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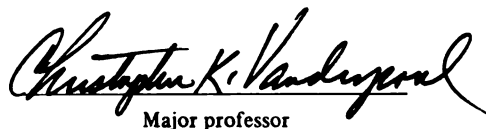
Attributes of the Desired Wife: A Case Study
of Saudi Single Male Students
In The United States

presented by

Saad A.N. AlSaaran

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of the requirements for

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ATTRIBUTES OF THE DESIRED WIFE:
A CASE STUDY OF SAUDI SINGLE MALE STUDENTS
IN THE UNITED STATES

By:

Saad A.N. AlSaaran

A THESIS

Submitted to
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ABSTRACT

ATTRIBUTES OF THE DESIRED WIFE:
A CASE STUDY OF SAUDI SINGLE MALE STUDENTS
IN THE UNITED STATES

By

Saad A.N. AlSaaran

An exploratory study was conducted to ascertain Saudi male single students in the United States evaluations of 18 attributes and their attitudes toward some issues regarding the selection of future wife.

In the study, 155 students participated via returning the questionnaire which was utilized for data collection. Percentages, Mann-Whitney, Kruskal-Wallis, Chi-Square, Lambda, and Theta were the statistical techniques used for data analysis.

The findings indicated that the five most important attributes sought in future wife are: (1) chastity and virginity; (2) similar religion; (3) mutual attraction-love; (4) emotional stability; and (5) dependable character, respectively. And the least important five attributes are: (1) similar level of education; (2) similar socioeconomic status; (3) similar age; (4) good financial prospect; and (5) relationship to family, respectively.

Students were found to have favorable attitudes toward marrying working woman, seeing the future wife before engagement, and participation and involvement in selecting the future wife.

Saad A.N. AlSaaran

Different tendencies toward homogamy were found on the basis of religion, education, age, and socioeconomic status.

Significant relationships were found between the students' level of education, field of study, length of stay in the United States, and their evaluations of some attributes of future wife.

Significant relationships were found between the students' exposure to American culture and their evaluations and attitudes toward some attributes and issues in selecting future wife.

Recommendations and suggestions for further research are provided.

DEDICATION

To my beloved parents, Abdulaziz and Norah, who never knew how to read or write, but provided me with their sincere and continuous support and encouragement throughout my study, I dedicate this humble harvest.

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CHAPTER ONE

INTRODUCTION

The study of the desired qualities or attributes in a spouse is not a new one, particularly in the United States. As Powers (1971:207) notes:

One area in which replication has occurred is the study of ideal or desirable attributes in a spouse emphasized by young people, often referred to as ideal mate characteristics.

With regard to Saudi Arabia, the case is somewhat different. A few related studies can be found. For instance, Al-Yamamah (1987) had conducted a small scale study, "Love Prerequisites." The study consisted of one open-ended question presented to 30 male and 30 female university students: "What are the attributes of the dream girl whom you want to be your wife? (p. 17). Also, in this master's thesis, "Selection for Marriage in the Saudi Family," Almosa (1987) has tackled such a problem.

Other than these two studies, the author could only find scattered information in the writings and descriptions of the Saudi society and culture, particularly by travelers (e.g., Lipsky, 1959; Parssinen, 1980). A discussion of these related studies and writings will be made later in the literature review.

Given this paucity of studies and information about the ideal mate characteristics or the attributes of the desired wife with regard to the Saudi's case, an exploratory study was conducted.

Statement of The Problem

The present study investigates the attributes of the desired wife, as perceived by Saudi single male students living in the United States. The students were asked to evaluate certain traits or characteristics in selecting their future wives. These characteristics are: similar age; similar level of education; similar religion; chastity and virginity; pleasing disposition; emotional stability; good looks (physical attraction); good health; good cook-housekeeper; desire for home and children; ambition and industriousness; relationship to family; dependable character; good financial prospect; similar social and economic status; sociability; mutual attraction-love; and education and general intelligence. In addition, there was an investigation of these students' preferences of their age at marriage; their future wife's age and level of education; their attitudes toward marrying a working woman; the process of selecting their future wives; and their present and future expectation about the opportunities of seeing one's future wife both at and before betrothal were examined. This study also explores whether there are variations in such evaluations and preferences by the students' level of

education, length of stay in the United States, field of study, and exposure to American culture.

The study provides a cross-cultural dimension to the study of the desired attributes in spouse in the field of marriage and family. It seeks to promote further studies and research on family and marriage patterns in Saudi Arabia. The study may have implications for marriage and family therapy and counseling in Saudi Arabia. The study will assist in understanding the impact of cross-cultural educational experiences on mate selection and the emergence of new patterns in periods of rapid societal change.

CHAPTER TWO

LITERATURE REVIEW

Mate Selection

Eckland (1982) and Epstein and Guttman (1984) provide an elaborate and excellent discussion of the process of mate selection. A brief summary of their assessments of the field will be presented. For Eckland (1982:10):

Mate selection is not simply a matter of preference or choice. Despite the increased freedom and opportunities that young people have to select what they believe is the "ideal" mate, there are a host of factors, many well beyond the control of the individual, which severely limits the number of eligible persons from which to choose.

The freedom of mate selection differs from society to society. There are some societies which limit freedom and hence practice "arranged marriages;" that is, "the pairing of marriage partners by persons other than the mate-to-be" (Theodorson & Theodorson, 1969:244). Saudi society might be a case in point in this regard, at least in the past. Lipsky (1959), in his description of the Saudi culture and society, pointed out that, "marriage in the towns and villages are usually arranged by parents or relative without the bride and groom seeing each other until the day of the wedding" (p. 52). Parents and kin intervened in the process

of mate selection because, "the arrangement of marriage is thought to be too important an event to be left to the vagaries of young people's emotions" (Ibid:53). Recent studies, however, have observed a new trend of flexibility and change regarding the process of mate selection. Young people now are demanding some degree of freedom in selecting their future wives, even if this freedom is still to some extent confined within the limit of consultation with one's own family. For instance, Almosa (1987) found that the vast majority, 77% of his respondents, preferred that they themselves, accompanied by their family, select their future wife. He also found that 40% wanted the betrothal to be accomplished by both the groom and his father. An implication of this trend might be that young people want to know beforehand the accord of the prospective wife to that of their ideal one.

In contrast, there are some societies, like Western societies, including of course the United States, that have arrived to a stage of providing a great degree of freedom in mate selection. Eckland (1982) attributes this freedom to "the disappearance of unilineal kinship system." However, even when more freedom is given to mate selection, society has developed a certain apparatus or device to check on such vital process, e.g., "the elaborate rating and mating complex and the ceremonial engagement" (Ibid:16).

Due to such a freedom in mate selection, several studies have attempted to provide an understanding and explanation of such a fundamental and complex process. A set of systematic models or theories of mate selection have emerged as an outcome of these studies. These theories can be classified under four major categories: homogamy, complementary, socio-cultural, and psychological theories (e.g., Epstein & Guttman, 1984; Eckland, 1982).

Homogamy is the "marriage of persons having similar characteristics, either physical, psychological, or social . . . (or) . . . the tendency of like to marry like" (Theodorson & Theodorson, 1969:188). Epstein and Guttman (1984) reported homogamy for several characteristics. Among these characteristics are: (1) intelligence; (2) education; (3) personality traits and social characteristics; (4) physical traits and physical attractiveness; (5) age; (6) religion; (7) socioeconomic status; (8) mental retardation and psychiatric disorder; (9) family structure; and (10) personal habits. Of these characteristics, age reveals the highest degree of assortment. Epstein and Guttman (1984:254) indicated that several studies had "reported 2.7 years to be the mean difference in age between husbands and wives in the United States." They also pointed out that education is "second to age" in sorting partners. A high degree of homogamy, 99%, 90%, and 50% to 80% is reported for

racial, religion, and class, respectively, in the United States (Eckland, 1982).

Complementary theory of mate selection was introduced by Winch (1954). He argued that a person seeks a mate who provides him/her "with maximum need-gratification." Where he defined the term "complementariness" as:

When two persons, A and B, are interacting, we consider the resulting gratification for both to be 'complementary' if one of the following conditions is satisfied: (1) the need or needs in A which are being gratified are different in kind from the need or needs being gratified in B; or (2) the need or needs in A which being gratified are very different in intensity from the same need in B which is also being gratified (Ibid:243).

Thusly, while homogamy is based on the idea that "like attracts like," the complementary theory of mate selection rests on the notion that "opposites attract," and in this regard, it is "the first serious assortative mating theory alternative to the theory of homogamy" (Epstein & Guttman, 1984:257).

In their studies of mate selection, sociologists have been focusing into two interrelated factors, propinquity and social stratification. Propinquity was found to be a major factor in mate selection (e.g., Clarke, 1952). Proponents of propinquity believe that propinquity plays a fundamental role in the process of mate selection because "it is a precondition for engaging in interaction . . . (where) . . .

a person usually selects a mate from the group of people he knows" (Eckland, 1982:16).

On the other hand, inequality is believed to affect mate selection; that is:

Social-class endogamy not only plays a significant part in the process of mate selection, it may also help to explain other forms of assortative mating. For example, part of the reason why marriage partners or engaged couples share many of the same values and beliefs no doubt is because they come from the same social background (Ibid:18).

Eckland (1982) considered propinquity and social class endogamy as two interlocking factors, making it difficult to determine which can be best applied to give a clear explanation of the process of mate selection. Not only because they overlap, but because one cannot tell what precedes the other in its effect.

Psychologists have introduced quite a few theories in their attempts to account for the process of mate selection. Among these theories are: psychoanalytic theory, parental image theories, the unconscious archetype, value theory, filter and process theories, ideal mate theory, and instrumental theory (e.g., Epstein & Guttman, 1984).

The gist of the psychoanalytic theory of mate selection is that a person in selecting his/her mate tends to look for that one who resembles his/her opposite-sex parent. Parental image theories stress the resemblance of one's mate to his/her parents without restriction to that of the

opposite sex parent (Epstein & Guttman, 1984). Jedlicka (1980, 1984) confirms the influence of the opposite-sexed parent image on mate selection.

The unconscious archetype perspective contends that instinct is the guide for mate selection. Proponents of such perspective "believed that there must be for each particular man a particular woman who, for reasons involving the survival of the species, correspond most perfectly with him" (Eckland, 1982:14).

Value theory suggests that persons tend to mate when they "share or perceive themselves as sharing similar values orientations" (Epstein & Guttman, 1984:267).

Filter and process theories argue that mating goes through three "successive filters" which are "social background," "high consensus," and "complementary filter." Only when the potential mate span these three stages of filtering, do they view each other as "possible spouse" (Ibid:267).

Ideal mate theory of mate selection focuses on the resemblance between one's ideal and actual mate. It argues that "an individual eventually marries the person who most closely resembles his image of the ideal mate" (Ibid:268). Such a resemblance has been reported by Strauss (1946), particularly for personality traits.

Instrumental theory of mate selection indicates that a person search for that mate "whose behavioral and other

resources provide (or perceived to provide) maximum gratification and minimum punishment for his needs" (Epstein & Guttman, 1984:268).

These are some of the influential theories in the field of mate selection which have emerged to explain the process of mate selection in societies, where much freedom is given to such process, e.g., United States. Whether these theories can be applied to the case of the Saudi society, where arranged marriage still occupies a place, is a fundamental question or issue for comprehensive study to answer and investigate. In this study, however, a reference to homogamy and ideal mate theories is made.

Ideal Wife Attributes

Previously, we indicated that the ideal mate theory of mate selection stressed the resemblance between the ideal and the actual mate. In other words, a person marries the one who best fits his/her image about the ideal mate. Where the term ideal mate is used to:

Refer to the image or images which a person of marriageable age may have of the kind of person he would like to marry. In common speech, this image is sometimes called 'dream man,' 'dream girl,' 'the notion I had in the back of my mind,' 'my ideal' (Strauss, 1946:204).

