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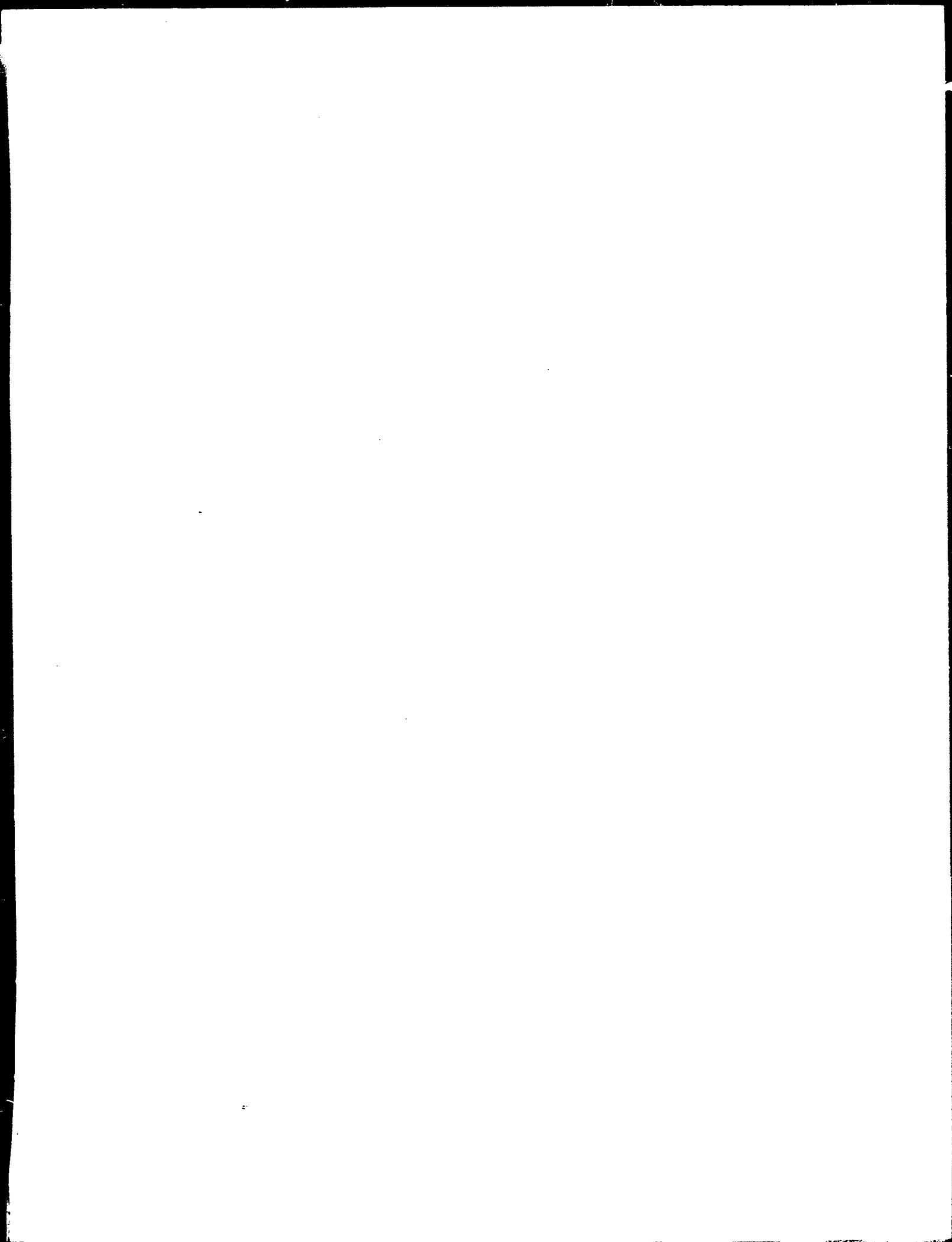
Al-Nassar, Fahd Mohamed

SAUDI ARABIAN EDUCATIONAL MISSION TO THE UNITED STATES:
ASSESSING PERCEPTIONS OF STUDENT SATISFACTION WITH SERVICES
RENDERED

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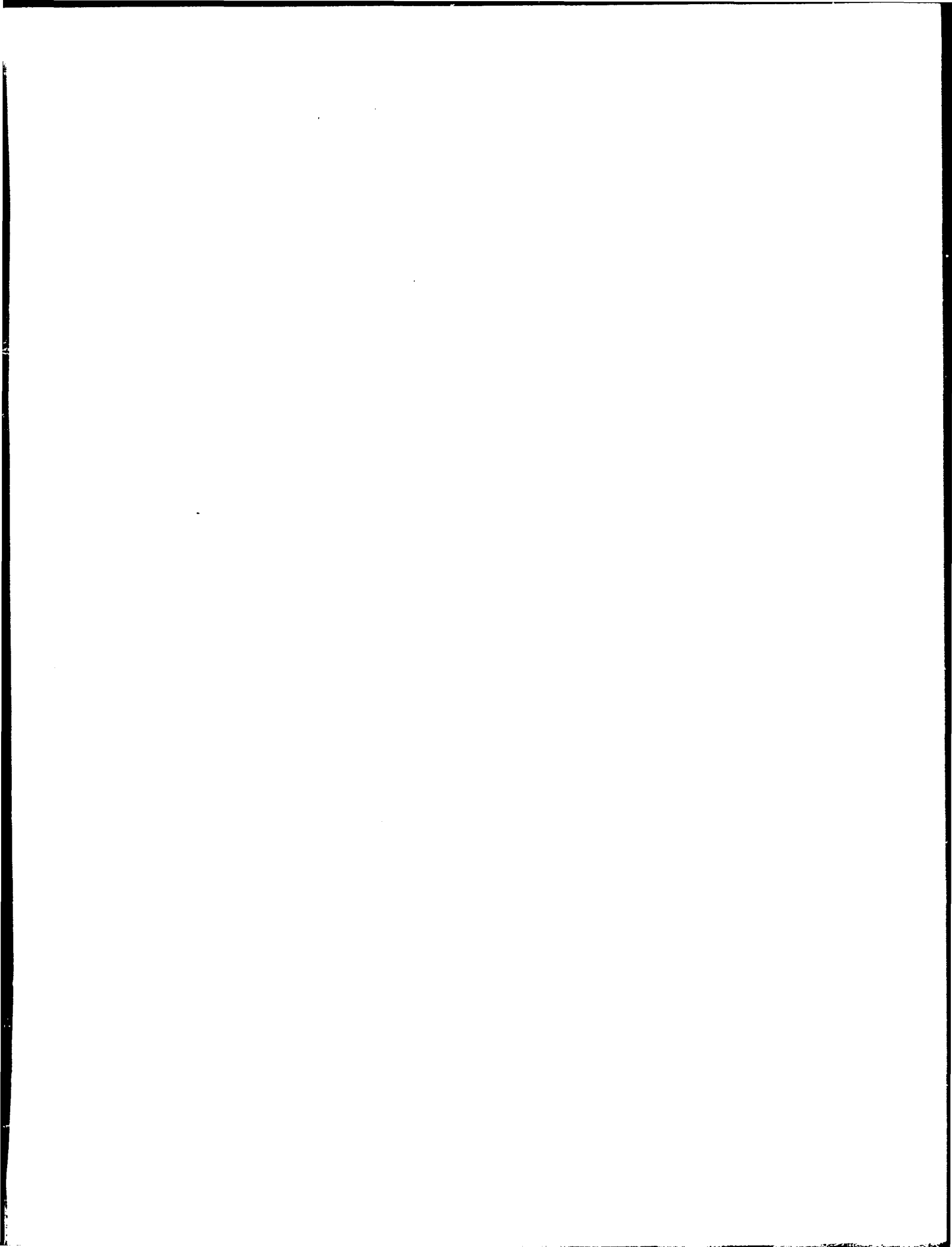


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SAUDI ARABIAN EDUCATIONAL MISSION TO THE UNITED STATES:
ASSESSING PERCEPTIONS OF STUDENT SATISFACTION
WITH SERVICES RENDERED

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

BY
FAHD MOHAMED AL-NASSAR
Norman, Oklahoma
1982

SAUDI ARABIAN EDUCATIONAL MISSION TO THE UNITED STATES:
ASSESSING PERCEPTIONS OF STUDENT SATISFACTION
WITH SERVICES RENDERED

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ACKNOWLEDGMENTS

"In The Name of Allah, The Beneficient, The Merciful"

Praise be to Allah for His uncountable blessings.

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This dissertation is dedicated
to the fond memory of my father, and
to the constant prayers of my mother.

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ABSTRACT

Title: Saudi Arabian Educational Mission to the United States: Assessing Perceptions of Student Satisfaction with Services Rendered

By: Fahd Mohamed Al-Nassar, Ph.D.

The University of Oklahoma, Norman, Oklahoma, 1982

Advisor: Dr. Herbert R. Hengst, Professor of Education and Director, Center for Studies in Higher Education.

The evaluation of educational services from the standpoint of the subjects receiving these services is essential for the development and improvement of educational programs. Saudi students in American colleges and universities are the consumers for these services.

The purpose of this study was to investigate the perception of Saudi students' satisfaction with rendered services, reasons for their satisfaction, and reasons for dissatisfaction.

The data for conducting this survey were collected from different resources, primarily from responses of a

random. In addition, data related to the historical background of Saudi students studying abroad, the development of Saudi Arabian educational missions, and the present status of the overseas scholarship program, were gathered through on site interviews in Saudi Arabia.

The total population of this study was 6823 Saudi students. A stratified random sample produced a study group of 428 undergraduate and graduate male students. In order to ensure clarity of the research instrument to all subjects, each item was written in both languages, Arabic and English.

The data were analyzed by Perason product-moment correlation to determine the relationship between the perception of satisfaction with services provided by the Educational Mission and selected independent variables such as age, years in the United States, degree level, and number of times field of study changed. One-way analysis of variance was used to determine if significant differences existed between the perception of satisfaction with student services according to such variables as marital status, government sponsoring agencies, and fields of study.

The findings of this study can best be summarized as follows:

1. There were no significant relationships between the perception of satisfaction with student services and students with previously mentioned characteristics.

2. Also there were no significant differences in the perception of satisfaction with student services and students with different characteristics.

3. Frequencies and percentages showed that:

- A. Saudi students were "very satisfied" or "satisfied" with eleven services out of thirty-two.
- B. They were "dissatisfied" or "very dissatisfied" with four services.
- C. They were undecided regarding twelve services.

Finally, it can be concluded that Saudi students were satisfied with services which are part of the responsibilities of the financial and administrative units in SAEM. In addition, they were dissatisfied with four services that are scattered among SAEM organizational units, such as financial, cultural, and administrative units.

SAUDI ARABIAN EDUCATIONAL MISSION TO THE UNITED STATES:
ASSESSING PERCEPTIONS OF STUDENT SATISFACTION
WITH SERVICES RENDERED

CHAPTER I

INTRODUCTION

Quest of knowledge in a foreign country is a very old social phenomenon. It "is as old as learning itself. It stems from the human capacity for curiosity and adventure. It reflects the ability of human beings to communicate with each other at varying levels and with varying sophistication across the barriers of social particularities."¹

Study abroad has played an important role in human civilization. It has helped enrich the domain of knowledge in societies all over the world and bring more understanding and interdependency among them. The oldest educational effort goes back to the fourth century B.C. when "young men from various nearby lands were coming to study at the

¹Cora DuBois, Foreign Students and Higher Education in the United States (American Council of Education: Washington, D.C., 1962), p. 1.

schools of philosophy and rhetoric in Athens."¹

During the last century, the phenomenon of studying abroad has been more diffused than ever before in history. Due to the increase in the stock of knowledge, the narrowing of the distance between continents, and the growth of trust and dependency among the nations of the world, study abroad has enlarged to include many different academic disciplines. Students from all parts of Europe, the Middle and the Far East, Africa, and Australia, "above all more than 10,000 young Americans were attending German institutions of higher learning between 1815 and 1914."² George Ticknor and Edward Everett were "the first Americans to attend a German university for the purpose of doing advanced scholarly work,"³ as stated by F. Rudolph.

At the present time, America has become a leading nation as far as cross-cultural exchange is concerned. The number of international students in American institutions of higher learning has doubled many fold from what it was

¹August G. Benson, Foreign Students in the U.S. Higher Education (Michigan State University: East Lansing, no date), p. 1.

²A Century of Higher Education: Classical Citadel to Collegiate Collossus, edited by William W. Brickman and Lehrer (Society for the Advancement of Education: New York, 1962), pp. 210-12.

³Frederick Rudolph, The American College and University: A History (Vintage Books, 1962), p. 118.

in the sixties. "Foreign enrollment has risen steadily from just over fifty thousand in 1960/1 to just over two hundred thousand in 1976/7."¹ In the 1980's the number of international students on American campuses is "about 300,000 . . . , and that number is rising by 12 to 16 percent each year."² Saudi students participated in that growth. In the 1950's there were fewer than 40 Saudi students.³ in the 1980's there were more than 15,000.⁴

The growth of the Saudis is due to the fact that Saudi Arabia is one of the developing countries who suffer from the lack of educated manpower. Therefore, the development of human resources through education has been given high priority. Walpole mentioned:

The goals of the government's education policy are to provide a basic minimum of education for the largest possible number of students and to encourage those who desire higher education to obtain it within the country or abroad.⁵

The government of Saudia Arabia realized that only through education could her development plans, goals and

¹Institute of International Education, Open Doors, 1975/76-1976/77, p. 3.

²Barron's Profiles of American Colleges, Vol. 1: 12th ed., 1980, p. xxiii.

³I I E op. cit., 1956, p. 35.

⁴Mideast Business Exchange, Vol. IV, No. 48, June 1980, p. 49.

⁵N. C. Walpole, Area Handbook for Saudi Arabia (Washington, D.C.: The American University, 1971), p. 91.

objectives come true. Therefore, billions of dollars are being invested in man. In addition to the availability of higher education inside the country, thousands of scholarships are being granted to Saudis to study abroad and to be prepared in economic, political, technological, scientific, and educational areas "in order to meet the imposed changes and development of their country."¹ In fact, graduates of higher education from foreign lands hold most of the key positions in the Kingdom. Al-Abdulkader reported that "the intellectual educated leadership in today's Saudi Arabia was mostly educated abroad. Many ministers and higher education faculty members had studies in some Arab countries and in western countries such as the United States, Britain, Germany, and France."² Some of them served as members in committees set up mainly to investigate students' problems.

During the past few years there has been a great deal of discussion of problems Saudi students faced during their sojourn in Europe and the United States. These discussions took place in:

A. Saudi newspapers and magazines

¹Mansour Ahmed Abo-laban, "A Study of Teacher Perceptions of the Principal's Performance in Selected High Schools in Mecca and Riyadh, Saudi Arabia" (Doctoral Dissertation, University of Oklahoma, 1978), p. 20.

²Ali Abdulaziz Al-Abdulkader, "A Survey of the Contribution of Higher Education to the Development of Human Resources in the Kingdom of Saudi Arabia" (Doctoral Dissertation, University of Kansas, 1978), pp. 97-98.

B. The meeting of Saudi officials with students as well as with the personnel of the Saudi Arabian Educational Mission to the United States (SAEM, as it will be called afterwards)

C. The meeting of Saudi groups of students.

In all these discussions, students were the central theme. They expressed their disappointment with their sojourn abroad, academic achievement, and services they were getting from the educational offices.

Satisfaction or dissatisfaction of Saudi students has never been studied before. It seems appropriate that a study be carried out to pinpoint the reasons for students' satisfaction or dissatisfaction.

PURPOSE OF THIS STUDY

The general purpose of this study is to investigate the reasons for satisfaction and dissatisfaction of Saudi students with the services they are receiving from SAEM, while attending institutions of higher education in the United States of America during the academic year 1980-81.

More specifically, the purposes of the study may be summarized as follows:

1. To obtain information about existing student services in SAEM
2. To explore other services students need

3. To trace the steps of overseas scholarship programs for Saudi students
4. To determine the degree of association between students' level of satisfaction and the following independent variables:
 - A. Age
 - B. Length of stay in the U.S.A.
 - C. Education level
 - D. Number of times field of study changed
5. To determine if there is a significant difference between student level of satisfaction and the rest of the independent variables as:
 - A. Marital status
 - B. Sponsoring governmental agency
 - C. Field of study

Statement of the Problem

The evaluation of educational services from the standpoint of the subjects receiving these services is essential for the development and improvement of educational programs. Therefore, the problem of this study is to investigate the perception of Saudi students in the United States regarding the services provided to them by Saudi Arabian Educational Mission to the United States.

It is an attempt to answer the following questions:

"Are Saudi students studying in institutions of higher education as of the academic year 1980-81, in the United States, satisfied with the services conducted by the office supervising them?" "What are the reasons for their satisfactions and dissatisfactions?" "What other services do they need?" "Do their perceptions differ according to age, marital status, field of study, level of education and so on?"

Significance of the Study

The significance of the study was based on the following facts:

1. This study will be the first to treat this problem.
2. The majority of Saudi students sent abroad are in the United States.
3. The size of responsibilities of SAEM to the United States is greater than any other.
4. Saudi students studying in the United States cost much more than their Saudi colleagues in most of the other countries.¹
5. It is hoped that the outcomes of this study will:
 - A. Improve the services at SAEM

¹Ministry of Higher Education, Rules and Regulations of Overseas Scholarship Programs, Imam University Publication, 1981, pp. 17-18.

- B. Help all Saudi sponsoring agencies to have a clear idea about students' needs
- C. Help encourage other Arab nations to emulate the SAEM
- D. Be a contribution in college student satisfaction area
- E. Stimulate other writers to do more research in that area, and in the area of international student satisfaction as well.

Assumptions

These following major assumptions were the base for this study:

1. That the number of Saudi Arabian students studying in the U.S. is under a constant increase
2. That the Saudi Arabian Education Mission will continue in performing the different services to Saudi students in the U.S.
3. That the evaluation of work performance is necessary for improvement
4. That Saudi students have something to say as individuals affected by the decisions that lead to the performance of services provided to them
5. That the length of stay in the U.S., coupled

with the chance of enrolling in an institution of higher learning, results in encouraging Saudi students to demand more new services

6. That Saudi Arabian students will differ in their satisfaction with services provided to them by SAEM according to the previously mentioned independent variables
7. That the reasons for satisfaction or dissatisfaction with the services as chosen by respondents were based on their personal experience with those services.

Delimitations

The scope of the study will be limited to Saudi male, undergraduate and graduate students who receive full scholarships and who are enrolled in any institution for higher learning in the United States in 1980-81.

The following categories are excluded from the study:

- A. Students receiving allowances
- B. Students studying at their own expense
- C. Students studying at the secondary education level.

The reasons for the exclusion of A and B categories are because they represent very small numbers, they do not

receive full scholarships, and it is very hard to locate them. Category C is not included because of the educational level.

The nature of the research precluded exhausting all pertinent variables that relate to the satisfaction of students with the services provided by SAEM. This limitation will be adhered to in the interpretation of the findings of the study. Therefore, the conclusions of this study cannot be generalized to other populations than those which have been used in this research.

Definition of Terms

The following terms will be used in this study:

"Saudi Arabia refers to the Kingdom of Saudi Arabia, located in the central Arabian Peninsula in Southwest Asia" ¹

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

Directorate of Education is the responsible government agency for public education, elementary, secondary, and undergraduate levels, during 1926-1953. It ran

¹M. Ahmed Rasheed, "Saudi Students in the United States: A Study of Their Perceptions of University Goals and Functions" (Doctoral Dissertation, University of Oklahoma, 1972), p. 9.

²Ibid., p. 10.

educational affairs during the entire period of its existence from Al-Hejaz.

Al-Hejaz represents the western part of Saudi Arabia, encompasses Holy Mecca and Medina, and contains Jeddah, the main seaport, where the headquarters of King Abdulaziz University is located.

Secondary education refers to education that consists of several grade levels, from grade ten through grade twelve, no matter what course the student is pursuing: art, science, technical or religious.

Higher education refers to education provided beyond the secondary level.

Ministry of Education is the main governmental agency responsible for public education for boys at elementary, secondary, and junior college levels.

Ministry of Higher Education is another governmental agency responsible for education in:

- A. Universities
- B. Four-year colleges
- C. Supervising and sending Saudi students abroad for graduate and undergraduate education.

Graduate education represents studies that lead to degrees beyond the baccalaureate.

Scholarship represents financial and educational support of Saudi government to its citizens studying abroad.

Saudi Arabian Educational Mission refers to the

office through which Saudi students studying abroad receive the financial and educational support.

Cultural attache' is the head of Saudi educational office in countries other than Saudi Arabia.

Student satisfaction refers to general contentment with the total services rendered by SAEM.

Certain terms are used for the convenience of reporting and discussing the findings of this study. They are clarified below:

Age is an independent variable which refers to the seven age groups in this study, 20-22, 23-25, 26-28, 29-31, 32-34, 35-37, and 38 and over.

Years refers to the length of stay in the United States.

Degree refers to the student's educational level, i.e., bachelor's level programs, master's level programs, and doctoral level programs.

Study ch refers to the number of times the major field of study has been changed since original enrollment.

MS is an abbreviation used to designate the marital status of respondents.

Sch is also an abbreviation used to designate the sponsoring agency of respondents.

Field refers to the students' major field of study.

Level of Satisfaction refers to the five-point scale, 1 - 5, very satisfied, satisfied, don't know,

dissatisfied, and very dissatisfied, through which the respondents reported their satisfaction with SAEM services.

Reasons for Satisfaction alludes to another five-point scale, 1 - 5, provided, in time, well presented, sufficient, and others, through which the respondents reported their satisfaction with SAEM services.

Reasons for Dissatisfaction refers to another different five-point scale, 1 - 5, denied, late, poorly presented, insufficient, and others, through which the respondents reported their satisfaction with SAEM services.

Operational Hypotheses

The following null hypotheses have been formulated:

- Ho₁ There is no statistically significant relationship between the level of satisfaction with student services and students with different ages.
- Ho₂ There is no statistically significant relationship between the level of satisfaction with student services and students with different lengths of stay in the U.S.A.
- Ho₃ There is no statistically significant relationship between the level of satisfaction with student services and students at different education levels.
- Ho₄ There is no statistically significant relationship between the level of satisfaction with student

services and students with different numbers of times major fields were changed.

- Ho₅ There is no statistically significant difference between the level of satisfaction with student services and students of different marital status.
- Ho₆ There is no statistically significant difference between the level of satisfaction with student services and students sponsored by different governmental agencies.
- Ho₇ There is no statistically significant difference between the level of satisfaction with student services and students in different fields of study.

ORGANIZATION OF THE STUDY

This study consists of six chapters. In this chapter, the study is introduced to the reader. The second chapter will deal with the background of the study, the statement of the problem, the limitations of the study, the definition of terms, the assumptions, the hypotheses of the research, an idea about Saudi overseas scholarship programs, and a brief glance into SAEM development. The review of related literature will be provided in Chapter Three. Chapter Four will tackle the design of the study. Analysis of data will be presented in Chapter Five. The last chapter will include a synopsis for the study, conclusions and recommendations.

CHAPTER II

BACKGROUND OF THE STUDY

Individuals Behind the Program of Scholarship

The story of the first steps taken to send students abroad has been narrated by the establiher of Al-Manhal Magazine, Abdul Gaddose Al-Ansary. He said that the start of sending groups of students abroad to have an impact upon the future of the country, was undertaken by the Saudi government since the takeover of Hejaz by King Abdulaziz. To be more specific, it was in 1346 A.H. (1927 A.D.).

The first step in that regard was triggered when three young intellectuals sat together to discuss different issues. Those young men were Abdulwahhab Ashy, Mohammad Sae'd Al-Amoody, and Mohammad Beyary. As usual, their friendship got them together to visit with each other. As a result of discussing education, they agreed that it is the only way through which the country should be developed. Therefore, education must be improved by sending students abroad.

They gave that idea much of their consideration and

decided to put it forward to the government. Some time later they met again to write a report about that idea. Each of them wrote part of the report, which was incorporated into its final draft, and mailed it to His Majesty the King.

On the next day, they were asked to go and see His Majesty in his palace. He bestowed amply upon them his kindness and told them that he had already ordered the formation of a scientific committee to study that report and furnish him with the decision. The committee consisted of the following members:

1. Hafez Wahbah (Assistant to His Highness the Viceroy);
2. Saleh Shata (Deputy of the Ashura Council)
3. Mohammad Saleh Naseef (Member of the Ashura Council);
4. The three men who wrote the report.

