



This is to certify that the

dissertation entitled

INSTITUTIONAL GOALS IN SAUDI UNIVERSITIES:
CURRENT AND PREFERRED STATUS OF GOALS

presented by

Saad Abdallah Al-Zahrani

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Higher Education
Administration

E. Lion R. Nunnally

Major professor

Date July 10, 1985

LIBRARY
Michigan State
University

PLACE IN RETURN BOX to remove this checkout from your record.
TO AVOID FINES return on or before date due.

DATE DUE	DATE DUE	DATE DUE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

INSTITUTIONAL GOALS IN SAUDI UNIVERSITIES: CURRENT AND
PREFERRED STATUS OF GOALS

By

Saad Abdallah Al-Zahrani

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Educational Administration

1985

Copyright by

SAAD ABDALLAH AL-ZAHRANI

1985

- To my loved parents, who provided me with my first sense of direction in life, for their continuous love, generosity, and support;
- To my great nation for its sponsorship and support of this endeavor; and
- To all those sincere individuals whose prime concern is to bring about a better and promising generation in my country

I dedicate this work.

ABSTRACT

INSTITUTIONAL GOALS IN SAUDI UNIVERSITIES: CURRENT AND PREFERRED STATUS OF GOALS

By

Saad Abdallah Al-Zahrani

The problem of this study was to identify and compare the present and preferred goals of Saudi universities as perceived by Saudi faculty members, academic administrators, and university supreme councilors at three major Saudi universities: King Saud University, King Abdulaziz University, and the University of Petroleum and Minerals.

The Institutional Goal Inventory developed by the Educational Testing Service (1972) was modified, translated into Arabic, and administered to 237 faculty members, 156 administrators, and 35 councilors. Respondents were asked to rate the current importance that 99 goals have or should have on their campuses. The ratings ranged from 5 (of extreme importance) to 1 (of no importance).

The goal means were calculated, converted into goal area means, and rank ordered. Then current and preferred goals, discrepancies between perceived and preferred ratings, and priority of goals were identified for the total respondents, each university, and each position group. Correlational analyses were performed to determine the extent of agreement on rankings. ANOVA and Scheffe post hoc tests were

employed to determine whether significant differences existed among and between groups in their ratings of the goal areas. A variety of comparisons were made between perceived and preferred goals among universities and position groups. The major findings included:

1. Respondents tended to perceive Advanced Training, Traditional Religiousness, Academic Development, and Meeting Local Needs as the most emphasized goal areas in Saudi universities. However, all perceived goals were rated as of medium or low importance.

2. Respondents preferred Community, Intellectual Orientation, Democratic Governance, Advanced Training, and Research to be highly emphasized on their campuses. The majority of goal areas were preferred to be of high importance.

3. Large discrepancies were found between present and preferred emphasis on goal areas at each university and by each group.

4. Positive correlations were found between groups and between universities in the rank ordering of goal areas according to their perceived and preferred importance.

5. Faculty members tended to differ significantly from administrators and councilors in their ratings of the majority of perceived goal areas and in the degree of goal area discrepancies.

ACKNOWLEDGMENTS

I would like to express my appreciation and thanks to a number of individuals who directly or indirectly contributed to this effort.

Sincere appreciation is extended to Dr. Eldon Nonnamaker, my committee chairman, for his encouragement since my enrollment at Michigan State University and for his support and guidance during the course of this endeavor. I am deeply grateful to all of the other members of my guidance committee for their fruitful advice and willingness to serve in this capacity. They are Drs. Robert Craig, Christopher Vanderpool, and Richard Featherstone.

My thanks are extended to all of those individuals who participated in this study and devoted some of their time to responding to the research questionnaire.

My deep appreciation is extended to my father, Abdallah; my mother, Salihah; my brothers, Saeed, Ghurmallah, Ali, Ahmed, Mesfer, Hamed, Mohammed, and Saadi; and to all of the other members of my family for their support and encouragement throughout the period of my higher education.

Finally, with deepest gratitude I express appreciation to my wife, Azzah, and my loved children, Saeed, Riyadh, Sammerah, Samyah, Siham, and Reem, for their patience, love, and understanding during my doctoral study.

TABLE OF CONTENTS

	Page
LIST OF TABLES	vii
LIST OF PROFILES	x
Chapter	
I. THE PROBLEM	1
Introduction to the Problem	1
Statement of the Problem	3
The Study Setting	3
King Saud University	3
King Abdulaziz University	5
The University of Petroleum and Minerals	6
Purpose of the Study	7
Definitions of Terms and Abbreviations	8
Significance of the Study	10
Organization of the Study	16
II. REVIEW OF LITERATURE	17
Introduction	17
Goals of Higher Education Institutions	17
Related Studies	26
Research on College and University Goals Before 1970	26
Research on the Institutional Goals Since 1970	29
Theoretical Framework of the Study	37
III. RESEARCH DESIGN AND METHODOLOGY	44
Population of the Study	44
Instrumentation	46
Data Collection	53
Research Questions	55
Procedure for Analysis and Treatment of Data	56

	Page
IV. PRESENTATION AND ANALYSIS OF THE FINDINGS	60
Respondents' Characteristics	60
The Study Findings	61
Current (IS) Goals of Saudi Universities	61
Preferred (SHOULD BE) Goals for Saudi Universities	68
Discrepancies Between the Current (IS) and Preferred (SHOULD BE) Goals	74
The Relative Importance of Goal Perceptions and Goal Preferences to Each of Three Major Saudi Universities	79
Perceptions and Preferences of University Supreme Councilors Concerning the Goal Areas	98
Perceptions and Preferences of Academic Admin- istrators Concerning the Goal Areas	101
Perceptions and Preferences of the Saudi Faculty Members Concerning the Goal Areas	105
Differences in Perceptions and Preferences Concerning Goal Areas Between Respondent Groups	107
Perceived (IS) and Preferred (SHOULD BE) Goal Area Priorities in Saudi Universities	128
V. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	134
Summary of the Study	134
Conclusions	138
The Perceived (IS) Goals of Saudi Universities	138
Preferred (SHOULD BE) Goals of Saudi Universities	139
Goal Discrepancies	140
Relative Importance of Perceived (IS) and Preferred (SHOULD BE) Goal Areas, by University	141
Perceptions, Preferences, and Significant Differences Among Goal Areas, by Professional Group	142
Summary of Goal Area Ratings	144
Implications	154
Recommendations	158
APPENDICES	165
A. BOWEN'S CATALOGUE OF GOALS FOR HIGHER EDUCATION	166
B. "ACADEMIC ADMINISTRATORS AND UNIVERSITY GOALS" BY E. GROSS AND P. GRAMBSCH	173

	Page
C. ENGLISH AND ARABIC VERSIONS OF THE INSTITUTIONAL GOALS INVENTORY	180
D. CORRESPONDENCE	203
BIBLIOGRAPHY	212

LIST OF TABLES

Table	Page
3.1 Total Subjects by Group, Usable Responses, and Response Percentage for Each Group	45
3.2 Number of Subjects, Usable Responses, and Percentage of Response by University	46
4.1 Perceived (IS) Goal Areas of Saudi Universities, Rank Ordered by IS Means (Total Group)	63
4.2 The Current (IS) Local and Miscellaneous Goals of Saudi Universities, Rank Ordered by IS Means (Total Group) .	65
4.3 Preferred (SHOULD BE) Goal Areas for Saudi Universities, Rank Ordered by Means (Total Group)	69
4.4 Local and Miscellaneous Goals, Ranked According to Their Importance as Preferred Goals for Saudi Universities (Total Group)	73
4.5 Discrepancies Between Preferred (SHOULD BE) Goal Area Means and Perceived (IS) Goal Area Means (Total Group)	75
4.6 Discrepancies Between the Means of Preferred (SHOULD BE) and Perceived (IS) Local and Miscellaneous Goals (Total Group)	77
4.7 Perceptions (IS) and Preferences (SHOULD BE) of King Saud University Respondents Concerning the 20 Goal Areas	80
4.8 Perceptions (IS) and Preferences (SHOULD BE) of King Abdulaziz University Respondents Concerning the 20 Goal Areas	84
4.9 Perceptions (IS) and Preferences (SHOULD BE) of University of Petroleum and Minerals Respondents Concerning the 20 Goal Areas	88

	Page
4.10 Relative Importance Given to Perceived (IS) Goal Areas, by University	92
4.11 Agreement in Ranking of the 20 Perceived (IS) Goal Areas Among the Three Universities, According to Pearson Correlation Coefficients	94
4.12 Relative Importance Given to Preferred (SHOULD BE) Goal Areas by Universities	95
4.13 Agreement in Ranking of the 20 Preferred (SHOULD BE) Goal Areas Among the Three Universities, According to Pearson Correlation Coefficients	98
4.14 Perceptions (IS) and Preferences (SHOULD BE) of the University Supreme Councilors Concerning the 20 Goal Areas	99
4.15 Perceptions (IS) and Preferences (SHOULD BE) of Academic Administrators Concerning the 20 Goal Areas .	103
4.16 Perceptions (IS) and Preferences (SHOULD BE) of Saudi Faculty Members Concerning the 20 Goal Areas	106
4.17 One-Way Analysis of Variance for Significant Differences Among Groups (Faculty-Administrators-Councilors) in Their Ratings of the Perceived (IS) Goal Areas	109
4.18 Results of the Scheffe Test for Significant Differences Among Groups (Faculty, Administrators, Councilors) in Their Ratings of the Perceived (IS) Goal Areas	110
4.19 Significant Differences Between Faculty Members and Academic Administrators in Their Ratings of Perceived (IS) Goal Areas	113
4.20 Significant Differences Between Faculty Members and Academic Administrators in Their Ratings of Preferred (SHOULD BE) Goal Areas	115
4.21 Significant Differences Between Faculty Members and Academic Administrators in Discrepancies Between Perceived (IS) and Preferred (SHOULD BE) Goal Area Ratings	117

	Page
4.22 Significant Differences Between Faculty Members and University Supreme Councilors in Their Ratings of Perceived (IS) Goal Areas	119
4.23 Significant Differences Between Faculty Members and University Supreme Councilors in Their Ratings of the Preferred (SHOULD BE) Goal Areas	121
4.24 Significant Differences Between Faculty Members and University Supreme Councilors in Discrepancies Between Perceived (IS) and Preferred (SHOULD BE) Goal Area Ratings	123
4.25 Significant Differences Between Academic Administrators and University Supreme Councilors in Their Ratings of Perceived (IS) Goal Areas	125
4.26 Significant Differences Between Academic Administrators and University Supreme Councilors in Their Ratings of Preferred (SHOULD BE) Goal Areas	126
4.27 Significant Differences Between Academic Administrators and University Supreme Councilors in Discrepancies Between Perceived (IS) and Preferred (SHOULD BE) Goal Area Ratings	127
4.28 Priority of Perceived (IS) Goal Areas for Saudi Universities According to Faculty, Academic Administrators, and Supreme Councilors	129
4.29 Priority of Preferred (SHOULD BE) Goal Areas for Saudi Universities According to Faculty, Academic Administrators, and Supreme Councilors	131
4.30 The Extent to Which the Three Groups of Respondents (Faculty, Administrators, and Councilors) Agreed in Their IS Perceptions, SHOULD BE Preferences, and Discrepancies Between IS - SHOULD BE Responses, Derived by Pearson Correlation Coefficients	133

LIST OF PROFILES

Profile	Page
1. Profile for the Perceived and Preferred Goal Areas for Saudi Universities	71
2. Profile for Perceived and Preferred Goal Areas for King Saud University	83
3. Profile for Perceived and Preferred Goal Areas for King Abdulaziz University	86
4. Profile for Perceived and Preferred Goal Areas for the University of Petroleum and Minerals	90

CHAPTER I

THE PROBLEM

Introduction to the Problem

For a university to remain viable, creative, coherent, and effective, it must identify its institutional goals to all segments of the academic community. As complex organizations, universities were defined by Cohen and March (1974) as organized anarchies that are characterized by ill-defined goals, unclear technology, and fluid participation. According to them, the very complexity of universities makes it incumbent on them to seek goal clarification.

To define the goals of an organization, according to Parsons et al. (1961), is to clarify the very nature of its essence. Institutional goals determine the desired courses of action and dictate the priorities of decision makers.

Universities pursue many goals, and these goals can be conceived in an almost infinite variety of ways. As a result, conflicts exist within and without campuses over the goals these institutions should appropriately serve. In this regard, Lee et al. (1968) pointed out that faculty members, administrators, boards of trustees, and other concerned groups give different answers to the questions: Whose goals? Which goals? and How may they best be achieved? By examining the various answers to these questions, not

only will we arrive at some understanding of the consonances and dissonances in the academic world, but we may also gain some insight into how to resolve the differences or, if necessary, to choose among them.

Although all major segments of the academic community are concerned with the goals of their own institution, faculty, administrators, and boards of trustees, by virtue of their positions, have a special capacity and responsibility for goal setting and definition. An essential phase of this function, according to Caffrey (1968), is to clarify present institutional goals and to distinguish between the real and the supposed, in order to evaluate goals and, equally important, continually re-evaluate the goals. As needs and contexts change, so may goals.

The situation in Saudi Arabia with regard to university goals is no exception to what has been stated. That is, goals are so generally stated that they cannot be used to guide the universities' activities, and data concerning the goal perceptions and preferences held by the academic community at these institutions are not available.

The present study was designed to identify the existing as well as the preferred goals of the academic community in Saudi universities and to compare the views of Saudi faculty members, academic administrators, and university supreme councilors with regard to the goals of their institutions.

Statement of the Problem

The problem of this study was to identify and compare the present and preferred goals of the Saudi universities as perceived by Saudi faculty members, academic administrators, and university supreme councilors at major Saudi universities: King Saud University, King Abdulaziz University, and the University of Petroleum and Minerals. Based on the responses of these groups, priorities among goals were established. That is, goals given the highest mean scores by each group of respondents were considered to be of high priority to the Saudi universities.

The Study Setting

As previously stated, this study was undertaken at King Saud University (KSU), King Abdulaziz University (KAU), and the University of Petroleum and Minerals (UPM) in Saudi Arabia. The following are short descriptions of each university.

King Saud University (KSU)

KSU is located in the Central Province of Saudi Arabia. In addition to its main campus in the capital city of Riyadh, KSU has two other campuses in Al-Qaseem and Abha. KSU was the first university established in Saudi Arabia. Founded in 1957 with the College of Arts, it gradually added the College of Science, the College of Administrative Science, the College of Pharmacy, the Colleges of Education at Riyadh and Abha, the Colleges of Agriculture at Riyadh and Al-Qaseem, the College of Engineering, the Colleges of Medicine at Riyadh and Abha, the College of Economics and Business Administration at

Al-Qaseem, the College of Allied Medical Sciences, the College of Dentistry, the Center for Female University Education, the Arabic Language Institute, and the graduate school. In the beginning of academic year 1984-85, two new colleges were added: the College of Computer Sciences and the College of Planning and Architectural Studies. These colleges include 107 departments (King Saud University, 1984a).

Teaching and administrative staff and students. The teaching staff at KSU was estimated in 1984 at 2,428 members. Of that number, 823 were Saudi teaching staff members; the rest were either seconded Arab faculty members or those teaching in the country by personal contract. Secondment means serving outside the mother institution for a period of time not longer than four years, after which the seconded faculty member must return to his own institution. Teaching staff include, among those holding faculty rank, professors, associate professors, and assistant professors. In addition there were teaching assistants, demonstrators, and technicians. About 400 Saudis held faculty rank.

In 1984 KSU also had 5,830 administrative staff members and 23,373 students (King Saud University, 1984a, p. 24). Like the teaching staff, the majority of the administrative staff were non-Saudi. Most of them were from Egypt, Jordan, Syria, and Sudan. Non-Saudi students constituted about 25 percent. KSU awards bachelors and masters degrees in almost all the fields it offers and doctoral degrees in Arabic studies. In 1984 female students constituted about 21.5

percent of the student body. Students enrolled in humanities and social sciences constituted 59 percent of the total (King Saud University, 1984a, p. 52).

King Abdulaziz University (KAU)

KAU is located in the Western Province of Saudi Arabia, with its main campus located in the city of Jeddah. On this campus are located the College of Economics and Business Administration, the College of Arts and Humanities, the College of Science, the College of Engineering and Applied Sciences, the College of Medicine and Medical Science, the College of Earth Science, the College of Marine Science, and the College of Meteorology. The second campus is located in Medina and comprises the College of Education. These colleges include about 45 academic departments which award bachelors degrees. Masters degrees are awarded by most of the colleges, and doctoral degrees are available in Education and Earth Science (Ministry of Higher Education [S.A.], 1984, pp. 144-49).

KAU had 2,102 teaching staff members as of the academic year 1983-84; 1,077 teaching personnel held faculty rank. Saudis constituted about 50 percent of the teaching staff, but only 19.7 percent of them held faculty rank (212 Saudis). As at KSU, the majority of teaching staff were seconded or under contract from other Arab countries, like Egypt, Sudan, Jordan, Palestine, Syria, and other Moslem countries.

Administrative staff members were estimated at 1,676 in 1983, of whom the majority were non-Saudis. The student body was estimated in the same year to be about 21,000 students, 25 percent of whom were

external students. Twenty-five percent were non-Saudis and 27 percent were females (Ministry of Higher Education [S.A.], 1984, pp. 151-61).

The non-Saudi students in all Saudi universities equalled about 25 percent in 1982; about 70 percent of the non-Saudi students were Arabs, mainly from Palestine, Jordan, Egypt, and North Yemen. The other 30 percent were from non-Arab countries (Ministry of Higher Education, 1981-82, pp. 30-31).

The University of Petroleum and Minerals (UPM)

UPM is located in the Eastern Province of Saudi Arabia (the oil region) and was established in 1963. Originally named the College of Petroleum and Minerals, its name and status were changed from a college to a university in 1975. The goal of UPM is to provide the country with advanced training and research in the industrial field of petroleum and minerals. UPM includes the following colleges: the College of Engineering Science, the College of Applied Engineering, the College of Science, the College of Industrial Management, and the College of Graduate Studies. UPM awards bachelors and masters degrees and offers a one-year preparatory program.

In 1984, UPM had 701 teaching staff members, about 283 of whom were Saudis. Of that number, only 93 individuals held doctoral degrees. Non-Saudi teaching staff were mainly from the United States, Great Britain, and Western Europe. The administrative staff and workers totaled 1,941; only 33 percent were Saudis. The other administrative staff members were mainly from Pakistan, India, and

other Arab countries. The student body was estimated at 3,914 students, about 25 percent of whom were non-Saudis. The main differences between UPM and the other two universities are that (1) UPM does not accept female students, (2) the language of instruction is English, and (3) it is a small, specialized institution (University of Petroleum and Minerals, 1983-84).

Purpose of the Study

The major purpose of the study was to identify and compare present, as well as preferred, institutional goals for Saudi universities as perceived by Saudi faculty members, academic administrators, and university supreme councilors. More specifically, the purposes of the study were:

1. to identify the current and preferred goals of Saudi universities,
2. to identify the degree of discrepancy between actual and preferred goals,
3. to identify the relative importance of goal perceptions and goal preferences of each Saudi university included in the study,
4. to identify the goal perceptions and goal preferences of Saudi faculty members, academic administrators, and university supreme councilors and to determine whether significant differences existed between these groups with regard to their goal perceptions and preferences, and
5. to identify possible goal priorities of Saudi universities.

Definitions of Terms and Abbreviations

The following terms and abbreviations are defined in the context in which they are used in this study.

Goals: The goals of an institution of higher education are the desired conditions, either to be achieved or maintained. In other words, an institutional goal is an ideal condition the campus can continuously seek to maximize or perfect (Peterson & Uhl, 1977, p. 5).

Outcome goals: The substantive conditions or objectives an institution may seek to achieve or maintain, such as quality of graduating students, research achievement, and public service programs (IGI, 1972).

Process goals: The internal campus objectives or conditions--relating for the most part to educational processes and campus climate--that may facilitate achievement of the outcome goals (IGI, 1972).

Perceived goals: Those goals that are identified by individuals or by an institutional constituent group as presently existing in the institution. The term "perceived goals" is used interchangeably in this study with "present goals" or "is goals."

Preferred goals: Ideal goals or goal arrangements that individuals or an institutional constituent group would ideally prefer. The term "preferred goals" is used interchangeably with "should be goals" in this study.

IGI: The Institutional Goals Inventory that was developed by Peterson and Uhl under the sponsorship of the Educational Testing Service in 1972.

Goal areas: The 20 areas specified in the Institutional Goals Inventory developed by the Educational Testing Service. Each goal area includes four goal statements.

Major Saudi universities: The three leading universities in Saudi Arabia, including King Saud University, King Abdulaziz University, and the University of Petroleum and Minerals.

Goal statements: The 99 goal statements on the IGI used in this study.

Miscellaneous goal statement: Those goal statements that are not included in the goal areas on the IGI (Questions 17, 31, 80, 82, 84-86, and 88-90).

Local goal statements: Those goal statements that represent specific goals for Saudi universities. In the IGI they are Questions 91-99.

Saudi faculty members (F): All of the full-time Saudi faculty members who hold ranks of professor, associate professor, and assistant professor at the major Saudi universities. Non-Saudi faculty members are excluded.

Academic administrators (A): All academic administrators at the levels of department chairpersons (or their equivalent) and above at the major Saudi universities.

University supreme councilors (C): All members who serve on the supreme councils of the major Saudi universities. Such councils are similar to universities' boards of regents or trustees in other countries.

Significance of the Study

In many developing countries, universities are viewed as the hub on which the progress and survival of the nation pivot (Ashby, 1964). Higher education has become the focus of national life today, reflecting the social, economic, cultural, and political aspirations of its citizens. As for Saudi Arabia, higher education has been seen as

the stage of academic specialization whose goal is to develop the talents of competent and gifted students, in order to fulfill the various present and future needs of the society in compliance with useful progress which achieves the objectives of the nation and its noble goals. (Ministry of Education, 1974, p. 21)

However, in Saudi Arabia as well as in most developing nations, the university has failed to communicate to the society the goals, meaning, and value of higher education. Goals of Saudi universities have been only generally stated.

A typical example of the officially stated goals of Saudi universities is the following general goal statement of King Saud University:

1. To provide higher learning and studies in the arts, sciences and various specializations and disciplines.
2. To give special attention to Islamic studies and thoughts.
3. To prepare and train teachers.

4. To advance knowledge through the encouragement of scientific research.
5. To foster intellectual, physical, social and scientific activities. (King Saud University, 1978, p. 5)

Generally speaking, most modern Saudi universities have general goal statements similar to this one. The limitations of such statements are that, in addition to their generality, they are exclusive of many possible alternative goals and cannot be used to guide all the activities of the university, such as planning, evaluation, policy making, and decision making. Further, the real goals may differ from those stated. This problem was recognized in 1974 when a conference was held at King Saud University under the title, "The Mission of the University in Saudi Arabia." In his address to the conference, Saudi Arabia's Minister of Higher Education declared, "Our basic aim in this meeting is to investigate, identify, and find out what is the real mission of higher education in Saudi Arabia" (Resalat Al-Jamea, 1974). The recommendations of the participants dealt with such issues as goals, functions, and operations of the university and the relationship between the society and the university. These results of the conference, however, implied an urgent need for a clear conception of what goals the Saudi university should be seeking to achieve.

For the past four years the Saudi press and media have engaged in a lively debate concerning the plight of Saudi academics. On March 18, 1980, King Saud University sponsored a symposium, "The Saudi Professor: His Duties and Rights." In 1982, university presidents in the Gulf States met at Bahraen at the invitation of the Arab Bureau of

Education for the Gulf States to discuss issues concerning the role of their universities in social and economic development in their countries. On these occasions, as well as others, the question of what goals the Saudi universities should be seeking were raised, either explicitly or implicitly.

The need for and importance of answering the question of goals have been voiced by many theorists and scholars in the field of organization and administration. According to Service et al. (1977), the goals of individual colleges and universities have traditionally been described in broad, vague, and internally inconsistent terms. Institutions should delineate goals that state clearly (1) what the institution is trying to accomplish, (2) whom it is trying to serve, (3) how it intends to accomplish its objectives, and (4) the level of achievement intended. Service et al. concluded that without answers to these questions an institution cannot specify its purpose and goals clearly enough to meet internal needs for direction.

In his essay on university goals, Conrad (1974) noted that goals (1) are standards against which to judge success, (2) provide a source of legitimacy, (3) define organizational needs and priorities, (4) define production units for "outputs" of the organization, (5) define the organization's clientele, and (6) define the nature of the relationship between the organization and society. He went on to say that if university goals are to serve these purposes, they must be identified more precisely.

In a study of higher educational goals, Gross and Grambsch (1968) considered not only the conception of the institutional goals, but also what the members of an institution perceive the goals ought to be. Sieber and Wilder (1960) emphasized that colleges and universities must address themselves to a comprehensive reevaluation of their goals and objectives to meet the challenge of changed conditions.

The need to delineate and communicate an organization's goals has been addressed by organizational theorists as diverse as March and Simon (1958), Selznick (1957), Etzioni (1964), and Perrow (1970). Perrow noted that an organization with weakly held goals is a poor tool for accomplishing ends, allowing them to be shaped by opportunistic forces in the environment. Well-defined and strongly held goals represent a positive resource for organizations.

In addition to ill-defined and too-general goals, Saudi universities lack information about how their constituents--faculty, administrators, university supreme councilors, students, and others--perceive the goals of their institutions, their goal preferences, and how the views of one subgroup differ from another.

Information about the goal perceptions held by the institution's constituents can serve a variety of purposes. Peterson (1977) emphasized that institutions aware of serious internal conflicts about campus goals would do well to move deliberately, rationally, and openly to resolve those conflicts and, in so doing, reach a working consensus about the broad goals of the institution and the priority for each one. He added that understanding internal conflicts about institutional

goals can lead to a new sense of internal harmony and community, which is critical to overall institutional effectiveness. When faculty and staff are dividing their energies and commitments between inconsistent or diffuse goals, nothing gets done as well as it might, and students are the chief losers.

The advantage of arriving at a working consensus about goals was stressed by Peterson (1973), who stated that agreed-upon institutional goals provide a credo with which the entire campus community may identify and work to fulfill. Well-conceived goals can and should serve as a kind of benchmark against which all manner of routine decisions throughout the institution can be made. Peterson concluded:

If goals are democratically conceived and widely understood and accepted in the college community, they should serve many groups and units at the institution for achieving decisions, solving problems, allocating resources and accordingly ordering action in certain directions and not in others. . . . Indeed, one could argue that no substantive decision makes sense unless it is taken with reference to acknowledged institutional goals. (p. 37)

If human beings are to work together effectively within an organization, each must understand and share a common concern in achieving the purpose or purposes for which the organization exists. However, as Keeton (1971) observed, the views held by the various groups on campus have been found to form complex patterns. They share some concerns, differ on others, and differ substantially in the concerns they share from campus to campus. It was his opinion that the task of conceiving and achieving effectiveness on a particular campus requires knowledge of its specific concerns and practices, which will include its goals and objectives.

Keeton's idea of establishing an understanding of the perceptions of goals held by constituents of an organization has been voiced by other writers on the subject of administration, such as Griffith (1959), Barnard (1948), McGregor (1966), and Simon (1976).

Today, universities in Saudi Arabia are under great pressure. The social demands for university education and degrees, the increased number of high school graduates who seek higher education, and the job market's need for university graduates have forced the universities to respond by enrolling more students, establishing multiple campuses, opening more colleges, and creating new programs. Little attention has been given to evaluation of existing programs or institutional goals in keeping pace with those demands and pressures. Instead, the universities are preoccupied with day-to-day decisions and operations. Thus, it seems that the present status of higher education in Saudi Arabia is characterized by a need for reevaluation. For Saudi universities to be effective, viable, coherent, and creative, they must identify their institutional goals to all segments of the academic community.

This study, then, seems to be supported by such concerns and justified by the priority and importance given to goal identification by many theorists and authorities in the field of organization and administration. It is hoped that the study will contribute to goal identification and clarification in Saudi universities. Findings about the goal perceptions and preferences of the academic community may assist campus decision makers in arriving at more informed policy decisions and guide fundamental and important institutional activities.

Organization of the Study

Chapter I included an introduction to and statement of the problem, a description of the study setting, the purpose and importance of the study, and definitions of important terms. Chapter II is a review of related literature concerning organizational and higher educational goals, as well as writings supporting the theoretical framework of the study. The research design and methodology are explained in Chapter III. Included are a description of the population and instrumentation, a discussion of data-collection and data-analysis procedures, and a statement of the research questions. Chapter IV contains a presentation and analysis of the research findings. A summary of the study, conclusions, implications, and recommendations are found in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter is concerned with precedent-related literature concerning organizational and higher education institution goals. More specifically, the chapter is divided into three parts. The first part provides general information about the goals of higher education institutions. Major related studies or research on the institutional goals of higher education are considered in the second part of the chapter. The third part is devoted to a review of the literature supporting the theoretical framework of this study.

Goals of Higher Education Institutions

The study of organizations has been regarded as possessing an essential unity, as having been dominated since its inception by the conceptualization of organizations as goal-attainment devices (Georgiou, 1973). Rarely are analyses concerned with whether organizations can be said to have goals; their existence is an unquestioned and unquestionable assumption. The only difficulty, insofar as any is recognized, lies in determining the specific goals of a particular organization (Georgiou, 1973). Thus, for the university, for example, to say its goals are teaching and research is hardly enough since this

leaves open the central questions: Teaching what? Research on what? To what extent? and For how long?

Goal identification is central to understanding organizational behavior. Theorists like Etzioni (1964), Perrow (1961), Simon (1976), and Gross and Grambsch (1968) have emphasized that in exploring many research questions it may be useful just to ask, "Whose goal?"

In a book titled Whose Goals for American Higher Education?, which was devoted to this subject, Lee et al. (1968) declared:

Although all colleges and universities share collective functions of teaching, research and public service, each institution may have a distinctive role in the whole division of labor. The common goals of higher education may be almost infinite, but the local means to pursue them are always finite, and the nation may be better served if each institution pursues only those goals which are suitable to its requirements, needs and abilities. These questions we seek to answer are thorny and troublesome. They require a comprehensive reassessment of the mission and aims of colleges and universities, but they cannot be wished away. They provide the context within which our urgent theme of "Whose Goals?" is inevitably embedded. (p. 15)

In this, the fiftieth year of the American Council on Education, the Annual Meeting focused on the theme, "Whose Goals for American Higher Education?"

Thus, it seems that there has been long-standing concern about goal identification and understanding differences and conflicts over institutional goals among the segments of the academic community. Also, it appears that unless goals are identified, understood, and appropriately dealt with, the basic function--teaching and learning--cannot be maximally performed.

Peterson (1977) pointed out that, in varying degrees, many colleges and universities now find themselves internally polarized

about their missions. Likewise, large segments of the public are sharply at odds with what they perceive many colleges to be doing. He recognized the internal and external conflicts of the campus over goals and identified five dimensions of such conflicts: (1) academic learning versus vocational preparation, (2) teaching versus research, (3) personal or noncognitive development, (4) equality versus egalitarianism, and (5) diverse forms of public service activities. Peterson also called the need of goal identification a "state of urgency" which is justified on at least four grounds: (1) reaching fiscal accommodations, (2) achieving internal harmony, (3) restoring public confidence, and (4) the necessity for general consensus on basic goals.

Studies have shown that most of the serious problems, conflicting directions, and nonproductive arguments in higher education institutions stem from the failure of the institution to develop, communicate, agree on, and use the stated goals of the academy in planning and allocating available resources efficiently. In colleges and universities where goals are formulated, they are ambiguously phrased, overly general, and, as a consequence, allow for conflicting interpretations and implementation, rendering them devoid of productive results (Cohen & March, 1974). Thus, educational institutions that have not identified and set forth clear and explicit goals are unable to provide the necessary focus and direction needed to achieve their mission.

The Carnegie Commission on Higher Education (1973) assigned the clarification of higher education purposes the highest priority.

According to the Commission's report, higher education has appeared to be changing some of its purposes, to some degree at least, in unwise directions. Academics, as well as the public, have a right--even a duty--to be concerned about changing purposes and the methods to be used in achieving them. The Commission recommended the following purposes for higher education:

1. Advancing the intellectual and professional capacity of individual students within a constructive campus environment
2. Enhancing human capability in society at large through training, research and services
3. Increasing social justice through greater equality of opportunity to obtain an advanced education
4. Advancing learning for its own sake through science, scholarship, and the creative arts, and for the sake of public interest and consumption
5. Evaluating society, for the benefit of its self-renewal, through individual scholarship and persuasion (p. 26)

The report went on to conclude that higher education needs to clarify what it thinks it is about and to place this clarified set of purposes before the nation. It needs to reaffirm its sense of purpose, for its own sake and for the sake of public understanding and assent.

Higher education needs clearer answers to the question of why? A restoration of a sense of confidence and of clear forward motion depends upon the success of such an undertaking. There has been no basic discussion of purposes, engaged in widely within higher education, for a century. There should be some new aspirations, some new visions. (p. 26)

Thus the Carnegie Commission supported the notions that organizational goals in higher education are dynamic and changing, that

goal replacement is an ongoing organizational phenomenon, and that goal clarification is essential for the sake of both the institution and the public.

Although the support of the well-respected Commission for these ideas is unremarkable in the 1980s, it represents considerable change from a few decades ago, when colleges were deliberately clinging to old traditions and resisting change, as keepers of the status quo--and depositories for the history of the society. As change has come about, universities have increased in cost as they have increased in size and scope.

According to Bowen (1980), in 1977 the grand total of costs related to higher education in the United States was about \$85 billion, an amount equal to 5 percent of the gross national product or nearly equal to annual national defense outlays. He added that when an industry reaches such financial magnitude, many people are bound to ask whether the outcomes are worth the cost. Today, this question is being asked with some insistence, not only by the general public, legislators, donors, and parents, but also by students and educators themselves.