Thusly, if we were to follow the guidance of the ideal mate theory of mate selection, especially since it has been supported by the empirical studies (e.g., Strauss, 1946),

then knowing the characteristics of the ideal mate is very important if we were to conjuncture about future spouse patterns. Therefore, this section will present a discussion of some of the most related studies about ideal wife attributes both in Saudi and American societies. In this regard, a comparison or evaluation is not implied. Each society has its own unique values, traditions, and norms regarding the family, marriage and mate selection patterns, which stems from their different and distinctive cultural backgrounds. However, this discussion seeks the provision of a more comprehensive picture of the kind of social background and the social environment the study's subjects are experiencing. The findings of this study should be interpreted and understood within such a framework.

Saudi Society

Almosa (1987) found that 85% of his respondents (n = 103 single male university students) wanted wives younger than themselves versus 12% who wanted wives with similar age. However, while the vast majority, 65% belong to the category of 20-25 years of age, he found that the vast majority, 64%, wanted wives aged between 16-20 years. The mean age desired for marriage for his respondents was 24 years, but the mean age they desired in a wife was 20 years, resulting in four years of difference in mean age between the potential spouses.

With respect to education, he found that 52% of the students wanted wives with a lower level of education versus 42% who wanted wives with a similar level of education. While the respondents were university students, 61% wanted wives with secondary education. Education of the prospective wife took the fifth rank among six attributes about the future wife. These attributes were as follows: (1) religiosity; (2) morality and ethics; (3) common ancestor; (4) physical appearance; (5) education; and (6) wealth. Alyamamah (1987) arrived at a similar finding, where the preference of young and less educated wife was the trait common to 90% of the respondents about the prospective wife. Aljasser (1987) attributed this tendency toward younger and less educated wives to the males' desires to keep their authority and prestige in the family. He described such a tendency as (in translation), "expressing a narrow horizon and futile insistence on the tribal tradition which considers the man to be the cavalier while the woman is only a mere part of property" (p. 9). Such an argument by Aljasser confirms Lipsky's (1959:48) observation that, "in the family relation a husband's position is dominant; wife and children are obliged to submit to his authority."

Clearly, such a tendency to mate younger and less educated wives is not explained within the framework of homogamy theory of mate selection. Rather, it might be best understood within the perspective of resource theory of

conjugal power which postulates that, "the greater the relative contribution of resource by one spouse, the greater that spouse's authority in marital decision-making" (Lee, 1982:232). According to the resource theory of conjugal power then, males want to be superior in age and education. This superiority means more experience in life and greater job opportunities and consequently income to provide for family needs. Hence, they ultimately hold more resources in the family and will be more able and eligible to exert their authority and power in family affairs. A further support to such an argument is the lower evaluation given to the prospective wife's wealth, as indicated above.

Religiosity is one of the highly considered attributes of the future wife. Almosa (1987) found that 90 respondents (n = 103) had ranked religiosity as the most important trait they consider in selecting their future wives. Also, Alyamamah (1987) indicated that 90% of the respondents (n = 30) insisted that they wanted their dream girl to abide by Islamic teachings and ethics. Here, we see an indication of homogamy between the potential spouses on the basis of religion.

Saudi culture emphasizes preserving the chastity and virginity of women (Lipsky, 1959). After marriage, fidelity is valued. Parssinen (1985:145) indicates that:

Among those values which relate specifically to women, pre-marital chastity and fidelity within

marriage are most highly treasured. The preservation of these attributes in the women population represent the fundamental core or cornerstone to which other values related to women are anchored . . . honor and shame in the family are intimately tied to the chastity and fidelity of the women.

The concern of the woman's chastity is common to Arabic and Islamic cultures as well (Goode, 1963). Almosa (1987), in a question regarding the importance of virginity in selecting the future wife, found that 97% of the respondents wanted wives who were never married (3% had no preference). It should be noted that marriage is consider the only way to lose virginity since pre-marital sex is forbidden and punished.

Beauty and pleasing disposition are among the attributes sought in a wife in the Saudi society. Lipsky (1959:53) states that "physical beauty (commonly defined by poetic reference to a skin as fair as milk, a face round as the moon, or eyes like a gezelle) and pleasant disposition are sought in a bride." Almosa (1987) confirms such evaluation of women's physical appearance, where he found 94% of the respondents indicate the importance of the prospective wife's physical appearance. However, Alyamamah (1987) reported that only 10% (n = 30) were looking for a wife who was modern in outlook and good looking.

Also among the attributes considered on selecting future wife is emotion stability and commitment to family, e.g. 90% of Alyamamah (1987) respondents were looking for a

wife who "does not frown or is pessimistic, but smiling and accept life with me in its sweetness and bitterness" (p. 18). They wanted her to be a housewife who would take care of the children and cook well, particularly the folk and local meals, without complaint or annoyance because of the many invitations.

Similarity in socioeconomic status is among the valued attributes of a future wife. Lipsky (1959:53) noted that "the most desirable arrangement is for both parties to come from families of the same social and economic status, as is usually the case when cousins marry." Such a tendency might be taken as revealing a sort of class or socioeconomic homogamy as has been explained earlier. However, it is relevant here to indicate that from a sociobiological perspective, inbreeding weakens the offspring because it:

Increases the probability of producing homozygous, recessive, harmful characteristics . . . (for example) . . . a certain amount of inbreeding depression has also been reported for intelligence in first-cousin marriage (Epstein & Guttman, 1984:245).

Finally, a non-working woman is more favorable than a working woman as a future wife. Almosa (1987) found that although the majority, 57%, viewed working woman as suitable within limits or conditions (e.g., (1) her work should be separated from men and within the framework of Islamic teachings, 52%, n = 44; (2) her work should not preclude or interfere with her role toward the home and the children,

43%; there should be an urgent need for her work, 51%. He found that the vast majority, 95% (n = 102), indicated that they would not select a working woman as a future wife. He commented on such findings as expressing the husband's desire for economic independence in providing for the family's expenditure.

American Society

Previously, we discussed some of the theories which had emerged to explain the process of mate selection in the United States. In this section, a brief discussion will center on some of the most important attributes of the American ideal wife. Hill (1939) conducted a study entitled, "Campus Values in Mate Selection," at the University of Wisconsin. In this study, "the relative importance of eighteen different factors in choosing a mate" were evaluated by the students (p. 556).

These characteristics or attributes are: dependable character; emotional stability and maturity; pleasing disposition; mutual attraction-love; good health; desire for home-children; refinement; good cook-housekeeper; ambition-industriousness; chastity; education-intelligence; sociability; similar religious background; good looks; similar educational background; favorable social status; good financial prospect; and similar political background.

The same study was replicated by McGinnis (1956, 1959), Hudson and Henze (1967, 1969), and Hoyt and Hudson (1977,

1981). Table 2.1 represents the result with regard to males' preferences in these four replicated studies.

Table 2.1 Rank of 18 personal characteristics in mate selection based on mean value by year (1)

	1939	1956	1967	1977
1- Dependable character	1	1	1	3
2- Emotional stability	2	2	3	1
3- Pleasing disposition	3	4	4	4
4- Mutual attraction	4	3	2	2
5- Good health	5	6	9	5
6- Desire for home-children	6	5	5	11
7- Refinement	7	8	7	10
8- Good cook-housekeeper	8	7	6	13
9- Ambition-industriousness	9	9	8	8
10-Chastity	10	13	15	17
11-Education-intelligence	11	11	10	7
12-Sociability	12	12	12	6
13-Similar religious background	13	10	14	14
14-Good looks	14	15	11	9
15-Similar educational background	15	14	13	12
16-Favorable social status	16	16	16	15
17-Good financial prospect	17	17	18	16
18-Similar political background	18	18	17	18

(1) Source: Hoyt & Hudson, "Personal Characteristics Important in Mate Preference Among College Students," Social Behavior and Personality, 9(1), 1981 (p. 95).

Although there was a fluctuation in the ranks of this set of traits, we see a kind of continuous ascending and decline for certain characteristics. For example, similar educational background continued to move forward (15-14-13-12) in 1939, 1956, 1967, and 1977 studies, respectively). Chastity exhibited a continuous decline (10-13-15-17) in 1939, 1956, 1967, and 1977 studies, respectively.

However, if we took Hoyt and Hudson's study (1977), which was the latest of these replicated studies, we can conclude that the five most important attributes of prospective wife among American male students are emotional stability, mutual attraction, dependable character, pleasing disposition, and good health, respectively. And that the five least important attributes are similar religious background, favorable social status, good financial prospect, chastity, and similar political background, respectively. Table 2.1 also indicates that "students in this sample appear to be less concerned with the home and children aspects of family life and more concerned with the social aspects" (Hoyt & Hudson, 1981:930). Also, more evaluation was given to education.

As indicated by Hudson and Henze (1969), the median of preferred age for marriage from the male's point of view was 25.1, 24.9, and 24.5 years in 1939, 1956, and 1967 studies, respectively. The preferred age difference between potential husband and wife was 2.3, 1.2, and 1.5 years in 1939, 1956, and 1967 studies, respectively. However, previously we have seen that 2.7 was reported to be the mean different in age between spouses.

Conclusion

The resulting freedom of choice given to mate selection in the United States has brought about the emergence of a complex body of theories to explain such fundamental

process. Homogamy, complementary, socio-cultural, and psychological theories of mate selection present a diverse perspective for understanding such a vital process. These perspectives of mate selection were briefly discussed.

Some of Saudi and American ideal wife attributes were reported. While Saudis tend to emphasize religion, chastity, good looks, and commitment to family, e.g., housewife, good cook, take care of children, Americans, on the other hand, tend to evaluate characteristics related to social aspects of the family, e.g., dependable character, emotional stability, pleasing disposition, and mutual attraction are more favored than the other traits on prospective wife.

The susceptibility of values regarding family and mate selection to change is a controversial issue between those who stress their stability through the transformation process between generations and those who indicate their susceptibility to change. For instance, Hudson and Henze (1969:772) in their replicated study, "Campus Values of Mate Selection," found a "remarkable degree of consistency between the values voiced by the two generations." They attribute such a consistency to the socialization process, where "parents play highly significant roles in the courtship of their children in that they have much to do with the kind of person the child will choose as a mate." They argue further that children cannot escape ideas and

values which shaped them in childhood, despite occasional occurrences of rebellion. Such an argument was challenged by Hoyt and Hudson (1981) where they concluded their replicated study saying that "several important changes have taken place." A similar conclusion was reached by Almosa (1987) where he saw "modernization" had caused some changes in what he called "material value," e.g., education, age at marriage, woman's work, but "moral values," e.g., religion, chastity of the woman, persist without change.

I agree with Hudson and Henze (1969:772) that "social values regarding family tend to change slowly," but I believe that this slow change will be accelerated and hastened in reference to the Saudi students under the present study. This pattern of change occurs because Saudi students in the United States are exposed to a different culture with its unique and distinctive values and traditions regarding family and mate selection, making them prone to the effect of acculturation which is the "modification of the culture of a group or an individual through contact with one or more other cultures and the acquiring or exchange of culture traits" (Theodorson & Theodorson, 1969:3). Thus, we arrive at the following question: Given that Saudi students in the United States come from such a socio-cultural background and are now living in a different social environment, what will be their preferences and evaluations of these attributes and issues

regarding the selection of their future wives? This is the key issue investigated in this thesis.

CHAPTER THREE

METHODOLOGY

Unit of Analysis

All Saudi single male students who were sponsored by Saudi Arabian Educational Mission (SAEM) in Washington D.C. and studying in the United States at the time of conducting such a study, served as participants in this study. SAEM has a complete list of these students. The total population consisted of 249 students; 97 completed questionnaires were received in the first mailing and 58 were received through a follow up, totaling 155 (62%) usable questionnaires on which this study is based.

