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STUDY OF THEIR PERCEPTIONS OF UNIVERSITY
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The University of Oklahoma, Ph.D., 1972
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SAUDI STUDENTS IN THE UNITED STATES:

A STUDY OF THEIR PERCEPTIONS OF

UNIVERSITY GOALS AND FUNCTIONS

A DISSERTATION

Submitted to the Graduate Faculty in
Partial Fulfilment of the Requirements

for the Degree of

Doctor of Philosophy

by

MOHAMMED AHMED RASHEED

Norman, Oklahoma

1972

SAUDI STUDENTS IN THE UNITED STATES:

A STUDY OF THEIR PERCEPTIONS OF

UNIVERSITY GOALS AND FUNCTIONS

Approved by:

Herbert A. Hansen

Jack F. Parker

Dorothy T. May

Charles R. Peterson

Chairman H. J. Smith

Dissertation Committee

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DEDICATION

To My Beloved Mother

Norah Al-Ahmed Arrokbani

SAUDI STUDENTS IN THE UNITED STATES,

A STUDY OF THEIR PERCEPTIONS OF UNIVERSITY GOALS AND FUNCTIONS

CHAPTER I

INTRODUCTION

Background of this Problem

Perhaps the most significant facts about Saudi Arabia today are the rapid social, educational and economic changes which it and many other new or developing nations are undergoing. Much of the stimulus for the rapid change is a direct outgrowth of interaction with other advanced and developing countries, from the steadily increasing income from oil, and from the effort on the part of the Saudi to advance and modernize their nation. This effort involves, among other things, the construction of higher educational institutions, which are to be based on the society's most urgent needs.

Undoubtedly one of the most important consequences of modernizing a nation is the great demand for educated manpower. Saudi Arabia's government feels the need for capable young people to take important roles in a variety of areas, such as economic, political, technological, scientific, and

educational. Consequently, the government of Saudi Arabia has been granting scholarships to its people of potential for study abroad for more than twenty years. In 1951, there were nine undergraduate students under the Ministry of Education program. At present, there are more than seven hundred students, of whom approximately 300 are working toward a post baccalaureate degree. Although the majority of students are supported by the Ministry of Education, there are some who are sponsored by other governmental institutions or agencies such as the Ministry of Defense and Aviation, Riyadh University, and King Abdulaziz University. Since 1969 the number of graduate students has been increasing and the undergraduate decreasing. This is mainly due to the opening of several colleges and departments within the existing universities in Saudi Arabia.

The major portion of Saudi students abroad are in the U.S. because that very high percentage of students experience far more academic success in American institutions of higher learning than their fellow countrymen experience in other countries. "Saudi Arabia is currently spending more than \$6 million annually on [its] student education in the United States, more than [it spends] in all the rest of the world combined [on its student education]." ¹

¹Saudi Arabia Today, Vol. 6, No. 1, Jan. 1968, p. 1.

In the past, almost all of the American educated students filled key position in governmental and private agencies. Among the American universities alumni are ministers, deputy ministers, university presidents and college deans, and directors of very important organizations. In fact, prominent among their society are the educated Saudis, and thus they will remain as long as the mass of people and the high authority in the country have an increased favorable expectation from the highly educated people. They are expected to have a major role in providing positive guidance to the whole process of change going on in the different aspects of life. Indeed, Saudi intellectuals are regarded as people of ideas and are expected not only to think profoundly about the national problems, but to take the necessary steps to translate their thoughts into practice--to bring their skills to bear on the problems facing the nation.

Thus, every public institution in Saudi Arabia is to be very much influenced by the Saudi students upon their return. Colleges and universities are no exception. So it is the theme presented here that educated Saudis (intellectuals) will make or will help others to make important decisions on national matters. Given the influential positions which the intellectuals occupy in the nation, the contributions which they make or fail to make to Saudi Arabia will affect the whole course

the nation is undertaking.

For the purpose of this study, the emphasis should be put on exploring how important are the educated Saudis who obtain their degree from abroad, as they represent a large segment of the Saudi educated population. One might realize the importance of Saudi students abroad when the general methods used in selecting them and sending these students to pursue their education are explained. The young people with high personal qualifications, achievement and apparent potential are supposed to be the only privileged group to be educated abroad. Furthermore, with the exception of very limited religious programs, there is no graduate study inside Saudi Arabia. That means post baccalaureate degrees can only be obtained from foreign universities. Approximately 75% of Saudi graduate students are currently enrolled in American institutions of higher education.²

To turn to the other dimension of this study, one can hardly dispute the fact that one of the fundamental questions usually confronting every organization is to either determine its goals and functions or modify the ones it has. There are goals for every institution as stated and supported by its founders, but goals often need to be changed due to the existing

²This figure was collected from Central Department of Statistics, Statistical Yearbook 1970, 6th Issue, Kingdom of Saudi Arabia.

circumstances or the thinking of the organization's participants about the overall goals and functions of the given institution.

The goals of colleges and universities are sometimes myth and sometimes taken for granted to be some sort of teaching, research and/or public service. Furthermore, goals frequently even fail to be stated in any form by some universities, as is the case of Riyadh University in Saudi Arabia, which has no such statement in all its available catalogues and publications. It is a rather difficult task for the human element in any organization to help that organization produce and contribute for its well being if they are not aware of its detailed goals and functions.

Saudi Arabia as an emerging country has its own needs and problems which can not be solved merely by other countries' experiences. Certainly, past foreign experiences should not be overlooked, but they ought not to be conceived as the remedies for whatever problems the country encounters. Saudi institutions of higher education must have clear objectives set to coincide with the country's overall development. The fact that Saudis with the necessary academic qualifications and interest will certainly influence the development of institutions of higher education in their country, and even will shape the overall development of the Kingdom, has been recognized by the

Saudi government for a long time, as reflected in many official publications and statements.

It is therefore the purpose of this study to find out what the people of Saudi Arabia, who are currently attending American institutions of higher learning, think to be the goals and functions of institutions of higher education in their homeland.

Statement of the Problem

The problem for this study is to investigate the perceptions of Saudi students in the United States regarding what the goals and functions of the university should be. It is to try to answer the question "What do potential leaders of Saudi Arabia attending American institutions of higher learning think should be the goals and functions of higher education, particularly in Saudi Arabia?" More specifically, the purpose of the study is to assess the perceptions of importance of a set and a category of university goals among Saudi students at American institutions of higher education inside the U.S. as of the academic year 1971-72.

In order to answer the above question, the study attempts to determine the relationship between (1) perceptions of university goals and functions; and (2) the following independent variables:

- A. Field of Study
- B. Educational Level
- C. Work Experience Versus Non-Experience
- D. Nature of Past Work Experience
- E. Expected Job (After Graduation)
- F. Length of Stay in U.S.A.
- G. Regional Background
- H. Marital Status.

The Significance of the Study

The significance of this study can be easily recognized when one realizes the fact that Saudi students are a very important factor for shaping the future of their country as a whole and colleges and universities in particular. The following facts certainly sustain the preceding statement:³

1) A range estimate of Saudi Arabian population runs from 3.5 to 7 million, of whom only 573,693 people are enrolled in schools at all levels, including those who study abroad as of 1970-71.

2) Of the above student figures, only 1.8% are at the university level and above.

3) Of the university level and above, around 18% are enrolled in American and other foreign colleges and universities.

4) Nearly 75% of all post baccalaureate students are enrolled in American universities as of the academic year 1970-71.

5) The majority of future university faculty and staff will come from the large number of graduate students in the United States.

³All these figures are collected from The Statistical Yearbook 1970, 6th. Issue, Central Department of Statistics, and other governmental periodicals, Saudi Arabia.

6) Recently, the Ministry of Education in Saudi Arabia has set a program of training its high ranking teachers and personnel in the United States. The first group is currently enrolled in American universities and others will follow.

7) Furthermore, the Saudi graduates of American universities have proven to be trusted, highly regarded and effective since many of them held key positions in the government, i.e., ministers, deputy ministers and director generals.

All the above figures and facts are support for the author's assumptions that (1) Saudi students at the American colleges and universities are among the most articulate group; (2) they are, with the other educated, potentially the future leadership corps in their country; and (3) they are, relatively speaking, aware and able to give some information and assessment about education in general and about higher education in particular. All of these Saudi students have had experiences of two different systems of education, i.e., that of Saudi Arabia and that of the United States.

However, this study can be justified on grounds other than the above. Data on the perceptions of Saudi students about goals and functions of higher education makes a definite contribution to the field of cross-cultural education in general. Furthermore, it might be followed by a study of the thinking of the Saudi current leaders about the goals and functions of colleges and universities. This study exposes diverse or congruent aspects between the present Saudi universities' and

colleges' functions and what the students think.

It is worthwhile to mention that American history shows that those who had been educated in Europe were of great value in changing American education, especially higher education. The prevailing system of American colleges and universities is the result of very sophisticated scholars who were not blind to the advantages of foreign systems and were not hesitant to press for adoption of the best. The history of higher education might well be witnessing another cross-cultural pattern of contribution in the contemporary relationship between Saudi Arabian and American higher education.

Definition of Terms

It is helpful to describe precisely certain terms that have specific meaning in this study. A number of terms, for example "institution" (Dictionary of Education), are used in accordance with the standard definition. Several others are used in accordance with the design of the study and correspond to the formal definitions. The following terms are peculiar to, or are defined particularly for this study.

- 1) Saudi Arabia refers to the kingdom of Saudi Arabia, located in the central Arabian Peninsula of Southwest Asia. The word Saudi refers to the surname of the royal family controlling the country, and Arabian refers to the Peninsula or its characteristics (Saudi Arabia represents two-thirds of the peninsula's size). Saudi Arabia is divided into geographical districts or provinces. They are:

A. Najd is the central province of Saudi Arabia. It contains the capital, Riyadh, and covers a large portion of the interior of the country.

B. Al-Hijaz is the western province. It contains the holiest cities in Islam--Mecca and Medina. It has Jiddah, the country's main port on the Red Sea.

C. Al-Ahsa is the eastern province. It is now known by "Eastern Region". It lies along the Arabian Gulf (also called the Persian Gulf). The Saudi Arabian oil fields are located here. The capital of Al-Ahsa is Damman.

D. Asir is the southern region of the Kingdom. Abha is the capital of this province.

2) Saudi refers to characteristics of Saudi Arabia, its people, etc.

3) Islam is a religion of submission to the will of God. The elements of the religion were recorded through a long line of Prophets, including Abraham, Moses, and Jesus, but the full and final revelation was given to Prophet Mohammed.

4) Moslem is a follower of the religion of Islam who believes in the main principal of Prophet Mohammed's message that there is "no God but God and Mohammed is his Prophet."

5) Higher Education refers to education beyond the secondary level, provided by colleges and universities or their equivalent.

6) Goal An end that one strives to attain. Objectives and goals are here used interchangeably.

7) Organization Goal A state of affairs which the organization attempts to realize. (Etzioni, Modern Organizations, p. 6)

8) Field of Study The area of concentration that a student chooses as his major. It has been traditional to group the fields into the following divisions:

A. Social Science includes anthropology, history,

political science, sociology and social work, and education.

B. Humanities includes fine arts, English, modern languages, music, law, and philosophy.

C. Natural Sciences include biology, botany, zoology, chemistry, geology, and physics.

D. Applied Subjects are engineering and business.

Conceptual Model and Hypotheses

Much has been done and said about the influence on students of being in college. There has been much evidence accumulated to show that colleges and universities contribute in shaping their populations' ways of thinking. The wide range of courses and the broad extracurricular activities are conceived to be major factors in the development of students' personalities and beliefs.

Several researchers indicate that the attitudes of college students are very much correlated to their major studies. Indeed, it is expected that students differ in their views on any major matter since they have different interests and attractions in regard to their fields of study. As early as 1934, W.J. Boldt and J.B. Stroud reported that their research findings on "attitudes of college students" indicated the great impact of the college life and study subjects on students.⁴

⁴W.J. Boldt and J.B. Stroud, "Changes in Attitudes of College Students," Journal of Educational Psychology, 25(1939) pp. 611-619.

It has been demonstrated that positive relationships exist between one's academic field and his belief, identification and commitment.⁵

Since this is the case, that the major field of study is a great factor in the differences in people's opinions, this study will apply the division of major fields of study into the four mentioned groups: Social science, humanities, natural science, and business and engineering.⁶ The study will try to determine the relationship between major fields of study and students' perceptions of university goals and functions.

Previous study has also indicated a significant difference exists in some cases between people of different educational levels.⁷ Furthermore, it can be derived from the facts of existing differences of opinion between people of different major fields of study that the educational level also might influence people.

⁵ For more detail see: P.J. Fay and U.C. Middleton, "Certain Factors Related to Liberal and Conservative Attitudes of College Students: Sex, Classification, Fraternity Membership, Major Subjects", Journal of Educational Psychology, 30(1939), pp. 378-390, and Abdullah Nafie Sharie, A Comparative Study of Belief Systems of College Students Majoring in Different Fields, unpublished dissertation, Oklahoma University, 1969.

⁶ C. Butler and M.B. Freedman, "Personality Differences Among College Curricula Groups", American Psychologists, 15(1960), p. 435, and Abdullah Nafie Sharie, Ibid.

⁷ Abdullah Nafie Sharie, Ibid., p. 75.

In regard to educational level, the Saudi students in the U.S. are engaged in either bachelor's, master's, doctoral, or non-degree programs. Most Saudi undergraduate students were selected immediately upon graduation from high school with no working experience. The Saudi Arabian General Policy of Scholarship restricts any student from pursuing his graduate work before he works for the government for at least one to two years.⁸ However, students with exceptionally high academic achievement can be exempt from working and may continue their graduate studies without an interim period of work. Subjects are divided into four groups: Bachelor's students, Master's students, doctoral students, and non-degree students. These divisions are undertaken on the basis of the following assumptions:

1) Most of the bachelor's degree candidates are in their third, fourth, or final year because of the new policy of Saudi Scholarship banning massive scholarship grants for undergraduate study in the U.S. since Saudi universities are expanding in all major fields of study. Therefore, the undergraduate students should be taken as one group.

2) Although there is no exact figure, most of the people working for Master's degrees have spent time working for the government. The majority of them will go back to fill many vacant jobs.

3) Most of the doctoral program students have obtained

⁸Memorandum sent to Saudi students, June, 1969, by the Saudi Arabian Educational Mission in New York.

their master's degrees in the United States. Furthermore, the existing Saudi universities sponsor more than 75% of these students.⁹

4) The non-degree group largely contains the first of an official group sent by the Ministry of Education in Saudi Arabia to undertake one and a half year training programs.

In short, there are certain common characteristics within each group.

It is the author's presumption that people of past work experience may be affected by that experience and even the length of experience may have an influence on their perceptions. An individual who has worked has encountered the realities of the working world, while non-work-experienced people have been less exposed to such realities. Upon this premise, participants are divided into those with: 1) No past work experience; 2) one and two years experience (the people who worked as graduate assistants in Saudi universities represent the majority of this group); 3) three to nine years experience; and 4) ten or more years experience.

As to the nature of the work experience, the author presumes that since major fields of study are factors in the different stands people take on major issues, the nature of experiences might well be so. Furthermore, slight differences were found

⁹An approximate figure given to the author by the Saudi Arabian Educational Mission in March 1972.

in the values and attitudes of people having different responsibilities.¹⁰ Therefore participants are divided into four groups: 1) No experience; 2) teaching experience; 3) administrative experience; and 4) "other experience".

The last four variables to be analyzed in this study are:

- 1) Expected job after graduation; 2) length of stay in the U.S.;
- 3) regional background; and 4) marital status.

The participants were divided according to the "expected job after graduation" variable into four groups--university teachers, secondary teachers, administration in the Saudi Arabian Ministry of Education, and "other".

A persisting question asked concerns the impact of the length of stay by Saudi students in the U.S. Therefore the respondents are divided on the basis of the following assumptions:

- 1) From six to ten years of stay in the U.S. are people of great experience about the U.S. and especially about institutions of higher education, and presumably they attain more than one academic degree.
- 2) Of five years stay are those who are near completion of their pursued degree.
- 3) Those of four years stay are approaching the end of their allotted time.
- 4) Two and three years should familiarize a student with his new environment. It also marks the approximate midpoint of a student's stay.

¹⁰E. Gross and Paul Grambsch, University Goals and Academic Power, American Council on Education, 1968, p. 105.

5) With one year or less a student is a newcomer and probably is amused by the different atmosphere of his new surroundings.

The assumption, therefore, is that the length of stay would affect people and their ideas.

The Kingdom of Saudi Arabia is divided into geographical districts or provinces as defined in the earlier list of definitions (page ten). People of Najd and Al-Hijaz are geographically much closer to the center of government and they constitute the majority of the civil employees.¹¹ Thus, the subjects are divided according to their "home district".

The eighth variable is the marital status variable. People are divided into two groups--single, and married.

One might well wonder why sex is not considered as a variable. The reason, quite simply, is that of the 700-plus Saudi students in the U.S., only 18 are females, according to figures provided by the Saudi Arabian Educational Mission of New York. This is too small a number for a statistical sampling.

In order to test the assumption that these independent variables will affect students in their perceptions of university goals and functions, the following eight null hypotheses are formulated to test significance:

¹¹Ibrahim Mohamed Al-Awaji, Bureaucracy and Society in Saudi Arabia, unpublished dissertation, University of Virginia, August 1971.

- 1) There is no statistically significant difference in the perception of university goals between students in different fields of study.
- 2) There is no statistically significant difference in the perception of university goals between students at different educational levels.
- 3) There is no statistically significant difference in the perception of university goals between students with past work experiences and no past work experience.
- 4) There is no statistically significant difference in perception of university goals between students with different nature of past work experiences.
- 5) There is no statistically significant difference in perception of university goals between students with different job expectations after graduation.
- 6) There is no statistically significant difference in the perception of university goals between students with lengths of stay in the U.S.
- 7) There is no statistically significant difference in perception of university goals among students with different regional backgrounds.
- 8) There is no statistically significant difference in perception of university goals between students of different marital status.

