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MODERNIZATION AND SOCIAL CHANGE IN SAUDI ARABIA:
THE CASE OF AL-BAHA REGION

by

Ali Sagr Al-Ghamdi

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ABSTRACT

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by

Ali Sagr Al-Ghamdi

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The study was designed to assess the impact of change and development on attitudes of government employees in the Al-Baha region in Saudi Arabia. More specifically, it seeks to identify the impact of such infrastructure as communication, transportation and education systems.

Survey research was conducted with 150 subjects to gather specific characteristics of the population and their perceptions of certain elements of the change process. Also, six hypotheses regarding the subject's attitudes toward change in their community are postulated.

The data were analyzed using correlations coefficients and a correlation matrix to determine the subjects' attitudes toward change and development.

The findings of this study may be classified as

follows: (1) findings regarding the socioeconomic status of the respondents; (2) findings regarding mass media exposure; and (3) findings regarding the respondents' attitudes toward modernization and development in the region. Recommendations for additional change and further research are provided.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
اللَّهُ لَا إِلَهَ إِلَّا هُوَ الْحَيُّ الْقَيُّومُ
فَلْيَسُوْا لَهُ الْوِثْقَيْنِ

IN THE NAME OF
ALLAH

Allah ! there is no God but He : and on God,
Therefore, let the believers Put their
trust .

To My Parents--

I dedicate this work.

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to my major advisor and committee chairman, Professor Christopher K. Vanderpool, for his comments, encouragement and helpful suggestions. I would also like to thank Professor James McKee and Professor John Useem for their comments and suggestions.

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CHAPTER I

INTRODUCTION

Saudi Arabia is a country undergoing extremely rapid development, financed by a vast amount of wealth, generated primarily from oil resources. In the past decade, many sectors of the Saudi Arabian economy have been transformed. One of the major guiding forces behind this great improvement is the Five Year Plan, as a result of which Saudi Arabian per capita income has risen tremendously.

This study is concerned primarily with the Al-Baha region located in southern Saudi Arabia. The study will analyze in detail the changes that have taken place since the introduction of modern education, communication and transportation systems in the region. It is argued that the introduction of these systems has been among a series of historical events that have served as major factors in bringing about the socioeconomic change in the Al-Baha region.

In an effort to understand the processes of change in the Al-Baha community, it is appropriate first to examine a broader picture--the social setting of Saudi Arabia. The purpose of this examination is to provide a more comprehensive understanding of the study area by placing it in

the context of Saudi Arabia as a whole. This study is primarily based on the early work of Lerner in his study of the Middle East entitled The Passing of Traditional Society.

Saudi Arabia in Perspective

Saudi Arabia, one of the Arab states located in the land of Asia, has been described by various scholars. The country occupies about four-fifths of the Arabian Peninsula. According to the Area Handbook for Saudi Arabia (1971:1), the area of the Kingdom is officially estimated at about 870,000 square miles. Al-Hegelan, in his booklet "Perspectives on Saudi Arabia" (1980:3) claims that historically, the great expanse which today is Saudi Arabia--an area as large as the United States east of the Mississippi River--is the original home of the great Arab civilization which spread throughout the region along with the expansion of Islam.

In describing the history of change and transition in Saudi Arabia, Al-Hegelan (1980:4) indicates that,

there is a sense of tradition and continuity, and at the same time, [a] fresh dynamism which much of the West does not entirely understand, yet desperately wants for itself, and now greatly depends on both economically and strategically. All this is at the heart of our society and development, our past and our future.

It is this rapid change in this part of the Arab world that has led some of the scholars, such as Thompson (1966:16), to look back nostalgically and argue that among developing societies in the Twentieth Century, Saudi Arabia presents a unique case. Most of these societies are handicapped by insufficient means usually attributed to a lack or inadequate development of natural resources. The rest of the Third World countries have thus taken a long time to acquire their status or recognition as developing countries. Saudi Arabia, however, has been able to realize the potential of its natural endowments and its growth and development have been remarkable. For instance, Thompson has further argued that during the past two decades Saudi Arabia has developed in such a way that it can no longer be properly described as "an island." Its external communications now reach out in every direction, providing avenues for the inpouring of ideas and technical devices from the United States, Britain, West Germany, France and Japan, as well as from the spheres of the Arab or Islamic world (1966: 21).

In social psychological perspective, such scholars as Brown and Itzkowitz (1977) have described this change process in Saudi Arabia as:

. . . a country in transition, a country whose way of life is rapidly changing. The impetus for change came with exploitation of its vast oil resources by the Americans as well as from the attempts of it's government to modernize. In less than four decades its culture has changed from a relatively austere, simple, homogeneous, and well-integrated culture into a complex, less-integrated, and fluid one in which the old and the new are in constant conflict . . .

The change has been too rapid to be absorbed without psychological discomfort, and the resulting conflicts are being "fought" out in the borderland between religion and civilization (p. 168).