Those who wish to hold colleges and universities accountable demand that the outcomes of higher education be identified, measured in dollars and then be compared with the costs. Obviously they are asking a lot, for the outcomes are extraordinarily hard to isolate and measure. Yet, without some reasonably reliable methods of defining and assessing outcomes, all questions related to the efficiency of higher education, all judgments about its progress and all efforts toward rational allocation of resources to the higher education system become futile. (pp. 4-5)

Goal definition, then, is the first step toward outcome assessment and evaluation of other aspects of higher education systems. To do this, as Bowen (1980) suggested, a catalogue of widely accepted goals must be compiled and used as a check list in the study of actual outcomes. At the very least, the list would be a starting point in discovering the outcomes.

Bowen provided such a catalogue through a sampling of the extensive literature on goals for higher education. The goals included in his list, however, described only the final outputs of higher education, not intermediate or supportive goals. Also, they were not specific to any particular institution. The goals listed were related to the three main functions of higher education--teaching, research, and public service--and were of two kinds: goals for individual students, listed under five major areas of responsibility, and goals for society, which included four major areas of responsibility. Because this is the most current, though not the most comprehensive, list, it is of particular interest in the present research and is included in its entirety in Appendix A. It should be mentioned that each of the goals is, to a degree, considered an important responsibility of higher education. But this does not mean that every institution necessarily must pursue every one of the goals or give equal emphasis to all of them. There is room for variety in goals among institutions.

The particular value of Bowen's goals catalogue is that it categorizes the latest thinking and concerns in higher education goals and that Bowen includes the concept of "avoidance of negative outcomes

for society" within the list of possible goals for higher education. However, if Bowen's list is to be used for comprehensive identification of institutional goals, other supportive goals must be added.

Although Gross and Grambsch (1968) are considered to be the first compilers of a useful list of possible goals for higher education institutions, their list is more inclusive than Bowen's, and they have developed an instrument to aid in the process of selecting or identifying an institution's specific goals. Some of the research reviewed later in this study was derived from or used Gross and Grambsch's Academic Administrators and University Goals (1968). A detailed description is included in Appendix B.

The most important attempt to classify the institutional goals of higher education was undertaken by the Educational Testing Service (ETS). Based on the Gross and Grambsch response format, a task group at ETS, chaired by Uhl and including Peterson and others, introduced the Institutional Goal Inventory (IGI) in 1972. Since then, hundreds of colleges and universities have used the IGI for such purposes as accreditation, self-studies, and long-range planning activities.

There are three forms of the IGI:

1. The Institutional Goal Inventory (IGI), which has been used to study universities' goals. The IGI was used in this study and is described in detail in Chapter III.

2. The Community College Goals Inventory (CCGI). The CCGI was adapted from the IGI and was developed in cooperation with the American Association of Community and Junior Colleges to reflect the unique

goals, concerns, and constituencies of community colleges. The CCGI consists of a series of 90 statements of possible community college goals, in which 80 statements are outcome and process goal statements, while 10 are optional goals.

In this instrument, possible community college goals are classified into the following goal areas (ETS, 1983):

Outcome Goals

General Education
Intellectual Orientation
Lifelong Learning
Cultural/Aesthetic Awareness
Personal Development
Human/Altruism
Vocational and Technical Preparation
Developmental and Remedial Preparation
Community Services
Social Criticism

Process Goals

Counseling and Advising
Student Services
Faculty and Staff Development
Intellectual Environment
Innovation
College Community
Freedom
Accessibility
Effective Management
Accountability

3. The Small College Goals Inventory (SCGI). The SCGI, an adaptation of the IGI, addresses the needs of small private, liberal arts colleges. The possible goals of small colleges are divided into three groups and further into 20 goal areas (ETS, 1983):

Student Growth and Development Goals

Academic Development
 Intellectual Skills
 Personal Development
 Ethical and Moral Development
 Cultural and Aesthetic Awareness
 Religious Orientation
 Vocational Preparation
 Preparation for Lifelong Learning
 Self-Understanding
 Interpersonal Skills
 Social and Political Responsibility

Service Goals

Meeting Local Needs
 Assistance for Faculty and Staff
 Continuing Education

Support Goals

Democratic Governance and Freedom
 Campus Community
 Intellectual Environment
 Student Social Environment
 Cooperation with Outside Agencies
 Planning

Through the use of such inventories, it is possible for universities, small colleges, and community colleges to identify their goals, establish priorities among those goals, and give direction to their present and future planning. Further, the perceptions of faculty, administrators, students, alumni, trustees, and many other groups may form the first step in studying effectiveness, in planning and evaluation. To identify institutional goals, the most commonly accepted method is to compile a list of all possible and acceptable goals and then to survey and record the views of the constituencies of

that institution about the relative importance of the possible goals on the list.

In the literature it was found that Gross and Grambsch, in 1968, initiated the first list and instrument for identifying the goals of higher education. However, the Institutional Goals Inventory developed by ETS, and other inventories adapted from it, have been found to be the most efficient and widely used instruments.

Related Studies

In this section, related studies are reviewed. Major research on college and university goals before 1970 is presented first. Studies on institutional goals since 1970 follow.

Research on College and University Goals Before 1970

The work of Gross and Grambsch (1968) easily stands as the most significant early effort to examine the nature and structure of university goals. In 1964, they surveyed samples of faculty and administrators at 68 nondenominational Ph.D.-granting universities in the United States. Gross and Grambsch used an inventory consisting of 47 goal statements, of which 17 dealt with output goals and the rest with support goals, as previously described. Based on 51 and 40 percent return rates for faculty and administrators, respectively, the ten top goals of American universities, in rank order, were to:

1. protect faculty's right to academic freedom
2. increase or maintain the prestige of the university

3. maintain top quality in those programs felt to be especially important
4. ensure the continued confidence and hence support of those who contribute substantially to the finance and other material resource needs of the university
5. keep up-to-date and responsive
6. train students in methods of scholarship, scientific research and creative endeavor
7. carry on pure research
8. maintain top quality in all programs
9. ensure favor of validating bodies
10. ensure efficient goal attainment (p. 28)

The ranking of preferred goals yielded the following result:

1. protect the faculty's right to academic freedom
2. train students in methods of scholarship and scientific research
3. produce a student who has had his intellect cultivated to the maximum
4. maintain top quality in all programs engaged in
5. serve as a center for the dissemination of new ideas
6. keep up-to-date and responsive
7. maintain top quality in those programs felt to be especially important
8. assist students to develop objectivity about themselves and their beliefs
9. ensure efficient goal attainment
10. protect students' right of inquiry

Comparison of both perceived and preferred goals indicates that, in addition to the consistent concern about the academic freedom

of faculty, the study results indicated that goals relating to students were not a high priority in practice although the preference was for greater emphasis on student-centered goals. This may help explain the students' complaint during the 1960s that universities gave little attention to their interests. The study also clearly indicated that administrators and faculty members tend to see eye-to-eye to a much greater extent than is commonly supposed.

In a second study of a group from the Bureau of Applied Social Research at Columbia University, Nash (1968) sent a form containing 64 goal statements to the academic deans at every college in the country. The deans indicated the extent to which their colleges emphasized each goal. In general, the results demonstrated that different goals existed for different types of institutions, although some goal statements had universal emphasis. Such universal goals were (1) to improve the quality of instruction, (2) to increase the number of books in the library, (3) to provide a basic liberal education, (4) to induce students to develop all of their human potential, and (5) to increase resources at the institution.

In a study sponsored by the Danforth Foundation in 1969, the Gross and Grambsch Questionnaire was revised for application to private liberal arts colleges. The form was administered to the administrators, a 20 percent sample of faculty, and 100 students at 14 liberal arts colleges. It was found that

1. Great emphasis was placed on teaching and student-oriented activities, with little emphasis on research and research-related activities.

2. Significant agreement among administrators, faculty, and students existed on most matters relating to college goals and governance.
3. Marked differences existed in perceived goals and preferred goals, although administrators, faculty, and students shared common views on many desired changes.
4. Governance revolved around the administrators to a very large extent.

The goal to "ensure confidence of contributors" was seen as the most important existing goal by both faculty and students; as a preferred goal, it was ranked 22 and 36 by faculty and students, respectively.

In his questionnaire and interview study of "Institutional Character" in eight colleges and universities, Martin (1969) found generally little serious concern about institutional goals, although there were substantial differences in this regard between newer and older institutions. Seventy-three percent of the faculty respondents at the newer colleges, compared with 6 percent at the older institutions, reported that institutional objectives were discussed at length when they considered joining the faculty. Entering students were found to know little about their colleges' philosophy.

Research on the Institutional Goals Since 1970

In 1971, Gross and Grambsch (1974) conducted a replication of their 1964 study to determine what changes in goal perceptions, organizational structures, and power arrangements had taken place during the seven-year interval. In general, very little change in goal beliefs was found in the follow-up study.

In spring 1971, Bushnell (1973) obtained goal ratings from 2,500 faculty, 10,000 students, and 90 presidents of a nationwide sample of 92 public and private two-year colleges. Twenty-six items from the preliminary IGI were used, with a slightly modified response format. Bushnell found that

there is a high degree of consensus among community junior college administrators, faculty and students on the major goals to be served by their colleges. Differences do occur, however. Presidents emphasize responding to community needs; faculty place greater stress upon the student's personal development; and students press for more egalitarian goals, like the concept of "open door" and extending financial aid. (p. 63)

Comparing his findings to Gross and Grambsch's, Bushnell concluded that community college presidents give greater weight to student-centered goals than do university administrators.

Peterson (1973) surveyed 116 colleges in California. The study was sponsored by the California legislature and carried out in 1972. The IGI was used to survey a sample of students, faculty members, administrators, trustees, and the general public. Among other things, the study revealed:

1. The students rated career preparation and academic development as their top goal preferences.
2. Faculty members gave high ratings to intellectual and aesthetic environment and lower ratings to accountability and efficiency.
3. Administrators were in agreement with faculty in most of the goal areas except that they gave student and faculty participation in institutional decision-making a lower rating.
4. The trustees and other members of the public preferred vocational preparation, individual development, accountability, and efficiency to be the top goals of the institution. This group of respondents also gave lower ratings to freedom, off-campus

politics, presentation of unpopular ideas in the classroom, and freedom of students and faculty members to choose their own life style.

The Peterson study showed a higher correlation among the private college respondents than among those at state-supported institutions. Peterson contended that reevaluation of institutional goals is a step in the right direction toward better functioning of the academy. He emphasized that when individuals participate in formulating institutional goals, they are more committed to supporting and accomplishing them. He stated,

Off-campus constituencies, individuals and potential financial supporters will be more likely to accept and support an institution with enthusiasm if they see its goals and priorities are sufficiently operational, reasonably clear and verifiable, adequately meaningful to them, and also in substantial degree relevant to them. (p. 33)

Another study related to goals was conducted in winter 1972-73 by Bayer (1973). A 16-part question about institutional goals was included in a comprehensive questionnaire completed by over 42,000 teaching faculty at a representative national sample of 301 colleges and universities. The respondents were asked to rate the importance of given goals, and the results were presented separately by sex, within types of institutions (two-year colleges, four-year colleges, and universities). The goal most frequently cited as essential or very important in the two senior categories was "to master knowledge in a discipline." Among the two-year college faculty, 88 percent indicated "to prepare students for employment after college," and 85 percent cited "to provide the local community with skilled human resources." "To develop the ability to think clearly" ranked second in both senior

segments, with 80 and 79 percent, respectively. University faculty, compared with the others, more often rated their institutions lower on the various noncognitive goals. Women faculty, more often than men, gave their institutions high ratings on all the goals. Sex differences were largest for the noncognitive goals.

Romney (1978) conducted a study in 1976 that was designed to identify the preferred goal areas and measures of progress most generally acceptable to 45 American colleges and universities. He questioned 133 trustees, 417 administrators, and 600 faculty members. Six types of institutions were represented: 7 public universities granting doctorate degrees, 3 private universities granting doctorate degrees, 9 public comprehensive colleges and universities, 12 liberal arts colleges, and 10 two-year colleges and institutions. The study used the IGI. The results of the study showed that:

1. "Academic development" was the highest preferred goal at all types of institutions except the two-year colleges, which rated "vocational preparation" as their number one preferred goal.
2. "Intellectual orientation" and "individual personal development" were ranked second or third at all types of institutions, except at the two-year colleges where they ranked "meeting local needs" and "social egalitarianism" as second and third, respectively.
3. Public and private doctorate-granting universities ranked "advanced training and research" higher than other institutions.
4. All types of institutions ranked freedom, community and innovative climate goals among the top ten goals.

The five highest goal priorities among the respondent groups were as follows. They are in rank order.

Trustees: vocational preparation, community, individual personal development, accountability, academic development.

Administrators: academic development, community, intellectual orientation, individual personal development, innovative climate.

Faculty: academic development, community, intellectual orientation, freedom, intellectual aesthetic environment.

In analyzing the preferences of the respondent groups, the researcher revealed that a high degree of congruity existed among them. However, trustees rated students' scholarly work and academic freedom lower than did faculty and administrators. Administrators rated academic development, accountability, and efficiency lower than did the faculty and trustees. In general, the three groups had similar perceptions.

In 1976, Kashmeeri (1977) conducted research on college and university goals in Saudi Arabia. The study was designed to determine if significant differences existed among students, faculty, and administrators at three Saudi universities concerning their perceptions about the institutions' goals, as measured by a modified IGI. A sample of 225 students, 157 faculty, and 56 administrators was selected. The multivariate analysis of variance, the univariate F-test, and the one-way analysis of variance techniques were used in the data analysis.

Results of the study indicated that:

1. The three universities differed significantly (.05 level of significance) on 17 of the 20 goal areas. Although there are apparently significant differences among the three universities, "the fact is that the difference is on the part of the students only; faculty and administrators do not differ significantly." (p. 82)
2. While the results rejected the null hypothesis, "there is no significant difference in goal perceptions among faculty,

administrators and students." The researcher indicated that "a large degree of agreement" was found between faculty and administrators. (p. 82)

3. There were no significant differences in the perceived importance of institutional goals between Saudi and non-Saudi faculty members in the three institutions.
4. The University of Petroleum academic community seemed to perceive the following areas as the most important goals of the institution:
 - a. individual personal development
 - b. human altruism
 - c. cultural and aesthetics
 - d. vocational preparation
 - e. advanced training
 - f. research
 - g. meeting local needs (pp. 80-81)
5. King Abdulaziz and King Saud University academic communities seemed to perceive the following areas as the most important goals of those institutions:
 - a. social, egalitarianism
 - b. democratic governance
 - c. intellectual and aesthetic environment
 - d. innovation
 - e. off-campus learning
 - f. accountability and efficiency (p. 81)

The design of this study, the data analyses and reporting, and the statistical methods used make it impossible to know the priorities or relative importance attached to specific goal areas at each institution or by each respondent group.

Iruka (1980) conducted a study about the goals of higher education in Imo-State, Nigeria, in which the IGI was administered to 200 students, 100 faculty members, 39 academic administrators, and 36 government educational officials. The study was designed, among other aims, to determine the perceptions, preferences, and priorities of these groups concerning the goal areas.

General findings of the study indicated that significant differences existed between the groups.

1. Significant differences existed among the groups with respect to their perceptions and preferences. Such differences with regard to perceived responses were found at the .05 and .01 levels among the groups for the goal areas of "Individual Personal Development" and "Research."
2. Significant differences with respect to preferred responses were found at the .05 and .01 levels among the respondent groups for the goal areas of "Academic Development," "Cultural and Aesthetic Awareness," "Traditional Religiousness," "Vocational Preparation," "Social Egalitarianism," "Intellectual and Aesthetic Environment," "Innovative Climate," and "Advanced Training."
3. Findings of the study showed that more significant differences existed between students and academic administrators than between the other groups. Faculty and academic administrators exhibited close agreement with regard to their perceptions and preferences. (pp. 2-3)
4. The study indicated that the major present (perceived) goals of higher education in Imo-State (Nigeria) according to their rank order of importance were:
 - a. Academic Development
 - b. Intellectual Orientation
 - c. Individual Personal Development
 - d. Community
 - e. Vocational Preparation
 - f. Human and Altruism
 - g. Public Service
 - h. Accountability and Efficiency
 - i. Advanced Training
 - j. Intellectual and Aesthetic Environment
 - k. Meeting Local Needs
 - l. Innovation Climate
 - m. Democratic Governance
 - n. Social Criticism and Activism (p. 62)

The study showed that institutions tended to place a high priority on outcome goal areas and a low priority on supportive goal areas. Also, all goal areas were rated as of "medium" or "low" importance.

5. According to the means of the ratings by the respondents, "Individual Personal Development," "Vocational Preparation," and "Community" were the top-ranked preferences of goal areas. (p. 76)

In 1981, a project on university goals was initiated at the University of Alberta (Konrad, 1983). The study was designed to ascertain the goals of Canadian universities as perceived by presidents and board chairmen, to compare their perceptions of existing and preferred goals, and to compare perceptions by respondent position and by region, age, and size of university.

The Canadian edition of the IGI was used in the survey. A French version was used for the Francophone institutions in Quebec and New Brunswick. Questionnaires were mailed to all presidents of public degree-granting universities in Canada, and usable returns were received from 38 presidents and 16 board chairmen. The findings of this study indicated that:

1. The traditional outcome goals of a university were not rated highly in this study; generally process goals were perceived more highly than outcome goals on both existing and preferred dimensions.
2. When all goal areas were combined, the top-ranked goal was "Institutional Reputation," followed closely by "Community." Presidents and board chairmen appeared most concerned with how universities were perceived in society. The high emphasis upon community within the university suggested a strong concern for institutional functioning.
3. When only outcome goals were considered, the order of emphasis was first upon teaching-related goals, then on research, and finally upon public service.
4. Presidents and board chairmen believed that Canadian universities should place greater importance on all goal areas than at present.

5. A great deal of consensus among respondents regarding the importance of Canadian university goals was found. Only a few differences in goal perceptions among respondents were related to their position, or to the region, age, and size of the university. (p. 14)

Theoretical Framework of the Study

In any study, underlying assumptions exist to form a framework of theory upon which the study relies. This particular study was based on the theories of several writers and researchers in the general field of organizational study, such as Talcott Parsons, Herbert Simon, and Amitai Etzioni, as well as a number of others whose specialty is higher education. Attention is given only to the segments of those theories that deal directly with institutional goals.

Goal is a central concept in the study of organizations. Parsons (1960) indicated that an organizational goal is the state of affairs that the organization is seeking to realize. Thus, one cannot fully understand an organization without a study of its goals. He went on to declare that goal attainment becomes the central focus for the organization and gives direction to organizational activities. Also, he said that some goals may be attained and some may not. It follows that success or lack of success in goal attainment becomes one of the major vehicles for evaluating an organization.

Both Parsons and Etzioni (1961) defined organization as a social unit deliberately constructed and reconstructed to seek specific goals. Thus, goals are seen to be the reasons for which the organization exists. Goals, then, are the defining characteristics of an organization which distinguish it from other types of social systems

(Parsons, 1956). Simon (1976) also indicated that "most organizations are oriented around some goal or objective which provides the purpose toward which the organization's decisions and activities are directed" (p. 112). Thus, it seems that there is general agreement among these theorists that an organization has a goal or goals that it exists to serve and realize. While there is no consensus about viewing the university as an organization, Gross and Grambsch (1968) emphasized the organizational as opposed to academic aspects of higher education. They pointed out, "Our basic premise is that, contrary to the common belief that the university has grown haphazardly, the university is an organization with organizational goals, including the maintenance activities" (p. 4). Thus, they viewed the university as a large, complex organization that has a large number of goals. Also, they indicated that the university engages in a great many activities without thinking of them as goals.

In spite of the great amount of theory and research about formal organizations, surprisingly little attention has been given to defining clearly what is meant by a goal in the first place (Simon, 1976). However, Etzioni (1964) defined an organizational goal as "a desired state of affairs which the organization attempts to realize" (p. 6), but this formulation raises the question of whose state of affairs it is that is desired.

Theoretically, there could be as many desired states for the organization as there are persons in it (Gross & Grambsch, 1968, p. 5). Thompson and McEwan (1958) attempted to define goals in terms of system

linkages. They saw a goal as involving some type of output to a larger society. In this sense, organizations are always subsystems, the goal of one subsystem being a means or input to another. Such an approach emphasizes the relation of organizations to one another and to the surrounding society. However, the main drawbacks to this approach are that (1) it limits the freedom of those within the organization in setting its goals, (2) such an emphasis tends to underestimate the contribution of rational decision makers in choosing goals, and (3) because organizations have a great many outputs, both intended and unintended, it is hard to single out certain kinds of outputs as the goals of the organization (Gross & Grambsch, 1968).

All the concepts discussed so far have touched on the elements of a definition of goals. Goals exist in someone's mind, and they involve the relationship between an organization and its situation.

Simon (1961) emphasized the centrality of organizational goals to the study of organization, pointing out that "few discussions of organization theory manage to get along without introducing some concepts of organizational goal." He argued that goals are critical to any detailed study of organizational theory and administrative behavior. For Perrow (1961), more studies of organizational goals are needed. He emphasized that for a full understanding of organizations and behavior of their personnel, analysis of organizational goals seems to be critical.

Etzioni (1964) pointed out that the goals of organizations serve many functions:

1. They provide orientation by depicting a future state of affairs which the organization strives to realize. Thus, they set down guidelines for organizational activities.
2. Goals constitute a source of legitimacy which justifies the activities of an organization and its very existence.
3. Goals serve as standards by which organizational success can be assessed.
4. Goals also serve as measuring rods for the student of organization who tries to determine how well the organization is doing. (p. 5)

It seems clear that goal study is central to understanding many aspects of the university as a complex organization and that, to serve those purposes mentioned above, goals must be clearly identified and defined.

Simon and March (1958) pointed out that organizational goals are characteristically dynamic and changing. This view was also shared by Thompson and McEwen (1958), who viewed the setting of goals, not as a static element, but as a necessary and recurring problem facing any organization. Thus goals are seen as dynamic variables. They pointed out that:

Because the setting of goals is essentially a problem of defining desired relationships between an organization and its environment, change in either requires review and perhaps alteration of goals. Even where the most abstract statement of goals remains constant, application requires redefinition or interpretation as changes occur in the organization, the environment, or both. (p. 23)

Accordingly, it seems that the university as a social and complex organization, experiencing many changes within its walls and operating in an environment of changing demands, must continuously reappraise its goals if it is to assure the realization of its goals

and the ability to control the environmental variables that affect them. Corson (1975) said: "University goals have never been stable, they tend to change from time to time following the influence of outsiders such as alumni, donors, agricultural and business interests, government and students" (p. 90). These influences, demands, and changes create the atmosphere that results in organizations, especially in higher education, legitimately serving multiple goals, often at the same time.

Etzioni (1964) believed that within multipurpose organizations such as universities, goals can be in conflict and create serious organizational problems. He pointed out that the various goals often make incompatible demands on the organization. There may be conflict over the amount of means, time, and energy to be allocated to each goal. Consequently, establishing goal priorities may help relieve such conflict. In this regard he suggested that "the establishment of a set of priorities, which clearly defines the relative importance of the various goals, reduces the disruptive consequences of such conflicts, though it does not eliminate the problem" (p. 15).

This seems to imply that establishing goal priorities will have positive administrative and organizational results for the university. It also implies that such situations call for constant study of organizational goals with focus on goal priorities and on the relative importance attached to goals by the organization's constituencies.

Etzioni (1964) distinguished between stated goals and real goals. Real goals are

those future states toward which a majority of the organization's means and the major organizational commitments of the participants are directed, and which, in cases of conflict with goals which are stated but command few resources, have clear priority. (p. 7)

He rejected the stated goals because they are usually meant only for public consumption. It seems clear that the stated goals of an organization may not represent its actual or real goals and that studies should be conducted to find out what the real goals are.

Another classification of goals was suggested by Perrow (1961). According to him, the types of goals most relevant to understanding organizational behavior are not the official goals, which are the general purposes of the organization as set forth in the charter, but those that are embedded in major operating policies and the daily decisions of the personnel (the operative goals). Thus Perrow introduced the operative goals as a major variable in understanding organizations and at the same time pushed aside the "official" goals as Etzioni did the "stated" goals. Stated differently, both Etzioni and Perrow emphasized the importance of understanding organizational behavior through its "real" or operative goals, which are more likely to represent the true situation in the organization. This implies, however, that studies should be conducted to distinguish between the real (operative) and stated (official) goals.

An important concept in the study of organizational goals is that of output and support goals, which were introduced by Gross and Grambsch (1968). They defined output goals as those that are manifested in a product of some kind. Support goals were defined as those that are the ends of persons responsible for the maintenance activities

(e.g., adaptation, integration, position, tension-management). Another concept of relevance to the study is "intentions," which Gross and Grambsch defined as what participants see the organization trying to do: what they believe its goals to be, what direction they feel it is taking as an organization. Thus it becomes widely accepted practice for the student of institutional goals to identify both types of goals. Further, most studies that have been conducted on institutional goals since 1966 used this concept to identify the perceived and preferred goals of the participants.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This research was designed to identify and compare the present and preferred institutional goals at Saudi Arabian universities, as viewed by the Saudi faculty members, academic administrators, and university supreme councilors at major Saudi universities. This chapter describes the methodology used in this inquiry, including the population, instrumentation, data collection, research questions, and data analysis.

Population of the Study

This study was designed to investigate goal perceptions and preferences at Saudi universities. Three major universities, out of seven, were selected because of geographical location (each university is located in a different region of Saudi Arabia): King Saud University (KSU) in the Central Province, King Abdulaziz University (KAU) in the Western Province, and the University of Petroleum and Minerals (UPM) in the Eastern Province. In addition, two of these institutions (KSU and KAU) are characterized by a diversity of fields of study and degrees and by having more than one campus, while the third (UPM) is an example of a "small and specialized scientific-oriented institution." A final consideration was that all three universities are adopting the

Western educational system and represent models that other Saudi universities follow and imitate.

The target population of this study comprised all university supreme councilors, academic administrators, and Saudi faculty members at the three selected universities. Since the total target population was not large, and to avoid possible deficiencies that might result from sampling, it was decided that the total population would be the subjects of the study. The population thus comprised 766 participants, of whom 450 were faculty members, 253 were academic administrators, and 63 were university supreme councilors. Table 3.1 shows the number of subjects in each group, the number of usable responses, and the response percentage by group. The distribution of the subjects by university is presented in Table 3.2.

Table 3.1.--Total subjects by group, usable responses, and response percentage for each group.

Subject Group	Number of Subjects	Usable Responses	Percent of Response
Faculty members	450	237	52.7
Academic administrators	253	156	61.7
University supreme councilors	63	35	55.6
Total	766	428	55.9

Table 3.2.--Number of subjects, usable responses, and percentage of response by university.

University	Number of Subjects	Usable Responses	Percent of Response
King Abdulaziz University	250	141	56.4
King Saud University	430	227	52.9
University of Petroleum and Minerals	86	60	69.8
Total	766	428	55.9

Instrumentation

The review of contemporary literature resulted in the identification of a number of the major goals of higher education. It was observed that those major goals were included in the Institutional Goal Inventory (IGI) developed by Peterson and Uhl under the sponsorship of the Educational Testing Service in 1972. The theoretical framework of the instrument consists of 20 goal areas divided into two categories:

- A. Outcome Goal Areas--the collective activities of a given institution as it attempts to carry out its various commitments reflected in some products, skills, and service to community or society. (Bushnell, 1973, p. 49)
- B. Process Goal Areas--a variety of activities designed to help the institution function in its environment, while at the same time facilitating its achievement of the outcome goal areas. (Bushnell, 1973, p. 48)

The instrument itself contains 90 goal statements, with four goal statements relating to each of 20 goal areas and ten miscellaneous goal statements. In addition, it provides for the option of ten local

goal statements. Each goal statement has possible responses ranging from 5 (of extremely high importance) to 1 (of no importance). The respondent is asked to make two judgments for each goal statement:

1. How important the goal presently IS in the institution
2. How important the goal optimally SHOULD BE in the institution
(See Appendix C.)

The IGI has been used extensively on a scale large enough and representative enough, in type of institution and constituent groups sampled, to yield useful comparative data. Since its publication in 1972, the IGI has been used in hundreds of colleges and universities in the United States and elsewhere. It has been translated into French, Spanish, and even Arabic and Thai. Permission to use the instrument and to make the necessary modifications was sought from and granted by the Educational Testing Service (Appendix D). When permission was received, it was learned that the Arabic translation of the IGI is available through the University of Oklahoma. The Arabic version was obtained and used in this study after making some minor modifications (see Appendix C). The final form of the questionnaire used in this study contained 106 questions: 80 questions related to the 20 goal areas, with 4 questions relating to each goal area; 10 miscellaneous questions related to a variety of individual goals; 9 questions related to local goals; and 7 questions concerning the background of the respondents (Appendix C). A copy of the proposal was sent to the University Committee for Research Involving Human Subjects (UCRIHS) at Michigan State University, which reviewed the proposal and granted approval to conduct the project (Appendix D).

The 20 goal areas of the IGI, after modification, were as follows:

A. Outcome Goal Areas

1. Academic Development--This goal area concerns acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus (Questions 1, 4, 6, and 9).
2. Intellectual Orientation--This goal area relates to an attitude about learning and intellectual work. It means familiarity with research and problem-solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning (Questions 2, 5, 7, and 10).
3. Individual Personal Development--This goal area means identification by students of personal goals, development of means for achieving them, and enhancement of sense of self-worth and self-confidence (Questions 3, 8, 11, and 13).
4. Humanism/Altruism--This goal area reflects a respect for diverse cultures, commitment to working with world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally (Questions 14, 17, 20, and 23).
5. Cultural/Aesthetic Awareness--This goal area entails a heightened appreciation of a variety of art forms, required

study in the humanities or arts, exposure to forms of Arabic art, and encouragement of active student participation in artistic activities (Questions 15, 18, 21, and 24).

6. Traditional Religiousness--This goal area is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental--in short, traditional rather than secular or modern (Questions 16, 19, 22, and 25).
7. Vocational Preparation--This goal area means offering specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning (Questions 26, 30, 36, and 38).
8. Advanced Training--This goal area can be most readily understood simply as the availability of postgraduate education. It means developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas (Questions 27, 31, 32, and 41).
9. Research--This goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research (Questions 28, 34, 35, and 37).

10. Meeting Local Needs--This goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community service activities (Questions 29, 33, 38, and 40).
11. Public Service--This goal area means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs (Questions 44, 47, 50, and 51).
12. Social Egalitarianism--This goal has to do with open admissions and suitable education for all admitted, providing educational experiences appropriate to women and to those living in remote areas, and offering remedial work in basic skills (Questions 42, 45, 48, and 52).
13. Social Criticism/Activism--This goal area means providing criticism of prevailing Saudi values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in Saudi society, and being engaged, as an institution, in working for basic changes in Saudi society (Questions 43, 46, 49, and 53).

B. Process Goal Areas

14. Freedom--This goal area is defined as protecting the rights of faculty to present varied ideas in the classroom, not preventing students from hearing diverse points of view, placing no restrictions on off-campus activities by faculty or students, and ensuring faculty and students the freedom to choose their own lifestyles (Questions 54, 57, 60, and 63).
15. Democratic Governance--This goal area concerns decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance, opportunity for individuals to participate in all decisions affecting them, and governance that is genuinely responsive to the concerns of everyone at the institution (Questions 55, 58, 61, and 64).
16. Community--This goal area is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and academic administrators (Questions 56, 59, 62, and 65).
17. Intellectual/Aesthetic Environment--This goal area refers to a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual

and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus (Questions 66, 69, 73, and 76).

18. Innovation--This goal area is defined as a climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations; and more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance (Questions 67, 70, 74, and 77).
19. Off-Campus Learning--This goal area includes time away from the campus in travel, work study, trips, etc.; study on several campuses during undergraduate programs; awarding degrees for supervised study off campus; and awarding degrees entirely on the basis of performance on examinations (Questions 68, 72, 75, and 78).
20. Accountability/Efficiency--This goal area is defined to include the use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that an institution is achieving its stated goals (Questions 79, 81, 83, and 87).

Data Collection

To ensure the accuracy of data collection, the following procedures were followed:

1. A letter was sent by the academic advisor to Umm Al Qura University (the researcher's sponsor) through the Saudi Arabian Educational Mission in the United States, to obtain permission for the researcher to collect the data in Saudi Arabia (Appendix D).
2. Upon arriving in Saudi Arabia in July 1984, the researcher contacted his university sponsors to secure the financial resources required for the study and to have letters from the president of his university sent to the presidents of the universities selected for the study, requesting their assistance in administering the questionnaire in their universities and in gathering the necessary data (Appendix D).
3. The participating universities were visited by the researcher to arrange for distribution of the research instrument and to obtain complete lists of the participants.
4. Arabic copies of the questionnaire and a cover letter signed by the vice-presidents of each participating university were prepared.
5. On October 14, 1984, research instruments were distributed at King Saud University according to the list obtained from that institution. Each participant received an envelope that included the cover letter and a copy of the questionnaire through their departments. Participants were asked to return completed questionnaires to their respective departments within ten days. The university supreme

councilors who worked outside the university were asked to return their completed questionnaires to the vice-president's office. Following the same procedure, research instruments were distributed to the University of Petroleum and Minerals on October 22, 1984, and to King Abdulaziz University on November 5, 1984.

6. Ten days after the distribution of the research instrument to each university, the researcher visited each university, where he found that the rate of return was about 5 percent. Accordingly, a follow-up letter was sent to each participant since there was no way of knowing who had responded and who had not. A week later the response increased to 10 percent.

7. Because the return rate was so low, the researcher appealed to the deans of each college seeking help and advice. As a result, some deans sent letters to their chairpersons asking them to encourage faculty members to return their completed questionnaires. Extra copies of the questionnaires were also distributed to each department to be available for those who might have lost or misplaced their copies. As a result of these efforts, the response rate increased to about 25 percent.

