاليا ينبغي أن يكون	١	٢	٢	٣	٥
٨١	أن تترهن الجامعة بضرورة منتظمة على تحقيق الاهداف المحددة لها .	حاليا ينبغي أن يكون	١	٢	٢	٣	٥
٨٢	تقد تم برنامج قوى وموسع يعنى بالانشاط الاحتياقي والتعاقي والمسابعات الرياضية للطلاب	حاليا ينبغي أن يكون	١	٢	٢	٣	٥
٨٣	المعناية بعدى كفاية العمل فو كل كلية من كليات الجامعة .	حاليا ينبغي أن يكون	١	٢	٢	٣	٥
٨٤	أن تنظم الجامعة بصورة مستمرة باستمرار خطط جامعية قصيرة المدى - متوسطة - وطويلة المدى .	حاليا ينبغي أن يكون	١	٢	٢	٣	٥
٨٥	اشراك المواطنين المحليين فو تخطيط البرامج الجامعية التي تؤثر فو المجتمع المحلي	حاليا ينبغي أن يكون	١	٢	٢	٣	٥
٨٦	أن تتفوق الجامعة فو المسابعات الرياضية بين الكليات والجامعات .	حاليا ينبغي أن يكون	١	٢	٢	٣	٥
٨٧	أن يكون تقدير الاعزازات المالية وقتها لدى فاعلية برامج الكليات الجامعية .	حاليا ينبغي أن يكون	١	٢	٢	٣	٥
٨٨	ايحاء منح يسمح بقبول التفرغ المنظم للبرامج بوضعه طريقة لحياة الجامعات	حاليا ينبغي أن يكون	١	٢	٢	٣	٥
٨٩	أن تقوم الجامعة بانتظام بتوضيح طبيعتها عليها وأهدافها واجازاتها للمواطنين خارج الجامعة .	حاليا ينبغي أن يكون	١	٢	٢	٣	٥
٩٠	العمل على اتفاق جميع العاملين فو الجامعة على أهداف الجامعة ورسالتها	حاليا ينبغي أن يكون	١	٢	٢	٣	٥

APPENDIX B

LETTER REQUESTING PERMISSION TO USE IGI INSTRUMENT

EDUCATIONAL TESTING SERVICE



PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC

October 24, 1983

Mr. Abdul Rahman A. Suhaibani
c/o Hamad Alankari
Minister's Office
Ministry of Agriculture
Riyadh, Saudi Arabia

Dear Mr. Suhaibani:

Confirming your telephone conversation of October 20, 1983 with Lillian Sprague in my office, Educational Testing Service is pleased to grant you permission to use the previously translated version into Arabic of the Institutional Goals Inventory in your dissertation research at Oklahoma State University. I understand you will be reproducing approximately 510 copies and will administer the instrument to Saudi Arabia College students the second week of November. This permission is nonexclusive and royalty-free. The following copyright notice is to be used on the first page of each instrument:

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If these arrangements are satisfactory, please sign both copies of this letter and return one copy to me for our records.

Sincerely,

Helen C. Weidenmiller
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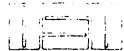
HCW/lis
cc: Miss Beck

ACCEPTED AND AGREED TO:

Abdul Rahman A. Suhaibani

APPENDIX C

LETTER REQUESTING PERMISSION TO COLLECT THE DATA



Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 CUNDERSEN HALL
(405) 624-7244

August 5, 1983

Mrs. Sharon Kennedy
Saudi Arabian Educational Mission
2425 W. Loop, South
Houston, TX 77027

Dear Mrs. Kennedy:

The purpose of this letter is to inform you that Mr. Abdulrahman Subaibani is advancing into the final stages of his doctoral work at Oklahoma State University. In order for him to collect necessary data for his dissertation, it will be essential for him to return to Saudi Arabia. According to his schedule, he plans to leave Oklahoma toward the end of September, to collect data during the last of September, all of October, and in to November. He anticipates that he will return to Stillwater around Thanksgiving in order to have the data analyzed, to evaluate it, and to begin writing up the results.

I would greatly appreciate it if the Saudi Educational Mission would do what ever is required to facilitate Mr. Subaibani's travel to and from Saudi Arabia.

Thank you for your assistance.

Sincerely yours,

A handwritten signature in cursive script, appearing to read 'T. Karman'.