Statement of the Problem

The central problem is the change in attitudes, behavior and the way of life in the Al-Baha region as a result of the development of such infrastructures as communication, transportation and education systems. As many observers including Kumar (1972: 24, 31) have argued, the rapid advances in communication and transportation systems not only facilitate a move toward change in the rural areas, but also, they are the agents that continue to erode the crucial differences between the rural and the urban life styles. Similarly, he has argued invariably that the exposure to mass media is regarded as a crucial factor in developing traditional attitudes and orientations.

This study looks at the attitudes of government workers toward modernization and development, but does not deal with the behavioral consequences of these attitudes.

Selection of the Study Area

The Al-Baha region of Saudi Arabia has been selected for the following reasons:

1. Many modernization studies have examined social change in cities and viewed rural areas as passive receivers of urban dominated social change. This study, however, fills this gap by examining an isolated region.
2. Only a few research studies have been conducted in this region of Saudi Arabia and as a result there is little knowledge about the area and it's people. This paucity of information means that the conditions existing in the Third World are often poorly understood. This study will add to the knowledge of developing countries.
3. The researcher was born and raised in Al-Baha region. Therefore, there are no cultural barriers between local inhabitants and myself.

Since this study is confined to one region of Saudi Arabia, the results may not be generalizable to the nation

as a whole. Yet, they are relevant to a series of other regions in Saudi Arabia having similar characteristics (e.g., Asir, Jizan).

Review of the Literature

Modernization, Development and Social Change

Before examining specifically the various theoretical approaches to the terms "communication," "transportation," and "education" as they will be dealt with in this study, it is instructive to generally examine the concepts of modernization, development and social change. Various social and development theorists, such as Lerner (1958), Stephenson (1968), Bendix (1967), Rogers (1969), Eisenstadt (1973), Inkeles (1974), Schramm (1976), and Mcanany (1980) have examined the nature of modernity as part of the study of social change. Lerner (1958) explains:

The process of modernization powerfully transforms individual life-ways. The move from the familiar and deeply personal life of a family farm in an isolated village to the strange impersonality of a "job" in a busy city crowded with unknown persons is one that is most often experienced by modernizing individuals in the Middle East today (p. 76).

Bendix, in his article in Dore's book (1967:30)

further stated, "The conventional approach to the study of development has been to consider tradition and modernity mutually exclusive; the more you have one, the less you have of the other."

The above quotes raise the following significant questions: "What is social change?" and "What are it's effects?"

In the sociotheoretical perspective, such men as Toennies, Durkheim, Weber, and many social thinkers have contributed significant ideas to the notice of change, for instance, Toennies contrasted "Gemeinschaft" with "Gesellschaft;" Durkheim, "mechanic" and "organic" solidarity; Weber, "traditional" and "rational-legal" authority. Other sociologists contrasted different features of the traditional and modern or the preindustrial and industrial societies.

Rogers (1969:3) defines "social change" as the process by which alteration occurs in the structure and function of a social system. National revolution, the founding of a village development council, the creation of government ministries, the invention of a new industrial process--all are classified as a social change or the causes thereof. Alterations in both the structure and the function of the social system occur as a result of such actions.

Anthropologists, including Schwenk (1972: 206) state

further that social change is an inevitable process characteristic of all societies and cultures. Defined as any modification in the modes of thinking or acting in a society, social change occurs through the alteration of goals, structures or processes in a social system--alteration of customs, values, institutions, social behavior. As Schwenk uses the term "social change," it may encompass such concepts as "development" and "modernization."

In regard to changing traditional values, Schwenk argues that people of the developing countries face two common problems: the breakdown of traditional values and the impact of Western values. The society in transition reorients itself in at least three possible directions:

1. in relation to the West
2. in relation to it's own past; and
3. in relation to the masses of it's people.

George Devos (1976: 139) supports Schwenk's description of change. He explains that "Third World" cultures frequently confront sociologists and anthropologists with a different view of things, whether they like it or not. Social scientists have increasingly found themselves studying people, both at home in their native countries and abroad, who say they want to change some of their own traditional cultural patterns in order to "modernize." One implication

of this discovery is the realization that certain traditional patterns may, during the process of social change, become liabilities in terms of their actors' own cultural contexts.

Having analyzed some of the ideas that have been expressed by various scholars, we must note that the conditions of change as have been explained above are indeed present in the Al-Baha region. This study is intended to examine the Al-Baha region today, relative to the changes taking place throughout Saudi Arabia. As Mugram (1973: 159) has stated:

Looking at recent development in Ghamid and Zahran (Al-Baha) in particular, and in Assarah in general, one cannot help noticing that the area is undergoing a transformation at a much faster rate than was previously possible.

He further points out that change in Ghamid and Zahran (Al-Baha) was initiated slowly and gradually, rather than abruptly and suddenly (p. 159).

Comparing the situation of the Al-Baha region to what is going on in neighboring communities, one sees that the changes taking place in Al-Baha must seem beyond imagination to it's neighbors. The community is not merely going through directionless rapid change, however; it is modernizing.