Delimitations

The determination of Saudi student perception of university goals is based on their evaluation of the suggested goals within the questionnaire. It is beyond the scope of this study to confirm such perception by observing the individual participant's behavior. This study focuses on the goals of major public institutions of higher learning. Functions are not separated

from goals. When there are perceptions of goals there would be perceptions of functions also. Private and sectarian colleges and universities are excluded. The Saudi students in the United States who are not supervised by the Saudi Arabian Educational Mission in New York are not included. This means all military personnel or those here for short term training for certain companies are excluded. All institutions of higher education which do not grant bachelor's degrees, i.e., junior colleges and the like, are not considered.

The exclusion of Saudis in the U.S. who are not under the supervision of the Saudi Arabian Educational Mission from this study has its justifications. For one, those people are either military personnel sponsored by the Defense and Aviation Ministry of Saudi Arabia, or are employees of some private corporations and companies, mainly oil companies, who are few and hard to reach. Also, in both cases, their relation to the educational field is not as close as it is with those who are really involved in academic advancement. To make it clear, one can understand the experience limitations of these people when he realizes that military personnel are in the United States for shorter periods and, in most cases, in remote military bases, and that they are seldom involved in academic matters. Most of the employees of oil companies are mainly trained in their fields in practical skills, that is to say,

by other private companies. Furthermore, if the academic year 1971-72 is designated time for this study, the fluctuation of people who are in short programs is enough evidence for the unfeasibility of including them.

Private and/or sectarian institutions of higher education are not considered in this study because of the following reasons: 1) These types of institutions are set to serve known purposes. They are designed and founded merely to serve such limited purposes as religion and Islam in particular in Saudi Arabia. 2) The public will not have any affect on their general goals; it can affect their means of achieving these goals, but this is not the concern of this study.

Finally, the system of junior colleges which prevails in the United States has no counterpart in Saudi Arabia. The majority of Saudi students have never been in a junior college. For this reason, mixing the goals and functions of junior colleges with those of colleges and universities in the United States certainly creates confusion.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review related literature in an attempt to provide basic background for this study. There are two main dimensions to this research to be exposed here: (1) To deal with the nature and concept of organizational goals; and (2) To review what has been said about university objectives.

The Nature and the Concept of Organizational Goals

Organizational goals are the essence of institutions. Any system which comes into being is to attain some kind of goals. The priority of any given systematical organization is the attainment of goals which the organization strives to accomplish. Etzioni characterized organizational goals in this manner:

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, cabals, ranks and "personalities."¹²

¹²Etzioni, Amitai, Modern Organization, (Prentice-Hall, 1964), p. 6.

Organization's goals are different from personal ones. Within a system every participant has his own ambition and goal which might correspond with the system or differ depending on the kind of goal and the participant. Even the realization of organization's goals is different from one to another among its members. Such differences make it very difficult for one to determine the goal of an organization. Two factors contribute in making organizational goals influenced by many persons. One is the size of the organization. Small organizations may have the same goals that its top executive has. However, when an organization grows large, many people help in setting its future state of affairs. The second factor is the scope of the organization. A public university, for instance, is to be influenced by all kinds of people within the community in which the university exists, while an organization with very limited scope such as an organization of certain ethnic groups or nationalities will not be directly influenced by all people but rather by its members.

Organizational goals are the guidelines for every action taken by the organization, but not the motives for the actions. Herbert A. Simon has stressed the importance of distinction between goals, on the one hand, and motives on the other.

By goals we shall mean value premises that can serve as inputs to decision. By motives we mean the causes, whatever they are, that lead individuals to select some goals rather than others as premises for

their decision.¹³

Not every decision can directly be seen as serving the goals, but "it is easier and clearer, to view the decisions as being concerned with discovering courses of action that satisfy a whole set of constraint."¹⁴

Although priority is supposedly given to goals of organization, participants should not be neglected from being offered inducements to fulfill at least some of their personal goals. Unless individuals within an organization are motivated to the degree that they compromise goals of their own for the sake of the organization, they may be less efficient. Having very well motivated participants in an institution may facilitate goal attainment. However, members of an organization should be reminded that the means to achieving organizational goals should not be allowed to interfere with the achievement of those goals.

Goals can be tangible and intangible. The general goals of higher educational institutions are good examples of intangible goals. Such institutions have as goals, cultivating students' intellects, preparing students for useful careers, preserving cultural heritage and so on. The importance of such

¹³Herbert Simon, "On the Concept of Organization Goal", Administrative Science Quarterly, Vol. 9, June 1964., p. 22.

¹⁴Ibid., p. 20

goals is less disputable than evaluation of accomplishment or the priority to be given to each set. The significance of this division of goals is for one to not allow generalization to take place, i.e., what might be applied for profit organizations can not be taken for granted to different kinds of organizations. The intangibility of organizational goals has advantages and disadvantages. Among the advantages are flexibility, adaptation, accommodation of diverse and even inconsistent subgoals, acceptance of assumption that the organization is effective and promotion of taking action. Frustration, anxiety, role conflict and tendency to be eroded away are stated as the disadvantages of intangibility of goals.¹⁵

Distinction between intangibility and tangibility of goals may seem important when displacement of goals is considered. It becomes a natural phenomenon that when organization grows it substitutes for its original goals some other goals which never were meant to be served when the organization was first founded. Reasons for displacement of goals are several, but the most common one is the concern of interest groups within the organization to have it strong and to preserve its existence. Organizations are men who are set to achieve goals. The process

¹⁵W. Keith Warner and A. Eugene Havens, "Goal Displacement and the Intangibility of Organizational Goals", Administrative Quarterly, Vol. 12, March 1968, pp. 543-544.

of building an organization may make officials neglect the organizational purpose, and furthermore, they might employ the purpose itself to serve the means which is in this case the organization. In order to accomplish goals, an organization sets up rules and regulations to help precision and effectiveness to prevail. Yet officials insist on compliance with them to the extent they may forget the reasons for which they were created.

The great danger for formal organizations is that, in their desire to make sure that certain means are taken care of, persons will lose sight of the ends to which these means are meant to contribute. The person who gets caught up in his work or excited about his particular activity must be careful lest he forget what the organization is all about.¹⁶

In sum, the authors suggest, to achieve an end is to have means. In a large organization means are taken care of by people whose main concerns are to perform their assignments accurately. Such concern is very legitimate and can not be claimed as non-contribution to an end. On the contrary, having good means is essential for the goal attainment. Achieving goals is a very precious matter and can not be done without paying a high price. This might suggest the importance of having activities within any organization which do not necessarily contribute directly to goal attainment but rather sustaining the organization itself.

¹⁶ Cross, Edward and Paul V. Grambsch, University Goals and Academic Power, American Council on Higher Education, 1968, p. 7

Another feature of organizational goals, especially large ones, is the difference between an organization with one goal and an organization with multiple-goals. Each kind has advantages and disadvantages. Multiple-goal organizations tend to serve each of their goals more effectively than single ones. Large universities where teaching, research and community service are combined are proven to be much more efficient and effective. Scientific discoveries and outstanding alumni are evidence of that claim. Other outstanding examples are the high quality of hospitals which serve three goals--therapy, research, and teaching. Such quality can not be found in a hospital which only treats patients.

However, organizations with multiple-goals have their limitations. Devoting more time and energy to one activity and neglecting the other, as to concentrate on research and give little to teaching, demanding conflict among units which serve different types of purpose, and/or the demand for different specializations, are among the problems which face large institutions with multiple-goals.

Students of administration concern themselves with the question: How can one determine the goal(s) of an organization? First, it is of significant value for one to distinguish between real and stated goals and intended and unintended ones. Stated goals are those which do not really represent what the organization actually pursues. Such stated goals can be found in some

organizational publications and even the head of an organization may insist on them as goals. Real goals of an organization are those for which the organization is committed. In a critical case, the real goals should be given priority. An ideological organization within a given country may, for example, state its goals as humanitarian ones, while its real goal is to eliminate the establishment.¹⁷ There are even some private educational institutions which claim to serve very noble purposes while in fact they are for gaining profit. There are several possible reasons for officials of an organization to state the organization's goals as different from the ones their organization is actually after. These reasons can be 1) unawareness of the officials about the real hidden goals; 2) the stated goals are acceptable and the realization of real ones can not help the survival of the organization; and 3) consideration of public consumption. Therefore, disparity between stated and real goals is likely to happen in profit making organizations or political ones, since such masking may service the actual goals which the organization pursues.¹⁸

An intended result catches people of an organization without surprise. It was planned and expected. An unintended

¹⁷Amitai Etzioni, Ibid., p. 7.

¹⁸Ibid.

goal's consequences are unexpected, unplanned for and might even be a surprise to authority. All stated and unintended goals bear little significance. The real goals of an organization do, in many cases, need some effort to be determined. Several writers have dealt with the question of determining real organization goals. With slightly different approaches, all of them have agreed that no one method can make one certain about real organization objectives. However, the writer could gather from the different views what might be considered the possible ways for one to determine real goals.¹⁹

- 1) Interviewing participants at all levels and of various divisions. There should be an emphasis on distinguishing between every organizational participant's personal goal and the goals of the collectivity. The participant should be clear about that before he is interviewed.

- 2) Examining several activities and units of an organization from the aspect of their consequences and production.

- 3) Studying an organization's history and the motives behind its founder.

- 4) Reviewing all possible organizational documents including board meeting minutes and other relevant information.

¹⁹For detailed explanation, see: Charles K. Warriner, "The Problem of Organizational Purpose", Sociological Quarterly, 1965, Vol. 6, p. 139; Charles Perron, "The Analysis of Goals in Complex Organization", American Sociological Review, 1961, Vol. 26, p. 854; Amitai Etzioni, Modern Organization, pp. 6-7, and "Two Approaches to Organizational Analysis: A Critique and a Suggestion," Administrative Science Quarterly, 1960, Vol. 5, p. 257.

Putting these several segments together may help an interested researcher to come to conclusions about the real objectives of the organization. However, it should be kept in mind that determining the objectives of a complex institution with mixed tangible and intangible goals, such as in a university, is more difficult than any other kind of system. Universities are influenced by different groups of people, often of different interests, such as administrators, faculty, students, board of governors, and the public in general. Whether there is harmony or incongruity among the groups, the university objectives are the product of the combination of their thrusts. But in a country like Saudi Arabia in its current stage of development, the major influences are to come from the vanguard of the nation --the educated people.

University Objectives

Reviewing the literature written in relation to goals and functions of universities, one may realize some constant features from the time of Medieval universities of France, Italy, and England to the present time. One striking characteristic is the parallel development existing between universities and the societies in which they exist. It is a common phenomena that a university expands in size and broadens its function according to the needs and demands of society. Universities

have taken the lead in contributing to the discovery and the enhancement of knowledge since the foundation of the known university form.²⁰ Another constant feature is the common concept of the university as a place of transforming knowledge with a goal of producing people who are well educated.²¹

Indeed, the realities of the present can best be examined in the light of the past, and it is most appropriate in the case of universities where the fundamental sense of their existence has remained unchanged. That sense can be defined once again, as the duty of preserving, expanding, disseminating knowledge. This particular duty is very important to the extent that any institution of higher learning without such purpose ceases to be conceived of as a viable college or university. The university's duty has never been disputed in principal, but only in implementation. To illustrate this point, the manner of adding knowledge, of transmitting it and the sort of knowledge transmitted, are controversial. Amazingly enough, interpretation of knowledge differs from one time period to another, from one nation to another, and even from one individual to another in the same community.

²⁰For implicit explanation see the introduction of W. Lee Hansen and Burton A. Weisbrod, Benefits, Costs, and Finance of Public Higher Education, Markham Series in Public Policy Analysis, Inst. For Research on Poverty Monograph Series, 1969, p.6-7.

²¹Kate H. Mueller, Student Personnel Work in Higher Education, (Boston: Houghton Mifflin Co., 1961), p. 4.

The university is a place for able youth to mature spiritually, physically, socially, and emotionally, as well as intellectually. Such ideas are imbedded in John Dewey's philosophy and in the progressive education movement.²² Every society is in need of human resources to fill special positions and the university is expected to be the source of producing different specialized and qualified people. The realization of these objectives can not be attained unless great efforts are put forward to facilitate the fundamental condition. This fundamental condition is the prevalence of full freedom of the pursuit of truth and the expansion of knowledge.

The history of higher education displays how free inquiry of knowledge has been the major concern of scholars. Even the present period sustains the fact that academic freedom is an indispensable factor in engaging in a fruitful learning and research endeavor. Once the academic freedom ceases to exist, the meaningful search for truth is impossible. Masters of Paris, in the past, escaped from Notre Dame and settled on the left bank of the Mont because of interference from ecclesiastical authority in academic affairs.²³ The American Association of

²²See Brain Holmes, "The Reflective Man: Dewey", article in P. Nash, A.H. Kazamias, and H.J. Perkinson, The Educated Man: Studies in the History of Educational Thought, John Wiley & Sons, Inc., 1965, pp. 305-333.

²³Marjorie Reeves, Eighteen Plus, Unity and Diversity in Higher Education, (Faber and Faber, Ltd., London: 1965), p. 31.

University Professors (AAUP) is a living example of the hard effort in protecting the precious instrument. Academic freedom has been glorified and emphasized on every occasion. It is the theme of many institutions of higher learning. For example, the Bulletin of the University of New Hampshire states:

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 their capacity for critical judgement 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 judgements. 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.²⁴

Related to and emerged from the concept of the search for truth and the expansion of knowledge is the concept of research. Teaching and research are complementary to each other. By different approaches, all universities over the world direct their major effort toward serving these two related purposes. Knowledge is endless, and the inhabitants of universities will add to that already deemed to be known. As the full academic

²⁴General Information 1971 Bulletin of the University of New Hampshire, New Hampshire Univ., Durham, New Hampshire.

autonomy is a pre-requisite for seeking knowledge and adding to it by research, having creative minds is no less important for achieving this goal. Imagination in acquiring knowledge is an essential instrument, and to many educators this is the only justification for the existence of universities. Alfred North Whitehead has stated:

The university are schools of education, and schools of research. But the primary reason for their existence is not to be found either in the mere knowledge conveyed to the students or in the mere opportunities for research afforded to the members of the faculty.

Both these functions could be performed at a cheaper rate, apart from these very expensive institutions. . . .

. . .The justification for a university is that it preserves the connection between knowledge and the zest of life, by uniting the young and the old in the imaginative consideration of learning. . .The combination of imagination and learning normally requires some leisure, freedom from restraint, freedom from harrassing worry, some variety of experiences, and the stimulation of other minds diverse in opinion and diverse in equipment.²⁵

This idea is a sound but controversial one, at least in the way it might be interpreted. Should public universities and colleges be open to everybody or should there be selective admission? And what should be taught in universities? Whitehead represents one school of thought similar in nature to R. Hutchin's point of view expressed in his book, The Higher

²⁵Alfred North Whitehead, The Aims of Education and Other Essays, (The MacMillan Company, 1959), pp. 92-97.

Education in America. Hutchin emphasizes the intellectual and spiritual, and disparages the single emphasis upon professionalism and specialization. Even extra-curricular activities, which might steal scholars attention for some time, are, to him, of no significant value.²⁶

In contrast to the above idea, there are those who support flexibility of admission requirements and open door policy to all post high school graduates rather than the limitation of the opportunity to those who might be called elite (small segment of society). Higher education should be available to all who can profit from it. In the U.S.A. the landgrant institutions, state universities and the community colleges are perhaps the most significant example of institutions that widened educational opportunities by accepting a large number of students who may not have been admitted to the highly selective institutions of higher education.

Colleges and universities are desirable places to be for many people, but the motivations, inspirations, and expectations of the people greatly differ. Some students come to college because they merely see it as means for a better paying professional job. Others seek to gain a better understanding of the world, learn the heritage of knowledge, to have appreciations

²⁶R. Hutchin, The Higher Education in America, (New Haven: 1936)

of all cultural aspects of life. The combination of having skills and love of knowledge are certainly the desire of universities' clients too.

Consequently some universities have broad objectives with wide varieties of options offered to young people. But there are institutions of higher learning that put much emphasis on all aspects of learning, i.e., professionally, intellectually, and so on. Here examples of stated objectives of two different universities may prove beneficial.

It is the aim of Youngstown State University to make higher education available to all high school graduates. Those with superior high school records are admitted without restriction while those with less satisfactory records may be admitted on condition that they carry the reduced academic schedule prescribed by the university. . . .

. . . The university seeks to develop in the student the qualities of intellectual maturity necessary to produce graduates who are economically self-sufficient, socially valuable, and culturally and spiritually mature.²⁷

While in this university the door is open without much consideration of the applicant's imaginative and intellectual potential, a university like Princeton would implicitly emphasize all personal aspects upon admission. Under the title 'General Principles', Princeton University 1971 Bulletin states:

Princeton seeks students of good character, demonstrated scholastic achievement, and promise of further attainment. . . Individual consideration is therefore

²⁷ Youngstown State University Bulletin Catalog Issue 71-72, p. 10.

given to each applicant, as a scholar and as a person. Academic performance and promise, as shown by choice of studies, achievement in them, and aptitudes, are the basic consideration, with character, maturity, and contribution to the life of the school or community taken into full account.²⁸

Another related question to the type of discipline is always raised. That is "Should students be indoctrinated to one certain principle or exposed to all existing ideologies and beliefs?" One specific academic field has been a point of controversy: theology. Teaching theology and producing professional people in this field in public universities is, to many people, a question of consistency or non-consistency. The proponents of the idea suggest that theology is a branch of knowledge, a kind of skill, and consists of views in relation to learning.²⁹ However, since the religiously supported institutions of higher education are undertaking full responsibility of conveying this subject to interested students, the opponents of teaching theology argue that theology has no important place in public institutions. They add that teaching one religious sect may prejudice individuals against the others.