The members of this committee held several meetings, and set up the plan for sending the students abroad. After the submission of their decision, His Majesty approved it, and ordered that the first group must be sent abroad very soon.¹

¹Abdulgaddos Al-Ansary, "The Story of Sending Students Abroad," The Silver Book, Al-Manhal in Its 25th Years, 1355-1379 A.H. (1936-1959 A.D.), 1380 A.H., 1960 A.D., pp. 255-56.

The Start of Sending Saudi Students Abroad

Egypt was the first country to be chosen for undertaking Saudi scholarship programs. Therefore, the Ashura Council issued a decision No. 33 dated (Jumada Al-Awwal 4, 1346 A.H.) corresponding to 1927 A.D. This decision was based on the order of the Agent General to His Majesty, No. 1992 dated (Jumada Al-Awwal 3, 1346 A.H.) corresponding to 1927.¹ The order was given to launch the first governmental scholarship program for the country. So, in 1927-28, fourteen students were sent to "Egypt, some going to secondary schools and others to colleges of the Azhar University,"² which was founded in 971 A.D.³ Students from all over the world gathered there for enlarging their knowledge and acquainting themselves with Islam and its culture.⁴

¹Kingdom of Saudi Arabia, Ministry of Education, "Educational Bulletin: A Special Issue about Overseas Scholarships," Rules and Development from 1346 to 1392 A.H. (1927-1972 A.D.), Issue No. 6, p. 22.

²Alfred Thomas, Jr., Saudi Arabia: A Study of the Educational System of the Kingdom of Saudi Arabia and Guide to the Academic Placement of Students from the Kingdom of Saudi Arabia in the United States Educational Institutions, World Education Series, 1968, p. 6.

³Institute of International Education, Inc., Handbook on International Study: A Guide for Foreign Students on Study in the United States and for U.S. Students on Study Abroad, 1955, p. 124.

⁴Al-Khedaire, "Cultural Perception and Attitudinal Differences Among Saudi Arabian Male College Students in the United States" (Doctoral Dissertation, University of Arizona, 1978), p. 7.

The fourteen students were selected from cities of Hejaz District, six from the Holy City of Mecca, three from Medina, three from Jeddah, and two from Taif. The selection was based on the fact that "Al-Hejaz was the province that had the most private high school equivalent students."¹ Those students were sent to be specialized in teaching, Islamic jurisdiction, technical education (mechanics, agriculture), and medicine. (See their photos in Appendix XV).

The rules and regulations for sending students abroad, and their nomination, was done through the Council of Education with the presence of three members from the Ashura Council. Annual allocations for that group were as follows:²

- 1600 Egyptian pounds for services such as food,
transportation and tuition
- 100 pocket money for each student
- 200 for the supervisor.

Due to the success of all the members of the first group in their final examinations, other groups were sent afterwards.³ In 1355 A.H. (1936 A.D.), the second group of students was sent abroad.

Mohammad Taher Al-Dabbagh, head of the General

¹Al-Abulkader, op. cit., p. 98.

²Ministry of Education, "Educational Issue," p. 22.

³Ibid., p. 23.

Directorate of Education, was aiming to organize sending the students abroad. He established the secondary school in Mecca, 1356 A.H. (1937 A.D.), for preparing students for scholarships. He contracted with Egyptian instructors to apply the curriculum which was similar to that of the Egyptian secondary schools. This school was the cradle of all overseas scholarships at that time.¹

It was decided that a third group would be sent to Egypt in 1360 A.H. (1941 A.D.). It was postponed one year because of the circumstances of World War II, and to allow the school to produce its first output. Therefore, the third group that included 15 students was sent in 1361 A.H. (1942 A.D.).² These groups of students were sent abroad on an irregular basis. "From that year onward, Saudi students were sent regularly to Egypt and the Arab East and later to Europe and the United States."³

The Objectives for Saudi Overseas Scholarship Programs

The Educational Policy in Saudi Arabian Kingdom which was issued in 1978, has drawn the broad lines for the educational process for Saudi citizens from kindergarten to

¹Mohammad Ali Maghrabi, "Eminents of the Fourteenth Century A.H.: Mohammad Tahir Al-Dabbagh," Al-Belad Newspaper No. 6222, Shawwal 8, 1399 A.H. (August 30, 1979), p. 3. In Arabic.

²Ministry of Education, "Educational Issue," p. 23.

³Thomas, Saudi Arabia, p. 6.

higher levels of education inside the country. But it did not mention anything about overseas scholarship programs despite its importance. Al-Khedaire, enlisted in his doctoral work three following objectives for that program.

1. To enable the individual student to learn about Western scientific methods and technology in order to be better able to assume a leadership responsibility when he returns to his home country.
2. To expose the young Saudis to different lifestyles in order to be better evaluators for their their own culture, and to make an appropriate assessment for the needs of their country.
3. The final objective is based on the assumption that in exposing a person to a different culture other than his own is to first ameliorate his stereotypes about the new group, and at the same time, reinforce that person's attachment to his own cultural orientation and to his societal values.¹

¹Al-Khedaire, op. cit., pp. 2-3.

The Establishment of the Department of Education

On the first day of the month of Ramadan 1344 A.H. (1925 A.D.), the Department of Education was opened,¹ to perform the following functions:

1. The construction of numerous elementary and secondary schools.
2. To recruit teachers from the Middle Eastern countries to carry out the educational program designed for these schools.²

A few years later it became part of the Agency of the Interior,³ Prince Faycal was to supervise it.⁴ Also, it was headed by the following directors:

1. Saleh Shata*
2. Mohammad Kamel Al-Gassab,* a Syrian educator.
He was brought in 1345 A.H. (1926) to design a curriculum for elementary schools.⁵

¹Ministry of Education, Elementary Education Between Past and Present 1389 A.H. (1969 A.D.), p. 34. In Arabic.

²Al-Khedaire, op. cit., p. 14.

³Fouad Al-Farsy, Saudi Arabia: A Case Study in Development (Stacy International, 1978), p. 93.

⁴Ministry of Information, The Kingdom of Saudi Arabia: Facts and Figures, The Story of Education (Ministry of Information, March 1971), p. 7.

⁵Abdulgaddos Al-Ansary, "Development in the Kingdom in Thirty-Five Years," The Silver Book, p. 35. In Arabic.

*Ministry of Education, "The Educational Issue," p. 22.

3. Mohammad Majed Kurdi.* During his administration the overseas scholarship program for Saudi students was initiated, and the first group of students was sent to Egypt.¹
4. Hafez Wahbah*
5. Ibraheem Al-Shoora*
6. Mohammad Taher Al-Dabbagh; he was able to change the curriculum of elementary and secondary schools from following the traditional curriculum of Al-Azhar to a more modern one.² During his time Saudi overseas scholarship program came to its second phase, to be annually rather than otherwise. Also, the Department of Education was changed to the General Directorate of Education³ to conduct more functions and play more roles.
7. Mohammad Ben Mana; he extended the educational pyramid to higher education level, when the

¹Mohammad Ali Maghrabi, "Eminents of the Fourteenth Century, A.H., Mohammad Majid Kurdi," Al-Belad Newspaper, No. 6298, Moharram 14, 1400 A.H. (September 3, 1979), p. 3.

²Abdulrahman Ben Abi Bakr Al-Sabbagh, Youth Education at Home, School, and Society (Memphis Publication: Cairo, 1381 A.H., 1961 A.D.), pp. 142-43. In Arabic.

³Maghrabi, "Eminents of the Fourteenth Century A.H., Mohammad Tahir Al-Dabbogh," p. 3. In Arabic.

*Ministry of Education, "The Educational Issue," p. 22.

college of Shar'ia and Islamic Studies was opened in 1368 A.H. (1948 A.D.),¹ to be the first institution in the Arabian peninsula providing higher education for the undergraduates. Due to the existence of that college, students were not granted scholarships any more to the similar college in Egypt.² Its existence marked a turning point in the development of education in Saudi Arabia. The establishment of the college of Shar'ia and Islamic Studies viewed as the beginning of the era of higher education in the Kingdom.³ Ben Mana was the last director of education prior to the opening of the Ministry of Education.

The Responsibilities of the General Directorate of Education

Quoting Hammad in his general review of the establishment of the General Directorate of Education and the various responsibilities which were entrusted to it, Begais

¹Abd-el Wahab Abd-el Wassie, Education in Saudi Arabia (London: Macmillan and Co., Ltd., 1970), p. 59.

²Ministry of Education, "The Educational Issue," p. 23.

³Ministry of Information, Kingdom of Saudi Arabia on the Road to the Future: Higher Education (Napoli, Itali: A Falcon Press Production, no date), pp. 15-16.

listed them as follows:

1. To supervise all educational affairs in the Kingdom except for military education
2. To include the educational council with its eight members and four other members from outside to be chaired by a general director
3. To include offices of public instruction, administration, and inspection
4. To grant permits for all other private schools operating in the Kingdom at that period and to set up guidelines and policy for nationwide curricular standards for public schools.¹

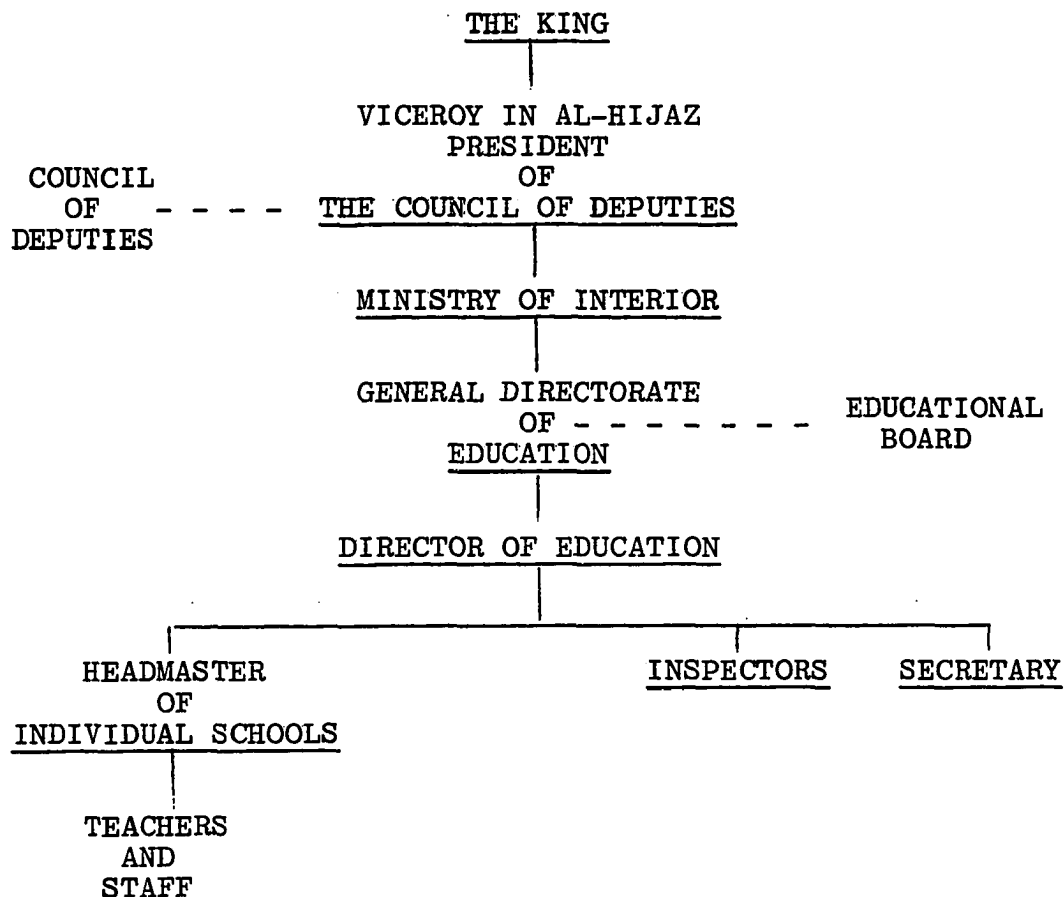
The Need of Sending Students to Egypt

Due to the need of the kingdom for skilled manpower to serve in the different areas of development, and due to the expansion of education all over the country, in number of schools and students, sending students abroad was considered to be a necessity. Tibawi stated that ". . . the pressing need for trained civil servants, teachers, and school inspectors prompted the directorate of education to send selected pupils for study in the neighboring Arab

¹Mohamed Omar Bagais, "Public Junior Colleges for The Kingdom of Saudi Arabia" (Doctoral Dissertation, University of Indiana, 1979), p. 100.

CHART I

ADMINISTRATIVE ORGANIZATION
GENERAL DIRECTORATE
OF EDUCATION*



*Marguerite McBurney Marks, "The American Influence on the Development of the Universities in the Kingdom of Saudi Arabia" (Doctoral Dissertation, University of Oregon, 1980), p. 157.

countries, particularly Egypt."¹ There were 192 students from Saudi Arabia studying in Cairo and Alexandria universities in the 1950's.²

Reasons for Choosing Egypt

The reasons for selecting Egypt for implementing Saudi Arabian overseas scholarship programs were given by Qubain, as he was saying that Saudi students will be "able to adjust easily to Egyptian society and feel at home, as they share a common language, religion, and the same general culture and tradition."³

In addition to Qubain's reasons, other reasons might be added:

1. The short distance between Saudi Arabia and Egypt. Both countries are neighbors.
2. Egypt was a kingdom.
3. Most of those who were running education were very familiar with Egypt.

¹Abdul Latif Tibawi, Islamic Education: Its Traditions and Modernization in the Arab National Systems (Great Britain: Headley Brothers, 1972), p. 179.

²Ibid., p. 169.

³Fahim I. Qubain, Education and Science in the Arab World (Baltimore, Maryland: The Johns Hopkins Press, 1966), p. 199.

Other Countries Saudi Students Sent To

At the beginning of sending students abroad, Egypt seemed to be the only choice. It was also the single source of getting teachers for Saudi schools. "For a long time Egypt was the only country to which scholars were sent. Later on, some were sent to Lebanon and Syria, and after the Second World War to Europe and America."¹ In Lebanon the students were studying at the American University of Beirut, and at Aleppo College of Syria.² In 1964-65, there were 64 Saudis at A.U.B.³ In addition to those students, 1260 others were "distributed among the various Arabic, Asiatic, European and American universities."⁴

In 1965-66, the number of Saudi students sent abroad increased. Also other countries were included in the previous list. There were

355 in the United Arab Republic, 65 in Syria and Lebanon, 588 in the United States of America, 375 in Germany, 189 in France, 69 in the United Kingdom,

¹Tibawi, Islamic Education, p. 184.

²Compulsory Education in the Arab States, Studies on Compulsory Education (Unesco: Netherlands, 1956), p. 24.

³Qubain, Education and Science, p. 499.

⁴International Yearbook of Education, International Bureau of Education, Geneva, Publication No. 286, Vol. XXVII, 1965, p. 303.

180 in Italy, 35 in Pakistan, 12 in Austria, 9 in Belgium (and) 21 in Switzerland.¹

A non-civilian overseas scholarship program was initiated at the same time in the late 1920's.² This program was under the supervision of the defense agency and the agency of interior as they were known, and before becoming ministries.³

Non-Governmental Scholarship Programs

In addition to the overseas scholarship program which was sponsored by the government, there were non-governmental opportunities for Saudi youth to pursue their education at a higher level in foreign lands at the expense of the founder of private education, Mohammad Ali Zainal Redha,⁴ the oil companies such as ARAMCO, Arabian Oil Company, Ltd.

1. Zainal Scholarships

One of those opportunities was the effort of the

¹International Yearbook of Education, International Bureau of Education, Geneva, Publication No. 298, Vol. XXVIII, 1966, p. 206.

²Ministry of Education, "The Educational Issue," p. 23.

³Al-Farsy, op. cit., p. 93.

⁴Ministry of Education, "The Educational Issue," p. 23.

Pearl Merchant (M. A. Zainal Redha), originally from Iran. He was so interested in education that he established several secondary schools at his expense; two of them were in Hejaz, one in Jeddah in 1323 A.H. (1905 A.D.), the other in the Holy City of Mecca in 1912.¹ Both were named Al-Falah. The third one was opened in Dobai.²

Zainal sent 20 students to study abroad on his own account. Mainly, he sent them to India as early as 1348 A.H. (1929 A.D.),³ (see their photograph in Appendix XV). A few years later, and due to the existence of the artificial Pearl, natural Pearl lost its market. The impact of that recession was so great upon those previously mentioned schools and upon sending students abroad.

2. Aramco Scholarship Program

Another available opportunity for Saudis to study abroad was that offered by Aramco (Arabian American Oil Company).

This program started in 1951, when a group of Aramco employees were sent to get more education. They were enrolled in the American University of Beirut and in

¹Fahd M. Al-Narrar, "The Implication of Educational Explosion in Saudi Arabia" (Master's Thesis, University of Southern California, 1972), p. 9.

²Al-Sabbagh, Youth Education, pp. 165-66.

³Ministry of Education, "The Educational Issue," p. 23.

Aleppo College of Syria. (See their photograph in Appendix XV.) A few years later, they were sent to the United States. Lipsky reported that "advanced training at the American University of Beirut and other Middle Eastern colleges is open to selected employees, and under Aramco's scholarship program a few Saudis are sent abroad for a full university education."¹

Aramco continued offering 50 awards for both male and female Saudi students selected by the Ministry of Education. The total amount spent for that was 1,545,600 Riyals² (\$1.00 = 3.5 Riyals). This program stopped three years ago.

Recently, there were 800 students studying at undergraduate levels, 30 at graduate levels. Aramco does not send students for doctoral work. They are satisfied with B.A. and M.S. levels. Only two students are pursuing Ph.D. study. Eighty wives out of the 830 students are sponsored by Aramco. Future plans for scholarship programs are aiming to increase this number to 1400. In addition, 50 scholarships will be awarded to sons of Aramco's employees. Aramco used to send both sexes abroad, but now it limits

¹George A. Lipsky, et al., Saudi Arabia Its People, Its Society, Its Culture (New Haven: Hraf Press, 1959), p. 281.

²Gaphilat Al-Zait, Jumada Al-Thani 1395 A.H. (June, July, 1975 A.D.), No. 6, Vol. 23, P. 30. In Arabic.

its awards to male students. Female students are sent to universities inside the Kingdom, such as King Abdulaziz University and King Faisal University.¹

3. Arabian Oil Company, Ltd.

This company started sending Saudis abroad since more than ten years ago to pursue higher education both undergraduate and graduate. At present, overseas scholarship program is limited only to undergraduate level. There are about 300 Saudis studying on the expense of the Arabian Oil Company in Britain, Egypt, Japan, and the United States as well as in Saudi Arabia.

Saudi Arabian Educational Offices Abroad

The Kingdom of Saudi Arabia has established several educational offices in a considerable number of Arabian, Islamic, American, and European countries. These offices were set up to organize cultural and educational relationships between the Kingdom and those countries, and to supervise Saudi students while studying abroad. The following list shows their numbers and locations.²

¹An interview with the Director of Aramco Scholarship Program in Houston, Texas, November, 1980.

²Kingdom of Saudi Arabia, Ministry of Education, Progress of Education in Saudi Arabia: 1962-72 (Statistical Research and Documents Department, 1973, pp. 28-30. In Arabic.

TABLE 2.1

THE NUMBERS OF SAUDI STUDENTS SENT ABROAD EACH YEAR
SINCE THE ESTABLISHMENT OF MINISTRY
OF EDUCATION 1953

Year	Number of Students	Year	Number of Students
1953/54	43	1964/65	393
1954/55 ¹	80	1965/66	306
1955/56	80	1966/67	193
1956/57	130	1967/68	171
1957/58	83	1968/69	111
1958/59	94	1969/70	45
1959/60	110	1970/71	10 ²
1960/61	117	1971/72	--
1961/62	140	1972/73	218 ³
1962/63	216	1973/74	944
1963/64	221	1974/75	2122 ⁴

¹Thomas, op. cit., p. 6.

²Ministry of Education, "The Educational Issue" (1972), pp. 23-24.

³Ministry of Education, Educational Statistics, 6th Issue (1972-73), p. 445.

⁴Ministry of Finance and National Economy, Statistical Yearbook, 14th Issue (1978), p. 91.

A. Educational Offices in the Arab World

1. Educational Office in Egypt (the oldest)*
2. Educational Office in Sudan
3. Educational Office in Syria
4. Educational Office in Lebanon
5. Educational Office in Jordan
6. Educational Office in Iraq
7. Educational Office in Tunisia
8. Educational Office in the United Arab
Emirate
9. Educational Office in Yemen
10. Educational Office in Kuwait
11. Educational Office in Oman Sultanate
12. Educational Office in Algeria
13. Educational Office in Mauritania
14. Saudi permanent representative to the
Arabian Organization for Culture, Education
and Science
15. Educational Office in Morocco¹
16. Educational Office in Qatar² (the latest)
17. Educational Office in Dubai
18. Educational Office in Bahrein

¹Al-Hazeerah Daily Newspaper No. 3106 Rabi-Al-Thani, 11, 1401 A.H. (Feb. 15, 1981), p. 4. In Arabic.

²Ibid., No. 2964, Zul-Qi'Dah 9, 1400 A.H. (Sept. 18, 1980), p. 11. in Arabic.

*The author was a sponsored student at Cairo University from 1954-1959, where he earned his B.A. degree in Sociology.

- B. Educational Offices in Islamic Asian Countries
 - 1. Educational Office in Turkey
 - 2. Educational Office in Iran
 - 3. Educational Office in Lahore, Pakistan
 - 4. Branch of the Educational Office in Karachi,
Pakistan
- C. Educational Offices in Europe
 - 1. Educational Office in Britain
 - 2. Educational Office in France
 - 3. Educational Office in West Germany
 - 4. Educational Office in Austria
 - 5. Educational Office in Italy
 - 6. Educational Office in Switzerland
 - 7. Saudi permanent representative to the
UNESCO
- D. Educational Offices in the United States
 - 1. Educational Office in Houston, Texas
(SAEM Headquarters)
 - 2. Branch of the Educational Office at Santa
Ana, California.
- E. Educational Office in Canada
- F. South America
 - Educational Office in Brazil
- G. Educational Office in Asia
 - Educational Office in Taiwan

With that number of offices around the world set up mainly to strengthen cultural ties and social interactions between the Kingdom and other nations, Saudi Arabia became the leading nation among the developing countries in this regard. To achieve that objective, each office provides students with necessary services, namely

administers the foreign study programs for Saudi citizens in other countries, including the processing of applications, maintenance of records and files, and liaison with cultural attaches in countries where Saudi citizens are located.¹

In addition, other services are carried out too, such as paying for students' monthly allowances, and other allocations, medical treatment, full tuition fees, air tickets, and other requirements of daily needs.

The Status of Overseas Scholarship Programs

A. During the Era of the General Directorate of Education

The overseas scholarship program was so limited in its early years. It was limited to Egypt. The number of students sent abroad also was small because of the limitation of secondary education. All are influenced by the scarcity of financial income, and by the long history of

¹Ali Mohammed Towagry, "Organization Analysis and Proposed Reorganization of the Ministry of Education of the Kingdom of Saudi Arabia" (Doctoral Dissertation, University of Arkansas, 1973), p. 51.

backwardness. "Until the discovery of oil, Saudi Arabia's resources of income were very limited."¹

The Arabian peninsula had to wait for a long time before being able to record the birth of modern organized education. But in spite of all that, King Abdulaziz did not wait until his country had achieved complete status as a nation to have schools. Ibn Saud was the one solely responsible for making this possible, with the opening of the first Department of Education in the peninsula in 1925.

Two years later, Hejaz witnessed the beginning of the first governmental overseas scholarship program in 1927. Also two years later, in 1929, another beginning of the non-governmental overseas program was seen for the first time. Both of those starts had happened several years before: (1) the coming of the new nation into being to be designated as the Kingdom of Saudi Arabia on the 22nd of September, 1932,² and before (2) the first shipment of oil was made in 1939.³ In 1938, statutory rules were passed authorizing the Department of Education to supervise all

¹Yusuf A. El-Ehaidib, "Budgeting for Economic Development in Saudi Arabia" (Master's Thesis, for the Department of Public Administration, University of Southern California, 1966), p. 1.

²Ray Vicker, The Kingdom of Oil, The Middle East: Its People and Its Power (Charles Scribner's Sons: New York, 1974), p. 111.