Modernization has been studied by such scholars as Eisenstadt (1973: 1) who saw it as the process of change toward those types of social, economic and political systems that have developed in western Europe and North America from the Seventeenth Century to the Nineteenth and have then spread to other European countries and in the Nineteenth and Twentieth Centuries to the South American, Asian and African continents.

In the same context, other observers such as Fus'e (1975:2) and Rogers (1969: 18) have respectively described modernization as follows, in ways similar to Stephenson (1968: 268): the movement of persons or groups along a cultural dimension from what is defined by the cultural norms as traditional toward what is defined by the same culture as modern. Those values defined in the local culture as traditional comprise what may be called traditionalism; those defined as modern constitute modernism.

In relation to the manner in which Stephenson has defined the term modernity, one should not forget that cultural norms embrace all aspects of a social system, including economics and political behavior. By this reasoning, the term modernity should also be understood in all these aspects.

If we look at it in this broader perspective, however, then the definition of modernization as Fus'e (1975: 2) develops, it is relevant: "to institutional processes of responding and adapting to new societal conditions with simultaneous changes in the psychological and characterological make-up of the people as well as an increase in man's controls of his external environment."

Rogers writes that modernization is the process by which individuals change from a traditional way of life to a more complex, technologically advanced, and rapidly changing style of life (1969: 18). Modernization is not identical with Europeanization or Westernization; it is not necessarily always "good" for all members of the populations of less-developed countries, nor should it be operationalized as a single variable or dimension.

The terms "modernization," "development" and "change" seem to have similar meanings. Whenever one speaks of change, modernization, or development, there is an implication that something new is taking place or being developed.

Something new is happening to the Al-Baha community: it is changing, developing, and modernizing. Rogers' (1969) definition of the term "development" demonstrates the intertwined nature of the three terms:

It [development] is a type of social change in which new ideas are introduced into a social system in order to produce higher per capita incomes and levels of living through more modern production methods and improved social organization (p. 18).

Communication and Modernization

In examining the processes of change in the Al-Baha community, one encounters the argument that the changes have occurred as a result of communication. The term "communication," as Rogers (1969) defines it, is:

the process by which messages are transformed from a source to one or more receivers; [it] is a vital aspect of social change. It is indeed the key that opens the door for change. Communication is inherent to . . . social change" (p. 7).