At any rate, this issue bears more significance in relation to Saudi Arabia. The social, economic, cultural, and political and educational values are based on the Islam religion. The

²⁸Princeton University 1971 Bulletin, Princeton Univ., p. 203

²⁹ John Henry Cardinal Newman, The Idea of a University, Defined and Illustrated, (New York: Langmans, Green and Co., 1935).

country is very sectarian in nature; therefore, the education policy makers uphold the idea that it is not merely necessary to teach the principle of Islam in universities, but is also essential to direct all programs for the serving of Islam and the producing of people who are very faithful Moslems.³⁰

Although the United States is the only country which places much emphasis on student activities outside the class room, the idea of providing such programs bears some value. Student life outside the classroom is a very important part of overall training for citizenship. The university climate is chains of curricular and extra-curricular activities, one complementing the other. All student activities are to be considered as laboratories in preparing young people for their future roles as bearers of responsibilities in their respective societies. Because of the importance of student activities programs, student personnel services are an essential aspect of university functions. It is expected that activities will contribute to the socialization measure of the individual. Furthermore, activity will provide experiences in group relations and in developing and exploring potential leaders. This aspect of university life can be justified as stated here:

³⁰For more detail, see: The Educational General Policy in Saudi Arabia, a Council of Ministers Decree No. 18737 dated 9, 21, 1389 A.H., Objectives of Higher Education Section.

All elements of the college community contribute to student growth. What the student learns in his out of class life determines, to great extent, the attitudes, the aspirations, and the motivations he brings to the classroom and the level of achievement he attains there.³¹

While research and teaching have been envisioned as the primary functions of a university for a long time, a relatively new but very important function has been added: Public service. The objectives of higher education, to many educators and non-educators alike, are to serve both the individual and society. It is an old fashioned concept that a university is to concentrate exclusively upon educating small segments of the society.³² No longer can a university be viewed as an ivory tower, away from the community in which it exists. On the contrary, colleges and universities must become involved and give consideration to the needs of society.

Not only Americans, who conceive higher education as promoting all matters pertaining to the public good, but even a country like Saudi Arabia looks to the university as a leading institution for the social good as well as for individual development.³³

³¹Robert A. Shaffer, & William D. Martinson, Student Personnel Services in Higher Education, (New York: The Center for Applied Research in Education, Inc.), p. 6.

³²See e.g., Helene Wieruszowski, "The University of Paris", The Medieval University, (Van Nostrand, 1966), p. 27.

³³Saudi Council of Ministers Decree, op. cit., Article 108.

Much has been written about the public service aspect of institutions of higher learning. The emphasis on broadening of colleges' and universities' objectives from the production of an intellectual elite to the benefit of every citizen is the most noticeable change in the old conception of higher education of the American colonial or English universities. The President's Commission on Higher Education, appointed in 1946, reported "American Colleges and Universities must envision a much larger role for higher education in the national life. They can no longer consider themselves merely the instrument for producing an intellectual elite, they must become the means by which every citizen, youth, and adult is enabled and encouraged to carry his education, formal and informal, as far as his native capacities permit."³⁴

This particular university function is to be carried on by different approaches. Every public institution of higher learning has certain considerations according to the particular circumstances of its particular surrounding community.

The significance of public services in a public university is illustrated in the Bulletin of the University of Wisconsin Green Bay:

³⁴ Higher Education for American Democracy: A Report of the President's Commission on Higher Education, (Washington, D.C.: U.S. Government Printing Office, 1947), p. 101.

We term our institution a communiversity. A communiversity is a socially responsible university relating to a socially responsible community. It conceives of the universe of a university as being the living, breathing larger community of which it is a part.

Thus, UWGB is based on two fundamental ideas, namely, a focus on man and his environment and acceptance of the concept of a communiversity. As a consequence, UWGB has forged an educational program that departs from the traditional paths.

There is a true reciprocal relationship between the University of Wisconsin-Green Bay and the surrounding community. University classrooms are not confined to the building, or the campus. Students and professors study, observe, and work in the community. In turn, members of the community come into the classroom and interact with faculty and students. There can be no sharp division between "town" and "gown" in a communiversity. Teaching is related to problem solving and decision making in the context of relevance to ecological problems.

Teaching, research, and community outreach meld into a single intellectual function. If one is studying pollution of a river, or the decay of downtown urban areas, the function of teaching, research and community outreach are one.³⁵

Among the direct community services are the provisions for special training of part-time adult students, through numerous channels such as extension courses, correspondence courses, and so on. Some universities, especially in America, assist citizens of their community in solving their problems by advising techniques, consultations, and making the university facilities and services available. Universities are often deemed to

³⁵ Bulletin of University of Wisconsin Green Bay, 1971-72,
University of Wisconsin Green Bay, pp. 3-4.

be the centers for dissemination of all new discoveries in sciences and letters, arts and technology. All such services are of great value; however, not every concerned person considers the university to be the place of such service.

It is of great value to consider some activities of organizations which are not output goals in themselves, but rather which contribute a great deal to attaining goals. All activities related to the achievement of output goals are supportive goals. It is because of the importance of goals that one should consider all activities leading to their accomplishment.

Cognizance must be taken, however, of activities which may be only indirectly related, or even unrelated, to organizational goals. The same reasoning applies to activities which are wholly of a supportive character, in the sense in which we have been using the term: that is, those activities that involve adaptation, integration, pattern-maintenance, and tension management. If such activities are to be carried out effectively, the persons concerned with them must make ends of these means. And when a means becomes an end, it has also become a goal of the organization.³⁶

Thus, all activities that are included in any statement of a university's objectives, and of no manifestation of products, are supportive goals. They are included because they are in essence the only way to attain output goals. Failing to recognize such activities may result in failing to recognize the primary objectives.

³⁶Edward Gross and Paul V. Grambsch, op. cit., p. 9.

Summary of Related Literature

Two main dimensions to this research have been reviewed in this chapter. The first dimension deals with the nature and the concept of organizational goals, the second deals with what has been said about university objectives.

Discussions related to organizational goals have shown that organizational goals are very much influenced by participants of a given organization. It has been demonstrated that goals can be determined by thorough studies of the production of the organization, interviewing its people, and reviewing its record. Universities are among organizations which have multiple purposes and intangible goals. Replacement of goals is possible when one of many reasons occurs.

University objectives were discussed in length. Although the primary objectives of institutions of higher learning have never been changed since the foundations of medieval universities, implementing such objectives remains a controversial issue. These unchanging objectives are preserving, transmitting, and enriching knowledge. A newer, but very important objective, is the community service aspect of colleges and universities. Since goals can not be achieved unless some useful means are employed, it becomes very important that these means be recognized such that they are considered goals in a limited sense, i.e., supportive goals (Ed.'s note: On this basis Gross & Grambsch rationalize their approach by combining output and support goals).

CHAPTER III

PROCEDURE

Sampling

The intention of this study is to give an accurate picture of Saudi students in the United States in regard to their perceptions of university functions and goals. The subjects for this study consist of all Saudi students attending American institutions of higher education in the United States for the academic year 1971-72, who are sponsored by the Saudi Arabian Government and under the supervision of the Saudi Arabian Educational Mission in New York. A total of 711 students were in this specific category.

The questionnaire was sent to each of these students. Out of the 711 questionnaires mailed, only 16 came back as undelivered--some of the students had returned home to Arabia, some had moved to new addresses without leaving forwarding addresses, some did not claim their letters, and the rest were addressed incorrectly. The original sample size was thus reduced to 695.

It has been claimed that a research based on survey questionnaires is partially invalidated because of a low response rate. Perhaps this is particularly true of survey research

on Saudi students since they are less familiar with such methods than people of some other nationalities. However, the data for this particular study are derived from the responses of 425 Saudi students out of the 695 member sample. This figure represents a satisfactory, although not ideal rate of response --more than 61 percent. Twelve responses were eliminated. These were expressed opinions of more than one individual on a single questionnaire sheet. One sheet was signed by ten participants, saying, in effect, that these were their combined evaluations. Another questionnaire sheet was signed by two brothers. Therefore, the net considered responses numbered 413. Their distribution according to various independent variables is illustrated in the following tables. The unknown categories on all the following tables stem from the fact that some people ignored responding to the personal data wholly or partially because of sensitivity of certain items in the questionnaire and because they did not wish to identify themselves with their responses.

It is evident from Table I that some major fields of study are concentrated upon more than others. While 35.35% of the participants are in applied science and 26.15% are in social science, only 7.02% are majoring in humanities, with 13.80% in the natural sciences.

TABLE I

Participants Classified According to
Their Major Fields of Study

No.	Major Field of Study	Number of Participants	%
I	Social Science	108	26.15
II	Applied Science	146	35.35
III	Humanities	29	7.02
IV	Natural Science	57	13.80
V	Other	23	5.57
VI	Insufficient Information	50	12.11
Total Number of Respondents		413	100.00

Group V, labeled other, contains no substantial number in any particular area of study. It contains such areas not separately listed as agriculture, forestry, and journalism. Since one of the purposes of the study is to compare major fields of study and responses, it was necessary to eliminate those who provided insufficient information of their major fields of study. As a result, only 363 participants were considered for this particular analysis.

In reference to Table II, which follows, great evidence is seen of the recent shift in the Saudi scholarship policy to

the granting of more post bachelor's scholarships than undergraduate scholarships. Most of the candidates for doctoral degrees have obtained their master's degrees from American universities.

TABLE II

Participants Classified According to
Their Educational Level
(Degree Sought)

No.	Degree Sought	Number of Respondents	%
I	Bachelor's Degree	142	34.38
II	Master's Degree	132	31.96
III	Doctoral Degree	79	19.13
IV	Non-Degree Program	26	6.30
V	Unknown	34	8.23
Total Number of Respondents		413	100.00

The non-degree group represents those who are undertaking special training programs. As they indicated in their responses, this is beyond the bachelor's degree, which they had already obtained. The length of the training programs of all of them should last more than a year from the time they returned their replies. Group V did not furnish information about the degrees they were seeking. This reduced the net number for this specific study to 379.

Table III indicates the extent of work experiences of the participants.

TABLE III
Length of Past Work Experiences
Versus Non-Experience

No.	Length of Experience	Number of Respondents	%
I	No Experience and No Answer	219	53.00
II	One and Two Years	74	17.95
III	Three to Nine Years	72	17.43
IV	Ten Years and Above	48	11.62
Total Number of Respondents		413	100.00

There are two prevailing facts in regard to the experienced versus non-experienced people. One is that most of the non-experienced people are at the undergraduate level. The other is that most of those of one and two years of work experience were members of some of the existing faculties in Saudi Arabia. It should be mentioned here that none of the participants indicated work experiences other than with the Saudi Arabian government. Incidentally, the Saudi Arabian government is the major employer in the country, especially of the educated

people.³⁷

In Table IV, the respondents are classified according to the nature of their past work experience and lack of experience.

TABLE IV

Respondents Classified According to the
Nature of Their Past Work Experience

No.	Nature of Past Work Experience	Number of Respondents	%
I	No Past Work Experience	156	37.77
II	Teaching Experience (All Levels)	104	25.18
III	Administrative Experience	49	11.86
IV	Other Work Experience	38	9.20
V	No Answer	66	15.99
Total Number of Respondents		413	100.00

Those with past work experiences other than teaching or administration were mainly people of the engineering or accounting professions. Members of Group V, who provided no information, were presumably either never employed or were only

³⁷Ibrahim Mohamed Al-Awaji, Bureaucracy and Society in Saudi Arabia, unpublished dissertation, University of Virginia, Aug. 1971, p. 172.

employed for a short time. 337 of the participants will be dealt with in relation to the nature of work experiences.

One of the demographic questions the participants were asked was to describe their job expectations after graduation. In Table V, the participants are classified according to their expectations (preferred job). Amazingly enough, university level teaching is a great ambition to many respondents while secondary level teaching is very much less preferred than one might expect.

TABLE V
Expected (Preferred) Job of Participants

No.	Job Description	Number of Participants	%
I	University Level Teaching	113	27.36
II	Secondary Level Teaching	20	4.84
III	Administration in Ministry of Education	42	10.17
IV	Other	166	40.19
V	No Information	72	17.44
Total Number of Participants		413	100.00

According to the most recent report from the Saudi Arabian Educational Mission in New York, students majoring in engineering (all its fields) number 358 out of the total number of Saudi students. This should indicate that the majority of those who will not be university teachers or administrators in the Ministry of Education are to practice engineering professions. However, there are those who will undertake some important responsibilities other than the ones mentioned.

In Table VI, respondents are classified according to the length of their stay in the United States.

TABLE VI

Participants Classified According to the
Length of Their Stay in the U.S.

No.	Length of Stay	Number of Participants	%
I	Six to Ten Years	72	17.43
II	Five Years	75	18.16
III	Four Years	57	13.80
IV	Two and Three Years	79	19.13
V	One Year or Less	78	18.89
VI	No Information	52	12.59
Total Number of Participants		413	100.00

The longest time spent in the United States by a Saudi student is ten years. Two people reported that length of time. Most of the people who spend six years and more, have undertaken both their undergraduate and graduate studies in the U.S.

Regional background is one of the variables used in this study. Table VII contains the classification of participants according to this factor.

TABLE VII

Regional Backgrounds of Respondents

No.	Region	Number of Respondents	%
I	Najd (Central Region)	166	40.19
II	Al-Hijaz (Western Region)	118	28.57
III	Asir (Southern Region)	17	4.12
IV	Al-Ahsa (Eastern Region)	36	8.71
V	Countries Other than Saudi Arabia	21	5.08
VI	Unknown	55	13.33
Total Number of Participants		413	100.00

It should be pointed out that this does not reflect the overall distribution of the Saudi Arabian population, although

it does reflect the situation of government scholarship grants given to students in Saudi Arabia. It stems from the very fact that, as stated on page 16, the people of the central and western regions are more involved in governmental services and follow up very closely every available opportunity offered by the government.

Those who are from countries other than Saudi Arabia are of Saudi origin and nationality, but, for whatever reason, were living outside Saudi Arabia when they were granted scholarships. They were granted these scholarships on the basis of nationality and not residence.

In Table VIII, participants are classified according to their marital status.

TABLE VIII

Distribution of Participants
According to Marital Status

No.	Marital Status	Number of Participants	%
I	Single	183	44.31
II	Married	180	43.58
III	Unknown	50	12.11
Total Number of Participants		413	100.00

One fact relating to the preceding distribution based on marital status is that the majority of students who are single are attempting their undergraduate degrees.

Research Instrument

The research instrument used for this study primarily is the list of goals which Gross and Grambsch developed and presented in their book.³⁸ The goals of higher education in Saudi Arabia as presented in the Educational Policy in Saudi Arabia were integrated with that list.³⁹ These goals were classified and divided into two headings: Output goals and support goals. Gross and Grambsch included not only output goals but also what they termed activities since "activities concerned with support may be regarded as goals, since they are essential to the healthy functioning of the organization and since they clearly involve an interaction or aim of the organization as a

³⁸Gross and Grambsch, op. cit., pp. 118-124.

³⁹The Educational General Policy in Saudi Arabia states seven goals; three of them were added to Gross and Grambsch's list and are the current numbers six, 19, and 20 in the list in the appendix. The other four--"prepare students for citizenship", "encourage graduate work", "carry on all kinds of research", and "provide special adult training"--are essentially identical to four of the goals listed in Gross and Grambsch. Thus these four were not added to the present instrument.

whole."⁴⁰ Each of these two headings, output goals and support goals, is subdivided into four categories as follows:⁴¹

I. Output Goals

- A. Student-expressive
- B. Student-instrumental
- C. Research
- D. Direct service

II. Support Goals

- A. Adaptation
- B. Management
- C. Motivation
- D. Position

These two headings and the categories within them are explained by Gross and Grambsch:

Output goals are those goals of the university which, immediately or in the future, are reflected in some product, service, skill, or orientation which will affect (and is intended to affect) society.

Student-expressive goals involve the attempt to change the student's identity or character in some fundamental way.

Student-instrumental goals involve the student's being equipped to do something specific for the society which he will be entering or to operate in a specific way in that society.

Research goals involve the production of new knowledge or the solution of problems.

Direct service goals involve the direct and continuing provision of services to the population outside the university. . . .

⁴⁰Gross and Grambsch, op. cit., p. 9.

⁴¹See Appendix X.

Support goals

Adaptation goals reflect the need for the university as an organization to come to terms with the environment in which it is located. . . .

Management goals involve decisions on who should run the university, the need to handle conflict, and the establishment of priorities as to which output goals should be given maximum attention.

Motivation goals seek to ensure a high level of satisfaction on the part of staff and students and emphasize loyalty to the university as a whole.

Position goals help to maintain the position of the university in terms of the kind of place it is compared with other universities and in the face of trends which could change its position.⁴²

Because of the integration of the university goals as presented in Gross and Grambsch and in the Educational General Policy of Saudi Arabia, there are 50 goals under the above categories. 47 of these goals are the main ones which are stated in University Goals and Academic Power and three are from the mentioned Saudi policy.

To insure content validity, several measures were taken:

(1) an intensive review of literature as reported in chapter two; (2) the writer reviewed catalogues of 28 different public and private institutions of higher education in the United States, United Kingdom, and Canada, which stated their objectives, and none of these presented new goals which Gross and Grambsch

⁴²Gross and Grambsch, op. cit., pp. 14-16.

did not include; (3) interviewing 25 Saudi students and people of different nationalities at the University of Oklahoma, about what they thought the goals of a university should be, revealed no items in addition to the prepared and integrated instrument. Nevertheless, the list is not completely comprehensive, although it surely contains the most commonly conceived goals.

The questionnaire is in two parts.⁴³ Part I, which is in Arabic, consists of the following: (1) a letter from the author urging participation in the study;⁴⁴ (2) instructions for filling out the entire questionnaire; and (3) personal data, i.e., sex, age, region of birth, place of residence, length of work experience, if any, nature of work, length of stay in the U.S., marital status, academic status, major field of study, the institution currently attended, degree sought, approximate date of graduation, and expected and preferred job.⁴⁵ Stating the name was optional, because, as has been stated, many students are hesitant to identify themselves with their perceptions.