³Arabian American Oil Company, Summary of Middle East Oil Development, 2nd ed., 1948, p. 2.

such affairs in the Kingdom.

It was the only governmental department responsible for education in all stages and at all levels. During the entire period of its existence, it ran educational affairs from Hejaz from 1925-1953.

The General Directorate of Education was able to increase the number of schools, the number of students who were sent abroad annually, and the countries where students were being sent to. In 1925, there were four elementary schools. In 1953, there were 306 elementary schools.¹ In addition to sending students to Egypt, Saudi students were sent to Lebanon, Syria, Europe, and to the United States.

B. During the Era of Ministry of Education

On December 24, 1953, the first Ministry of Education was created and entrusted to Prince Fahd Ben Abdul Aziz. The objective of the creation of the Ministry of Education was, according to Al-Khedaire,

to meet the increasing demand for education facilities, changing curriculum, sending students abroad to seek higher education, and to plan for the establishment of higher education in the Kingdom and also to carry out the educational policy of the country The Ministry of Education assumed the responsibility of public education.²

¹Ministry of Education, A Brief Review of Education in Saudi Arabia (Statistical Information Center, 1976), p. 21.

²Al-Khedaire, op. cit., p. 15.

Therefore, since its establishment, the Ministry of Education adopted a policy of expanding education in all its dimensions. Carami considered the 1970's decade as "the decade of expansion in higher education. Expansion in terms of programs, number of student enrollment, number of new departments, colleges as well as other quantitative and qualitative aspects."¹ This policy of expansionism went beyond Saudi borders. Hundreds of students were sent abroad, due to the cooperation between the Ministry and other governmental agencies who were ready to share the expenses of scholarships. Chart 2 shows the organization of the Ministry in 1953, while Table 1.2 displays its budget growth.

In addition to its other responsibilities, the Ministry of Education was able to increase the number of students sent abroad to too manyfold, as shown in the following figures.

Year	Number of Students
1953/54	43
1963/64	228 ²
1973/74	944 ³

¹Mohamed Salim Gasim Carami, "Development and Proposed Reorganization of Educational Administration in Saudi Arabia" (Doctoral Dissertation, University of Cincinnati, 1978), p. 185.

²Ministry of Education, "The Education Issue" (1972), pp. 23-24.

³Ministry of Finance and National Economy, Statistical Yearbook, 14th Issue (1978), p. 91.

Also the Ministry opened almost all of the forementioned Educational offices around the world, to supervise students.

C. At the Present Time

In July 1976, the government created the Ministry of Higher Education. "The function of this new ministry is to provide overall supervision and to formulate goals for higher education enterprise"¹ for all Saudi citizens at undergraduate and graduate levels, both inside and outside the Kingdom. Sending students abroad became part of its functions. Therefore, in 1976, the Department of Missions Abroad was moved from the Ministry of Education to be under the Ministry of Higher Education. Since 1976 Saudi students are being sent abroad in the thousands. The United States attracts most of them. Rasheed has stated the reasons for that attraction. He said that a "very high percentage of students experienced far more academic success in American institutions of higher learning than their fellow countrymen experience in other countries."²

¹Bagais, op. cit., pp. 125-26.

²Rasheed, op. cit., p. 8.

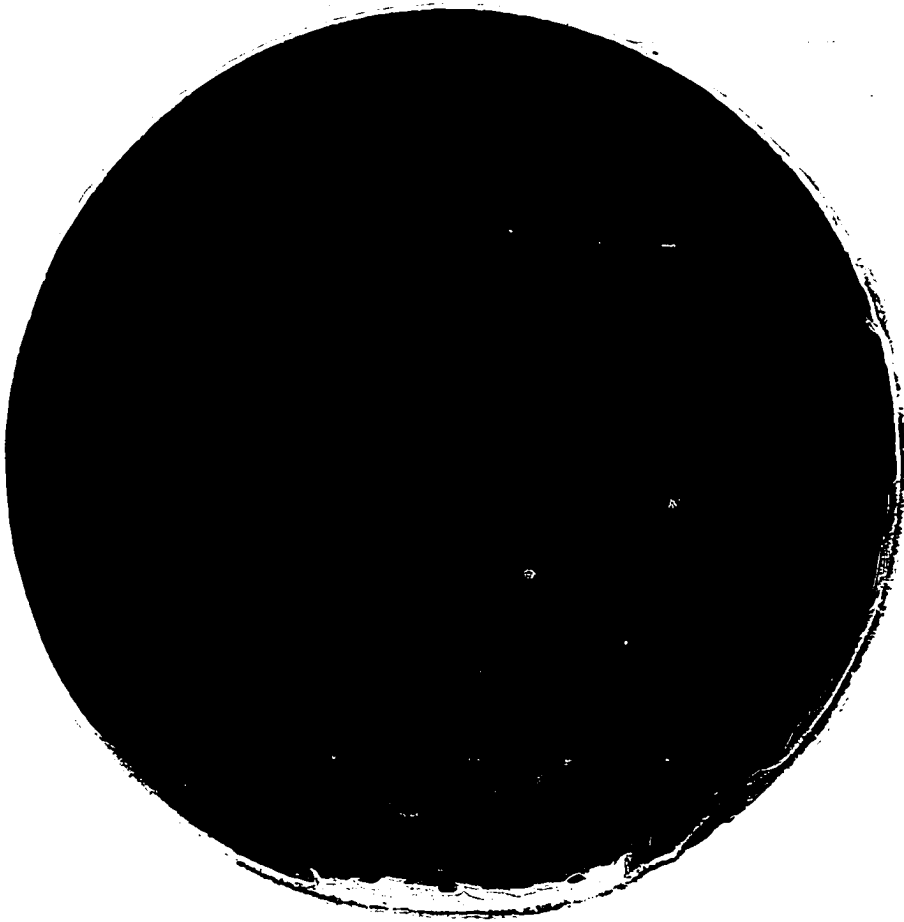
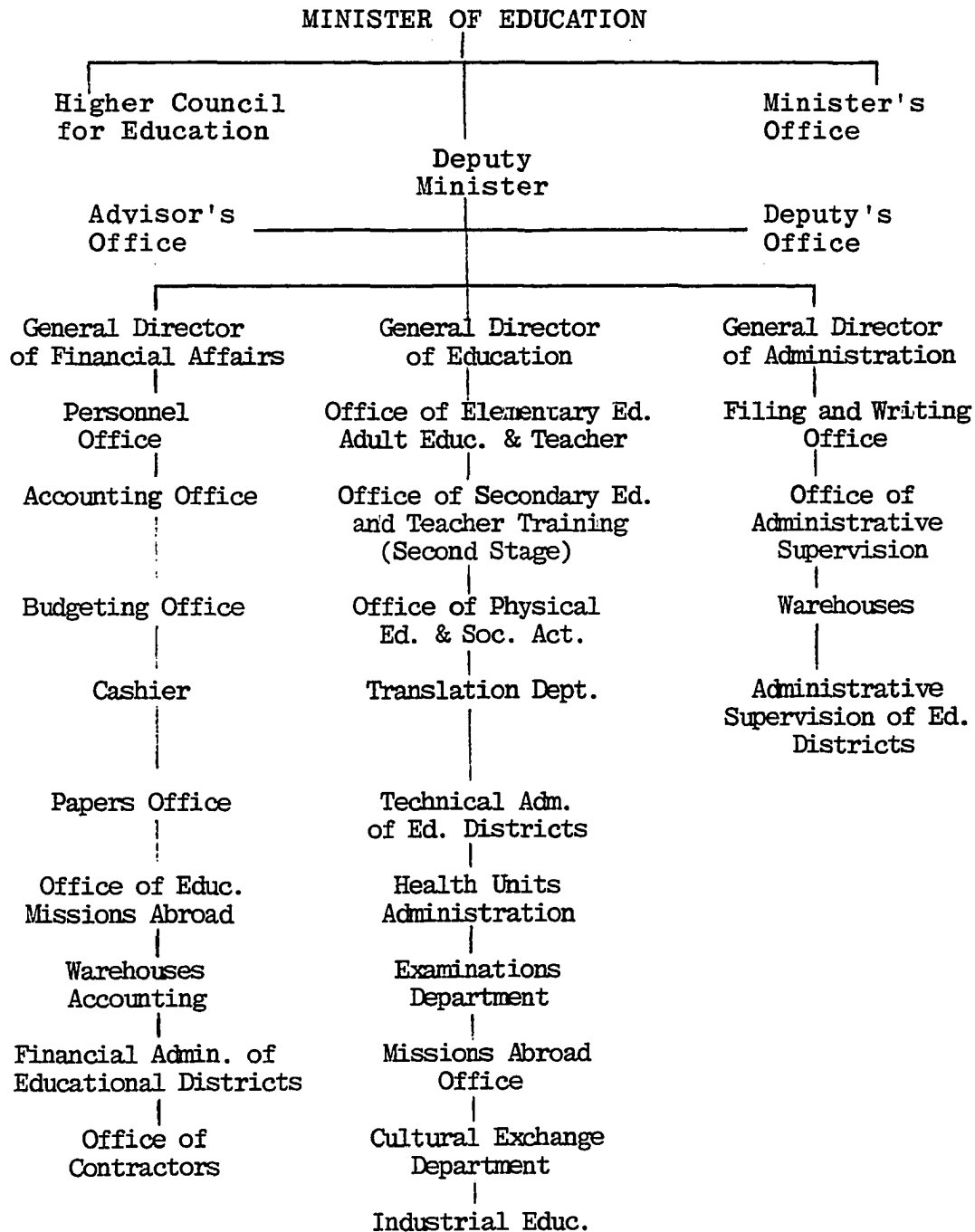


CHART 2

ORGANIZATIONAL CHART FOR THE MINISTRY OF EDUCATION - 1953



SOURCE: Ministry of Education, "A Report on the Educational Administration in Saudi Arabia" (Unpublished Paper). Riyadh: Ministry of Education, 1974, p. 5.

TABLE 2.2
BUDGET OF THE MINISTRY OF EDUCATION SINCE 1953
UNTIL 1974/75 IN SAUDI RIYALS*

Year	Amount	Year	Amount
1953/54	20,000,000	1964/65	367,494,000
1954/55	48,000,000	1965/66	366,238,000
1955/56	78,000,000	1966/67	389,730,000
1956/57	88,000,000	1967/68	363,608,000
1957/58	87,000,000	1968/69	388,984,000 ²
1958/59	110,000,000 ¹	1969/70	384,228,000
1959/60	122,068,070	1970/71	427,158,000
1960/61	151,138,000	1971/72	711,378,000
1961/62	170,041,000	1972/73	965,861,000
1962/63	218,491,000	1973/74	1,327,692,000 ³
1963/64	301,279,000	1974/75	2,068,365,000 ⁴
*\$1.00 = 3.5 Riyals			

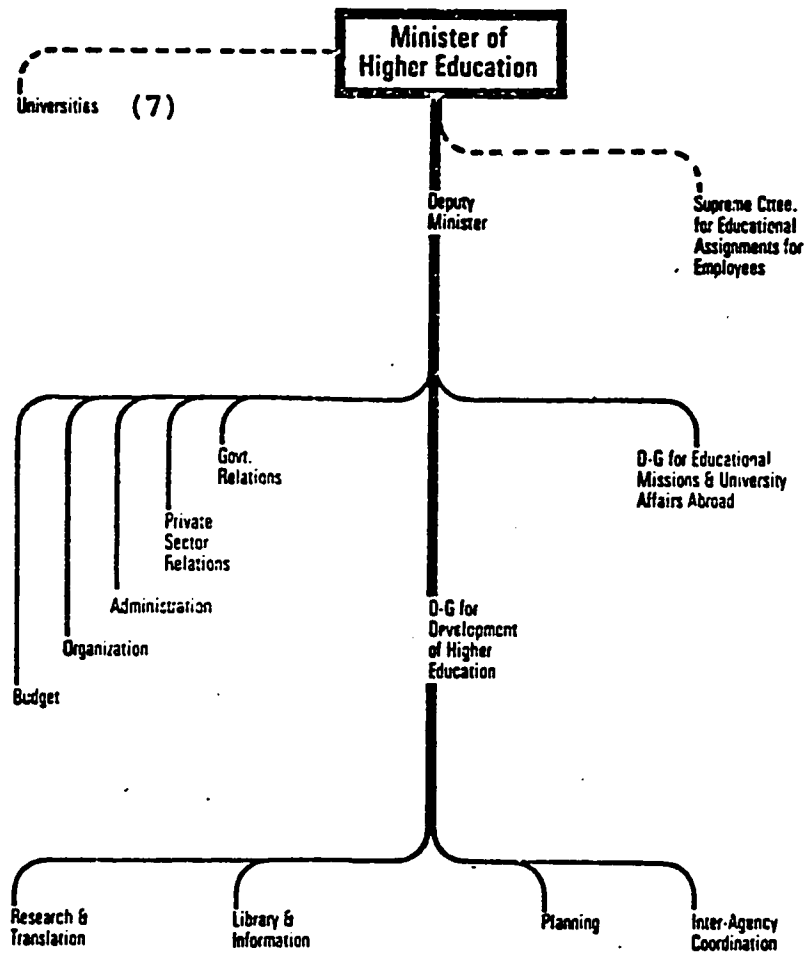
¹Thomas, op. cit., p. 39.

²Ministry of Education, Elementary Education Between Past and Present, pp. 133-34. In Arabic.

³Kingdom of Saudi Arabia, Ministry of Education, Center for Statistical Data and Educational Documentation, Education in the Kingdom of Saudi Arabia in Figures: Summaries, 1973-74, p. 91.

⁴Ministry of Education, Statistical Summaries of Educational Development in the Kingdom of Saudi Arabia During the Last Six Years 1969-70 - 1973-74, p. 12.

MINISTRY OF HIGHER EDUCATION CHART 3



Source: Al-Farsy, Saudi Arabia A Case Study in Development, p. 106.

Saudi Arabian Educational Mission to the
United States (SAEM)

As usual, Saudi Arabia always opens an educational office in countries wherever Saudi students are sent. Saudi Arabian Educational Mission to the United States is one of them.

History of SAEM

In 1947 a group of seven Saudi students came to San Francisco as the first contingent of students officially sponsored by the Kingdom. Salih Al-Fadl was awarded a scholarship in 1948 to study at Berkeley. The Saudi government called upon ARAMCO headquarters in San Francisco to furnish those students with social and educational services.¹

A few years later, the Saudi government appointed Dr. Omar Abo-Khadra (a contracted member of the Saudi delegates) to look after the Saudi students in the United States. He reported to the Royal Embassy. On August 8, 1956, the office was established in the city of New York, and Abo-Khadra became the educational attache'. It was a small office with only three employees: the educational attache', the secretary, and the treasurer. Its budget

¹ARAMCO World Magazine, May-June, 1979, p. 10.

was \$27,000, suitable for covering the expenses of the 48 students.¹ Abo-Khadra administered the office until 1960. He was followed by the first Saudi citizen, Abdulaziz Mangoor, who served for 16 years. During his time the number of employees increased according to the continuance growth of students sent to America. Until 1979, the affairs of Saudi students studying at Canadian universities were controlled by SAEM in the United States. Since then Canada has become a separate unit.

In 1975 it was decided to move the office to Houston, Texas.² It is still there. During the decade of the 1970's several groups of Saudi teachers and administrators were sent by the Ministry of Education to be trained in the American institutions of higher education. Two universities were chosen for that purpose, namely, Indiana University at Bloomington, and the University of Oklahoma in Norman. At the same time, there was a constant increase in the number of students coming to the United States.

Due to the influx of students, it was planned to open some branches for the office to be located in Los Angeles, Chicago, Seattle, Denver, Atlanta, Norman, and Philadelphia. But it was curtailed to only one branch

¹SAEM, Saudi Arabian Educational Mission to the United States, "An Analytical Study" (1980 report), p. 20. In Arabic.

²Ibid.

established at the City of Santa Ana, California.¹ The main office was headed by the first Saudi official with a Ph.D., Reda Ali Kabli (1977-1980).

At present, Sobhi Y. Al-Harthi is the head of the office. He was among the employees sent by the Ministry of Education to the University of Oklahoma at Norman in the seventies.

The Roles and Functions of SAEM

SAEM is part of the Ministry of Higher Education. It carries out the responsibilities that include the following academic, financial, cultural, and social tasks.²

1. The Academic Tasks

SAEM applies the government policy for educating and training Saudi citizens abroad to be well prepared to handle development plans effectively. Academic tasks are seen by SAEM as the most important function among others. Therefore, SAEM provides all necessary services to Saudi sponsoring agencies, students and universities as well as other educational institutions all over the United States. SAEM helps make all possible information available to Saudi

¹Ministry of Higher Education. Report concerns opening several educational branches in the United States, 1978, pp. 8-9. In Arabic.

²SAEM, "An Analytical Study," 1980, p. 21.

sponsoring agencies about the educational institutions in America, so that the overseas scholarship programs can be planned successfully. Through the efforts of the academic advisors at SAEM, the process of admitting Saudi students to attend suitable educational institutions is facilitated. In addition, SAEM issues all financial guarantees.

2. Financial Tasks

SAEM shoulders the responsibility of putting the financial rules and regulations into work, while subsidizing students and paying for all charges such as fees and bills.

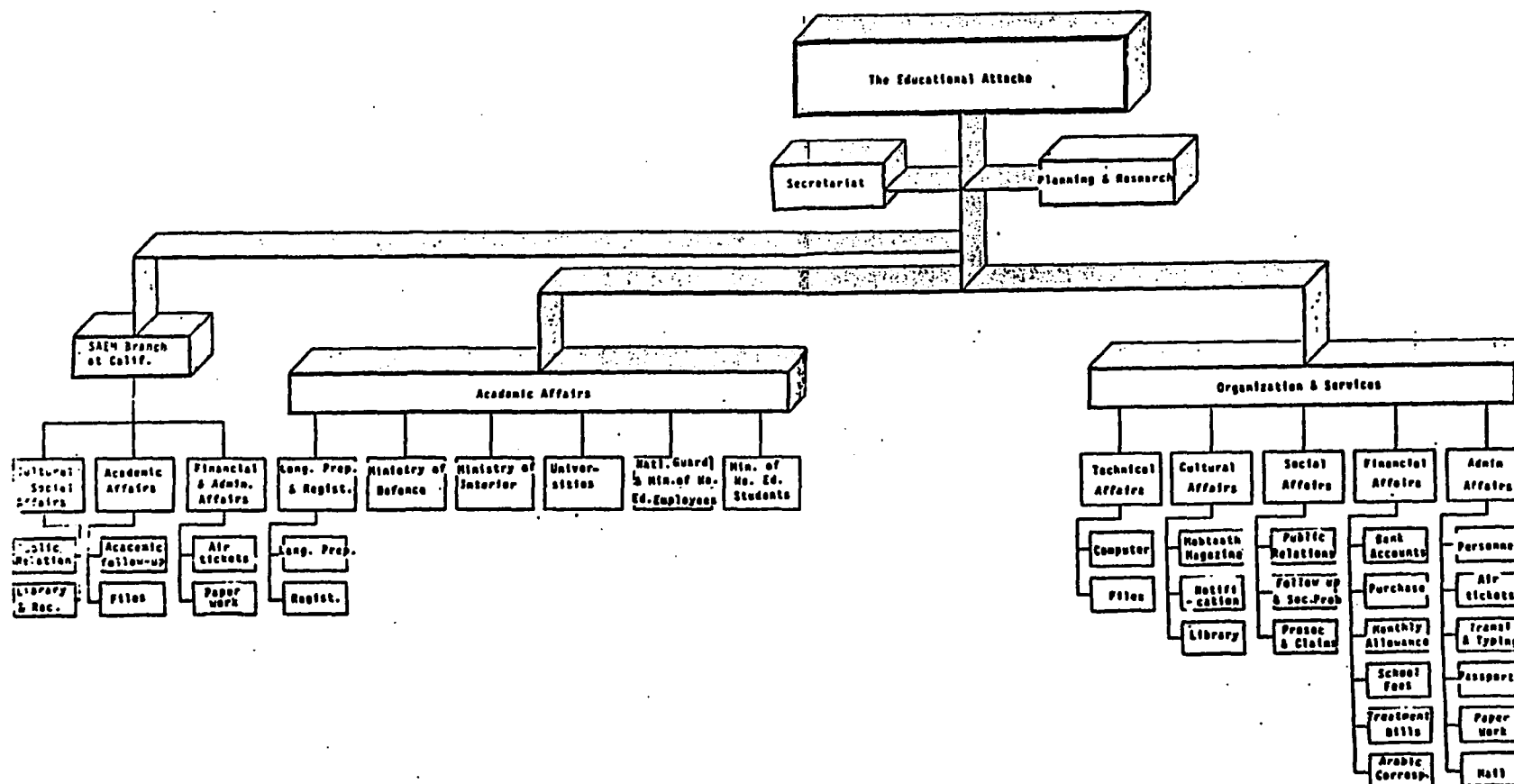
3. Cultural Tasks

SAEM works as a liaison between students and their homeland with its culture. It undertakes the duties of connecting them with their country by all means, to mention but a few, books, newspapers, magazines, and personally.

4. Social Tasks

All social affairs of the students are considered in this division. It tries to solve their problems and creates a suitable environment for them to be more productive during their sojourn in the United States.

Chart 4
SAEM Organization



Source: SAEM, An Analytical Study, 1980, pp. 22-23, author's translation.

The Growth of SAEM

It can be seen through displaying the numbers of students, personnel, and the budget in 1956 and 1980 as shown below.

Year	Students	Personnel	Budget
1956	48*	3*	\$275.00
1980	11,022*	208**	\$170,470.00

Saudi Students in the United States

According to the Institute of International Education, Saudi students were enrolled in institutions of higher education as early as 1923/24. The numbers are displayed in the IIE Table as follows:¹

	1923- 24	30- 31	34- 35	36- 37	39- 40	42- 43	44- 45	45- 46	46- 47
Saudi Arabia	2	7	3	6	1	1	-	-	1

This table shows that Saudi students came to the United States at the expense of their families to pursue higher education many years before the arrival of Saudi diplomats. Sheikh Rustim Ali indicated that ". . . formal

*SAEM, "An Analytical Study," 1980, p. 20.

**Mideast Business Exchange, p. 49.

¹Derived from IIE, Twenty-Eighth Annual Report of the Director, New York, N.Y., October 1, 1947, p. 99.

diplomatic relations between Saudi Arabia and the United States were established in 1940."¹

Here are some names of those students who were studying in America before and during World War II. Fadil Gabani received a Ph.D. from the Colorado School of Mines in 1954. Abdullah Tariki

earned an M.A. in geology and petroleum engineering in Texas in 1947. Another of the very early students, and probably the first to go to the University of California, was a young man named Ali Abdullah Alireza, who was at Berkeley in April 1945 In 1948 a second Saudi student enrolled at Berkeley: Salih Al-Fadl. He stayed on at California to earn an M.A. in economics in 1953²

Students studying in the United States prior to 1947 were not on the expense of the Saudi government.³

As an unofficial ambassador, Alireza participated while in college with the delegation from his country in the San Francisco Conference to draft the Charter of the United Nations in 1945. Alireza's participation was a reply to the request of His Majesty King Abdulaziz. Lately, in the seventies, Alireza became the official ambassador of Saudi Arabia to the United States.⁴

¹Sheikh Rustum Ali, Saudi Arabia and Oil Diplomacy (New York: Praeger Publishers, 1976), p. 79.

²ARAMCO World Magazine, May-June 1979, pp. 8-10.

³Ibid.

⁴Ibid., p. 8.

The number of Saudi students sent to the United States has more than doubled since the first contingent of students was sent in 1947, as shown in the following figures.

GROWTH OF SAUDI STUDENTS SENT TO THE UNITED STATES

Year	1947	1956/57*	1966/67**	1976/77***
No. of Students	7	19	232	4590

*Thomas, Saudi Arabia, p. 6.

**IIE, Open Doors, 1967, p. 18.

***Yearbook of Higher Education, 1978-79, p. 647.

According to SAEM analytical study,¹ the percentage of male students is 77.6%, while the percentage of female students is 22.4%.

Undergraduate students represent 57.8% of all students. Graduate students represent 20.78% of all students.²

On completing their studies, Saudi students do not stay behind. They go back as indicated by Nyrop that "almost all Saudis educated abroad return home to work; this was in sharp contrast to almost all other developing nations, which have experienced extensive brain drains."³

¹SAEM, An Analytical Study, 1980, p. 48.