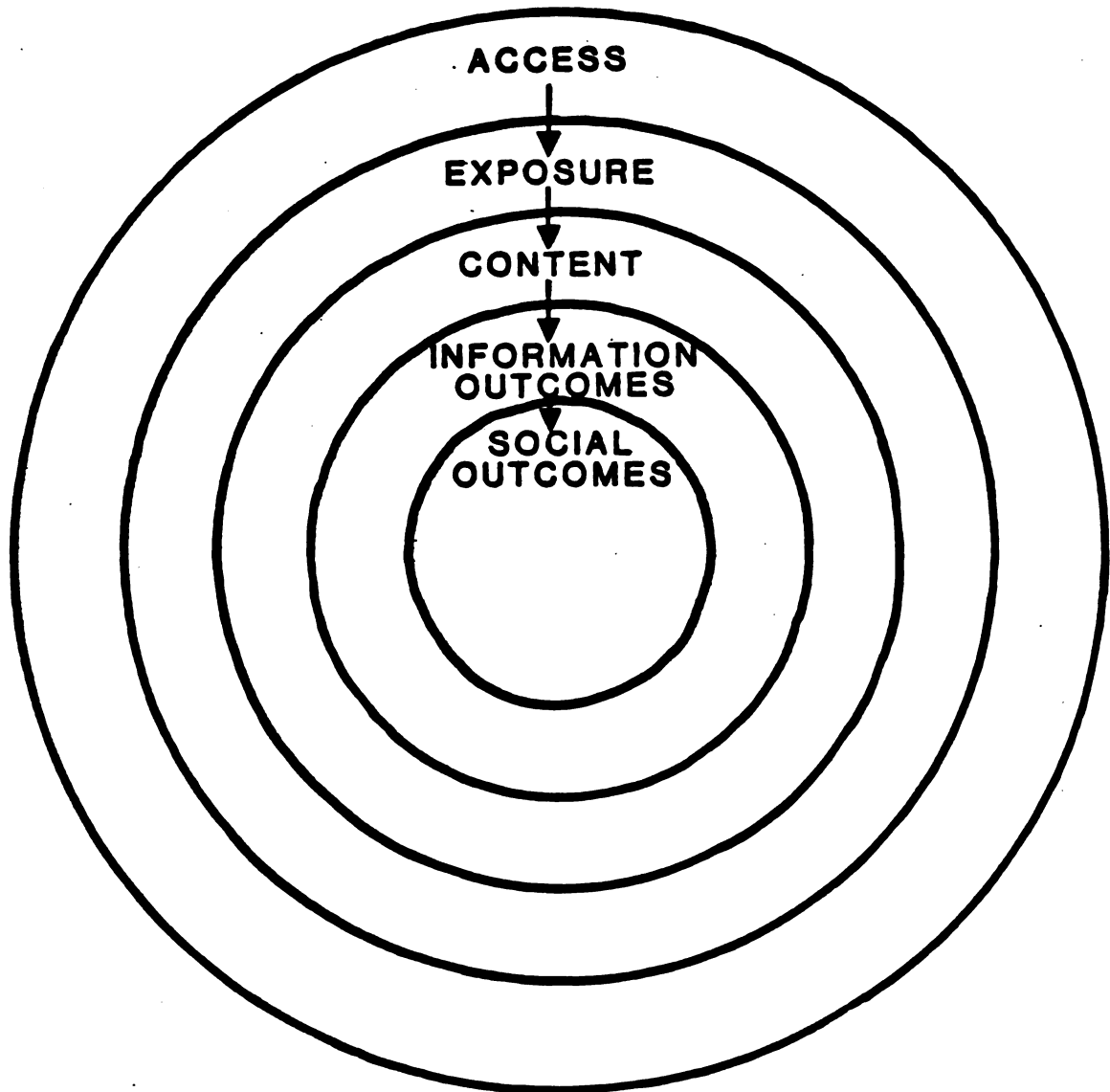
Rogers further contends that

social change is a more encompassing term in that it includes invention, diffusion of new ideas and the consequences of those innovations. Whereas communication is central to diffusion, it is less a part of the invention process and is little involved in the consequence phase of social change. Nevertheless, communication is an essential part of social change and perhaps all analysis of social change must ultimately focus upon communication processes (pp. 7-8).

Rogers's definition of the term "communication" clearly applies to what is going on in many traditional

societies, and particularly in the Al-Baha region. What appears to be occurring in the Al-Baha region today, as a result of the introduction of means of communication such as television, radio, and newspapers (as well as better means for moving from one place to another), is that the Al-Baha region is becoming modern not only in its physical features but also in the people's attitudes and behaviors. Their entire social setting is becoming transformed.

MCanany (1980: 1920) elaborates on the role of communication in social change in the developing world and says, essentially, that it has been assumed that the information made available through television and radio could easily promote development in the Third World countries. This preconceived notion is derived from the ideas of developers who have experienced such a case situation in western industrialized countries. MCanny, therefore, claims that despite the differences that exist between or among societies, information or communication is an entirely non-cultural bond. To him, this information or communication is an independent variable. The belief is, therefore, that exposure to messages provided through mass media can create a strong stimulus for initiating development (See Figure 1). Using this progressive model for mass media impact, MCanany succinctly argues that "social outcome" can be defined as any social



Source: Adapted from MCanany (1980).

Figure 1. A Progressive Model for Mass Media Impact.

change resulting from exposure to mass media.

Education and Modernization

In discussing the change process in Al-Baha region it should be kept in mind that without the introduction of formal education in this region, the change process probably would have been less effective than might be desired. Therefore, education must be viewed as one of those elements that initiates change within a given society, in this case the Al-Baha region.

Formal education plays a key role in initiating processes that one would call "development," "modernization" or "change." Waisanen (1971: 183) pointed out that the theoretical framework holds that the impact of formal education in the modernization process is consequences of the intersystemic communication function of formal education in which schooling is viewed as a social experience rooted in curvilinear relationship with extent of schooling. Waisanen further contends that education does more than teach literacy skills to young traditional villagers; beyond the content of formal classes the school provides a continuing set of experiences that brings awareness and sharpens perception of alternative behavioral modes.

Further elaboration on the usefulness and the applica-

tion of formal education comes from Adams and Bjork (1975) as many leaders and intellectuals in the developing countries of the world have high expectations concerning formal education as an important lever in uplifting and transforming their societies.

Inkeles (1969: 212, 213) also emphasized that education has often been identified as perhaps the most important of the influences moving men away from traditionalism toward modernity in developing countries. As he perceives modernity, Inkeles has argued that our modernity test is not mainly a test of what is usually learned in school, such as geography or arithmetic, but is rather a test of attitudes and values touching on basic aspects of a man's orientation to nature, to time, to fate, to politics, to women and to God. If attending school brings about such substantial changes in these fundamental personal orientations, the school must be teaching a good deal more than is apparent in its syllabus on reading, writing, arithmetic and even geography.

Kazamias (1965: 178) argues that, in contemporary societies, modernization has been a motivating force and has brought about major changes--anticipated and unanticipated--in education ideas and practices, as well as in the total life of a country. He further elaborates that education has become an integral part in the movement toward

modernity and it has always been assumed that it contributes to the creation of better human beings and better societies.

There are numerous other researchers and theorists of modernization (e.g., Chodak, 1973; Bendix, 1970; Schnaiberg, 1971; Black, 1964). These will not be discussed because this study is based on development of Lerner's early work. There is also considerable debate over the applicability of modernization theory to the Third World (e.g., Eisenstadt, 1973). While such critics will be kept in mind throughout the thesis, the thesis itself does not attempt to reconcile their critiques to the modernization theory used.

CHAPTER II

HYPOTHESES AND METHODS OF ANALYSIS

The central problem as stated in Chapter I is the change in attitudes, behavior and the way of life in Al-Baha region as a result of the development of such infrastructure as communication, transportation and education systems. The study of Al-Baha region was conducted using the survey method of research typically used to collect data from a sample of a study population.