Instrument

Based on the literature review a questionnaire was developed. Back translation was used for increased validity. The first English draft was translated to Arabic by the researcher; and this translation was given to an academic Saudi student who translated it back to English. This translation was compared with the original one and slight modifications were introduced. Then, the questionnaire was written in both English and Arabic. This version was pretested to assure clarity, understanding, and to check for sensitivity. Slight modifications were made.

This final revised version consists of 46 items designed to assess these students' preferences and opinions on issues regarding mate selection. The final questionnaire appears in the appendix.

Data Collection

The final version of the questionnaire was mailed to each subject along with a self-addressed and stamped envelope for returned responses. A cover letter was included with each questionnaire describing the purpose of the study. Also, the students were informed that their participation was voluntary, and they were assured the confidentiality and anonymity of their responses. Data was collected from the period between March 28, 1988 to May 17, 1988. This period includes the first and follow-up mails.

Study Variables

Independent Variables

Major Independent Variable

Exposure to American culture is the major independent variable. The effect of American cultural exposure on the students' evaluations of a set of attributes and issues regarding selecting their future wives is explored. Operationally, exposure to American culture is defined as the extent of contact and interaction students have while residing in the United States with American values, norms, and traditions regarding family and mate selection. A scale

consisting of several items, which were included in the questionnaire, was set up to measure such exposure. These items are, watching American television, going to American movies, dating American girls, association out of class rooms, and type of living arrangements. (See Questions 23, 24, 25, 26, 29 in appendix.) The students were classified as having high or low exposure to American culture according to their responses. A student who indicates that he often or sometimes watches American television, goes to American movies, dates American girls, associates mostly with American students and lives with an American roommate or family, was classified as having high exposure to American culture. On the other hand, a student whose responses reveal that he rarely or never watches American television, goes to American movies, dates American girls, associates mostly with fellow Saudi or Arabic students, and lives alone or with a Saudi or an Arabic roommate, was classified as having a low exposure to American culture. However, it should be noted here that classifying the students as having a low exposure to American culture is not equivalent to saying that they are not exposed. Just by being in the United States, per se, the minimum exposure to American culture is assumed. Also, it should be noted that classifying the students as highly or lowly exposed does not imply a ranking or ordinal procedure.

The previously mentioned scale was tested for reliability and to determine the consistency between its constituting items. Table 3.1 reveals the following result.

Table 3.1 Test of reliability for exposure to American culture scale.

Items	Correlation	Alpha of Items Deleted
1. Going to American movies	.2025	.2324
2. Watching American TV	-.0485	.3727
3. Association Out of Class Room	.2424	.2204
4. Dating American Girls	.2078	.2256
5. Living Arrangement	.1474	.2857

Overall Alpha = .3242

Item #2, watching American T.V., had a low correlation (-.0485) with the other items. This is because when classifying the cases as having a low or high exposure to American culture, almost all the cases, 96.8%, fall in the category of having a high exposure, but having a high exposure in this particular item is not consistent with having high exposure in the other items. Therefore, the relationship between watching American T.V. and the other items is rather weak which was revealed by a low correlation of -.0485. An alpha of .3727 was indicated for watching American T.V. if the item is deleted.. This means deleting this item from the scale will increase Alpha and

consequently the consistency between the remaining items. Due to the inconsistency of this item with the other items, watching American T.V. will be eliminated from the scale, and hence will be excluded from the analysis.

Other Independent Variables

The effect of several other variables on mate selection are also studied: (1) level of education; (2) field of study; and (3) length of stay in the United States. The importance of including such variables in the study stems from the belief that these factors might be related to the students' exposure to American culture in one way or another. The type of education the students pursuing while in the United States might offer them more opportunity of acquaintance or familiarity with some of the American values, norms and traditions regarding family and mate selection than the other types of education, e.g., social sciences vs. natural sciences and engineering. The students' duration of stay in the United States might be a vehicle for acculturation to take place. Not only because the extended duration might provide a chance for the exposure process to operate, but also it might reduce the enforcement of the home values and traditions since the agents of supervision and control (e.g., family) are remote. Thusly, these variables or factors are supplementary to our investigation of the effect of exposure to American culture

on the students' evaluation and attitudes toward some attributes and issues in selecting their future wives.

Dependent Variables

The dependent variables under investigation in the present study are:

1. The students' evaluation of 18 characteristics regarding their future wives.
2. The students' ideal age for marriage, and the age and level of education they desire for future wives.
3. Their attitudes toward marrying working women.
4. Their attitudes toward arranged marriage.
5. Their attitudes toward and future expectations of seeing a future wife before engagement and marriage.

Research Questions and Hypotheses

The following research questions and hypotheses are examined.

Questions

1. What are the most and least desirable attributes of the future wife among the Saudi single male students in the United States?
2. Are these students in favor of or against marrying working women?

3. What is the desired age for marriage, and what are the age and level of education desired of their future wives?
4. Are arranged marriages favored or is there a demand for personal involvement and participation in selecting future wives?
5. Are these students in favor or against seeing future mates before engagement.
6. Are there variations in evaluating these attributes about the future wife in relationship to students' level of education, field of study, and length of stay in the United States?

Hypotheses

1. Students highly exposed to American culture will indicate a higher evaluation of the following personal attributes of a future wife: (a) dependable character; (b) pleasing disposition; (c) emotional stability; (d) mutual attraction; and (e) educational and general intelligence than students with a low exposure.
2. Students highly exposed to American culture will have a lower evaluation of the following religious and family orientation attributes of a future wife: (a) chastity and virginity; (b) similar religion; (c) good looks; (d) good cook-housekeeper; (e) desire home and children; and (f) relationship to family, about a future wife than students with a low exposure.

3. Students highly exposed to American culture will be favorable to marrying working women than students with a low exposure.
4. Students highly exposed to American culture will demand more involvement and participation on selecting future wife than students with a low exposure who will favor an arranged marriage.
5. Students highly exposed to American culture will be more in favor of seeing a future wife before and at betrothal than students with a low exposure.
6. Students highly exposed to American culture are more likely to believe that in the future there will be more opportunity of seeing a prospective wife both at and before betrothal than students with a low exposure.

Statistical Analysis

Selecting the appropriate statistical techniques to describe and analyze the data depends on:

1. The variables' level of measurement (e.g., nominal, ordinal, interval and ratio) and meeting the assumptions for the test to be performed.
2. Whether the independent and dependent variables have been determined in advance. In other words, whether a distinction has been made between the dependent and independent variables.

3. What the researcher wants to know about the variable or variables in hand (e.g., test for the significance of the relationship between the variable or a measure of association) (e.g., Frank M. Andrews et al., 1981; Freeman, 1965).

With regard to the study under investigation: (1) a distinction has been made between independent and dependent variables, as indicated earlier; (2) the objective is to have statistical techniques that best describe the study variables and inform us of the significance and strength of the relationship between the independent and dependent variables which have been set up for investigation; and (3) the variables' level of measurement is as follows:

- A. The independent variables are nominal.
- B. The dependent variables are both ordinal and nominal.

They are ordinal for the 18 characteristics about the future wife. (See question #44 in Appendix C.) And for the preference of seeing the future wife both before and at betrothal. (See questions #37, 38 in Appendix C.) The remaining dependent variables are nominal.

When the analysis involves two nominal variables, independent and dependent, Chi-Square (χ^2), and Lambda (λ) are appropriate as the statistical test and measure of association respectively. When the independent variable is nominal and the dependent variable is ordinal, Mann-Whitney (M-W) and Kruskal-Wallis (K-W) tests are

appropriate statistical tests, Mann-Whitney when the independent variable is a two point scale (two groups) and Kruskal-Wallis when it is more than two points (more than two independent groups). Theta (θ) is the appropriate measure of association when the independent variable is nominal and the dependent variable is ordinal (e.g., Freeman, 1965; Frank Andrews et al., 1981).

Chi-Square (X^2) is a test of independence between the variables. It is "sensitive to any systematic departure from independence or total nonpredictability" (Freeman, 1965:215).

Kruskal-Wallis test is "an extension of the Mann-Whitney test" (Marija J. Norusus/SPSS, Inc., 1988), and alternative to analysis of variance for ordered or ranked data (Blalock, 1979).

Both Mann-Whitney and Kruskal-Wallis tests, test the hypothesis that: "samples drawn from same continuous population" (Ibid:260,368). In computing Mann-Whitney test:

the observations from both samples are first combined and ranked from smallest to largest . . . if the groups have the same distribution, their sample distributions of ranks should be similar. If one of the groups has more than its share of small or large ranks, there is reason to suspect that the two underlying distributions are different . . . the mean rank is the sum of the ranks divided by the number of cases (Marija J. Norusus/SPSS, Inc., 1988:8-178).

Lambda (λ) is a measure of association between two nominal variables. It "always range between 0 and 1. A value of 0 means the independent variable is of no help in predicting the dependent variable. A value of 1 means that independent variable perfectly specifies the categories of the dependent variable" (Ibid:8-101). However, it should be noted that Lambda is not sensitive to every simple association.

A lambda of 0 need not imply statistical independence . . . other measures of association may find association of different kind even when Lambda is 0. A measure of association sensitive to every imaginable type of association does not exist (Ibid:8-101).

Theta (θ) is:

a measure of association between a nominal scale and an ordinal scale. It may vary between 0 and 1 and its magnitudes may be interpreted in terms of comparisons of the rankings of individuals in different nominal scale classes. Theta is the difference between the proportion of comparisons in which members of one class predominate and the proportion in which members of another class predominate (Freeman, 1965:112).

The value of theta (θ) ranges between "1.0 for perfect association (and) 0.0 for no association at all" (Ibid:112).

These statistical techniques are utilized in analyzing the data whenever applied as described above. Statistical Package for Social Sciences (Spss) was used in performing such tests and analysis.

Since the study hypotheses had predicted the direction of the relationship between the exposure to American culture and the students' evaluation of attributes and issues regarding the selection of future wife, the .05 level of significance one tail test is set up for testing such hypotheses.

CHAPTER FOUR
FINDINGS AND ANALYSIS

A Profile of the Study Subjects

In this section, a brief report of the most important characteristics of the study participants will be presented.

Table 4.1 Characteristics of the study subjects.

Characteristic		
1. Age groups		
19-23	18.0%	(n=28)
24-28	66.5%	(n=103)
29-33	15.5%	(n=24)
Total	100.0%	(n=155)
2. Regions of Saudi Arabia		
Northern Region	5.8%	(n=9)
Southern Region	11.0%	(n=17)
Western Region	18.0%	(n=28)

Table 4.1 (Continued)

Eastern Region	18.7% (n=29)
Central Region	46.5% (n=72)
Total	100.0% (n=155)
3. Size of City of Origin	
Big City	61.3% (n=95)
Small City	25.2% (n=39)
Village	13.5% (n=21)
Total	100.0% (n=155)
4. Level of Education	
Undergraduate	53.6% (n=82)
Graduate	46.4% (n=71)
Total	100.0% (n=153)
5. Field of Study	
Social Sciences	17.4% (n=27)
Engineering	36.8% (n=57)
Natural Sciences	11.6% (n=18)

Table 4.1 (Continued)

Arts and Letters	10.3% (n=16)
Business	23.9% (n=37)
Total	100.0% (n=155)
6. Length of Stay in U.S.	
Less than a year	13.6% (n=21)
1-3 years	40.0% (n=62)
4-6 years	37.4% (n=58)
7 or more years	9.0% (n=14)
Total	100.0% (n=155)
7. Exposure to American Culture	
Low Exposure	53.5% (n=83)
High Exposure	46.5% (n=72)
Total	100.0% (n=155)

As shown in Table 4.1, the vast majority, 66.5%, of the study's participants ranged between 24 to 28 years of age. This is understandable since almost half of the students are graduate students. Most of the students, 46.5%, came from the central region of Saudi Arabia. (For delineation of these regions, see map in Appendix A.) The majority of the students, 61.3%, had grown in a big city, where the classification of the city size left to the students' criteria and judgement. The students were somewhat evenly divided between graduate and undergraduate, 46.4% and 53.6%, respectively. The majority, 48.4%, of the students are pursuing engineering and natural science studies. Next are business, 23.9%; social science, 17.4%; and art and letters, 10.3%, respectively. The majority, 40%, of the students have been in the United States for one to three years, and 37.4% for four to six years. Finally, somewhat evenly the students were divided between having low and high exposure to American culture, 53.5% vs. 46.5%, respectively.