²Ibid., p. 86.

³Nyrop, Area Handbook for Saudi Arabia, 1977, pp. 4-5.

Saudi graduates of higher education institutions inside as well as outside the Kingdom hold academic, technical, and administrative positions in universities or other governmental agencies irrespective of one's family background. Many of these graduates "came from villages of mud huts, from families in which no one else could read or write."¹ As a result of their college degrees, they became able "to operate computers, satellite communications systems, jet planes, and chemical processes."² Moreover, "one third of the Saudi government's present Cabinet ministers are American graduates."³ But despite profitable employment and advancement, still disappointment arises. Sheikh Rustim Ali stated that "as many Saudi Arabs receive higher education and training abroad and establish greater contacts with the outside world, dissatisfaction with life in the only absolute Arab monarchy grows."⁴

¹Vicker, op. cit., p. 108.

²Ibid., p. 101.

³"The Desert Superstate," Time, May 22, 1978, p. 45.

⁴Sheikh, op. cit., p. 18.

TABLE 2.3

NUMBERS OF SAUDI STUDENTS IN THE U.S. COMPARED
TO NUMBERS OF INTERNATIONAL STUDENTS
FROM OTHER COUNTRIES

Country	1975/76* Number	Percentage
Iran	19,900	11.1
Hong Kong	11,930	6.6
Nigeria	11,440	6.4
China, Republic of	11,330	6.3
India	9,360	5.4
Canada	9,540	5.3
Thailand	7,400	4.1
Japan	7,070	3.9
Venezuela	4,680	2.6
Mexico	4,620	2.6
Korea, Republic of	3,260	1.8
Vietnam, Republic of	3,160	1.8
Pakistan	3,160	1.8
Saudi Arabia	3,030	1.7
United Kingdom	2,760	1.5
TOTAL	112,910	62.9
1976/77*		
Iran	23,310	11.5
China, Republic of	12,100	6.0
Nigeria	11,870	5.8
Canada	11,120	5.5
Hong Kong	10,970	5.4
India	9,410	4.6
Vietnam, Republic of	7,890	3.9
Japan	7,160	3.5
Mexico	6,450	3.2
Thailand	6,070	3.0
Venezuela	5,750	2.8
Saudi Arabia	4,590	2.3

TABLE 2.3 continued

Cuba	4,130	2.0
Korea, Republic	3,630	1.8
United Kingdom	3,580	1.8
TOTAL	128,030	63.1
1977/78**		
Iran	36,220	15.4
China, Republic of	13,650	5.8
Nigeria	13,510	5.7
Canada	12,600	5.4
Hong Kong	12,100	5.1
India	9,080	3.9
Japan	9,050	3.8
Venezuela	7,420	3.2
Vietnam, Republic of	6,640	2.8
Saudi Arabia	6,560	2.8
Thailand	6,340	2.7
Mexico	5,170	2.2
Korea, Republic of	4,220	1.8
United Kingdom	4,050	1.7
Cuba	3,530	1.5
TOTAL	150,140	63.8

*Yearbook of Higher Education, 1978-79, Marquis Academic Media, p. 647.

**Yearbook of Higher Education, 1979-80, Marquis Academic Media, p. 677.

TABLE 2.4
 COMPARISON OF THE NUMBER OF SAUDI STUDENTS
 IN THE U.S. TO OTHER STUDENTS FROM
 ORGANIZATION OF PETROLEUM
 EXPORTING COUNTRIES
 (OPEC)¹

Country	1971-72	1975-76	1976-77
Algeria	47	430	770
Ecuador	468	690	710
Gabon	2	---	---
Indonesia	583	1,230	1,090
Iran	6,365	19,900	23,310
Iraq	268	450	720
Kuwait	406	1,190	1,240
Libya	494	1,540	1,610
Nigeria	2,894	11,440	11,870
Quatar	36	130	200
Saudi Arabia	821	3,030	4,590
U.A.E.	5	100	180
Venezuela	1,703	4,680	5,750
OPEC TOTAL	14,092	44,810	52,050
WORLD TOTAL	114,024	179,344	203,068
OPEC AS A PER- CENTAGE OF WORLD TOTAL	12.4%	25.0%	25.6%

¹Derived from International Institute of Education,
Open Doors (1975/76-1976/77), p. 16.

Barbara B. Burn pointed out that

the geographic origins of foreign students have changed significantly since the mid-1960's. The greatest change is the dramatic increase in students from OPEC countries--from 14,090 in 1971-72 to 52,040 in 1976-77, or close to one-(fourth) of all foreign students in the U.S.¹

TABLE 2.5

COMPARISON OF THE NUMBER OF SAUDI STUDENTS IN
THE U.S. WITH STUDENTS FROM SOME ARAB
COUNTRIES

Country	1971-72*	1975-76*	1976-77*	1978-79**
Algeria	47	430	770	1,720
Iraq	268	450	720	1,250
Kuwait	406	1,190	1,240	1,960
Libya	494	1,540	1,610	2,290
Saudi Arabia	821	3,030	4,590	8,050

*Derived from International Institute of Education, Open Doors (1975/76-1976-77), p. 16.

**Derived from Yearbook of Higher Education, 1980-81, Marquis Academic Media, p. 645.

¹Barbara B. Burn, Expanding the International Dimension of Higher Education (San Francisco: Jossey-Bass Publishers, 1980), p. 62.

TABLE 2.6

COMPARISON OF SAUDI STUDENTS SENT TO THE U.S.
TO THOSE SENT TO OTHER COUNTRIES

Country	1972/ 73*	1973/ 74**	1974/ 75**	1975/ 76**	1976/ 77**
U.S.A	52	468	851	1,395	1,705
Europe	31	43	200	282	119
Arab Countries	122	350	1,018	424	358
Islamic Countries	13	83	53	40	87

*Ministry of Education, Educational Statistics in
The Kingdom of Saudi Arabia, 1974/75, 8th Issue, p. 437.

**MFNE, Statistical Yearbook, 14th Issue, 1978,
p. 91.

CHAPTER III

REVIEW OF LITERATURE

Introduction

The satisfaction of a service receiver has a priority in the goal list of most modern institutions, be they commercial, industrial, or educational. Banks, factories and universities, all conduct surveys to be better able to satisfy their customers, consumers, and constituency.

The aim of this study does not extend to following these endeavors, but it is of great value to set a foundation for the present research from the previous studies. Such studies have been available in books, articles, and dissertations. The most relevant parts of this literature are those (1) that treat satisfaction of human beings as a whole, and students in particular, (2) that deal with higher education for Saudis, and (3) that report other studies dealing with Saudi students in the United States.

Satisfaction of Human Beings

As far as satisfaction is concerned, a great deal of research has been conducted. In 1966, Andrew W. Halpin differentiated between satisfaction and dissatisfaction while defining organizational climate. According to Halpin, the open climate is a situation where members of the organization practice friendly relations and live in high spirit. In such a climate a high degree of satisfaction will be enjoyed.¹ At the other end, Halpin defined the closed climate as a situation where the members of groups obtain low degrees of satisfaction in relation to task achievement and social needs.² In a closed climate such as this, students feel isolated and alienated because of the lack of adequate channels of communication among groups of the organization. Achievement of objectives of the organization and its members seems impossible as a result of the absence of cooperation.

The existence of cooperation depends, according to Chester Barnard, upon two conditions: first, effectiveness and second, efficiency. To Barnard, effectiveness means the achievement of the cooperative purpose, while

¹Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Company, Collier, 1966), pp. 174-75.

²Ibid., p. 180.

efficiency means the satisfaction of the individual motives.¹

J. W. Getzels, J. M. Lipham, and R. F. Campbell perceive efficiency as a degree of satisfaction for the individual. In applying the model they adopted from J. W. Getzels and E. E. Guba, they found that "when needs and expectations are not congruent, satisfaction is automatically less than maximum." Therefore satisfaction is considered to be necessary for an effective organization, because "effectiveness without satisfaction is ultimately inefficient."²

S. Tibor wrote in The Joyless Economy that,

people were asked if they were "very happy," "fairly happy," or "not very happy," . . . and the answers were then tabulated to show the percentage of people at each level of satisfaction, both for separate income groups and for the population as a whole. Ten such surveys were conducted in the United States at fairly regular intervals between 1946 and 1970.³

First, these surveys were made by the American Institute of Public Opinion (AIPO), and second by the National Opinion Research Center (NORC).⁴

¹Chester I. Barnard, The Functions of the Executive (Cambridge, Mass.: Harvard University Press, 1964), p. 60.

²Getzels, et. al., Educational Administration as a Social Process (New York & London: Harper & Row Publishers, 1968), p. 30.

³S. Tibor, The Joyless Economy, An Inquiry Into Human Satisfaction and Consumer Dissatisfaction (New York: Oxford University Press, 1976), p. 134.

⁴Ibid., p. 135.

The findings of these surveys are displayed in the following table.

TABLE 3.1
PERCENT DISTRIBUTION OF POPULATION BY
HAPPINESS, UNITED STATES
1946-1970¹

A. AIPO Polls					
Date	Very Happy	Fairly Happy	Not Very Happy	Other	Number Polled
Apr. 1946	39	50	10	1	3151
Dec. 1947	42	47	10	1	1434
Aug. 1948	43	43	11	2	1596
Nov. 1952	47	43	9	1	3003
Sep. 1954	53	42	5	1	1979
Sep. 1956	52	42	5	1	2207
Mar. 1957	53	43	3	1	1627
July 1963	47	48	5	1	3668
Oct. 1966	49	46	4	2	3531
Dec. 1970	43	48	6	3	1517
B. NORC Polls					
Date	Very Happy	Pretty Happy	Not too Happy		Number Polled
Spring 1957	35	54	11		2460
Dec. 1963	32	51	16		1501
June 1965	30	53	17		1469

¹Ibid., p. 135.

Angus Campbell, Philip E. Converse, and Willard L. Rogers, 1976, preferred to use the concept of satisfaction rather than that of happiness. They observed:

that a term like "happiness" seems to evoke chiefly an absolute emotional state, whereas "satisfaction" implies a more cognitive judgment of current situation laid against external standards of comparisons . . . a statement of satisfaction or dissatisfaction may be somewhat more relative than are happiness responses¹

In their study The Quality of American Life, 1976, Campbell and associates sought to design a measurement by which Americans can assess the quality of their lives. The task of measurement is approached at three levels: (1) at global level; (2) at an intermediate level . . . directed to assessing the degree of satisfaction with particular "domains" of life experience, for example, work, housing, and family life; and (3) at a more specific level oriented to discovering the determinants of satisfaction within particular domains.

These studies and others such as Herzberg, Mausner, Peterson and Capwell, 1957; Hoppock, 1935; and Vroom, 1944, contained inquiries into human satisfaction and consumer dissatisfaction in business and industry areas.²

¹Campbell et al., The Quality of American Life (New York: Russell Sage Foundation, 1976), p. 31.

²Ellen L. Betz et al., The Measurement and Analysis of College Student Satisfaction (Ames: Iowa State University of Science and Technology, Student Counseling Services, 1969), p. 2.

In reviewing related literature on students' satisfaction, Carol R. Patton pointed out in his dissertation that

prior to the work of Starr, Betz, Lingsmith, and Menne . . . , there had been no systematic research on college student satisfaction as a significant variable in itself. Further, research on satisfaction has been seriously hampered by the lack of accurate assessment techniques.¹

Therefore, relevant literature to student satisfaction as defined earlier is limited.

Ellen L. Betz, John E. Klingensmith, and John W. Menne based their research (The Measurement and Analysis of College Student Satisfaction, 1969),

on the premise that the study of college student satisfaction can draw upon principles and methods which have resulted from years of research on the satisfaction of employees in (the aforementioned areas).²

In the area of education and prior to the beginning of the 1970's

one of the few published studies of college student satisfaction, Berdie (1944) investigated relationships between engineering students' "curricular satisfaction" and such performance measures as first year honor point ratio, high school grades, and scores on a series of ability tests. Berdie's satisfaction measure was an adaptation of Hoppocks' (1935) Job Satisfaction Blank, with the satisfaction score based on the sum of responses to four items Pervin (1967, a,b) and Pervin and Rubin (1967)

¹Carol R. Patton, "The Effect of a Special Orientation Program for Entering Freshmen on Attrition, Satisfaction, and Grade Point Average" (Doctoral Dissertation, Denton, Texas, 1980), pp. 22-23.

²Betz, et al., op. cit., p. 2.

assessed students' perceived congruence with their environment as a predictor of college student satisfaction, using single items to measure separate aspects of satisfaction Rand (1968) investigated relationships between college student satisfaction and deviations from an institutional mean on measures of interests, abilities and subcultural orientation.¹

In 1971, William Passons studied student satisfaction through three groups of university personnel. He pointed out that,

the principal finding of this study was that, in general, student affairs personnel, residence advisors, and faculty members were able to accurately predict student satisfaction with the administration, faculty and students.²

Students' satisfaction has been solicited as a result of several reasons, some of which are student unrest, sharing governance of their educational institutions, and the rise of student consumerism. Therefore,

interest in student and college characteristics has prompted increased research in the areas of student attitudes and adjustment. Variables such as college environment (Astin, 1963; Pace, 1963), student needs (Stern, 1963), and student environment congruence (Pervin, 1967) have been studied in an effort to look more closely at the college community.³

¹Ibid., pp. 1-2.

²William R. Passons, "Student Satisfaction as Perceived by Three Groups of University Personnel," Journal of College Student Personnel 12 (March 1971):128.

³Sue Ann Sturtz, "Age Differences in College Student Satisfaction," Journal of College Student Personnel 12 (May 1971):220.

In his recent book, Four Critical Years Effects of College on Beliefs, Attitudes and Knowledge, 1978, Astin stated that student satisfaction frequently was overlooked. Therefore, he focuses in the sixth chapter on student satisfaction and ratings of the college environment. The analyses Astin applied

treat the students' overall satisfaction with the total undergraduate experience, as well as with specific aspects of that experience such as quality of instruction, contacts with faculty and fellow students, curriculum, college administration, reputation of the institution, and intellectual environment. The students' subjective response to the college environment can be assessed in at least two ways: the first is to ask the student directly about the degree of satisfaction with various aspects of the college. The second, utilized previously in several studies of college environments (Astin, 1968; Pace and Stern, 1958), is to obtain the students' perception of such environmental factors as academic demands, social life, faculty-student relations, and so forth (p. 165).

In a very recent study, Leonard L. Baird, Rodney T. Hartnett, and associates, stated that

Student satisfaction is a useful category because it is relatively easy to assess and is widely applicable to the college experience. Students can evaluate not only their academic programs and instruction but also institutional services, such as orientation, registration, financial aid, academic counseling, career counseling, personal counseling, health services, job placement, and campus housing. Even residential facilities can be rated on privacy, roommate assignments, quietness, food services, bathroom facilities, and programming (lecture and films). Students can evaluate extracurricular activities, opportunities for independent study, social life, work experience, contact with faculty members and peers, and so forth. While any institution must decide for itself which areas of satisfaction are most critical, student

satisfaction is a rich source of outcome data for the MIS (Management Information System).¹

In comparison with other variables, college student satisfaction gained little concern from researchers. Also for the sake of contrast, the writer interviewed several foreign students from the United Arab Republic, Libya, Thailand, and Venezuela. Student social services are provided by personnel located in the embassies of those countries mainly to run scholarship programs. The writer found that the closest model to SAEM is the Gran Mariscal de Ayacucho Scholarship Program of Venezuela, especially since mid-1978, when it became an autonomous government sponsored foundation.²

According to those interviews and Educational Resources Information Center and Current Index to Journals in Education computer research, there seems to have been nothing done on foreign students' satisfaction. The absence of such information appears to support the purposes of this study which are (1) to assess the relationship between students' satisfaction with services rendered to selected independent variables, and (2) to investigate what other services students are in need of.

¹Leonard L. Baird et al., Understanding Student and Faculty Life (San Francisco: Jossey-Bass Publishers, 1980), pp. 77-78.

²Institute of International Education, The Gran Mariscal de Ayacucho Scholarship Program, 1974-77.

Summary

Researchers who first conducted studies on the satisfaction of employees in business and industry have laid the foundation for other investigators who were also interested to pursue satisfaction on different populations, mainly students, such as Starr, Betz, Klingensmith, and Menne's work. These studies indicated that satisfaction is an important area of investigation. It showed, too, that a lot of studies need to be undertaken in this regard. Satisfaction of foreign students studying in American colleges and universities was an area of concern. This study is an attempt in that direction. It will investigate how Saudi students who are enrolled in institutions of higher education in the United States satisfied with the services they are getting from their sponsoring agency SAEM.

Higher Education for Saudis

Opportunity for higher education for Saudi students is a relatively recent phenomenon. It goes back to the early years of the second quarter of the present century. At that time the country had no facilities for higher education of its own. "Until the late 1950's, no comprehensive university existed in Saudi Arabia, despite the earlier creation of some independent colleges offering

post-secondary instruction."¹ Therefore, sending students abroad for higher learning seemed to be a must.

At the present time (1982), most of the secondary school graduates have a chance to pursue higher education in the diversified colleges in the country² or abroad. Each one is not only guaranteed a free education through graduate school, but is paid an allowance during undergraduate and graduate levels. In addition, and despite the existence of seven universities, the number of students studying abroad has doubled since 1973-74. There are several reasons behind that development. First, Saudi Arabia is planning to overcome its problem with manpower shortage as soon as possible. Frederick Harbison and Charles A. Myers in Education, Manpower and Economic Growth hold that

the building of modern nations depends upon the development of people and the organization of human activity, capital, natural resources, foreign aid, and international trade, of course, play important roles in economic growth, but none is more important than manpower.³

Second, local universities neither have enough seats for

¹M. Nasser Alohal, "The Spatial Impact of Government Funding in Saudi Arabia: A Study in Rapid Economic Growth with Special Reference to the Myrdal Development Model" (Doctoral Dissertation, University of Oklahoma, 1977), p. 94.

²Ministry of Higher Education, Higher Education in the Kingdom of Saudi Arabia in Brief (Ish'ia'i Commercial Press, Riyadh, 1977), p. xv.

³Frederick Harbison and Charles A. Myers, Education, Manpower, and Economic Growth (New York: McGraw Hill Book Co., 1965), p. v.

all secondary graduates, nor desired disciplines. Finally, Saudi Arabia is hoping, as Change believed, "to achieve an advanced state of development before the oil runs out . . ."¹

Because higher education was seen by Hammad as a mirror of the educational system and manpower development in Saudi Arabia, he dealt with it separately in a single chapter. The author described in 1973, the common problems of college and university education² such as the following: the absence of well-established policies that take into consideration the special needs of the country; the domination of religious and liberal studies; the limited opportunity for part-time, poor, and female students; the lack of graduate work; the absence of central authority to make policy, planning and coordination among those institutions; the scarcity of research facilities; the adoption of different foreign education systems to Egypt, France, Britain, and the United States; and the restriction of the mission of the universities to the transmission of existing knowledge.

Finally, Hammad concluded that the education and manpower development programs in Saudi Arabia operating in the early years of the seventies, failed to prepare the

¹Change, the Magazine of Higher Learning 7 (Oct. 1975):5.

²Mohamed Abdulla Hammad, "The Educational System and Planning for Manpower Development in Saudi Arabia" (Doctoral Dissertation, Indiana University, 1973), pp. 125-131.

country to deal intelligently with Western technological innovations. An uncritical adoption of Western educational models rather than an adaptation of these models within the Saudi heritage is seen as a principal cause of this failure.

Several years later, Al-Abdulkader surveyed in 1978 the contribution of higher education to the development of human resources in the kingdom of Saudi Arabia. The purpose of his dissertation was to survey the effectiveness of the present higher education system in Saudi Arabia to meet the needs of the country of skilled manpower.

The author stated that four things then shape the present state of higher education in Saudi Arabia:

(1) Higher education which is followed by scholarship-granted Saudi students abroad; (2) the higher education Islamic- and Arabic-oriented institutions; (3) the higher education western-oriented institutions; and (4) the newly established teachers' junior colleges.¹

Al-Abdulkader's research conclusions supported the previous study of Hammad. They brought up similar and different critical issues facing Saudi higher education systems such as

The high drop-out rate in the different stages of college years, the limitation of evaluation process, the acute shortages of the national teachers in the whole system of higher learning institutions, the limited outputs of higher education which have impact on the development of manpower pose a serious

¹Al-Abdulkader, op. cit., p. 97.

problem, and the limited research process in the higher institutions.¹

In addition to the aforementioned reasons, Nyrop, 1977, said that ". . . growth (of interest in higher education) reflects oil wealth and the government's ambition to transform the kingdom from a poor, backward, desert state to a prosperous, industrial, albeit Islamic and conservative, nation."²

In the analytical study, 1980, SAEM reported the growth in numbers of students. There were 2,036 students in 1975; the number increased to 11,022 during the first third of 1980.³ More Saudi students are expected to come to the United States.⁴

Marks in a very recent study (1980) traced the development of the state of education system in the Kingdom of Saudi Arabia with emphasis on the universities. She indicated that the

American influence on the universities in the Kingdom of Saudi Arabia has been twofold: firstly as a result of the presence of Americans in the country who came as oil workers at the invitation of the monarch; and secondly, as a result of the many

¹Ibid., pp. 240-42.

²Nyrop et al., op. cit., p. 99.

³Saudi Arabia Educational Mission to the United States, An Analytical Study, 1980, p. 31.

⁴Burns, op. cit., p. 63.

Saudi students who obtained their university education in the United States.¹

The direct contact of Saudi society with the Americans started in 1933 when the first group of American oil workers landed in the country. Since that year, many changes have taken place in industrial training, diplomatic relations, educational activities, construction of towns, and traditional basis of tribal life. In addition, as Marks reports, "Aramco, in 1948, established an orientation program in New York to train new employees bound for Saudi Arabia." During their sojourn in the Kingdom, those oil workers were teachers, advisors and helpers. The author pointed out that the Americans brought with them a technical mode of consciousness which represents "the mental templates acquired from the influence of technology."² She also indicated that

the impact of the oil industry caused an awareness by the Saudi leadership for an educational system that would develop the specialists who could sort out the knowledge and information needed for the development of the Kingdom.³

As a result of that awareness Saudi students were sent abroad by the government and by the oil companies (see Chapter Two, pp. 13-31), and the need for the Mission (SAEM) was established.

¹Marks, op. cit., p. 126.

²Ibid., p. 128.

³Ibid., p. 132.

Summary

The literature reviewed showed that higher education for Saudis was available both inside and outside the country. Sending students abroad was necessitated by the urgent need for well trained native manpower, which Saudi newly born universities still are not yet ready to provide. These universities are operating under different and constant external influences. Western influence--mainly American--seems to be the most predominant. Such impact is recognized in (1) the positions held by Saudi graduates from the United States, and (2) the influx of American professionals into the Kingdom.

In this study a sample of those Saudi students who were sent to the United States for higher education was selected to be investigated while they are under the impact of the American culture.

Related Studies on Saudi Students in the United States

Saudi students studying in the United States have been researched by several Saudi Arabian doctoral candidates. Jammaz investigated in 1972 the nature and extent of the adjustment problems of Saudi students to American education and culture while they were enrolled at colleges and universities in the United States during the academic year of

1971-72. One of the purposes of his study was to test the degree of association between adjustment to life in the United States and variables such as age, marital status, academic classification, duration of stay, and major fields of study.

Jammaz' study came to the following conclusions:¹

1. A high degree of association was found between age of the students and their adjustment to life in the United States. The younger students were more well adjusted than the older students.

2. A high degree of association was found between marital status and adjustment of the students. The married students were considerably less well adjusted than unmarried students.

3. A low association was found between duration of stay and adjustment to life in America.

4. A high degree of association was found between the students' major fields of study and their adjustment to the American scene. Students majoring in sciences and engineering were more well adjusted than those who were specializing in humanities and social studies.

Jammaz also found that:

¹Abdulrahman I. Abraham Jammaz, "Saudi Students in the United States: A Study of Their Adjustment Problems" (Doctoral Dissertation, Michigan State University, 1972), pp. 107-110.

When the Saudi students were asked how satisfied they were with their academic progress, 81 percent reported being either "greatly" or "moderately" satisfied, and 14 percent were either "slightly" or "totally" dissatisfied.