In this chapter, six hypotheses regarding the subjects' attitudes toward changes in their community are postulated. Field methods, research questions, description of the study area and sampling strategy will be explained, as will the methods used to analyze the data.

Hypotheses

The following hypotheses are derived from the researcher's experience in the region and knowledge about the major variables behind recent changes and development in the study area, and from a review of the literature on modernization and social change.

Hypothesis I

Younger government workers would have more positive attitudes about modernization and development than would older government workers.

Hypothesis II

Income plays an important role in bringing about an improved standard of living for most of the population in the area.

Hypothesis III

Government workers with higher levels of education would have more positive attitudes about development than those with lower levels of education.

Hypothesis IV

Government workers who have experienced mass media exposure, foreign travel and physical mobility have more positive attitudes about modernization and development in the area.

Hypothesis V

Government workers hold the opinion that communication media (e.g., radio, television, newspapers and telephones) have influenced change and modernization in the area.

Hypothesis VI

Road construction has been influential in changing the region and increasing the mobility of the population.

For further detail of the six hypotheses given, the

diagram in Figure 2 will help to explain the nature of the hypotheses.

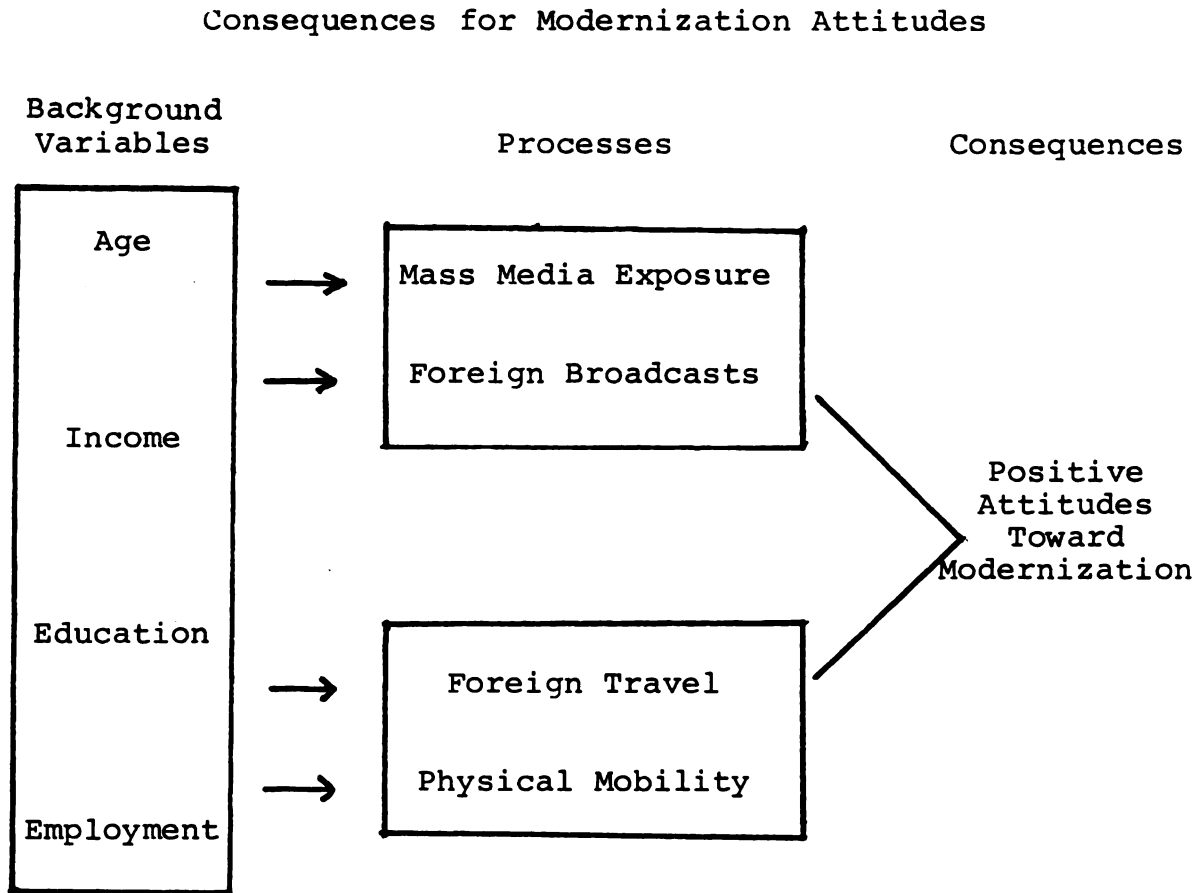


Figure 2. Background Variables and Processes

Research Method

In order to understand the change and development that have taken place in the Al-Baha region, a survey was conducted using a questionnaire. The following types of questions were

asked in an effort to determine specific characteristics of the population and their perceptions of certain elements involved in the change process, so as to develop a questionnaire appropriate to deal with the study.