Part II of the questionnaire consists of the instrument, which is in English,⁴⁶ and explanatory notes, which are in Arabic.⁴⁷ The explanatory notes served to clarify and expand each item in the instrument, and were used as reference.

43, 44, 45, 46, 47 See Appendices (I-IX), (I, II), (V, VI), (VII), (VIII, IX) respectively.

The instrument was uncategorized when it was sent. The students were asked to evaluate each of the 50 items individually according to the following criteria: of absolute importance, of great importance, of medium importance, of little importance, of no importance, and I don't know.⁴⁸

The initial explanatory notes were revised, using suggestions of members of the research committee, and pre-tested on a group of twelve (non-Saudi Arabian) Arab students at the University of Oklahoma and the University of Kansas. The purpose of the pre-test was (a) to check the face validity, that is, the clarity of meaning and understanding; and (b) to test the facility with which the questionnaire could be completed. On the basis of the information and comments on the pretest procedure, a very few needed adjustments and changes in wording were made in the questionnaire. It was estimated that 45 minutes was the average time needed for each individual to go through and check the answers.

Method of Collecting Data

The writer went to New York to obtain the Saudi students' names and addresses from the Saudi Arabian Educational Mission. Spending eleven days there, he accomplished the task of sending

⁴⁸The questionnaire was sent on March 7, 1972.

the questionnaires to all of the 711 Saudi students in the institutions of higher education in the United States. As has been stated, the front page of the questionnaire was a letter addressed to each student with his full name in hand writing.

To increase the response rate, the writer contacted many acquaintances on the several campuses urging them to remind all Saudi students at their institutions to respond. In addition, reminders were mailed to non-respondents or those respondents who did not state their names, two weeks after the date of the first mailing.

Within six weeks, the responses reached the 61% level and subsided. Seventy percent of the respondents made their names and addresses available, and from those students the writer randomly selected 60 for retest. This retest was undertaken to establish the reliability of the instrument. These 60 people, none of whom were at the University of Oklahoma or well acquainted with the author, were sent the questionnaire again with different letters thanking them for their cooperation and requesting they check the questionnaire again with no attempt to duplicate their responses of the first questionnaire. Within three weeks, 46 of the 60 had replied, and the correlation coefficient test was conducted. The following table displays the correlation (r) of each item, category, the two headings, and the grand sum. It should be pointed out that

an interval of more than one month had elapsed before conducting the retest.

TABLE IX
Correlation Coefficient of Test and Retest
(Reliability Test)

Item No.	First Test (Mean)	Retest (Mean)	Correlation Coefficient (r)
1	4.2174	4.2174	1.00000
2	4.1333	4.1333	1.00000
3	3.4783	3.5000	0.99051
4	4.2609	4.3261	0.94716
5	3.9111	3.8913	1.00000
6	3.6667	3.4091	0.95054
7	4.2174	4.2174	1.00000
8	3.8000	3.8222	0.98490
9	4.0652	4.0217	0.97541
10	3.5217	3.3913	0.95050
11	4.0444	4.0435	0.97614
12	4.1304	4.1111	0.98095
13	3.9333	4.0444	0.92530
14	3.6087	3.5333	0.97751
15	3.5870	3.5870	0.94709
16	4.0652	4.0217	0.97040

17	4.0444	4.0000	0.97985
18	3.9783	3.9556	0.96233
19	3.9070	3.8372	0.93626
20	3.7619	3.6047	0.93626
21	3.6279	3.6279	0.95042
22	4.2609	4.2609	0.95979
23	3.5000	3.4783	0.99012
24	2.4889	2.5778	0.96468
25	3.0909	3.1591	0.94315
26	3.8000	3.7778	0.99188
27	4.2174	4.1522	0.96092
28	4.3556	4.3556	0.96403
29	3.6444	3.6739	0.93411
30	3.9111	3.9333	0.99061
31	4.0667	4.1087	0.95732
32	4.2444	4.2667	0.98130
33	4.0217	4.0435	0.97513
34	3.6591	3.6818	0.97006
35	4.1087	4.1087	0.96486
36	4.2826	4.2826	1.00000
37	4.0000	4.0227	0.93403
38	4.3333	4.3696	0.98265
39	4.1739	4.1522	0.97520
40	4.0870	4.1304	0.97532

41	4.3696	4.4130	0.96614
42	3.7955	3.7727	0.94998
43	3.6087	3.6739	0.94967
44	3.7391	3.8043	0.96679
45	4.0870	4.0870	0.92561
46	3.8478	3.8261	0.94666
47	3.3261	3.3478	0.90638
48	4.4783	4.6087	0.91447
49	4.1304	4.0435	0.92058
50	3.7826	3.8696	0.93555

Output Category

1	3.9398	3.9130	0.97528
2	3.9315	3.8989	0.98816
3	4.0217	4.0761	0.95560
4	3.8485	3.7950	0.98029
<hr/>			
Subsum			
5	3.5728	3.5783	0.99724

Support Category

6	4.0233	4.0409	0.99105
7	4.0083	4.0461	0.97709
8	3.9424	3.9648	0.96267
9	3.9154	3.8828	0.99136
<hr/>			
Subsum			
10	3.9026	3.9224	0.99175

Grand Sum			
11	3.9085	3.9074	0.99528

The resulting reliabilities are most satisfactory.

Treatment of Data

A deadline for receipt of the responses was set at six weeks after sending the questionnaires. The first step undertaken was to check the qualified responses from the unqualified ones. As was explained above, twelve were eliminated. The 413 remaining were coded in terms of the personal data. 19 classifications were established. Each classification depends on its size and on the different categories assigned to it.

After that, each subject's response was hand scored. The score was weighted as follows:

- 5--of absolute importance
- 4--of great importance
- 3--of medium importance
- 2--of little importance
- 1--of no importance
- 0--do not know or no evaluation

After scoring, an IBM computer was used to handle the very complicated job of compiling and analyzing the data. Every subject's response was punched on an IBM card. Columns one through 24 were for demographic data, 25 through 30 were blank, and 31 through 80 were for the 50 items' scores.

The mean, standard deviation and standard of error were obtained for each item for the purpose of ranking the items according to their mean evaluations. Other cards were generated according to the eight scales (categories) mentioned on page 53, as well as the subsum of the headings and the grand sum, for the purpose of analyzing the stated hypotheses.

Therefore, eleven "dependent variables"--namely, the students' evaluations of student-expressive, student-instrumental, research, direct service, and their subsum, and adaptation, management, motivation, position, and their subsum, and the grand sum--were hypothesized to interact with the "independent variables"--namely, the major field of study, the level of study, past experience, nature of past experience, expected job, length of stay in the United States, regional background, and marital status. Since each category (scale) contains a number of goal items, supplementary explanations are provided to determine the source of significant result on the category by the items. Tables of mean and standard deviation of the affected categories are furnished to indicate the evaluation by each group of each significant variable.

One way of analysis of variance was employed. The main effect of each independent variable was determined by an "F" ratio. This specific technique is chosen because it

"permits an analysis of the data in more than two samples at a time."⁴⁹ This method, furthermore, allows one to "assess the relative magnitude of variation resulting from different sources and ascertain whether a particular part of the variation is greater than expectation under the null hypothesis."⁵⁰

⁴⁹Freeman F. Elzey, A Programmed Introduction to Statistics, (Belmont, Calif.: Brooks/Cole Publishing Co., 1966), p. 212.

⁵⁰George Ferguson, Statistical Analysis in Psychology and Education, Second Edition, McGraw Hill, 1959, p. 281.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is concerned with the findings and discussion of the study described in the previous chapters, namely the perceptions of university goals and functions by Saudi students attending American institutions of higher learning in the United States as of the academic year 1971-72.

The Accumulative Picture

As has been stated, the participants were asked to evaluate each of the 50 goals listed on the questionnaire. The mean score for each goal was derived by adding the scores given to it by each of the participants, then dividing the total by the number of people evaluating it. This calculated mean and the standard deviation from it for each goal are listed in Table X. Table X also indicates the rank order of each goal item and the number of responses on which these figures are based. The number of responses differs from one goal to another because some persons skipped questions and others checked more than one alternative which made the response of no value.

TABLE X

University Goals Ranked According to
Perceptions by Saudi Students in the U.S.A.
(by Rank)

No.	Goal	Rank	Mean	S.D.	No. of Responses
48	Keep up to date	1	4.5292	0.7303	410
41	Protect Student's right of inquiry	2	4.4229	0.7440	409
38	Protect academic freedom	3	4.4069	0.8305	403
4	Develop student's objectivity	4	4.3600	0.7135	411
36	Insure efficient goal attainment	5	4.3055	0.7390	409
31	Run university democratic-ally	6	4.2796	0.8930	404
1	Cultivate student's intellect	7	4.2793	0.7254	408
13	Carry on applied research	8	4.2565	0.8225	409
9	Train students for scholarship/research	9	4.1989	0.8010	412
7	Prepare students for useful careers	10	4.1702	0.7556	411
12	Carry on pure research	11	4.1240	0.9836	411
40	Provide student activities	12	4.1228	0.8904	407
30	Involve faculty in university government	13	4.0736	0.9094	407
2	Produce well-rounded students	14	4.0587	0.7720	408

32	Keep harmony (within university)	15	4.0491	0.7925	407
22	Insure favor of validating bodies and institutions	16	4.0123	1.0135	403
28	Reward for contribution to profession	17	4.0096	0.8322	411
17	Disseminate new ideas	18	3.9578	0.8280	404
46	Maintain top quality in important programs	19	3.9430	1.0563	404
27	Hold staff in face of inducements	20	3.9296	0.9680	398
39	Give maximum opportunity to faculty to pursue careers	21	3.9241	0.7869	409
33	Reward for contribution to institution	22	3.9094	0.7600	409
35	Encourage graduate study	23	3.9052	0.9219	412
16	Provide community cultural leadership	24	3.8831	0.8061	411
15	Assist citizens through extension programs	25	3.8263	0.9959	409
49	Increase or maintain prestige	26	3.8263	0.9959	409
29	Involve students in university government	27	3.8181	1.0604	407
45	Maintain top quality in all programs	28	3.8101	0.9015	411
8	Prepare students for status/leadership	29	3.7799	1.0172	409
11	Prepare student for citizenship	30	3.7688	1.1072	398

42	Protect student's Right of action	31	3.7480	0.9321	401
14	Provide special adult teaching (for part-time students	32	3.7285	0.9887	409
5	Develop student's character	33	3.7267	0.8871	399
19	Translating all useful science and letters into Arabic	34	3.6977	1.0642	407
18	Preserve cultural heritage	35	3.6837	0.9891	408
23	Educate to utmost all high school graduates	36	3.6788	1.2568	408
3	Affect student with great ideas	37	3.6582	0.9340	407
34	Emphasize undergraduate instruction	38	3.6492	0.9856	402
21	Insure confidence of contributors in university	39	3.5942	0.9701	387
26	Keep costs down	40	3.5549	1.1358	400
44	Develop pride in university	41	3.5389	1.0511	410
43	Develop faculty loyalty to university	42	3.5243	0.9991	410
50	Preserve institutional character	43	3.4924	1.1395	398
25	Satisfy area needs	44	3.4129	1.1832	403
37	Let will of faculty prevail (in every important matter)	45	3.3622	1.0756	403
6	Enhance student's belief in Allah and in the faith of Islam	46	3.2354	1.4856	378

47	Maintain balanced quality in all programs	47	3.2252	1.1408	404
20	Developing writers in all fields to serve the Islamic idea	48	3.1989	1.3850	382
10	Cultivate student's tastes	49	3.1964	1.0610	402
24	Accept good students only	50	2.3845	1.2729	403

At the outset it should be remarked that the participants ranked all items very high--the lowest ranking item (number 24 "accept good students only") is just below a mean of "medium importance." The standard deviation indicates the degree of agreement about the importance given to each item and category. The lower the standard deviation, the more confident one may be that the mean score reflects consensus about the real position of the goal. In most of the cases, respondents are in good agreement about the priority given to specific goals. The highest standard deviation is 1.4856 on item six, "enhance student's belief in Allah and in the faith of Islam." This shows how people are extremely divided on the issue of religion as a university goal. This item also received the lowest number of respondents--only 378--which indicates how sensitive this question is. On the other hand, item 48, "keep up to date", is the most agreeable item with the least standard deviation, 0.7303.

One striking fact is that 178 respondents commented on their stands on the question of enhancing belief in Allah and on developing writers to serve the Islamic idea. These comments can be summarized in two statements. Those who gave these goals great emphasis justify their actions by saying Islam is our most valuable pride and to serve it is to fulfill a great responsibility which the people of Saudi Arabia should proudly be carrying. Those who downgrade the emphasis on Islam say, in effect, that there are other specialized institutions to serve this purpose and university students are Moslem by birth. Indulging such emphasis will make it difficult for an individual to cope with his assigned and preferred specialty. These 178 comments are not evenly divided; only 52 try to explain why religion should be emphasized as a university goal, while 126 are of the opposing view. 146 people argue the wisdom of items two (produce well-rounded students) and three (affect students with great ideas). Some see these two items as indicating complete indoctrination and thus unjustifiable since the university is no place for such functions. Most, however, see them more than justifiable if the university defines these items precisely. Item ten (cultivate student's tastes) is resented by 92 people who feel such a goal is demeaning to university students since they are adult people with developed tastes.

As has been explained in the procedure chapter, the 50 goal items are grouped under two major headings, output and support. These two headings are then divided into eight categories. The rank order, means, and standard deviations of these eight categories are presented in Table XI.

TABLE XI

University Goals Ranked According to
Perceptions of Saudi Students in the U.S.A. by
Categories /Scales/ and Headings

Category No.	Category	Rank	Mean	S.D.	No. of Responses
3	Research	1	4.1844	0.7984	411
7	Motivation	2	3.9502	0.5205	413
6	Management	3	3.9346	0.4977	413
1	Student- Expressive	4	3.9034	0.5904	413
2	Student- Instrumental	5	3.8315	0.6379	413
8	Position	6	3.8051	0.5349	413
4	Direct Service	7	3.7148	0.5788	413
5	Adaptation	8	3.5011	0.5687	413
<hr/> Sub-Total of Output Goals and Support Goals <hr/>					
1	Output Goals	1	3.8437	0.4751	413
2	Support Goals	2	3.8119	0.4173	413
<hr/> GRAND TOTAL <hr/>			3.8163	0.4172	413 <hr/>

[In the analysis of variance the above categories are referred to by the numbers listed in the "category number" column.]

The means for category ranking are derived by the following process: The scores of the items within each category are added, and this sum is divided by the number of items. The number of items used is the number of evaluated items and does not include items which are left blank by a participant.

Looking at the category rank, category three (research) has the highest means, which suggests that that category has the most constant items. Management and motivation have the least and next-least standard deviations, respectively. This implies that the content of the two categories is more consistent than the content of the others. However, it should be kept in mind that obvious discrepancies do exist between items within each category. While applied research and pure research, for example, are respectively ranked eighth and eleventh, their category is ranked number one. In short, categories can not be expected to be a direct reflection of their items' evaluations.

Students were urged to add any university goals which were not included in the questionnaire. The majority of the respondents added goals expressing their desire to see existing Saudi universities improve their programs and services. It is infeasible to state each of these goals. However, it can be

reported that the majority of these additional goals center around the following (the number in parentheses immediately preceding each statement is the number of respondents who listed that statement, however worded, as an additional goal):

1. (96) Emphasis on science and technology;
2. (87) University involvement in society's problems;
3. (67) University cooperative programs with other institutions both inside and outside Saudi Arabia;
4. (65) Encouraging the critical attitude towards ideas;
5. (47) Furthering academic honesty and integrity;
6. (32) Insuring student involvement in his area of study, thus preventing a sense of uselessness and alienation;
7. (31) Shortening the period of study by the elimination of subjects non-essential to the student's area of study and by more intensive work in ones area of study, thus preventing the waste of talent and time, particularly at this critical stage of Saudi national development;
8. (19) Establishing the university's own criteria of students' qualifications, by a standard entry examination which will help equal treatments to prevail.

The above additional goals, although expressed in different ways, are the goals most commonly stated by participants. There were other statements by a few individuals which can not be shortly summarized. For example, eight people are enthusiastic about the American system of higher education and want adoption

of electives, semesters, grading, and coeducational systems. Six others put emphasis on establishing athletic divisions within every institution of higher education. And finally, four individuals want universities to grant scholarships to individuals of other Arab and Moslem states.

After assessing the Saudi general perception of university goals, the next step is to test the eight null hypotheses that were presented in the statement of the problem in the first chapter.

Perception of University Goals as Related to Major Fields of Study

The first null hypothesis of this study states that there are no significant differences in perception of university goals between people majoring in different fields of study. There are five groups used in this study--social science; applied science; humanities; natural science; and "others". This null hypothesis was tested with one-way analysis of variance as the statistical test for treatment of data. The results of analysis of variance on goals' categories is reported in Table XII.

TABLE XII

Analysis of Variance for Testing Main Effect of
Major Fields of Study on Perception of University Goals

Category	Source of Variation	DF	SS	MS	F	P [*]
No. 1 Student- Expressive	Between Groups	4.	3.08	0.77	2.341	N.S.
	Within Groups	358	117.83	0.33		
	Total	362	120.91			
No. 2 Student- Instrumental	Between Groups	4.	0.49	0.12	0.309	N.S.
	Within Groups	358	141.35	0.39		
	Total	362	141.84			
No. 3 Research	Between Groups	4.	1.26	0.32	0.492	N.S.
	Within Groups	357	228.95	0.64		
	Total	361	230.21			
No. 4 Direct Service	Between Groups	4.	0.57	0.14	0.418	N.S.
	Within Groups	358	121.99	0.34		
	Total	362	122.56			

*N.S. stands for non-significant ($P > 0.05$), SIG stands for significant ($P < 0.05$).