Those who were dissatisfied with their academic progress indicated that their school and faculty had values at variance with their own. Some claimed that certain aspects of education provided too much information which would not be used on one's own major field of study or that they were not interested in the fields emphasized in their program.¹

In another study conducted in the same year (1972), Rasheed investigated the perceptions of Saudi students in the United States regarding university goals and functions. He used 695 Saudi students for responding to the list of goals which was an integration of Gross and Grambsch, and the Educational General Policy in Saudi Arabia. Rasheed came to different conclusions. He pointed out that (1) the findings did not support the previous research findings which indicate that students of different major fields of study differ in their perceptions of goals, (2) the findings indicate a direct relationship between length of stay in the United States and divergence of perceptions. The longer one has stayed in the United States, the less emphasis he places on university output goals.²

In 1973, Almana carried out a study about the attitude of Saudi students toward working women and religion in Saudi Arabia. The researcher was aiming to explore the

¹Ibid., p. 102.

²Rasheed, op. cit., pp. 120-121.

relationship between the attitudes of the students toward working women and religion and exposure to Western culture. Below are some of the findings of that study.

1. Students' attitudes toward working women were favorable, especially those that have been living in the United States for more than three or more years.
2. Students' attitudes toward religion were favorable among those that came from Central and Western parts of Saudi Arabia. Academic standing and length of residence in the United States does not seem to affect attitude toward religion as much as area of origin.
3. Finally, the author provides that there appears to be a relationship between exposure to Western culture and attitude toward working women and religion, but that religious beliefs do not influence the attitudes of Saudi Arabian students toward working women as much as exposure to Western culture.¹

El-Banyan, analyzing the impact of cross-cultural

¹Aisha Mohammed Alman, "Attitude of Saudi Arabian Students Toward Working Women and Religion" (Master's Thesis, Arizona State University, Tempe, 1973), as cited in Al-Khedaire, "Cultural Perception and Attitudinal Differences Among Saudi Arabian Male College Students in the United States" (Doctoral Dissertation, University of Arizona, 1978), p. 100.

education and attitude change of 117 Saudi students, indicated as a result of this study in 1974 that neither exposure nor adjustment had much effect on students' attitudes toward their traditional cultural values. On the other hand, some relationship was revealed between length of stay (length of exposure) and change in students' attitudes.

Exposure was found to be positively related to marital status and level of education, and negatively related to previous foreign travel. Age was not significantly related to exposure.¹

Attitudes of Saudi Arabian students were also dealt with by Kershaw (a non-Saudi Arabian doctoral candidate). In 1973, Kershaw studied the attitudes Saudi students have toward their traditional religion and religious society as well as toward various factors of religion as experienced in the United States. The researcher found out that Saudi respondents had become less faithful in observing Muslim rules while in the U.S., but remained committed to Islam and to Islamic values and would not consider changing their religion. In comparison between the respondent groups, Kershaw pointed out that the Saudis were significantly more committed to Islam than non-Saudis who

¹Abdullah Saleh El-Banyan, "Cross-Cultural Education and Attitude Change: A Study of Saudi Arabian Students in the United States" (Doctoral Dissertation, North Carolina State University, 1974).

completed the questionnaire.¹

In his book, Foreign Students in the United States of America, Coping Behavior Within the Educational Environment, 1978, W. Frank Hull reported in the Saudi Arabian Case Study that Mudab instead of going to England to study medicine came to the United States to study engineering when he was granted a scholarship.

Though not satisfied with his English ability, particularly in regard to speaking in class and writing papers, Mudab felt it did not negatively influence his performance in class as most of his courses were in the area of science and engineering. Mudab anticipated difficulties with general education courses required for his degree.

Mudab in that case study is a typical Saudi student, in his attempt to adjust to the American life, to his study, to social contacts, behavior, and even to his family at home. He is a representative case for the undergraduate Saudi students.²

Al-Khedaire studied in 1978 cultural perception and attitudinal differences among Saudi Arabian male college students in the United States.

The purpose of his study was to determine the level of cultural perception and attitudinal differences

¹Roland Max Kershaw, "Attitudes Toward Religion of Saudi Arabian Students in the United States" (Doctoral Dissertation, University of Southern California, 1973).

²W. Frank Hull, Foreign Students in the United States of America, Coping Behavior Within the Educational Environment (Praeger Publishers, Praeger Special Studies, 1978), pp. 65-67.

about Americans and the American culture that occurred among selected male Saudi Arabian students at three stages of American contact: initial entry, after three years, and after five years or more in the United States.¹

The author selected 300 Saudi students, and divided them into three groups of one hundred each. To collect data, he used three instruments: the Cultural Literacy Inventory, Shaw and Wright's Scale to Measure Attitude Toward Defined Groups, and a personal questionnaire. The first two were published while the last one was developed by the researcher. Each instrument was administered in both languages, English and Arabic.

Among other conclusions, the author indicated that graduate students showed a clearer cultural perception of American culture than the undergraduate students. Also students majoring in sciences showed a clearer cultural perception than students majoring in social sciences or related fields.

Saudi students attending American institutions of higher education have been studied by H. M. A. Alawy (U.S.C. graduate and Ph.D. holder). He conducted a study in 1979 on Saudi students in the U.S. His study was based on the assumption that meager control over students coupled with youthfulness is partially responsible for the rise of delinquency and the lowering of the effectiveness of sending

¹Al-Khedaire, op. cit., p. 43.

students to the United States accordingly. This study is the first to deal with Saudi students in the U.S. published only in Arabic.

Data for this study were collected from the following sources:

1. Fifteen Ministries, and two governmental agencies in the Kingdom of Saudi Arabia
2. Sample of 217 students whose scholarships were cancelled and who were being returned to the country
3. Sample of 10 American students' advisors in ten universities, located in four states where Saudi students concentrate
4. Finally, 530 students randomly selected in 1979, from Saudi students who spent at least one year in the United States.

The purposes of the study were as follows:

- A. To analyze the general factors that hamper the effectiveness of sending students to the United states
- B. To determine the cases of students' delinquency by tracing its sources and causes
- C. To come to practical recommendations that may alleviate the effect of the precluding factors.

Alawy stated that the collected data all support the basic assumption of his study. Among other findings

reported in the study are:

1. Most of the sponsoring governmental agencies represented in the study to have no clear plan for overseas scholarship programs
2. Fifty-five percent of the students who are less than 20 years old are sent by certain governmental agencies. Also 62 percent of cancelled scholarships are sent by those agencies.
3. Instead of using a developmental treatment approach in handling student discipline problems, SAEM uses an approach designed to prevent further delinquency (cancellation of a scholarship)
4. Intervention of some of the governmental sponsoring agencies in controlling students affects the functions of SAEM
5. The average age of delinquent students is 23.20
6. Seventy-one of the students' advisors indicated that youthfulness, immaturity, ignorance of the characteristics of the American society and its rules and regulations, and failure to get help from students' advisors are the causes of delinquency.
7. Eighty percent of the participant students believe that the system of sending students abroad suffers from many weaknesses and needs to be

replanned

8. More than 50 percent of participant students believe that:
 - A. Coming to the U.S. is a chance for relaxation rather than study
 - B. Some students attend unrecognized colleges and universities
 - C. A considerable number of students want to get degrees regardless of educational achievement
9. Seventy percent of student respondents indicated that low level of achievement for some is due to granting scholarships to those who do not measure up to it
10. Reasons for delinquency are listed by respondent students according to consensus as follows:

A. Youthfulness	73%
B. Weakness of religion	68%
C. Weakness of the student's ability to live in an open society	60%
D. Students' concentration in certain states	56%
E. Weakness of control by SAEM	51%

Finally, Alawy stated that the collected information supports the basic assumption of the study, that

meager control over students, coupled with youthfulness is partially responsible for the rise of delinquency and the lowering of the effectiveness of sending students to the United States.¹

In 1980, Marks studied the American influence on the development of the universities in the Kingdom of Saudi Arabia. She showed the impact of the credit hour system upon the educational process inside the country. Saudi students studying abroad were also under another American impact. The author summed up in a very lucid and articulate manner the educational styles which Saudi students face for the first time while attending American institutions of higher education. Those facts are worthy of a lengthy quotation:

A considerable number of the Saudis found themselves in state universities where they were introduced to generous admission policies and the variety of degree programs designed for an egalitarian educational system. Also, for the first time they found themselves in coeducational settings with female as well as male faculty members. It was during this time that co-educational dormitories came into being in the United States and the Saudi students experienced this new type of campus living. Then there was an attraction to what was seen as a broadening aspect in the way engineering majors were expected to take courses in economics, literature, or sociology as the Saudis were introduced to the liberal arts concept in undergraduate education in the American system.

In the American institutions of higher education the Saudis were bombarded with non-verbal aspects of

¹Hussein M. A. Alawy, "The Effectiveness of Sending Students Abroad: Obstacles and Development," May 1979, pp. 2-4.

the technological culture that are part and parcel in the development of what Berger et al. identify as the technological consciousness. On American college campuses this is found in the covert curriculum that molds and melds the way of approaching reality that caters to the wants of a technological universe. The credit-hour/elective system for example, serves as a reinforcing mechanism for thinking in terms of systems, which is an important element in the "over-arching universe" of a technological consciousness.

Also, the concept of the credit-hour system and a grade point average computed by means of tests constructed and administered by the classroom instructor were new ideas that needed to be mastered. The value of such a system became evident to those students who were to transfer from the initial institution where they had spent their first year mastering English to the proficiency level that would enable them to compete with native speakers in the classroom. In the process, many Saudi students discovered that their year of study in the English program carried "credit" that would transfer to the new institution and count toward the number of "hours" needed to be awarded a degree at the bachelor level. They were introduced to time schedules and classroom sessions timed by the clock to fifty minute periods. All this was summed up as the American system and reflected the cognitive style that had its roots in a highly technological tradition.

Further, the Saudi students learned that requirements for degrees varied and there was not only flexibility involved, but there was considerable individualism allowed and actually expected. Each student structured a program independent from all others, following degree requirements established by the university with electives chosen from a wide assortment of offerings. Thus, the Saudis as a group were introduced to the subtleties of the covert curriculum that furthered the concept of individuality in the American culture.

The egalitarian features of the society were nurtured with the back-up support offered by faculty members who served as academic advisors and the informality of the relationship between the students and the professors. The obvious interest many professors showed in a concern for students' progress exemplified in extra time taken at the end of a class session, which might include continuation of the topic of the lecture over a cup of coffee in the Student Union, was a novel introduction to educational expectations in the States.

Multiple-choice tests and true or false type questions were among the many new educational experiences to which the Saudis were exposed. Very soon they learned that testing was an on-going process. Furthermore, tests relied on sources other than the textbook or even the professor's lecture notes. There were unscheduled and unannounced tests or short examinations. Assignments often called for visits to the library for material found in an assortment of resources such as periodicals and journals. Reports and term papers, as well as laboratory assignments all were taken in stride as a part of the American system with the subtleties of its covert curriculum that contributed to the shaping of the technological consciousness. Some of the Saudis entered community colleges, later to transfer to four year institutions.¹

Really, these were some of the influences which Saudi students must go through, must live with, and must stand if he or she aims to the completion of his/her degree requirements. In addition, Saudi students are not only exposed during their sojourn in the United States to educational impact, but they are subjected to other different influences, socially, politically, and economically as well.

In a very recent study, Al-Gahtani investigated in 1981 the academic commitment of the sponsored Saudi male graduates. The study was limited to students sponsored by King Abdul Aziz University. Its purpose was to examine the relevance of the existing regulations built into the present overseas scholarship program and academic decisions that are common to all sponsored students. Among other findings Al-Gahtani stated that:

¹Marks, op. cit., pp. 134-36.

1. Studying English as a second language for more than one year will not result in conquering one's language difficulty.

2. Frequency of attendance at English institutions during a one-year interval is more disadvantageous than advantageous, especially for those who are single and older (30 years and over).

3. Single students who are 30 years old or over are affected negatively in achievement if they:

- A. Attend more than one English institution
- B. Spend more than a year in learning English,
and
- C. Major in fields other than the social
sciences and humanities.

4. Frequency of attendance at schools contributed positively to the achievement of the married groups regardless of age.¹

Summary

As part of the international student body, Saudi students were an area of interest to Saudi doctoral candidates as well as to non-Saudis. These investigators tried to study the impact of studying in America upon Saudi

¹Thabit M. S. Al-Gahtani, "Sponsoring Saudi Male Graduates in the United States and Their Academic Commitment - King Abdulaziz University Case" (Doctoral Dissertation, University of Virginia, 1981), pp. 15, 84-96.

Arabian students in regard to certain issues, such as problems of adjustment, attitudes, perceptions, and so on, and so forth. Research findings indicated that Saudi students as a part of the foreign students learning in the American institutions of higher education, have gained a vast experience socially and academically. In addition, research findings pointed out some change in the attitudes of Saudis. None of the above mentioned studies explored directly students' perceptions of satisfaction, but selected findings are of special interest to this present study.

CHAPTER IV

METHODOLOGY AND PROCEDURES

The principal concern of this study is to offer an accurate presentation of Saudi students' satisfaction of student services rendered to them by SAEM while attending institutions of higher education in the United States. The methods and techniques employed to carry out this study are described in this chapter. The forthcoming sections include pre-survey procedures, survey procedures, and data analysis procedures. Each of these areas will be elaborated upon in the following parts of this chapter.

Pre-Survey Procedures

In this step, the design of the study was selected, the population was determined, and the research instrument was developed. In fact,,prior to any of the above mentioned steps, the researcher made a trip to SAEM headquarters at Houston to seek approval to undertake this study, and to get an answer to his advisor's letter (see Appendix III) directed to the Saudi Educational Attache'. After

discussing the problem, the purposes, and the significance of the study with the Attache', the Saudi Mission issued a written approval for conducting this study, promising full support to the researcher (see Appendix IV).

Research Design

The first pre-survey procedure was to select the proper research design for undertaking the study. Since its general purposes were to investigate the reasons for satisfaction and dissatisfaction of Saudi students with the services they receive from SAEM, and to determine the degree of association between their satisfaction and some other variables, a stratified sampling survey research design was chosen. It was followed by a random sampling of participants from three subgroups in the population. They were chosen in a manner to be represented in the sample in proportion to their numbers in the population itself. According to Borg and Gall, "if this procedure is not followed, any analysis based on the total sample . . . will produce inaccurate information."¹ A paradigm of this research design is presented in Table 4.1.

¹Walter R. Borg and Meredith Damien Gall, Educational Research: An Introduction, 3rd ed. (New York: Longman, 1979), p. 186.

Population and Sample

The population consists of all Saudi male, undergraduate and graduate students enrolling in higher education institutions in the United States as of the academic year 1980-81, who are sponsored by SAEM in Houston. Upon receipt of the names, level of current study, and addresses of all male undergraduate and graduate Saudi students, a random sample of 428 students was drawn from the total population of 6,823 Saudi students by utilization of a table of random numbers. The size of the sample is usually determined, according to Borg and Gall, by the minimum number of cases decided to be acceptable in the smallest subgroup.¹ Thirty cases were selected from the doctoral subgroup accordingly. To secure high level of response rate, the researcher sent the questionnaire the first time to each of those students, through SAEM. Out of the 428 questionnaires mailed, only 30 came back as undelivered--some of the students had gone home, and some had changed their addresses leaving no forwarding addresses. Consequently, the original sample size has been reduced to 398. Information needed for this study was collected from the responses of 332 Saudi students out of the 398 member sample. As a result, the total percentage of responses is 83.4. Ten unusable responses were eliminated because of improper response. Therefore, the

¹Ibid., p. 186.

total of usable responses summed up to 322.

The size and percentage of population, sample, and usable responses for this study are displayed according to degree level in Table 4.1.

TABLE 4.1

NUMBERS AND PERCENTAGES FOR POPULATION, SAMPLE AND
USABLE RESPONSES DISTRIBUTED ACCORDING
TO DEGREE LEVEL

Degree Level	Population		Sample		Responses	
	N*	%	N	%	N	%
BA	5025	73.65	317	74.06	218	69
MS	1340	19.64	81	18.92	74	91
Ph.D.	458	6.71	30	7.00	30	100
TOTAL	6823	100.00	428	99.98	322	75

*The computer unit at SAEM headquarters provided the researcher with names, addresses, and degree levels of all male graduate and undergraduate students.

Research Instrument

Various survey devices, including documentations, interviews, and questionnaire, as well as documents that contain the Ministerial regulations, reports and plans regarding overseas scholarship programs have been utilized in the study.

Informal interviews have been conducted with some international students to have first hand information about the status of their scholarship programs. Students from

Libya, Egypt, Thailand, and Venezuela have been interviewed in March of 1980.

Also, during the summer of 1981, the author made a trip to Saudi Arabia to interview appropriate government officials, mainly those in the Ministry of Education and the Ministry of Higher Education. Moreover, the author met with the Director of the Agricultural Bank, for he is an ex-Educational Attache' in the United States. In addition a visit was paid to ARAMCO headquarters in Dhahran (Eastern province in Saudi Arabia). The main purpose behind the author's trip to his country was to gather related data that trace the steps of overseas scholarship programs for Saudi students.

A questionnaire was constructed to collect information concerning students' satisfaction with the existing services and to explore additional services they believe they need. This was developed during the pre-survey stage of the study. The instrument consists of three parts: (1) Part A--Background Information; (2) Part B--Responses and Their Reasons; and (3) Part C--Suggested Services. A copy of the instrument is provided in Appendix IX. To collect the data needed for testing the previously mentioned hypotheses, the first two parts, A and B, were incorporated in the instrument. Part A was designed to secure personal information required for the independent variables. Part B was developed to assess the level of satisfaction or

dissatisfaction of each Saudi student and his reasons in regard to the services he is getting from SAEM. The last part of the instrument, Part C, was designed to obtain essential information for exploring new other services Saudi students need.

To ensure content validity, the researcher employed different techniques: (1) a thorough study of the literature; (2) interviews with 30 Saudi students at all levels, B.A., M.A., and Ph.D. were arranged to sample their opinions about appropriate services that SAEM should offer; (3) a preliminary list of 74 items describing the range of services offered was examined by SAEM administrators to guarantee comprehensiveness as well as face validity; and, finally (4) each item was assessed to determine its logical validity and relevance to the study. That preliminary evaluation process resulted in the discarding of 22 items that did not satisfy the tests, leaving a total of 52.

After compiling those items into an appropriate instrument format, it was pre-tested using a sample of 20 Saudi students at the Oklahoma State University and the University of Oklahoma. The main aims for the pre-testing were (1) to help establish content validity; that is the representativeness and adequacy of the content of a measuring instrument; and (2) to check face validity, which is the clarity of meaning and understanding. To increase the clarity of the instrument, each item was presented in both

Arabic and English. The examination of the scores resulting from the pre-test contributed much to the procedure of deleting, incorporating, replacing, rewording, and reorganizing several additional items in the instrument. Consequently, the final form of the instrument contains 41 items. Part A contains eight items dealing with personal data; the central part of the instrument, Part B, contains 32 items associated with the several services. Finally, one item was given to Part C, an open-ended request for participants to suggest new services.

This instrument calls for a range of responses based on a scale of 1-5. The score was weighted as follows:

Level of Satisfaction

- 1--Very Satisfied
- 2--Satisfied
- 3--Do Not Know (no evaluation)
- 4--Dissatisfied
- 5--Very Dissatisfied

If respondent indicates a level of satisfaction (very satisfied or satisfied) in responding to an item, he was instructed to report the reason for that choice according to the following options:

Reasons for Satisfaction

- 1. Provided
- 2. In time
- 3. Well presented

4. Sufficient

5. Others

The respondent was asked not to mention any reason if he selected level of satisfaction number 3 (don't know).

If the participant expressed dissatisfaction by selecting either number 4 or 5 (dissatisfied or very dissatisfied), he was instructed to point out his reasons for his discontent according to the following options:

Reasons for Dissatisfaction:

1. Denied

2. Late

3. Poorly presented

4. Insufficient

5. Others

Survey Procedures

This section will concentrate on the steps followed for collecting data. It was agreed during the trip made by the researcher to the headquarters of SAEM that the questionnaires would be sent to participants through their office directly. In so doing, it was meant that this step would introduce the author to his other Saudi colleagues and tell them that this study was being endorsed by SAEM. Therefore, on October 20, 1980, questionnaires, totaling 428, were sent to the SAEM office for stamping of the envelopes and then

forwarding to the participants all over the United States at the same time.

Each questionnaire sent was accompanied by: (1) a letter encouraging participation in the study;* (2) an instruction sheet introducing the instrument and explaining how it should be completed;** and (3) a self-addressed, stamped envelope for returning the completed questionnaire.

To encourage a high rate of response, the researcher utilized the following techniques:

Printing the questionnaire on colored paper: three colors were used, yellow, pink, and light green. According to Parten, "in certain marketing studies yellow paper was found to have the highest percentage of returns and pink followed closely, but dark colors were not effective."¹

As previously mentioned, the questionnaires were sent to participants by SAEM the first time. Such an act would encourage more students to respond.

The face letter and the instructions were in Arabic. Also, each item in the instrument was translated into Arabic, to guarantee clarity and to facilitate quick, accurate, and consistent responses from the sample.

*, **See Appendix VI and VII respectively.

¹M. B. Parten, Surveys, Polls and Samples: Practical Procedures (New York: Harper Brothers, 1950), p. 161.

In order to stimulate participants to suggest new services, they were instructed to write their suggestions either in Arabic or English.

The first follow-up letter was sent out four weeks after the original mailing to encourage those who had not yet completed the questionnaire to do so.

A second reminder was mailed to late respondents. This was the last letter to be sent to the subjects.

During the time of sending the first and second follow-up letters, the researcher used long-distance calls soliciting the assistance of friends in cities with more than five subjects to make personal requests to induce them to complete and return the instrument.

Three weeks were considered as a deadline for accepting late responses after mailing the second reminder. Data processing steps followed immediately.

Data Analysis Procedures

The last major area of methodology and procedures was the data analysis procedures. These techniques started as soon as the data were accumulated. Two steps were utilized in data analysis procedures, mainly preparing and coding the data on IBM cards and conducting the statistical computations. The results of these analyses are furnished in Chapter V. The first step in this process was to code 322 which were usable responses. Each respondent's answer

was recorded by hand on computer recording forms.

The second step of the data analysis procedures was the actual execution of the various statistical computations required for examining this problem. Frequencies and percentages were utilized to satisfy the first two elements of the problem of this study: (1) obtaining information about existing services, and (2) exploring needs of students. In addition, and for testing some of the hypotheses that have been stated in a way which seeks to determine relationships, a Pearson product-moment correlation coefficient ("r") was used because the purpose of this study necessitates that the degree of association must be determined between students' level of satisfaction and the following independent variables such as age, length of stay in the United States, educational level, and number of times field of study changed.

Therefore Pearson "r" is the "most frequently employed method of ascertaining the relationship between two variables."¹

The analysis of variance was the statistical procedure appropriate to meet the last purpose of the study that was aiming at determining if there is a significant difference between students' level of satisfaction and the rest of the independent variables, as marital status, sponsoring

¹Seabold B. Van Dalen, Understanding Educational Research: An Introduction (McGraw Hill, Inc., 1979), p. 490.

governmental agency, and field of study. Also the nature of the data requires the usage of ANOVA since it is especially suited to determining the differences among the means of several groups at the same time. Kerlinger stated that ". . . analysis of variance is an important method of studying differences."¹

Summary

This chapter was devoted to the research methodology and procedure with which the data were collected. It was divided into the following three sections, pre-survey procedures, survey procedures, and data analysis procedures. In the first section, the researcher carried out several things such as: a trip to Houston to solicit an approval to conduct this study; a stratified sampling survey research design was chosen. The population for this study came from three subgroups. They were chosen in a manner to be represented in the sample in proportion to their numbers in the population itself. All were male undergraduate and graduate students. The three groups differed in regard to the degree they are pursuing during the time of conducting this study. The groups were identified as Ph.D. consisting of 30 students; Master containing 74 students; and Bachelor totaling 218 (see Table 4.1).

¹Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, 1973), p. 148.

The author utilized various survey devices, such as documentation, interviews and questionnaire. The research instrument has been developed. It consisted of three parts, part A was designed to secure personal information; part B was developed to assess the level of students' satisfaction or dissatisfaction; and part C was designed to obtain essential information for exploring new other services (see Appendix IX). The instrument was printed in both languages, Arabic and English, to guarantee a high level of understanding and to encourage more students to respond.