8. The office hours, room numbers, and telephone numbers of each participant were then obtained, and a personal call or visit was made to each participant in a further effort to increase response. The secretaries of each department were also directed by their chairpersons to conduct telephone follow-ups to encourage faculty members to return their completed questionnaires. In the course of the researcher's

endeavors to encourage the rate of return, it was found that the personal contact was the most beneficial way to encourage response, although this procedure required considerable time and effort.

9. Before leaving each university, an address was provided to those who promised to complete the questionnaires later and send them on.

10. By December 10, 1984, the rate of response had risen to 55.9 percent. Since it was concluded that it was unlikely further efforts would increase this rate, the researcher returned to the United States for data analysis and to complete the research.

Research Questions

The study was intended to answer the following questions:

1. What are the present goals of the major Saudi universities as perceived by their combined supreme councilors, academic administrators, and Saudi faculty members?
2. What are the preferences of the combined university supreme councilors, academic administrators, and Saudi faculty members concerning the goals?
3. What discrepancies exist between the present and preferred goals?
4. What is the relative importance of goal perceptions and goal preferences of each of the three major Saudi universities?
5. What are the perceptions and preferences of the university supreme councilors in the major Saudi universities concerning the goal areas?

6. What are the perceptions and preferences of the academic administrators in the major Saudi universities concerning the goal areas?

7. What are the perceptions and preferences of the Saudi faculty members in the major Saudi universities concerning the goal areas?

8. Are there significant differences in perceptions and preferences concerning the goal areas between pairs of respondent groups?

9. Based on the perceptions and preferences of the above constituents, what are the identified priorities among the institutional goals in the major Saudi universities?

Procedure for Analysis and Treatment of Data

The intention of this study, generally stated, was (1) to determine both the IS and SHOULD BE goals of the Saudi universities, (2) to determine the relative importance given to both IS and SHOULD BE goals at each university included in the study, (3) to determine the relative importance given by each respondent group to IS and SHOULD BE goals, (4) to determine whether significant differences existed between pairs of groups in their ratings of IS and SHOULD BE goals, and (5) to explore the priorities put on goals in those major universities.

Data needed for answering the research questions were obtained from Saudi faculty members, academic administrators, and university supreme councilors using the modified IGI. The questionnaires were

coded and key-punched onto machine punch cards. Then the data were analyzed using the following statistical methods.

1. Descriptive Statistics

- a. The means and standard deviations of the 99 goal statements were calculated.

- b. The 20 goal area means and standard deviations were calculated. A given goal area mean was simply the average of the means of the four goal statements comprising that goal area. A given goal area standard deviation was obtained by first calculating each individual's mean response to the four statements comprising that goal area and then calculating the standard deviation of all the individual means.

- c. The 20 goal areas and the 19 local and miscellaneous goals were rank ordered according to IS and SHOULD BE means, starting in both cases with the highest mean. (This procedure was used to answer Questions 1 and 2.)

- d. The discrepancies between IS and SHOULD BE (total group) were determined. The 20 goal areas were rank ordered according to the size of discrepancy or gap between the mean SHOULD BE response and the mean IS response based on total group responses. The goal area leading the list was the one having the largest SHOULD BE - IS discrepancy. This procedure was used to answer Question 3.

- e. The relative importance given to the 20 goal areas at each university was determined by ranking those areas according to their means. Those means were based on the rating of the 20 goal areas by

each university's respondents. (This procedure was used to answer Question 4.)

f. The means and standard deviations for each group of Saudi faculty members, academic administrators, and university supreme councilors, relative to perceived and preferred goals, were calculated and, based on those means, goal areas were rank ordered for each subgroup. (This procedure was used in answering Questions 5, 6, and 7.)

g. The rank order obtained in Step f was used to identify the priorities of the institutional goals in the major Saudi universities (Question 9).

2. Inferential Statistics

a. One-way analysis of variance was conducted to determine if significant differences existed among the groups with respect to their perceptions of how important the goal areas are.

b. One-way analysis of variance was used to determine if significant differences existed among the groups with respect to how important they believed the goal areas should be.

c. One-way analysis of variance of the mean discrepancy (between IS and SHOULD BE) for faculty, academic administrators, and supreme council members was calculated to determine the significance of differences in the discrepancies among groups.

d. A simple rank-order correlation of the ranking of the 20 goal areas by grouped pairs was calculated to determine the level of agreement or disagreement in the ranking of goal areas.

e. The Scheffe post hoc test was used to determine among which groups, if any, there were significant differences in the perceptions of goals and preferences of goals.

f. Analysis of variance (ANOVA) was also administered to determine any significant differences in goal perceptions and preferences between pairs of groups.

Statistical significance was determined at both the .05 and .01 levels. The standard IGI profile charts are used in presenting some of the results.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE FINDINGS

This chapter is devoted to the presentation and analysis of the data gathered in this study. First, the characteristics of the respondents are described, and then the study findings are presented and discussed. The presentation of the findings follows the organized framework provided by the nine research questions. That is, starting with Question 1, after the brief section of demographic data, each question is restated and followed by a discussion of the findings.

Respondents' Characteristics

Initial demographic information elicited by the research instrument revealed that from a total of 428 respondents, there were 237 faculty members, 156 academic administrators, and 35 university supreme councilors. Of the total respondents, 20.5 percent majored in biological sciences, 13.6 percent in physical sciences, 2.8 percent in mathematics, 12.6 percent in social sciences, 11.7 percent in humanities, 0.9 percent in fine and performing arts, 6.8 percent in education, 6.1 percent in business, 19.9 percent in engineering, and 5.1 percent in other majors.

Classification of respondents according to their academic rank showed that 67.8 percent were assistant professors, 18.0 percent were

associate professors, and 11.7 percent were professors. These individuals had a Ph.D. degree or its equivalent. The remaining 2.5 percent were either university supreme councilors appointed from outside the universities or lecturers holding an academic administration position and having a B.A. or an M.A. degree.

The data revealed that 3.0 percent of the respondents were ages 20-29, 61.9 percent were 30-39, 29.9 percent were 40-49, 4.4 percent were 50-59, and only 0.7 percent were over 70 years of age. Most respondents had been graduated from universities in other countries; only 1.9 percent had graduated from Saudi universities, 7.2 percent from other Arab universities, 61.7 percent from American universities, 28 percent from European universities, and 1.2 percent from other universities. In contrast, the distribution of respondents by nationality indicated that 84.7 percent were Saudi citizens and 15.4 percent were non-Saudis.

The Study Findings

Current (IS) Goals of Saudi Universities

The first research question was:

What are the present goals of the major Saudi universities as perceived by their combined supreme councilors, academic administrators, and Saudi faculty members?

To answer this question, the respondents were asked to rate the degree of importance their institutions presently placed on the goals in the Institutional Goal Inventory (IGI) list. The rating scale included options ranging from "no importance or not applicable," which was assigned a value of 1, to "extremely high importance," which was

assigned a value of 5. That is, each goal had a mean range from 1 to 5, and its importance was determined according to the following distributions:

1. of no importance or not applicable if it had a mean of 1.5 or less
2. of low importance if it had a mean of 1.51-2.50
3. of medium importance if it had a mean of 2.51-3.5
4. of high importance if it had a mean of 3.51-4.5
5. of extremely high importance if it had a mean of 4.51 or above

Goals were rank ordered according to their means. A goal that was at the top of the list was the one that had the highest mean and was considered to have the highest priority or relative importance.

Data required to answer Research Question 1 were of two categories: (1) perceived (IS) goal areas and (2) perceived (IS) local and miscellaneous goals.

Perceived (IS) goal areas of Saudi universities. Table 4.1 presents ratings of the current goal areas at Saudi universities, ranked by their means. Examination of this table reveals that the top ten perceived goal areas were Advanced Training, which was perceived as goal area one, followed by Traditional Religiousness, Academic Development, Meeting Local Needs, Research, Accountability and Efficiency, Intellectual and Aesthetic Environment, Vocational Preparation, Community, and Freedom. The lowest rankings were given to Off-Campus Learning, Cultural and Aesthetic Awareness, Social Criticism and Activism, and Humanism and Altruism.

Table 4.1.--Perceived (IS) goal areas of Saudi universities, rank ordered by IS means (total group).

Rank	Goal Area ^a	N	Mean	SD
1	Advanced Training (O)	428	3.22	.76
2	Traditional Religiousness (O)	428	3.08	.84
3	Academic Development (O)	427	2.96	.63
4	Meeting Local Needs (O)	428	2.90	.69
5	Research (O)	428	2.88	.76
6	Accountability and Efficiency (P)	428	2.82	.71
7	Intellectual and Aesthetic Environment (P)	428	2.82	.79
8	Vocational Preparation (O)	428	2.73	.74
9	Community (P)	428	2.69	.87
10	Freedom (P)	428	2.59	.81
11	Innovation (P)	427	2.52	.73
12	Public Service (O)	427	2.50	.77
13	Social Egalitarianism (O)	427	2.49	.71
14	Democratic Governance (P)	427	2.48	.84
15	Intellectual Orientation (O)	426	2.48	.73
16	Individual Personal Development (O)	427	2.48	.80
17	Humanism and Altruism (O)	428	2.39	.83
18	Social Criticism and Activism (O)	428	2.37	.81
19	Cultural and Aesthetic Awareness (O)	428	2.24	.69
20	Off-Campus Learning (P)	427	1.89	.62

^aIn this and succeeding tables, O = outcome goal areas and P = process goal areas.

Examination of Table 4.1 indicates that the respondents perceived that their institutions presently placed medium importance on the top 11 goal areas and low importance on the other nine goal areas. Further, the Saudi universities tended to emphasize outcome goal areas more than process goal areas, in that the top five goal areas were outcome goals, among which two goals--Academic Development and Traditional Religiousness--were student-oriented goals. Socially oriented goals were perceived to be of low priority to Saudi universities.

Table 4.1 shows the standard deviations of goal area means. The relatively high variations in ratings suggest that the respondents varied in their ratings of the importance presently placed on goal areas. Further, the relatively low importance placed on current goal areas was consistent with the findings of other studies, including those of Iruka (1980) and Peterson (1972).

Current local and miscellaneous goals for Saudi universities.

In addition to the 20 goal areas, the research instrument included 19 individual goals, among them nine goals conceived as local goals for Saudi universities and the other ten goals classified as miscellaneous goals. The ratings for those goals are provided in Table 4.2. Examination of this table reveals that the top ten perceived goals were "to complete a comprehensive infrastructure including labs and libraries," which was rated as the highest perceived goal, followed by "institutional reputation and standing," "development of student loyalty and patriotism," "replacement of non-Saudi faculty and other

Table 4.2.--The current (15) local and miscellaneous goals of Saudi universities, rank ordered by 15 means (total group).

Rank	Goal Statement	N	Mean	SD
1	To complete a comprehensive infrastructure including labs and libraries	427	3.53	1.03
2	To maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)	428	3.45	1.02
3	To develop students' loyalty and patriotism toward their country	428	3.24	1.12
4	To replace non-Saudi faculty and other staff with Saudi citizens	428	3.24	1.12
5	To increase student enrollment in scientific and professional fields	428	3.22	.94
6	To carry on a broad and vigorous program of extracurricular activities and events for students	428	3.16	.91
7	To develop, continuously, the university curriculum and make it more relevant	425	3.13	.93
8	To excel in intercollegiate athletic competition	428	3.00	1.00
9	To improve the quality of instruction	428	2.97	.92
10	To be organized for continuous short, medium and long-range planning for the total institution	428	2.97	1.00
11	To encourage faculty and staff development	428	2.90	1.00
12	To ensure that students who graduate have achieved some level of reading, writing and mathematics competency	427	2.81	1.02
13	To maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies	428	2.78	1.09
14	To achieve consensus among people on the campus about the goals of the institution	428	2.59	1.05
15	To create a climate in which systematic evaluation of college programs is accepted as an institutional way of life	428	2.59	1.00
16	To systematically interpret the nature, purpose and work of the institution to citizens off-campus	428	2.59	1.00
17	To translate sciences and arts into the Arabic language	428	2.50	.98
18	To Arabize the instruction in fields where English is the language of instruction	428	2.44	.97
19	To include local citizens in planning college programs that will affect the local community	428	1.89	.92

staff with Saudi citizens," "increasing enrollment in scientific and professional fields," "a broad and vigorous program of extracurricular activities," "developing relevant curriculum," "excelling in intercollegiate athletic competition," "improving the quality of instruction," and "continuous planning activities for the institutions." Goals given the least priority were "involving local citizens in planning college programs that will affect the local community," "the Arabization of instruction in fields where English is the language of instruction," "translation," "interpretation of the institution to citizens off-campus," and "conducting systematic evaluation."

Examination of Table 4.2 indicates that only one goal, "completion of the infrastructure," was rated of high importance; respondents rated all other goals of medium or low importance. Further, the means of the 19 local and miscellaneous goals had standard deviations that ranged from 0.92 to 1.15, which suggests that respondents disagreed widely about the relative importance of each goal.

When all goals were combined--goal areas and local and miscellaneous goals--the top-ranked current goals for Saudi universities, according to their rank order, were:

1. To complete a comprehensive infrastructure including labs and libraries (mean = 3.53).
2. To achieve a reputable standing for the institution within the academic world (mean = 3.45).
3. To develop students' loyalty and patriotism (mean = 3.28).

4. To replace non-Saudi faculty and other staff with Saudi citizens (mean = 3.24).

5. To increase student enrollment in scientific and professional fields (mean = 3.22).

6. Advanced Training (mean = 3.22).

7. A broad and vigorous program of extracurricular activities (mean = 3.16).

8. To develop the university curriculum and make it more relevant (mean = 3.13).

9. Traditional Religiousness (mean = 3.08).

10. Intercollegiate athletic competition (mean = 3.00).

In conclusion, the data suggested that goals that are presently being emphasized most by Saudi universities are those related to establishing university infrastructure including building new campuses with modern facilities, labs, and libraries, to meet the increased enrollment and social demand for higher education and to provide the country with the skilled manpower it needs. Saudi universities are also emphasizing religious goals, in compliance with the country's status as an Islamic nation. Since the Saudi universities are facing a severe shortage in national faculty and administrative staff members, they are emphasizing advanced training by extending their graduate programs to overcome faculty and administrative shortages.

Occupied with these particular problems, Saudi university personnel placed only moderate or little importance on other crucial goal areas, especially those required to maintain excellence in the

system and establish a good work climate. The lack of emphasis given process goal areas such as Community, Freedom, Democratic Governance, and Innovation suggests there was little concern for institutional functioning. Further, Public Service, which is considered to be a basic function of a university, and Student Learning-related goals were among those considered to be of little importance to Saudi university personnel surveyed in this research.

Preferred (SHOULD BE) Goals for Saudi Universities

The second research question was:

What are the preferences of the combined university supreme councilors, academic administrators, and Saudi faculty members concerning the goals of Saudi universities?

As with the perceived goals, data required to answer this question were organized into two categories: preferred goal areas and preferred local and miscellaneous goals.

Preferred goal areas. Table 4.3 presents goal area preferences, ranked according to their means. It was understood that the higher the mean given to a preferred (SHOULD BE) goal area, the greater the importance that should be assigned to that goal in the eyes of the respondents.

Examination of Table 4.3 reveals that 18 out of the 20 goal areas were highly preferred by the respondents as goal areas for Saudi universities. The top ten preferred goal areas, ranked according to their SHOULD BE importance, were: Community, Intellectual Orientation, Democratic Governance, Advanced Training, Research, Individual Personal

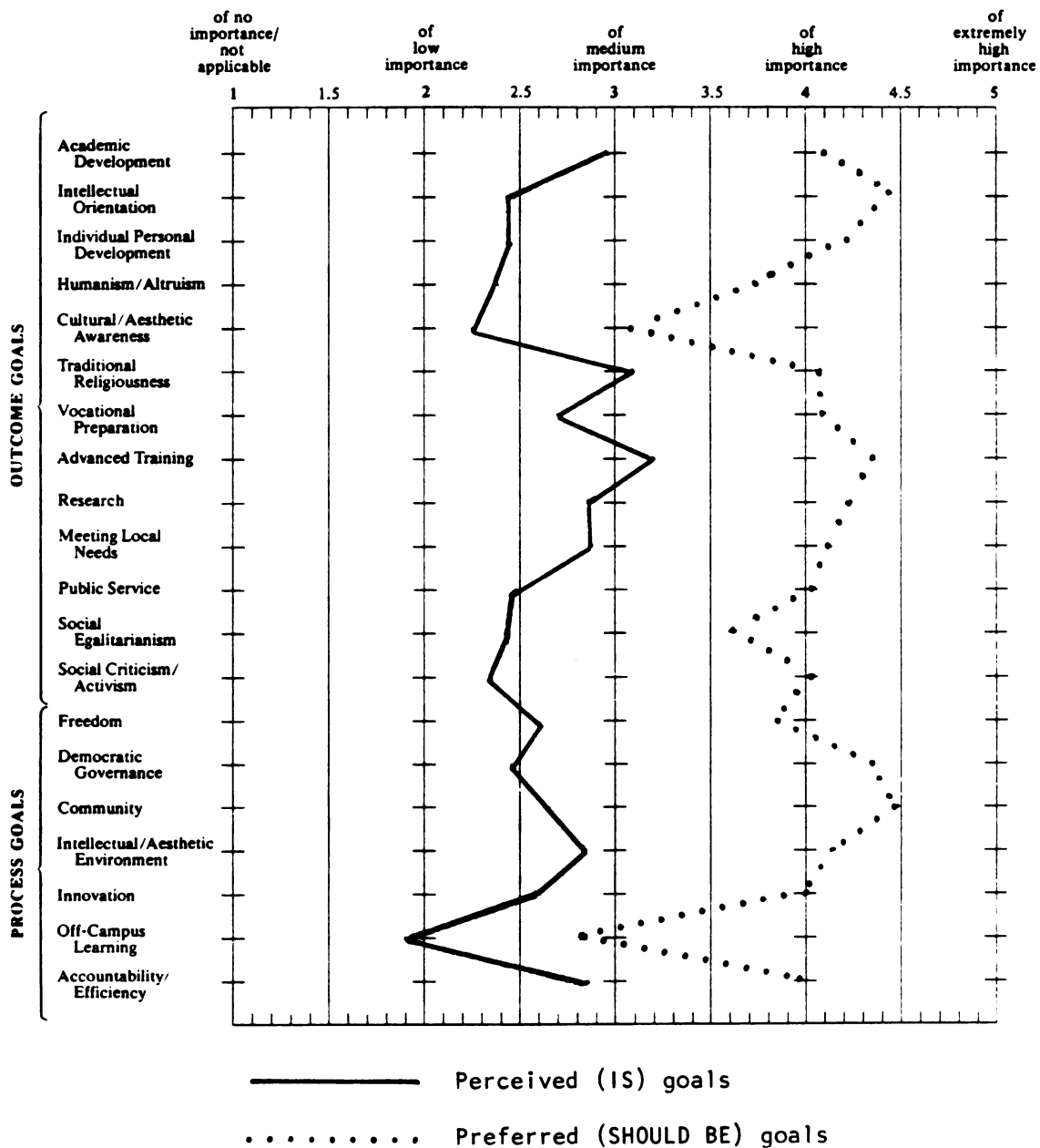
Table 4.3.--Preferred (SHOULD BE) goal areas for Saudi universities,
rank ordered by means (total group).

Rank	Goal Area	N	Mean	SD
1	Community (P)	428	4.49	.45
2	Intellectual Orientation (O)	427	4.44	.42
3	Democratic Governance (P)	426	4.34	.58
4	Advanced Training (O)	428	4.30	.49
5	Research (O)	428	4.27	.57
6	Individual Personal Development (O)	427	4.23	.58
7	Intellectual and Aesthetic Environment (P)	428	4.19	.52
8	Meeting Local Needs (O)	428	4.14	.49
9	Academic Development (O)	428	4.11	.48
10	Vocational Preparation (O)	428	4.10	.53
11	Public Service (O)	428	4.06	.66
12	Traditional Religiousness (O)	428	4.04	.78
13	Social Criticism and Activism (O)	428	4.03	.71
14	Innovation (P)	428	4.01	.59
15	Accountability and Efficiency (P)	428	3.96	.57
16	Freedom (P)	427	3.89	.75
17	Humanism and Altruism (O)	428	3.74	.78
18	Social Egalitarianism (O)	428	3.66	.72
19	Cultural and Aesthetic Awareness (O)	428	3.12	.78
20	Off-Campus Learning (P)	427	2.84	.76

Development, Intellectual and Aesthetic Environment, Meeting Local Needs, Academic Development, and Vocational Preparation. Table 4.3 indicates that respondents believed that all goal areas should be of high importance to their institutions except Off-Campus Learning and Cultural and Aesthetic Awareness, which were considered to be of medium importance (see Profile 1).

Analysis of the rank order of the preferred goal areas indicates that high priority was given to Community as goal area number one and to Democratic Governance as goal area number three, which suggests a strong concern for institutional functioning. Further, respondents believed that research and advanced training goals should be among those given the highest priority by their institutions. Student-related goals and socially oriented goals, in general, were not given high priority, except for Intellectual Orientation, which ranked as the second priority. Finally, Freedom, which is thought to be of great interest to the academic community, was ranked sixteenth out of twenty. This finding is inconsistent with Romney (1978), who found Freedom to be the highest ranked goal in American universities.

Generally speaking, respondents gave higher ratings to all the preferred goal areas than they did the perceived (IS) goal areas. This implies that they believed that their institutions were not giving these various goal areas the level of importance or emphasis they should have. Examination of the standard deviations of both IS and SHOULD BE responses suggests that respondents, in general, tended to agree more in their ratings of preferred goal areas than perceived goal



Profile 1: Profile for the perceived and preferred goal areas for Saudi Universities.

areas. This result, however, was inconsistent with Peterson (1977), who expected smaller standard deviations for IS ratings than for SHOULD BE ratings since the former are perceptions of present reality while the latter are personal opinions about the way things ought to be. This may suggest that a disparate understanding and confusion exists on the campus about what the present goals are.

Preferred (SHOULD BE) local and miscellaneous goals. Table 4.4 presents preferred local and miscellaneous goals ranked by their means and shows that respondents considered five preferred goals to be of extremely high importance. These included: "Completing a comprehensive infrastructure," "reputation of the institution," "curriculum development and relevancy," "faculty and staff development," and "improvement of the quality of instruction." The lowest ratings were given to "including local citizens in planning college programs" and "excellence in intercollegiate athletic competition." Generally speaking, the respondents believed that 17 out of the 19 local and miscellaneous goals should be goals for their institutions and considered preferred goals to be extremely or highly important. Further, all the preferred goals were rated higher in the responses than the perceived, or IS, goals. This implies that Saudi universities are not giving those goals the degree of importance and emphasis that they should be given, according to these university personnel.

In conclusion, data gathered to identify the preferred (SHOULD BE) goals of Saudi universities indicated that 18 of 20 goal areas, excepting Off-Campus Learning and Cultural and Aesthetic Awareness, and

Table 4.4.--Local and miscellaneous goals, ranked according to their importance as preferred goals for Saudi universities (total group).

Rank	Goal Statement	Mean	SD
1	To complete a comprehensive infrastructure	4.67	.51
2	To achieve a reputable standing for the institution	4.67	.52
3	To develop university curriculum and make it more relevant	4.64	.52
4	Encourage faculty and staff development	4.63	.53
5	Improve the quality of instruction	4.52	.59
6	Develop students' loyalty and patriotism	4.49	.78
7	To achieve a large degree of institutional autonomy or independence	4.45	.75
8	To translate sciences and arts into the Arabic language	4.32	.90
9	To be organized for continuous short, medium and long-range planning	4.29	.77
10	To replace non-Saudi faculty and other staff with Saudi citizens	4.25	.95
11	To increase enrollments in scientific and professional fields	4.20	.83
12	To ensure that graduates achieve reading, writing and mathematics competency*	4.19	.86
13	To interpret the nature, purpose and work of the institution to citizens	4.08	.77
14	To create a climate for systematic evaluation of college programs	4.05	.82
15	To achieve consensus about the goals of the institution	4.00	.98
16	A broad and vigorous program of extracurricular activities and events	3.90	.76
17	To Arabize instruction	3.67	1.24
18	To include local citizens in planning college programs	3.20	1.22
19	To excel in intercollegiate athletics	2.98	1.10

*N = 426; all others have an N = 428.

17 of 19 local and miscellaneous goals, excepting "involving local citizens in planning college programs" and "excelling in intercollegiate athletics," were considered by the respondents to be of high or extremely high importance. These areas were seen as highly preferred institutional goals for Saudi universities.

Combining the preferred goal areas and local and miscellaneous goals, the top ten preferred (SHOULD BE) goals of Saudi universities were:

1. a comprehensive infrastructure
2. a reputable standing for the institution
3. to develop the university curriculum and make it more relevant
4. to encourage faculty and staff development
5. to improve the quality of instruction
6. community
7. to develop students' loyalty and patriotism
8. a large degree of institutional autonomy or independence
9. intellectual orientation
10. democratic governance

Discrepancies Between the Current (IS)
and Preferred (SHOULD BE) Goals

Research Question 3 was:

What discrepancies exist between the present and preferred goals?

Table 4.5 provides a ranking of the 20 goal areas according to the size of the discrepancy or gap between the mean SHOULD BE response

Table 4.5.--Discrepancies between preferred (SHOULD BE) goal area means and perceived (IS) goal area means (total group).

Rank	Goal Area	N	SHOULD BE Mean	IS Mean	Discrepancy ^a + or -
1	Intellectual Orientation (O)	426	4.44	2.48	+1.96
2	Democratic Governance (P)	426	4.34	2.48	+1.86
3	Community (P)	428	4.49	2.69	+1.80
4	Individual Personal Development (O)	426	4.23	2.48	+1.75
5	Social Criticism and Activism (O)	428	4.03	2.37	+1.66
6	Public Service (O)	427	4.06	2.50	+1.56
7	Innovation (P)	427	4.01	2.52	+1.49
8	Research (O)	428	4.27	2.88	+1.39
9	Intellectual and Aesthetic Environment (P)	428	4.19	2.82	+1.37
10	Vocational Preparation (O)	428	4.10	2.73	+1.37
11	Humanism and Altruism (O)	428	3.74	2.39	+1.35
12	Freedom (P)	427	3.84	2.59	+1.30
13	Meeting Local Needs (O)	428	4.14	2.90	+1.24
14	Social Egalitarianism (O)	427	3.66	2.49	+1.17
15	Academic Development (O)	427	4.11	2.96	+1.15
16	Accountability and Efficiency (P)	428	3.96	2.82	+1.14
17	Advanced Training (O)	428	4.30	3.22	+1.08
18	Traditional Religiousness (O)	428	4.04	3.08	+ .96
19	Off-Campus Learning (P)	427	2.84	1.89	+ .95
20	Cultural and Aesthetic Awareness	428	3.12	2.24	+ .88

^aDiscrepancy is the result of SHOULD BE mean - IS mean.

and the mean IS response. The goal area leading the list is the one having the largest SHOULD BE - IS discrepancy; the one at the bottom has the smallest discrepancy. Generally speaking, this listing suggests possible priorities for institutional change; the goals at the top of the list are ones the respondents believed should receive the greatest emphasis. Examination of Table 4.5 reveals that respondents believed that all goal areas should receive greater emphasis than they are presently receiving. The ten goal areas that had the largest discrepancies and therefore should have greater emphasis are: Intellectual Orientation, Democratic Governance, Community, Individual Personal Development, Social Criticism and Activism, Public Service, Innovation, Research, Intellectual and Aesthetic Environment, and Vocational Preparation. Thus, Saudi universities should pay greater attention to those particular areas.

Goal areas in which there were the smallest discrepancies were Off-Campus Learning and Cultural and Aesthetic Awareness. Since these areas also received the lowest ratings in both IS and SHOULD BE responses, this may imply that they are of little interest to Saudi universities.

Table 4.6 presents local and miscellaneous mean goal discrepancies and reveals that the respondents believed that their institutions were placing less emphasis on local and miscellaneous goals than they should. More specifically, although the respondents perceived that their institutions were placing medium or lower importance on the 19 local and miscellaneous goals, they believed that

Table 4.6.--Discrepancies between the means of preferred (SHOULD BE) and perceived (IS) local and miscellaneous goals (total group).

Rank	Goal Statement	SHOULD BE Mean	IS Mean	Discrepancy + or -
1	Translate sciences and arts into Arabic	4.32	2.50	+1.82
2	Faculty and staff development	4.63	2.90	+1.73
3	Institutional autonomy or independence	4.45	2.79	+1.66
4	Improve the quality of instruction	4.52	2.97	+1.55
5	Develop the university curriculum and make it more relevant ^a	4.64	3.13	+1.51
6	To interpret the nature, purpose, and work of the institution to citizens	4.08	2.59	+1.49
7	Systematic evaluation of college programs	4.05	2.59	+1.46
8	To achieve consensus about the goals of the institution	4.00	2.50	+1.41
9	To ensure that graduates have achieved reading, writing and mathematics competence ^b	4.19	2.81	+1.38
10	Short, medium and long-range planning for the total institution	4.29	2.97	+1.32
11	To include local citizens in planning college programs	3.20	1.89	+1.31
12	To Arabize instruction	3.67	2.44	+1.23
13	To maintain a reputable standing for the institution	4.67	3.45	+1.22
14	To develop students' loyalty and patriotism	4.49	3.28	+1.21
15	To complete a comprehensive infrastructure ^c	4.67	3.53	+1.14
16	To replace non-Saudi faculty and other staff with Saudi citizens	4.25	3.24	+1.01
17	To increase enrollment in scientific and professional fields	4.20	3.22	+ .98
18	A broad and vigorous program of extracurricular activities	3.98	3.16	+ .82
19	To excel in intercollegiate athletics	3.00	3.00	0.00

^a_N = 425 ^b_N = 426 ^c_N = 427 All others have an N = 428

5 of those goals should be of extreme importance, 12 goals should be of high importance, and 2 goals of medium importance. The ten local and miscellaneous goals that had the largest discrepancies and therefore should receive greater emphasis by Saudi universities are: "translation of sciences and arts into Arabic," "to encourage faculty and staff development," "to maintain institutional autonomy," "to improve the quality of instruction," "to develop the university curriculum and make it more relevant," "to interpret the nature, purpose, and work of the institution to citizens," "systematic evaluation," "to achieve consensus about the goals of the institution," "to ensure graduates have achieved reading, writing and mathematics competency," and "continuous short, medium, and long-range planning for the total institution."

Goals that had the smallest discrepancies were "a broad program of extracurricular activities," "to increase enrollment in scientific and professional fields," and "to excel in intercollegiate athletics," which was the only goal to achieve a zero discrepancy score.

In short, areas that respondents believed should receive greater emphasis than they are presently receiving were all the goal areas and all the local and miscellaneous goals except the individual goal of "excelling in intercollegiate athletic competition." Combining the rankings in Tables 4.5 and 4.6, the ten goals that had the highest discrepancies and therefore should be of greatest concern to Saudi universities are: Intellectual Orientation, Democratic Governance, Translation into Arabic, Community, Individual Personal Development,

Faculty and Staff Development, Institutional Autonomy, Social Criticism and Activism, Quality of Instruction, and Public Service.

The Relative Importance of Goal Perceptions and Goal Preferences to Each of Three Major Saudi Universities

The fourth research question was:

What is the relative importance of goal perceptions and goal preferences of each of the three major Saudi universities?

To answer this question, the perceptions and preferences of each individual university were rank ordered according to the relative importance given to each goal area. Then, the rankings of the goal areas by universities were combined to provide an overall view of the goal's importance.

Relative importance of goal area perceptions and preferences to King Saud University (KSU). Table 4.7 presents the relative importance given to the current, as well as the preferred, goal areas at King Saud University. Examination of Table 4.7 reveals that the respondents at KSU perceived that their university was presently placing medium or lower importance on all goal areas. However, they believed that their university should place greater importance on all goal areas than at present.

The ranking of the current goal areas according to the relative importance placed on them at KSU (Table 4.7) indicated that Advanced Training was perceived to be the highest rated goal area, followed by Traditional Religiousness, Academic Development, Research, Intellectual and Aesthetic Environment, Meeting Local Needs, Accountability,

Table 4.7.--Perceptions (IS) and preferences (SHOULD BE) of King Saud University respondents concerning the 20 goal areas (N = 227).

Goal Area	SHOULD BE		IS		Discrepancy + or -
	Mean	Rank	Mean	Rank	
Community (P)	4.48	1	2.70	9	+1.78
Intellectual Orientation (O)	4.44	2	2.44	16	+2.00
Democratic Governance (P)	4.35	3	2.51	14	+1.84
Research (O)	4.28	4	2.92	4	+1.36
Advanced Training (O)	4.27	5	3.23	1	+1.04
Individual Personal Development (O)	4.22	6	2.44	15	+1.78
Intellectual and Aesthetic Environment (P)	4.18	7	2.88	5	+1.30
Academic Development (O)	4.12	8	2.95	3	+1.17
Vocational Preparation (O)	4.12	9	2.75	8	+1.37
Meeting Local Needs (O)	4.12	10	2.88	6	+1.24
Public Service (O)	4.11	11	2.55	12	+1.56
Social Criticism and Activism (O)	4.04	12	2.39	18	+1.65
Traditional Religiousness (O)	4.04	13	3.03	2	+1.01
Innovation (P)	4.02	14	2.52	13	+1.50
Accountability and Efficiency (P)	3.94	15	2.85	7	+1.09
Freedom (P)	3.89	16	2.58	10	+1.31
Humanism and Altruism (O)	3.79	17	2.40	17	+1.39
Social Egalitarianism (O)	3.73	18	2.57	11	+1.16
Cultural and Aesthetic Awareness (O)	3.16	19	2.28	19	+ .88
Off-Campus Learning (P)	2.82	20	1.88	20	+ .94

Vocational Preparation, Community, and Freedom. The lowest ratings were given to Off-Campus Learning, Cultural and Aesthetic Awareness, Social Criticism and Activism, and Humanism and Altruism.