No. 5 Adaptation	Between Groups	4.	0.60	0.15	0.473	N.S.
	Within Groups	358	113.82	0.32		
	Total	362	114.42			
<hr/>						
No. 6 Management	Between Groups	4.	0.96	0.24	0.957	N.S.
	Within Groups	358	89.88	0.25		
	Total	362	90.84			
<hr/>						
No. 7 Motivation	Between Groups	4.	0.92	0.23	0.842	N.S.
	Within Groups	358	97.93	0.27		
	Total	362	98.86			
<hr/>						
No. 8 Position	Between Groups	4.	1.25	0.31	1.142	N.S.
	Within Groups	358	97.62	0.27		
	Total	362	98.87			
<hr/>						
Output Sum	Between Groups	4.	0.84	0.21	0.930	N.S.
	Within Groups	358	80.41	0.22		
	Total	362	81.25			

Support	Between					
Sum	Groups	4.	0.66	0.17	0.959	N.S.
	Within					
	Groups	358	61.97	0.17		
	Total	362	62.64			
<hr/>						
Total	Between					
	Groups	4.	0.34	0.08	0.523	N.S.
	Within					
	Groups	358	57.45	0.16		
	Total	362	57.78			
<hr/>						
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As presented in Table XII, none of the categories have statistically significant difference which indicates that people in different fields of study do not take different stands in evaluating their perceptions of university goals and functions. Therefore the null hypothesis is sustained.

Perception of University Goals as
Related to Educational Level

The second null hypothesis of this study states that there is no statistically significant difference in perception of university goals between people of different educational levels. The educational level variable was divided into four groups--students pursuing bachelor's, master's, and doctoral degrees, and students on the post-bachelor level in non-degree programs.

The result of analysis of variance relating to this variable is reported in Table XIII.

TABLE XIII

Analysis of Variance for Testing Main Effect of Educational Levels on Perception of University Goals

Category	Source of Variation	DF	SS	MS	F	P*
No. 1 Student- Expressive	Between Groups	3.	10.00	3.33	10.561	SIG
	Within Groups	375	118.36	0.32		
	Total	378	128.36			
No. 2 Student- Instrumental	Between Groups	3.	12.04	4.01	10.794	SIG
	Within Groups	375	139.47	0.37		
	Total	378	151.51			
No. 3 Research	Between Groups	3.	5.38	1.79	2.808	SIG
	Within Groups	375	238.83	0.64		
	Total	378	244.21			
No. 4 Direct Service	Between Groups	3.	3.48	1.16	3.440	SIG
	Within Groups	375	126.61	0.34		

*N.S. stands for non-significant ($P > 0.05$), SIG stands for significant ($P < 0.05$).

Support	Between					
Sum	Groups	3.	1.57	0.52	3.011	SIG
	Within					
	Groups	375	65.04	0.17		
	Total	378	56.60			
<hr/>						
Total	Between					
	Groups	3.	3.20	1.07	6.866	SIG
	Within					
	Groups	375	58.24	0.16		
	Total	378	61.44			
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The "F" score for significant difference in perceptions between people of different educational levels speaks for itself. While the major fields of study show no effect on perceptions, the people of different educational level have different stands on most of the goals' items presented to them for evaluation.

Only categories six and seven (management and motivation) show no statistically significant difference. Therefore the null hypothesis is rejected in all categories except these two, where the null hypothesis is sustained. The mean and standard deviation for each grouping of categories with significant result are shown in Table XIV.

TABLE XIV

Means and Standard Deviations of the Affected
Categories by Each Group
-Educational Levels-

Category	Level I Students Pursuing Bachelor's	Level II Students Pursuing Master's	Level III Students Pursuing Doctoral	Level IV Students Pursuing Non-Degree	
No. 1	3.82	3.98	3.77	4.41	Mean
Student- Expressive	0.53	0.56	0.65	0.41	S.D.
No. 2	3.89	3.80	3.59	4.35	Mean
Student- Instrumental	0.57	0.66	0.63	0.48	S.D.
No. 3	4.09	4.17	4.07	4.56	Mean
Research	0.75	0.89	0.81	0.43	S.D.
No. 4	3.76	3.74	3.56	3.93	Mean
Direct Service	0.54	0.65	0.58	0.41	S.D.
No. 5	3.46	3.58	3.35	3.75	Mean
Adaptation	0.50	0.58	0.63	0.50	S.D.
No. 8	3.84	3.87	3.67	4.00	Mean
Position	0.49	0.60	0.50	0.47	S.D.
Output	3.84	3.87	3.68	4.24	Mean
Sum	0.43	0.50	0.48	0.33	S.D.

Support	3.80	3.85	3.72	3.97	Mean
Sum	0.40	0.45	0.39	0.40	S.D.
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Total	3.82	3.86	3.69	4.08	Mean
	0.38	0.43	0.38	0.34	S.D.
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All but eleven of the 50 items and two of the eight categories were evaluated differently according to the educational level of the participants. These significant differences in evaluating items are reflected in the categories and their heading means and the total. The eleven items which were not affected by the educational levels are three, four, 16, 17, 19, 30, 41, 42, 44, 47, and 48, and the categories are six and seven. These are respectively, "affect students with great ideas"; "develop student's objectivity"; "provide community cultural leadership"; "disseminate new ideas"; "translating all useful science and letters into Arabic"; "involve faculty in university government"; "protect student's right of action"; "develop pride in university"; "maintain balanced quality in all programs"; and "keep up to date". The categories are "management" and "motivation", which are part of the support goal. The unaffected goal items indicate points of agreement among participants and also that educational level is not a major factor in evaluating their importance.

The results of the significant categories are a reflection of the participants' different views of the goals' items. The means and standard deviations of each category given by each group indicate that the non-degree group is the major contributor to these differences. The means for the non-degree group are higher in each category than the means for the other designated groups. It is apparent that students pursuing bachelor's, master's, and doctoral degrees have slight discrepancies according to the means and standard deviations of each item. Furthermore, the relatively small standard deviation of the non-degree group is evidence of the consensus among them. There are other features in this particular analysis which should be presented:

1. Item seven, "prepare students for useful careers," is less emphasized by doctoral students than by either bachelor's, master's, or non-degree seeking students. This item is among the four top goals according to the bachelor level students (mean of 4.31), but ranked 17th with doctoral level students (mean of 3.90), and in-between rankings for the other levels.

2. The obvious concurrence prevailing among all the groups is the stand on item 48, "keep up to date," with the highest mean and least standard deviation in students at all educational levels.

3. Item six, "enhancing students' belief in Allah and the faith of Islam," is of discrepant means and standard deviation among all levels with the highest mean of 4.52 by non-degree students and only 2.92 by doctoral students.

Although category six shows no statistical significance, one item within it is worthy of mention. The bachelor's level students emphasize the importance of the question of involving students in university government (number 29) more than the students of other levels. The mean of this item is 4.04 with standard deviation of 0.94 according to Level I. All other levels gave it a mean of less than 4.00.

To summarize the results of this particular test, the non-degree students display the greatest divergence of perceptions of university goals and functions.

Perception of University Goals as Related to Past Work Experience and Its Length Versus Non-Experience

The third null hypothesis of this study states that there is no statistically significant difference in perception of university goals among people of different lengths of work experience and non-experience. The experience variable is divided into four groups: 1) no experience; 2) one and two years experience; 3) three through nine years experience; 4) ten years and above of experience. These will be referred

to as groups one, two, three, and four respectively. The results of analysis are presented in Table XV.

TABLE XV

Analysis of Variance for Testing Main Effect of
Work Experience and Its Length Versus Non-Experience on
Perception of University Goals

Category	Source of Variation	DF	SS	MS	F	P*
No. 1 Student- Expressive	Between Groups	3.	9.62	3.21	9.917	SIG
	Within Groups	372	120.30	0.32		
	Total	375	129.93			
No. 2 Student- Instrumental	Between Groups	3.	8.58	2.86	7.510	SIG
	Within Groups	372	141.69	0.38		
	Total	375	150.27			
No. 3 Research	Between Groups	3.	2.39	0.80	1.225	N.S.
	Within Groups	371	241.64	0.65		
	Total	374	244.04			

*N.S. stands for non-significant ($P > 0.05$), SIG stands for significant ($P < 0.05$).

No. 4 Direct Service	Between Groups	3.	2.46	0.82	2.416	N.S.
	Within Groups	372	126.53	0.34		
	Total	375	128.99			

No. 5 Adaptation	Between Groups	3.	2.04	0.68	2.143	N.S.
	Within Groups	372	117.78	0.32		
	Total	375	119.81			

No. 6 Management	Between Groups	3.	3.25	1.08	4.431	SIG
	Within Groups	372	90.84	0.24		
	Total	375	94.09			

No. 7 Motivation	Between Groups	3.	1.85	0.62	2.263	N.S.
	Within Groups	372	101.25	0.27		
	Total	375	103.10			

No. 8 Position	Between Groups	3.	3.37	1.12	4.014	SIG
	Within Groups	372	109.14	0.28		
	Total	375	112.51			

Output Sum	Between Groups	3.	4.39	1.46	6.641	SIG
	Within Groups	372	81.98	0.22		
	Total	375	86.38			
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Support Sum	Between Groups	3.	1.91	0.64	3.656	SIG
	Within Groups	372	64.92	0.17		
	Total	375	66.83			
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Total	Between Groups	3.	2.67	0.89	5.117	SIG
	Within Groups	372	65.65	0.17		
	Total	375	67.32			
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From Table XV there is a statistically significant difference ($P < 0.05$) in all categories except three, four, five, and seven. Thus the null hypothesis is rejected in categories one, two, six, and eight (student expressive, student instrumental, management, and position respectively) and the headings and grand total. Four categories--research, direct service, adaptation, and motivation--uphold the null hypothesis. The four categories which have been found to have significantly different means and standard deviations by group are presented in Table XVI.

TABLE XVI

Means and Standard Deviations of the Affected
Categories by Each Group
-Length of Work Experience-

Category	Group 1 No Exper- ience	Group 2 One and Two Years	Group 3 Three to Nine Years	Group 4 Ten Years and Above	
No. 1	3.78	3.84	4.06	4.21	Mean
Student- Expressive	0.71	0.62	0.59	0.54	S.D.
No. 2	3.79	3.62	3.89	4.14	Mean
Student- Instrumental	0.58	0.63	0.69	0.60	S.D.
No. 6	3.90	3.88	3.84	4.15	Mean
Management	0.47	0.49	0.56	0.47	S.D.
No. 8	3.80	3.74	3.81	4.06	Mean
Position	0.51	0.54	0.53	0.58	S.D.
Output	3.79	3.74	3.81	4.06	Mean
Sum	0.44	0.48	0.52	0.49	S.D.
Support	3.80	3.77	3.76	3.99	Mean
Sum	0.40	0.42	0.47	0.42	S.D.
Total	3.77	3.76	3.81	4.03	Mean
	0.41	0.41	0.44	0.40	S.D.

From Tables XV and XVI the following results are obtained:

1. The statistically significant difference is the highest in category one (student-expressive) with significant result $P < 0.05$, with $F = 9.917$. The means of this category increase in direct relation to the length of work experience while the standard deviation varies inversely with years of experience. The trends in the category are a reflection of the same trends in the items within the category.

2. Only item nine, "train students for scholarship/research," in category two (student-instrumental) shows no statistical significance. The remaining items in this category have significant results at $P < 0.05$. Goal item seven, "prepare students for useful careers," has greater mean and lower standard deviation by group four and group one (mean of 4.38, S.D. 0.64 and mean 4.24, S.D. 0.66 respectively) than by groups two and three (mean 3.84, S.D. 0.91 and mean 3.91, S.D. 0.89 respectively). Other items within this category are of less exceptional significance than the mentioned ones.

3. In category six, "management," the statistically significant differences are the result of the "F" scores of 12.129 on item 29 ("involve students in university government") and 10.399 on item 37 ("let will of faculty prevail"). Goal 29 has a mean of 4.09 and standard deviation 0.93 by group one, but has a mean less than 3.50 by all the remaining groups.

Goal 37 received the opposite evaluation, i.e., the mean is 4.04 by group four, but only 3.15 by group one.

4. Item 49, "increase or maintain prestige," and item 50, "preserve institutional character," are the main sources of the statistically significant difference found in category eight, "position." Group four evaluates these two items more favorably than group one. Their means and standard deviations are respectively 4.06, 0.70 and 4.08, 0.65 by group four, and 3.80, 0.65 and 3.79, 0.89 by group one.

Perceptions of University Goals in Relation to the Nature of Participants' Past Work Experiences

The major concern of this particular test is to determine the relationship between ones perceptions and the nature of his past work, i.e., between people of different work experiences. People with no work experience are not excluded; however, since the preceding test was for the purpose of finding the relationship between experience and non-experience, this test is intended to analyze the relation between kinds of experience. The fourth null hypothesis for this study states that there are no differences in perceptions of university goals between people of different work backgrounds. Participants were divided into four groups: 1) No past work experience; 2) teaching at all levels; 3) administrative

experience, and 4) other. They are referred to as groups one, two, three, and four respectively. The result of analysis of variance after conducting the test is reported in Table XVII.

TABLE XVII

Analysis of Variance for Testing the Main Effect of
the Nature of Past Experience on Perception of
University Goals

Category	Source of Variation	DF	SS	MS	F	P [*]
No. 1 Student- Expressive	Between Groups	3.	4.77	1.59	4.813	SIG
	Within Groups	343	113.30	0.33		
	Total	346	118.07			
No. 2 Student- Instrumental	Between Groups	3.	4.69	1.65	4.156	SIG
	Within Groups	343	136.59	0.40		
	Total	346	141.28			
No. 3 Research	Between Groups	3.	7.29	2.43	3.922	SIG
	Within Groups	343	211.74	0.62		
	Total	346	219.03			

*N.S. stands for non-significant ($P > 0.05$), and SIG stands for significant ($P < 0.05$).

No. 4 Direct Service	Between Groups	3.	1.60	0.53	1.537	N.S.
	Within Groups	343	119.16	0.35		
	Total	346	120.77			

No. 5 Adaptation	Between Groups	3.	0.79	0.26	0.815	N.S.
	Within Groups	343	110.15	0.32		
	Total	346	110.94			

No. 6 Management	Between Groups	3.	2.63	0.88	3.616	SIG
	Within Groups	343	83.25	0.24		
	Total	346	85.88			

No. 7 Motivation	Between Groups	3.	1.62	0.54	1.995	N.S.
	Within Groups	343	92.66	0.27		
	Total	346	94.28			

No. 8 Position	Between Groups	3.	1.08	0.36	1.309	N.S.
	Within Groups	343	94.48	0.28		
	Total	346	95.56			

Output Sum	Between Groups	3.	2.80	0.93	4.138	SIG
	Within Groups	343	72.29	0.23		
	Total	346	80.08			
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Support Sum	Between Groups	3.	1.52	0.51	2.978	SIG
	Within Groups	343	58.34	0.17		
	Total	346	59.86			
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Total	Between Groups	3.	1.98	0.66	3.805	SIG
	Within Groups	343	59.62	0.17		
	Total	346	61.61			
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Consequently, the null hypothesis is rejected in categories one, two, three, and six, and in the output sum, the support sum, and the total. It is sustained in categories four, five, seven, and eight. The significant results are derived from the different stands on these goals' categories by the four groups. The means and standard deviations of the categories which have significant results are reported in Table XVIII.

TABLE XVIII

Means and Standard Deviations of the Affected
Categories by Each Group
-Nature of Past Experience-

Category	Group 1 No Past Experience	Group 2 Teaching Experience	Group 3 Administrative Experience	Group 4 Other	
No. 1	3.80	3.97	4.14	3.96	Mean
Student- Expressive	0.55	0.63	0.55	0.58	S.D.
No. 2	3.83	3.71	4.10	3.84	Mean
Student- Instrumental	0.60	0.73	0.51	0.62	S.D.
No. 3	4.11	4.11	4.52	4.09	Mean
Research	0.79	0.91	0.49	0.71	S.D.
No. 6	3.92	3.83	4.10	3.95	Mean
Management	0.47	0.58	0.39	0.42	S.D.
Output	3.82	3.80	4.07	3.86	Mean
Sum	0.44	0.56	0.40	0.43	S.D.
Support	3.82	3.74	3.95	3.85	Mean
Sum	0.39	0.48	0.36	0.36	S.D.
Total	3.79	3.77	4.00	3.86	Mean
	0.42	0.47	0.33	0.34	S.D.

From the preceding table, category one, "student-expressive," received a mean of 4.14 by group three, "administrative experience," which is higher than the mean given to it by any other group. The standard deviation of the same category by group three is 0.55, which is less than groups two and four. All items within this category follow the same pattern--that is, each goal item received higher mean and lower standard deviation by group three than by the other groups. The means of the items within this category given by group two, "teaching experience," do not differ as much from the means by groups one, "non-experience," and four, "other," as they do from the means by group three. In short, the people with administrative background have distinctly stronger feelings toward each item within this category than have the members of the other groups.

In category two, "student-instrumental," the same pattern as in category one has been found--group three evaluated each item within this category higher than all other participants. Group two, "teaching experience," is the only group for which the mean of item seven, "prepare students for useful careers," (3.83) is less than 4.00. The same item receives a mean of 4.27 by group three, 4.25 by group one, and 4.23 by group four.

Even in category three, "research," group three is the

major contributor to the significant result. The means of this category are 4.11, 4.11, and 4.09 by groups one, two, and four respectively, but 4.52 by group three. The standard deviation of this category is 0.49 by group three which indicates a genuine stand by all the members of that group. The two items within this particular category support this statement: For item twelve, "carry on pure research," the mean is 4.55, and for item 13, "carry on applied research," it is 4.49. These same items received respective means of 4.03 and 4.22 by group one, 4.10 and 4.12 by group two, and 3.97 and 4.16 by group four.

Item 29, "involve students in university government," in category six, received a mean of 4.07 by group one while all other groups evaluated it with an average less than 3.50.

The output heading was evaluated higher than the support heading by all groups except group one, for which the two headings received equal means. Group three, "administrative experience," evaluated each category higher than the others, which indicates that they are the main contributors of significant results.