1. What is the socioeconomic status of government employees in this region?
2. Have these workers traveled outside Saudi Arabia? If so, what countries did they travel to and for what purpose?
3. How many of the government workers own television sets?
4. What types of programs do television set owners usually watch, and how often?
5. How many of these government employees regularly listen to the radio and what types of programs do they listen to most frequently?
6. What types of newspapers and magazines do they most frequently read and how often?
7. How many government workers own telephones? What types of calls (e.g., information giving/seeking, business, social) are most frequently made from these phones? How necessary have the telephones become to their lives?
8. What types of transportation do these employees use to get to their place of work?
9. What are their attitudes toward the current system of roads, as compared with those which existed in the past?

10. How do the government employees perceive the impact of modern communications on change and modernization here?
11. How would they evaluate the impact of the current system of roads on agricultural and commercial development in the region?
12. What medium of communication do they perceive has had the greatest influence on regional modernization (including such media as telephones, roads, television, newspapers, etc.)?

Answers to the questions posed above will be helpful in evaluating the impact of communication on change, development and modernization in the Al-Baha area. The answers will also be interesting in terms of how they interact with each other to produce positive attitudes toward development, and therefore promote development. Survey data will provide helpful information toward determining which elements have been most influential in bringing about change.

Description of the Study Area

The Al-Baha region is in one of Saudi Arabia's five geographical regions which are Hijaz, or the western region; Asir, or the southwestern region; Najd, or the central region; Alhasa, or the eastern region; and Hail, or the northern region. The total area of Al-Baha, as given in a pamphlet entitled Glances from Al-Baha, is equal to 36,000 sq.

km (See Figure 3).

Of Al-Baha's physical features, perhaps the most obvious is that it is primarily a mountainous region (Mugram, 1973: 10; Al-Shomrany, 1980: 28; and Nasser, 1976: 74). Mugram described the Assarah region, in which the Al-Baha region is located, as

A narrow and elongated stretch of rugged land that runs along the top and to the east of the fault escarpment of the Red Sea Rift in the western part of Saudi Arabia. The area extends from the Yemeni border in the south to Al-Hada northwest of Taif, where the physical continuity of the chain of mountains breaks into less elevated terrain.

Al-Shomrany, on the other hand, described Assarah as a high mountainous belt. It forms a prominent topographic feature in the Arabian Shield. The width and elevation of this region increases steadily toward the south. Most of the area lies at an altitude of about 2,000 meters. Nasser argued that the topographical setting of this mountain town makes great demands on urban planners, with the present municipal layout needing some adjustments. The presence and traditional importance of the former capitols, Baljurashi and Zafer, tends to divert attention from Al-Baha and diminish it's functions as the leading administrative center.

Geographically, Al-Baha is located at a high altitude. It has both favorable and unfavorable weather conditions,



Source: Bindagji (1978).

FIGURE 3.

Map of Saudi Arabia

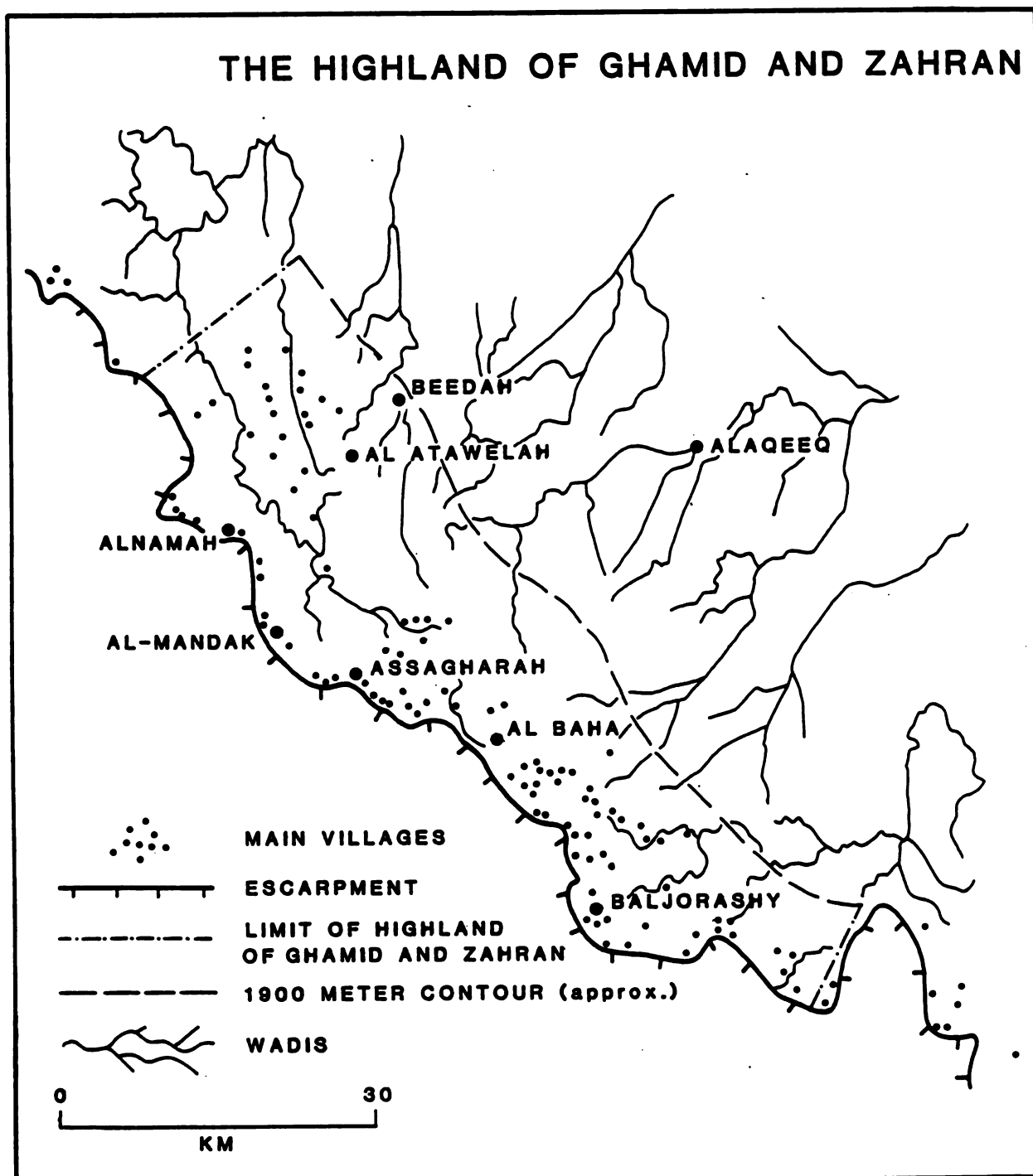
that vary by season and location. The climate of the region is dependent on the movement of the inter-tropical front and affected by the geographic features of the region (See Figure 4). In the winter the weather is cold and in the summer it is apt to be warm and humid. Rainfall, unfortunately, is concentrated mainly on the western slope of the escarpment and up in the highland areas. The annual rainfall is estimated to range between 5-20 cm., depending greatly on the particular area of the region.