These findings were inconsistent with Kashmeeri (1977), who found that Social Egalitarianism, Democratic Governance, Innovation, and Off-Campus Learning were perceived to be the most important goals of KSU. That is, examination of the findings of the present study indicated that none of the goal areas cited by Kashmeeri was among the top ten goal areas at KSU. This inconsistency between these two findings may be explained by the passage of time and the perception that university goals have never been stable; they tend to change from time to time following the influence of outsiders such as government and student interests (Corson, 1975).

For the preferred goal areas at KSU, Table 4.7 reveals that respondents believed the greatest importance should be placed on Community followed, in order, by Intellectual Orientation, Democratic Governance, Research, Advanced Training, Individual Personal Development, Intellectual and Aesthetic Environment, Academic Development, Vocational Preparation, and Meeting Local Needs.

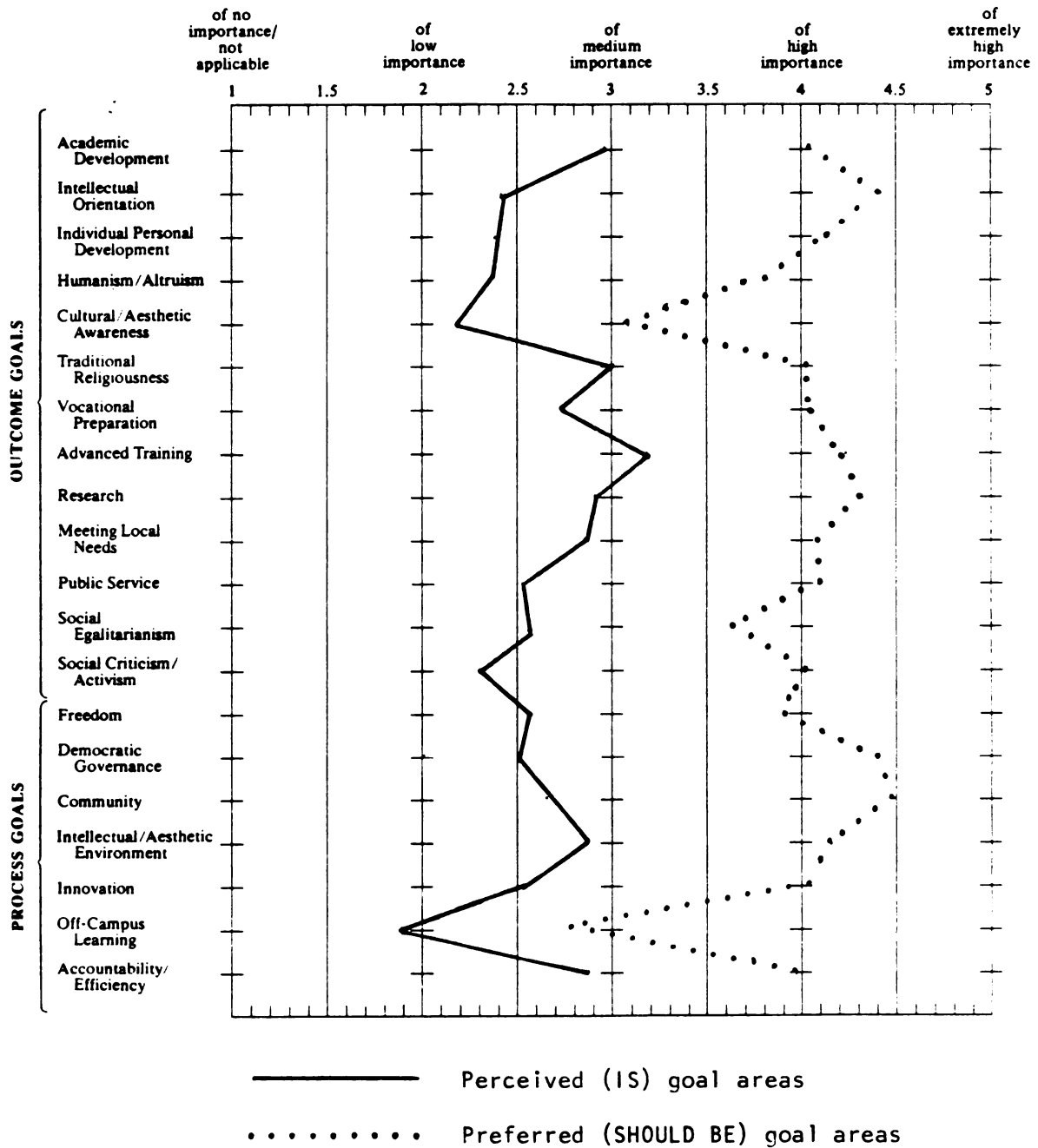
Examination of Table 4.7 also reveals that respondents wanted their university to change the relative importance or priority given to goal areas. That is, they believed that Community, which was perceived to rank ninth, should be given first priority; that Intellectual Orientation, which was perceived to rank sixteenth, should become a second-order priority; that Democratic Governance, which was perceived

to rank fourteenth, should be moved to third priority; that Advanced Training, which was perceived to be in the first position, should be moved to fifth; that Individual Personal Development, which was perceived to rank fifteenth, should be moved to become a sixth-order priority; that Traditional Religiousness, which was perceived to rank second, should be shifted downward to thirteenth; and that Accountability and Efficiency, which was perceived to rank seventh, should be shifted downward to fifteenth.

Table 4.7 shows the discrepancy between the mean SHOULD BE responses and the mean IS responses. Examination of this table reveals that in all goal areas there was a considerable gap between what IS and what SHOULD BE (see Profile 2). Goal areas that had the highest discrepancy scores were those which respondents believed should receive the highest priority. They include (in rank order):

- Intellectual Orientation
- Democratic Governance
- Individual Personal Development
- Community
- Social Criticism and Activism
- Public Service
- Innovation

Relative importance of goal area perceptions and preferences to King Abdulaziz University (KAU). Table 4.8 presents the perceived and preferred goal areas at KAU, rank ordered according to their means. Examination of the table shows that the respondents at KAU perceived



Profile 2: Profile for perceived and preferred goal areas for King Saud University.

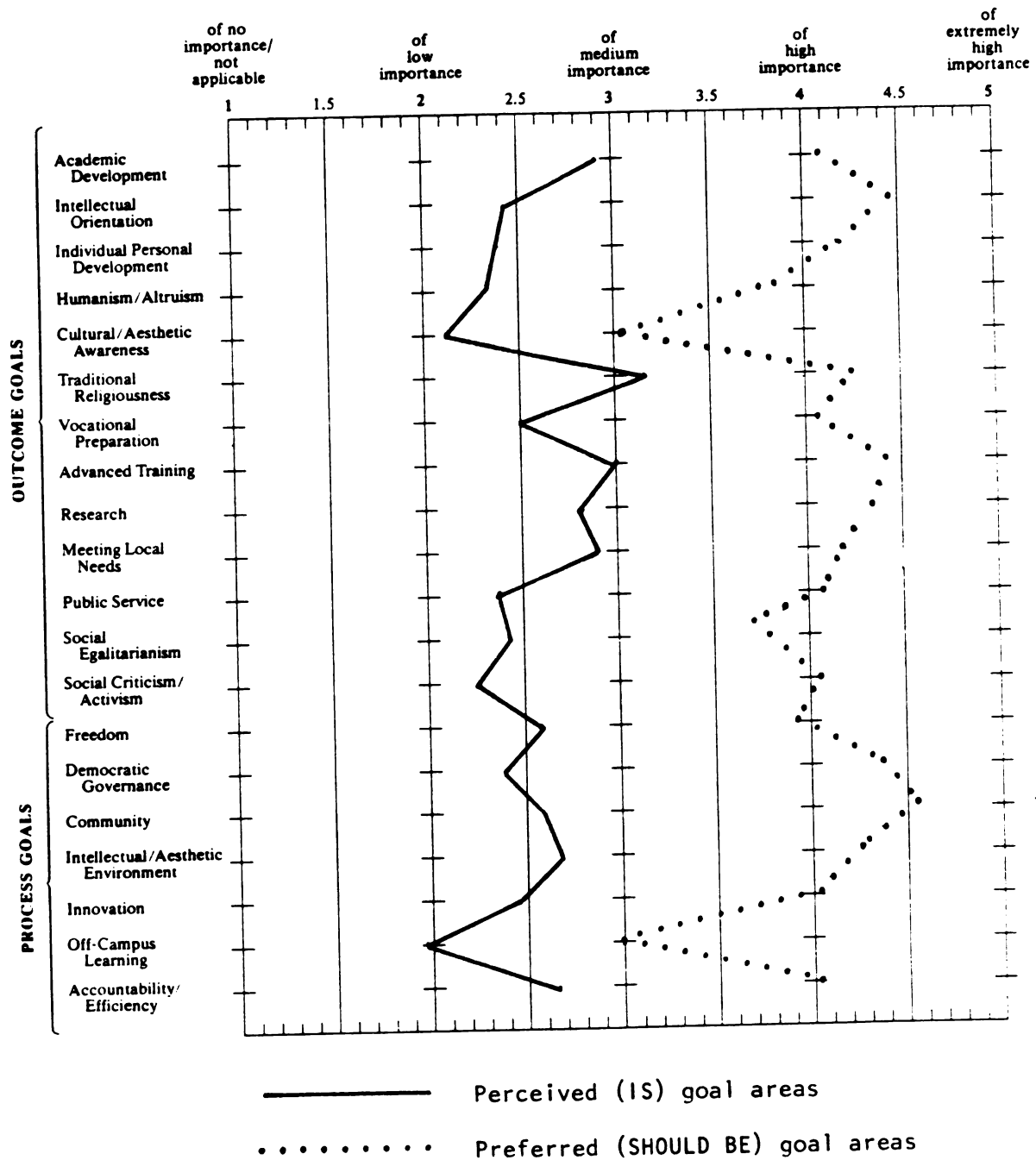
Table 4.8.--Perceptions (IS) and preferences (SHOULD BE) of King Abdulaziz University respondents concerning the 20 goal areas (N = 141).

Goal Area	SHOULD BE		IS		Discrepancy + or -
	Mean	Rank	Mean	Rank	
Community (P)	4.52	1	2.60	9	+1.92
Intellectual Orientation (O)	4.46	2	2.40	16	+2.06
Research (O)	4.35	3	2.76	5	+1.59
Advanced Training (O)	4.35	4	2.99	2	+1.36
Democratic Governance (P)	4.32	5	2.41	15	+1.91
Intellectual and Aesthetic Environment (P)	4.26	6	2.64	7	+1.62
Individual Personal Development (O)	4.25	7	2.41	13	+1.84
Traditional Religiousness (O)	4.25	8	3.21	1	+1.04
Meeting Local Needs (O)	4.20	9	2.87	3	+1.33
Social Criticism and Activism (O)	4.14	10	2.33	18	+1.81
Academic Development (O)	4.12	11	2.87	4	+1.25
Public Service (O)	4.14	12	2.41	14	+1.73
Innovation (P)	4.11	13	.246	11	+1.65
Vocational Preparation (O)	4.09	14	2.50	10	+1.59
Accountability and Efficiency (P)	4.06	15	2.74	6	+1.32
Freedom (P)	3.93	16	2.62	8	+1.31
Humanism and Altruism (O)	3.79	17	2.38	17	+1.41
Social Egalitarianism (O)	3.77	18	2.43	12	+1.34
Cultural and Aesthetic Awareness (O)	3.10	19	2.18	19	+ .92
Off-Campus Learning (P)	3.01	20	1.92	20	+1.09

that the current top ten goal areas in their university are, according to their importance: Traditional Religiousness, Advanced Training, Meeting Local Needs, Academic Development, Research, Accountability, Intellectual and Aesthetic Environment, Freedom, Community, and Vocational Preparation. Respondents indicated that their institution placed medium or lower ratings on all 20 perceived goal areas; however, they preferred the majority of the goal areas to receive high importance (see Profile 3).

The respondents at KAU preferred Community, Intellectual Orientation, Research, Advanced Training, Democratic Governance, Intellectual and Aesthetic Environment, Individual Personal Development, Traditional Religiousness, Meeting Local Needs, and Social Criticism and Activism to be the goals given priority by the institution. They gave lower ratings to Off-Campus Learning, Cultural and Aesthetic Awareness, Social Egalitarianism, and Humanism and Altruism. Respondents believed that only 1 goal should be extremely important, 17 goal areas should be highly important, and 2 should be of medium importance.

Respondents at KAU believed that their institution should change its goal priorities. That is, Community, which is presently ranked at the ninth level, should be ranked first, and Intellectual Orientation, which is presently ranked sixteenth, should be ranked second. Research, which is presently ranked fifth, should be ranked third; Advanced Training, which is presently ranked second, should be ranked fourth; Democratic Governance, presently ranked fifteenth, should be ranked fifth; Individual Personal development, presently



Profile 3: Profile for perceived and preferred goal areas for King Abdulaziz University.

ranked thirteenth, should be ranked seventh; Traditional Religiousness, which is presently ranked first, should be ranked eighth; Meeting Local Needs, which is presently ranked third, should be ranked ninth; Social Criticism and Activism, presently ranked eighteenth, should be ranked tenth; and Accountability and Freedom, which are presently ranked sixth and eighth, respectively, should be ranked fifteenth and sixteenth.

Goal areas that had the largest discrepancies and need greater emphasis by the institution are: Intellectual Orientation, Community, Democratic Governance, Individual Personal Development, Social Criticism and Activism, Public Service, Intellectual and Aesthetic Environment, Research, and Vocational Preparation.

Relative importance of goal area perceptions and preferences to the University of Petroleum and Minerals (UPM). Table 4.9 presents the rank order of perceived and preferred goal areas at UPM, according to the size of their means. Examination of the table reveals that respondents at UPM perceived that their institution was placing the greatest emphasis on Advanced Training, followed, in order, by Academic Development, Vocational Preparation, Intellectual and Aesthetic Environment, Meeting Local Needs, Research, Traditional Religiousness, Accountability and Efficiency, Community, and Intellectual Orientation.

Comparing these findings with the Kashmeeri (1977) study, it was apparent that UPM has changed its goal priorities over time. That is, while Kashmeeri found Individual Personal Development, Humanism and Altruism, and Cultural and Aesthetic Awareness to be among the most important goals of UPM in 1977, the present study found that these

Table 4.9.--Perceptions (IS) and preferences (SHOULD BE) of University of Petroleum and Minerals respondents concerning the 20 goal areas (N = 60).

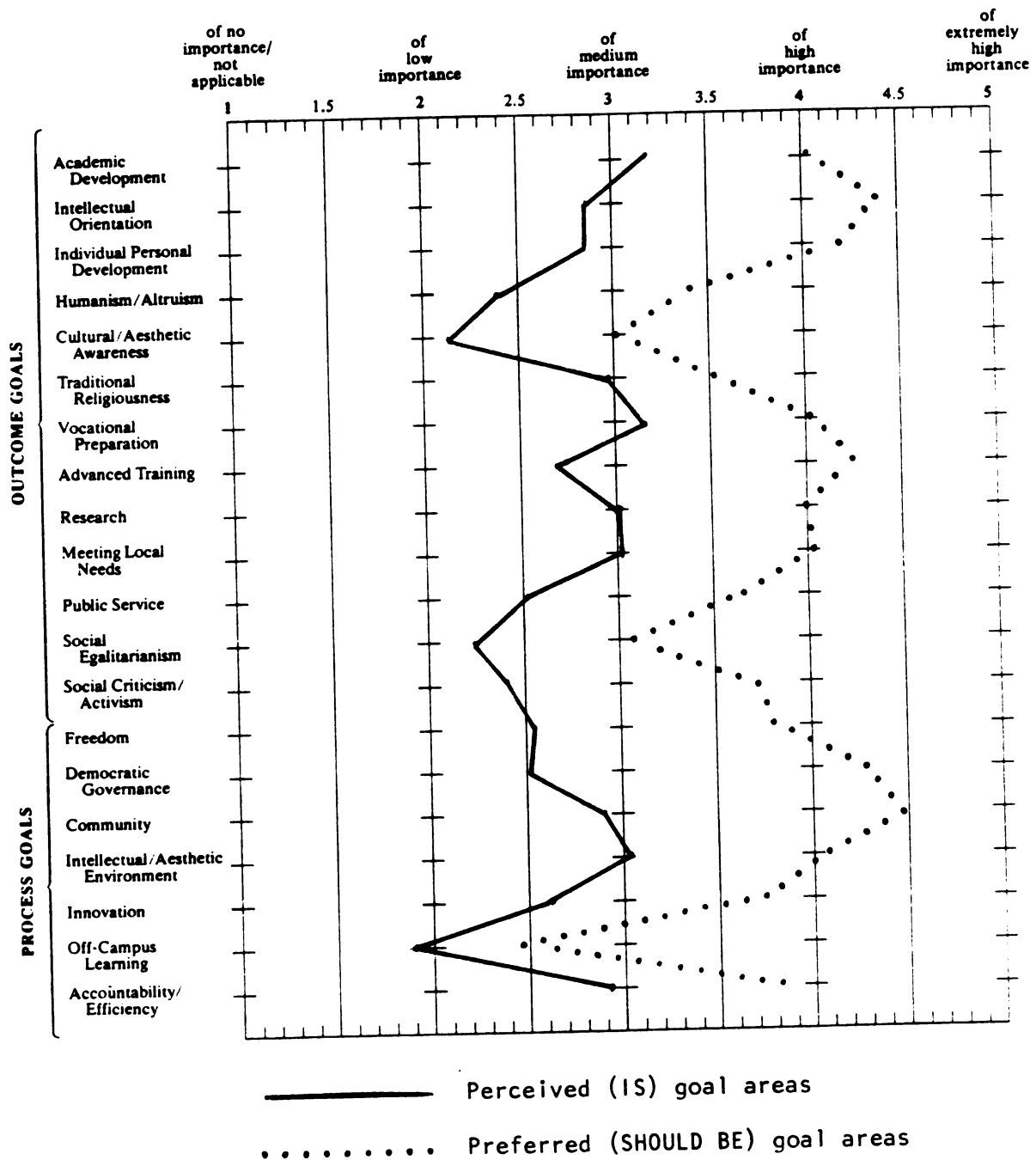
Goal Area	SHOULD BE		IS		Discrepancy + or -
	Mean	Rank	Mean	Rank	
Community (P)	4.47	1	2.88	9	+1.59
Intellectual Orientation (O)	4.38	2	2.85	10	+1.53
Democratic Governance (P)	4.34	3	2.56	14	+1.78
Advanced Training (O)	4.26	4	3.70	1	+ .56
Individual Personal Development (O)	4.20	5	2.81	11	+1.39
Intellectual and Aesthetic Environment (P)	4.10	6	3.06	4	+1.04
Meeting Local Needs (O)	4.08	7	3.05	5	+1.03
Academic Development (O)	4.02	8	3.20	2	+ .82
Vocational Preparation (O)	4.01	9	3.18	3	+ .83
Research (O)	4.00	10	3.02	6	+ .98
Accountability and Efficiency (P)	3.81	11	2.93	8	+ .88
Social Criticism and Activism (O)	3.78	12	2.41	16	+1.37
Freedom (P)	3.78	13	2.58	13	+1.20
Innovation (P)	3.75	14	2.66	12	+1.09
Public Service (O)	3.73	15	2.55	15	+1.18
Traditional Religiousness (O)	3.56	16	2.96	7	+ .60
Humanism and Altruism (O)	3.43	17	2.40	17	+1.03
Social Egalitarianism (O)	3.15	18	2.28	18	+ .87
Cultural and Aesthetic Awareness (O)	3.02	19	2.23	19	+ .79
Off-Campus Learning (P)	2.46	20	1.88	20	+ .58

goals are no longer emphasized. Indeed, they were ranked 11, 17, and 19 out of 20 (Table 4.9).

As for the degree of importance attached to the 20 perceived goal areas, it was found that only Advanced Training was rated of high importance; other goals were considered to be of medium importance or lower. The lowest rated goal areas were Off-Campus Learning, Cultural and Aesthetic Awareness, Social Egalitarianism, and Humanism and Altruism.

Table 4.9 also shows that the most highly rated preferred goal areas, by rank order, were: Community, Intellectual Orientation, Democratic Governance, Advanced Training, Individual Personal Development, Intellectual and Aesthetic Environment, Meeting Local Needs, Academic Development, Vocational Preparation, and Research. The least preferred goal areas were: Off-Campus Learning, Cultural and Aesthetic Awareness, and Social Egalitarianism. Respondents' preferences showed they would prefer that the majority of goal areas receive greater emphasis than they do now (see Profile 4).

A comparison of SHOULD BE rankings with IS rankings indicated that respondents at UPM believed that their institution should change its goal area priorities. That is, Community, which is presently perceived ninth in order, should be preferred first; Intellectual Orientation, which is presently ranked tenth in order, should be ranked second; Democratic Governance, which is presently ranked fourteenth, should be ranked third; Advanced Training, presently ranked first, should be ranked fourth; Individual Personal Development, presently



Profile 4: Profile for perceived and preferred goal areas for the University of Petroleum and Minerals.

ranked eleventh, should be ranked fifth; Intellectual and Aesthetic Environment, which is presently ranked fourth, should be ranked sixth; Meeting Local Needs, which is presently ranked fifth, should be ranked seventh; Academic Development, presently ranked second, should be ranked eighth; Vocational Preparation, which is presently ranked third, should be ranked ninth; Research, presently ranked sixth, should be ranked tenth; and Traditional Religiousness, presently ranked seventh, should be ranked sixteenth.

The goal areas that had the largest SHOULD BE - IS mean discrepancies and that need greater emphasis by UPM include: Democratic Governance, Community, Intellectual Orientation, Individual Personal Development, Social Criticism and Activism, Freedom, Public Service, Innovation, Intellectual and Aesthetic Environment, and Meeting Local Needs.

Comparison of the relative importance placed on current and preferred goal areas by the three universities.

1. Current goal areas. Table 4.10 presents the rank order of the 20 perceived goal areas by university. Rank order one was given to the goal area that was calculated to have the highest IS mean and therefore was perceived to be the most important goal at the institution at the present time. Rank order 20 was given to the goal area that had the lowest IS mean and was therefore perceived to be of the least importance to the institution.

Table 4.10.--Relative importance given to perceived (IS) goal areas,
by university.

Goal Area	KSU Rank	KAU Rank	UPM Rank
Advanced Training (O)	1	2	1
Traditional Religiousness (O)	2	1	7
Academic Development (O)	3	4	2
Research	4	5	6
Intellectual and Aesthetic Environment (P)	5	7	4
Meeting Local Needs (O)	6	3	5
Accountability and Efficiency (P)	7	6	8
Vocational Preparation (O)	8	10	3
Community (P)	9	9	9
Freedom (P)	10	8	13
Social Egalitarianism (O)	11	12	18
Public Service (O)	12	14	15
Innovation (P)	13	11	12
Democratic Governance (P)	14	15	14
Individual Personal Development (O)	15	13	11
Intellectual Orientation (O)	16	16	10
Humanism and Altruism (O)	17	17	17
Social Criticism and Activism (O)	18	18	16
Cultural and Aesthetic Awareness (O)	19	19	19
Off-Campus Learning (P)	20	20	20

Examination of Table 4.10 reveals that KSU and UPM presently place the greatest emphasis on Advanced Training, ranking it the number one goal area. However, KAU ranked this goal as second in importance and ranked Traditional Religiousness as number one. This goal was ranked number two by KSU and number seven by UPM. Academic Development was goal number two at UPM, but numbers three and four, respectively, at KSU and KAU. Research was ranked as the fourth, fifth, and sixth goal, by KSU, KAU, and UPM, respectively. Intellectual and Aesthetic Environment was ranked fourth by UPM, fifth by KSU, and seventh by KAU.

Meeting Local Needs was ranked third by KAU, fifth by UPM, and sixth by KSU. Accountability and Efficiency was ranked sixth, seventh, and eighth by KAU, KSU, and UPM, respectively. Vocational Preparation, ranked third by UPM, was ranked eighth by KSU and tenth by KAU. Community was ranked ninth by all three universities.

Thus, all three universities perceived the top nine goal areas to be: Advanced Training, Traditional Religiousness, Academic Development, Research, Intellectual and Aesthetic Environment, Meeting Local Needs, Accountability and Efficiency, Vocational Preparation, and Community. It should be noted that the three universities placed more importance on outcome goals than on process goals and that Public Service, as a basic function of a university, was not given priority among the Saudi universities. Generally, Off-Campus Learning, Cultural and Aesthetic Awareness, Social Criticism and Activism, and Humanism and Altruism were perceived to be the lowest ranked goal areas.

To determine the extent of agreement or disagreement among universities regarding the relative importance of present goal areas, further analysis was conducted to determine whether significant correlations existed among the universities' rankings of current goal areas. The higher the value of correlation (or the closer it is to 1.0), the greater the agreement. To determine the extent of agreement on ranking, Pearson correlation coefficients were calculated between the rankings for pairs of universities.

Examination of Table 4.11 reveals that there was high positive correlation between KSU and KAU, KSU and UPM, and KAU and UPM in their

rankings of the current goal areas. The KSU ranking correlated with the KAU ranking at $r = .96$, which was statistically significant at the .001 level. The KSU ranking correlated with the UPM ranking at $r = .92$, which was statistically significant at the .001 level. The KAU ranking correlated with the UPM ranking at $r = .85$, which was statistically significant at the .001 level. Table 4.11 indicates that although there was generally high agreement among the universities, the greatest absolute agreement was found between KSU and KAU.

Table 4.11.--Agreement in ranking of the 20 perceived (IS) goal areas among the three universities, according to Pearson correlation coefficients.

Universities Compared	Number of Goal Areas	Value of Pearson Correlation Coefficients (r)	Significance Level (p)
KSU vs. KAU	20	.96	.001
KSU vs. UPM	20	.92	.001
KAU vs. UPM	20	.85	.001

Returning to the original research question under investigation, it was found through statistical analysis of the data that goal areas that were perceived to be relatively important to one of the Saudi universities studied were perceived to be relatively important to the other two universities, as well.

2. Preferred goal areas. Table 4.12 shows the relative importance placed on preferred (SHOULD BE) goal areas by universities.

Table 4.12.--Relative importance given to preferred (SHOULD BE) goal areas by universities.

Goal Area	KSU Rank	KAU Rank	UPM Rank
Community (P)	1	1	1
Intellectual Orientation (O)	2	2	2
Democratic Governance (P)	3	5	3
Research (O)	4	3	10
Advanced Training (O)	5	4	4
Individual Personal Development (O)	6	7	5
Intellectual and Aesthetic Environment (P)	7	6	6
Academic Development (O)	8	11	8
Vocational Preparation (O)	9	14	9
Meeting Local Needs (O)	10	9	7
Public Service (O)	11	12	5
Social Criticism and Activism (O)	12	10	12
Traditional Religiousness (O)	13	8	16
Innovation (P)	14	13	14
Accountability and Efficiency (P)	15	15	11
Freedom (P)	16	16	13
Humanism and Altruism (O)	17	17	17
Social Egalitarianism (O)	18	18	18
Cultural and Aesthetic Awareness (O)	19	19	19
Off-Campus Learning (P)	20	20	20

Analysis of these data indicated that all three universities preferred Community to be goal area number one and Intellectual Orientation to be goal area number two. Democratic Governance was preferred as goal number three by KSU and UPM, but as number five by KAU. Research was preferred as goal number three by KAU, number four by KSU, but number ten by UPM. Advanced Training was preferred as goal number four by both KAU and UPM and number five by KSU. Individual Personal Development was preferred as goal number five, six, and seven by UPM, KSU, and KAU, respectively. Intellectual and Aesthetic environment was

preferred as goal number six by both KAU and UPM but number seven by KSU. Academic Development was preferred as goal number eight by both KSU and UPM but number 11 by KAU. Vocational Preparation was preferred as goal number nine by both KSU and UPM, but was ranked number 14 by KAU. Meeting Local Needs was preferred as number seven by UPM, number nine by KAU, and number ten by KSU.

All universities agreed in their rankings of the last four goal areas. That is, they ranked Humanism and Altruism as goal number 17, Social Egalitarianism as goal number 18, Cultural and Aesthetic Awareness as goal number 19, and Off-Campus Learning as goal number 20.

Comparison of Tables 4.10 and 4.11 reveals that Saudi universities are calling for radical changes in their current goal priorities. For example, Community, which was presently ranked as goal number nine by all universities, was preferred as goal number one by all universities. Intellectual Orientation, presently ranked tenth or lower, was ranked second in preference by all universities. Democratic Governance, presently ranked fourteenth or lower by the universities, was preferred as third and fifth in order. Individual Personal Development, which was presently ranked eleventh or lower, was given preference rankings of fifth, sixth, and seventh. On the other hand, Advanced Training, which was presently ranked first or second by the universities, was given a preferred ranking of fourth or fifth. Traditional Religiousness, which was presently a highly ranked goal (first, second, seventh), ranked only eighth or lower as a preferred goal. This suggests that university personnel felt these two goal areas are

given sufficient or more than sufficient emphasis and, in combination with other rankings, implies they would like to see less emphasis on these and more emphasis on others.

The extent of agreement of disagreement among universities with regard to their rankings of preferred goal areas was determined by using Pearson correlation coefficients. The Pearson coefficients were calculated to determine whether significant agreement existed among the Saudi universities in their preferred goal rankings. Table 4.13 shows that there was a positive correlation among the rankings of the three universities' preferred goals. This indicates that personnel at Saudi universities generally agreed as to the relative importance that should be placed on the various goal areas. That is, preferred goal areas considered to be highly important at one university tended to be considered highly important at the other two universities, as well. The greatest agreement was found between KSU and KAU, with $r = .99$ and $p = .001$. The next highest agreement was between KSU and UPM with $r = .95$ and $p = .001$. The agreement between KAU and UPM was $r = .92$ and $p = .001$. Comparison of Tables 4.11 and 4.13 indicated that there was greater agreement among the universities in their rankings of preferred goal areas than in their rankings of perceived (current) goal areas.

Table 4.13.--Agreement in ranking of the 20 preferred (SHOULD BE) goal areas among the three universities, according to Pearson correlation coefficients.

Universities Compared	Number of Goal Areas	Value of Pearson Correlation Coefficients (r)	Significance Level (p)
KSU vs. KAU	20	.99	.001
KSU vs. UPM	20	.95	.001
KAU vs. UPM	20	.92	.001

Perceptions and Preferences of University Supreme Councilors Concerning the Goal Areas

The fifth research question was:

What are the perceptions and preferences of the university supreme councilors in the major Saudi universities concerning the goal areas?

Table 4.14 presents the perceptions and preferences of the universities' supreme councilors with the 20 goal areas rank ordered according to their means. It was apparent that the councilors found all of the goal areas to be presently of medium importance or lower, except for Advanced Training, which was perceived to be of high importance at the Saudi universities. The second through fifth most important goals were perceived to be Academic Development, Traditional Religiousness, Meeting Local Needs, and Intellectual and Aesthetic Environment. The councilors perceived Off-Campus Learning, Cultural and Aesthetic Awareness, Social Egalitarianism, and Social Criticism and Activism to be the least important goal areas at their

Table 4.14.--Perceptions (IS) and preferences (SHOULD BE) of the university supreme councilors concerning the 20 goal areas (N = 35).

Goal Area	SHOULD BE			IS			Discrepancy + or -
	Rank	Mean	SD	Rank	Mean	SD	
Community (P)	1	4.50	.41	6	3.07	.87	+1.43
Intellectual Orientation (O)	2	4.43	.45	12	2.81	.79	+1.61
Advanced Training (O)	3	4.34	.46	1	3.52	.68	+ .83
Intellectual and Aesthetic Environment (P)	4	4.29	.46	5	3.08	.88	+1.21
Individual Personal Development (O)	5	4.29	.74	14	2.65	.92	+1.64
Democratic Governance (P)	6	4.26	.54	11	2.86	.90	+1.40
Research (O)	7	4.20	.68	7	3.06	.76	+1.14
Academic Development (O)	8	4.17	.56	2	3.26	.53	+ .91
Innovation (P)	9	4.13	.55	13	2.75	.65	+1.38
Traditional Religiousness (O)	10	4.07	.76	3	3.21	.88	+ .86
Meeting Local Needs (O)	11	4.02	.55	4	3.17	.66	+ .85
Public Service (O)	12	4.00	.68	15	2.60	.77	+1.40
Vocational Preparation (O)	13	3.96	.57	9	2.89	.77	+1.07
Accountability and Efficiency (P)	14	3.90	.54	8	2.91	.72	+ .99
Social Criticism and Activism (O)	15	3.83	.67	17	2.49	.75	+1.34
Freedom (P)	16	3.80	.68	10	2.86	.69	+ .94
Humanism and Altruism (O)	17	3.74	.76	16	2.59	.89	+1.15
Social Egalitarianism (O)	18	3.56	.75	18	2.43	.74	+1.13
Cultural and Aesthetic Awareness (O)	19	3.24	.66	19	2.21	.59	+1.03
Off-Campus Learning (P)	20	2.63	.61	20	1.96	.53	+ .67

institutions. Although the four highest ranked goals were outcome goal areas, the councilors rated four out of the seven process goal areas among the top ten. Socially oriented goal areas, in general, were ranked among the least important goals.