Descriptive Analysis of the Study

Attributes of the Future Wife

Question #1. What are the most and least desirable attributes of the future wife among the Saudi single male students in the United States?

Table 4.2 reveals the students' evaluation of the eighteen characteristics about their future wives. The table presents the frequencies and the percentages for each characteristic.

Table 4.2 Attitudes towards characteristics of future wives.

Character- istics	Unim- portant 0	Desir- able 1	Impor- tant 2	Indis- pensable 3	Total
Similar age	38.7% (n=58)	32.0% (n=48)	25.3% (n=38)	4.0% (n=6)	100% (n=150)
Similar level of education	16.9% (n=25)	44.6% (n=66)	30.4% (n=45)	8.1% (n=12)	(n=148)
Similar religion	4.6% (n=7)	5.3% (n=8)	19.7% (n=30)	70.4% (n=107)	(n=152)
Chastity and virginity	2.0% (n=3)	5.3% (n=8)	23.2% (n=35)	69.5% (n=71)	(n=151)
Dependable character	.7% (n=1)	5.3% (n=8)	47.0% (n=71)	47.0% (n=71)	(n=151)
Pleasing disposition	2.1% (n=3)	15.3% (n=22)	52.1% (n=75)	30.6% (n=72)	(n=144)

Table 4.2 (Continued)

Emotional stability	.7% (n=1)	4.6% (n=7)	47.4% (n=72)	47.4% (n=33) (n=152)
Good looks	1.3% (n=2)	24.2% (n=37)	52.9% (n=81)	21.6% (n=36) (n=153)
Good cook-housekeeper	4.0% (n=6)	28.0% (n=42)	44.0% (n=66)	24.0% (n=58) (n=150)
Desire home and children	4.1% (n=6)	14.3% (n=21)	42.2% (n=62)	39.5% (n=14) (n=147)
Similar socioeconomic status	28.5% (n=43)	37.1% (n=56)	25.2% (n=38)	9.3% (n=14) (n=151)
Relationship to family	87.5% (n=133)	8.6% (n=13)	2.6% (n=86)	1.3% (n=2.6) (n=152)
Good financial prospect--rich	78.9% (n=120)	17.8% (n=27)	2.6% (n=4)	.7% (n=1) (n=152)
Sociability	2.7% (n=4)	16.0% (n=24)	56.0% (n=84)	25.3% (n=38) (n=150)
Ambition & Industries	1.3% (n=2)	20.8% (n=31)	46.3% (n=69)	31.5% (n=47) (n=149)
Mutual attraction--love	.7% (n=1)	6.0% (n=9)	33.8% (n=51)	59.6% (n=90) (n=151)
Education and general intelligence	.6% (n=1)	13.0% (n=20)	53.9% (n=83)	32.5% (n=50) (n=154)
Good health	.0% (n=0)	9.8% (n=6)	43.1% (n=66)	47.1% (n=72) (n=153)

Table 4.3 The rank of the 18 characteristics about the future wife according to the characteristics' means.

Characteristics	Mean	Rank
Chastity and Virginity	2.603	1
Similar Religion	2.559	2
Mutual Attraction--Love	2.523	3
Emotional Stability	2.414	4
Dependable Character	2.404	5
Good Health	2.373	6
Education and General Intelligence	2.182	7
Desire Home and Children	2.170	8
Pleasing Disposition	2.111	9
Ambition and Industriousness	2.081	10
Sociability	2.040	11
Good Looks	1.948	12
Good Cook--Housekeeper	1.880	13
Similar Level of Education	1.297	14
Similar Socioeconomic status	1.152	15
Similar Age	.947	16
Good Financial Prospect	.250	17
Relationship to family	.178	18

Based on the majority of the students responses, as indicated by the percentages in Table 4.2, we can classify these attributes about the future wife into four categories:

1. Indispensable characteristics. This category includes: similar religion (70.4%), chastity and virginity (69.5%) and mutual attraction (59.6%).
2. Important characteristics. This category includes: pleasing disposition (52.1%), good looks (52.9%), good cook-housekeeper (44.0%), desire home and children (42.2%), sociability (56.0%), ambition and industriousness (46.3%), education and general intelligence (53.9%), and emotional stability (47.4%). However, the latter two attributes were evaluated as equally important and indispensable.
3. Desirable characteristics. This category includes: similar level of education (44.6%), and similar social and economic status (37.1%).
4. Unimportant characteristics. This category includes: similar age (38.7%), relationship to family (87.5%), and good financial prospect (78.9%).

However, ranking these characteristics about the future wife according to their means of evaluations, indicates, as shown in Table 4.3, that the five most

important attributes of the future wife are: (1) chastity and virginity; (2) similar religion; (3) mutual attraction; (4) emotional stability; and (5) dependable character, respectively. And the least five attributes are: (1) similar level of education; (2) similar social and economic status; (3) similar age; (4) good financial prospect; (5) relationship to family, respectively.

Marrying Working Woman

Question #2 Are these students in favor or against marrying working woman?

Table 4.4 Preference of marrying working woman, frequencies, and percentages.

Like to Marry Working Woman

Yes	29.4% (n=45)
Yes, if separate from men	54.3% (n=83)
No	16.3% (n=25)
Total	100.0% (n=153)

From Table 4.4, we see that only 16.3% (n = 153) of the students oppose the idea of marrying a working woman. Hence, we can conclude that the majority of the students are in favor or support of their future wives' work. The only

thing that seems to concern them is the social environment of her work, where the majority, 54.3% (n = 153), wanted her work to be separate from men.

However, when the students were asked what would they do had they selected working women as their future wives, 42.4% (n = 151) replied they would let her continue, 8.6% indicated that they would ask her to quit, and 49.0% said they would let her continue under certain conditions. These conditions, as revealed by the students' responses, are that: her work does not affect taking care of the children, 36.6% (n = 52), her work does not preclude the family requirements and her role as a wife, 44.2%, and her work does not contradict religion, 19.2%.

Students in the study seemed to follow the same pattern which had been found by Almosa's (1987) study in putting some conditions for their future wives' work, e.g., separate from men, does not preclude or affect her role as a housewife and taking care of children. However, a clear difference in the students' attitudes toward marrying working woman can be noted. Students in the present study showed more favorable attitudes toward marrying working women.

Ideal Age for Marriage

Question #3. What is the desired age for marriage, and what are the age and level of education desired of future wives?

Table 4.5 Ideal age for marriage and ideal age and level of education for future wife, frequencies, and percentage.

Desired age for marriage:

Less than 25	9.6% (n=14)
25-30	76.0% (n=111)
Above 30	14.4% (n=21)
Total	100.0% (n=146)

Desired age for future wife:

Less than 21	39.4% (n=58)
21-25	49.6% (n=73)
Above 25	11.0% (n=16)
Total	100.0% (n=147)

Desired level of education for future wife:

Preparatory or less	1.3% (n=2)
Secondary	24.2% (n=37)
University Degree	64.0% (n=98)
Graduate Degree	10.0% (n=16)
Total	100.0% (n=153)

Table 4.5 reveals that the vast majority of the students, 76% (n = 146), desire to marry between 25 and 30 years of age. However, the vast majority, 89% (n = 147), want their future wife to be less than 25 years of age. This suggests approximately five years difference in age desired for marriage between the students and their future wives. In other words, the students want to be at least five years older than their prospective wives.

With regard to education, the table shows that the vast majority of the students, 64% (n = 153) want their future wives to carry a university degree. It should be recalled that 53.6% (n = 153) of the students are undergraduates and 46.4% are graduates.

Thusly, we have no indication that age is of great importance in sorting the potential spouses. This tendency coincides with the previously discussed studies (e.g., Almosa, 1987; Alyamamah, 1987). Education, however, seems to reveal a slight tendency toward homogamy between the potential mates. Students evaluated the similarity of their future wife's education as a desirable one. While Lipsky's (1959) writings suggest a kind of homogamy on the basis of socioeconomic status, this study revealed that such a tendency is a rather weak one among students in the present study. Students evaluated the future wife similarly in socioeconomic status as unimportant and one of the least attributes sought in a future wife. However, a fundamental

tendency toward homogamy in the basis of religion is reported in this study, as it was familiar to the previously mentioned studies (e.g., Almosa, 1987; Alyamamah, 1987). Students evaluated the future wife similarity in religion as an indispensable attribute, and one of the most important attributes that they look for in a future wife.

Selection of Future Wife

Question #4. Are arranged marriages favored or is there a demand for personal involvement and participation in selecting future wives?

Table 4.6 Prefer to select and initiate betrothal for future wife, frequencies, and percentages.

Prefer to Select Future Wife:

Mother	5.2% (n=8)
Both Parents	1.3% (n=2)
Himself with Family Consultation	73.5% (n=114)
Himself Alone	14.8% (n=23)
Sister	5.2% (n=8)
Total	100.0% (n=155)

Table 4.6 (Continued)

Prefer to Initiate Betrothal:

Father	16.6% (n=25)
Mother	13.2% (n=20)
Both Parents	29.1% (n=44)
Himself Alone	10.6% (n=16)
Himself and the family	30.5% (n=46)
Total	100.0% (n=151)

Table 4.6 indicates that the majority of the students, 73.3% (n = 155), wanted the selection of future wife to be made by themselves with their family consultations, and that 14.8% wanted the task to be fulfilled by themselves alone.

However, if we combined these two categories, we would end up with 88.1% of the students who are demanding their involvement and participation on the process of selecting their prospective wives.

For initiating the betrothal, the table shows that 41.1% (n = 151) of the students demand their participation or free will vs. 59.9% who favor the fulfillment of such a task to be done by one or both of their parents. Selection of future wife differs from initiating the betrothal in the

sense that the selection is the stage of reaching the decision and determination of future wife, while initiating the betrothal is a mere implementation of such a decision. The fact that the majority of the students, though not high, prefer that the initiation of the betrothal be done by their parents is understandable within the context of their home culture which casts great respect on the older people, particularly the parents.

As an answer to our question above, we can conclude that, in general, students are in support of their involvement in the selection of the future wife. This demand for involvement or participation in selecting the future wife surpasses that found by Almosa's (1987) study, as indicated earlier, and presents a drastic challenge to the ideal customs in the Saudi society, where Lipskey (1959) had observed the domination of arranged marriage.

Seeing A Future Wife Before Engagement and Marriage

Question #5. Are these students in favor or against seeing future mate before engagement?

Table 4.7 Preference of seeing future wife before engagement.