Population

As the size of the region has already been discussed, it should be apparent that the population of this area will not be as large as in its neighboring regions, Asir and Jizan. The 1978 census revealed that the population of the Al-Baha region was approximately 232,560 people. In contrast, the Asir and Jizan inhabitants (Census of 1972) are numbered at 520,000 and 655,000 respectively (Nasser, 1976).

Socioeconomic Characteristics

Historically speaking, it is known that the people of Al-Baha became known as a community during the era when the Kingdom of Saudi Arabia was established. Since the establishment of the Kingdom, the southwest regions, such as Al-



Source: Mughram (1973).

Figure 4.
Map of Al-Baha Region

Baha and Asir, have lost a great deal of their tribal lineage and identity. At this particular juncture an established governmental system of law and order came into being in the area. According to Nasser (1976: 78), law and order were established in places which had previously seen only tribal feuds and war. Freedom of movement was guaranteed and fear for life and property were lessened as security was ensured. Health care, education and other government services brought a new outlook among the inhabitants. New attitudes accelerated the emergence of a more modern society with unprecedented possibilities and expectations.

We also find that due to this government involvement in the affairs of this region, the traditional agricultural system to a large extent has been transformed. With regard to the economy of the area, the climatic conditions have been one of the few major factors causing problems that affect agricultural activities. Since some parts of the region are cool and semi-dry, agricultural activities are circumscribed by the necessity of irrigation and irrigation facilities. In this matter, the government of Saudi Arabia has been extensively involved in trying to assist the farmers through the central planning organization.

As Nasser (1979: 36) has indicated,

In this region two consulting organizations,

Sogreah and Italconsult, worked on a contract with the central planning organization and gave assessments for the mid-1960s. Some 150,000 ha (about 375,000 acres) of land was devoted to irrigated agriculture in the region, and either permanently or regularly interrupted by fallow periods.

As a natural result of the intrusions of the national government, the tribal community of the Al-Baha region has lost power. Even so, the tribal structure and the feeling of belonging to a tribal group has been preserved. Local organization, as far as the Al-Baha people are concerned, is characterized by kinship. The ownership of any kind of property, whether private or public, is still determined by family rather than individual interests. The most significant aspect, however, is that the systems of extended family is very much maintained; and is still regarded as the most essential part of the society's cohesion. An important question Saudi society will have to face in the near future is: How long will this kind of cohesive feeling of belonging and the system of extended family last in such a relatively open society, undergoing rapid modernization and development?

Population and Sampling Strategy

In order to investigate the change and modernization that have taken place in this region it seemed most useful

to conduct a field survey. Such study was intended to determine the perceptions of the population regarding this change. To elicit this information appropriate questionnaires were prepared and distributed to a sample drawn from governmental workers in the area.

There are approximately 20 governmental agencies in the town of Al-Baha, capitol of Al-Baha region (See Appendix A). Out of these 20 agencies the researcher drew 10 agencies randomly for the study survey (Table 1).