Concerning the preferences of the university supreme councilors, analysis of the data in Table 4.14 showed that, except for Off-Campus Learning and Cultural/Aesthetic Awareness, councilors preferred that all goal areas be given high importance. They preferred Community as the most important goal area, or highest priority, followed, in order, by Intellectual Orientation, Advanced Training, Intellectual and Aesthetic Environment, and Individual Personal Development. Goal areas ranked lowest in terms of importance were: Freedom, Humanism and Altruism, Social Egalitarianism, Cultural and Aesthetic Awareness, and Off-Campus Learning. Analysis of the rankings of preferred goal areas indicated that councilors put more emphasis on process goal areas, plus advanced training and research-related areas, than they did on socially oriented goal areas.

Overall comparison of perceived and preferred goal area scores revealed that perceived goal areas were rated lower than preferred goal areas. That is, the councilors perceived that the goal areas were given less emphasis than they felt they should have. Ratings of high importance given to 18 preferred goal areas implied that those goals were accepted as institutional goals for Saudi universities by the councilors. The "perceived" rankings given to the goal areas were not

similar to the "preferred" rankings, indicating that councilors believed that their institutions should reorder their goal priorities.

Table 4.14 also presents discrepancies between IS and SHOULD BE mean scores. Goal areas that had the largest discrepancies and, therefore, should receive the greatest institutional emphasis were: Individual Personal Development, Intellectual Orientation, Community, Public Service, Democratic Governance, and Innovation.

Examination of the standard deviations for both IS and SHOULD BE means indicated that, generally, the IS goal areas had larger standard deviations than the SHOULD BE goal areas. This suggests that there was greater agreement among councilors about their ratings of "preferred" goal areas than their ratings of "perceived" goal areas. This result was inconsistent with Peterson's (1977) expectation of smaller standard deviations for IS ratings than for SHOULD BE ratings, since the former are perceptions of present reality while the latter are personal opinions about the way things ought to be. The results here may imply that there is confusion and uncertainty on Saudi campuses about what the real goals of the university are and the relative importance presently placed on each goal area.

Perceptions and Preferences of Academic Administrators Concerning the Goal Areas

Research Question 6 was:

What are the perceptions and preferences of the academic administrators in the major Saudi universities concerning the goal areas?

Table 4.15 presents the academic administrators' perceptions and preferences concerning the 20 goal areas, rank ordered by their means. It shows that the academic administrators perceived the top goal area in their institutions to be Advanced Training, which was perceived to be goal area number one, followed by Traditional Religiousness, Academic Development, Meeting Local Needs, Accountability and Efficiency, and Research, in that order. Goal areas that administrators perceived to be of low priority to Saudi universities included Off-Campus Learning, Cultural and Aesthetic Awareness, Humanism and Altruism, and Social Criticism and Activism. All perceived goal areas were considered to be of medium or lower importance. Table 4.15 also indicates that the administrators perceived that their institutions presently tended to place greater priority on outcome goals than on process goals. Academic Development and Traditional Religiousness, as student-oriented goals, ranked among the highest perceived goals, but the other five student learning goals were not as highly ranked. Except for one, the socially oriented goals were not perceived to be among the highly ranked goal areas.

Among goal area preferences of the academic administrators, Community was found to be the most highly ranked. Community was followed by Intellectual Orientation, Advanced Training, Democratic Governance, Research, Individual Personal Development, Intellectual and Aesthetic Environment, Meeting Local Needs, Vocational Preparation, and Academic Development, in that order. Goal areas least preferred by academic administrators or considered to be of the lowest priority

Table 4.15.--Perceptions (IS) and preferences (SHOULD BE) of academic administrators concerning the 20 goal areas (N = 156).

Goal Area	SHOULD BE			IS		Discrepancy + or -
	Rank	Mean	SD	Rank	Mean	
Community (P)	1	4.50	.42	8	2.83	+1.67
Intellectual Orientation (O)	2	4.45	.41	16	2.52	+1.93
Advanced Training (O)	3	4.33	.49	1	3.27	+1.06
Democratic Governance (P)	4	4.31	.60	11	2.60	+1.71
Research (O)	5	4.27	.58	6	2.90	+1.37
Individual Personal Development (O)	6	4.25	.57	12	2.60	+1.65
Intellectual and Aesthetic Environment (P)	7	4.21	.51	7	2.90	+1.31
Meeting Local Needs (O)	8	4.19	.48	4	3.00	+1.19
Vocational Preparation (O)	9	4.13	.50	9	2.81	+1.33
Academic Development (O)	10	4.07	.49	3	3.03	+1.04
Social Criticism and Activism (O)	11	4.07	.77	17	2.48	+1.59
Public Service (O)	12	4.06	.67	13	2.60	+1.46
Innovation (P)	13	4.03	.57	14	2.59	+1.44
Traditional Religiousness (O)	14	3.96	.82	2	3.24	+ .72
Accountability and Efficiency (P)	15	3.95	.56	5	2.97	+ .98
Freedom (P)	16	3.90	.77	10	2.68	+1.22
Social Egalitarianism (O)	17	3.74	.70	15	2.58	+1.16
Humanism and Altruism (O)	18	3.73	.78	18	2.47	+1.26
Cultural and Aesthetic Awareness (O)	19	3.17	.76	19	2.22	+ .95
Off-Campus Learning (P)	20	2.86	.76	20	1.92	+ .94

included Off-Campus Learning, Cultural and Aesthetic Awareness, and Humanism and Altruism.

In rating the 20 goal areas according to the degree of importance they should have on campus, academic administrators indicated that they felt 18 out of the 20 should be of high importance. This suggests that they accepted these 18 goals as institutional goals for their universities.

Comparison of the administrators' rankings of perceived and preferred goal areas indicated that some goal areas presently perceived to rank high were ranked low as preferences. For example, Traditional Religiousness and Accountability and Efficiency were perceived as goals two and five, respectively, but only ranked as numbers 14 and 15 among goal preferences. In contrast, Intellectual Orientation, Democratic Governance, and Individual Personal Development were ranked as perceived goals in sixteenth, eleventh, and twelfth order, but ranked as preferences in second, fourth, and sixth place, respectively. Advanced Training and Research were both perceived and preferred as highly important goals.

Goal areas that showed the highest mean discrepancies and therefore should receive the greatest attention and emphasis included Intellectual Orientation, Democratic Governance, Community, Individual Personal Development, Social Criticism and Activism, and Public Service.

Perceptions and Preferences of
the Saudi Faculty Members
Concerning the Goal Areas

Research Question 7 was:

What are the perceptions and preferences of the Saudi faculty members in the major Saudi universities concerning the goal areas?

Table 4.16 presents the goal area perceptions and preferences of Saudi faculty members, rank ordered according to their means. Thus, Saudi faculty members perceived the currently most emphasized goal areas in their institutions to be Advanced Training, which was ranked as goal number one, then Traditional Religiousness, Academic Development, Research, Meeting Local Needs, Intellectual and Aesthetic Environment, Accountability and Efficiency, Vocational Preparation, Community, and Freedom, in that order. The least important goal areas were perceived to be Off-Campus Learning, Cultural and Aesthetic Awareness, Social Criticism and Activism, Humanism and Altruism, and Democratic Governance.

Faculty perceived all goal areas to be of medium or low importance and indicated that their institutions were presently placing the highest priority on outcome goals. Democratic Governance and Freedom, which are thought to be of great concern to faculty members, were perceived to be only sixteenth and tenth in importance, respectively. Only one socially oriented goal, Meeting Local Needs, was ranked among the highest goal priorities.

Faculty preferences among the various goal areas were shown to be Community, which ranked as the highest preferred goal, followed by

Table 4.16.--Perceptions (IS) and preferences (SHOULD BE) of Saudi faculty members concerning the 20 goal areas (N = 237).

Goal Areas	SHOULD BE			IS			Discrepancy + or -
	Rank	Mean	SD	Rank	Mean	SD	
Community (P)	1	4.49	.48	9	2.55	.82	+1.94
Intellectual Orientatation (O)	2	4.43	.42	14	2.41	.67	+2.02
Democratic Governance (P)	3	4.36	.57	16	2.35	.80	+2.01
Research (O)	4	4.28	.54	4	2.84	.72	+1.44
Advanced Training (O)	5	4.27	.49	1	3.13	.72	+1.14
Individual Personal Development (O)	6	4.21	.55	15	2.38	.67	+1.83
Intellectual and Aesthetic Environment (P)	7	4.17	.54	6	2.74	.75	+1.43
Meeting Local Needs (O)	8	4.12	.49	5	2.80	.63	+1.32
Academic Development (O)	9	4.12	.47	3	2.87	.62	+1.25
Vocational Preparation (O)	10	4.09	.54	8	2.65	.86	+1.44
Traditional Religiousness (O)	11	4.09	.75	2	2.96	.83	+1.13
Public Service (O)	12	4.07	.64	13	2.43	.73	+1.64
Social Criticism and Activism (O)	13	4.05	.68	18	2.29	.80	+1.76
Innovation (P)	14	3.98	.61	11	2.44	.71	+1.54
Accountability and Efficiency (P)	15	3.97	.58	7	2.71	.69	+1.26
Freedom (P)	16	3.89	.75	10	2.50	.79	+1.39
Humanism and Altruism (O)	17	3.75	.75	17	2.32	.74	+1.43
Social Egalitarianism (O)	18	3.63	.73	12	2.44	.70	+1.19
Cultural Aesthetic Awareness (O)	19	3.08	.80	19	2.26	.67	+ .82
Off-Campus Learning (P)	20	2.85	.77	20	1.86	.61	+ .99

Intellectual Orientation, Democratic Governance, Research, and Advanced Training, in that order. Freedom, which was expected to be highly preferred by faculty members, was not. Rather, it ranked with Humanism and Altruism, Social Egalitarianism, Cultural and Aesthetic Awareness, and Off-Campus Learning among the five least preferred goal areas.

Faculty members preferred that the highest priority be given to Community, Intellectual Orientation, and Democratic Governance, which were not perceived to be among the present priorities of their institutions. Concerning the relative importance that the 20 goal areas should be given, faculty members felt that 18 of the 20 goal areas should be highly important (Table 4.16). It should be noted that these were the same goals that academic administrators and university supreme councilors felt should be highly important. In other words, all three groups accepted those goal areas as institutional goals for their universities.

Goal areas that showed the largest discrepancy in faculty ratings that should be of greatest concern to the institutions were Intellectual Orientation, Democratic Governance, Community, Individual Personal Development, Social Criticism and Activism, Public Service, and Innovation.

Differences in Perceptions and Preferences Concerning Goal Areas Between Respondent Groups

The eighth research question asked:

Are there significant differences in perceptions and preferences concerning the goal areas between pairs of respondent groups?

The determination of differences between groups involved one-way analysis of variance with Scheffe post hoc tests. First, a one-way analysis of variance was performed to determine whether significant differences existed among the three groups of respondents--faculty, administrators, and councilors--in their ratings of perceived and preferred goal areas. The objective of this test was to determine on which, if any, goal areas all the groups agreed or disagreed. The Scheffe test was then employed to determine the source of disagreement, that is, to identify which group(s) accounted for inconsistencies in the perceived and preferred goal area ratings. Analysis of variance was also administered to determine any significant differences in goal perceptions and preferences between pairs of groups: (1) faculty-administrators, (2) faculty-supreme councilors, and (3) administrators-supreme councilors.

Differences among all groups in perceived (IS) goal areas.

Results of the statistical analysis presented in Table 4.17 show that significant differences were found among groups in their ratings of 13 goal areas. Differences in nine of these goal areas were significant at the .01 level and in four other goal areas at the .05 level. Of these 13 goal areas, seven were outcome goals and six were process goals. That is, respondents differed significantly in their ratings of six out of seven process goals identified by the IGI, which shows that disagreement was greater in the ratings of process goal areas than outcome goal areas or in areas involving the functioning or internal climate of the Saudi campuses.

Table 4.17.--One-way analysis of variance for significant differences among groups (faculty-administrators-councilors) in their ratings of the perceived (IS) goal areas.

Goal Areas With Significant Differences	F	p
Academic Development (O)	7.46	.01
Intellectual Orientation (O)	5.35	.01
Individual Personal Development (O)	4.70	.01
Traditional Religiousness (O)	5.85	.01
Vocational Preparation (O)	4.82	.05
Advanced Training (O)	4.82	.01
Meeting the Local Needs (O)	7.20	.01
Freedom (P)	4.50	.05
Democratic Governance (P)	8.40	.01
Community (P)	8.90	.01
Intellectual and Aesthetic Environment (O)	4.03	.05
Innovation (P)	4.15	.05
Accountability and Efficiency	6.70	.01

Goal areas on which all groups agreed in their rankings were Humanism and Altruism, Cultural and Aesthetic Awareness, Research, Public Service, Social Egalitarianism, Social Criticism and Activism, and Off-Campus Learning. These goal areas, with the exception of Off-Campus Learning, were all outcome goals.

Having identified disagreement, or differences in the ratings of 13 IS goal areas, the Scheffe tests were then computed to determine where significant differences existed between the three groups in their ratings of the perceived (IS) goal areas. Results of these tests, presented in Table 4.18, showed no significant differences between academic administrators and university supreme councilors, but faculty

Table 4.18.--Results of the Scheffe test for significant differences among groups (faculty, administrators, councilors) in their ratings of the perceived (IS) goal areas.

Goal Areas Where Significant Differences* Existed	Group Mean			Groups Differed ^a
	Faculty (N=237)	Adminis- trators (N=156)	Councilors (N=35)	
Academic Development	2.87	3.02	3.26	F-A, F-C
Intellectual Orientation	2.40	2.52	2.81	F-C
Individual Personal Development	2.37	2.60	2.65	F-A, F-C
Traditional Religiousness	2.96	3.24	3.21	F-A
Advanced Training	3.13	3.27	3.50	F-C
Meeting Local Needs	2.80	3.00	3.17	F-A, F-C
Freedom	2.50	2.68	2.86	F-C
Democratic Governance	2.35	2.60	2.86	F-A, F-C
Community	2.55	2.83	3.07	F-A, F-C
Accountability and Efficiency	2.71	2.97	2.91	F-A

*Significant at the .05 level.

^aF = faculty, A = administrators, C = councilors.

members differed significantly from administrators in seven goal areas and from councilors in eight goal areas.

Areas in which faculty and academic administrators differed at the .05 level were Academic Development, Advanced Training, Meeting Local Needs, Democratic Governance, Community, Individual Personal Development, Traditional Religiousness, and Accountability and Efficiency. Administrators gave these areas higher ratings than did faculty members. Areas in which faculty ratings differed from those of councilors, with the councilors giving higher ratings, were Academic Development, Individual Personal Development, Advanced Training, Meeting Local Needs, Democratic Governance, Community, Intellectual Orientation, and Freedom.

Goal areas where faculty significantly differed from both administrators and councilors were Academic Development, Individual Personal Development, Meeting Local Needs, Democratic Governance, and Community.

Differences among all groups in preferred (SHOULD BE) goal areas. The results of the statistical analysis employed to determine significant differences in the ratings, by all groups, of preferred goal areas indicated no statistically significant differences existed. That is, the groups of subjects were all in substantial agreement on the degree of importance that the 20 goal areas should be given in their institutions. Except for Off-Campus Learning and Cultural and Aesthetic Awareness, on which only medium importance was placed, the

goal areas were rated by all groups to be highly important as preferred goals for their institutions.

To examine these differences in more detail, ANOVA was employed to compare pairs of groups. Thus, the following is a presentation of the comparisons between groups based on ANOVA results.

Comparison of faculty and administrators.

1. Significant differences between faculty members and academic administrators in their ratings of perceived (IS) goal areas. An analysis of variance of the faculty members' perceived (IS) responses compared with the perceived (IS) responses of the academic administrators showed significant differences in 14 goal areas. Six of these goal areas produced F-scores high enough to be significant at the .01 level. The other eight goal areas produced F-scores significant at the .05 level (Table 4.19). In only six goal areas, then, were faculty and administrators substantially in agreement (e.g., no significant differences). In all the identified areas of significant differences, administrators rated the specific goals higher than faculty, although both groups believed those goals to be presently of medium or low importance of their institutions.

Examination of Table 4.19 reveals that 8 of the 14 identified goals were outcome goals and 6 were process goals. This means faculty and administrators differed significantly in their ratings of 61.5 percent of the 13 outcome goals and 85.7 percent of the 7 process goals identified in the IGI. The significantly lower ratings given by faculty in the process goal areas may imply a lack of faculty

Table 4.19.--Significant differences between faculty members and academic administrators in their ratings of perceived (IS) goal areas.

Goal Area	Mean		F	p (F)
	Faculty (N=237)	Adminis- trators (N=156)		
<u>Outcome Goals</u>				
Academic Development	2.87	3.02	5.92	.015*
Intellectual Orientation	2.40	2.51	2.55	.111
Individual Personal Development	2.37	2.60	7.86	.005**
Humanism and Altruism	2.32	2.47	3.29	.070
Cultural and Aesthetic Awareness	2.26	2.22	.21	.649
Traditional Religiousness	2.96	3.24	10.93	.001**
Vocational Preparation	2.65	2.82	4.82	.029*
Advanced Training	3.13	3.27	3.27	.071
Research	2.84	2.90	.54	.461
Meeting Local Needs	2.80	3.00	8.13	.005**
Public Service	2.43	2.59	4.38	.037*
Social Egalitarianism	2.43	2.58	3.88	.050*
Social Criticism and Activism	2.29	2.48	4.98	.026*
<u>Process Goals</u>				
Freedom	2.50	2.68	4.54	.034*
Democratic Governance	2.35	2.60	8.97	.003**
Community	2.55	2.83	10.40	.001**
Intellectual and Aesthetic Environment	2.74	2.90	9.03	.045*
Innovation	2.43	2.59	4.32	.038*
Off-Campus Learning	1.86	1.92	.66	.418
Accountability and Efficiency	2.71	2.97	12.84	.0004**

*Significant at the .05 level.

**Significant at the .05 level.

satisfaction with the internal climate or functioning of their institutions. This would include such areas as academic freedom, decentralized decision making, involvement of faculty in academic governance, the presence of an authority structure that is genuinely responsive to the concerns of everyone at the institution, a sense of community, an intellectual and productive environment, administrative efficiency, and a climate for innovation.

2. Significant differences between faculty members and academic administrators in their ratings of preferred (SHOULD BE) goal areas. Results of the statistical analysis administered to determine significant differences between faculty and administrators in their ratings of the preferred goal areas indicated that there were no significant differences between the two groups. That is, as shown in Table 4.20, both groups believed that their institutions should give high importance to 18 of the 20 goal areas and medium importance to the remaining two goal areas, Cultural and Aesthetic Awareness and Off-Campus Learning. In general, these results imply substantial agreement between faculty members and academic administrators concerning their preferences of the goal areas on which their institutions should place most importance.

3. Significant differences between faculty and academic administrators in goal area discrepancies. A goal area discrepancy is the difference between the mean of the IS rating and the mean of the SHOULD BE rating that goal receives. It represents the degree of gap or difference between what IS and what SHOULD BE or between what is

Table 4.20.--Significant differences between faculty members and academic administrators in their ratings of preferred (SHOULD BE) goal areas.

Goal Area	Mean		F	p (F)
	Faculty (N=237)	Adminis- trators (N=156)		
<u>Outcome Goals</u>				
Academic Development	4.12	4.07	1.08	.299
Intellectual Orientation	4.43	4.45	.28	.596
Individual Personal Development	4.21	4.24	.26	.612
Humanism and Altruism	3.75	3.73	.03	.870
Cultural and Aesthetic Awareness	3.08	3.17	1.16	.283
Traditional Religiousness	4.09	3.96	2.57	.110
Vocational Preparation	4.09	4.13	.66	.418
Advanced Training	4.27	4.33	1.22	.270
Research	4.28	4.27	.02	.886
Meeting Local Needs	4.12	4.19	1.58	.210
Public Service	4.07	4.06	.01	.903
Social Egalitarianism	3.63	3.74	2.05	.153
Social Criticism and Activism	4.05	4.07	.12	.727
<u>Process Goals</u>				
Freedom	3.89	3.90	.02	.883
Democratic Governance	4.35	4.31	.45	.504
Community	4.49	4.50	.01	.912
Intellectual and Aesthetic Environment	4.17	4.21	.41	.523
Innovation	3.98	4.03	.80	.372
Off-Campus Learning	2.85	2.86	.03	.859
Accountability and Efficiency	3.97	3.95	.07	.787

perceived and what is preferred. Goal area discrepancies in ratings by faculty and academic administrators were tested to determine if significant differences existed between the two groups. Examination of the results showed that faculty and administrators differed significantly at the .01 level in five goal areas and at the .05 level in two goal areas. In these seven identified goal areas (see Table 4.21), faculty members believed that there were larger gaps or discrepancies between what IS and what SHOULD BE than administrators. This implies that faculty members, more than the academic administrators, believed their institutions should give greater emphasis to these particular goal areas. It does not mean, however, that other goal areas with large discrepancies between perceived and preferred ratings should not be emphasized. Indeed, examination of Table 4.21 indicates that all 20 goal areas had discrepancies that ranged from .82 to .94 for faculty and administrators (Cultural and Aesthetic Awareness) to 2.03 and 1.93 for faculty and administrators (Intellectual Orientation).

In conclusion, both faculty and academic administrators perceived all goal areas to be presently of medium or lower importance but preferred almost all goal areas to be of high importance. Therefore, large discrepancies were found between what is and what should be. Further, the ANOVA showed significant differences between faculty and administrator ratings of 14 perceived (IS) goal areas and discrepancies in seven goal areas. There were, however, no significant differences between faculty and administrator ratings of the preferred (SHOULD BE) goal areas. These findings generally imply that there was

Table 4.21.--Significant differences between faculty members and academic administrators in discrepancies between perceived (IS) and preferred (SHOULD BE) goal area ratings.

Goal Area	Discrepancy		F	p (F)
	Faculty (N=237)	Adminis- trators (N=156)		
<u>Outcome Goals</u>				
Academic Development	1.26	1.03	7.25	.007**
Intellectual Orientation	2.03	1.93	1.24	.266
Individual Personal Development	1.84	1.64	4.70	.031*
Humanism and Altruism	1.43	1.26	3.40	.066
Cultural and Aesthetic Awareness	.82	.94	1.73	.189
Traditional Religiousness	1.13	.73	15.04	.0001**
Vocational Preparation	1.44	1.32	2.27	.133
Advanced Training	1.14	1.05	1.07	.302
Research	1.43	1.37	.54	.465
Meeting Local Needs	1.33	1.19	3.16	.076
Public Service	1.64	1.47	3.97	.047*
Social Egalitarianism	1.20	1.16	.19	.666
Social Criticism and Activism	1.76	1.60	2.51	.114
<u>Process Goals</u>				
Freedom	1.39	1.22	2.53	.112
Democratic Governance	2.00	1.71	7.58	.006**
Community	1.95	1.67	7.47	.007**
Intellectual and Aesthetic Environment	1.44	1.31	1.89	.170
Innovation	1.54	1.44	1.32	.252
Off-Campus Learning	.99	.95	.19	.661
Accountability and Efficiency	1.26	.98	10.06	.002**

*Significant at the .05 level.

**Significant at the .01 level.

disagreement between faculty and administrators concerning the present emphasis placed on the various goal areas in their institutions, but that members of these groups substantially agreed about the importance that should be placed on each goal area on their campuses.

Comparing the findings of this study for faculty and academic administrators with findings for these groups in other studies, it was found that in studies such as those of Romney (1976), and Iruka (1980) faculty members' and academic administrators' perceptions and preferences among the goal areas were essentially the same, while this study found considerable disagreement between the two groups with respect to perceived goals, but agreement on preferred goal areas.

A comparison of faculty and supreme councilors.

1. Significant differences between faculty members and university supreme councilors concerning their rating of the perceived (IS) goal areas. An analysis of the faculty members' perceived (IS) responses compared with those of the councilors brought to light significant differences, at the .01 or .05 levels, in 11 goal areas. Table 4.22 presents the results of the ANOVA employed to determine these differences in perceived goals between the two groups.

Examination of this table reveals that the 11 goal areas that received significantly different ratings by faculty and councilors included seven in which differences were significant at the .01 level and another four in which differences were significant at the .05 level. All 11 goal areas in which significant differences existed were

Table 4.22.--Significant differences between faculty members and university supreme councilors in their ratings of perceived (IS) goal areas.

Goal Area	Mean		F	p (F)
	Faculty (N=237)	Councilors (N=35)		
Outcome Goals				
Academic Development	2.87	3.26	12.79	.0004**
Intellectual Orientation	2.40	2.81	11.10	.001**
Individual Personal Development	2.37	2.65	4.62	.033*
Humanism and Altruism	2.32	2.59	4.02	.046*
Cultural and Aesthetic Awareness	2.26	2.21	.13	.720
Traditional Religiousness	2.96	3.21	2.71	.100
Vocational Preparation	2.65	2.89	3.74	.054
Advanced Training	3.13	3.52	9.12	.003**
Research	2.84	3.06	2.67	.103
Meeting Local Needs	2.80	3.17	10.68	.001**
Public Service	2.43	2.60	1.65	.200
Social Egalitarianism	2.43	2.43	.002	.962
Social Criticism and Activism	2.29	2.49	1.99	.150
Process Goals				
Freedom	2.50	2.86	6.78	.010**
Democratic Governance	2.35	2.86	12.03	.0006**
Community	2.55	3.07	12.36	.0005**
Intellectual and Aesthetic Environment	2.74	3.09	6.11	.014*
Innovation	2.43	2.75	6.07	.014*
Off-Campus Learning	1.86	1.96	.75	.387
Accountability and Efficiency	2.71	2.91	2.53	.113

*Significant at the .05 level.

**Significant at the .01 level.

rated more highly by councilors than faculty members. This means that councilors believed their institutions were placing greater emphasis on these goal areas than was perceived by faculty.

Faculty members differed from councilors on 6 of the 13 outcome goal areas and on 5 out of the 7 process goals specified in the IGI. This result implies that greater disagreement existed between faculty and councilors on the process goals, which concern the internal climate or functioning of the university and are of great interest to the faculty members. In other words, the lower ratings given to the process goals by faculty may imply a lack of satisfaction with the emphasis given by their institutions to academic freedom and democratic governance, including decentralized decision making and substantial faculty involvement, a sense of community, and an innovative and intellectual environment. In conclusion, although there were significant differences between faculty and councilors on 11 goal areas that were rated higher by the councilors, all 20 goals were ranked medium or lower in importance except Advanced Training, which was perceived by councilors to be highly important. More disagreement was found for the process goals than for the outcome goals.

2. Significant differences between faculty members and university supreme councilors in their ratings of preferred (SHOULD BE) goal areas. Table 4.23 presents the results of statistical analysis of the differences in preference ratings between the two groups. Examination of this table reveals that no significant differences were found between faculty and councilors in their ratings of the preferred goal

Table 4.23.--Significant differences between faculty members and university supreme councilors in their ratings of the preferred (SHOULD BE) goal areas.

Goal Area	Mean		F	p (F)
	Faculty (N=237)	Councilors (N=35)		
<u>Outcome Goals</u>				
Academic Development	4.12	4.17	.30	.584
Intellectual Orientation	4.43	4.42	.01	.941
Individual Personal Development	4.21	4.29	.61	.437
Humanism and Altruism	3.75	3.74	.01	.934
Cultural and Aesthetic Awareness	3.08	3.24	1.22	.269
Traditional Religiousness	4.09	4.07	.02	.900
Vocational Preparation	4.09	3.96	1.65	.200
Advanced Training	4.27	4.34	.67	.415
Research	4.28	4.20	.58	.448
Meeting Local Needs	4.12	4.02	1.32	.252
Public Service	4.07	4.00	.33	.567
Social Egalitarianism	3.63	3.56	.26	.609
Social Criticism and Activism	4.05	3.83	3.15	.077
<u>Process Goals</u>				
Freedom	3.89	3.80	.45	.504
Democratic Governance	4.35	4.26	.89	.345
Community	4.49	4.50	.01	.921
Intellectual and Aesthetic Environment	4.17	4.29	1.61	.206
Innovation	3.98	4.13	1.90	.170
Off-Campus Learning	2.85	2.63	2.58	.109
Accountability and Efficiency	3.97	3.90	.44	.505

areas. This implies that the two groups agreed that, except for Cultural and Aesthetic Awareness and Off-Campus Learning, which were rated of medium importance, all goal areas should have high importance on their campuses.

3. Significant differences between faculty and university supreme councilors in goal area discrepancies. Table 4.24 shows the differences in the 20 goal area discrepancies. Faculty and councilors were significantly different in ten goal areas, six of them outcome goals and four process goal areas. The differences were statistically significant at the .01 level in six areas and at the .05 level in the other four areas.

Furthermore, not only in these ten identified goal areas (see Table 4.24) but in all 20 goal areas, faculty, when compared with councilors, showed greater discrepancies between the emphasis that the goal areas presently received and what they should receive in their institutions. The largest goal discrepancies, with respect to faculty, were found in those areas that should be of great interest to them in their professional lives, such as Democratic Governance, Community, and Intellectual Orientation. Finally, it should be pointed out that the lower ratings of the perceived goal areas and higher ratings given to goal area preferences by both groups implied that both groups believed their institutions should put greater emphasis on those goals than they presently do. Priority should be given to those goal areas with larger mean discrepancies and to those where significant differences were found in order to bridge the gaps and limit the differences.

Table 4.24.--Significant differences between faculty members and university supreme councilors in discrepancies between perceived (IS) and preferred (SHOULD BE) goal area ratings.

Goal Area	Discrepancy		F	p (F)
	Faculty (N=237)	Councilors (N=35)		
<u>Outcome Goals</u>				
Academic Development	1.26	.91	7.14	.008**
Intellectual Orientation	2.03	1.61	8.98	.003**
Individual Personal Development	1.84	1.64	1.76	.186
Humanism and Altruism	1.43	1.14	3.74	.054
Cultural and Aesthetic Awareness	.82	1.02	1.61	.206
Traditional Religiousness	1.13	.96	2.05	.154
Vocational Preparation	1.44	1.08	6.70	.011*
Advanced Training	1.14	.82	5.28	.022*
Research	1.43	1.14	3.70	.055
Meeting Local Needs	1.33	.95	13.30	.0003**
Public Service	1.64	1.40	2.33	.128
Social Egalitarianism	1.20	1.14	.15	.694
Social Criticism and Activism	1.76	1.34	5.73	.017*
<u>Process Goals</u>				
Freedom	1.39	.94	6.74	.010**
Democratic Governance	2.00	1.40	10.79	.001**
Community	1.95	1.43	8.86	.003**
Intellectual and Aesthetic Environment	1.44	1.21	2.00	.159
Innovation	1.55	1.38	1.17	.281
Off-Campus Learning	.99	.67	4.30	.039*
Accountability and Efficiency	1.26	.99	3.07	.081

*Significant at the .05 level.

**Significant at the .01 level.

Comparison of academic administrators and university supreme councilors. The statistical analysis employed to determine any significant differences between academic administrators and the university supreme councilors, in their ratings of the perceived (IS) goal areas, the preferred (SHOULD BE) goal areas, and the goal area discrepancies indicated that the two groups were significantly different at the .05 level on their ratings of the perceived goal area, Intellectual Orientation, in which councilors perceived higher importance than administrators. No significant differences were found between the two groups on the other 19 goal areas. Further, except for Advanced Training, which was perceived to be of high importance by councilors, all other goal areas were perceived by both groups as of medium or lower importance (Table 4.25).

No significant differences were found between the two groups in their ratings of the preferred 20 goal areas. That is, they agreed that, except for Off-Campus Learning and Cultural and Aesthetic Awareness, which should be of medium importance, all goal areas should be highly important to their institutions (Table 4.26).

There were only two goal area discrepancies where the two groups significantly differed. They were Intellectual Orientation and Meeting Local Needs. In both areas, administrators had greater discrepancies. Table 4.27 shows there was high agreement between the academic administrators and the university supreme councilors concerning their perceptions, preferences, and the gaps between what is and what should be, except for one perceived goal area and two goal

Table 4.25.--Significant differences between academic administrators and university supreme councilors in their ratings of perceived (IS) goal areas.

Goal Area	Mean		F	p (F)
	Adminis- trators (N=156)	Councilors (N=35)		
<u>Outcome Goals</u>				
Academic Development	3.02	3.26	3.79	.053
Intellectual Orientation	2.52	2.81	3.98	.048*
Individual Personal Development	2.60	2.65	.087	.768
Humanism and Altruism	2.47	2.60	.51	.477
Cultural and Aesthetic Awareness	2.22	2.21	.005	.941
Traditional Religiousness	3.24	3.21	.05	.832
Vocational Preparation	2.82	2.89	.21	.650
Advanced Training	3.27	3.52	2.78	.097
Research	2.90	3.05	1.07	.301
Meeting Local Needs	3.00	3.17	1.67	.200
Public Service	2.59	2.60	.002	.962
Social Egalitarianism	2.58	2.43	1.26	.264
Social Criticism and Activism	2.48	2.49	.01	.911
<u>Process Goals</u>				
Freedom	2.68	2.86	1.50	.222
Democratic Governance	2.60	2.86	2.56	.111
Community	2.83	3.07	.199	.160
Intellectual and Aesthetic Environment	2.90	3.08	1.43	.234
Innovation	2.59	2.75	1.30	.255
Off-Campus Learning	1.92	1.96	.13	.720
Accountability and Efficiency	2.97	2.91	.19	.633

*Significant at the .05 level.

Table 4.26.--Significant differences between academic administrators and university supreme councilors in their ratings of preferred (SHOULD BE) goal areas.