Perceptions of University Goals as Related to

Expected Job After Graduation

The fifth hypothesis of this study states that there is

no statistically significant difference in perceptions of university goals between students expecting to hold different kinds of positions after graduation. This variable was divided into four groups: group one--university level teaching; group two--secondary level teaching; group three--administration in the Ministry of Education; and group four--"other". The null hypothesis was tested with the one-way analysis of variance. The results of analysis of variance on goals' categories is reported in Table XIX.

TABLE XIX

Analysis of Variance for Testing Main Effect of
Different Expectation of Job After Graduation on
Perception of University Goals

Category	Source of Variation	DF	SS	MS	F	P*
No. 1 Student- Expressive	Between Groups	3.	8.00	2.67	8.325	SIG
	Within Groups	337	107.95	0.32		
	Total	340	115.95			

*N.S. stands for non-significant ($P > 0.05$), and SIG stands for significant ($P < 0.05$).

No. 2 Student- Instrumental	Between Groups	3.	6.63	2.21	5.966	SIG
	Within Groups	337	124.88	0.37		
	Total	340	131.51			

No. 3 Research	Between Groups	3.	6.88	2.29	3.654	SIG
	Within Groups	337	211.57	0.63		
	Total	340	218.45			

No. 4 Direct Service	Between Groups	3.	3.14	1.05	3.113	SIG
	Within Groups	337	113.34	0.34		
	Total	340	116.48			

No. 5 Adaptation	Between Groups	3.	1.22	0.41	1.249	N.S.
	Within Groups	337	109.62	0.33		
	Total	340	110.84			

No. 6 Management	Between Groups	3.	1.25	0.42	1.639	N.S.
	Within Groups	337	85.96	0.26		
	Total	340	87.21			

The null hypothesis is rejected in categories one, two, three, four, eight, and the output sum and the total. It is accepted in categories five, six, and seven, and in the support sum. Only one category, number eight, "position," out of four in the support heading has significant result. The means and standard deviations of the affected categories are reported in Table XX.

TABLE XX

Means and Standard Deviations of the Affected
Categories by Each Group
-Expected Job After Graduation-

Category	Group 1 University Level Teaching	Group 2 Secondary Level Teaching	Group 3 Administra- tion in Min. of Ed.	Group 4 Other	
No. 1	3.88	4.30	4.28	3.82	Mean
Student- Expressive	0.63	0.57	0.50	0.54	S.D.
No. 2	3.68	3.95	4.10	3.85	Mean
Student- Instrumental	0.66	0.59	0.64	0.57	S.D.
No. 3	4.08	4.35	4.50	4.11	Mean
Research	0.93	0.78	0.53	0.74	S.D.
No. 4	3.61	3.92	3.83	3.78	Mean
Direct Service	0.65	0.50	0.58	0.53	S.D.

No. 8	3.73	4.01	3.95	3.86	Mean
Position	0.55	0.45	0.91	0.41	S.D.
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Output	3.75	4.05	4.10	3.84	Mean
Sum	0.55	0.43	0.91	0.41	S.D.
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Total	3.75	3.98	3.96	3.82	Mean
	0.45	0.38	0.37	0.42	S.D.
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From the results reported on Table XIX and Table XX, it is evident that category one, "student-expressive," was evaluated more favorable by group two, "secondary level teaching," and group three, "administration in Ministry of Education," than by either of the two remaining groups. Three items within this category--number two, "produce well-rounded students," number five, "develop student character," and number six, "enhance student belief in Allah"--have significant results ($P < 0.05$). By group, all these items receive means similar to their category. That is to say, people of secondary education and administration in Ministry of Education have similar inclination to the "student-expressive" goals, stronger than those of university teaching or "other" expectation.

In category two, "student-instrumental," two items--numbers eight, "prepare students for status/leadership," and

eleven, "prepare student for citizenship"--contribute the significant result. Item eight receives a mean of 4.07 by group three and less than 3.70 by all other groups with a lowest mean of 3.47 by group one. Item eleven, where the significant result very much exceeds 0.05 ($P \ll 0.05$), received a mean of 4.42 by group two, 4.31 by group three, 3.63 by group one, and 3.77 by group four. This indicates strong feeling towards this item by members of groups two and three but less emphasis by groups one and four.

Both research category items received means by each group similar to the mean of their category. Groups two and three evaluated this category higher than groups one and four.

Item 14, "provide special adult training," item 15, "assist citizens through extension programs," and item 20, "develop writers to serve Islamic ideas, within category four, "direct service," contribute the significant difference obtained. Means of both items 14 and 15 by group two are higher than the rest of the group. Item 20 received the highest mean of 3.83 by group three.

In category eight, "position," only item 45, "maintain top quality in all programs," item 49, "increase or maintain prestige," and item 50, "preserve institutional character," were found to have significant results ($P < 0.05$). The means of each item mentioned are reflected in the category. This suggests

group two and then group three are more in favor of prestigious, perfect institutions than groups four and one.

In short, people of different job expectations have different attitudes towards output goals, as reflected in the statistically significant difference in all members of the output heading. Only one category in four in the support heading has been found to have statistically significant result, which in turn reflects no effect on the support heading.

Perceptions of University Goals as Related to the
Lengths of Stay in U.S.A.

The sixth hypothesis of this study states that there is no statistically significant difference in perceptions of university goals between students of different length of stay in the United States. This independent variable was divided into five groups: From six to ten years--group one; five years--group two; four years--group three; two and three years--group four; one year--group five. The null hypothesis was tested with one-way analysis of variance. The results of that analysis of goals' categories is reported in Table XXI.

TABLE XXI

Analysis of Variance for Testing Main Effect of
Different Length of Stay in U.S.A. on Perception of
University Goals

Category	Source of Variation	DF	SS	MS	F	P [*]
No. 1 Student- Expressive	Between Groups	4.	11.25	2.81	8.849	SIG
	Within Groups	356	113.18	0.32		
	Total	360	124.44			
No. 2 Student- Instrumental	Between Groups	4.	9.21	2.30	5.994	SIG
	Within Groups	356	136.82	0.38		
	Total	360	146.03			
No. 3 Research	Between Groups	4.	11.27	2.82	4.580	SIG
	Within Groups	356	218.47	0.62		
	Total	360	229.75			
No. 4 Direct Service	Between Groups	4.	4.43	1.11	3.334	SIG
	Within Groups	356	118.25	0.33		
	Total	360	122.68			

*N.S. stands for non-significant ($P > 0.05$), SIG stands for signigicant ($P < 0.05$).

Support Sum	Between Groups	4.	0.98	0.25	1.368	N.S.
	Within Groups	356	63.79	0.18		
	Total	360	64.77			
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Total	Between Groups	4.	2.27	0.57	3.193	SIG
	Within Groups	356	63.36	0.18		
	Total	360	65.64			
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As is evident from Table XXI, the null hypothesis is rejected on category one, "student-expressive," category two, "student-instrumental," category three, "research," category four, "direct service," and category five, "adaptation," and the output sum and the total. In categories six, "management," seven, "motivation," eight, "position," and the support sum, the null hypothesis is sustained. The means and standard deviations of the categories with significant results are presented in Table XXII.

TABLE XXII

Means and Standard Deviations of Affected
Categories by Each Group
-Length of Stay in U.S.A.-

Category	Group 1 Six to Ten Years	Group 2 Five Years	Group 3 Four Years	Group 4 Two and Three Years	Group 5 One Year	
No. 1	3.71	3.78	3.83	3.94	4.21	Mean
Student- Expressive	0.63	0.49	0.50	0.58	0.59	S.D.
No. 2	3.59	3.81	3.82	3.84	4.08	Mean
Student- Instrumental	0.72	0.58	0.50	0.64	0.61	S.D.
No. 3	3.92	3.99	4.25	4.26	4.38	Mean
Research	1.01	0.78	0.73	0.70	0.67	S.D.
No. 4	3.55	3.73	3.68	3.18	3.87	Mean
Direct Service	0.63	0.54	0.38	0.68	0.56	S.D.
No. 5	3.28	3.47	3.51	3.57	3.63	Mean
Adaptation	0.71	0.51	0.41	0.59	0.51	S.D.
Output	3.64	3.82	3.80	3.90	4.07	Mean
Sum	0.53	0.41	0.31	0.52	0.48	S.D.
Total	3.69	3.80	3.79	3.88	3.91	Mean
	0.47	0.36	0.24	0.44	0.51	S.D.

Three items within category one, "student-expressive," have statistically significant differences where the "F" ratio very much exceeds 0.05 ($P \ll 0.05$). These three items are numbers two, "produce well-rounded students," five, "develop student's character," and six, "enhance student's belief in Allah and in the faith of Islam," The mean of item two is 4.39 by group five, "with one year stay in the U.S.A.," and 3.86 by group one, "with six to ten years." The remaining groups fall in-between these bounds. Item five received a mean of 3.45 by group one and 4.27 by group five. Item six received a mean of 4.25 by group five, and a mean of 2.80 by group one. This indicates that the longer people stay in this country (United States), the less they emphasize specific items.

Item eleven, "prepare students for citizenship," in category two, also has a very statistically significant result. This item received a mean of 4.43 by group five and a mean of 3.53 by group one. The means of the remaining groups for this item are clustered around 3.75.

The two items in category three, "research," follow their category's pattern. However, one fact should be stated: While the least mean of this category is by group one, the greatest standard deviation is by the same group. This indicates independent thinking among the group.

All but one item within category four, "direct service," have statistically significant results. The unaffected item is number 17, "disseminate new ideas." All the affected items received similar means by groups one, two, three, and five, but received a least mean by group four. Therefore, the result of this category is the reflection of the results of the items' evaluations with group four taking a divergent stand.

Category five, "adaptation," received means with a distinct pattern: The longer the stay in the United States is, the less the mean of the category is. All the items within have the same pattern.

Perception of University Goals as Related to Different Regional Backgrounds

The seventh null hypothesis states that there is no statistical significance of perception of university goals between people of different regional backgrounds. Subjects were divided into five groups: Group one--Najd (central region); group two--Al-Hijaz (western region); group three--Asir (southern region); group four--Al-Ahsa (eastern region); and group five --countries other than Saudi Arabia. The null hypothesis was analyzed and the result of that analysis is reported in Table XXIII.

TABLE XXIII

Analysis of Variance for Testing Main Effect of
Different Regional Background on Perceptions of
University Goals

Category	Source of Variation	DF	SS	MS	F	P*
No. 1 Student- Expressive	Between Groups	4.	0.76	0.19	0.547	N.S.
	Within Groups	353	122.20	0.35		
	Total	357	122.95			
No. 2 Student- Instrumental	Between Groups	4.	3.94	0.98	2.493	SIG
	Within Groups	353	139.39	0.39		
	Total	357	143.32			
No. 3 Research	Between Groups	4.	1.75	0.44	0.678	N.S.
	Within Groups	353	227.25	0.65		
	Total	357	229.00			
No. 4 Direct Service	Between Groups	4.	4.50	1.13	3.382	SIG
	Within Groups	353	117.52	0.33		
	Total	357	122.03			

*N.S. stands for non-significant ($P > 0.05$), SIG stands for significant ($P < 0.05$).

Support Sum	Between Groups	4.	0.58	0.14	0.814	N.S.
	Within Groups	353	62.70	0.18		
	Total	357	63.28			
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Total	Between Groups	4.	0.93	0.23	1.297	N.S.
	Within Groups	353	63.28	0.18		
	Total	357	64.21			
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The null hypothesis is upheld in six categories and in the output and support sums and in the total. However, the null hypothesis is rejected in two categories out of four in the output heading. These categories have statistically significant results at $P < 0.05$. They are categories two, "student-instrumental," and four, "direct service." The means and standard deviations of each one of the affected categories are presented, by each group, in Table XXIV.

TABLE XXIV

Means and Standard Deviations of the Affected
Categories by Each Group
-Regional Backgrounds-

Category	Group 1 Najd	Group 2 Al-Hijaz	Group 3 Asir	Group 4 Al-Ahsa	Group 5 Other	
No. 2	3.78	3.76	3.82	4.08	3.63	Mean
Student-Instrumental	0.61	0.66	0.62	0.56	0.70	S.D.
No. 4	3.63	3.79	3.87	3.94	3.86	Mean
Direct Service	0.57	0.64	0.40	0.46	0.52	S.D.

Only two items within category two, "student-instrumental," have significant results. These two items, which contribute the significant result to this category, are eight, "prepare student for status/leadership," and nine, "train student for scholarship/research." Both items were rated higher by group four than by all other groups. The remaining groups ranked the same items similarly.

Even category four, "direct service," along with its items, received higher mean by group four than by the other groups. Therefore, people of the eastern region of Saudi Arabia do feel stronger than others in regard to categories two and four.

Perception of University Goals as Related to Marital Status

The eighth and last hypothesis states that there is no statistically significant difference between married and unmarried (single) students' perceptions. Subjects were divided into two groups: Group one, unmarried; and group two, married. This hypothesis was tested and the result is reported in Table XXV.

TABLE XXV

Analysis of Variance for Testing the Main Effect of
Marital Status on Perception of University Goals

Category	Source of Variation	DF	SS	MS	F	P*
No. 1 Student- Expressive	Between Groups	1.	1.60	1.60	4.616	SIG
	Within Groups	361	124.93	0.35		
	Total	362	126.53			
No. 2 Student- Instrumental	Between Groups	1.	0.11	0.11	0.277	N.S.
	Within Groups	361	147.84	0.41		
	Total	362	147.95			

*N.S. stands for non-significant ($P > 0.05$), and SIG stands for significant ($P < 0.05$).

No. 3 Research	Between Groups	1	1.84	1.84	2.908	N.S.
	Within Groups	361	228.28	0.63		
	Total	362	230.12			
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No. 4 Direct Service	Between Groups	1	0.12	0.12	0.334	N.S.
	Within Groups	361	126.49	0.35		
	Total	362	126.61			
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No. 5 Adaptation	Between Groups	1	0.34	0.34	1.070	N.S.
	Within Groups	361	114.64	0.32		
	Total	362	114.98			
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No. 6 Management	Between Groups	1	0.29	0.29	1.156	N.S.
	Within Groups	361	91.50	0.25		
	Total	362	91.80			
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No. 7 Motivation	Between Groups	1	0.15	0.15	0.544	N.S.
	Within Groups	361	98.58	0.27		
	Total	362	98.73			

No. 8 Position	Between Groups	1	0.18	0.18	0.615	N.S.
	Within Groups	361	103.15	0.29		
	Total	362	103.32			
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Output Sum	Between Groups	1	0.23	0.23	0.973	N.S.
	Within Groups	361	84.10	0.23		
	Total	362	84.32			
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Support Sum	Between Groups	1	0.08	0.08	0.438	N.S.
	Within Groups	361	64.38	0.18		
	Total	362	64.46			
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Total	Between Groups	1	0.04	0.04	0.194	N.S.
	Within Groups	361	65.27	0.18		
	Total	362	65.31			
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The null hypothesis is sustained in all categories but number one, in which statistically significant difference is displayed. The null hypothesis is rejected in this category. The mean and standard deviation of this affected category are presented, by group, in Table XXVI.

TABLE XXVI

Means and Standard Deviations of the Affected
Category by Each Group
-Marital Status-

Category	Group 1 Unmarried	Group 2 Married	
No. 1	3.84	3.97	Mean
Student- Expressive	0.58	0.60	S.D.

The only item within this affected category which has significant result is item six, "enhance student belief in Allah and in the faith of Islam." This item received a mean of 3.13 and standard deviation of 1.45 by group one and a mean of 3.49 and standard deviation of 1.47 by group two. This result indicates that married people feel stronger toward this item as a goal than do single people.

CHAPTER V

SUMMARY, CONCLUSION, IMPLICATIONS, RECOMMENDATIONS, AND
SUGGESTIONS FOR FURTHER STUDYSummary

The purpose of the study was to assess the perceptions of importance of a set and a category of university goals among Saudi students at institutions of higher education inside the United States as of the academic year 1971-72. It, furthermore, tried to determine the relationship between perception of university goals and functions and the following variables:

1. Major fields of study
2. Educational level
3. Past work experience versus no past work experience
4. Nature of work experience
5. Expected job (after graduation)
6. Length of stay in the U.S.A.
7. Regional background
- and 8. Marital status.

On the basis of previous studies and assumptions, which suggested that these independent variables affected people's perceptions of issues--such as university goals--eight null hypotheses were formulated to analyze the effect of each variable on each of the university goals' categories. A review of related literature revealed: (1) Goal attainment is an

aspect of all organizations or institutions, upon which the survival of the system depends; (2) The nature of organizational goals is determined by the combination of the efforts of people involved in and concerned with the given organization; (3) Interviewing the concerned people of an organization is of prime significance in determining actual goals; (4) Teaching, research and community service are the most widely accepted university goals; (5) Other goals of support nature, such as motivation and adaptation, are very much essential for the attainment of output goals. They consume as much attention and energy as the more widely accepted output goals.

An integrated instrument was designed to include a broad range of the most common university goals. It included the list of university goals developed by Edward Gross and Paul Grambsch, and the goals presented by the Saudi Arabian Council of Ministers (see page 52, Research Instrument, this paper). The list of goals was divided into two parts--output heading and support heading. The two headings were divided into eight categories: Student-expressive, student-instrumental, research, direct service, adaptation, management, motivation, and position. A total of 50 goal items covering all these categories plus an instructional sheet and demographic data questions, were mailed to every Saudi student in the U.S.A. Each student

was asked to indicate, on a five-point scale, how much emphasis he felt each goal should receive. Out of 695 questionnaires mailed out, 413 usable responses were returned. Retests were conducted to insure reliability.

Means and standard deviations of each goal item were obtained for the purpose of ranking these goals in order of emphasis. From this rank it was determined that, in general, participants place higher values on student oriented and motivation goals than on other goal categories.

One-way analysis of variance was employed as the statistical test. Out of eight analyses performed, only one proved to be statistically non-significant. None of the variables, however, had significant results in all categories.