In the second section, survey procedures, several steps have been followed. The questionnaires were sent in the first time by SAEM to introduce the researcher to the participants and to inform that this study was endorsed by their office. Another step was the translation of the instruction sheet into Arabic to secure an accuracy of answering the questionnaire. In addition, to encourage high rate of responses, many techniques were employed, such as using colored paper for the questionnaire, participants were asked to write their suggestions for new services in either Arabic or English, and long distance follow-up telephone contacts.

Finally in the last section, data analysis procedures, two steps were utilized. In the first step, the data were coded on IBM cards. The second step was conducting the actual statistical computations. Various

statistical tools have been undertaken, such as percentages, measures of association ("r"), and analysis of variance (ANOVA).

CHAPTER V

FINDINGS

The present study was designed to determine the significant differences in Saudi student's perception of the services they are receiving from SAEM, while attending institutions of higher education in the United States of America during the academic year 1980-81. It is the aim of this chapter to present the collected data. Consequently, the chapter is formed in the following parts which coincide with the major areas of the research: (1) respondents' characteristics displayed according to variables such as: age, marital status, scholarship sponsoring agencies, number of years spent in the United States, field of study, level of study, and the number of times field of study changed; (2) an accumulated picture of students' responses in regard to the level of their satisfaction with the services; (3) reasons for students' satisfaction and dissatisfaction; (4) suggested new services; and (5) testing the null hypotheses stated in Chapter II.

Respondents' Characteristics

The respondents' characteristics are illustrated in Tables 5.1 - 5.7 according to various independent variables.

It is evident from Table 5.1 that some age groups are concentrated upon more than others. While 38.51 percent of respondents are in age group 23-25 years and 18.01 percent are in age group 20-22, only 6.83 percent are in age group 32-34 years, with 4.35 percent in age group 35-37 years. The age group 23-25 years is the most numerous. The sample is comprised largely of young men below the age of 25.

TABLE 5.1
PARTICIPANTS CLASSIFIED ACCORDING TO THEIR AGE

Number	Age	Number of Participants	Percent
I	20-22	58	18.012
II	23-25	124	38.509
III	26-28	52	16.149
IV	29-31	51	15.839
V	32-34	22	6.832
VI	35-37	14	4.348
VII	38 or over	<u>1</u>	<u>0.311</u>
TOTAL NUMBER OF RESPONDENTS		322	100.000

Table 5.2 shows the marital status of the respondents: 61 percent are single, while 39 percent of the

participants are married.

TABLE 5.2
PARTICIPANTS CLASSIFIED ACCORDING TO
THEIR MARITAL STATUS

Number	Marital Status	Number of Participants	Percent
I	Single	196	60.870
II	Married	<u>126</u>	<u>39.130</u>
TOTAL NUMBER OF RESPONDENTS		322	100.000

In regard to Table 5.3, which indicates the quotas and percentages that different governmental agencies are sponsoring, while 29 percent of Saudi students in the United States are sponsored by the Ministry of Higher Education, only 11 percent are sponsored by the Ministry of Education. Prior to the establishment of the Ministry of Higher Education in 1976, the Ministry of Education was the major governmental source for sending Saudi students abroad. At present, other governmental agencies are the second big source for granting overseas scholarships, and the Ministry of Education is now the lowest among the agencies.

In Table 5.3, Group V, labeled other agencies, contains no substantial number in any particular governmental agency. It contains agencies not separately listed such as Ministry of Interior, Ministry of Labor and Social Affairs, Ministry of Information, Institute of Public Administration, and General Institute of Social Insurance.

TABLE 5.3
PARTICIPANTS CLASSIFIED ACCORDING TO THEIR
SCHOLARSHIP SPONSORS

Number	Sponsoring Agency	Number of Participants	Percent
I	Ministry of Education	36	11.180
II	Ministry of Higher Education	92	28.571
III	Ministry of Defense	52	16.149
IV	University	53	16.460
V	Other Agencies	<u>89</u>	<u>27.640</u>
TOTAL NUMBER OF RESPONDENTS		322	100.000

Years spend in the United States by respondents are displayed in Table 5.4. As years spent in America increase, the number of students decreases. Only four students spent eight years and more. Higher percentages of participants according to years spent in the United States concentrate between years two to five. In this period most Saudi students undertake both their English program and receive the B.A. degree.

As Table 5.5 indicates, the majority of Saudi students are in engineering and business. Education is the area that the fewest Saudi students choose for study. While 34.78 percent of the participants are in engineering and 20.19 percent are in business, only 11.80 percent are majoring in education. This may be understood as an evidence of the strong commitment to Muslim education.

TABLE 5.4

PRTICIPANTS CLASSIFIED ACCORDING TO NUMBER
OF YEARS IN THE U.S.

Number	Years	Number of Participants	Percent
I	01	20	6.211
II	02	56	17.391
III	03	94	29.193
IV	04	86	26.708
V	05	45	13.975
VI	06	12	3.727
VII	07	5	1.553
VIII	08	1	0.311
X	10	2	0.621
XI	11	<u>1</u>	<u>0.311</u>
TOTAL NUMBER OF RESPONDENTS		322	100.000

TABLE 5.5

PARTICIPANTS CLASSIFIED ACCORDING TO
THEIR FIELD OF STUDY

Number	Field	Number of Participants	Percent
I	Education	38	11.801
II	Engineering	112	37.783
III	Business	65	20.186
IV	Other	<u>107</u>	<u>33.230</u>
TOTAL NUMBER OF RESPONDENTS		322	100.000

The category named other includes all areas other than education, business and engineering. According to SAEM Analytical Study, Saudi students are also majoring in fields such as agriculture, police science, social sciences, health science, etc.

Saudi students seeking bachelor, master, and doctorate degrees are shown in Table 5.6. There are approximately twice as many undergraduate students as there are graduate students in the sample.

TABLE 5.6
DISTRIBUTION OF RESPONDENTS BY
ACADEMIC CLASSIFICATION

Number	Degree	Number of Participants	Percent
I	Bachelor	218	67.702
II	Master	74	22.981
III	Doctoral	<u>30</u>	<u>9.317</u>
TOTAL NUMBER OF RESPONDENTS		322	100.000

Each participant was asked to specify how many times he changed his field of study. The responses of the participants are displayed in Table 5.7. The majority of respondents did not change their fields of study. Their percentage is 85 percent as compared to only 15 percent who have changed; 45 students or 14 percent out of the 15 percent have changed their fields of study only once, while four students or one percent changed their field twice or

more. This big number needs a close look in a special study, as it does not seem to agree with practice as informally observed.

TABLE 5.7

PARTICIPANTS CLASSIFIED ACCORDING TO NUMBER
OF TIMES FIELD OF STUDY CHANGED

Number	Study Changed	Number of Participants	Percent
0	None	273	84.783
I	Once	45	13.975
II	Twice	3	0.932
III	More	<u>1</u>	<u>0.311</u>
TOTAL NUMBER OF RESPONDENTS		322	100.000

A Total Picture

An accumulated picture of the participants' level of satisfaction with the 32 service items included in Part B of the instrument is presented in the following tables, 5.8 - 5.16.

Table 5.8 presents the different levels of satisfaction with the 32 rendered services as expressed by the 322 Saudi respondents. Also, it demonstrates the percentages of the combined levels of satisfaction (1+2) and dissatisfaction (4+5) as well as the percentages for the undecided or respondents who did not have knowledge of the service described by the item.

TABLE 5.8
FREQUENCIES AND PERCENTAGES OF LEVEL OF SATISFACTION

Service Items	Level of Satisfaction					Percent of Level of Satisfaction			
	1	2	3	4	5	Very Satis- fied and Satisfied %	Don't Know %	Dissatis- fied & Very Dissatisfied %	Total %
1. Monthly Allowance	27	103	00	151	41	40.37		59.63	100
2. Books	28	142	14	107	31	52.80	4.34	42.86	100
3. Clothes	28	144	10	113	27	53.41	3.10	43.49	100
4. Term paper	45	165	50	47	15	65.22	15.53	19.25	100
5. Equipment	15	57	189	39	22	22.36	58.70	18.94	100
6. References	6	45	203	42	26	15.84	63.04	21.12	100
7. Field trips	6	37	220	33	26	13.36	68.32	18.32	100
8. Tutoring	14	51	222	20	15	20.19	68.94	10.87	100
9. Reward for Research on Saudi Arabia	5	34	259	16	8	12.11	80.44	7.45	100
10. Luggage Ship-ment	6	35	219	45	17	12.73	68.01	19.26	100
11. Reward for academic outstanding	67	170	39	33	13	73.60	12.11	14.29	100

TABLE 5.8--continued

Service Items	1	2	3	4	5	Very Satis. and Satis.	Don't Know	Dissatis/ Very Dissat.	Total
12. Thesis & Dis- sertation Typing	15	43	246	13	5	18.01	76.40	5.59	100
13. Medical eye- glasses	32	100	50	94	46	40.99	15.53	43.48	100
14. Treatment bills	63	139	7	65	48	62.74	2.17	35.09	100
15. School fees	149	136	20	9	8	88.51	6.21	5.28	100
16. Financial guarantees	95	155	28	34	10	77.64	8.70	13.66	100
17. Following up language pro- gress	17	66	61	108	70	25.78	18.94	55.28	100
18. Following up academic progress	29	119	53	81	40	45.96	16.46	37.58	100
19. Helping trans- ferring students	8	84	92	84	54	28.57	28.57	42.86	100
20. Emergency Services	30	67	182	26	17	30.12	56.52	13.35	100
21. Assistance in judicial cases	11	49	236	15	11	18.63	73.30	8.07	100
22. Document trans- lation	18	101	183	11	9	36.96	56.83	6.21	100

TABLE 5.8--continued

Service Items	1	2	3	4	5	Very Satis. and Satis.	Don't Know	Dissatis/ Very Dissat.	Total
23. Akhbar Al-Mob- ta'ath Magazine	41	157	16	74	34	61.49	4.97	33.54	100
24. Distribution of Saudi newspapers	7	37	4	135	139	13.67	1.24	85.09	100
25. Distribution of scholarship by- laws	32	105	22	82	81	42.55	6.83	50.62	100
26. Assistance in getting services from Saudi con- sulate	20	115	142	27	18	41.92	44.10	13.98	100
27. Issuing air tickets	82	165	.6	53	16	76.71	1.86	21.43	100
28. Helping newly arrived students in getting started	25	101	60	80	56	39.13	18.63	42.24	100
29. Helping gradu- ate students in returning home	22	63	217	10	10	26.40	67.39	6.21	100
30. Phone calls service	81	165	18	42	16	76.40	5.59	18.01	100
31. Correspondence	42	170	46	47	17	65.84	14.28	19.88	100
32. SAEM Library services	12	35	172	61	42	14.60	53.41	31.99	100

111

*N = 322

**Percentage - 100.00

It is evident from this table that the majority of Saudi students have reported their satisfaction with eleven service items (2, 3, 4, 11, 14, 15, 16, 23, 27, 30 and 31). In addition, they indicated their dissatisfaction with another four services (1, 17, 24 and 25). These two groups of service will be discussed in the next table.

This table also shows a third kind of respondents, those who have no knowledge of the service or who did not decide. Twelve items were treated in that manner (5-10, 12, 20-22, 29, and 32), equipment, references, field trips, tutoring, reward for research on Saudi Arabia, luggage shipment, thesis and dissertation typing, emergency services, assistance in judicial cases, document translation, helping graduated students in returning home, and SAEM library services. This was expected because:

1. Some students have no direct contact with these services, either because they do not need them, did not yet qualify, or did not know about them.

2. SAEM did not provide students with the list of each rendered service.

Finally, Table 5.8 displays five service items which received less than 50% of level of satisfaction/dissatisfaction or don't know. These items are (13, 18, 19, 26 and 28), medical eye glasses, following up academic progress, helping transferring students, assistance in getting services from Saudi consulate, and helping newly

arrived students in getting started.

Table 5.9 contains those services which hold high rate of responses and consequently high percentage levels (51% or more). It indicates that Saudi students were very satisfied or satisfied with eleven services (2, 3, 4, 11, 14, 15, 16, 23, 27, 30 and 31); books, clothes, term paper, reward for academic outstanding, treatment bills, school fees, financial guarantees, akhbar-al-mobta'ath magazine, issuing air tickets, phone calls service, and correspondence, respectively. Eighty-nine percent were most satisfied with service item number 15, paying school fees. Also, Saudi students showed that they were dissatisfied or very dissatisfied with four services (1, 17, 24, and 25); monthly allowance, following up language progress, distribution of Saudi newspapers, and distribution of scholarship by-laws, respectively. Eighty-five percent were most dissatisfied with service item number 24, distribution of Saudi newspapers.

A further analysis is provided by examining these frequencies and percentages according to the several independent variables such as age, marital status, scholarship, number of years, field of study, level of current degrees, and field of study change. These data are displayed in Tables 5.10 - 5.16.

TABLE 5.9
 FREQUENCIES AND PERCENTAGES OF SERVICE ITEMS
 WITH MORE THAN 50% OF LEVEL OF
 SATISFACTION/DISSATISFACTION

	Service Item	N. of 1+2*	N. of 4+5**	%
2	Books	170		52.80
3	Clothes	172		53.42
4	Term Paper	210		65.22
11	Reward for Academic Outstanding	237		73.60
14	Treatment Bills	202		62.73
15	School Fees	285		88.51
16	Financial Guarantees	250		77.64
23	Akhbar Al-Mob-ta'ath Magazine	198		61.49
27	Issuing Air Tickets	247		76.71
30	Phone Calls Service	246		76.40
31	Correspondence	212		65.84
1	Monthly Allowance		192	59.63
17	Following Up Language Progress		178	55.28
24	Distribution of Saudi Newspapers		274	85.09
25	Distribution of Scholarship by-laws		163	50.62

*1+2 = Very Satisfied and Satisfied

**4+5 - Dissatisfied and Very Dissatisfied

TABLE 5.10
 RESPONSES TO ITEMS WITH MORE THAN 50% OF LEVEL
 OF SATISFACTION/DISSATISFACTION DISTRIBUTED
 ACCORDING TO AGE OF RESPONDENTS

	Service Items	N	20-22 %	23-25 %	26-28 %	29-31 %
2	Books	152	52	52	58	55**
3	Clothes	153	45	57	62	47**
4	Term Paper	186	60	69	69	59**
11	Reward for Academic Outstanding	213	71	77	73	76**
14	Treatment Bills	183	52	63	73	73**
15	School Fees	251	86	90	90	82**
16	Financial Guarantees	219	79	74	79	78**
23	Ak hbar Al-Mob-ta' ath Magazine	180	57	69	62	59**
27	Issuing Air Tickets	216	74	74	75	82**
30	Phone Calls Service	217	74	75	87	70**
31	Correspondence	191	64	70	65	65**
1	Monthly Allowance	174	79	68	42	43***
17	Following Up Language Progress	161	55	60	48	57***
24	Distribution of Saudi Newspapers	242	84	82	90	86***
25	Distribution of Scholarship by-laws	142	45	47	48	65***

*Cases in 32-34, 35-37, and 38-over intervals are not reported because of low frequencies.

**Satisfied

***Dissatisfied

Table 5.10 reports that the most satisfied Saudi students with item number 15, school fees, are in age interval 23-25. They are 112 students out of the 251 satisfied students. It indicates that the Saudi students are not worried about paying for their school fees because this has been taken care of by SAEM. Furthermore, this table shows that the most dissatisfied Saudi students with service item number 24, distribution of Saudi newspapers, are also in the same age interval--23-25. Their number is 102 students out of the 242 dissatisfied students. This indicates that the Saudi newspapers were not coming to students in time. To avoid this delay, Saudi students are now getting the newspapers directly from Saudi newspaper agencies.

It is evident from Table 5.11 that the majority of satisfied and dissatisfied students with all the items shown in the table are those who are single. While they are most satisfied with item number 23, Akhbar Al-Mobta'ath magazine, they are most dissatisfied with item number 1, monthly allowance. Again, while married students are most satisfied with item number 14, treatment bills, 27, issuing air tickets, 30, phone calls service, and 31, correspondence, they are most dissatisfied with item number 25, distribution of scholarship by-laws.

Table 5.12 indicates that Saudi students who are sponsored by the Ministry of Higher Education and by other governmental agencies were the most satisfied and the most

TABLE 5.11
 RESPONSES TO ITEMS WITH MORE THAN 50% OF LEVEL
 OF SATISFACTION/DISSATISFACTION DISTRIBUTED
 ACCORDING TO MARITAL STATUS

Service Items	Single		Married		Total	
	N	%	N	%	N	%
2* Books	102	60	68	40	170	100
3* Clothes	105	61	67	39	172	100
4* Term Paper	127	60	83	40	210	100
11* Reward for Academic Outstanding	145	61	92	39	237	100
14* Treatment Bills	119	59	83	41	202	100
15* School Fees	177	62	108	38	285	100
16* Financial Guarantees	152	61	98	39	250	100
23* Akhbar Al-Mob-ta'ath Magazine	124	63	74	37	198	100
27* Issuing Air Tickets	146	59	101	41	247	100
30* Phone Calls Service	144	59	102	41	246	100
31* Correspondence	126	59	86	41	212	100
1** Monthly Allowance	132	69	60	31	192	100
17** Following Up Language Progress	110	62	68	38	178	100
24** Distribution of Saudi Newspapers	164	60	110	40	274	100
25** Distribution of Scholarship by-laws	93	57	70	43	163	100

*Satisfied

**Dissatisfied

TABLE 5.12
RESPONSES TO ITEMS WITH MORE THAN 50% OF LEVEL OF
SATISFACTION/DISSATISFACTION DISTRIBUTED
ACCORDING TO SOURCE OF SCHOLARSHIP

	Service Items	Minis. of Edu.		Min. of Hi. Edu.		Min. of Defense		Univer- sity		Others		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
2*	Books	17	10	49	29	22	13	33	19	49	29	170	100
3*	Clothes	13	7	51	30	24	14	36	21	48	28	172	100
4*	Term Paper	19	9	65	31	33	16	40	19	53	25	210	100
11*	Reward for Academic Outstanding	25	10	66	28	37	16	43	18	66	28	237	100
14*	Treatment Bills	22	11	59	29	34	17	34	17	53	26	202	100
15*	School Fees	36	13	83	29	46	16	46	16	74	26	285	100
16*	Financial Guarantee	29	12	75	30	37	15	40	16	69	27	250	100
23*	Akhbar Al-Mob ta'ath magazine	21	10	53	27	36	18	31	16	57	29	198	100
27*	Issuing Air Tickets	30	12	74	30	32	13	41	17	70	28	247	100
30*	Phone Calls Service	24	10	69	28	41	17	40	16	72	29	246	100
31*	Correspondence	20	9	65	31	36	17	26	12	65	31	212	100
1**	Monthly Allowance	25	13	53	27	40	21	15	8	59	31	192	100
17**	Following Up Lang- uage Progress	23	13	50	28	31	17	12	7	62	35	178	100
24**	Distribution of Saudi Newspapers	25	9	78	28	45	17	48	18	78	28	274	100
25**	Distribution of Scholarship Bylaws	22	14	44	27	23	14	31	19	43	26	163	100

*Satisfied

**Dissatisfied

dissatisfied on the items listed in this table. It shows also that the least satisfied and dissatisfied are those students sponsored by the Ministry of Education.

Table 5.13 indicates that the majority of satisfied and dissatisfied students with all the service items listed in the table are those who spent three or four years in the United States. Next to them, come those who spent two years and then those who stayed five years. Least satisfied or dissatisfied are those with one year of stay in the United States. While the highest percentage of satisfaction was recorded with item number 23, Akhbar-Al-Mobta'ath magazine by students with three years of stay, two items received by the same group the highest percentage of student dissatisfaction, number 1 and 24, monthly allowance and distribution of Saudi newspapers, respectively.

Table 5.14 includes data that reports responses according to students' major fields of study. The data indicates that Saudi students majoring in engineering are the most satisfied as well as dissatisfied with the items shown in this table. They were most dissatisfied with item number 1, monthly allowance. Also students majoring in fields of study other than education, business, and engineering have expressed high level of satisfaction and dissatisfaction with those service items. While students majoring in business fall next to the group labeled "others," students in education were low in their satisfaction and

TABLE 5.13
RESPONSES TO ITEMS WITH MORE THAN 50% OF LEVEL OF
SATISFACTION/DISSATISFACTION DISTRIBUTED
ACCORDING TO LENGTH OF STAY IN THE U.S.^{1/}

	Service Items	1		2		3		4		5		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
2*	Books	10	6	31	18	46	27	44	26	27	16	158	93
3*	Clothes	8	5	29	17	48	28	42	24	20	17	157	91
4*	Term Paper	10	5	32	15	56	27	61	29	35	17	194	93
11*	Reward for Academic Outstanding	15	6	41	17	73	31	62	26	32	14	223	94
14*	Treatment Bills	14	7	32	16	62	31	47	23	29	14	184	91
15*	School Fees	17	6	46	16	84	29	78	27	41	14	266	92
16*	Financial Guarantees	12	5	46	18	74	30	65	26	37	15	234	94
23*	Akhbar Al-Mob-ta'ath magazine	9	5	32	16	66	33	53	27	27	14	187	95
27*	Issuing Air Tickets	17	7	41	17	73	30	62	25	34	14	227	93
30*	Phone Calls Service	18	7	44	18	66	27	68	28	33	13	229	93
31*	Correspondence	17	8	33	16	63	30	59	28	29	14	201	96
1**	Monthly Allowance	13	7	36	18	60	31	57	30	18	9	184	95
17**	Following Up Language Progress	12	7	27	15	54	30	49	28	29	16	171	96
24**	Distribution of Saudi Newspapers	19	7	50	18	86	31	68	25	33	12	256	93
25**	Distribution of Scholarship Bylaws	11	7	26	16	49	30	45	28	22	13	153	94

*Satisfied **Dissatisfied

1/Cases in intervals 6-11 are not reported because of few frequencies

TABLE 5.14
RESPONSES TO ITEMS WITH MORE THAN 50% OF LEVEL OF
SATISFACTION/DISSATISFACTION DISTRIBUTED
ACCORDING TO FIELD OF STUDY

	Service Items	Educ.		Engin.		Bus.		Other		Total	
		N	%	N	%	N	%	N	%	N	%
2*	Books	22	13	57	34	34	20	57	34	170	100
3*	Clothes	17	10	61	35	32	19	62	36	172	100
4*	Term Paper	23	11	73	35	42	20	72	34	210	100
11*	Reward for Academic Outstanding	26	11	82	34	49	21	80	34	237	100
14*	Treatment Bills	26	13	59	29	47	23	70	35	202	100
15*	School Fees	37	13	95	33	60	21	93	33	285	100
16*	Financial Guarantees	30	12	83	33	51	21	86	34	250	100
23*	Akhbar Al-Mob-ta'ath Magazine	32	12	68	34	44	22	63	32	198	100
27*	Issuing Air Tickets	28	11	83	34	55	22	81	33	247	100
30*	Phone Calls Service	27	11	85	35	52	21	82	33	246	100
31*	Correspondence	25	12	73	34	48	23	66	31	212	100
1**	Monthly Allowance	20	11	75	39	37	19	60	31	192	100
17**	Following Up Language Progress	24	14	64	36	38	21	52	29	178	100
24**	Distribution of Saudi Newspapers	30	11	95	35	60	22	89	32	274	100
25**	Distribution of Scholarship By-laws	22	14	56	34	34	21	51	31	163	100

*Satisfied

**Dissatisfied

dissatisfaction with the same service items.

Table 5.15 shows that Saudi students at bachelor, master, and doctoral levels were most satisfied with service number 15, school fees. Numbers and percentages are 193, 64, and 28, 68%, 22% and 10%, respectively. Also it indicates that Saudi students were most dissatisfied with service number 24, distribution of Saudi newspapers. Two hundred seventy-four students were dissatisfied out of 322. Their responses according to bachelor, master, and doctoral degrees were 184, 65, and 25 with the following respective percentages 67, 24, and 9.

From Table 5.16 it is apparent that the majority of satisfied and dissatisfied students with all service items in this table are those who did not change their fields of study, it is also apparent that students who changed their fields of study once are most satisfied and most dissatisfied with all the listed service items in this table, than other groups who changed their fields of study.