Goal Area	Mean		F	p (F)
	Adminis- trators (N=156)	Councilors (N=35)		
<u>Outcome Goals</u>				
Academic Development	4.07	4.17	1.12	.292
Intellectual Orientation	4.45	4.42	.13	.715
Individual Personal Development	4.24	4.29	.21	.644
Humanism and Altruism	3.73	3.74	.0001	.990
Cultural and Aesthetic Awareness	3.17	3.24	.26	.610
Traditional Religiousness	3.96	4.07	.54	.462
Vocational Preparation	4.13	3.96	3.14	.078
Advanced Training	4.33	4.34	.03	.861
Research	4.27	4.20	.38	.537
Meeting Local Needs	4.19	4.02	3.20	.075
Public Service	4.06	4.00	.22	.639
Social Egalitarianism	3.74	3.56	1.71	.192
Social Criticism and Activism	4.07	3.83	3.02	.084
<u>Process Goals</u>				
Freedom	3.90	3.80	.51	.474
Democratic Governance	4.31	4.26	.26	.608
Community	4.50	4.50	.002	.967
Intellectual and Aesthetic Environment	4.21	4.29	.83	.364
Innovation	4.03	4.13	.796	.374
Off-Campus Learning	2.86	2.63	2.89	.091
Accountability and Efficiency	3.95	3.90	.27	.606

Table 4.27.--Significant differences between academic administrators and university supreme councilors in discrepancies between perceived (IS) and preferred (SHOULD BE) goal area ratings.

Goal Area	Discrepancy		F	p (F)
	Adminis- trators (N=156)	Councilors (N=35)		
<u>Outcome Goals</u>				
Academic Development	1.05	.91	.85	.359
Intellectual Orientation	1.93	1.61	3.89	.050*
Individual Personal Development	1.64	1.64	.0001	.992
Humanism and Altruism	1.26	1.14	.49	.483
Cultural and Aesthetic Awareness	.94	1.02	.26	.609
Traditional Religiousness	.72	.86	.63	.429
Vocational Preparation	1.32	1.08	2.14	.145
Advanced Training	1.05	.82	2.26	.134
Research	1.37	1.14	1.71	.193
Meeting Local Needs	1.19	.85	5.39	.021*
Public Service	1.47	1.40	.19	.662
Social Egalitarianism	1.16	1.14	.03	.871
Social Criticism and Activism	1.60	1.34	2.16	.143
<u>Process Goals</u>				
Freedom	1.22	.94	2.39	.123
Democratic Governance	1.71	1.40	2.81	.095
Community	1.67	1.43	1.64	.201
Intellectual and Aesthetic Environment	1.31	1.21	.36	.550
Innovation	1.44	1.38	.16	.688
Off-Campus Learning	.95	.67	3.72	.055
Accountability and Efficiency	.98	.99	.001	.974

*Significant at the .05 level.

area discrepancies where significant differences were found at the .05 level.

Perceived (IS) and Preferred
(SHOULD BE) Goal Area Priorities
in Saudi Universities

The ninth research question asked:

Based on the perceptions and preferences of the different groups, what are the identified priorities among institutional goal areas in the major Saudi universities?

Highest perceived (IS) goal area priorities. Table 4.28

presents the perceived goal areas in order of their importance according to the means of their ratings by the three groups. Based on the perceptions of faculty, academic administrators, and university supreme councilors, Advanced Training was shown to be the highest current goal area priority in Saudi universities, followed by Traditional Religiousness and Academic Development, which were seen as second or third. Meeting Local Needs, which was the fourth goal area in importance, was rated fourth by administrators and councilors and fifth by faculty. The fifth goal area was Research, which was ranked fourth, sixth, and seventh by faculty, administrators, and councilors, respectively.

These findings were consistent with the rank ordering of perceived (IS) goal areas by the total population (see Table 4.1). In other words, these five goal areas were ranked by the total population and by the respondents in their professional groups as the highest perceived goal area priorities in Saudi universities. Examination of these five goals revealed that they were all outcome goals; none of the process goals was among those areas perceived to be of high priority in

Table 4.28.--Priority of perceived (IS) goal areas for Saudi universities according to faculty, academic administrators, and supreme councilors.

Rank	Faculty	Administrators	Councilors
1	Advanced Training	Advanced Training	Advanced Training
2	<u>Traditional Religiousness</u>	<u>Traditional Religiousness</u>	<u>Academic Development</u>
3	<u>Academic Development</u>	<u>Academic Development</u>	<u>Traditional Religiousness</u>
4	<u>Research</u>	<u>Meeting Local Needs</u>	<u>Meeting Local Needs</u>
5	<u>Meeting Local Needs</u>	<u>Accountability & Efficiency</u>	<u>Intellectual Environment</u>
6	<u>Intellectual Environment</u>	Research	Community
7	<u>Accountability & Efficiency</u>	<u>Intellectual Environment</u>	Research
8	<u>Vocational Preparation</u>	Community	<u>Accountability & Efficiency</u>
9	Community	<u>Vocational Preparation</u>	<u>Vocational Preparation</u>
10	Freedom	Freedom	Freedom
11	Innovation	Democratic Governance	Democratic Governance
12	Social Egalitarianism	<u>Individual Personal Devel.</u>	<u>Intellectual Orientation</u>
13	Public Service	Public Service	Innovation
14	<u>Intellectual Orientation</u>	Innovation	<u>Individual Personal Devel.</u>
15	<u>Individual Personal Devel.</u>	Social Egalitarianism	Public Service
16	Democratic Governance	<u>Intellectual Orientation</u>	Humanism/Altruism
17	Humanism/Altruism	Social Criticism/Activism	Social Criticism/Activism
18	<u>Social Criticism/Activism</u>	Humanism/Altruism	Social Egalitarianism
19	Cultural Awareness	Cultural Awareness	Cultural Awareness
20	Off-Campus Learning	Off-Campus Learning	Off-Campus Learning

Saudi universities. That is, goals related to institutional functioning and internal climate, such as a sense of community, democratic governance, and intellectual and academic freedom, were not perceived to be among the five most important concerns of the current practice in Saudi universities.

Highest preferred goal area priorities. Table 4.29 presents the rank order of the goal areas according to the preference priorities of the three respondent groups. Community was preferred by all three groups as their highest goal priority, followed by Intellectual Orientation. Advanced Training was preferred by administrators and councilors as the third most important goal and by faculty as the fifth most important. Democratic Governance was preferred by faculty members as the third most important goal, by administrators as the fourth most important, but by university supreme councilors as sixth in importance. Research was given fourth, fifth, and seventh preference by faculty, administrators, and councilors, respectively. Two of these five goals were process goals, and the other three were outcome goals.

Comparing the five perceived goal priorities with the five preferred goal priorities showed that respondents believed that, unlike the current practice, their institutions should place their highest priority on Community, followed by Intellectual Orientation and Democratic Governance. The emphasis on Community and Democratic Governance implies that respondents believed that the functioning or internal environment of their institutions should be given the highest priority on their campuses. Advanced Training and Research were both

Table 4.29.--Priority of preferred (SHOULD BE) goal areas for Saudi universities according to faculty, academic administrators, and supreme councilors.

Rank	Faculty	Administrators	Councilors
1	<u>Community</u>	<u>Community</u>	<u>Community</u>
2	<u>Intellectual Orientation</u>	<u>Intellectual Orientation</u>	<u>Intellectual Orientation</u>
3	<u>Democratic Governance</u>	<u>Advanced Training</u>	<u>Advanced Training</u>
4	<u>Research</u>	<u>Democratic Governance</u>	<u>Intellectual Environment</u>
5	<u>Advanced Training</u>	<u>Research</u>	<u>Individual Personal Devel.</u>
6	<u>Individual Personal Devel.</u>	<u>Individual Personal Devel.</u>	<u>Democratic Governance</u>
7	<u>Intellectual Environment</u>	<u>Intellectual Environment</u>	<u>Research</u>
8	<u>Meeting Local Needs</u>	<u>Meeting Local Needs</u>	<u>Academic Development</u>
9	<u>Academic Development</u>	<u>Vocational Preparation</u>	<u>Innovation</u>
10	<u>Vocational Preparation</u>	<u>Academic Development</u>	<u>Traditional Religiousness</u>
11	<u>Traditional Religiousness</u>	<u>Social Egalitarianism</u>	<u>Meeting Local Needs</u>
12	<u>Public Service</u>	<u>Public Service</u>	<u>Public Service</u>
13	<u>Social Criticism/Activism</u>	<u>Innovation</u>	<u>Vocational Preparation</u>
14	<u>Innovation</u>	<u>Traditional Religiousness</u>	<u>Accountability/Efficiency</u>
15	<u>Accountability/Efficiency</u>	<u>Accountability/Efficiency</u>	<u>Social Criticism/Activism</u>
16	<u>Freedom</u>	<u>Freedom</u>	<u>Freedom</u>
17	<u>Humanism/Altruism</u>	<u>Social Egalitarianism</u>	<u>Humanism/Altruism</u>
18	<u>Social Egalitarianism</u>	<u>Humanism/Altruism</u>	<u>Social Egalitarianism</u>
19	<u>Cultural Awareness</u>	<u>Cultural Awareness</u>	<u>Cultural Awareness</u>
20	<u>Off-Campus Learning</u>	<u>Off-Campus Learning</u>	<u>Off-Campus Learning</u>

perceived and preferred to be among the five highest goal priorities, but the results of the preference rankings, in which Advanced Training ranked no higher than third and as low as fifth, appear to suggest that within those five top priorities Advanced Training should not be the highest goal, as is the case in current practice.

Having identified the perceived and preferred goal area priorities according to rankings by the three groups, further analysis was undertaken to determine the extent of congruence between the three groups in their rankings of the 20 goal areas. Table 4.30 presents the Pearson correlation coefficients (r) derived for the three groups, which show a positive correlation among them in their rankings of the 20 goal areas according to their relative perceived and preferred importance and mean discrepancies. There was substantial agreement among the three groups in their goal area priorities. Goal areas that were perceived or preferred as highly ranked by any one group were perceived or preferred to be highly ranked by the other two groups.

Examination of Table 4.30 also indicates that there was greater agreement between the three groups in SHOULD BE rankings than in IS rankings and that there was greater agreement between administrators and councilors than between faculty and either of the other two groups. In short, statistical analysis found a significant correlation, at the .001 level, between the three groups' perceptions and preferences in ranking the 20 goal areas according to their priority and in the goal area discrepancies.

Table 4.30.--The extent to which the three groups of respondents (faculty, administrators, and councilors) agreed in their IS perceptions, SHOULD BE preferences, and discrepancies between IS - SHOULD BE responses, derived by Pearson correlation coefficients.

Pairs of Groups	IS Ranking		SHOULD BE Ranking		Discrepancy Ranking	
	r	p	r	p	r	p
Councilors vs. administrators	.95	.001	.97	.001	.89	.001
Councilors vs. faculty	.93	.001	.97	.001	.85	.001
Administrators vs. faculty	.97	.001	.99	.001	.94	.001

Note: N = 20 goal areas.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary of the Study

Quantitatively speaking, the Saudi university system has achieved rapid growth and expansion over a relatively short period of time, despite many challenges. This growth and expansion, however, were not achieved without sacrifices. That is, as a result of an open admissions policy and efforts to make higher education available to everyone, universities have tended to lose control of their direction and have had little time to evaluate their performance, establish a sound academic policy and tradition, or even to maintain some desirable qualities.

Although the Saudi universities have had to deal with the problems introduced by this expansion and growth, such as shortages of qualified human resources and physical apparatus required to maintain the system, they also face other concerns that require considerable attention and effort. Among such problems are limitations on autonomy and participation in campus governance, a campus climate that does not encourage innovation and intellectual freedom, irrelevant curriculum and instructional methods, inadequate research and publication, an inability to cope successfully with the changing conditions and

requirements of the rapidly developing nation, and a serious absence of scientific and systematic planning and evaluation.

One central reason for the prevalence and persistence of such problems is the absence of identified, clear, and explicit institutional goals that provide necessary direction and guidance or can be used as standards against which to measure the success of the university in achieving its mission. That is, the goals of Saudi universities are so generally stated that they cannot be used to guide university operations and day-to-day decisions. Further, their goals have neither been evaluated nor revised to accommodate the changing environment, requirements and conditions of the institution, the society or both. Goal priorities have not been established and announced to institutional constituents so that all parties of the institutions know what is of greater and lesser importance in making institutional decisions. Thus, it is apparent that if Saudi universities are to be able to cope with the problems identified and to function as effective, viable, coherent, and creative institutions, they must identify their institutional goals, establish priorities among these goals, and use them effectively to guide university operations.

The present study was justified in light of the identified need for goal clarification and identification and the importance placed on that goal identification by theorists and scholars in the fields of organization and administration. That is, the intent of this study was to identify and compare the perceived (IS) and the preferred (SHOULD BE) goals of the Saudi universities as seen by Saudi faculty members,

academic administrators, and university supreme councilors at major Saudi universities: King Saud University, King Abdulaziz University, and the University of Petroleum and Minerals. More specifically, it was intended to address nine research questions:

1. What are the present goals of the major Saudi universities as perceived by their combined supreme councilors, academic administrators, and Saudi faculty members?

2. What are the preferences of the combined university supreme councilors, academic administrators, and Saudi faculty members concerning the goals of Saudi universities?

3. What discrepancies exist between the present and preferred goals?

4. What is the relative importance of goal area perceptions and goal area preferences to each of the three major Saudi universities?

5. What are the perceptions and preferences of the university supreme councilors in the major Saudi universities concerning the goal areas?

6. What are the perceptions and preferences of the academic administrators in the major Saudi universities concerning the goal areas?

7. What are the perceptions and preferences of the Saudi faculty members in the major Saudi universities concerning the goal areas?

8. Are there significant differences in perceptions and preferences concerning the goal areas between the respondent groups?

9. Based on the perceptions and preferences of the three groups, what are the identified priorities among the institutional goals in the major Saudi universities?

Subjects for the study were 428 university personnel representing 55.9 percent of the total population. A modified Arabic version of the Institutional Goal Inventory administered to these subjects asked them to respond to various goal statements, indicating their perceptions of how important each goal IS presently at their institutions and their preferences as to how important each goal SHOULD BE at the institutions. Response options for each goal statement ranged from "of extremely high importance," which was assigned a value of 5, to "of no importance or inapplicable," which was assigned a value of 1. Means, standard deviations, and rank order distributions were computed for all respondents, for each professional group, and for respondents by university, based on their perceptions and preferences in goal areas. One-way analysis of variance and Scheffe post hoc tests were employed to compare respondent groups and to determine if significant differences existed between them with respect to their ratings of the emphasis the goal areas then received and ideally should receive at their institutions. Pearson correlation coefficients were derived to determine the extent of agreement or disagreement between the groups in their rankings of IS and SHOULD BE goal areas. The results of the data

analysis were presented in tabular format, and detailed study findings derived from the analysis were discussed.

Conclusions

The Perceived (IS) Goals of Saudi Universities

Based on all responses, the 20 goal areas were currently perceived to be in the medium or low scales of importance at Saudi universities. The five goal areas that could be of highest priority were Advanced Training, Traditional Religiousness, Academic Development, Meeting Local Needs, and Research. Only the local goal of completing a "comprehensive infrastructure" was perceived to be of high importance to Saudi universities. Other local and miscellaneous goals were perceived as having medium or lower importance. Thus the findings indicated that Saudi universities were concentrating their resources and effort on developing comprehensive graduate programs, educating their students in Islamic thought and heritage, developing their abilities to understand and defend Islamic positions, developing students academically, training manpower to meet the country's needs, conducting research in a variety of fields, and completing a comprehensive infrastructure. Goals seen to be of low importance to Saudi universities included Public Service, Social Egalitarianism, Democratic Governance, Intellectual Orientation, Individual Personal Development, Humanism and Altruism, Social Criticism, Cultural and Aesthetic Awareness, and Off-Campus Learning, particularly the last three goal areas. Analysis indicated that Saudi universities were putting more emphasis on outcome

goals than process goals. That is, little attention was given to the institutional functioning and internal climate that facilitate achievement of the outcome goals and provide the atmosphere necessary for productivity and satisfaction within the academic community. Finally, student-oriented and socially oriented goal areas were found to be of generally low importance to Saudi universities.

Preferred (SHOULD BE) Goals of Saudi Universities

Based on total responses, it was found that the Saudi academic community preferred to have their institutions give highest priority to Community, Intellectual Orientation, Democratic Governance, Advanced Training, and Research, in that order. The other goal preferences were also found to be of high importance, except for Cultural and Aesthetic Awareness and Off-Campus Learning, which were assigned medium importance. The findings of the study indicated that the Saudi academic community accepted 18 of the 20 goal areas as future goals for their institutions and felt their institutions should emphasize process goal areas such as Community and Democratic Governance. This indicated the academic personnel strongly preferred favorable emphasis be given to the internal climate and functioning of their institutions. Local and miscellaneous goals were also strongly preferred by the respondents. Goals such as Completing a Comprehensive Infrastructure, Institutional Reputation, Curriculum Development and Relevancy, and Encouraging Faculty and Staff Development were considered of extremely high importance. Institutional Autonomy was rated as highly important.

Goal Discrepancies

Analyses of all responses concerning differences between what IS and what SHOULD BE indicated large discrepancies between perceptions of and preferences for the goals. This finding indicated that respondents believed their institutions should place greater importance and emphasis on all goals than those goals were then receiving. Goals that respondents believed their institutions to be the furthest from achieving and which therefore may require the most significant policy changes and should be of the greatest concern to Saudi universities included: Intellectual Orientation, Democratic Governance, Community, and Individual Personal Development. Those identified areas of concern relate to: (1) attitudes about learning and intellectual work, such as students' familiarity with research and problem-solving methods, ability to synthesize knowledge from many sources, capacity for self-directed learning, and commitment to lifelong learning; (2) decentralized decision making by which students, faculty, administrators, and university councilors can be significantly involved in decisions affecting them and campus governance which is genuinely responsive to the concerns of all people at the institution; (3) maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication including open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators; (4) identification by students of personal goals and development of means for achieving them, as well as enhancement of a sense of self-worth and self-confidence.

Goals such as Translation, Faculty and Staff Development, and Institutional Autonomy may also be considered to be of highest concern to the Saudi academic community since these had the largest IS - SHOULD BE discrepancies among all local goals. Goal areas whose discrepancies were large but were considered of moderate priority included Social Criticism and Activism, Public Service, Research, and Intellectual Environment.

Relative Importance of Perceived (IS)
and Preferred (SHOULD BE) Goal
Areas, by University

The findings of the study indicated that personnel of each of the three Saudi universities under study (KSU, KAU, and UPM) perceived the 20 goal areas to be of medium or lower importance. An exception was Advanced Training, which was perceived at UPM to be of high importance.

KSU gave highest priority to Advanced Training, followed directly by Traditional Religiousness, Academic Development, Research, and Intellectual Environment. At KAU, Traditional Religiousness, followed by Advanced Training, Meeting Local Needs, Academic Development, and Research were perceived to be of highest priority. After Advanced Training, Academic Development, Vocational Preparation, Intellectual Environment, and Meeting Local Needs were perceived to be of greatest concern at UPM. All three institutions thus perceived Advanced Training and Academic Development to be among their highest priorities, and all perceived Off-Campus Learning, Cultural Awareness, Social Criticism

and Activism, and Humanism and Altruism to be of lowest priority. The emphasis other goal areas received differed from one university to another, with the exception of some goal areas on which KSU and KAU personnel agreed. At all three universities, highest priority was given to outcome goals. Failure to emphasize any of the process goals indicated a lack of concern about the internal climate of the institutions.

The findings indicated that personnel at all three universities expressed preferences for having the 20 goal areas considered of high importance, excepting Off-Campus Learning and Cultural and Aesthetic Awareness, which were rated as less than medium importance, and Humanism and Altruism and Social Criticism, which were of medium importance at UPM.

Few differences were found in goal area priorities; all three institutions had Community and Intellectual Orientation as their first two priorities, with Democratic Governance and Advanced Training also ranked in the top five. Generally speaking, there was agreement between the institutions' personnel in their rankings of preferred goals and the importance the process goal areas should have on their campuses.

Perceptions, Preferences, and
Significant Differences Among Goal
Areas, by Professional Group

Analysis of the response data by professional group (faculty, academic administrators, and university councilors) provided the following findings.

For the perceived (IS) goal areas, it was found that:

1. The three groups perceived the 20 goal areas to be of only medium or low importance at their institutions.
2. Significant differences at the .01 or .05 level of significance were found in the three groups' ratings of 17 out of 20 perceived goal areas. The three goal areas on which they agreed were Research, Cultural and Aesthetic Awareness, and Off-Campus Learning.
3. Faculty members and academic administrators differed at the .01 or .05 level of significance in their ratings of 14 of 20 perceived goal areas. The six areas on which they were substantially agreed (no significant differences) were Advanced Training, Research, Intellectual Orientation, Individual Personal Development, Cultural/Aesthetic Awareness, and Off-Campus Learning. In all 14 areas of significant differences, administrators tended to give the goals higher ratings than faculty members did.
4. Significant differences were also found between faculty and councilors in their ratings of 11 of 20 perceived goal areas. In all the areas councilors tended to assign the goals higher ratings than did faculty members.
5. Faculty members' tendency to differ with both administrators and councilors in rating process goals indicated existing conflict over the current functioning and climate of the institutions.
6. Academic administrators and university councilors tended to be in agreement in their perceptions of all goal areas except for Intellectual Orientation, on which a significant difference was found.

For the preferred (SHOULD BE) goal areas, it was found that:

1. No significant differences were found between the three groups in their ratings of the importance the 20 goal areas should have or the priority they should have in the future of Saudi universities. Agreement between the groups was found to be even greater in the rankings of preferred goal areas than in perceived goal areas, and between administrators and councilors than between faculty and either of the other two groups.

Summary of Goal Area Ratings

The following is a summary of the importance each goal area was perceived to have or should have on Saudi campuses according to the three groups.

Advanced Training. This goal involves efforts toward developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas. This outcome goal area was perceived by faculty and administrators to be of medium importance and by councilors to be of high importance on Saudi campuses. A significant difference was found between faculty responses and the higher ratings of the councilors, but overall this goal was perceived by the three groups as the goal most emphasized in Saudi universities. All three groups also preferred this goal area to be highly important, and it was among the highest ranked preferred goals.

Traditional Religiousness. This outcome goal area involves educating students in their Islamic heritage, development of students' ability to understand and defend the Islamic position, development of a dedication to serving God in everyday life, and helping students to become aware of the potentialities of a full-time religious vocation. This goal area was also perceived by all groups to be among the highest priorities on their campuses and was rated of medium importance with significant differences between faculty and administrators as the latter group rated it higher than the former. This goal area was preferred by all groups to be of high importance but not one of the highest priorities to their institutions.

Academic Development. An outcome goal area that has to do with acquisition of general and specialized knowledge, Academic Development involves preparation of students for advanced scholarly study and maintenance of high intellectual standards on campus. This goal area was perceived by the three groups to be one of medium emphasis but was seen to be among the highest goal priorities in Saudi universities. Significant differences were found between faculty perceptions and those of both administrators and councilors, who gave it higher ratings. This goal area was preferred by all groups as one of high importance to Saudi universities, but it was not among the highest goal priorities.

Meeting Local Needs. This is an outcome goal area that was defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for

private and governmental sectors, and facilitating student involvement in community service activities. It was perceived to be among the highest goal priorities in Saudi universities but was currently receiving only medium emphasis according to the three groups. Faculty members differed significantly from both administrators and councilors by giving lower ratings in this goal area. In indicating their preferences, the groups considered this goal of higher importance to their campuses, but it was not among the highest preferred goal priorities.

Research. Research is an outcome goal that involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific inquiry. It was perceived to be of medium importance to Saudi universities by all three groups and was currently receiving less emphasis than the previous goal areas. However, the three groups indicated they would prefer to have their institutions place high importance on research and that it was a fairly high priority in their estimation. This was one of the goals on which the three groups agreed in both their perceived and preferred ratings.

Accountability and Efficiency. This is one of the process goal areas and is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving its stated goals. This goal was perceived by all groups as of medium importance to their institutions, with significant differences between faculty and administrators

where administrators' ratings were higher than faculty members'. It was preferred by all groups at a level of high importance but was considered to be of low priority to their institutions.

Intellectual and Aesthetic Environment. This is a process goal area that entails a rich program of cultural events, a campus climate that facilitates students' free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus. This goal area was perceived by all groups to be of medium importance in their institutions, with significant differences between faculty and the other two groups, as faculty believed their institutions were then putting less emphasis on this goal area. It was, however, preferred by all groups as a goal area of future high importance on their campuses.

Vocational Preparation. This represents an outcome goal area that involves offering specific occupational curricula (as in accounting or nursing). Vocational preparation includes programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning. This goal area was perceived by the three groups as one of medium importance in their institutions. Significant difference existed between faculty and administrators, with administrators rating this goal higher than faculty members. In expressing their preferences, all three groups believed this goal should be of high importance to their institutions.

Community. Community is a process goal area briefly defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, free and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators. This goal area was perceived by the three groups as presently of medium importance to Saudi universities, with significant differences between faculty and the other two groups based on faculty members' lower ratings. All three groups, however, believed this goal should be of high importance and was of the highest priority on their campuses. That is, it was rated as the number one preferred goal area by the three groups and was identified among those goal areas that should be given highest and earliest consideration in institutional policy change, since the institutions have the furthest to go to achieve it.

Freedom. Freedom is a process goal area defined as protecting the right of faculty to present divergent ideas in the classroom, not preventing students from hearing diverse points of view, placing no restrictions on off-campus activities by faculty or students, and ensuring faculty and students the freedom to choose their own lifestyles. In this goal area, significant differences were found between faculty members and the other two groups. That is, while faculty believed their institutions were then placing inadequate emphasis on this goal, academic administrators and councilors believed that the institutions were giving it medium importance. All three groups agreed that this goal area should be of high importance to their

institutions but preferred that it be given low priority relative to other goal areas.

Innovation. As a process goal area, innovation is defined as a climate in which continuous innovation is an accepted way of life. It involves established procedures for readily initiating curricular or instructional innovation and, more specifically, refers to experimentation with new approaches to individualized instruction and to evaluating and grading student performance. Among the perceptions of this goal area, it was found that significant differences existed between faculty and the other two groups. That is, while faculty believed their institutions were then placing low importance on this goal, administrators and councilors believed it to be of medium importance. It was preferred by all groups as a goal of high importance but one of low priority to their institutions.

Public Service. Public service is an outcome goal area that entails working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs. The study findings indicated that significant differences existed in perceptions of this goal area between faculty and administrators. Administrators gave it a medium rating, while faculty gave it a low rating. However, no significant differences were found between faculty and councilors. The three groups agreed that this goal area should be of high importance to

their institutions, although it was not found to be preferred as a high priority.

Social Egalitarianism. This is an outcome goal area having to do with open admissions and suitable education for all persons admitted, providing educational experiences relevant to the evolving interests of women and those who live in remote areas, and offering remedial work in basic skills. This goal area was perceived by faculty to be of low importance, but by administrators and councilors to be of medium importance in Saudi universities, thus creating significant differences between faculty and the others. The three groups' perceptions were in agreement that this goal area should be of high importance, but they considered it a very low priority on their campuses.

Democratic Governance. This process goal area means decentralized decision making; arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution. Faculty believed that their institutions placed little importance on such a goal area, but administrators and councilors believed that it was given medium importance. Significant differences were found between faculty and each of the other two groups. This goal area was also seen by faculty to be among those having least priority for Saudi universities, but by administrators and councilors as a moderate

priority. All three groups believed Democratic Governance should be highly important to Saudi universities. Faculty members and academic administrators gave this goal area the highest priority, but university supreme councilors tended to prefer that it not be emphasized that much. This goal area was also among those goals with the greatest IS - SHOULD BE discrepancies, indicating the Saudi universities have further to go to achieve this goal than others and that it should be an issue given serious consideration for institutional policy change.

Intellectual Orientation. This is an outcome goal area that relates to attitudes about learning and intellectual work. It means familiarity with research and problem-solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning. This goal area was perceived to be of low importance by faculty members and of medium importance by both administrators and councilors. Significant differences were found between faculty and councilors and between faculty and administrators, in that administrators and councilors tended to assign higher ratings to this goal area. The groups agreed that the goal area should be of high importance and rated it the second highest goal priority for their institutions. Indeed, it was ranked as the highest goal area discrepancy, suggesting that considerable effort will be required if this goal is to be achieved.

Individual Personal Development. This is an outcome goal area that means identification by students of personal goals and the development of means for achieving them, as well as enhancement of a

sense of self-worth and self-confidence. Faculty perceived this area as one of low importance; academic administrators and councilors indicated it was being given medium importance in current practice at Saudi universities. Significant differences were found between faculty and councilor ratings, as councilors rated this goal area higher than did faculty members. It was preferred by all three groups as a concern of high importance to their campuses and given higher rank than was perceived for it in the previous ranking.

Humanism and Altruism. These combine in an outcome goal area that reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally. All three groups perceived that this goal area was then of low importance of their institution, although significant difference was found between faculty and the other two groups; the faculty rated it lower than administrators or councilors. Further, this goal area was perceived to be one receiving the least emphasis and of little interest to Saudi universities. The three groups agreed, however, that this goal area should be of high importance on their campuses but also ranked it among the four lowest goal priorities.

Social Criticism and Activism. As an outcome goal area, this means providing criticism of prevailing Saudi values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about needed change in Saudi society, and being engaged as an institution in working toward fundamental changes in

Saudi society. All groups perceived this to be an area of low importance to Saudi universities, with a significant difference between faculty's and academic administrators' responses; the latter tended to rate this goal higher. As for preferences concerning the rating of this goal area, the three groups agreed that this goal should be of high importance to their institutions but that it should be of only moderate to low priority.

Cultural and Aesthetic Awareness. This outcome goal area entails heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of Arab art, and encouragement of active student participation in artistic activities. This goal area was perceived by all groups to be of low importance in the practices of Saudi universities and was one of the two lowest goal priorities. The three groups, however, believed it should be of medium importance and of very low priority in their institutions.

Off-Campus Learning. This designates an outcome goal area that includes time spent away from the campus in travel, work study, field trips, and so on; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; and awarding degrees entirely on the basis of performance on an examination. This goal area was perceived by the three groups as having the least importance of those on their campuses. It was also ranked by the three groups as the least preferred goal area, considered a matter of medium importance to Saudi universities.

In conclusion, all three groups of respondents believed their institutions should consider of greater importance, and place more emphasis on, all the goal areas than they are presently doing. Additionally, the research results strongly suggested that the present goal priorities on Saudi campuses are ineffective as guidelines for university operation and should be changed to provide more emphasis on the institutional climate, its scholarly orientation, and student-oriented goals. That is, Community, Intellectual Orientation, Democratic Governance, Advanced Training, and Research were the goal areas that the Saudi academic personnel participating in this study believed should become high priorities for Saudi universities.

Implications

The following is a summary of the implications of the findings of this study.

1. The study revealed that, except for the local goal, "to complete a comprehensive infrastructure," all goals were perceived by the respondents to be of medium or low importance in their institutions. None of the goals was considered to be of no importance or inapplicable, but none was perceived to be of high importance or extremely high importance, either. This finding strongly suggests that Saudi university personnel are not clear on what their institutions' ultimate goals are, much less the priorities among goals or the criteria for determining their relevance. To a considerable extent, confusion, disagreement, and uncertainty about the relative importance given to each goal by their institutions characterized the subjects'

perceptions according to the large standard deviations of their responses.

2. Respondents rated the majority of the SHOULD BE goal areas as highly important. Their tendency to cluster all goal areas at one level of importance may be seen to reflect the failure of the respondents to establish future goal priorities, since numerous goals cannot all be emphasized on the same level at one time. That is, serious goal identification and clarification must have clear and articulated priorities based on realistic considerations of social priorities, internal environment, and conditions of the institution.

3. Large discrepancies or gaps between the emphasis respondents felt specific goal areas were receiving and what they felt they should be receiving resulted from the respondents' tendency to assign high ratings to the SHOULD BE goals and poor ratings to the IS goals. This implies a degree of dissatisfaction with the status quo at the Saudi universities and that personnel recognize the universities are not affording the goal areas the importance or emphasis that they deserve. In planning efforts to bridge such gaps, the greatest priority should be given to those goal areas having, simultaneously, the largest discrepancies and the highest SHOULD BE ratings. These include: Community, Democratic Governance, Intellectual Orientation, and Individual Personal Development. The classification of those four goal areas as process or student-oriented goals implies that Saudi universities have the furthest to go to achieve goals concerned with their internal climate and student learning.

4. Based on the respondents' perceptions and preferences of the 20 goal areas, it was possible to establish and compare the goal priorities for both dimensions. Considering the lack of agreement between perceived and preferred goals, it was apparent that the respondents would prefer their institutions to have a set of goal priorities that differs substantially from what they perceived to be the existing goals. This finding implies that the existing goal priorities of Saudi universities may have been imposed by forces from outside, rather than being generated internally from the academic community. Although the goal priorities they perceived diverged from those they preferred, a high level of agreement among the academic community regarding preferred goal priorities suggests that if they were given responsibility for establishing future goal priorities for their institutions, no major conflict or dissension would impede that process.

5. The findings of the study confirmed that Saudi universities are putting high priority on extending their graduate programs, a goal that has not been without controversy because some members of the academic community believe Saudi universities lack the requirements, experience, and qualifications to undertake such programs at the present time. This study found that respondents tended not to put great priority on these programs, a clear implication that university personnel are having some doubts about the success of rapid expansion of graduate programs in Saudi universities.

6. The low ratings obtained for Off-Campus Learning and Cultural and Aesthetic Awareness, from both perceived and preferred responses, indicated the academic community had little interest in these goal areas. The implication for low rating given to Off-Campus Learning reflects the rejection by the academic community of the practice of awarding degrees based entirely on examination results and/or supervised study off campus. That is, they feel on-campus class attendance and coursework should be a requirement for degree completion. This suggests that Saudi academic personnel are not in favor of the external student system that has been adopted by some Saudi universities to serve students in remote areas and employed persons who cannot come to campus.

The poor ratings given to Cultural/Aesthetic Awareness suggest that the retention of traditionally negative attitudes toward music and the arts has some impact on higher education.