Conclusion

On the basis of the findings and with the limitations of this research, the following conclusions are drawn:

1. The participants emphasized all listed items quite highly; however, the ten top-ranked goal items, to the Saudi students in the United States, are, in descending order; "Keep up to date"; "protect student's right of inquiry"; "protect academic freedom"; "develop student's objectivity"; "insure efficient goal attainment"; "run university democratically"; "cultivate student's intellect"; "carry on applied

research"; "train students for scholarship/research"; and "prepare student for useful careers."

2. The findings generally support the idea that support goals are as important as the output goals of teaching, research, and service. Five of the ten top ranked goal items were under the support heading.

3. Direct service as a university goal was not strongly emphasized. None of this category's seven items were among the 15 top ranked goals. Furthermore, the cumulative average of this category was the next to the least for all categories.

4. The selective admission as a university policy was given the lowest ranking by the participants.

5. The question of religion as a university goal is the most controversial issue.

6. Category seven, "motivation," was the only category that was of no statistically significant difference on any of the eight different analyses conducted.

7. The findings did not support the previous research finding which stated that students of different major fields of study differ in their perceptions. No statistically significant differences were obtained in any of the eight categories in the analysis of this variable.

8. On analyzing the educational level variable, the results indicate that non-degree students display the greatest

divergence of perceptions, and thus they were the main contributors to the obtained significant differences on categories.

9. Participants with past work experience emphasize the importance of "student-expressive" goals more than participants with no past experience.

10. People with administrative background experience evaluated output goals higher than did the groups with other types of experience.

11. Relating to job expectation after graduation, the secondary level teachers and administrative in Ministry of Education groups evaluated goals in similar manner. Fewer similarities were displayed between people of expectations of secondary level teaching and university level teaching.

12. The findings of this study indicate a direct relation between length of stay in the United States and divergence of perceptions. The longer one has stayed in the U.S., the less emphasis he places on university output goals. Most of the comments on the questionnaire by participants were given by individuals of four or more years stay in the U.S. in attempts to rationalize their stands on various issues.

13. People from the eastern parts of the Kingdom of Saudi Arabia advocate student oriented goals more strongly than do people of other areas. They also advocate university direct service goals.

14. Marital status has little affect on people's perceptions of university goals, except in the case of religion as a university goal. Here married students advocate this goal more than do single students.

Implications

The findings of the present study indicate that young people of Saudi Arabia are very much concerned about the condition of the existing institutions of higher education in their country. One of the major annoying conditions is the continuing practice of old-fashioned methods of governing universities. The Saudi students' generally expressed view on their emphasis of "keep up to date" in policy and practice is that universities should be flexible and should willingly adopt new ideas without hesitancy or fear of change.

Saudi students are, in general, reluctant to downgrade any university goal item. To them, each goal item has its own merit, as many respondents indicated in their comments, and they strongly advocate that Saudi universities adopt every possible course which will lead to prominent professional positions.

What have been called pre-requisites to obtaining knowledge and truth--i.e., freedom of student inquiry and academic freedom--are of very great importance to Saudi students.

Participants were generally inclined to the belief that university students should be encouraged to search for facts rather than be required to take limited subjects chosen by others.

Many able youths who should go to a university are unable to do so because of rigid entrance requirements. Saudi students indicate that Saudi universities should be obligated to "educate to utmost high school graduates."

The low rank of direct service goals implies that people have not realized the full importance of such activities. Research activities are, as many respondents indicated, direct services to the community. Thus the concept of direct service is not clear to some and not convincing to others.

Saudi Arabia is a developing country, and its people are not bound in their thinking by their interests or specialties. But the people have the common inspiration of seeing their country progress. This is the implication of the non-significant finding in relation to major fields of study.

The high level of agreement on category seven, "motivation"--which includes "protect academic freedom", "provide student activities", and "protect student right of inquiry"--on any of the eight analyses implies the common and indisputable agreement on the essentiality of these instruments to prevail in

Saudi universities. Although these items are not goals in themselves, they are indispensable tools for achieving goals. Preserving them is the vital element for the universities' objectives.

The results of the second analysis of variance, which showed, that non-degree students display the greatest divergence of perception of university goals and functions by evaluating all goals' items higher than the other groups, indicates that those people are not influenced by their new experience in learning. They are isolated from the academic environment.

People with considerable amounts of work experience emphasize the importance of prestige. The implication is that these people have felt the luxury of a prestigious position, and they want this prestige maintained.

Work-experienced people emphasize student oriented goals because they have encountered the realities of life and they realize the failings of their own educations in preparing them for these realities.

People who are not expecting to teach on the university level ranked each goals' items high because their expectations are somewhat idealistic. Those who expect to serve in universities' communities are more pragmatic and in general they ranked the goals' items lower.

The longer one has stayed in the U.S., the less enthusiastic he is in upholding goals that are typically taken for

Recommendations for Further Study

The results obtained from this study have shown the trends of the perceptions of university goals and functions by Saudi students in the United States. The analyses of the several variables have shown how different Saudi people stand in the evaluation of the universities' goals' categories. Further studies are needed to expand the experience gained by this research. Two classes of studies are suggested by the results of the present study: 1) Studies that have been suggested to the author by the necessary limitations/restrictions imposed on this present research by its design; and 2) studies that have been suggested by the specific nature of the findings of the present study.

1) Recommended Studies

A. Conduct similar studies with the people who are currently involved in the educational process, such as Saudi university administrators, students, faculties, personnel in the Ministry of Education, and teachers and staff of secondary schools.

B. A comparative study on similar groups in other Arab countries and in other developing nations, to provide useful information on cross-cultural education.

C. Research an extended sample of similar Saudi groups in other foreign countries, for example, the Saudi

students attending institutions of higher learning in Great Britain, Germany, and Pakistan.

D. A study of perceptions of university goals and functions by Saudi community members other than those who are involved in the educational processes.

E. A study to determine the most urgent needs of society, to establish the priorities of Saudi university objectives and functions.

2) Recommended Studies

A. An analysis of the implications of curriculum (program) development of the priorities revealed by this study.

B. A comparison of current operational goals pursued by Saudi higher education, conducted among faculty, staff, and students in Saudi universities, with the findings of the present study.

C. A study to determine how to improve motivational instruments for university faculty, students, and staff so that they may perform more efficiently, e.g., the best methods of teaching, evaluating students, and selecting textbooks.

D. An investigation into possible student activities so that a student will find the university a place where he can not merely learn subject matter from books, but also learn about life.

E. An evaluation of the curriculum should be conducted to determine whether or not it promotes the individual's development.

F. Analyze the relationship between present organizational structure of Saudi institutions of higher education and the goal priorities demonstrated by this study.

G. A study to develop and propose admissions criteria to promote higher education for all persons with the ability and the desire to continue their education.

H. Investigate every possible method of assisting each individual in his development; for example, methods of guidance and counseling to aid the student in solving his problems, including, but not limited to, academic problems.

I. Analyze the current funding practices and money allocations of Saudi universities and compare them with goal priorities found in this study.

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APPENDICES

APPENDIX I

THE TEXT OF THE LETTER
ACCOMPANYING THE QUESTIONNAIRE
-IN ARABIC-

Mohammed Ahmed Rasheed
523 Chesapeake #5
Norman, Oklahoma 73069

أخي الزميل

تحية طيبة وبعد :

خمس سنوات وفي مرت علي منذ أن وطأت قدمي هذا البلد "أمريكا" للدراسة العليا في حقل التربية وبالذات "التعليم العالي" . بعد أن حصلت على الماجستير التحقت ببرنامج الدكتوراه منذ أكثر من سنتين بجامعة أوكلاهوما . انني الآن بصدد العمل على آخر ما يتطلبه الحصول على مثل هذه الدرجة ، أقصد كتابة الرسالة . وإيماناً مني بضرورة الافادة من البحوث التي نكتبها هنا بحيث تكون ذات علاقة بمشاكلنا وواقعنا التربوي فقد قررت أن تكون رسالتي عن "الطلبة السعوديون في أمريكا ، دراسة لتطلعاتهم عما يجب أن تكون عليه أهداف الجامعات في بلدنا" وهذا بالتالي يعني وجوب اشراك كل الاخوة الدارسين هنا في تحديد تلك الأهداف والتطلعات من خلال الاجابة على الأسئلة المرفقة مع هذا .

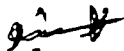
انني أثق اننا بمثل هذا العمل الجماعي نستطيع أن نضيف دفعة أخرى للمسيرة التربوية في بلدنا .

ان أهمية هذه الدراسة تكمن في أن تحديد أهداف وأغراض الجامعات في كل مكان لا يزال مثار الكثير من الجدل خاصة في الدول المتطورة فمابالنا ونحن لازلنا في أول تطلعاتنا في تحديد أسس مؤسساتنا التربوية . ثم أن تقييمكم للأغراض والأهداف المنصوص عليها له أهمية كبرى وذلك ناتج عن إيماني بكم كطلبة أتيح لهم ظروف أفضل في التعليم - خاصة في أمريكا . وبأنكم من العناصر الرائدة التي ستساهم في حمل أعباء التطوير في مجتمعنا وهو ما دفعني إلى التشجيع لتنفيذ مثل هذه الفكرة .

أملّي كل أمني هو أن أحظى بتعاونكم فمستقبل هذه الدراسة "كبحث" يعتمد كلياً على الروح التي بها ستعاملون هذه التجربة .

أشكر لكم سلفاً تعاونكم وأنتي في انتظار الرد بأقصى سرعة ممكنة ، مع فائق تحياتي .

المخلص



محمد الأحمد الرشيد

APPENDIX II

A TRANSLATION FROM ARABIC OF THE
LETTER ACCOMPANYING THE QUESTIONNAIRE

In the Name of Allah, the Compassionate, the Merciful

Mohammed Ahmed Rasheed
523 Chesapeake # 5
Norman, Oklahoma 73069

My brother the colleague
Greeting

More than five years since my feet stepped on the soil of this country America for graduate study in the field of education, particularly higher education. After I obtained my master's, I joined the doctoral program at the University of Oklahoma more than two years ago. Now I am in the process of completing the last requirement for this degree--the dissertation. On the basis of my belief that it is necessary to benefit from all researches we write here, provided these researches have some relation to our problems and the existing condition of our educational system, I decided that my research dissertation would be "Saudi Students in the United States, A Study of Their Perceptions of University Goals and Functions." Therefore, the participation of all brothers studying here in the United States, in defining these goals and functions through responding to the accompanying questions, is necessary.

I am confident that we could add to the advancement of education in our country through our united and cooperative efforts.

The significance of this study stems from the fact that defining university goals and functions is everywhere a controversial issue--even in advanced countries. Since we are still in the beginning of setting up the basis of our educational institutions, it is more important for us to make such a study. Furthermore, your evaluations of university goals presented in the accompanying questionnaires have special significance because it is my conviction that you have better opportunity for learning than others since you are in America. And you are among the vanguard element which will contribute a great deal in carrying the responsibility of development in our society. This encourages me to execute this idea.

All of my hope is that I receive your full cooperation and help. The future of this study as "research" depends

entirely on the spirit with which you treat this experiment.

I thank you, in advance, for your cooperation. I am awaiting your response as soon as possible. With my precious greeting

Sincerely

Mohammed Ahmed Rasheed

3/7/1972

APPENDIX III

TEXT OF THE INSTRUCTIONS FOR

CHECKING THE QUESTIONNAIRE

-IN ARABIC-

قراءة هذه التعليمات مهم في معرفة المقصود من هذه الدراسة

تعليمات عن الأسئلة وكيفية الاجابة عليها

- ١ - الغرض من هذه الدراسة هو تحديد أهداف الجامعة ومن ثم ترتيب الأهداف حسب الأهمية طبقا لما يراه الدارسون في الولايات المتحدة الأمريكية من أبناء المملكة العربية السعودية .
- ٢ - التقييم المطلوب هو لما يجب أن يكون بصرف النظر عن الواقع .
- ٣ - المقصود من الجامعة أى جامعة في الوطن تخدم أغراضا وفروعا متعددة " مثل جامعة الرياض وجامعة الملك عبد العزيز " فعليه فان الكليات أو الجاسعات ذات الهدف المحدود مثل " الجامعة الاسلامية " فانها غير مقصود .
- ٤ - الصفحة الأولى من هذه الأسئلة تشتمل على معرفة معلومات شخصية الغرض من الحصول عليها هو مقارنة بين الأجوبة بين كل الفئات طبقا لنوعية ومستويات الدراسة - التجارب - الاعمار فهذه وغيرها ربما تكون عوامل رئيسية في اختلاف وجهة النظر .
- ٥ - الصفحات الثلاث التي باللغة الانجليزية هي خمسين فقرة مختصرة تمثل الكثير مما قبل عن أهداف الجامعات وبالطبع فان الكثير منها قد يكون غير واضح المعنى فاني أرفقت ايضاها باللغة العربية شارحا كل فترة على حده ومرفقة حسب ترفيم الفقرات باللغة الانجليزية فعليه فاني أرجو الرجوع الى الايضاح بالعربي عند عدم معرفة القصد .
- كان بودي أن أضعها كلها باللغة العربية ولكن اللجنة المشرفة على دراستي رأت أن أتخذ هذا الترتيب .
- ٦ - التسلسل الأفتي يعني أن تعمل اشارة علامة الضرب x موازيا لكل هدف وحسب مراثياتك تجاهه والدرجات مرتبة حسب وضعها باللغة الانجليزية من اليسار الى اليمين .

لا أدري	ليس له	أهمية	أهمية قليلة	متوسط الأهمية	مهم جدا	له أهمية بالغة جدا	الهدف

حين تؤثر على أى هدف بأن له أهمية بالغة جدا فان هذا يعني أن هذا الهدف من الأهمية بمكان لدرجة أنه لو لم يكن موجودا فان الجامعة ستتأثر في أسسها التي بنيت عليها .

- ٧ - بعض الأهداف الخمسين المرفقة بعضها مناقص لبعض ولكن الغرض هو تحديد ما نراه مناسباً فمثلاً الفقرة رقم (٢٣) تنص على أن الجامعة تقبل كل خريجي المدارس الثانوية والفقرة رقم (٢٤) تنص على أن الجامعة تقبل قلة مختارة من خريجي المدارس الثانوية عليه فإن أى تقييم لاحدهما يجب أن يكون معاكس لتقييم أهمية الأخرى .
- ٨ - أرجو ألا تلجئ إلى العمود الذى معناه لأدري إلا حين تكون بالفعل غير قادر عن تحديد موقفك .
- ٩ - الفراغ المتروك في نهاية الأسئلة هو من أجل إعطائك الفرصة في اضافة أى هدف آخر لم تتضمنه القائمة وحين تذكره فارجوك التكرم بالتأشير في المكان الذى تراه مناسب لأهميته وان شئت فاكبه بالعربي أو الانجليزى .
- ومرة أخرى يا أخى التعاون وسرعة الاجابة وصدقني أن في جوابك أنت والآخرين تحديد الدراسة وزمن انتهائها .

ودمــــت .

APPENDIX IV

A TRANSLATION FROM THE ARABIC
OF THE INSTRUCTIONS

Reading the instructions is important in understanding the meaning of this study.

Instructions about the Questionnaire and the Way to Respond to It

1. The purpose of this study is to determine university goals and then to order these goals according to their importance as they are seen by Saudi students in the U.S.A.
2. The evaluation requested is that which should be--regardless of existing conditions.
3. The meaning of university here is any university in our country that serves multiple purposes and has several faculties. For example, Riyadh University and King Abdullaziz University. Therefore, colleges or universities with limited objectives, such as Islam University, are not to be considered.
4. The first page of this questionnaire contains personal questions for the purpose of comparing between different responses according to major fields of study, educational level, experience, age, etcetera. These variables may be a major factor in influencing the evaluations.
5. The first three pages, in the English language, contain fifty condensed goal items representing much of what has been said about university goals. Of course, some of these items might not have clear meaning; therefore, I attached to this some explanatory notes in Arabic expanding every item and giving

it the same number. Therefore, I hope you refer to it when the meaning is not clear. I had the desire to have all the questionnaires in Arabic, but my committee feels this process is better.

6. The horizontal order means that you check "X" parallel to each goal item according to your attitude towards it. The degree, in English, descends from left to right.

Goals	Of abso- lutely top impor- tance	Of great impor- tance	Of medium impor- tance	Of little impor- tance	Of no impor- tance	Don't know or can't say

When you rate any item as "of absolutely top importance," this means that that item is of such importance that a university without it would be shaken to its foundation.

7. Some of the 50 goals' items attached here may contradict each other, but the purpose is to rate each item individually. For example, item number 23 states that the university should "educate to utmost high school graduates" and item 24 states that the university should "accept good students only"; therefore, your evaluation of one may be opposite to your evaluation of the other.

8. Please do not check "do not know or can not say" unless you are actually unable to determine your stand.

9. The blank left at the end of the questionnaire is to give you an opportunity to add any other goals which are not included in the list. Please indicate the degree of its importance. You may write it in Arabic or English.

Once again, my brother, please help and respond promptly. Believe me, your response with the other responses will determine this study and the time of its completion.

To you unceasing life

APPENDIX V

TEXT OF THE DEMOGRAPHIC QUESTIONS

-IN ARABIC-

(نذكر الاسم والعنوان اختياري)

الاسم كاملاً بالعربي :

انجليزي :

العنوان في أمريكا :

العمر : مكان المولد : البلدة التي تسكن فيها (في الوطن) :

البلدة التي تعمل فيها (إذا كانت مختلفة عن البلدة التي تسكن فيها) :

المؤسسة أو الوزارة التابع لها في بعثتك :

المؤسسة أو الوزارة التابع لها في عملك (إذا كنت موظفاً) :

كم من السنين إضيت في العمل الوظيفي :

شهر سنة

كم من الزمن إضيت في الولايات المتحدة :

الوضع العائلي : (ضع علامة على الجواب) :

اعزب :

متزوج :

إذا كان هناك الحفال ، كم عدد هم :

اسم الجامعة أو الكلية أو المعهد :

مكان الدراسة حالياً :

التخصص الدراسي :

الحياة الدراسية	سنة التخرج	اسم المدرسة أو المؤسسة أو الجامعة	اسم البلد	اسم القتر (إذا لم يكن السعودية)
الابتدائي				
المتوسط				
الثانوي				
الجامعي				
دبلوم أو تدريب بعد الجامعة				
مرحلة الماجستير				
الدكتوراه				

مرحلة الدراسة الحالية (ضع العلامة x على ما ينطبق عليك) .