Reasons for Students' Satisfaction and Dissatisfaction

In the previous Table 5.8 the different levels of students' satisfaction and dissatisfaction with the whole list of the 32 services are presented both in frequency and in percentage. Table 5.9 is limited to service items

TABLE 5.15
RESPONSES TO ITEMS WITH MORE THAN 50% OF LEVEL OF
SATISFACTION/DISSATISFACTION DISTRIBUTED
ACCORDING TO DEGREE PURSUED

	Service Items	Bachelor		Master		Doctoral		Total	
		N	%	N	%	N	%	N	%
2*	Books	114	67	39	23	17	10	170	100
3*	Clothes	114	66	38	22	20	12	172	100
4*	Term Paper	144	69	44	21	22	10	210	100
11*	Reward for Academic Outstanding	157	66	55	23	25	11	237	100
14*	Treatment Bills	133	66	48	24	21	10	202	100
15*	School Fees	193	68	64	22	28	10	285	100
16*	Financial Guarantees	169	68	58	23	23	9	250	100
23*	Akhbar Al-Mobta'ath Magazine	140	71	42	21	16	8	198	100
27*	Issuing Air Tickets	167	68	57	23	23	9	247	100
30*	Phone Calls Service	167	68	58	24	21	8	246	100
31*	Correspondence	149	70	46	22	17	8	212	100
1**	Monthly Allowance	152	79	32	17	8	4	192	100
17*	Following Up Langu- age Progress	131	74	40	22	7	4	178	100
24**	Distribution of Saudi Newspapers	184	67	65	24	25	9	274	100
25**	Distribution of Scholarship By-laws	104	64	41	25	18	11	163	100

*Satisfied

**Dissatisfied

TABLE 5.16
RESPONSES TO ITEMS WITH MORE THAN 50% OF LEVEL OF
SATISFACTION/DISSATISFACTION DISTRIBUTED
ACCORDING TO FIELD OF STUDY CHANGE

	Service Items	None		Once		Twice		More		Total	
		N	%	N	%	N	%	N	%	N	%
2*	Books	144	85	24	14	2	1	0		170	100
3*	Clothes	144	84	24	14	3	2	1	-	172	100
4*	Term Paper	170	81	37	18	3	1	0	-	210	100
11*	Reward for Academic Outstanding	198	84	35	15	3	1	1	-	237	100
14*	Treatment Bills	168	83	31	16	2	1	1	-	202	100
15*	School Fees	240	85	41	14	3	1	1	-	285	100
16*	Financial Guarantee	210	84	38	15	2	1	0	-	250	100
23*	Akhbar Al-Mobta'ath Magazine	174	88	21	11	2	1	1	-	198	100
27*	Issuing Air Tickets	209	85	34	14	3	1	1	-	247	100
30*	Phone Call Service	211	86	31	13	3	1	1	-	246	100
31*	Correspondence	178	84	31	15	3	1	0	-	212	100
1**	Monthly Allowance	161	84	30	16	1	-	0		192	100
17**	Following Up Language Progress	146	82	29	16	3	2	0	-	178	100
24**	Distribution of Saudi Newspapers	231	84	40	15	2	1	1	-	274	100
25**	Distribution of Scholarship By-laws	135	83	28	17	0	-	0	-	163	100

*Satisfied

**Dissatisfied

with more than 50% of students' satisfaction or dissatisfaction. It includes only 15 service items. The rest of the tables from 5.10 through Table 5.16 are designed to report the level of students' satisfaction with the 15 service items according to the independent variables.

The reasons for students' satisfaction or dissatisfaction were not dealt with in any of the above mentioned tables, 5.8 - 5.16. Therefore, the following two tables, 5.17 and 5.18, are set up to report students' reasons for satisfaction and dissatisfaction. The first, Table 5.17, displays reasons for satisfaction, while the other table, 5.18, demonstrates reasons for students' dissatisfaction.

Saudi students express their reasons for satisfaction with the following service items: books, clothes, term paper, reward for academic outstanding, treatment bills, school fees, financial guarantees, Akhbar Al-Mobta'ath magazine, issuing air tickets, phone calls services, and correspondence in Table 5.17. Reasons for satisfaction with each item, number of satisfied students, and percentages all are displayed. Item numbers 30 and 15, phone calls service and school fees, received 54 and 48 percent of students' responses. One hundred twenty-two out of 225 and 132 out of 277 students who selected the reason "provided" for their satisfaction with those services. SAEM provided a toll free line which facilitated students' contact with them. For the second service, school fees, it

TABLE 5.17
RESPONSES TO ITEMS WITH MORE THAN 50% OF LEVEL OF
SATISFACTION DISTRIBUTED ACCORDING TO
REASONS FOR SATISFACTION

Service Items	Pro- vided		In Time		Well Pre- sented		Suffi- cient		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
2 Books	34	20	40	24	14	8	81	48	1	-	170	100
3 Clothes	34	20	34	20	20	12	81	47	3	1	172	100
4 Term Paper	56	27	39	19	14	7	94	45	6	2	209	100
11 Reward for Academic Outstanding	90	38	21	9	40	17	78	33	7	3	236	100
14 Treatment Bills	78	39	82	41	17	8	21	10	4	2	202	100
15 School Fees	133	47	101	35	22	8	23	8	5	1	284	100
16 Financial Guarantee	103	42	83	33	34	14	22	9	6	2	248	100
23 Akhbar Al-Mobta'ath Magazine	51	26	39	20	67	35	29	15	7	4	193	100
27 Issuing Air Tickets	77	31	117	47	27	11	27	11	-	-	248	100
30 Phone Call Service	125	51	26	11	39	16	49	20	4	2	243	100
31 Correspondence	80	38	48	23	33	16	43	21	4	2	208	100

seems that SAEM is taking good care of it.

The highest percentage for "in time" as a reason for students' satisfaction was recorded with service item number 27, issuing air tickets. One hundred nine students out of the 237 were satisfied with this service because they get their air tickets promptly. Also, the following three service items, books, clothes, and term paper got the highest percentages from students who selected "sufficient" as their reasons for satisfaction with those service items. The percentages are 50, 49, and 47, respectively. This indicates that Saudi students were most pleased with services of a financial nature.

Table 5.18 indicates that 192 Saudi students are dissatisfied with service item number 1, monthly allowance, 90 percent of them checked "insufficient" as their reason for dissatisfaction. According to the world inflation, students are asking for more allowance.

For the second item in Table 5.18, number 17, following up language progress, Saudi students are dissatisfied because they regard this service as both "poorly presented" and "insufficient." The percentages are 51 and 34, respectively. It indicates that this service needs to be improved to make this phase of the students' educational pursuit a pleasant one.

Dissatisfied Saudi students demonstrate their reasons for displeasure with service item number 24,

TABLE 5.18
RESPONSES TO ITEMS WITH MORE THAN 50% LEVEL OF
DISSATISFACTION DISTRIBUTED ACCORDING TO
REASONS FOR DISSATISFACTION

Service Items	Denied		Late		Poorly Pre- Sented		Insuff- icient		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1 Monthly Allowance	1	-	6	3	9	5	173	90	4	2	193	100
17 Following Up Langu- age Progress	7	4	3	2	92	51	60	34	17	9	179	100
24 Distribution of Saudi Newspapers	27	10	72	26	57	21	97	35	21	8	274	100
25 Distribution of Scholarship By-laws	11	7	11	7	49	30	73	45	19	11	163	100

distribution of Saudi newspapers, in three ways; 26 percent of them express that this newspaper arrived late, 22 percent regard the service as poorly presented, and 35 percent consider it as insufficient. Those that were sent were late, they were not available, and the selections did not include enough variety.

Finally, Saudi students display their dissatisfaction with the last item reported in the table, number 25, distribution of scholarship by-laws. Their reasons for dissatisfaction with this service were that it was poorly presented and insufficient; 30 percent of them chose the first reason, and 44 percent chose the second reason. That is, the distribution of the by-laws was poorly organized and not enough copies were distributed.

Suggested New Services

In the last section of the instrument, Part C, Saudi students were asked to suggest any new service they deemed necessary. They were given a choice to write their suggestions either in Arabic or English; 86 out of 322 participants made suggestions. Also, 14 out of the 86 preferred to write their suggestions in English. Table 5.19 reports the new suggested services.

TABLE 5.19
SUGGESTED NEW SERVICES

Service	N	%
1. Getting admission in good universities suitable for students' major fields	28	32.56
2. Giving orientation pre-leaving home country and on the arrival to the United States	24	27.91
3. Informing students of every provided service	15	17.44
4. Enrolling students in good centers for English language	11	12.79
5. Asking each student to have a complete list of his/her degree program by the second semester	4	4.65
6. Preventing students from attending junior colleges and community colleges	4	4.65
Total	86	100.00

The majority of students who made suggestions emphasized that SAEM should get admission for them in suitable universities for their specializations. Of course, this is not a matter that is under the control of the Mission. Another highly suggested item was giving potential scholars an orientation program before leaving Saudi Arabia and after arriving in the United States.

A third suggestion for new services was to inform the students about every provided service. In re-examining table 5.8, students responded with "don't know" to 12 service

items, 5-10, 12, 20-22, 29 and 32. These services are equipment, field trips, tutoring, reward for research on Saudi Arabia, luggage shipment, thesis and dissertation typing, emergency services, assistance in judicial cases, documents translation, helping graduated students in returning home, and SAEM library services, respectively. In fact, several students stated on responding to the questionnaire that it was the first time for them, to know about those services.

Eleven Saudi students suggested that SAEM must enroll students in good centers teaching English. Most of the 11 did not recommend ELS. Some preferred American Language Academy while others favored learning English in colleges and universities offering English language study. There are more than 200 colleges and universities offering such services.¹

For the last two suggested services in Table 5.19, Saudi students gave the same weight to each. Five percent of the 86 students who offered suggestions encouraged SAEM (1) to get a copy of each student's anticipated course work, (2) to prevent all students from attending community colleges and junior colleges.

Results of Testing the Hypotheses

The study includes seven restated hypotheses. Four hypotheses were tested by Pearson product-moment correlation coefficient ("r") to determine the degree of

¹Barron's Profiles of American Colleges, Vol. 1: Descriptions of the Colleges, 12th ed., 1980, pp. xxiv-xxvi.

association between students' satisfaction and selected independent variables, namely age, length of stay in the United States, level of education, and number of times major fields changed. Analysis of variance (ANOVA) was the statistic appropriate for testing the last three hypotheses, to determine if there were significant differences in the perception of satisfaction with services among Saudi students of different marital status, governmental agencies and fields of study.

Hypothesis Number One

The exact null proposition tested in hypothesis number one reads as follows:

H_{o_1} There is no statistically significant relationship between the level of satisfaction with student services and students of different ages.

This null hypothesis was tested by computing a Pearson product-moment correlation (r) between ages of students and level of satisfaction with the 32 services. The resulting calculation is displayed in Table 5.20 along with the means and standard deviations of the two groups. The .05 level was the selected hypothesis testing procedure as the minimal level at which significance would be reported for both r and F values obtained.

The results displayed in Table 5.20 show no

TABLE 5.20

A CORRELATION BETWEEN STUDENTS' REPORTED AGE CATEGORIES
AND THEIR LEVEL OF SATISFACTION
WITH THE SERVICES

Group	Mean	Standard Deviation	Correlation Coefficient
Age	26.09	4.00	$r = -0.061$
Level of Satis- faction	2.85	0.39	

relationship between the ages of students and their level of satisfaction with the services rendered to them by SAEM ($r_{\text{obt}} = -0.061$; $dF = 320$; $r_{\text{crit}} = .095$; $p > .05$). This result allowed the researcher not to reject the null hypothesis number one and to conclude that there was no significant degree of relationship between the ages of students and their level of satisfaction with the services.

Hypothesis Number Two

The null proposition tested in the second hypothesis was exactly as follows:

H_{02} There is no statistically significant relationship between the level of satisfaction with student services and students with different lengths of stay in the United States.

This hypothesis was also tested by computing a Pearson (r) between length of stay in the United States and level of satisfaction with the 32 services. The resulting calculation is shown in Table 5.21 along with the means and

standard deviations of the two groups.

TABLE 5.21

A CORRELATION BETWEEN YEARS SPENT BY STUDENTS IN
THE UNITED STATES AND THEIR LEVEL OF
SATISFACTION WITH THE SERVICES

Group	Mean	Standard Deviation	Correlation Coefficient
Years	3.51	1.47	$r = -0.080$
Level of Satis- faction	2.85	0.39	

The findings presented in Table 5.21 gave no relationship between the years spent by Saudi students in the United States and their level of satisfaction with the rendered services ($r_{\text{obt}} = -0.080$; $df = 320$; $r_{\text{crit}} = .095$; $p > .05$). The finding permitted the investigator not to reject the null proposition of the number two hypothesis and to conclude that there was no significant degree of association between students with different lengths of years spent in the United States and the level of satisfaction with the rendered services.

Hypothesis Number Three

The exact null proposition tested in the number three hypothesis was as follows:

H_{03} There is no statistically significant relationship between the level of satisfaction with student services and students at different education levels.

Hypothesis number three was tested too by computing a Pearson product-moment correlation (r) between students at different levels of education and their level of satisfaction with services rendered. The resulting correlation coefficient as well as the means and standard deviation of the two groups are given in Table 5.22.

TABLE 5.22

A CORRELATION BETWEEN STUDENTS AT DIFFERENT DEGREE LEVELS AND THEIR LEVEL OF SATISFACTION WITH THE SERVICES

Group	Mean	Standard Deviation	Correlation Coefficient
Degree Level	1.42	0.66	$r = -0.082$
Level of Satisfaction	2.85	0.39	

The results exhibited in Table 5.22 show no significant degree of relationship between Saudi students at different degree levels and their level of satisfaction with the rendered services ($r_{\text{obt}} = -0.082$; $df = 320$; $r_{\text{crit}} = .095$; $p > .05$). These results allowed the investigator not to reject the null proposition of hypothesis number three and to conclude that there was no significant degree of relationship between Saudi students at different degree levels and the level of satisfaction they perceive in regard to the rendered services.

Because there were no significant correlations between the level of satisfaction with services and students

with different age categories, years, and degree level, another statistical tool was employed to determine if there is a significant difference between these particular variables and the level of satisfaction. Consequently, the difference between upper and lower extremes of the three variables and the level of satisfaction were tested at .05 level of significance, as a more rigorous examination of the difference.

TABLE 5.23

A COMPARISON OF UPPER AND LOWER EXTREMES OF THE AGE
CATEGORY TESTED ACCORDING TO THE
LEVEL OF SATISFACTION

Age	N	Mean	SD	Standard Error	F
Upper Extreme	107	2.87	0.384	0.037	1.10
Lower Extreme	88	2.84	0.402	0.042	

The analysis indicated that there was no significant difference between students at the upper and lower extremes of the age category regarding the level of satisfaction with the services. The result of the analysis of differences shown in Table 5.23 supports that.

In Table 5.24, it should be noted that the analysis administered to determine the difference in the level of satisfaction suggests no significant difference between the students at both extremes of the year variable.

When testing for the differences in the level of satisfaction between upper and lower extremes of the degree

TABLE 5.24

A COMPARISON OF UPPER AND LOWER EXTREMES OF THE YEARS
IN U.S. CATEGORY TESTED ACCORDING TO THE
LEVEL OF SATISFACTION

Years	N	Mean	SD	Standard Error	F
High Limit	76	2.87	0.386	0.044	1.15
Low Limit	66	2.78	0.360	0.044	

degree level category, the analysis indicates that there was no significant difference in the level of satisfaction between students at both academic levels. Therefore, the supplementary analysis failed to identify any significant differences between the extremes of the level of responses on these three variables. This indicates that the level of satisfaction with SAEM services is not dependent on the age, years in U.S, or degree level of Saudi students.

TABLE 5.25

A COMPARISON OF UPPER AND LOWER EXTREMES OF THE DEGREE
LEVEL TESTED ACCORDING TO THE
LEVEL OF SATISFACTION

Degree Level	N	Mean	Standard Deviation	Standard Error	F
Upper Extreme	218	2.87	0.400	0.027	1.18
Lower Extreme	30	2.78	0.336	0.061	

Hypothesis Number Four

The tested null proposition in hypothesis number four was exactly as follows:

Ho₄ There is no statistically significant relationship between the level of satisfaction with student services and students with different number of times major fields were changed.

Again this hypothesis number four was tested by computing a Pearson product-moment correlation (r) between students with different number of times their major fields were changed and their level of satisfaction with the rendered services. The resulting correlation coefficient of these calculations in addition to the means and standard deviations of both groups are exhibited in Table 5.26.

TABLE 5.26

A CORRELATION BETWEEN STUDENTS' NUMBER OF TIMES FIELD OF STUDY CHANGED AND THEIR LEVEL OF SATISFACTION WITH THE SERVICES

Group	Mean	Standard Deviation	Correlation Coefficient
Change of Major Fields	0.17	0.42	$r = 0.008$
Level of Satisfaction	2.85	0.39	

The results presented in Table 5.26 indicate insignificant relationship between Saudi students with different number of times their major field of study changed and the level of satisfaction as they perceive in relation to the rendered services ($r_{\text{obt}} = .008$; $df = 320$; $r_{\text{crit}} = .095$; $p > .05$). These results permitted the investigator not to reject the null hypothesis number four and to conclude

that there was no significant degree of association between Saudi students with different number of times major fields changed and the level of satisfaction with the rendered services.

Hypothesis Number Five

The null proposition tested in hypothesis number five was precisely as follows:

H_{05} There is no statistically significant difference between the level of satisfaction with student services and students of different marital status.

Hypothesis number five was tested by comparing the mean level of satisfaction indices of participants from the two marital status groups. One-way analysis of variance (ANOVA) was used for that purpose. The results of these calculations are shown in Table 5.27.

The results presented in Table 5.27 indicate that there was no significant difference among the level of satisfaction scores of Saudi students from the two different marital status groups ($F_{obt} = -3.26$; $df = 1/320$; $F_{crit} = 3.86$; $p > .05$). These results permitted the investigator to sustain the null proposition of hypothesis number five. Therefore, it was concluded that there was not a significant difference between single and married Saudi students in regard to their perception of satisfaction

TABLE 5.27

A COMPARISON OF LEVEL OF SATISFACTION INDICES
OF INDIVIDUALS FROM TWO DIFFERENT
MARITAL-STATUS CATEGORIES

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F Value	Significance Level
Between (groups)	0.495	1	0.495		$p > F$
Within (groups)	48.534	320	0.152	3.26	0.0718
TOTAL	49.029	321			
Means and Standard Deviations					
Groups	N		\bar{X}		Standard Deviation
Single	196		2.8821		0.3900
Married	126		2.8018		0.3884

with the rendered services.

Hypothesis Number Six

The exact null proposition tested in hypothesis number six was as follows:

H_{06} There is no statistically significant difference between the level of satisfaction with student services and students sponsored by different governmental agencies.

This hypothesis was also tested by comparing the mean level of satisfaction indices of participants from the five different governmental sponsoring agencies. One-way

TABLE 5.28

A COMPARISON OF LEVEL OF SATISFACTION INDICES OF
PERSONS FROM FIVE DIFFERENT CATEGORIES
OF GOVERNMENTAL SPONSORING AGENCIES

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Value	Significance Level
Between (groups)	0.880	4	0.220		$p > F$
Within (groups)	48.149	317	0.152	1.45	0.2176
TOTAL	49.029	321			
Means and Standard Deviations					
Groups	N	\bar{X}	Standard Deviation		
Ministry of Education	36	2.8715	0.4225		
Ministry of Higher Education	92	2.8175	0.4042		
Ministry of Defense	52	2.9074	0.4217		
Universities	53	2.7623	0.3626		
Others	89	2.8960	0.3553		

analysis of variance (ANOVA) was utilized. The results of these calculations are exhibited in Table 5.28.

The results shown in Table 5.28 indicate that there was no significant difference among the levels of satisfaction scores of Saudi students from the five different governmental sponsoring agencies ($F_{\text{obt}} = 1.45$; $df = 4/317$; $F_{\text{crit}} = 2.39$; $p > .05$). These results would not allow the investigator to reject the null proposition of hypothesis number six. Consequently, it was concluded that there was

not a significant difference between Saudi students sponsored by the different governmental Saudi agencies in regard to their perception of satisfaction with the rendered services.

Hypothesis Number Seven

The null proposition tested in hypothesis number seven was precisely as follows:

Ho₇ There is no statistically significant difference between the level of satisfaction with student services and students in different fields of study.

This final null hypothesis number seven was tested by comparing the mean level of satisfaction indices of participants from the four fields of study groups. One-way analysis of variance (ANOVA) was employed. The f-value resulting from these calculations is provided in Table 5.29.

The results presented in Table 5.29 indicate that there was no significant difference among the level of satisfaction scores of Saudi students from the four different fields of study ($F_{obt} = 2.05$; $df = 3/318$; $F_{crit} = 2.62$; $p > .05$). These results permitted the investigator not to reject the null proposition of hypothesis number seven. As a result, it was concluded that there was not a significant difference between Saudi students majoring in different fields of study as far as perception of satisfaction with the rendered services is concerned.

TABLE 5.29

A COMPARISON OF LEVEL OF SATISFACTION INDICES
OF PARTICIPANTS FROM FOUR DIFFERENT
FIELDS OF STUDY CATEGORIES

Source of Variance	Sum of Squares	Degree of Freedom	Mean Square	F- Value	Signi- ficance Level
Between (groups)	0.928	3	0.309		$p > F$
Within (groups)	48.101	318	0.151	2.05	0.1058
TOTAL	49.029	321			
Means and Standard Deviations					
Groups	N		\bar{X}	Standard Deviation	
Education	38		2.7911	0.4115	
Engineering	112		2.9232	0.4000	
Business	65		2.8230	0.3237	
Others	107		2.8127	0.4047	

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to assess the perceptions of Saudi students' satisfaction with the services provided for them by SAEM. It, furthermore, attempted to determine the relationships and differences between the perception of satisfaction with services and the following variables:

1. Age.
2. Length of stay in the United States
3. Educational level
4. Number of times field of study changed
5. Marital status
6. Sponsoring governmental agency
7. Field of study

Therefore, a research instrument was developed. It consisted of three parts. The first deals with background information, the second encompasses 32 service items, and

the last part is planned for requesting participants to suggest new services they might deem necessary.

The questionnaire's first form, Student Services in S.A.E.M., was then administered to 20 Saudi Arabian students at the University of Oklahoma and the Oklahoma State University. Analysis of the results contributed to omitting some items, reconstructing of the instrument, and, furthermore, served to establish its content validity.

Seven hypotheses were formulated to detect associations and differences between the above-mentioned variables. The first four hypotheses were treated by using Pearson product-moment correlation (r), and the last three were handled by calculating one-way analysis of variance (ANOVA).

The population of this research consisted of all Saudi male undergraduate and graduate students who were on full governmental scholarships and who were enrolled in any institution for higher learning in the United States during 1980-1981. A sample of 428 students was randomly drawn.

The data needed for this investigation were gathered through mailing the questionnaire to all the designated subjects. Every one of them was asked to state, on a five point scale, how much emphasis he felt each service item should receive; 322 usable responses, out of the 428 mailed questionnaires, were returned. Consequently, 83.4 percent had completed the questionnaire after sending two follow-up letters and making several phone calls.

Findings

H_{0_1} : There is no statistically significant relationship between the level of satisfaction with student services and students of different ages.

Testing of this hypothesis indicated that there was not a significant relation between the perception of satisfaction with student services and students from different age groups.

H_{0_2} : There is no statistically significant relationship between the level of satisfaction with student services and students with different length of stay in the United States.

Testing of the above hypothesis indicated that there was no significant relationship between the perception of satisfaction with student services and students of different lengths of stay in the United States.

H_{0_3} : There is no statistically significant relationship between the level of satisfaction with student services and students at different education levels.

There was not a significant relationship between the perception of satisfaction with student services and students of different educational levels.

H_{0_4} : There is no statistically significant relationship between the level of satisfaction with student services and students with different number of times major

field of study changed.

Testing of the previous hypothesis indicated that there was no significant relationship between the perception of satisfaction with student services and students with different number of times major field of study changed.

Ho₅: There is no statistically significant difference between the level of satisfaction with student services and students of different marital status.

There was not a significant difference in the perception of satisfaction with student services among students of different marital status.

Ho₆: There is no statistically significant difference between the level of satisfaction with student services and students sponsored by different governmental agencies.

Testing of the above hypothesis suggested that there was no significant difference in the perception of satisfaction with student services among students sponsored by different governmental agencies.