7. The findings indicated that planning and evaluation were considered of medium importance to Saudi universities. The implication here is that, while the Saudi campuses are getting larger and more complex, budgets are decreasing and universities may never again enjoy the availability of money that they did before an oil glut cut Saudi production and profits. For those institutions to make wise decisions and to maintain their effectiveness and efficiency, they must adopt programs of scientific and systematic planning and evaluation.

8. The significant differences that were found between faculty and academic administrators and between faculty and university supreme

councilors in some perceived goal areas have some implications if future congruence is to be achieved. That is, conflict within the academic community will have negative results for the institutions. When faculty and other administrative groups are divided in their energies, commitments, and direction, nothing gets done as well as it might. To achieve internal harmony and community and for overall institutional effectiveness, Saudi universities must commit themselves to resolve, or at least to limit, serious disagreement over goals. To do so, they must start with improvement in two particular goal areas: Community and Democratic Governance.

Recommendations

Assessment of perceived and preferred goals of Saudi universities, as seen by their supreme councilors, academic administrators, and faculty, has generated some results that may be useful in future planning. For the improvement of Saudi universities, the following recommendations and suggestions should be considered.

1. Saudi universities should continuously define their institutional goals, establish priorities among them, and communicate these goals throughout the academic community, as well as wider society. All campus constituent groups should be involved in this process.
2. The goals identified and data created in the process should be used as a basis for planning, evaluation, and the decision-making process.

3. Saudi universities should conduct periodic self-studies to determine their points of strength and weakness and to ensure that they are keeping pace with the needs, requirements, and changing conditions of their society.

4. Establishment of an accrediting agency for higher education is recommended.

5. A national commission on Saudi higher education should be established to examine and make recommendations regarding the vital issues and problems facing institutions of higher education in the country.

6. Ways and means should be developed to bring the perceived goal emphases at Saudi universities more in line with goal emphases desired by study participants.

7. Goal areas in which the largest goal perception/preference discrepancies occurred should be considered for policy change.

8. The lack of congruence on goals found between faculty and academic administrators and between faculty and university supreme councilors should be further examined and optimal resolution obtained to create and maintain a climate of harmony on campuses.

9. In seeking efficient and effective institutional governance, the following recommendations should be seriously considered:

a. A system of governance that is genuinely responsive to the concerns of all elements in the university community should be created.

b. To stimulate and retain the continuing loyalty and enthusiasm of every individual in the institution, an arrangement by which faculty and students will be significantly involved in campus governance should be established.

c. Decision making should be decentralized to the greatest extent possible.

d. All individuals in the institution should be assured of participation or representation in decisions that affect them.

9. Saudi universities should be granted a charter and the institutional autonomy required for self-direction that will allow them to develop and implement an independent educational philosophy and tradition.

10. To achieve an effective management system in Saudi universities, it is recommended that:

a. A clear and concise set of policies, rules, and administrative procedures governing the overall institution should be established.

b. A communication system that can disseminate policies, procedures, and related matters of great interest to administrators, faculty members, and students should be established.

c. Job descriptions for every administrative position should be written and employed in the evaluation of administrative performance.

d. A system of more effective and efficient decision making should be established.

e. Current trends in management science and the technology and tools offered by such science should be used where appropriate.

f. An extensive and effective training program for administrative personnel should be undertaken; an administrative program for college and university administration should be established.

g. Because the well-being of university functions depends on its ability to facilitate planning, to foresee events, to use current knowledge and methods to solve problems, and to control and accommodate forces within and without its boundaries, an effective system of scientific planning needs to be determined.

h. Establishment of a system of evaluation, by which the university can assess its academic programs, administrative and support services, personnel and faculty members' performance, and resource and policy concerns is essential.

11. A campus climate that facilitates commitment to the welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among all institution members should be created.

12. A climate in which continuous innovation is an accepted way of life should be encouraged.

13. The overseas scholarship program intended to overcome the shortage of Saudi faculty members should be reinforced--expanded to educate more students and enhanced by improved selection. The present domestic graduate programs in Saudi universities should not be

perceived as an alternative to the overseas program. Saudi universities are not yet ready to offer qualified graduate programs strong enough to train their own faculty members.

14. A faculty-development program should be established and facilitated by all means.

15. Faculty members should be encouraged to establish their own senate and to form associations in their areas of interest or within and between disciplines.

16. Faculty rights, responsibilities, and areas of authority should be determined and officially endorsed.

17. Concerning student development, it is recommended that:

a. Student knowledge and attitudes about learning and intellectual work should be emphasized. That is, students should become familiar with research and problem-solving methods, be able to synthesize knowledge from many resources, and become capable of self-directed learning and committed to lifelong learning.

b. Students should be helped to develop a sense of self-worth, self-confidence, self-understanding, and a capacity to have an effect on events.

c. A clear and well-defined philosophy of student-affairs services and programs should be developed.

18. An admissions policy should be established that emphasizes quality; directs more students to applied science and professional

fields, which are a high priority in meeting the country's developmental needs; provides more places for female students; and takes into account students' abilities and interests.

19. The external student system adopted by some Saudi universities seems to contribute to the prevailing phenomenon of diploma disease and degreeism. It tends to increase the number of graduates in areas of low priority to the job market and thus contributes to unemployment in those areas. Accordingly, the need for this program should be reconsidered, with the focus on termination.

20. Instructional methods and curriculum that encourage original thought, intellectual discourse, creativity, and critical ability should be emphasized. A policy and plan for continuous review and development of curriculum should be adopted.

21. A clear strategy for translation, publication, and research should be initiated. Research priority should be placed on applied research and on those problems hindering the development of the nation.

22. A system of academic advisement that can contribute significantly to students' learning, experience, and development should be established.

23. University libraries should be provided with facilities, resources, materials, and a climate that encourages students to spend more time in them and use them to enrich their experience and reinforce habits of reading and inquiry.

24. Saudi university programs housed in inappropriate or temporary buildings that were required to cope with their rapid expansion

will suffer from many problems in coming years. It is recommended that the universities using such facilities increase their efforts to complete construction of their planned new campuses.

APPENDICES

APPENDIX A

**BOWEN'S CATALOGUE OF GOALS FOR
HIGHER EDUCATION**

BOWEN'S CATALOGUE OF GOALS FOR HIGHER EDUCATION

I. Goals for Individual Students

A. Cognitive Learning

1. Verbal skills. Ability to comprehend through reading and listening. Ability to speak and write clearly, correctly, and gracefully. Effectiveness in the organization and presentation of ideas in writing and in discussion. Possibly some acquaintance with a second language.
2. Quantitative skills. Ability to understand elementary concepts of mathematics and to handle simple understanding of the rudiments of accounting and the uses of computers.
3. Substantive knowledge. Acquaintance with the cultural heritage of the West and some knowledge of other traditions. Awareness of the contemporary world of philosophy, natural science, art, literature, social change, and social issues. Command of vocabulary, facts, and principles in one or more selected fields of knowledge.
4. Rationality. Ability and disposition to think logically on the basis of useful assumptions. Capacity to see facts and events objectively--distinguishing the normative, ideological, and emotive from the positive and factual. Disposition to weigh

evidence, evaluate facts and ideas critically, and to think independently. Ability to analyze and synthesize.

5. Intellectual tolerance. Freedom of the mind. Openness to new ideas. Willingness to question orthodoxy. Intellectual curiosity. Ability to deal with complexity and ambiguity. Appreciation of intellectual and cultural diversity. Historical perspective and cosmopolitan outlook. Understanding of the limitations of knowledge and thought.
6. Esthetic sensibility. Knowledge of, interest in, and responsiveness to literature, the fine arts and natural beauty.
7. Creativeness. Imagination and originality in formulating new hypotheses and ideas and in producing new works of art.
8. Intellectual integrity. Understanding of the idea of "truth" and of its contingent nature. Disposition to seek and speak the truth. Conscientiousness of inquiry and accuracy in reporting results.
9. Wisdom. Balanced perspective, judgment, and prudence.
10. Lifelong learning. Love of learning. Sustained intellectual interests. Learning how to love.

B. Emotional and Moral Development

1. Personal self-discovery. Knowledge of one's own talents, interests, values, aspirations, and weaknesses. Discovery of unique personal identity.
2. Psychological well-being. Progress toward the ability to "understand and confront with integrity the nature of the human

condition." Sensitivity to deeper feelings and emotions combined with emotional stability. Ability to express emotions constructively. Appropriate self-assertiveness, sense of security, self-confidence, self-reliance, decisiveness, spontaneity. Acceptance of self and others.

3. Human understanding. Humane outlook. Capacity for empathy, thoughtfulness, compassion, respect, tolerance, and cooperation toward others, including persons of different backgrounds. Democratic and nonauthoritarian disposition. Skill in communication with others.
4. Values and morals. A valid and internalized but not dogmatic set of values and moral principles. Moral sensitivity and courage. Sense of social consciousness and social responsibility.
5. Religious interest. Serious and thoughtful exploration of purpose, value and meaning.
6. Refinement of taste, conduct and manner.

C. Practical Competence

1. Traits of value in practical affairs generally. Virtually all of the goals included under cognitive learning and emotional and moral development apply to practical affairs. In addition, the following traits, which are more specifically related to achievement in practical affairs, may be mentioned:
 - a. Need for achievement. Motivation toward accomplishment. Initiative, energy, drive, persistence, self-discipline.

- b. Future orientation. Ability to plan ahead and to be prudent in risk-taking. A realistic outlook toward the future.
 - c. Adaptability. Tolerance of new ideas or practices. Willingness to accept change. Versatility and resourcefulness in coping with problems and crises. Capacity to learn from experience. Willingness to negotiate, compromise, and keep options open.
 - d. Leadership. Capacity to win the confidence of others, willingness to assume responsibility, organizational ability, decisiveness, disposition to take counsel.
- 2. Citizenship. Understanding of and commitment to democracy. Knowledge of governmental institutions and procedures. Awareness of major social issues. Ability to evaluate propaganda and political argumentation. Disposition and ability to participate actively in civic, political, economic, professional, educational, and other voluntary organizations. Orientation toward international understanding and world community. Ability to deal with bureaucracies. Disposition toward law observance.
- 3. Economic productivity. Knowledge and skills needed for first job and for growth in productivity through experience and on-the-job training. Adaptability and mobility. Sound career decisions. Capacity to bring humanistic values to the workplace and to derive meaning from work.
- 4. Sound family life. Personal qualities making for stable families. Knowledge and skill relating to child development.
- 5. Consumer efficiency. Sound choice of values relating to style of life. Skill in stretching consumer dollars. Ability to

cope with taxes, credit, insurance, investments, legal issues, and so on. Ability to recognize deceptive sales practices and to withstand high-pressure sales tactics.

6. Fruitful leisure. Wisdom in allocation of time among work, leisure, and other pursuits. Development of tastes and skills in literature, the arts, nature, sports, hobbies, and community participation. Lifelong education, formal and informal, as a productive use of leisure. Resourcefulness in overcoming boredom, finding renewal, and discovering satisfying and rewarding uses of leisure time.
7. Health. Understanding of the basic principles for cultivating physical and mental health. Knowledge of how and when to use the professional health care system.

D. Direct Satisfactions and Enjoyments from College Education

1. During the college years
2. In later life

E. Avoidance of Negative Outcomes for Individual Students

II. Goals for Society

(Note: These goals may be achieved through education, through research and related activities, or through public services.)

A. Advancement of Knowledge

1. Preservation and dissemination of the cultural heritage.
2. Discovery and dissemination of new knowledge and advancement of philosophical and religious thought, literature, and the fine

arts--all regarded as valuable in their own right without reference to ulterior ends.

3. Direct satisfactions and enjoyments received by the population from living in a world of advancing knowledge, technology, ideas and arts.

B. Discovery and Encouragement of Talent

C. Advancement of Social Welfare

1. Economic efficiency and growth.
2. Enhancement of national prestige and power.
3. Progress toward the identification and solution of social problems.
4. "Improvement" in the motives, values, aspirations, attitudes, and behavior of members of the general population.
5. Over long periods of time, exerting a significant and favorable influence on the course of history as reflected in the evolution of the basic culture and of the fundamental social institutions. Progress in human equality, freedom, justice, security, order, religion, health and so on.

D. Avoidance of Negative Outcomes for Society

APPENDIX B

"ACADEMIC ADMINISTRATORS AND UNIVERSITY GOALS"

BY E. GROSS AND P. GRAMBSCH

Academic Administrators and University Goals

By E. Gross and P. Grambsch

Academic Administrators and University Goals has been used widely since its first publication in 1968. Adaptations of this questionnaire have been used to study denominational colleges, colleges dominated by blacks, small liberal arts colleges, community colleges, and particular schools within universities.

The survey instrument consisted of forty-seven goal statements with each statement followed by two Likert-type scales. Each scale had five response options from high to low priority, and a sixth response option for "don't know" answers. Respondents are being asked to rank each goal statement on the "first" or "Is" scale as they perceive that goal to be prioritized on their campus at the time of their response to the questionnaire. The respondents are also being asked to rank each goal statement on the second or "Should Be" scale for a response to that same goal statement as they prefer that goal to be prioritized on their particular campus. Space is also provided for respondents to add goal statements of their own wording relevant to their respective institution.

These forty-seven goal statements are classified into Output Goals and Support Goals.

1. Output Goals: Output goals have been defined as those goals of the university which, immediately or in the future, are reflected in some product, service, skill, or orientation which will affect (and is intended to affect) society. The output goals are further categorized into four subgroups.

- a. Direct Service Goals: Direct service goals are output goals which affect groups and individuals external to higher educational institutions' faculty, administration, and full-time students. They include:
1. Special training to adults through extension, correspondence courses, or special short-term courses.
 2. Assistance, not involving instruction, but service to the public through extension programs, advice, or provision of facilities and non-academic services.
 3. The provision of cultural leadership for the community.
 4. Service as a center for the dissemination of new ideas that will change the society.
 5. Service as a center for the preservation of cultural heritage.

b. Research Goals: Research goals involve the production of new knowledge or the solution of problems through:

1. Pure research.
2. Applied research.

c. Student Expressive Goals: Student expressive goals involve the attempt to change the student's identity or character in some fundamental way such as:

1. Through maximum cultivation of intellect.
2. Through emphasis on a well-rounded student.

3. By emphasis on the great ideas of the great minds of history.
 4. By emphasizing the development of students' objectivity about themselves and their beliefs.
 5. By emphasizing development of the inner character of students.
- d. Student Instrumental Goals: Student instrumental goals are those which equip students to do something for the society or to operate in a specific way in that society such as the following:
1. Preparation for useful careers.
 2. Preparation for a high status in life and a position of leadership in society.
 3. Specific preparation for scholarship, scientific research, or creative endeavor.
 4. Preparation of a good consumer.
 5. Preparation of a good and responsible citizen.
2. Support Goals. Support goals are those organizational goals which reflect the need of the university as an organization to come to terms with the environment in which it is located, to attract students and staff, to secure needed resources, and to validate the activities of the university with those persons or agencies in a position to affect them.
- a. Adaptation Goals: Adaptation goals are support goals which relate to the need for an organization to come to terms with the environment in which it is located. They include:

1. Insuring the confidence of those--other than students or consumers of direct service--who support the institution financially.
2. Insuring the continued favorable appraisal of those who validate the quality of the programs we offer.
3. Responsiveness to every high school graduate who meets the basic legal requirements for admission.
4. Responsiveness only to students of high potential in terms of the specific strengths and emphases of the institution.
5. Orientation to the special needs and problems of the immediate geographic region.
6. Cost cutting and organizational efficiency.
7. Retention of staff in the face of inducements from other institutions.

b. Management Goals: Management goals involve decisions on the need to handle conflict, and the establishment of priorities as to which output goals should be given maximum attention. These goals include:

1. Aligning salaries and other conditions of employment to reflect the contribution that the person involved is making to his own profession or discipline.
2. Involving faculty in the government of the university or college.
3. Involving students in the government of the university or college.
4. Running the institution as democratically as feasible.
5. Keeping intra-institutional harmony intact.
6. Aligning salaries and other conditions of employment to reflect the contribution that the person involved is making to the institution.

7. Emphasis of undergraduate over graduate instruction, or emphasis of terminal over transfer curriculum for public community colleges.
8. Encouraging students to go on into graduate work, or, in the case of public community colleges, on to four-year degree programs.
9. Selecting administrative staff on the basis of ability to attain goals effectively.
10. Allowing the will of the faculty to prevail on all important issues.

c. Motivation Goals: Motivation goals are those support goals which involve the satisfaction and loyalty of individuals within an organization toward that organization. They include:

1. Protection of academic freedom.
2. Flexible opportunities for faculty to pursue their careers in a manner satisfactory to them by their own criteria.
3. Broad extracurricular activities for students.
4. Protection of the students' right of inquiry into any area of interest.
5. Protection of student rights to advocate direct action, or to mobilize efforts to achieve socio-political goals.
6. Develop faculty loyalty to the institution, rather than to their own jobs or professional careers.
7. Develop institutional pride in faculty and students.

d. Position Goals: Position goals involve the status of the institution relative to similar institutions. Included are the:

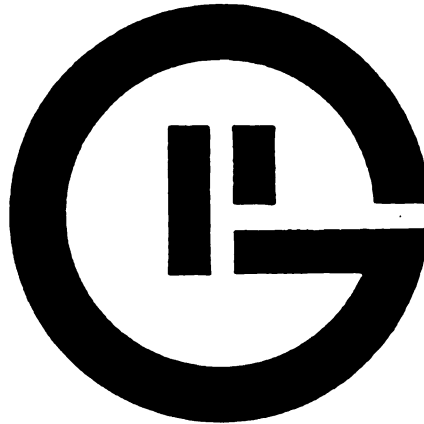
1. Maintenance of top quality in all current programs.
2. Maintenance of top quality in key programs, while keeping other current programs at acceptable standards.
3. Maintaining a balanced level of quality across all current programs.
4. Keeping up-to-date and responsive.
5. Increasing institutional prestige, or if prestige is already high, maintaining it.
6. Preserving the character of the institution.

APPENDIX C

**ENGLISH AND ARABIC VERSIONS OF THE INSTITUTIONAL
GOALS INVENTORY**

INSTITUTIONAL GOALS INVENTORY

(Form 1)



To the respondent:

During the past decade a number of educational, social, and economic circumstances have made it necessary for colleges and universities to reach clear, and often new, understandings about their goals. Now, widespread financial and enrollment concerns make it imperative for institutions to specify the objectives to which limited resources may be directed.

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

The *Inventory* was designed to address possible goals of all types of higher education institutions. Most of the goal statements in the *Inventory* refer to what may be thought of as "outcome" goals—substantive objectives institutions may seek to achieve (e.g., qualities of graduating students, research emphases, kinds of public service). Statements toward the end of the instrument relate to "process" goals—goals having to do with campus climate and the educational process.

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

NAME OF INSTITUTION _____

page two									
<u>DIRECTIONS</u>									
<p>The <i>Inventory</i> consists of 99 statements of possible institutional goals. Using the answer key shown in examples below, you are asked to respond to each statement in two different ways:</p>				<p>First — How important <i>is</i> the goal at this institution at the present time?</p> <p>Then — In your judgment, how important <i>should</i> the goal <i>be</i> at this institution?</p>					
<u>EXAMPLES</u>				of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance	
<p>A. to require a common core of learning experiences for all students...</p>				is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<p>should be</p>				<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>In this example, the respondent believes the goal "to require a common core of learning experiences for all students" is presently of extremely high importance, but thinks that it should be of medium importance.</p>									
<p>B. to give alumni a larger and more direct role in the work of the institution...</p>				is	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>should be</p>				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>In this example, the respondent sees the goal "to give alumni a larger and more direct role in the work of the institution" as presently being of low importance, but thinks that it should be of high importance.</p>									
<p>Unless you have been given other instructions, consider the institution <u>as a whole</u> in making your judgments.</p> <p>In giving <i>should be</i> responses, do not be restrained by your beliefs about whether the goal, realistically, can ever be attained on the campus.</p> <p>Please try to respond to <u>every</u> goal statement in the <i>Inventory</i>, by</p>					<p>blackening one oval after <i>is</i> and one oval after <i>should be</i>.</p> <p>Use any soft lead pencil. Do <u>not</u> use colored pencils or a pen—ink, ball point, or felt tip.</p> <p>Mark each answer so that it completely fills (blackens) the intended oval. Please do <u>not</u> make checks (✓) or X's.</p>				

Copyright © 1972 by Educational Testing Service. All rights reserved.

No part of the Institutional Goals Inventory may be adapted or reproduced

in any form without permission in writing from the publisher

Reproduced and revised with permission of ETS

Published and distributed by ETS College and University Programs

Princeton, New Jersey 08541

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

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

<p>page five</p> <p>Please respond to these goal statements by blackening one oval after <u>is</u> and one after <u>should be</u>.</p>							
		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance	
27.	to develop what would generally be regarded as a strong and comprehensive graduate school...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
28.	to perform contract research for government, business, or industry...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
29.	to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
30.	to develop educational programs geared to new and emerging career fields...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
31.	to prepare students in one or more of the traditional professions, e.g., law, medicine, architecture...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
32.	to offer graduate programs in such "newer" professions as engineering, education, and social work...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
33.	to serve as a cultural center in the community served by the campus...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
34.	to conduct basic research in the natural sciences...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
35.	to conduct basic research in the social sciences...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
36.	to provide retraining opportunities for individuals whose job skills have become out of date...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
37.	to contribute, through research, to the general advancement of knowledge...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
38.	to assist students in deciding upon a vocational career...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
39.	to provide skilled manpower for local-area business, industry, and government..	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	

<p style="text-align: center;">page six</p> <p style="text-align: center;"><i>Please respond to these goal statements by blackening one oval after <u>is</u> and one after <u>should be</u>.</i></p>		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
40. to facilitate involvement of students in neighborhood and community-service activities...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
42. to provide educational experiences relevant to the evolving interests of women in Saudi Arabia.	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
43. to provide critical evaluation of prevailing practices and values in Saudi society...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
45. to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
47. to work with governmental agencies in designing new social and environmental programs...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
49. to help students learn how to bring about change in Saudi society...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
50. to focus resources of the institution on the solution of major social and environmental problems...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
51. to be responsive to regional and national priorities when considering new educational programs for the institution...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	
52. To open educational programs to those students who live in remote areas and seek equal opportunity...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	

<p>page seven</p> <p>Please respond to these goal statements by blackening one oval after <u>is</u> and one after <u>should be</u>.</p>						
		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
53.	to be engaged, as an institution, in working for basic changes in Saudi society...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54.	to ensure that students are not prevented from hearing speakers presenting controversial points of view...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55.	to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56.	to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57.	to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58.	to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59.	to maintain a climate in which communication throughout the organizational structure is open and candid...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60.	to place no restrictions on off-campus activities by faculty or students...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61.	to decentralize decision making on the campus to the greatest extent possible...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62.	to maintain a campus climate in which differences of opinion can be aired openly and amicably...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63.	to protect the right of faculty members to present and discuss different ideas and views in the classroom...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64.	to assure individuals the opportunity to participate or be represented in making any decisions that affect them...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65.	to maintain a climate of mutual trust and respect among students, faculty, and administrators...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

page eight		<i>Please respond to these goal statements by blackening one oval after <u>is</u> and one after <u>should be</u>.</i>				
		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
66.	to create a campus climate in which students spend much of their free time in intellectual and cultural activities...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input checked="" type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
67.	to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
68.	to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, etc...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
69.	to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
70.	to experiment with different methods of evaluating and grading student performance...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
71.	to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
72.	to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
73.	to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
74.	to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
75.	to award the bachelor's and/or associate degree for supervised study done <u>away</u> from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
76.	to create an institution known widely as an intellectually exciting and stimulating place...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
77.	to create procedures by which curricular or instructional innovations may be readily initiated...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
78.	to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

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

<p>page ten</p> <p>Please respond to these goal statements by blackening one oval after <u>is</u> and one after <u>should be</u>.</p>		<div>of no importance or not applicable</div> <div>of low importance</div> <div>of medium importance</div> <div>of high importance</div> <div>of extremely high importance</div>				
91. To replace non-Saudi faculty and other staff with Saudi citizens...	is <input type="radio"/> should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. To increase student's enrollment in scientific and professional fields...	is <input type="radio"/> should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. To translate sciences and arts into the Arabic language...	is <input type="radio"/> should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. To Arabize the instruction in fields where English is the language of instruction...	is <input type="radio"/> should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. To improve the quality of instruction...	is <input type="radio"/> should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. To complete a comprehensive infrastructure including labs and libraries...	is <input type="radio"/> should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97. To develop student's loyalty and patriotism toward their country...	is <input type="radio"/> should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. To encourage faculty and staff development...	is <input type="radio"/> should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. To develop, continuously, the university curriculum and make it more relevant...	is <input type="radio"/> should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

page eleven

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

100. Mark the one that best describes your role.

- ☐ Faculty member
☐ Administrator
☐ A member of the University Supreme Council

101. Mark one field of teaching and/or research interest.

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

102. Indicate academic rank.

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

103. Indicate age at last birthday.

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

104. The name of your university.

- ☐ King Saudi Univ.
☐ King Abdulaziz Univ.
☐ Univ. of Petroleum and Minerals.

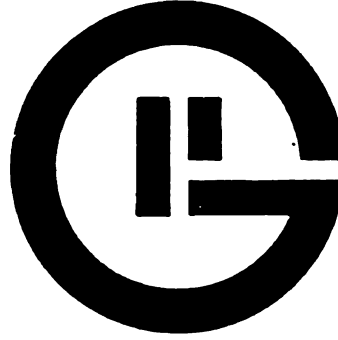
105. Place of graduation.

- 1 Saudi university
 2 Arab university
 3 American university
 4 European university
 5 Other _____

106. Nationality.

- 1 Saudi
 2 Non-Saudi

الاستبيان أهداف الجامعات



مقدمة

بسم الله الرحمن الرحيم

الموفر

أخي الفاضل

السلام عليكم ورحمة الله وبركاته وبعد

خلال المرحلة السالفة من تاريخ تطور الجامعات مرت بلادنا بالعديد من الظروف والتغيرات التربوية والإجتماعية والإقتصادية التي نحتم على جامعاتنا في مسيرتها الحالية القيام بتحديد أهداف واضحة لها ووضع أهداف جديدة تستجيب للضغوطات والأمال المعقودة على التعليم الجامعي في بلادنا. ووصول جامعاتنا إلى فهم واضح لأهدافها الحالية والمفضلة أمر ضروري لضمان تحسن المسار الحالي والوصول إلى المستوى المرغوب.

إن المرحلة التي نمر بها جامعاتنا السعودية تعتبر مرحلة التقييم العلمي للوضع الراهن والتخطيط الصحيح للمستقبل المنظور. لهذا فإن دراسة الأهداف تعتبر خطوة رئيسية وأساسية في هذا المجال.

وبما أن وجهات نظر أعضاء هيئة التدريس والإداريين الأكاديميين وأعضاء المجالس العليا للجامعة بحكم خبراتهم وإهتماماتهم ومسئولياتهم الأكاديمية والإدارية تعتبر أساسية في مجال تحديد أهداف جامعاتهم ومعرفة الأولويات من بين هذه الأهداف، لذا جرى تصميم هذا الاستبيان الذي بواسطته يمكن جمع المعلومات الأساسية التي تحتاجها الجامعة للوصول إلى أهداف نهائية تستجيب لطلومات وتطلعات الجامعة والمجتمع معاً.

إن هذا الاستبيان قد جرى تصميمه أساساً ليشمل كل الأهداف المتوقع والمحتمل صلاحيتها لكي تكون أهدافاً لمؤسسات التعليم العالي بغض النظر عن مستواها أو نوعها. كما أن معظم الأهداف التي ستجدها في الاستبيان هي إما أهدافاً نهائية (مخرجات تعليمية) تطمح الجامعة إلى تحقيقها كالبحث العلمي وتقديم خدمات إجتماعية أو تخريج نوعية جيدة من طلاب الدراسات العليا... الخ. أو أهدافاً مساعدة تتعلق بتسهيل العملية التربوية مثل إيجاد مناخ أكاديمي سليم وتحسين العملية التربوية أو الإدارية.

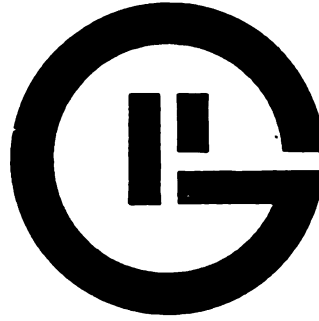
أخي الكريم

في نهاية هذه المقدمة نحب أن نؤكد لكم بأن إجاباتكم على هذا الاستبيان ستكون في غاية السرية وسوف نستخدم فقط في غرض هذا البحث العلمي. لهذا نرجو عدم كتابة إسمك في الاستبيان. هذا بالإضافة إلى أن المعلومات التي ستجمع عن طريق هذا الاستبيان ستعالج إحصائياً على شكل مجموعات وليس على شكل أفراد حيث الذي يهنا هو التعرف على وجهات نظر هذه المجموعات فيما يتعلق بأهداف جامعاتهم وليس من أهداف هذا البحث تسجيل وجهات نظر فردية.

هذا وفي الختام أقدم شكري سلفاً لتعاونكم في تعبئة هذا الاستبيان المرفق في أسرع وقت ممكن مع تقديري للوقت والجهد الذي ستبذله في قراءة الاستبيان والإجابة على الأسئلة... وثقاً من تعاونكم الذي بدونك لن يكون بالإمكان إنجاز هذه الدراسة.

وفكم الله... وشكراً

الاستبيان أهدافاً للجامعات



مقدمة

بسم الله الرحمن الرحيم

المؤفر

أخي الفاضل

السلام عليكم ورحمة الله وبركاته وبعد

خلال المرحلة السالفة من تاريخ تطور الجامعات مرت بلادنا بالعديد من الظروف والتغيرات التربوية والإجتماعية والإقتصادية التي تحتم على جامعاتنا في مسيرتها الحالية القيام بتحديد أهداف واضحة لها ووضع أهداف جديدة تستجيب للتحديات والأمال المفقودة على التعليم الجامعي في بلادنا. ووصول جامعاتنا إلى فهم واضح لأهدافها الحالية والمفضلة أمر ضروري لضمان تحسن المسار الحالي والوصول إلى المستوى المرغوب.

إن المرحلة التي تمر بها جامعاتنا السعودية تعتبر مرحلة التقييم العلمي للوضع الراهن والتخطيط الصحيح للمستقبل المنظور. لهذا فإن دراسة الأهداف تعتبر خطوة رئيسية وأساسية في هذا المجال.

وبما أن وجهات نظر أعضاء هيئة التدريس والإداريين الأكاديميين وأعضاء المجالس العليا للجامعة بحكم خبراتهم واهتماماتهم ومسئولياتهم الأكاديمية والإدارية تعتبر أساسية في مجال تحديد أهداف جامعاتهم ومعرفة الأولويات من بين هذه الأهداف، لذا جرى تصميم هذا الاستبيان الذي بواسطته يمكن جمع المعلومات الأساسية التي تحتاجها الجامعة للوصول إلى أهداف نهائية تستجيب لطموحات وتطلعات الجامعة والمجتمع معاً.

إن هذا الاستبيان قد جرى تصميمه أساساً ليشمل كل الأهداف المتوقعة والمحتمل صلاحيتها لكي تكون أهدافاً لمؤسسات التعليم العالي بغض النظر عن مستواها أو نوعها. كما أن معظم الأهداف التي ستجدها في الاستبيان هي إما أهدافاً نهائية (مخرجات تعليمية) تطمح الجامعة إلى تحقيقها كالباحث العلمي وتقديم خدمات إجتماعية أو تخريج نوعية جيدة من طلاب الدراسات العليا... الخ. أو أهدافاً مساعدة تتعلق بتسهيل العملية التربوية مثل إيجاد مناخ أكاديمي سليم وتحسين العملية التربوية أو الإدارية.

أخي الكريم

في نهاية هذه المقدمة نحب أن نؤكد لكم بأن إجاباتكم على هذا الاستبيان ستكون في غاية السرية وسوف تستخدم فقط في غرض هذا البحث العلمي. لهذا نرجو عدم كتابة إسمك في الاستبيان. هذا بالإضافة إلى أن المعلومات التي ستجمع عن طريق هذا الاستبيان ستعالج إحصائياً على شكل مجموعات وليس على شكل أفراد حيث الذي يهتما هو التعرف على وجهات نظر هذه المجموعات فيما يتعلق بأهداف جامعاتهم وليس من أهداف هذا البحث تسجيل وجهات نظر فردية.

هذا وفي الختام أقدم شكري سلفاً لتعاونكم في تمهنة هذا الاستبيان المرفق في أسرع وقت ممكن مع تقديري للوقت والجهد الذي ستدله في قراءة الاستبيان والإحابة على الأسئلة... وثائقاً من تعاونكم الذي بدونه لن يكون بالإمكان إنجاز هذه الدراسة.