Seeing future wife at time of betrothal:

1.	Strongly Agree	68.2% (n=105)
2.	Agree	18.8% (n=29)
3.	Uncertain	6.5% (n=10)
4.	Disagree	1.9% (n=3)
5.	Strongly Disagree	4.5% (n=7)
	Total	100.0% (n=154)

Seeing future wife before betrothal:

1.	Strongly Agree	53.0% (n=80)
2.	Agree	25.0% (n=37)
3.	Uncertain	7.0% (n=11)
4.	Disagree	4.0% (n=6)
5.	Strongly Disagree	11.0% (n=17)
	Total	100.0% (n=153)

Table 4.7 (Continued)

In future, seeing a prospective wife
at betrothal:

Yes	90.2% (n=138)
No	9.8% (n=15)
Total	100.0% (n=153)

In future, seeing a prospective wife
before betrothal:

Yes	89.5% (n=137)
No	10.5% (n=16)
Total	100.0% (n=153)

If we combined the two categories, strongly agree and agree, and classified them as in favor of, we will find that 87% (n = 154) of the students are in favor of seeing their future wife at betrothal. Also, 78% (n = 151) of the students are in favor of seeing their future wife before betrothal. When the students asked about their future expectations of seeing the prospective wife both at and before betrothal, the majority, 90.2% (n = 153), 89.5% (n = 153) answered yes, respectively. Based on the majority

responses as revealed in Table 4.7, we can conclude that this study showed that these students are generally in favor of seeing their future wife before engagement and marriage takes place. This new trend of attitudes will be of question and challenge to the predominant tradition and norms as Lipsky (1959:52) noted of the prevalence of the arranged marriage "without the bride and groom seeing each other until the day of the wedding."

Some Variatons in the Students' Evaluations
of Attributes About the Future Wife

Question 7. Are there variations in evaluating these attributes about the future wife in relationship to a student's level of education, field of study, and length of stay in the United States?

In this section, Mann-Whitney, and Kruskal-Wallis tests were performed to assess the students' differences in evaluating the 18 characteristics of future wives by the students' different level of education, and field of study, and length of stay in the United States, respectively. Only these differences in evaluation that turned out to be significant at the .05 level of significance two tail test, since there is no direction predicted, were reported.

Level of Education

Table 4.8 Variation in evaluating attributes about future wife by level of education.

Characteristics	Level of Education	
	1	2
	Under- Graduate	Graduate
	Mean Ranks	
Similar Religion	67.96	83.89
	Z = - 2.7829	
	P = .005	
	$\theta = .21$	

Mann-Whitney (M-W) test was performed to assess the students' differences in evaluating the 18 characteristics by their different educational level. No significant difference was observed at the .05 level of significance two tail except for "similar religion" characteristic. As shown in Table 4.8, graduate students tend to evaluate similar religion more than undergraduate students, as indicated by a mean rank of 83.89 for the graduate students vs. 67.96 for the undergraduates, resulting in a value of $Z = -2.7829$ which is significant at .005 level two tail test, since there is no direction predicted. The association between the students' level of education and similar religion is indicated by a value of theta (θ) = .21. This suggests

that only 21% of the comparisons among students expressing different categories of educational level exhibits a consistent difference in evaluating "similar religion" characteristic about the future wife. Thusly, a relatively moderate prediction of students' evaluation of "similar religion" can be made from knowing the students' level of education.

Field of Study

Table 4.9 Variation in evaluating attributes about future wife by field of study.

Characteristics	Field of Study*				
	1	2	3	4	5
	Means Ranks				
Pleasing Disposition	73.92	63.92	97.16	72.50	73.37
	$\chi^2 = 9.5158$ $\text{Sig} = .049$ $\theta = .16$				

*1 = Social Science; 2 = Engineering; 3 = Natural Science; 4 = Art and Letter; 5 = Business

Kruskal-Wallis (K-W) test was executed to explore the students' differences in evaluating the 18 characteristics by their different field of study. No significant difference was reported at the .05 level of significance two tail except for "pleasing disposition" characteristics. As indicated in Table 4.9, natural science students are more

concerned with pleasing disposition in their future wife and engineering students are the least concerned in this regard. This difference in students from different fields of study was strong enough to be significant at the .05 level of significance, two tail test. Theta (θ) indicated a value = .16 for the association between field of study and the evaluation of "pleasing disposition" characteristics about the future wife. This indicates only 16% of the comparisons among students showing different field of study reveal a consistent difference in evaluating "pleasing disposition" about the future wife. Therefore, it is rather relatively weak in predicting the students' evaluation of "pleasing disposition" attributes of future wife from their field of study basis.

Length of Stay in the United States

Table 4.10 Variation in evaluating attributes about a future wife by length of stay in the United States.

Characteristics	Length of Stay			
	Less than a year	1-3 years	4-6 years	7 or more years
<hr/>				
	Means Ranks			
Good financial prospect	78.88	69.05	79.43	94.39
$\chi^2 = 8.7494$ $\text{Sig} = .032$ $\theta = .16$				

Kruskal-Wallis (K-W) test was conducted to determine the students' differences in evaluating the 18 characteristics about the future wife by their different duration period in the United States. No significant difference was found at the .05 level of significance two tail, except for the "good financial prospect" characteristic. As shown in Table 4.10, those students who have been in the United States for seven or more years evaluate this characteristic more positively than those with less time in the United States. The difference between students belonging to these different categories of length of stay in the United States in evaluating the "good financial prospect" characteristic of the future wife was significant at the .05 level of significance two tail test. Theta (θ) indicates a value = .16 for the association between length of stay in the United States and the students' evaluation of the "good financial prospect" attribute about the future wife. This means only 16% of the comparisons among students with different lengths of stay in the United States exhibits a consistent difference in evaluating the financial status of the future wife. Hence, it is rather relatively unproductive to attempt to predict students' attitudes toward a future wife's wealth from their length of stay in the United States.

Effect of Exposure to American Culture
on the Students' Evaluation of Attributes
and Issues Regarding the Future Wife

Hypothesis 1. Students highly exposed to American culture will indicate higher evaluation of the following personal attributes of a future wife: (a) dependable characteristic; (b) pleasing disposition; (c) emotional stability; (d) mutual attraction; (e) education and general intelligence, than students with a low exposure.

Table 4.11 Relationship of degree of exposure to American culture to personal characteristics of future wife.

Characteristics	Z	P	Low Exposure Mean Rank	High Exposure Mean Rank	Theta
Dependable Character	-.6394	.26	74.12	78.18	.05
Pleasing Disposition	-.8803	.19	69.87	75.44	.08
Mutual Attraction	-.7859	.22	73.72	78.57	.06
Emotional Stability	-.2375	.41	75.80	77.31	.02
Education and General Intelligence	-1.5755	.06	72.80	83.00	.13

From Table 4.11, we see the evaluation of this set of attributes about the future wife increase in the predicted direction. Students with high exposure to American culture tend to evaluate these characteristics as more important than students with a low exposure as indicated by the mean rank for each characteristic. However, such differences on

the evaluation of these characteristics between students having high and low exposure are not strong enough to yield significance at the .05 level of significance one tail. Also, there is a very low association between exposure to American culture and the students' evaluations of these characteristics as revealed by theta (θ) values.

The "education and general intelligence" characteristic approached the rejection region with a $P = .06$ and a mean rank of 72.80 for students with a low exposure and 83.00 for students with a high exposure. Theta (θ) reveals a value of $= .13$ for the association between exposure to American culture and the students' evaluation of "education and general intelligence" of future wife. This suggests that only 13% of the comparisons among students expressing different categories of exposure to American culture show consistent difference in evaluating "education and general intelligence" about future wife.

Hence, our hypothesis that students highly exposed to American culture will indicate a higher evaluation of the following personal attributes of a future wife: dependable character, pleasing disposition, emotional stability, mutual attraction, and education and general intelligence than students with a lower exposure is not supported at .05 level of significance one tail. Consequently, we conclude that there is no difference between the students' evaluations of this set of attributes about the future wife.

Hypothesis 2. Students highly exposed to American culture will have a lower evaluation of the following religious and family orientation attributes of a future wife: (a) chastity and virginity; (b) similar religion; (c) good looks; (d) good cook-housekeeper; (e) desire home and children; and (f) relationship to family, about future wife than students with a low exposure.

Table 4.12 Relationship of degree of exposure to American culture to religious and family orientation characteristics of future wife.

Characteristics	Z	P	Exposure to American Culture		Theta
			Low Exposure Mean Rank	High Exposure Mean Rank	
Chastity and Virginity	-2.0670	.02*	81.52	69.61	.16
Similar Religion	-1.059	.46	76.78	76.18	.01
Good Looks	-.0965	.46	76.71	77.34	.01
Good Cook-Housekeeper	-.3982	.35	74.28	76.93	.04
Desire Home and Children	-.0671	.50	73.80	74.24	.01
Relationship to Family	-1.3383	.09	79.07	73.57	.07

*Significant at .05 one tail.

As indicated in Table 4.12, M-W Test reveals a significant relationship between exposure to American culture and the evaluation of "chastity and virginity" attributes about the future wife. The trend of such evaluation followed the predicted direction. The mean rank for evaluating such characteristic is 81.52 for the students with a low exposure and 69.61 for the students with a high exposure resulting in a value of $Z = -2.0670$ with a $p = .02$, which is significant at .05 level of significance one tail. The degree of association between exposure to American culture and the students' evaluation of "chastity and virginity" of the future wife indicated by a value of $\theta = .16$. This means only 16% of the comparisons among students showing different categories of exposure to American culture show consistent differences in evaluating "chastity and virginity" about the future wife. Thusly, any attempt to predict the students' evaluation of "chastity and virginity" attributes about the future wife on the basis of their exposure to American culture is a rather relatively weak one.

For the other characteristics, the students' evaluation reverse the predicted direction for "good looks", "good cook-housekeeper", and "desire for home and children." Students with a high exposure gave more emphasis to "good looks", "good cook-housekeeper", and "a desire for home and children" characteristics than students with a low exposure.

For "similar religion" and "relationship to family" characteristics, the students evaluations followed the predicted direction, particularly in "relationship to family" characteristic, where students with a low exposure cast more importance of these two characteristics than students with a high exposure. However, such differences in evaluations were not strong enough to be significant at .05 level of significance one tail. Thusly, the above hypothesis was only supported for "chastity and virginity" characteristics. And we conclude that students with a high exposure to American culture are less concerned about the future wife's "chastity and virginity" than students with a low exposure.

Hypothesis 3. Students highly exposed to American culture will be favorable of marrying working women than students with a low exposure.

Table 4.13 Relationship of degree of exposure to American culture to marrying working woman.

Marrying Working Woman	Exposure to American Culture	
	Low Exposure	High Exposure
Yes	21.0% (n=17)	40.0% (n=18)
Yes, if separate from men	58.0% (n=48)	49.0% (n=35)
No	21.0% (n=17)	11.0% (n=8)
Total	100.0% (n=82)	100.0% (n=71)

$\chi^2 = 7.21146$
 $df = 2$
 $Sig = .05$ one tail
 $\lambda = .00$

As shown in Table 4.13, the result of χ^2 test turns out to be as predicted in the hypothesis. Eighty-nine percent of the high exposed students are in favor of marrying working woman vs. only 79% of the less exposed students. Such a difference was significant at .05 level one tail. Lambda (λ), however, revealed a value = .00 for the association between exposure and marrying working woman which suggests that knowing the students' category of exposure to American culture is of no help in guessing his preference of marrying a working woman. Our hypothesis that

students highly exposed to American culture will show more favorability of marrying a working woman was somewhat supported at .05 level of significance one tail.

Hypothesis 4. Students highly exposed to American culture will demand more involvement and participation in selecting a future wife than students with a low exposure who will favor an arranged marriage.

Table 4.14 Relationship of degree of exposure to American culture to the selection of future wife.

Selection of Future Wife	Exposure to American Culture	
	Low Exposure	High Exposure
Mother	7.0% (n=6)	3.0% (n=2)
Both Parent	0.0% (n=0)	3.0% (n=2)
Himself with family consultation	74.0% (n=61)	74.0% (n=53)
Himself alone	10.0% (n=9)	19.0% (n=14)
Sister	9.0% (n=7)	1.0% (n=1)
Total	100.0% (n=83)	100.0% (n=72)
$\chi^2 = 9.41513$ $df = 4$ $Sig = .05$ one tail $\lambda = .00$		

As predicted in the hypothesis, χ^2 test result showed that the majority of students with a high exposure to American culture, 93% ($n = 72$), wanted to be involved in selecting their future wives vs. only 84% ($n = 82$) of the students with a low exposure. The relationship between the students' exposure to American culture and their preference of future wife selection revealed to be significant at .05 level of significance one tail. Lambda showed a value of .00 for the association between exposure and selection of future wife which suggests that knowing the students' category of exposure to American culture is of no help in guessing his preference of future wife selection. Thusly, our hypothesis that students highly exposed to American culture will demand more involvement and participation in selecting a future wife than students with low exposure who will favor an arranged marriage was somewhat supported at .05 level of significance one tail test.