جامعي تدريب ماجستير دكتوراه آخر (حدد)

موسم التخصص تقريبا ؟

نوعية العمل بعد التخرج (حسب توقعات)

APPENDIX VI

TRANSLATION FROM THE ARABIC
OF THE DEMOGRAPHIC QUESTIONS

Complete Name in Arabic: (stating name and
in English: address optional)
Address in U.S.A.:

Age: Place of Birth: Town of Residence
in Home Country:

Place of work:
(if it differs from
where you live)

Institution or Ministry granting your scholarship:

Institution or Ministry you belong to if employee:

Years of work: Nature of Work:

Years spent in U.S.A.:

Marital Status: Single___ Married___ (check the one applied
to you)

How many children you have, if any:

Place of study (currently):
(name of university or institution)

Your major field of study:

Study life	Year of Graduation	Name of Institution	Location: Town	Location: Country (if not Saudi Arabia)
Elementary				
Inter- mediate				
Secondary				
University				
Diploma or training after uni- versity				
Master's				
Doctoral				

Level of your current study (check "X" on what applied to you)

Undergraduate___ Non-degree___ Master's___ Doctoral___ Other___

Approximate date of graduation: (specify)

Kind of job after your graduation (according to your expectation)

APPENDIX VII

FORMS OF GOAL ITEMS IN ENGLISH

--1--

CHECK EACH OF FOLLOWING GOALS ACCORDING
TO THE DEGREE OF THEIR IMPORTANCE TO YOU

Note: "of absolutely top importance" should be only checked if the aim is so important that a university without it would be shaken to its very roots.

GOALS	of abso- lutely top impor- tance	of great impor- tance	of medium impor- tance	of little impor- tance	of no impor- tance	don't know or can't say
1.Cultivate student's intellect						
2.Produce well rounded student						
3.Affect student with great ideas						
4.Develop student's objectivity						
5.Develop student's character						
6.Enhance student's belief in Allah and in the faith of Islam						
7.Prepare students for useful careers						
8.Prepare students for status/leadership						
9.Train students for scholarship/research						

--2--

10.Cultivate student's taste						
11.Prepare student for citizenship						
12.Carry on pure research						
13.Carry on applied research						
14.Provide special adult teaching (for part time students)						
15.Assist citizens through extension programs						
16.Provide community cultural leadership						
17.Disseminate new ideas						
18.Preserve cultural heritage						
19.Translate all useful science and letters into Arabic						
20.Develop writers in all fields to serve the Islamic idea						

--3--

21. Insure confidence of contributors on university						
22. Insure favor of validating bodies and institutions						
23. Educate to utmost all high school graduates						
24. Accept good students only						
25. Satisfy area needs						
26. Keep costs down						
27. Hold staff in face of inducements						
28. Reward for contribution to profession						
29. Involve students in university government						
30. Involve faculty in university government						
31. Run university democratically						
32. Keep harmony (within university)						
33. Reward for contribution to institution						
34. Emphasize undergraduate instruction						

35. Encourage graduate work						
36. Insure efficient goal attainment						
37. Let will of faculty prevail (in every important matter)						
38. Protect academic freedom						
39. Give faculty maximum oppor- tunity to pursue careers						
40. Provide student activities						
41. Protect student's right of inquiry						
42. Protect student's right of action						
43. Develop faculty loyalty to institution						
44. Develop pride in university						
45. Maintain top quality in all programs						
46. Maintain top quality in important programs						
47. Maintain balanced quality in all programs						
48. Keep up to date						
49. Increase or maintain prestige						

50. Preserve institutional character						
--------------------------------------	--	--	--	--	--	--

PLEASE ADD ANY UNIVERSITY GOALS WHICH I DO NOT INCLUDE

[illegible]

APPENDIX VIII

TEXT OF THE EXPLANATORY NOTES OF GOAL ITEMS

-IN ARABIC-

شرح وايضاح للأهداف المرفقة باللغة الانجليزية

- ١ - اعداد الطالب وتسلحه بالوعي والادراك الذى يمكنه من الثبات والتمييز في وجه كل المفريات والتحديات .
- ٢ - اعداد الطالب المكامل اخلاقيا واجتماعيا وثقافيا وعقليا الخ .
- ٣ - التأكد من التأثير المستمر على روح وعقل الطالب بالفكر الانسانية العظمى الموروثة عبر التاريخ .
- ٤ - ايجاد وتأصيل القدرة عند الطالب على تحرى الموضوعية بما يتعلق به أو غيره بروح ناقدة تزيهة .
- ٥ - تطوير وانعاش الخلق القويم لدى الدارس بحيث يكون لديه القدرة الذاتية على التمييز وتبني الافضل في كل أموره .
- ٦ - زرع روح الايمان بالله والولاء لدين السلام .
- ٧ - اعداد الفرد وتدريبه ليقوم بعمل مفيد عند تخرجه .
- ٨ - خلق وتنمية روح الطموح عند الطالب واعداده لمركز قيادى في مجتمعه .
- ٩ - تدريب الطالب على طريقة البحث والولع بالدراسة وتنمية مواهب الادراك والخلق والابداع عنده .
- ١٠ - تنمية ذوق الطالب الى درجة تمكنه من أن يكون صاحب اختيار سليم .
- ١١ - تسليح الطالب بروح الولاء للوطن بحيث يكون في مقدوره المشاركة الفعالة في رفع مستوى الوطن والمواطنين .
- ١٢ - على الجامعة أن تعمل في اعداد التجارب الجديدة والبحوث العلمية الخاصة في كل الميادين الاقتصادية - السياسية - الاجتماعية التربوية والتقنية وغيرها نظريا وعلميا .
- ١٣ - على الجامعة أن تعمل على تطبيق والاستفادة من التجارب العلمية الموجودة لحل كل ماأمكن من المشاكل في مختلف الميادين الاقتصادية - السياسية - الاجتماعية - التربوية والتقنية وغيرها نظريا وعلميا .
- ١٤ - اعداد برامج خاصة تدريسية تهدف الى تزويد غير المنتظمين في برامج الجامعة العادية لمتابعة التطورات المستجدة في كل الميادين من غير أن ينقطعوا عن أعمالهم الوظيفية .
- ١٥ - مساعدة المواطنين من خلال برامج ذات صبغة غير تدريسية اكايدمية ترتفع بمستوياتهم الفكرية والثقافية وعلى امدادهم مباشرة بالارشادات والتسهيلات الضرورية التي يمكن أن تفيدهم في حياتهم العامة .

- ٣٢ - خلق روح الألفة والتعاون بين مختلف فروع الجامعة وأفرادها .
- ٣٣ - مكافأة وتشجيع الكفاءات التي تضيف الجديد لنمو الجامعة .
- ٣٤ - صرف جل الاهتمام على الدراسات الجامعية (ولو على حساب نمو الدراسات العليا)
- ٣٥ - تشجيع الطلبة لمواصلة الدراسات العليا ما فوق مستوى الجامعة وذلك نابع من الأهمية التي يجب أن توليها الجامعة لسد حاجات البلد .
- ٣٦ - التأكد من أن العاملين في الجامعة عندهم القدرة والكفاءة على تحقيق الأهداف الأساسية التي تنشدها الجامعة كل في اختصاصه .
- ٣٧ - التأكد من أن رغبة المدرسين المتفرغين للعمل في الجامعة هي السائدة ليس في المناهج فحسب بل وفي كل المجالات التي تتعلق بكيان الجامعة .
- ٣٨ - إيجاد وحماية الحرية الأكاديمية للمدرسين بحيث تكون لديهم القدرة على البحث والاطلاع ونشر حصيلة بحوثهم واستطلاعهم دونما أى معارضة .
- ٣٩ - الجعل من الجامعة مكانا للمدرسين فيها أكبر فرصة ممكنة ليتابعو ويطورو كل ما يتعلق بمهنتهم بطريقة مرضية لهم وطبقا لموازين يرونها .
- ٤٠ - خلق وحماية النشاطات الطلابية المختلفة .
- ٤١ - صيانة حق الطالب في البحث والتحرى العلمي الأمين في كل ما يرغب معرفته .
- ٤٢ - حماية حق الطلبة في اتخاذ وتنفيذ المواقف التي يرون صلاحيتها وفي حدود اللياقة .
- ٤٣ - تنمية روح الولاء للجامعة ككل من قبل المدرسين العاملين فيها في كل الظروف .
- ٤٤ - تنمية روح الاعتزاز بالجامعة وبألاشيء التي تتخذها من المدرسين والموظفين والطلبة .
- ٤٥ - التركيز والمحافظة على نوعية ممتازة في كل برامج الجامعة .
- ٤٦ - التركيز والمحافظة على نوعية ممتازة في بعض برامج الجامعة التي يشعر القائمون على الجامعة انها مهمة وأما البرامج التي قد يرون انها ذات أهمية خاصة فتكون على مستوى مقبول .
- ٤٧ - اعطاء أهمية متساوية لكل برامج الجامعة وبنفس الدرجة وعلى مستوى مقبول .
- ٤٨ - مسايرة التطورات الحديثة في كل حقول تخصصات الجامعة .
- ٤٩ - زيادة ورفع مقام الجامعة والتأكد من المحافظة على ذلك المستوى .
- ٥٠ - الحفاظ على تقاليد الجامعة المعروفة عنها بحيث تبقى السمعة الخاصة بها دائما .

APPENDIX IX

TRANSLATION FROM ARABIC OF THE EXPLANATORY

NOTES OF GOAL ITEMS

Explanation and Clarification of
Goal Items in Accompanying Questionnaire^{*}

1) Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum.

2) Produce a well-rounded student, that is, one whose physical, social, moral, intellectual, and aesthetic potentials have all been cultivated.

3) Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history.

4) Assist students in developing objectivity about themselves and their beliefs, and hence in examining those beliefs critically.

5) Develop the inner character of students so that they can make sound, correct moral choices.

6) Enhance student's belief in Allah and in the faith of Islam.

7) Prepare students specifically for useful careers upon graduation.

8) Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying

^{*}Explanatory notes are primarily taken, with some modification, from Edward Gross and Paul Grambsch, University Goals & Academic Power, (Washington, D.C.: American Council on Education, 1968).

a high status in life and a position of leadership in society.

9) Train students in methods of scholarship and/or scientific research and/or creative endeavor.

10) Develop the tastes of students to a degree which enables them to make good choices.

11) Enhance student's loyalty to his country to be able to contribute for the raising of the nation and the citizens to better stages.

12) Carry on pure research.

13) Carry on applied research.

14) Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.

15) Assist citizen directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than teaching.

16) Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays, or celebrations which present the best of culture, entertainment, etc.

17) Serve as the center for the dissemination of new ideas that will change the society in all fields.

18) Serve as center for the preservation of the cultural heritage of the nation.

19) Translating all useful science and letters into Arabic.

20) Developing writers in all fields to serve the Islamic idea.

21) Insure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university.

22) Gain the recognition and approval of those who validate the quality of the programs the university offers from all institutions and universities or respected persons inside and outside the country.

23) Educate to his utmost capacities every high school graduate who meets basic legal requirements of admission.

24) Accomodate only students of high potential in terms of the specific strengths and emphasis of the university.

25) Restrict university programs to the special needs and current problems of immediate necessity of the society.

26) Keep cost down as low as possible, through more efficient utilization of time and space, reduction of course duplication, etc.

27) Hold university staff in face of inducements offered by other universities.

28) Offer awards and assistance to all persons involved in contribution to their profession or discipline.

- 29) Involve students in the government of the university.
- 30) Involve faculty in the government of the university.
- 31) Make sure the university is run democratically insofar as that is feasible.
- 32) Keep harmony between all university departments, divisions, and people.
- 33) Award and encourage all competent people who contribute new ideas for university development.
- 34) Emphasize undergraduate instruction even at the expense of the graduate programs.
- 35) Encourage students to go into graduate work to fill all the nations needs.
- 36) Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible.
- 37) Make sure that on all important issues (not only curriculum) the will of the faculty shall prevail.
- 38) Protect the faculty's right to academic freedom.
- 39) Make the university a place in which faculty has maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria.
- 40) Provide full round of student activities.
- 41) Protect and facilitate the students' right of inquiry, investigation, and right to examine critically any idea or

program that they might become interested in.

42) Protect and facilitate the students' right to advocate direct action of a political or social nature and any attempts on their part to organize efforts to attain political or social goals.

43) Develop loyalty on the part of the faculty and staff to the university under every circumstance, rather than only to their own jobs or professional concerns.

44) Develop greater pride on the part of faculty, staff and students in their university and the things it stands for.

45) Maintain top quality in all programs which the university engages in.

46) Maintain top quality in those programs which university officials feel to be especially important (other programs being, of course, up to acceptable standards).

47) Maintain a balanced level of quality across the whole range of programs in which the university engages.

48) Keep up to date and responsive.

49) Increase the prestige of the university and maintain that gained prestige.

50) Maintain the university's known tradition, that is, to preserve its peculiar emphasis and point of view, its "character."

APPENDIX X

FORMS OF GOAL ITEMS IN CATEGORIES

	of abso- lutely top impor- tance	of great impor- tance	of medium impor- tance	of little impor- tance	of no impor- tance	don't know or can't say
I. OUTPUT GOALS						
A. Student- Expressive						
1. Cultivate Student's intellect						
2. Produce well-rounded student						
3. Affect stu- dent with great ideas						
4. Develop student's objectivity						
5. Develop student's character						
6. Enhance student's belief in Allah and in the faith of Islam						
B. Student- Instrumental						
7. Prepare students for useful careers						
8. Prepare students for status/leader- ship						
9. Train stu- dents for scholarship/ research						
10. Cultivate students' tastes						
11. Prepare student for citizenship						

C. Research

12. Carry on pure research						
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13. Carry on applied research						
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D. Direct Service

14. Provide special adult training						
------------------------------------	--	--	--	--	--	--

15. Assist citizens through extension programs						
--	--	--	--	--	--	--

16. Provide community cultural leadership						
---	--	--	--	--	--	--

17. Disseminate new ideas						
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18. Preserve Cultural Heritage						
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19. Translate all useful science and letters into Arabic						
--	--	--	--	--	--	--

20. Develop writers in all fields to serve the Islamic idea						
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II. SUPPORT GOALS

A. Adaptation

21. Insure confidence of contributors						
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22. Insure favor of validating bodies						
---------------------------------------	--	--	--	--	--	--

23. Educate to utmost all highschool graduates					
24. Accept good students only					
25. Satisfy area needs					
26. Keep costs down					
27. Hold staff in face of inducements					
B. Management					
28. Reward for contribution to profession					
29. Involve students in university government					
30. Involve faculty in university government					
31. Run university democratically					
32. Keep harmony					
33. Reward for contribution to institution					
34. Emphasize undergraduate instruction					
35. Encourage graduate work					
36. Insure efficient goal attainment					
37. Let will of faculty prevail					

C. Motivation

38. Protect academic freedom						
39. Give faculty maximum opportunity to pursue careers						
40. Provide student activities						
41. Protect students' right of inquiry						
42. Protect students' right of action						
43. Develop faculty loyalty to institution						
44. Develop pride in university						

D. Position

45. Maintain top quality in all programs						
46. Maintain top quality in important programs						
47. Maintain balanced quality in all programs						
48. Keep up to date						
49. Increase or maintain prestige						
50. Preserve institutional character						

APPENDIX XI

TEXT OF THE REMINDING LETTER MAILED TO
SUBJECTS WHO DID NOT RESPOND
WITHIN THREE WEEKS FROM SENDING QUESTIONNAIRE
(or respondents who did not sign their names)
-IN ARABIC-

"بسم الله الرحمن الرحيم"

Mohammed Ahmed Rasheed
523 Chesapeake #5
Norman, Oklahoma 73069

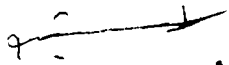
أخي الزميل

المحترم

تحية طيبة وبعد :

أحب أن أذكرك بأنني في انتظار جوابك على الأسئلة التي أرسلتها
لك منذ أكثر من اسبوعين والتي تدور حول "ما يجب أن يكون أهدافا لجامعات بلدنا"
مرة أخرى أن انجاز هذه الدراسة يعتمد كلياً على تجاوبك وفي اعتقادي أنك لن
تألو جهداً في المساهمة في نجاح هذه المهمة .
أحب أن أؤكد لك ان الاجابات هذه لغرض شرحه لك محدود واضح
(بحث علمي بحث) بمعنى أنه لن يتولى النظر فيه ودراسته الا الباحث نفسه .
فضلاً سارع بالاجابة واني لشاكر ومقدر كما آمل لك النجاح والتوفيق في
مساعدتك وأسلم ،

المخلص ،


محمد الأحمد الرشيد

٠ ١٩٧٢/٣/٢٣ م

APPENDIX XII

TRANSLATION FROM ARABIC OF
THE REMINDING LETTER

In the Name of Allah, the Compassionate, the Merciful

Mohammed Ahmed Rasheed
523 Chesapeake # 5
Norman, Oklahoma 73069

My brother the colleague (name) , Esquire

Good Greeting

I would like to remind you that I am awaiting your responses on my questionnaire sent to you more than two weeks ago. This questionnaire is about what the goals of universities in our country should be.

Once more, accomplishing this project depends entirely on your response. It is my conviction that you will not spare the effort to contribute to the success of this assignment.

I would like to assure you that your response is strictly for the purpose which I clearly explained to you--complete scientific research; in other words, your response is considered confidential and no one except the researcher will have access to it. Please respond quickly. I am grateful and appreciative to you. I wish you success and good fortune in all your endeavors. Be Safe.

Sincerely

Mohammed Ahmed Rasheed

3/23/1972