Thomas A. Karman
Professor and Head

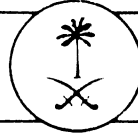
TAK/bb

APPENDIX D

LETTERS FROM THE SPONSORING AGENCY ASKING FOR THE
COOPERATION WITH THE RESEARCHER

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saudi Arabian Educational Mission
to the United States of America
2425 West Loop South
Houston, Texas 77027
713/629-5170 Telex: 775977



وزارة التعليم العالي

الكتب تبيين الوثائق التي هي عربية

الرقم : التاريخ : الملاحظات :

الشؤون الأكاديمية

قسم الجامعات

التي من يهـمـهـ الامـر

=====

يشهد المكتب التعليمي السعودي ببيروت بالولايات المتحدة الأمريكية
بأن الطالب / عبدالرحمن علي السحيباني من مبتعثي جامعة الامام محمد بن سعود
الاسلاميه للدراسة بأمریکا لدرجة الدكتوراه ..

وبما ان الطالب سوف يقوم بزيارة المملكة العربية السعودية لجميع
المعلومات اللازمة لبحثه العلمي بعنوان دراسة اهداف التعليم العالي في
المملكة العربية السعودية ..

لذا نأمل من الجهات ذات العلاقة تقديم المساعدة والتعاون
لتيسير مهمة الطالب حتى يستطيع اكمال بحثه ...

والله الموفق ..

عبده / أ/ س

الملحق التعليمي بأمريكا

14
صحفي يحيى الحارثي
R-5-19-68

الحارثي

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرقم
التاريخ :
المشروعات



الملك عبدالعزيز آل سعود
وزارة التعليم العالي
جامعة الامام
محمد بن سعود الاسلامية

ادارة البعثات والعلاقات الخارجية

الى من يهمة الأهمير

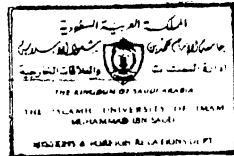
السلام عليكم ورحمة الله وبركاته - وبعد ،
فقد حضر الى المملكة مبعوث الجامعة في الولايات المتحدة الامريكيسة
هدد الرحمن بن على السحيباني لجمع المعلومات المتعلقة ببحثه : " أهداف
التعلم العالي في المملكة العربية السعودية " .
فنأمل التكرم بمساعدته والتعاون معه لتيسير مهمته .. شاكرين لكم
تعاونكم معنا .

ولكم تحياتي . . .

مدبرعام
ادارة البعثات والعلاقات الخارجية
بجامعة الامام محمد بن سعود الاسلامية

د / محمد بن سعد السالم

خ / .



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

..... الرقم
..... التاريخ
..... المشفوعات
..... الموضوع



المملكة العربية السعودية
جامعة الإمام
محمد بن سعود الإسلامية
كلية العلوم الاجتماعية

المحترم / سعادة الدكتور رئيس قسم /

السلام عليكم ورحمة الله وبركاته . . وبعد ،

حيث قدم المبتعث / عبد الرحمن السحيباني ، الى المطلقة للقيام بجمع
المادة العلمية اللازمة لرسالته في الدكتوراه التي يعدها .

آمل تسهيل مهمته .

شاكرين لكم حسن تعاونكم .

وتقبلوا وانسر تحياتي . ، ،

عميد كلية العلوم الاجتماعية

د : محمد سالم بن شاذي العوفي

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرقم
التاريخ
المشروعات
الموضوع



المملكة العربية السعودية
جامعة الإمام
محمد بن سعود الإسلامية
كلية العلوم الاجتماعية

المحترم

فضيلة عميد /

السلام عليكم ورحمة الله وبركاته . . . وبعد ،

قد حضر المملكة المبتعث من قبل الكلية عبد الرحمن السحبياني للقيام بجميع
المادة العلمية اللازمة لرسالته في الدكتوراه التي يعدها .

آمل تسهيل مهمته .

شاكرين لكم حسن تعاونكم .

والله يحفظكم . . .

عميد كلية العلوم الاجتماعية

محمد سالم بن شد يد العوفي

د : محمد سالم بن شد يد العوفي

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VITA

Abdulrahman Ali Suhaibani

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF INSTITUTIONAL GOALS IN THREE SAUDI UNIVERSITIES

Major Field: Higher Education

Biographical:

Personal Data: Born in Quseem, Saudi Arabia, October 1, 1952, the son of Mr. Ali A. Suhaibani and Mrs. Maitha M. Al-thonaiyan.

Education: Graduated from Al-hafar High School, Saudi Arabia, May, 1971; received the Bachelor's degree from Imam Muhammad Ibn Saud Islamic University in Arabic Language, June, 1975; received the Master of Education degree in Art of Teaching from Oklahoma City University in December, 1979; attended Oklahoma State University and completed requirements for the Doctor of Education in July, 1984.

Professional Experience: Graduate Assistant at Imam Muhammad Ibn Saud Islamic University, Riyadh, 1975-1976.