Hypothesis 5. Students with a high exposure to American culture will be more in favor of seeing a future wife before and at betrothal than students with a low exposure.

Table 4.15 Relationship of degree of exposure to American culture to seeing future wife at and before betrothal.

	Z	P	Exposure to American Culture		
			Low Exposure Mean Rank	High Exposure Mean Rank	Theta
Seeing Future Wife at Betrothal	-.7274	.23	79.49	75.18	.06
Seeing Future Wife Before Betrothal	-1.8562	.03*	81.54	69.42	.16

*Significant at .05 one tail.

As indicated in Table 4.15, M-W Test revealed that the students' attitudes toward seeing the future wife at and before the betrothal followed the predicted direction under the hypothesis. Students with high exposure to American culture tend to favor seeing the future wife both at and before than students with low exposure. This was shown by the mean ranks of 75.18 for students with high exposure vs. 79.49 for students with low exposure with regard to seeing a future wife at betrothal; and 69.42 vs. 81.54 for students with high and low exposure, respectively, with respect to seeing a future wife before betrothal. It should be noted here that the evaluation was set up to increase in the direction of disagreement or less favorability (see Question #37, 38 in Appendix C). However, such differences in evaluating this issue was only significant at .05 level,

one tail, for seeing a future wife before betrothal. The association between exposure to American culture and the students' attitudes toward seeing a future wife before betrothal was indicated by $\theta = .16$ suggesting that only 16% of the comparisons among students expressing different categories of exposure to American culture revealed a consistent difference in their attitude toward seeing future wife before betrothal. Thusly, predicting the students attitudes toward seeing a prospective wife before betrothal on the basis of their exposure to American culture is not reliable.

Our hypothesis that students with a high exposure to American culture will be more in favor of seeing a future wife before and at betrothal than students with a low exposure was only partially supported with regard to favoring seeing a future wife before betrothal at the .05 significance, one tail. We conclude that students with high exposure to American culture are more in favor of seeing the future wife before betrothal than students with a low exposure.

Hypothesis #6. Students highly exposed to American culture are more likely to believe that in the future there will be more opportunity of seeing a future wife both at and before betrothal, than students with a low exposure.

Table 4.16 Relationship of degree of exposure to American culture to future expectation of seeing future wife at and before betrothal.

	Exposure to American Culture	
	Low Exposure	High Exposure
Seeing Future Wife at Betrothal:		
Yes	93.0% (n=76)	87.0% (n=62)
No	7.0% (n=6)	13.0% (n=9)
Total	100.0% (n=82)	100.0% (n=71)

$\chi^2 = .24004$
 $df = 1$
 Sig = no significance at
 .05, one tail
 $\lambda = .00$

Seeing a Future Wife Before Betrothal:

Yes	88.0% (n=72)	92.0% (n=65)
No	12.0% (n=10)	8.0% (n=6)
Total	100.0% (n=82)	100.0% (n=71)

$\chi^2 = .24004$
 $df = 1$
 Sig = no significance at
 .05, one tail
 $\lambda = .00$

From Table 4.16, X^2 test indicates a reverse result from that expected under the hypothesis for future expectation of seeing a future wife at betrothal. Students with a low exposure to American culture showed 93% positive response vs. only 87% for students with a high exposure. With regard to future expectations of seeing a future wife before betrothal, the expectation falls in the predicted direction. Ninety-two percent positive responses for students with high exposure vs. 88% for students with a low exposure.

However, the relationship between exposure to American culture and the students' future expectation of seeing a future wife before and at betrothal as revealed by X^2 test is not strong enough to yield a significance at the .05 level one tail. The association between exposure to American culture and the students' future expectations about seeing a future wife before and at betrothal is very weak. Lambda showed values = .00, indicating that knowing the student's category of exposure to American culture is of no help in guessing his future expectation about seeing the future wife before and at betrothal.

Therefore, our hypothesis that students highly exposed to American culture are more likely to believe that in the future there will be more opportunity of seeing a future wife both at and before betrothal, than students with low exposure, is not supported at the .05 level of significance

one tail. And we can conclude that there is no difference between students with low or high exposure to American culture in their expectation that in the future there will be more opportunity of seeing a future wife both at and before betrothal.

CHAPTER FIVE

CONCLUSION

In this study, an attempt was made to explore Saudi single male students in the United States evaluations of certain attributes of the future wife and attitudes toward some issues regarding mate selection. Students were found to be concerned mostly with the future wife's chastity and virginity, and similarity on religion. Mutual attraction (love), emotional stability, and education and general intelligence attributes were found to be very important attributes in seeking the future wife. Pleasing disposition, good looks, good health, sociability, dependable character, and commitment to family, e.g., desire home and children, good cook-housekeeper, were among the attributes considered in selecting future wife. However, it appears that students were more concerned with the future wife's health and education more than her beauty and cooking. The future wife's similarity on education and socioeconomic status is of less value to the students. Also, the students indicated a very low interest in the future wife's similarity to their age, relationship to their family, and wealth.

The study revealed that there was a strong tendency toward religious homogamy with the future wife. Education,

to some extent, is a factor in sorting the potential spouses. However, a rather weak tendency toward homogamy with the future wife was found on the basis of age and socioeconomic status.

Students' level of education was found to have a significant effect on their evaluations of the future wife's similarity on religion. Graduate students gave more importance to the religious attribute than undergraduates. A great difference on evaluating the pleasing disposition attribute of the future wife was found in relation to the student's different fields of study. Natural science students were more concerned about this attribute of the potential wife. It appears that the students' length of stay in the United States has some effect on their concern about the future wife's wealth. Students who have been in this country for seven or more years evaluated more positively the good financial prospect attribute than students with less time in the United States.

Students were found to hold a favorable attitude toward marrying working woman, as far as her work separates her from men and does not preclude taking care of the children. Although arranged marriages still have some place among the students, the vast majority (88.1%) wanted to provide their inputs and participation in the selection of future wife. Seeing the future wife before the marriage takes place is of great concern to the students in the present study.

Students were found to be in favor and support of the opportunity of seeing the future wife before engagement, and they expect society to provide much of this opportunity in the future.

In this study, a major concern was exploring how exposure to American culture affects the students' attitudes and evaluations of issues and attributes regarding the selection of future wife. Several hypotheses were advanced. The findings revealed that exposure to American culture had some significant effects (at the .05 level one tail test) on some of the students' attitudes and evaluations of these attributes and issues about the selection of future wife. Students with high exposure to American culture had lower concern about the future wife's chastity and virginity than students with low exposure. Also, it was found that there was a significant relationship, although not strong, between exposure to American culture and the students' attitudes toward arranged marriage, marrying working woman, and seeing the future wife before betrothal. Students with a high exposure were found to have more favorable attitudes toward marrying working woman, seeing the future wife before betrothal; and they demanded more involvement and participation in the selection of future wife.

A great similarity on attributes of the ideal wife can be noted between the findings of this study and that of

earlier studies of Saudi ideal wife attributes, e.g., religiosity and chastity of the woman were found to be of greater value to the students. Emotional stability, good looks, good cook-housekeeper, pleasing disposition, and desire home and children were among the important attributes sought in a future wife. Also, the future wife's wealth or good financial prospect was found to be of less concern to the students.

However, some differences and change can be detected as well. For instance, the concern of the future wife's similarity in socioeconomic status and relationship to the family is of little importance to the students in the present study. This trend presents a major departure from Lipsky's (1959:52, 53) observation that:

The ideal arrangement is for children of two brothers to marry . . . [and that] . . . the most desirable arrangement is for both parties to come from families of the same social and economic status, as is usually the case when cousins marry.

Also, he indicated that:

Not romantic love, but the proper social arrangement and satisfactory marital circumstances are regarded as essential foundations for a successful marriage (Ibid:53).

But the present study revealed not only that mutual attraction or love has become familiar to the students, but also one of the most important traits considered in selecting the future wife.

Lipsky (1959:52) described the mate selection process in the Saudi society. He wrote:

Ideally, the eligible parties are not supposed to meet one another until after the terms of the marriage contract have been settled Marriage in the towns and villages are usually arranged by parents or relatives without the bride and groom seeing each other until the day of the wedding.

The present study thusly revealed that these students had departed much from this ideal custom and value. As indicated earlier, students not only demanded more freedom in the selection of future wife, but also wanted this freedom to extend to seeing the future wife before engagement and marriage takes place. The fact that the study found exposure to American culture or the cross-cultural education to account for much of this new trend and patterns of change toward mate selection are in agreement with that of Al-Banyan (1980), where he found that Saudi students' attitudes toward some of the traditional values regarding family relations back home were changing, as a result of their cross-cultural education while in the United States. He concluded that:

Those students who had been in this country for more than two years expressed disagreement with traditional values governing family relations in Saudi Arabia more often than those students who had been in this country for less than two years. One might cautiously suggest, therefore, that traditional values governing family relations tend

to lose their significance among students and to give way to American values as the length of their stay abroad increases (Al-Banyan, 1980:68).

In this study, it has been found that students (particularly those who have a high exposure to American culture) tend to hold more favorable attitudes toward marrying working women. Moreover, Al-Banyan (1980:68) notes:

During their stay in the United States, the students had developed favorable attitudes toward the emancipation of woman. This implies rejection of traditional values and customs concerning the veiling system and the restriction on mixed sexes in schools and at work.

Therefore, one might conclude that cross-cultural contact or education seems to produce an acculturation impact on the Saudi students' attitudes regarding values and norms on mate selection. Family in Saudi society is a fundamental agent of the socialization process. Its role in guiding the social relations and shaping the individual identity is a rather profound one (Lipsky, 1959). The fact that Saudi students in the United States had escaped much of their home culture and family control and supervision might have contributed much to and paved the way for new cultural experiences to produce such an acculturation effect. Whether these newly acquired values and attitudes will vanish or resist the pressure of the mainstream values and traditions of mate selection when the students go back home

is a major question and a new frontier for future studies to pursue. For the time being, however, we have been assured by Almosa (1987) that some patterns of change have taken place in the process of mate selection, as a consequence of the "modernization" that Saudi society is currently undergoing.

The findings of this exploratory study might serve as a departure point for deeper and more comprehensive studies. In this regard, further consideration might be extended to include an investigation of the students' attitudes and preferences toward polygamy, dowry, and marrying foreign and divorced women. Part of this statement was suggested by the respondents' comments, where there was a clear eagerness to see these issues be included. Clearly including these issues will expand the vision of the study to grasp more understanding of the students' attitudes and evaluations of attributes and issues regarding the selection of the future wife.