وفتكم الله... وشكراً

تعليمات وأمثلة على نعيمة الإشباني					
<p>يتكون هذا الإشباني من ٩٩ هدفاً يمكن إعتبار كل ميب هدفاً محتملاً لجامعتك لو سمحت أحب على كل حصة بإحديتين مختلفتين عن النحو الثاني - أولاً - ما هي درجة الأهمية المعطاة لكل هدف في جامعتك في الوضع الراهن ثانياً - ما هي درجة الأهمية التي ترى من المفروض أو يجب إعطاؤها لكل هدف</p>					
أهمية	لا غاية الأهمية	دنيا جداً	متوسطة الأهمية	مختص الزماني	علاوة على ذلك
<p>١ - إن شاء الله تعالى باكتساب خبرات تربوية معينة في مجال تخصصهم.</p> <p>الوضع الراهن</p> <p>ما يجب أن يكون</p>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
<p>في الإجابة على هذا السؤال يعتقد المجيب أن الجامعة تعتبر هذا الهدف حالياً في غاية الأهمية ولكنه يرى أنه يجب أن يعطى أهمية متوسطة</p>					
<p>٢ - تكوين علاقة جيدة مع حربيي الجامعة والاستفادة من خبراتهم في تطوير الجامعة</p> <p>الوضع الراهن</p> <p>ما يجب أن يكون</p>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
<p>في الإجابة على هذا السؤال يرى المجيب بأن هذا الهدف لا يعتبر مهماً حالياً ولكنه يرى بأنه من الواجب أن يعطى أهمية أكبر</p>					
<p>ملاحظة ١ - يجب أن تكون إجاباتك معبرة عن الوضع الراهن في الجامعة ككل.</p> <p>٢ - إعط إجابتين لكل سؤال واحدة بعد الوضع الراهن وأخرى بعد ما يجب أن يكون</p> <p>٣ - أحب عن كل الأسئلة بتسويد الرقم الموجود في داخل المستطيل والذي يعبر عن إجاباتك في كل حالة كما هو موضح في الأمثلة السابقة.</p>					

<p>لم يسحت حب عن هذه لأهداف تتويج رقم واحد مدرس الوضع الراهن ورقم حر بعد ما يجب أن يكون</p>					
6	7	8	9	10	11
الوضع الراهن	ما يجب أن يكون	الوضع الراهن	ما يجب أن يكون	الوضع الراهن	ما يجب أن يكون
1 - مساعدة الطالب عن اكتساب معرفة عميقة في تخصص واحد على الأقل		2 - تدريس الطلاب طرق البحث العلمي ووسائل التفصي وتحديد المشكلات وطرق حلها.		3 - مساعدة الطالب عن تحديد أهدافه الخاصة وتنمية الطرق الكفيلة بتحقيقها.	
4 - التأكيد على اكتساب الطالب للمعارف الأساسية في الإنسانيات والعلوم الاجتماعية والطبيعية.		5 - زيادة رغبة الطالب وقدرته على التعليم والتكيف الذاتي.		6 - إعداد الطالب للقيام بعمل أكاديمي متطور أو متقدم سواء على مستوى السكالوريوس أو الدراسات العليا.	
7 - تنمية قدرات الطالب على تركيب وتأليف المعرفة من مصادر متعددة.		8 - مساعدة الطالب على تنمية إحساسه بقيمته الذاتية وثقته في نفسه وقدرته على التأثير في الأحداث.		9 - إلزام الطلاب في كل كليات الجامعة بتحقيق مستوى عالياً من الأداء أو الإنجاز الفكري.	
10 - غرس الإلتزام بالتعليم المستمر مدى الحياة في نفوس الطلاب.		11 - مساعدة الطالب عن تحقيق أعظم مستويات الفهم لذاته.		12 - تأكيد ضرورة إنجاز خريجي الجامعة لمستوى من الكفاءة في القراءة والكتابة والتربصيات.	
13 - مساعدة الطالب على الإلتزام بالصراحة والأمانة والثقة في علاقاته مع الآخرين.					

<p>لا تسحت حب عن هذه الأهداف تشويه رقم واحد مدرس الوصف الراهن ورقم حر بعد ما يجب أن يكون</p>					
32	الوصف الراهن	ما يجب أن يكون	33	الوصف الراهن	ما يجب أن يكون
34	الوصف الراهن	ما يجب أن يكون	35	الوصف الراهن	ما يجب أن يكون
36	الوصف الراهن	ما يجب أن يكون	37	الوصف الراهن	ما يجب أن يكون
38	الوصف الراهن	ما يجب أن يكون	39	الوصف الراهن	ما يجب أن يكون
40	الوصف الراهن	ما يجب أن يكون	41	الوصف الراهن	ما يجب أن يكون
42	الوصف الراهن	ما يجب أن يكون	43	الوصف الراهن	ما يجب أن يكون
44	الوصف الراهن	ما يجب أن يكون	45	الوصف الراهن	ما يجب أن يكون
46	الوصف الراهن	ما يجب أن يكون	47	الوصف الراهن	ما يجب أن يكون
48	الوصف الراهن	ما يجب أن يكون	49	الوصف الراهن	ما يجب أن يكون
50	الوصف الراهن	ما يجب أن يكون	51	الوصف الراهن	ما يجب أن يكون
52	الوصف الراهن	ما يجب أن يكون	53	الوصف الراهن	ما يجب أن يكون
54	الوصف الراهن	ما يجب أن يكون	55	الوصف الراهن	ما يجب أن يكون
56	الوصف الراهن	ما يجب أن يكون	57	الوصف الراهن	ما يجب أن يكون

<p>لم تملأ خلية من هذه الأهداف لتتحدد رقم وحدة مدرس الوضع الراهن ورغم حرج بعد ما يجب أن يكون</p>					
الوضع الراهن	ما يجب أن يكون	الوضع الراهن	ما يجب أن يكون	الوضع الراهن	ما يجب أن يكون
27 - إيجاد برنامج لدراسات اعطب على مستوى من القوة والشمولية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 - إجراء بحوث عممية يتعاقد عليها مع الدوائر والمؤسسات الحكومية وخاصة.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 - توفير فرص لتكبير من المناطق المجاورة مواصلة دراستهم عن طريق التفرغ الحرفي أو الإبتساب.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 - إنشاء برامج تدريبية جديدة في الحقول الوظيفية المتفتحة حديثاً.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31 - إعداد الطالب لمتخصص في واحد أو أكثر من المهن التقليدية كالنظف والصناعة والقانون وحلافها.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 - تقديم برامج لدراسات العليا في المهن الحديثة كهندسة والتربية وخدمة الإجتماعية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 - إعتبار الجامعة مركز إشعاع ثقافي لخدمة المجتمع الذي تقوم فيه.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34 - القيام ببحوث أساسية في العلوم الطبيعية كالفيزياء والجيولوجيا والتركيبات.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 - القيام ببحوث أساسية في العلوم الإجتماعية كالتربية وعلم النفس والإجتماع وحلافها.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36 - تقديم فرص لإعادة تدريب الأفراد الذين أصبحت مهاراتهم في العمل قديمة وغير ملائمة.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37 - المساهمة من خلال البحوث في التطوير العام للمعرفة.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38 - مساعدة الطالب على إتخاذ القرار الخاص باختياره لمستقبله المهني.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39 - تزويد القطاعات الحكومية والصناعية والتجارية بالمدورة بما تحتاجه من القوى البشرية الماهرة.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6						تم سمحت حب عن هذه الأهداف شموله رقم واحد مدرس الوضع الراهن ورقم حر بعد ما يجب أن يكون
9	10	11	12	13	14	الوضع الراهن ما يجب أن يكون
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40 - تسهيل إحباط الطلبة في الأنشطة اهدفة خدمة المجتمع والأحياء المتحدرة.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41 - القيام بدراسات متقدمة في مجال مشكلات محصنة من خلال مراكز ومعاهد البحوث أو برامج الدراسات العليا.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42 - تقديم برامج وخبرات تربوية ملائمة للدرجات والإهتمامات المتزايدة للفتاة السعودية.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43 - القيام بتنفيذ نقدي للعدادات والقيم السائدة في المجتمع السعودي.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44 - مساعدة المواطنين في المناطق النائية والزيفية على اكتساب المعارف ومهارات التي تساهم في تحسين مستوى معيشتهم.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45 - الإنعاش نحو سياسة فتح القبول لكل المتقدمين للجامعة وتزويدهم بالتجارب التربوية المفيدة.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	46 - اعتبار الجامعة مصدراً للأفكار والتوصيات الهادفة إلى تعيير المؤسسات الاجتماعية التي تعاني من بعض العيوب أو الخلل.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47 - العمل مع المؤسسات والمصالح الحكومية في تخطيط برامج خدمات اجتماعية وبيئية حديثة.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48 - تقديم برامج لتطوير وعلاج ضعف طلاب الجامعة في المهارات الأساسية للقراءة والكتابة والرياضيات.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49 - مساعدة الطلاب على تعلم كيفية إحداث التغييرات الإيجابية في المجتمع السعودي.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50 - تركيز المصادر المادية والبشرية للجامعة على إيجاد حلول لمشاكل الاجتماعية والبيئية الكبرى.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	51 - الاستجابة للأولويات المحلية والقومية عند افتتاح برامج تربوية جديدة في الجامعة.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	52 - افتتاح برامج تربوية تهدف إلى إعطاء فرص متكافئة لطلاب المقيمين في المناطق النائية أو الزيفية.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون

تم سحبت حق عن هذه الأهداف شيئا رقة واحد مفاد الوضوح الراهن ورقم الحزم بعد ما يجب أن يكون						لا يرى لا يرى لا يرى لا يرى لا يرى لا يرى	لا يرى لا يرى لا يرى لا يرى لا يرى لا يرى	لا يرى لا يرى لا يرى لا يرى لا يرى لا يرى	لا يرى لا يرى لا يرى لا يرى لا يرى لا يرى	لا يرى لا يرى لا يرى لا يرى لا يرى لا يرى	لا يرى لا يرى لا يرى لا يرى لا يرى لا يرى	
53	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	53 - أن تدرس الجامعة كمؤسسة تعليمية دوراً ملموساً وإيجابياً في إحداث التغيير المطلوب في المجتمع السعودي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون	54 - ضمان إستماع الطلاب إلى وجهات النظر المختلفة في القضايا المعاصرة.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	55 - إيجاد نظام إداري حامي يستجيب لإهتمامات وشئون كل من تضمهم الجامعة (طلبة - إداريين - عاملين).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون	56 - إيجاد مناخ يكون فيه التزام هيئة التدريس نحو أهداف الجامعة وصالحها كالتزامهم نحو نجاحهم المهني.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	57 - تأكيد حرية الطالب وعضو هيئة التدريس والإداري في اختيار مخط حبيبته في السكن والملبس والمظهر الشخصي.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون	58 - إيجاد مضم نكمل مشاركة الفعالة للطلاب وأعضاء هيئة التدريس والإداريين في إدارة الجامعة.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	59 - إيجاد مناخ يكون فيه الإتصال الإداري وتبادل المعلومات بين وحدات الجامعة مفتوحاً وصريحاً.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون	60 - عدم تنفيذ نشاطات الطلاب وأعضاء هيئة التدريس خارج الحرم الجامعي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	61 - تقليص المركزية في إتخاذ القرارات في الجامعة إلى أقصى حد ممكن.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون	62 - خلق مناخ يسمح بتبادل الآراء ووجهات النظر المتباينة بطريقة صريحة وودية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	63 - ضمان حقوق أعضاء هيئة التدريس في حرية مناقشة وجهات النظر والأفكار العلمية المختلفة في الفصل.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	64 - ضمان إعطاء الفرص لأعضاء الجامعة للمشاركة أو إختيار ممثلين هم عند إتخاذ القرارات التي تؤثر فيهم مباشرة.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	65 - إيجاد مناخ تسوده الثقة والإحترام المتبادل بين الطلاب وأعضاء هيئة التدريس والإداريين.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>تم سحبت حب عن هذه الأهداف بنسبة رقم واحد مقابل الوصف الواضح ورقم آخر بعد ما يجب أن يكون</p>					
	معلمة	معلمة	معلمة	معلمة	معلمة
61	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوصف الواضح
62	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون
63	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوصف الواضح
64	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون
65	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوصف الواضح
66	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون
67	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوصف الواضح
68	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون
69	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوصف الواضح
70	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون
71	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوصف الواضح
72	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون
73	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوصف الواضح
74	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون
75	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوصف الواضح
76	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون
77	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوصف الواضح
78	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون
79	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوصف الواضح
80	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوصف الواضح
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوصف الواضح
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوصف الواضح
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون

<p>يرجى ملء الجدول وفقاً لـ</p> <p>الهدف من هذا الاستبيان هو</p> <p>معرفة الوضع الراهن في</p> <p>الجامعة</p> <p>وذلك من خلال</p> <p>الاجابة على</p> <p>الاسئلة</p>						<p>يرجى ملء الجدول وفقاً لـ</p> <p>الهدف من هذا الاستبيان هو</p> <p>معرفة الوضع الراهن في</p> <p>الجامعة</p> <p>وذلك من خلال</p> <p>الاجابة على</p> <p>الاسئلة</p>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	79 - تطبيق معايير التكلفة المالية عند الإختيار بين مجموعة بدائل البرامج
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	أكاديمية وغير أكاديمية.
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	80 - العمل باستمرار على أن يكون للجامعة مكانة وشهرة مرموقة في
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الأوساط الأكاديمية.
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	81 - التميز وبصورة منتظمة على أن الجامعة تعمل على إنجاز أهدافها
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	المحددة لها.
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	82 - تقديم برامج قوية وموسعة تعنى بالشايط الإجتماعي والثقافي
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	والرياضي لطلاب الجامعة.
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	83 - إعطاء الإهتمام الكافي لكفاءة العمل في كل كليات الجامعة.
21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون
22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	84 - جعل تنظيم الجامعة وعمليته مبنية على أساس خطط قصيرة
23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ومتوسطة وطويلة المدى.
24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	85 - إشراك خاضعين التحسين في تطبيق البرامج الجامعية التي تؤثر في
25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	المنهج المحلي.
26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	86 - التفرغ عن الكليات أو الجامعات الأخرى في مجال المساهمات
27	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الرياضية.
28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	87 - بناء تقدير الإعتمادات المالية للبرامج الكليات الجامعية على أساس
29	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	فاعليتها.
30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	88 - خلق مناخ يكون فيه التقييم المنتظم للبرامج مقبولا ومدارسا كطريقة
31	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	حياة الجامعة.
32	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	89 - توضيح أهداف الجامعة وطبيعة عملها بطريقة منتظمة للمواطنين
33	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	خارج الجامعة
34	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 - تحقيق إجماع بين أعضاء الجامعة حول أهداف الجامعة
35	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون
36	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	91 - تحقيق الإنكفاء الذاتي من أعضاء هيئة التدريس والإداريين
37	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	السعوديين.

<p>م. سمحت حب عن هذه الأهداف بتحديد رقم واحد مقابل الوضع الراهن ورقم آخر بعد ما يجب أن يكون</p>						لا توافق الهدف	لا توافق الهدف	لا توافق الهدف	لا توافق الهدف	لا توافق الهدف
38	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	92 - زيادة عدد الطلبة المتقولين في التخصصات العلمية والمهنية.			
39	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون				
40	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	93 - ترجمة العلوم والآداب إلى اللغة العربية.			
41	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون				
42	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	94 - إحلال اللغة العربية محل الإنجليزية في تدريس العلوم التي تدرس حالياً باللغة الإنجليزية.			
43	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون				
44	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	95 - تحسين وتطوير طرق التدريس ورفع كفاءتها.			
45	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون				
46	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	96 - إستكمال التجهيزات الأساسية في الجامعة (مكتبات، معامل، مباني، سكن، تهيئات).			
47	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون				
48	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	97 - تنمية حب الوطن والتفاني في خدمته في نفوس الطلاب.			
49	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون				
50	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	98 - تشجيع تطوير كفاءة أعضاء هيئة التدريس والإداريين.			
51	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون				
52	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن	99 - تطوير مناهج الدراسة وجعلها أكثر ملائمة.			
53	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	الوضع الراهن				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ما يجب أن يكون				

APPENDIX D

CORRESPONDENCE

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND CURRICULUM
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824 1034

June 14, 1984

Educational Testing Service
Princeton, New Jersey 08541

Dear Sirs:

This is to request permission for Mr. Saad Al-Zahrani to use the Institutional Goal Inventory which was developed by Richard E. Peterson and Norman Uhl.

Mr. Al-Zahrani is one of my doctoral candidates and his dissertation proposal concerning the identification of perceptions and preferences for university goals in Saudi Arabia has been approved. Faculty, academic administrators and the university supreme councils in three major Saudi universities will be surveyed. Use of the IGI in Saudi Arabia requires minor modifications and translation into Arabic. Items to be modified are attached to this request.

In short, and for purposes of clarity:

User: Mr. Saad Al-Zahrani
Item: Institutional Goal Inventory
Use: Doctoral dissertation research
Place: Saudi Arabia
Subject: Institutional goals in Saudi Universities.
Current and preferred status of goals.

No. of copies to be produced: 1000 to 1500

Mr. Al-Zahrani is scheduled to leave for Saudi Arabia on July 10, 1984, about a month from now. I would appreciate it very much if you would respond to his request as soon as possible. He may be addressed at:

Mr. Saad Al-Zahrani
2415 E. Jolly Road, Apartment 4
Lansing, MI 48910

Sincerely yours,



Eldon R. Nonnamaker
Professor

ERN:lf
Attachments

EDUCATIONAL TESTING SERVICE



PRINCETON, N.J. 08541

000-021-0000
C45L1-EDUCTESTSVC

July 6, 1984

FEDERAL EXPRESS

Mr. Saad Al-Zahrani
2415 E. Jolly Road, Apartment 4
Lansing, MI 48910

Dear Mr. Al-Zahrani:

This letter serves to grant you permission to use the Arabic translation of the Institutional Goals Inventory in your dissertation. This permission is royalty-free and limited to use within the scope of your dissertation research. I believe Professor Nonnamaker has informed you that the Arabic translation is available through the University of Oklahoma.

We require that each reproduced copy bear the following notice:

Arabic translation of the Institutional Goals Inventory,
copyright © 1984 by Educational Testing Service,
English version © 1972 by Educational Testing Service.
All rights reserved. Reproduced by permission.

We also require that any report of the research indicate the source of the instrument and that it was used with the permission of ETS.

This permission also covers inclusion of a copy of the adapted instrument in the dissertation, and reproduction by University Microfilms.

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

Sincerely,

Helen C. Weidenmiller
Rights & Permissions
Administrator

HCW:kc

cc: Professor Eldon R. Nonnamaker ✓
Miss Beck

ACCEPTED AND AGREED TO:

Saad Al-Zahrani

June 14, 1984

Dr. Henry Bredek, Chairman, UCRIHS
Office of the V. P. for Research
238 Administration Building, MSU
East Lansing, MI 48824-1034

Dear Dr. Bredek,

I am a graduate student at MSU in the Department of Educational Administration and plan to conduct my Ph.D. dissertation research in the area of institutional goals in Saudi Arabian Universities. I am submitting a copy of my approved proposal to you for review.

Exemption is claimed as types 1 and 3 research project.

I will very much appreciate a prompt reply to my request.

Sincerely,

Saad A. Al-Zahrani
2415-4 East Jolly Road
Lansing, MI 48910
Ph. 887-0965 or 882-8246

MICHIGAN STATE UNIVERSITY

UNIVERSITY COMMITTEE ON RESEARCH INVOLVING
HUMAN SUBJECTS (UCRIHS)
238 ADMINISTRATION BUILDING
(517) 355-2186

EAST LANSING • MICHIGAN • 48824

July 16, 1984

Mr. Saad A. Al-Zahrani
2415-4 East Jolly Road
Lansing, Michigan 48910

Dear Mr. Al-Zahrani:

Subject: Proposal Entitled, "Institutional Goals in Saudi
Universities: Current and Preferred Status of Goals"


I am pleased to advise that I concur with your evaluation that this project is exempt from full UCRIHS review, and approval is herewith granted for conduct of the project.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval prior to July 16, 1985.

Any changes in procedures involving human subjects must be reviewed by the UCRIHS prior to initiation of the change. UCRIHS must also be notified promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to my attention. If I can be of any future help, please do not hesitate to let me know.

Sincerely,


Henry E. Bredeck
Chairman, UCRIHS

HEB/jms

cc: Nonnamaker

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND CURRICULUM
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824-1034

June 14, 1984

Saudi Arabian Educational Mission
2415 West Loop South
Houston, Texas 77027

Dear Sir:

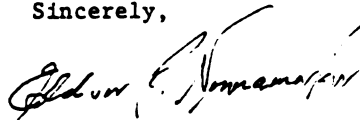
I am writing to you on behalf of Mr. Saad A. Al-Zahrani, who is at present a graduate student working on his Ph.D. in the Department of Educational Administration under my direction.

Mr. Al-Zahrani has proposed a study of the institutional goals in Saudi Arabian universities. His proposal was approved by his advisory committee on June 12, 1984. He plans to return to Saudi Arabia to do his research during the fall quarter of the 1984-85 academic year, which means that he will leave here around the beginning of August and return about the end of November 1984. These plans meet with my approval.

I would appreciate it if you would write to Umm Al-Qura University in order to obtain permission for Mr. Al-Zahrani to leave for Saudi Arabia to collect his research data and secure support for his study in certain areas, such as transportation and access to information and materials.

Your prompt attention to this matter will be sincerely appreciated. If any further information is needed, please do not hesitate to write.

Sincerely,



Eldon Nonnamaker
Department of Educational Administration

EN:lf

Letter from Umm Al-Qura University to the President at
KSU, KAU and UPA.

Dear President,

Mr. Saad Al-Zahrani is one of our graduate students studying at Michigan State University in the United States. He is doing research for his doctoral dissertation in the goals of Saudi universities. His study concerns the perceptions and preferences of Saudi faculty members, academic administrators and the university Supreme Council with regard to the goals of their universities. The results of this study should prove most helpful to our universities, especially in policy decisions and the overall effectiveness of our universities.

Your university was selected as one of several universities to participate in this study. Therefore I am requesting your agreement and assistance to administer the questionnaire in your university. Mr. Al-Zahrani needs your assistance in having access to certain information and in assigning a coordinator from your staff to help him in the collection of data.

Your cooperation in this matter is greatly appreciated.

Sincerely,

The President of Umm Al-Qura University

Dear: -University Supreme Council Member

-Academic Administrator

-Faculty Member

Mr. Saad Al-Zahrani is one of our graduate students studying in the United States. He is doing research for his doctoral dissertation in the goals of Saudi universities. The attached questionnaire is designed to identify your perceptions and preferences of the goals of your university. The results from this study should be helpful to us, especially in making sound policy decisions and working towards the effectiveness of our system of higher education. Your cooperation and your opinions are essential in the success of this study. The anonymity of your response is guaranteed.

I realize the many demands on your time and I am sure that Mr. Al-Zahrani will greatly appreciate your cooperation in this study. I believe this study will be of real value to our Saudi universities in their long-range studies and planning.

Sincerely,

President

.. بسم الله الرحمن الرحيم ..

أخي الفاضل :

السلام عليكم ورحمة الله وبركاته وبعد:-

هذا الاستبيان الذي بين يديك يهدف الى تسجيل وجهة نظرك حول درجة الاهمية الحالية أو التي يجب أن تعطى لمجموعة من الاهداف التي من المحتمل أن تكون اهدافا لجامعتك. والمعلومات التي سيتم جمعها عن طريق هذا الاستبيان سوف تستخدم في بحث اقوم به لنيل درجة الدكتوراه في ادارة الجامعات من احدى الجامعات الامريكية.

وبحكم اهتماماتك وخبرتك ومركزك الاكاديمي والاداري في الجامعة فان معرفة وجهة نظرك في هذا المجال تعتبر اساسية وهامة.

لذا، آمل التكرم بتعبئة الاستبيان المرفق واعادته الى سكرتير القسم أو الكلية أو الادارة التي تنتمي اليها. كما آمل أن يكون ذلك في مدة اقصاها اسبوعا واحدا من استلام الاستبيان نظرا لقصر المدة التي يجب أن اقضيها في جمع المعلومات.

وعند تعبئة الاستبيان آمل مراعاة التالي :

- ١ - قراءة التعليمات والامثلة المعطاة في الصفحة الثانية من الاستبيان قبل البدء في الاجابة.
- ٢ - الاجابة على كل الاسئلة بدون استثناء.
- ٣ - بما أن الهدف من السؤال رقم ١٠٠ هو محاولة التمييز بين وجهات نظر اعضاء هيئة التدريس المكلفين بأعمال ادارية وأولئك الذين هم أعضاء هيئة تدريس اكاديميين فقط، لذا، آمل اختيار اجابة واحدة فقط.

ختاما ، أرجو قبول شكري وتقديري سلفا على تعاونك الهنساء الذي سيكون له الاثر البالغ في انجاح هذه الدراسة. مع تقديري للجهد والوقت الذي ستبذله في تعبئة هذا الاستبيان.

وتقبلوا عظيم تحياتي.....

الباحث : سعد عبدالله بردي

BIBLIOGRAPHY

BIBLIOGRAPHY

- Al-Abdul Kader, Ali. "A Survey of the Contribution of Higher Education to the Development of Human Resources in the Kingdom of Saudi Arabia." Ph.D. dissertation, University of Kansas, 1978.
- Ashby, Eric. African Universities and Western Traditions. Cambridge, Mass.: Harvard University Press, 1964.
- Barnard, Chester. Organization and Management. Cambridge, Mass.: Harvard University Press, 1948.
- Bayer, A. Teaching Faculty in Academe 1972-1973. Washington, D.C.: American Council on Education, 1973.
- Bowen, Howard. Investment in Learning. San Francisco: Jossey-Bass Publishers, 1980.
- Bushnell, D. Organizing for Change: New Priorities for Community Colleges. New York: McGraw-Hill, 1973.
- Caffrey, John. "Preface" to Edward Gross and Paul V. Grambsch, University Goals and Academic Power. Washington, D.C.: American Council on Education, 1968.
- Carnegie Commission on Higher Education. Priorities for Action: Final Report of the Carnegie Commission on Higher Education. New York: McGraw-Hill, 1973.
- Cohen, M., and March, J. Leadership and Ambiguity. New York: McGraw-Hill, 1974.
- Conrad, C. "University Goals: An Operative Approach." Journal of Higher Education 45 (October 1974): 505-16.
- Corson, J. The Governance of Colleges and Universities. New York: McGraw-Hill, 1975.
- Danforth Foundation. "A Report: College Goals and Governance." Danforth News and Notes (St. Louis, Mo.), November 1969.

Dressel, Paul. "Evaluation of the Environment, The Process and the Results of Higher Education." In Handbook of College and University Administration. Edited by Knowles and Asa. New York: McGraw-Hill, 1970.

Educational Testing Service. Community College Goals Inventory (Information Sheet), 1983.

_____. Small College Goals Inventory (Information Sheet), 1983.

Etzioni, A. A Sociological Reader on Complex Organizations. New York: Holt, Rinehart and Winston, 1961.

_____. Modern Organizations. Englewood Cliffs, N.J.: Prentice-Hall, 1964.

Georgia, Petro. "The Goal Paradigm and Notes Towards a Counter Paradigm." Administrative Science Quarterly 18 (September 1973).

Griffiths, Daniel. Administrative Theory. New York: Appleton-Century-Crofts, 1959.

Gross, E., and Grambsch, P. University Goals and Academic Power. Washington, D.C.: American Council on Education, 1968.

_____. Change in University Organization 1964-1971. New York: McGraw-Hill, 1974.

Iruka, A. "Student, Faculty, Academic Administrators, and Government Educational Official Perceptions of and Preferences for the Goals of Higher Education in Imo-State, Nigeria." Ph.D. dissertation, North Texas State University, 1980.

Kashmeeri, M. "A Study of College and University Goals in Saudi Arabia." Ph.D. dissertation, University of Oklahoma, 1977.

Keeton, Morris. Shared Authority on Campus. Washington, D.C.: American Council on Education, 1971.

King Saud University (S.A.). By-Laws of King Saud University. Riyadh, Saudi Arabia, 1978.

_____. The University Between Yesterday and Today. Riyadh, Saudi Arabia, 1984a.

Konrad, Abram. "Goals in Canadian Universities." Paper presented at the 1983 Conference of the American Educational Research Association, Montreal, Canada, 1983.

- Lee, C. et al. Whose Goals for American Higher Education? Washington, D. C.: American Council on Education, 1968.
- McGregor, Douglas. Leadership and Motivation. Cambridge, Mass.: The MIT Press, 1966.
- March, J., and Simon, H. Organization. New York: John Wiley and Sons, 1958.
- Martin, W. Conformity: Standards and Changes in Higher Education. San Francisco: Jossey-Bass, 1969.
- Ministry of Education (S.A.). Educational Policy in the Saudi Arabian Kingdom. Riyadh, Saudi Arabia, 1974.
- Ministry of Higher Education (S.A.). Statistics of Higher Education in the Kingdom of Saudi Arabia. Issue 5. 1981-82.
- _____. Higher Education in the Kingdom of Saudi Arabia. Periodical Report, 1983.
- _____. Higher Education in the Kingdom of Saudi Arabia. Periodical Report, 1984.
- Nash, P. The Goal of Higher Education: An Empirical Assessment. New York: Columbia University, Bureau of Applied Social Research, 1968.
- Parsons, T. Structure and Process in Modern Societies. Glencoe, Ill.: The Free Press, 1960.
- _____. "Suggestions for a Sociological Approach to the Theory of Organizations." Administrative Science Quarterly, no. 1 (1956): 63-85.
- _____, et al. Theory of Society. New York: The Free Press of Glencoe, Inc., 1961.
- Perrow, Charles. "The Analysis of Goals in Complex Organizations." American Sociological Review 26 (December 1961): 854-57.
- _____. Organizational Analysis: A Sociological View. Belmont, Calif.: Wadsworth Publishing Co., 1970.
- Peterson, Richard. The Crisis of Purpose: Definition and Use of Institutional Goals. Washington, D.C.: ERIC Clearinghouse on Higher Education, 1970.
- _____. Goals for California Higher Education. Berkeley, Calif.: Educational Testing Service, 1973.

- _____, and Uhl, N. Formulating College and University Goals: A Guide for Using the IGI. Princeton, N.J.: ETS, 1977.
- Resalat Al-Jameaa. No. 2. Riyadh, Saudi Arabia: King Saud University, November 17, 1974.
- Romney, Leonard. Measures of Institutional Goal Achievement. Boulder, Col.: National Center for Higher Education Management Systems, 1978.
- Selznick, P. Leadership in Administration: A Sociological Interpretation. Evanston, Ill.: Row, Peterson and Co., 1957.
- Service et al. (eds.). "Quantitative Approaches to Higher Education Management." ERIC/Higher Education Research Report. No. 4. Washington, D.C.: The American Association for Higher Education, 1977.
- Siebert, Sam, and Wilder, David. The School in the Society. New York: The Free Press, 1960.
- Simon, Herbert. Administrative Behavior. New York: The Free Press, 1976.
- _____. "Organizational Goals." In Sociological Reader on Complex Organizations. Edited by A. Etzioni. New York: Holt, Rinehart, and Winston, Inc., 1961.
- _____, and March, J. Organization. New York: The Free Press, 1958.
- Thompson, J., and McEwen, W. "Organizational Goals and Environment." American Sociological Review 23 (February 1958).
- University of Petroleum and Minerals. Annual Report, 1983-84. Dhahran, Saudi Arabia, 1984.
- Walton, J. Administration and Policy-Making in Education. Baltimore: Johns Hopkins Press, 1968.
- Willsey, A. "Output as a Segment of Organizational Goals." In Institutional Research on Academic Outcomes. Edited by Cameron Fincher. Proceedings of the Eighth Annual Forum on Institutional Research, sponsored by the Association for Institutional Research, 1968.

General References

- Al-Hammar, Abdulmaliek. "Labor and the Requirements of Development in the Gulf States." Working paper presented at the first meeting of the Presidents of the Arab Gulf Universities, Arab Bureau of Education for the Gulf States, Bahreen, January 4-7, 1982. Riyadh, Saudi Arabia: 1983.
- Al-Jallal, A. "Education and Development in the Oil Exporting Arabian Peninsula States." Unpublished study, 1985.
- Al-Yamamah (Saudi Arabian weekly magazine). 20 February 1985.
- _____. 3 March 1985.
- Arab Bureau of Education for the Gulf States. Proceedings of the first meeting of the Presidents of Arab Gulf Universities, Bahreen, January 4-7, 1982. Riyadh, Saudi Arabia: 1983a.
- _____. Rights and Duties of Faculty Members in Arab Gulf States Universities. Riyadh, Saudi Arabia: 1983b.
- _____. Higher Education and Scientific Research in Arab Gulf States. Riyadh, Saudi Arabia: 1984.
- Faheem, M. "Higher Education and Nation Building: A Case Study of King Abdulaziz University." Ph.D. dissertation, University of Illinois, 1982.
- Kaleel, Najeel. "Coordinating Scientific Research Among Arab Gulf States." Working paper presented at the first meeting of the Presidents of the Arab Gulf Universities, Bahreen, January 4-7, 1982. Riyadh, Saudi Arabia: 1983.
- Kashmeeri, Mohamed. "Universities and Their Role in Public Service." In Symposium on Coordinating Educational Services in Saudi Arabia. Riyadh, Saudi Arabia: Institute of Public Administration, 1985.
- King Saud University (S.A.). "A Report of the Appointed Committee Concerning the Orientation of Saudi Higher Education in the Five-Year Plan (85-90)." Riyadh, Saudi Arabia: 1984b.
- Massialas, B., and Jarrar, S. Education in the Arab World. New York: Praeger Publishers, 1983.

National Center for Higher Education Management Systems. A Handbook for Institutional Academic and Program Planners. Boulder, CO: NCHEM, 1978.

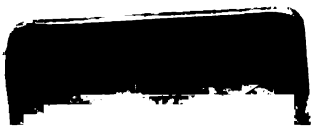
Nyrop, R. et al. Area Handbook for Saudi Arabia. 3rd ed. Washington, D.C.: Foreign Area Studies, May 1976.

Othman, Osamah. The Oil Bureaucracy and the Hindrance of Development. Kuwait: The National Council for Culture, Art and Literature, 1982.

Subbiah, N., and Al-Shiek, S. Problems of University Textbooks in the Universities of the Arab Gulf States. Study sponsored by ABEGS. Riyadh, Saudi Arabia: ABEGS, 1983.

Tanner, C., and Williams, E. Educational Planning and Decision Making. Lexington, KY: Heath and Co., 1981.

Zahlan, A. Science and the Scientific Policy in the Arab World. New York: St. Martin's Press, 1980.



MICHIGAN STATE UNIV. LIBRARIES



31293015725611