Ho₇: There is no statistically significant difference between the level of satisfaction with student services and students in different fields of study.

Testing of this last hypothesis indicated that there was not a significant difference in the perception of satisfaction with student services among students in different fields of study.

TABLE 6.1

VALUES OF MEANS, STANDARD DEVIATIONS, AND
CORRELATION COEFFICIENTS DISTRIBUTED
ACCORDING TO TESTED HYPOTHESES

Variable	Hypothesis Number	Mean	Standard Deviation	Correlation Coefficient
Age	1	26.09	4.00	-0.061
Years	2	3.51	1.47	-0.080
Degree Level	3	1.42	0.66	-0.082
Change of Major Fields	4	0.17	0.42	0.008
Level of Satis- faction		2.85	0.39	

TABLE 6.2

VALUES OF DEGREES OF FREEDOM, SUM OF SQUARES, MEAN
SQUARES, AND F VALUES DISTRIBUTED
ACCORDING TO TESTED HYPOTHESES

Variable	Hypothe- sis No.	Degree Freedom	Sum of Squares	Mean Square	F- Value
Marital Status	5	1/321	0.495/ 48.534	0.495/ 0.152	3.26
Sponsoring Agency	6	4/318	0.880/ 48.149	0.220/ 0.152	1.45
Fields of Study	7	3/319	0.928/ 48.101	0.309/ 0.151	2.05

Conclusions

As the results of testing the hypotheses previously mentioned failed to show either statistically significant relations or significant differences, the researcher was not then permitted to reject any of the seven null propositions of the hypotheses. Therefore, and with the limitations of this investigation described in Chapter II, the following conclusions have been made.

1. The data tend to indicate that the independent variables used in this study were not a contributing factor to perception differences among Saudi Arabian students in regard to their level of satisfaction with the rendered services.

2. The finding that Saudi students were unable to express a level of satisfaction on more than one third (38%) of the 32 services offered by SAEM, is an indication of an inadequate communication program.

3. Saudi students were not 100 percent satisfied nor were they dissatisfied with all the 32 services. Students were satisfied or very satisfied with 11 services clustered mostly around the services which have financial and administrative nature. In addition, they were dissatisfied or very dissatisfied with another four services, distributed among the following different aspects, financial, academic, and administrative.

4. SAEM provides adequately for college fees and tuition charges. Eighty-eight percent of the participants reported the highest percentage rate of students' satisfaction with that service.

5. SAEM was not handling the distribution of Saudi newspapers service properly. Saudi students were most dissatisfied with this service. Eighty-five percent reported dissatisfaction. While the study was in progress, the Saudi government decided to allow native newspaper agencies to deal directly with the students.

Recommendations

The following recommendations are based on the forthcoming sources of information: (1) statistical data obtained from the present research instrument (Part B), (2) data gathered from Part A (background information), and (3) the suggestions made by the respondents to Part C of the questionnaire.

Recommendations for consideration of Saudi Arabian Educational Mission in the United States that can be supported by this study.

1. SAEM needs to improve services number 1, 17, and 25--monthly living allowance, English language follow-up and distribution of scholarship by-laws. These services are high on the list of students' dissatisfaction.

- A. The allowance might be increased annually to keep pace with inflation related increases in costs.
- B. Student progress in learning English language should be traced on a monthly basis rather than a semester or a quarter, because it will make students more alert.
- C. For the scholarship by-laws, SAEM can easily update them, reprint them, and distribute them to every sponsored student in the United States at least once a year.

2. To further treat the reported absence of information, SAEM is well advised to supply every sponsored student with a complete list of all the services it is authorized to provide. The services that were least well known were equipment, references, field trips, tutoring, reward for research on Saudi Arabia, luggage shipment, thesis and dissertation typing, emergency services, assistance in judicial cases, helping graduated students in returning home, and SAEM library services.

3. Saudi officials in SAEM should provide an orientation program for students to be taken upon their arrival in the United States. Also, SAEM might well participate in the orientation program students have before they leave Saudi Arabia. This additional service was suggested by 24 out of the 86 students who offered such suggestions.

Suggestions for Future Research

Several research possibilities were apparent during the administration of this investigation. It is hoped that the results of the following studies as well as the present study could help improve the services that students receive.

1. Future studies should investigate the rendered services by SAEM using other populations such as students at time of studying English, female students, and graduates prior to returning home, in order to determine if similar findings occur.

2. This study should be replicated at other geographical locations such as Europe, Asia, and Africa, to decide whether or not there is a real difference among SAEM offices all over the globe.

3. Transferring students from community colleges and junior colleges to universities state that they lose some of their credit hours. It would be worthwhile if such problems be tackled.

4. Saudi students studying English complain of their achievement in certain language centers. This problem necessitates an execution of a study that could pinpoint which language centers might be avoided in the future.

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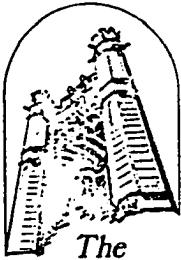
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APPENDICES

APPENDIX I

THE TEXT OF THE LETTER OF THE AUTHOR'S LATE ADVISOR
SOLICITING SAEM APPROVAL FOR THE STUDY



The
University of Oklahoma at Norman

College of Education

September 19, 1979

Dr. Renda A. Kabli
Educational Attaché
Saudi Arabian Educational Mission
2221 West Loop South
Houston, Texas 77027

Dear Dr. Kabli:

I am writing on behalf of Fahd Al-Nasser, a Doctoral candidate in Higher Education, who seeks your permission to pursue Doctoral Dissertation Research on the student services offered by The Saudi Arabian Educational Mission in the United States.

We feel his study will be useful and we fully support his proposed work. I hope you will be able to grant him permission to do the Research as proposed.

Cordially,

Mary Evelyn Dewey
Professor of Education
Center for Studies in
Higher Education

MED:vg

APPENDIX II

THE TEXT OF THE LETTER OF APPROVAL

Saudi Arabian Educational Mission
to the United States of America
2221 West Loop South
Houston, Texas 77027
713:629-5170
Telex: 77 5977



وزارة التعليم العالي
مكتب التعليم بوزارة التعليم العالي

الرقم: التاريخ: الملاحظات:

September 20, 1979

Prof. Mary Evelyn Dewey
Center of Studies of
Higher Education
University of Oklahoma
Norman, Oklahoma

Dear Professor Dewey:

Fahd Al-Nasser gave me your letter and we have talked about his research. I would like you to know that the Mission will extend Fahd all the assistance he may need.

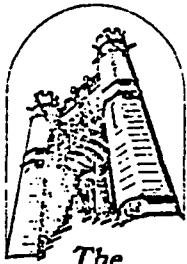
Sincerely,

Reda A. Kabli, Ph.D.
Educational Attache

RAK/nh

APPENDIX III

THE TEXT OF THE LETTER OF THE AUTHOR'S COMMITTEE
CHAIRMAN SEEKING SAEM APPROVAL
FOR THE STUDY



The
University of Oklahoma

630 Parrington Oval, Room 558 Norman, Oklahoma 73019

Center for
Studies in Higher Education
College of Education

September 18, 1979

Dr. Reda A. Kabli
Educational Attaché
Saudi Arabian Educational Mission
2221 West Loop South
Houston, TX 77027

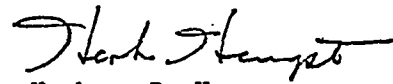
Dear Dr. Kabli:

It is my pleasure to send you greetings from Norman! I hope you are in good health and spirits in these days that must be very busy for you.

The purpose of my letter is to call to your attention some research that a mutual friend is about to undertake. As you know, Fahd Al-Nasser is a doctoral candidate in Student Personnel Administration in Higher Education. He proposes to study the services offered to selected Saudi students by the Educational Mission. His design, although in its early stages of development, is a good one, and should be productive of helpful information. Of course, he needs your approval before he can undertake such a study. I hope that you are able to help him in this important work.

Thank you, again, both for your assistance to Fahd and for your continuing assistance to our Training Program. Please come to see us before you leave Houston if your busy schedule permits it.

Most cordially,


Herbert R. Hengst
Professor and Director

HRH:rh

APPENDIX IV
THE TEXT OF SAEM APPROVAL TO
THE RESEARCH CHAIRMAN

Saudi Arabian Educational Mission
to the United States of America
2221 West Loop South
Houston, Texas 77027
713/629-5170
Telex: 77 5977



وزارة التعليم العالي
مكتب التعليم في الولايات المتحدة الأمريكية

الرقم: تاريخ: الملاحظات:

September 20, 1979

Prof. Herbert R. Hengst
University of Oklahoma
630 Parrington Oval
Norman, Oklahoma

Dear Professor Hengst:

Thank you very much for your greetings. I have talked to Fahd Al-Nasser and discussed the topic of his research. He has my approval to undertake such research and the Mission will extend Fahd all the assistance he may need.

It is always a pleasure hearing from you and thank you for your cooperation.

Sincerely,

Reda A. Kabli, Ph.D.
Educational Attaché

RAk/nh

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

بسم الله الرحمن الرحيم

زملائي وزميلاتي الأعزاء

السلام عليكم ورحمة الله وبركاته وبعد ،

يطيب لى وأنا في نهاية المطاف للحصول على درجة الدكتوراه من جامعة اوكلاهوما في الخدمات الطلابية بالتعليم العالي ، أن اكرس جهدى لخدمتكم جميعا والوطن الحبيب . عليه فقد قررت أن يكون موضوع رسالتي "الكتب التعليمي بالولايات المتحدة الأمريكية : دراسة لأراء البعثين في الخدمات التي تقدم لهم " .

ان ذلك يعني بالطبع ضرورة اشراك عدد من الأخوة والاخوات الدارسين هنا في هذه الدراسة وذلك بالاجابة على البيانات المرفقة • ولقد وقع عليك الاختيار • لذا فاني أرجو والى في الرجاء في موافاتي برأيك نظرا لأن خبراتك في مجال تلقي تلك الخدمات سوف تسهم بشكل كبير في اخراج هذه الدراسة الى حيى الوجود •

وختاماً أتمنى أن تصلني الاجابة داخل الظرف الذى يحمل عنواني في موعد لا يتجاوز ١٠ نوفمبر ١٩٨٠ ، مع شكرى الجزيل لكريم تعاونك •

زميل المخلص
فهد محمد النصار

تحريرا في ٢٠ أكتوبر ١٩٨٠م

APPENDIX VI
A TRANSLATION FROM ARABIC OF THE LETTER
ACCOMPANYING THE QUESTIONNAIRE

In the Name of Allah, the Compassionate, the Merciful

312D. Wadsack Dr.
Norman, Oklahoma 73069
October 18, 1980

Dear Colleague:

My best wishes and greetings to you.

At the time of fulfilling the last requirements for the degree of Doctor of Philosophy in Student Personnel Services in Higher Education, University of Oklahoma, it is a great pleasure for me to devote my efforts to serve my country fellow colleagues in the United States. Therefore, I decided to study the question involved in student satisfaction with services provided by the Saudi Arabian Educational Mission (SAEM). The study is conducted with the approval of the Cultural Attache.

In order to be successful, the study requires Saudi brothers and sisters to be involved. You have been selected from the Saudi student population studying in the United States. I am particularly desirous of obtaining your responses because your experience in receiving those services will contribute significantly toward the completion of the study.

It will be very much appreciated if you will complete the attached forms prior to November 10, 1980, and return them in the stamped, self-addressed envelope enclosed.

Thank you for your cooperation.

Your sincere Brother,

Fahd Mohamed Al-Nassar

APPENDIX VII
TEXT OF THE INSTRUCTIONS FOR CHECKING THE
QUESTIONNAIRE - IN ARABIC

APPENDIX VIII
A TRANSLATION FROM THE ARABIC OF
THE INSTRUCTIONS

A STUDY OF STUDENT SERVICES IN SAEM

A SURVEY OF STUDENT OPINIONS

Instructions

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

Instructions about the survey instrument and the way to respond to it are as follows:

- (1) The purposes of this study are:
 - (A) to obtain information about existing student services in SAEM;
 - (B) to determine the level of satisfaction of Saudi students with services provided to them by SAEM;
 - (C) to determine the reasons for satisfaction or dissatisfaction;
 - (D) to explore other services students need.
- (2) The first page of this survey, Part A, contains personal data for the purposes of comparing among different responses according to age, sex, educational level, marital status, etc. These independent variables may be a major factor in influencing levels of satisfaction and new suggested services.
- (3) The following pages contain Parts B and C. For Part B, please report your level of satisfaction with the services (1-32) by encircling number 1,2,3,4, or 5, whichever best describes your present opinion. The opinion should be based on your direct personal experience, or on the results of your discussions with your Saudi colleagues, especially the newly arrived and the graduating. Please do not encircle number 3 unless you have no direct or indirect experience with that item. For Part C, please write down any new service(s) you suggest. You may respond in either Arabic or English in the space provided at the end of Part C.

APPENDIX IX
TEXT OF THE QUESTIONNAIRE

A Study of Student Services in S.A.E.M.
A Survey of Student Opinions
Researcher, Fahd M. Al-Nassar
312 D. Wadsack Dr.
Norman, Okla. 73069

Your quick responses will be very much appreciated. They will make this study a reality.

ان سرعة تجاوبك ستكون محل الشكر والتقدير لأنها ستجعل هذه الدراسة واقعا ملموسا •

Part A: Background Information

Please check the following with ✓

(A) Sex: Male _____ Female _____

(B) Age: _____ years

(C) Marital status: Single _____ Married _____

(D) Sponsor of your scholarship:

Ministry of Education _____

Ministry of Higher Education _____

Ministry of Defense _____

University of _____

Others _____

(E) Number of years spent in the U.S.A. _____ yrs.

(F) Field of study:

Education _____ Engineering _____

Business _____ Other _____

(G) Current degree:

Bachelor _____ Master _____ Doctoral _____

(H) Number of times field of study changed since arriving in the U.S.A.

None _____ Once _____ Twice _____ More _____

قسم : (أ) المعلومات الشخصية

المعجزة التأشير على ما يلي بعلامة ✓

الجنس: ذكر - أنثى -

العمر: _____ سنة

الحالة الاجتماعية: أعزب - متزوج -

الجهة الحكومية التي ابتعثتك:

وزارة المعارف -

وزارة التعليم العالي -

وزارة الدفاع -

جامعة الـ . . . -

جهة أخرى -

عدد السنوات في أمريكا: _____ سنة

حقول تخصصك:

تربية - هندسة -
إدارة ومعاملات تجارية - حقول أخرى -

الشهادة التي تحضر لها حاليا:

بكالوريوس - ماجستير - دكتوراة -

عدد المرات التي غيرت فيها حقول تخصصك منذ وصولك إلى أمريكا

لم تغير - مرة - مرتين - أكثر -

Note: Do not put your name on this form;
all responses will remain confidential

ملحوظة: لا داعي لذكر الاسم أو العنوان
فجميع الأجوبة لن يعلن محتواها •

Part B: Responses and Their Reasons

Please choose the numbered response (1-5) that best describes your opinion regarding level of satisfaction or dissatisfaction and reasons for either choice.

قسم (ب) : الردود وأسبابها

الرجاء اختيار أحد الردود المرقمة من (١ - ٥) الذي ترى أنه يمثل رأيك فيما يتعلق برضاك أو عدمه والسبب لكلتا الحالتين .

		Level of Satisfaction with the Service	Reasons for Satisfaction with the Service	Reasons for Dissatisfaction with the Service
		1. Very satisfied 2. Satisfied 3. Don't know 4. Dissatisfied 5. Very dissatisfied	1. Provided 2. In time 3. Well presented 4. Sufficient 5. Other	1. Denied 2. Late 3. Poorly presented 4. Insufficient 5. Other
Service Items	Arabic Translation			
1. Monthly allowance:	المخصص الشهري	1. _____	1. _____	1. _____
2. Books:	مخصص الكتب	2. _____	2. _____	2. _____
3. Clothes:	مخصص الملابس	3. _____	3. _____	3. _____
4. Term paper:	مخصص أبحاث الفصل الدراسي	4. _____	4. _____	4. _____
5. Equipment:	مخصص المعدات (مجهر ومعدات المعامل)	5. _____	5. _____	5. _____
6. References:	مخصص المراجع	6. _____	6. _____	6. _____
7. Field trips:	مخصص الرحلات الميدانية	7. _____	7. _____	7. _____
8. Tutoring:	مخصص الدروس الخصوصية	8. _____	8. _____	8. _____
9. Reward for research on Saudi Arabia:	مكافأة أعداد الأطروحات عن المملكة	9. _____	9. _____	9. _____
10. Luggage shipment:	مخصص شحن الكتب	10. _____	10. _____	10. _____
11. Reward for academic outstanding:	مكافأة التفوق الدراسي	11. _____	11. _____	11. _____
12. Thesis and dissertation typing:	مخصص طباع الرسائل	12. _____	12. _____	12. _____
13. Medical eye glasses:	مخصص النظارة الطبية	13. _____	13. _____	13. _____
14. Treatment bills:	تسديد فواتير العلاج	14. _____	14. _____	14. _____
15. School fees:	تسديد الرسوم الدراسية	15. _____	15. _____	15. _____
16. Financial guarantees:	اصدار الضمانات المالية	16. _____	16. _____	16. _____

17. Following up language progress:	العناية بالتحصيل اللغوي	17. _____	17. _____	17. _____
18. Following up academic progress:	العناية بالتحصيل العلمي	18. _____	18. _____	18. _____
19. Helping transferring students:	مساعدة الطلاب المنتقلين	19. _____	19. _____	19. _____
20. Emergency services:	خدمات الطوارئ	20. _____	20. _____	20. _____
21. Assistance in judicial cases:	المساعدة في الحالات القضائية	21. _____	21. _____	22. _____
22. Documents translation:	ترجمة الوثائق	22. _____	22. _____	22. _____
23. Akhbar Al-Mobta'ath magazine:	اصدار اخبار المبعث	23. _____	23. _____	23. _____
24. Distribution of Saudi newspapers:	توزيع المبعث بالجرائد السعودية	24. _____	24. _____	24. _____
25. Distribution of Scholarship by-laws (rules and regulations):	توزيع المبعث بلوائح وانظمة الابتعاث	25. _____	25. _____	25. _____
26. Assistance in getting services from Saudi consulate:	مساعدة المبعث في الحصول على الخدمات من القنصلية السعودية	26. _____	26. _____	26. _____
27. Issuing air tickets:	اصدار تذاكر السفر	27. _____	27. _____	27. _____
28. Helping newly arrived students in getting started:	مساعدة المبعثين الجدد لبدء دراستهم	28. _____	28. _____	28. _____
29. Helping graduated students in returning home:	مساعدة المتخرجين في العودة الى المملكة	29. _____	29. _____	29. _____
30. Phone calls services:	الخدمات الهاتفية	30. _____	30. _____	30. _____
31. Correspondence:	خدمات المراسلات البريدية	31. _____	31. _____	31. _____
32. S.A.E.M. library services:	خدمات مكتبة الطحيفة	32. _____	32. _____	33. _____

قسم (ح) :

على الاسطر التالية المرجو منك اقتراح أى خدمة أو خدمات جديدة ترى أنها ضرورية للمبتعث ، وذلك انطلاقا من حصيلة تجاربك الشخصية أثناء دراستك في الولايات المتحدة الأمريكية •

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

APPENDIX X
TEXT OF THE FIRST FOLLOW-UP LETTER MAILED TO
SUBJECTS WHO DID NOT RESPOND WITHIN
FOUR WEEKS FROM SENDING
QUESTIONNAIRE
- IN ARABIC -

بسم الله الرحمن الرحيم

زميلي العزيز

السلام عليكم ورحمة الله وبركاته وبعد

يطيب لي ان افيدكم بأنني قد ارسلت لكم في شهر اكتوبر خطابا مرفقا به
بيانات لدراسة آراء العتثيين في الخدمات التي تقدم لهم عن طريق مكتب الملحقية
ونظرا لعدم حصولي على رأيك ضمن ما وردني من آراء، عليه فكلي أمل
ورجاء في أن أتلقى عن قريب مساهمتكم البناءة على البيانات المرفقة لما لكم
من خبرات قيمة ومباشرة في هذا الخصوص •
وبمناسبة حلول العام الهجري الجديد أول سنوات القرن الخامس عشر الهجري ،
لكم مني أطيب التمنيات بالصحة والسعادة والتوفيق •

أخوك

فهد محمد النصار

١٤٠١/١/٩ هـ

١٧/نوفمبر/١٩٨٠م

APPENDIX XI
TRANSLATION FROM ARABIC OF THE FIRST
FOLLOW-UP LETTER

In the Name of Allah, the Compassionate, the Merciful

312D. Wadsack Dr.
Norman, Oklahoma 73069
November 17, 1980

Dear Colleague:

My best wishes and greetings to you.

It is my pleasure to tell you that in October I sent you a letter accompanied by some material pertaining to investigating the opinion of the Saudi students in regard to the services provided to them by SAEM.

I am still hoping and waiting to receive your response to the material according to your direct and valuable experience.

Happy Islamic New Year and century.

Your sincere Brother,

Fahd Mohamed Al-Nassar

APPENDIX XII
TEXT OF THE SECOND FOLLOW-UP LETTER
- IN ARABIC -

بسم الله الرحمن الرحيم

عزيزي الزميل

السلام عليكم ورحمة الله وبركاته وبعد
يسرني أن أحيطكم علما بأنني لا زلت في انتظار اجابتكم على البيانات الخاصة
بالخدمات التي تقدمها الملحقية بهيوسستن •
لذا ارفق لكم طية البيانات التي أود منكم ابداء رأيكم حيالها في اقرب
فرصة • راجيا صرف النظر عنها ان كانت اجابتكم في طريقها الي ، مع عدم
مؤ اخذتي في الالحاح عليكم المرة تلو الاخرى • نترأىكم وزن كبير في هذه
الدراسة •
وختاما تقبلوا شكرى على كريم تعاونكم •

أخوكم

فهد محمد النصار

٢٦ / محرم / ١٤٠١ هـ

٤ / ديسمبر / ١٩٨٠ م

APPENDIX XIII
TRANSLATION FROM ARABIC OF THE SECOND
FOLLOW-UP LETTER

In the Name of Allah, the Compassionate, the Merciful

312D. Wadsack Dr.
Norman, Oklahoma 73069
December 4, 1980

Dear Colleague:

Best wishes and greetings to you.

I am full of hope awaiting your participation in the response to the study regarding the services provided by SAEM.

Therefore, I am sending you all of the material in the event that you did not receive it before. Please disregard the material if you have already responded. Please forgive me for again asking for your opinion. However it will be of great assistance in this study.

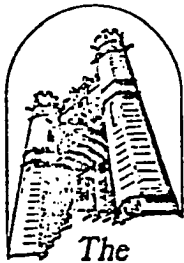
Thank you for your kind cooperation.

Your Brother,

Fahd Mohamed Al-Nassar

APPENDIX XIV

THE RESEARCH CHAIRMAN'S LETTER TO THE SAUDI EDUCATIONAL
ATTACHE REQUESTING HIS AUTHORIZATION FOR
ALLOWING THE AUTHOR TO TRAVEL TO SAUDI
ARABIA TO INTERVIEW SOME PEOPLE AND
GATHER INFORMATION



The University of Oklahoma at Norman

Center for
Studies in Higher Education
College of Education

May 13, 1981


Mr. Sobhi Al-Harthi
Educational Attaché
Saudi Arabian Educational Mission to the
United States of America
2425 West Loop South
3rd Floor
Houston, Texas 77027

Dear Mr. Al-Harthi:

I am pleased to report that Fahd M. Al-Nassar has completed his General Examinations successfully and has started on his dissertation research. His topic, "Saudi Arabian Educational Mission to the United States: Assessing Perceptions of Student Satisfaction with Services Rendered," has been approved by his Advisory Committee. His research design requires that he gather some pertinent data and also interview some people in Saudi Arabia. Consequently, I request that he be authorized to return to Saudi Arabia for that purpose.

Thank you for your continuing interest and support.

Sincerely yours,


Herbert R. Hengst
Professor and Director

HRH:rh

APPENDIX XV

The Photographs of the First Groups of
Saudi Students Who Were Sent Abroad
By the Government, by Zainal,
and by Armaco



The first governmental group sent to Egypt.



The first non-governmental group sent to India by Zainal.



The first group sent to Aleppo, Syria by Aramco.



The first group sent to Beirut, Lebanon by Aramco.