Keeping the above suggestions in mind, a comparative study, particularly with more respondents, might help in establishing a broader and clearer picture of the students' attitudes regarding ideal wife and mate selection. The attitudes of a particular group of students before they came to the United States and after they settle in for a period of time should be compared. Such a comparative study will detect and depict the patterns and trends of

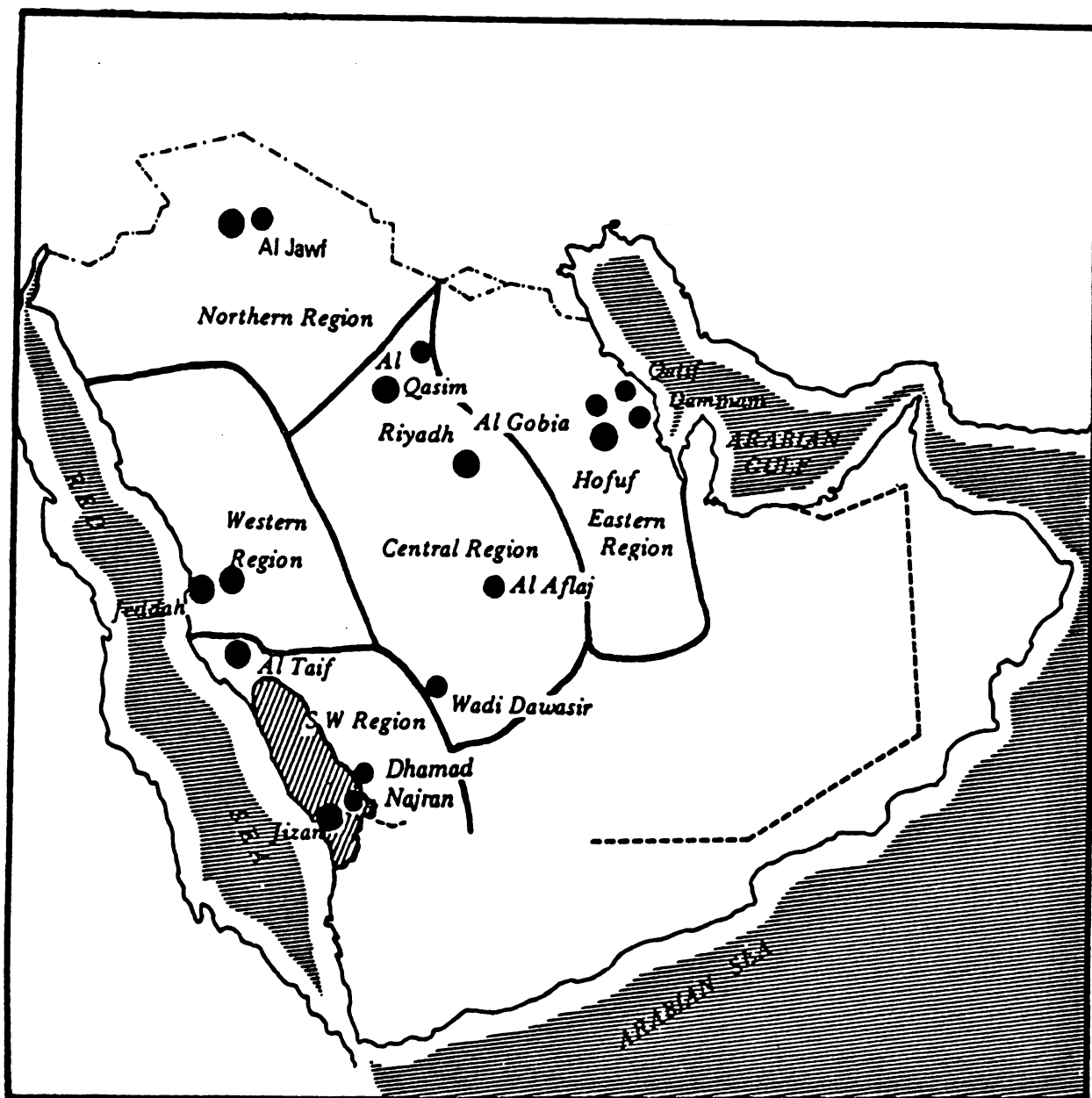
change. This proposed study will have the merit of developing a picture of the students' attitudes before and after they have cross-cultural contact in the host country of the United States. Therefore, this study will be more precise and reliable in visualizing the patterns and directions of the students' attitudinal change.

Finally, in the current study, a profile of the ideal wife's attributes has been portrayed according to these students' points of view. It would be beneficial to carry the study a bit further and complete the picture through matching this profile of the ideal wife, as revealed in the present study, with that of the actual or chosen wives when these students get married. A study of this sort will provide a vital and concrete ground to test the validity of the ideal mate theory of mate selection, where the congruency between the actual and ideal mate is postulated.

APPENDICES

APPENDIX A

SAUDI ARABIA REGIONS DELINEATION MAP



Source ; Third Development Plan (1980 - 1985)

Kingdom of Saudi Arabia .Ministry of Planning

APPENDIX B
ENGLISH AND ARABIC VERSIONS
OF THE COVER LETTER

Dear friend:

I am a Saudi student studying for my master's degree in the Department of Sociology at Michigan State University. Right now I am conducting a study for my thesis, the study entitled "The Attributes of The Desired Wife". The purpose of the attached questionnaire is to collect information for such a study.

I request that you volunteer a few minutes of your time to answer the enclosed questionnaire. Your frank and complete answers to such a questionnaire are very important not only for completing my study, and, hence graduation, but also to make the study meaningful and beneficial to you and to those thousands of Saudis, particularly those who are about to take the most important step of their lives, marriage.

As you see your name and address are not required, and your responses will be completely confidential. In addition, your participation in this study is voluntary. You may, without penalty, choose not to participate at all, or not to answer certain questions. However, your participation is highly needed and without your participation and cooperation such a study cannot be done.

For your convenience and for better understanding, an Arabic translation is provided along with the English, however, answers from the English questionnaire are preferable.

Please complete the questionnaire and mail it back to me in the enclosed self-addressed and stamped envelop as soon as possible.

Thank you for your participation and cooperation. Good luck in your studies and your future contribution to our society's development.

Very sincerely yours,

Saad Alsaaran
P.O.Box 22085
Lansing, MI. 48909

صديق العزيز:
سلام عليكم ورحمة الله وبركاته وبعد،
فلنني طالب سعودي أحضر درجة الماجستير في قسم الإجتماع بجامعة ولاية ميشيغان. وأنا الآن أبحث
أحد درجة الماجستير، عن أن لا تظهر وجه أو لدراسة هذه صفات الزوجة المرغوبة والعرض
من الاستبيان المرفعه هو جمع معلومات لهذه الدراسة.
أرجو أن تشجع بعدة دقائقه من وقتك للدراسة على هذا الاستبيان. إن إجاباتك، الكاملة
والصريحة على هذا الاستبيان مهمة جداً ليس فقط لإكمال دراستي وتخرجي ولكن كذلك
لجعل الدراسة مفيدة وذات معنى لك ولذوائك المتعلقين من السعوديين خاصة
أولئك الذين في طريقهم لدراسة أو هم خيرة في حياتهم، كل واحد.
وكما نرى فإن إسمك وعنوانك غير مطلوب وكذلك فإن إجاباتك سوف تكون في كامل السرية. بالإضافة
إلى أن إشراكك في هذه الدراسة تطوعي. إن استطاعتك أن لا تستغرق على الإجابة أو أن لا تضيع على
أشياء معينة. على أية حال فإنني في أشد الحاجة إلى إشراكك فبدون مشاركتك ولعائلك
هذه الدراسة لن تكون.
لراحتك وللمصلحة على فهمي أكثر فإن الاستبيان قد ترجم إلى العربية بجانب الإنجليزية ولكنك تفضل
إجابة من المنظمه الأصلية.
من فضلك أكمل الاستبيان وأرسله لي في ظرف مغنون بإسمي في أسرع وقت بإمكانك.
شكراً على مشاركتك ولعائلك. وأتمنى لك حظاً طيباً في دراستك ومساهمك المستقبلي في تنمية بلادنا.
المخلص لك - سعد السعران

APPENDIX C
ENGLISH AND ARABIC VERSIONS
OF THE QUESTIONNAIRE

Please indicate your answer by putting / mark in the parenthesis. If the answer is in number please put the number in the parenthesis.

من فضلك وضع إجابةك بوضع
علامة / داخل القوس
إذا كانت الإجابة بالعدد
ضع العدد داخل القوس

- 1-Age----- () العمر
- 2-How many brothers and sisters do you have? كم عندك من الإخوة والأخوات؟
1-brothers----- () الإخوة
2-sisters----- () الأخوات
- 3-How many of your brothers and sisters are married? كم من إخوتك وأخواتك متزوج؟
1-brothers----- () الإخوة
2-sisters----- () الأخوات
- 4-What is your rank between your brothers?--- () ما صورت ترتيبك بين إخوتك الأكبر؟
- 5-With whom did you live? مع من كنت تسكن؟
1-both your parents----- () كلا والديك
2-your father only----- () أبوك فقط
3-your mother only----- () أمك فقط
4-neither of your parents----- () ليس بأحد من والديك
- 6-Please indicate your parents' levels of education: من فضلك وضع من المستويات التعليمية لوالديك
- | | father
الأب | mother
الأم | |
|--------------------------------|----------------|----------------|------------------|
| 1-illiterate----- () | () | () | 1-أبداً لم يتعلم |
| 2-read and write only----- () | () | () | 2-يقرأ ويكتب فقط |
| 3-elementary----- () | () | () | 3-إبتدائية |
| 4-preparatory----- () | () | () | 4-إعدادية |
| 5-secondary----- () | () | () | 5-ثانوية |
| 6-university level----- () | () | () | 6-جامعية |
| 7-master----- () | () | () | 7-ماجستير |
| 8-Ph.D----- () | () | () | 8-دكتوراه |
- 7-Is your mother from your father's relatives? لا هل أمك من أقارب أبيك؟
1-yes----- () نعم
2-no----- () لا
- 8-What region of Saudi Arabia are you from? من أي منطقة من مناطق المملكة أنت؟
1-northern region----- () المنطقة الشمالية
2-southern region----- () المنطقة الجنوبية
3-eastern region----- () المنطقة الشرقية
4-western region----- () المنطقة الغربية
5-central region----- () المنطقة الوسطى

9-Where were you raised?

- 1-big city----- ()
 2-small city----- ()
 3-village----- ()
 4-farm----- ()

هنا أين نشأت؟
 1-مدينة كبيرة
 2-مدينة صغيرة
 3-قرية
 4-مزرعة

10-Before your present study in USA, have you traveled to the western countries (north America and Europe)?

قبل أن تدرس في أمريكا الشمالية أو أوروبا، هل سافرت إلى هذه البلدان؟

- 1-yes----- ()
 2-no----- ()

1-نعم
 2-لا

if no please go to question #14

إذا كانت إجابتك لا، فقف! انتقل إلى السؤال 14

11-If yes: number of travels----- ()

إذا كانت إجابتك نعم، فحدد عدد رحلاتك

12-Length of stay:

- 1-a few days----- ()
 2-one to four weeks----- ()
 3-a few months----- ()
 4-one year----- ()
 5-several years----- ()

مدة إقامتك:
 1-بعض أيام
 2-من أسبوعين إلى أربعة أسابيع
 3-بعض شهور
 4-سنة واحدة
 5-عدة سنوات

13-Purpose of travels:

- 1-pleasure (tourism)----- ()
 2-study----- ()
 3-business----- ()
 4-other----- ()
 please specify.-----

الغرض من الرحلة:
 1-متعة (سياحة)
 2-دراسة
 3-عمل تجاري
 4-غير ذلك
 من فضلك حدد

14-Before you came to the USA, have you traveled to the nonwestern countries?

قبل أن تأتي إلى أمريكا، هل سافرت إلى بلدان غير غربية؟

- 1-yes----- ()
 2-no----- ()

1-نعم
 2-لا

15-If yes, wich countries: (-----)

إذا كانت إجابتك نعم، فاذكري البلدان

(-----)
 (-----)

16-In Saudi Arabia, before you came to USA, did you have relationships with westerners (from north America and Europe)?

في السعودية، قبل أن تأتي إلى أمريكا، هل كان لديك علاقات مع الغرباء (من أمريكا الشمالية وأوروبا)؟

- 1-yes----- ()
 2-no----- ()

1-نعم
 2-لا

if no please go to question #18

إذا كانت إجابتك لا، فقف! انتقل إلى السؤال 18

17-If yes, type of relationships:

- 1-neighborhood----- ()
 2-friendship----- ()
 3-colleagues in work----- ()
 4-classmates----- ()
 5-teachers----- ()

نوع العلاقات:
 1-جيران
 2-صداقة
 3-زملاء عمل
 4-زملاء دراسة
 5-مدرسين

18-In Saudi Arabia, before you came to USA,
have you seen western (north America
and Europe) films?

- 1-often----- ()
2-sometimes----- ()
3-rarely----- ()
4-never----- ()

هل قبل القدوم الى أمريكا الشمالية
أو أوروبا، قد رأيتم أفلاماً غربية؟

- 1-غالباً
2-بعض الأحيان
3-نادراً
4-للمرة الأولى

19-How long have you been in USA?

please circle the appropriate number.

- 1-month-1-2-3-4-5-6-7-8-9-10-11-----
2-year-1-2-3-4-5-6-7-8-9-10-11-12-----

كم من الوقت كنتم في أمريكا؟
الرجاء دوائر الرقم المناسب.

20-What is your current study status?

- 1-English language study----- ()
2-academic study----- ()
3-both English and academic----- ()

ما هو وضعكم الدراسي حالياً؟

- 1-دراسة اللغة الإنجليزية
2-دراسة أكاديمية
3-كلاهما

21-What are you studying now?

- 1-undergraduate----- ()
2-master----- ()
3-Ph.D----- ()

ماذا تدرسون الآن؟

- 1-دبلوم
2-ماجستير
3-دكتوراه

22-What is your field of study?-(-----)

ما هو تخصصكم الدراسي؟

23-With whom do you live?

- 1-alone in an apartment----- ()
2-alone in a dormitory----- ()
3-with a Saudain roommate----- ()
4-with an American roommate----- ()
5-with an American family----- ()

مع من تسكن؟

- 1-أفرادكم في شقة
2-أفرادكم في سكن جامعي
3-مع زميل سعودي
4-مع زميل أمريكي
5-مع عائلة أمريكية

24-Do you watch American TV?

- 1-often----- ()
2-sometimes----- ()
3-rarely----- ()
4-never----- ()

كم مرة تشاهدون التلفزيون الأمريكي؟

- 1-غالباً
2-بعض الأحيان
3-نادراً
4-للمرة الأولى

25-Do you go to American movies?

- 1-often----- ()
2-sometimes----- ()
3-rarely----- ()
4-never----- ()

كم مرة تذهبون إلى أفلام أمريكا؟

- 1-غالباً
2-بعض الأحيان
3-نادراً
4-للمرة الأولى

26-Outside the classroom, with whom do you
associate most frequently?

- 1-American students----- ()
2-Saudi students----- ()
3-Arab students (nonsaudi)---- ()
4-other foreign students----- ()

26-خارج الفصل الدراسي، مع من
تتحدثون أكثر؟

- 1-الطلاب الأمريكيين
2-الطلاب السعوديين
3-الطلاب العرب (غير السعوديين)
4-الطلاب الأجانب الأخرى

27-Have you ever dated a girl?

- 1-yes----- ()
2-no----- ()

27-هل سبق لك أن
تحدثت مع فتاة؟

- 1-نعم
2-لا

if no please go to question # 32

28-If yes, from what nationality ?

- 1-Saudi----- ()
2-Arab (nonsaudi)----- ()
3-American----- ()
4-Europe----- ()
5-other----- ()

28-إذا كانت الإجابة
بالنعم، فما هي جنسية
الفتاة؟

- 1-سعودية
2-عربية (غير سعودية)
3-أمريكية
4-أوروبية
5-غير ذلك

29-If you date American girls, how often ?

- 1-often----- ()
2-sometimes----- ()
3-rarely----- ()

29-إذا كنت تتحدث مع
الفتيات الأمريكيات،
كم مرة؟

- 1-غالباً
2-بعض الأحيان
3-نادراً

30-Are you in a betrothal?

- 1-yes----- ()
2-no----- ()

30-هل أنت
مخطوبة؟

- 1-نعم
2-لا

31-Are you engaged?

- 1-yes----- ()
2-no----- ()

31-هل أنت
متعلقة؟

- 1-نعم
2-لا

32-At what age would you like to marry?---

32-في أي سن
ترغب في الزواج؟

33-What age would you like your bride to be?--

33-في أي سن
ترغب أن تكون
زوجةك؟

34-What level of education do you
want your bride to have?

34-ما
الدرجة التعليمية
التي
ترغب أن تكون
زوجةك؟

- 1-illiterate----- ()
2-read and write only----- ()
3-elementary----- ()
4-preparatory----- ()
5-secondary----- ()
6-university level----- ()
7-master----- ()
8-Ph.D----- ()

- 1-أمية
2-تقرأ وتكتب فقط
3-المتوسطة
4-المرحلة
5-الثانوية
6-الجامعية
7-ماجستير
8-دكتوراه

- 35-Whom do you prefer to choose your bride? ----- من تفضل ان تختار زوجتك؟
- | | | |
|---|-----|----------------------|
| 1-your father----- | () | أبى |
| 2-your mother----- | () | أمى |
| 3-both your parents----- | () | والداي |
| 4-yourself with your family consultation----- | () | أنا مع مشورة العائلة |
| 5-yourself alone----- | () | أنا بمفردي |
| 6-your sister(s)----- | () | أختي أو أختي |
| 7-your brother(s)----- | () | إخوتي أو إخوتي |
| 8-other, please specify----- | () | أخرى، يرجى التحديد |
- 36-When the choice had been agreed upon, whom would you like to initiate the betrothal? ----- عندما لاختيار، من تفضل ان يخطبك؟
- | | | |
|---------------------------------|-----|------------|
| 1-your father----- | () | أبى |
| 2-your mother----- | () | أمى |
| 3-both your parents----- | () | والداي |
| 4-yourself alone----- | () | أنا بمفردي |
| 5-yourself and your father----- | () | أنا مع أبى |
- 37-Do you agree or disagree with the following statement? ----- هل توافق أم لا مع الجملة التالية؟
- the groom should see his bride (fiancee) at the time of betrothal. ----- العريس يجب ان يراها قبل العقد (الخطبة) في وقت العقد
- | | | |
|--------------------------|-----|--------------------|
| 1-strongly agree----- | () | أوافق بشدة |
| 2-agree----- | () | أوافق |
| 3-uncertain----- | () | أنا غير متأكد |
| 4-disagree----- | () | أنا غير موافق |
| 5-strongly disagree----- | () | أنا غير موافق بشدة |
- 38-Do you agree or disagree with the following statement? ----- هل توافق أم لا مع الجملة التالية؟
- the groom should see his bride (fiancee) before the betrothal. ----- العريس يجب ان يراها قبل العقد (الخطبة) قبل العقد
- | | | |
|--------------------------|-----|--------------------|
| 1-strongly agree----- | () | أوافق بشدة |
| 2-agree----- | () | أوافق |
| 3-uncertain----- | () | أنا غير متأكد |
| 4-disagree----- | () | أنا غير موافق |
| 5-strongly disagree----- | () | أنا غير موافق بشدة |
- 39-Looking into the future, fifty years from now, do you think that grooms will see their brides (fiancees) at the time of betrothal? ----- في المستقبل خمسين سنة من الآن، هل تعتقد ان العريس سيرون زوجاتهم في وقت العقد (الخطبة)؟
- | | | |
|------------|-----|-----|
| 1-yes----- | () | نعم |
| 2-no----- | () | لا |

40-Again fifty years from now, do you think that the grooms will see their brides (fiancées) before the betrothal?

- 1-yes-----
2-no-----

41-If yes, what do you think the reasons?

- 1-increase in educated people in the society (university degree)-----
2-increase in literate people in the society-----
3 Saudis' travels abroad-----
4-mass communication with outside world-----
5-having foreigners in the society-----
6-other, please specify.-----

42-Would you like your wife to be a working woman?

- 1-yes-----
2-yes if separate of men-----
3-no-----

43-If you chose a working woman to be your wife, what would you do?

- 1-let her continue in her work-----
2-ask her to quit-----
3-let her continue with certain conditions-----
please specify.-----

٤٠-هل سيعرفون نسائهم قبل الخطبة؟
نعتقد بأن العرسات سوف يرون
عروساتهم قبل الخطبة؟

- ١-نعم
٢-لا

٤١-إذا كانت الإجابة بنعم، فماذا تعتقد سببها؟

- ١-زيادة عدد المتعلمين في المجتمع
٢-زيادة عدد المتعلمين في المجتمع
٣-سفر السعوديين للخارج
٤-الاتصال بالعالم الخارجي
٥-وجود أجانب في المجتمع
٦-غير ذلك، فضلًا من فضلك

٤٢-هل ترغبين أن تكون زوجتك
ممرانة عاملة؟

- ١-نعم
٢-نعم، إذا كانت بعيدة عن الرجال
٣-لا

٤٣-إذا ما اخترت امرأة عاملة
تكون زوجتك، فماذا سافعل؟

- ١-أتركها تستمر في عملها
٢-أطلب منها أن تترك العمل
٣-أطلب منها أن تستمر بشروط معينة
٤-غير ذلك

44-Instructions

Indicate the importance of the following characteristics in choosing your bride.

Please circle the numbers under the appropriate column:

تعليمات
وضح أهمية الخصائص التالية
في اختيارك لزوجتك
بوضع دائرة تحت الأرقام
التي تختارها في الأعمدة المناسبة.

	INDISPENSABLE لا يستغنى عنها	IMPORTANT مهمة	DESIRABLE محبوبة	UNIMPORTANT غير مهمة	
1-Similar age-----	-3-	-2-	-1-	-0-	1-عماثل في العمر
2-Similar level of education-----	-3-	-2-	-1-	-0-	2-عماثل في المستوى التعليمي
3-Similar religion-----	-3-	-2-	-1-	-0-	3-عماثل في الدين
4-Chastity and virginity-----	-3-	-2-	-1-	-0-	4-العفة والبراءة
5-Dependable character-----	-3-	-2-	-1-	-0-	5-موثوق بالاعتدال عليه
6-Pleasing disposition-----	-3-	-2-	-1-	-0-	6-مزاج متبار
7-Emotional stability-----	-3-	-2-	-1-	-0-	7-استقرار عاطفي
8-Good looks-----	-3-	-2-	-1-	-0-	8-جميلة
9-Good cook-housekeeper-----	-3-	-2-	-1-	-0-	9-تجيد في الطبخ وتبني البيت
10-Desire home and children-----	-3-	-2-	-1-	-0-	10-ترغب في البيت والأطفال
11-Similar social and economic status-----	-3-	-2-	-1-	-0-	11-عماثل في المكانة الاجتماعية
12-From relatives-----	-3-	-2-	-1-	-0-	12-من الأقارب
13-Good financial prospect (rich)-----	-3-	-2-	-1-	-0-	13-إمكانية مالية جيدة
14-Sociability-----	-3-	-2-	-1-	-0-	14-اجتماعية
15-Good health-----	-3-	-2-	-1-	-0-	15-صحة جيدة
16-Ambition & industriousness-----	-3-	-2-	-1-	-0-	16-طموح وجاهد
17-Mutual attraction-love-----	-3-	-2-	-1-	-0-	17-تجاذب متبادل محبة
18-Educational & general intelligent-----	-3-	-2-	-1-	-0-	18-تعليمي وذكاء عام

45-Of the above characteristics what do you think are the very most important characteristics a wife should have? please circle the appropriate numbers:

45-من الخصائص المذكورة أعلاه ما هي التي تظن أنها الأهم جداً لزوجتك؟ بوضع دائرة تحت الأرقام المناسبة.

1---2---3---4---5---6---7---8---9---10

11---12---13---14---15---16---17---18

46-Is there any question that you think should be asked?-----

46-هل هناك سؤال تظن أنه يجب طرحه؟-----

This is the end
Thank you for your time and participation

هذا هو النهاية
شكراً على وقتك ومشاركتك

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