Table 1. List of the Ten Agencies Selected

Agency No.	Employment by Agency	Number of Respondents
1	Education	33
2	Agricultural	20
3	Court	8
4	Police	10
5	Municipality	21
6	Health Department	8
7	District Governor	15
8	Transportation	15
9	Finance Department	10
10	Immigration	10

Each of these 10 agencies prepared and provided a list of all persons employed by the agency, yielding a total of approximately 800 government workers who were potential study subjects. To determine the number of workers from each agency to be included in the sample, the percentage of the 800 total workers that each agency employed was computed.

After determining the number of sample subjects to be drawn from each agency, random selections were made from each agency's list of employees (Blalock, 1979). This provided a total sample of about 200 subjects. Factors taken into consideration in determining the size of the sample included survey costs, time limitations and the potential respondents' levels of comprehension.

Data Collection and Analysis

Data collection was accomplished using a survey questionnaire (See Appendix B). Questions were designed to elicit characteristics of government employees in the Al-Baha region and how these workers perceived the change in their community. Since the native language of the respondents is Arabic, the questions were designed in the English language, then translated to the Arabic language. Out of the 200 questionnaires distributed, 150 were returned. The survey was carried out

During the summer of 1980. In examining the employees' attitudes toward recent community development, a frequency analysis, correlation coefficients and correlation matrix were used. The Michigan State University computer was employed for analysis of the subjects' responses.

CHAPTER III

FINDINGS AND ANALYSIS

In order to assess the impact of change and development on attitudes held by government employees in the Al-Baha region in Saudi Arabia, a survey was conducted which examined subjects' attitudes on different aspects of modern development. Discussion in this chapter is focused on (1) the socioeconomic status of government employees; (2) intercorrelation of age, income, education, and employment; (3) a correlation matrix of selected variables; (4) workers' exposure to mass media (domestic and foreign); and (5) the respondents' attitudes toward modernization and development in the region.

The Socioeconomic Status of Respondents

One hundred and fifty responses were obtained from the ten agencies surveyed (See Table 2). The number of responses per agency averaged fifteen, with three agencies providing more than the average number of respondents and five agencies providing less than the average number of respondents. The highest participation was provided by the Educational Agency, the Agricultural Agency, the Municipal Agency, the District Governors, and the Transportation Agency.

Table 2. Respondents' Employment by Agencies

Agencies	Number	Percent of Total
Education	33	22.0%
Agricultural	20	13.3%
Court	8	5.3%
Police	10	6.7%
Municipality	21	14.0%
Health Department	8	5.3%
District Governor	15	10.0%
Transportation	15	10.0%
Finance Department	10	6.7%
Immigration	10	6.7%
Total	150	100.0%

The survey results, summarized in Table 3, reveal that the majority of respondents (51.3 percent) were between the ages of 31 to 40. The next largest age group was 21 to 30. These two groups comprised roughly 85 percent of the respondents.

Roughly, ninety-three percent of the respondents reported that they were married. A high marriage rate is the general situation in Saudi Arabia as a whole and in the Al-Baha region, in particular, where people of both sexes marry early. Ninety-six percent of the respondents were born in the Al-Baha region; meaning that most of them are familiar with regional changes taking place over time. As mentioned, the people tend to marry early, so it is not surprising that about 74 percent of the sample reported a family size of 4 to 8 persons. Only 17 percent reported a family size larger than 8 persons.

The survey results summarized in Table 4 reveal that roughly 69 percent of the respondents make more than \$899 a month while 19 percent of the subjects make \$700 to \$899 a month; 11 percent make \$500 to \$699 and 2 percent of the respondents make \$300 to \$499 a month. The majority of the respondents fell within the highest category. These high salaries occur because the government of Saudi Arabia encourages people to work in the government instead of

Table 3. Age of Respondents

Age	Number	Percent of Total
18 to 20	4	2.7%
21 to 25	30	20.0%
26 to 30	21	14.0%
31 to 35	43	28.7%
36 to 40	34	22.7%
More than 40	18	12.0%
Total	150	100.0%

private businesses and enables them to more than meet the requirements of life.

Of the 150 subjects in the sample only 16 percent had been in Al-Baha less than five years, with nearly 5 percent living there five to ten years, and 79 percent of the subjects reporting more than ten years of residence in the region. Once again, this suggests that most of the respondents were familiar with change and development that has been taking place in the region. Even some of the respondents who

Table 4. Respondents' Income Levels

Level of Income	Number	Percent of Total
\$300 to \$499*	3	2.0%
\$500 to \$699	16	10.0%
\$700 to \$899	28	18.7%
More than \$899	103	68.7%
Total	150	100.0%

*One United States dollar equals 3.5 Saudi riyals.

reported that they had lived in the region for less than ten years had lived there earlier but had moved to urban areas and then returned to the region.

Table 5 shows that all respondents had at least an elementary school education. The majority of respondents (90 percent) had completed at least a middle school education while roughly 55 percent of those had at least a high school education and about 21 percent had completed college. One percent had a graduate level education. While all the

Table 5. Respondents' Level of Education

Level of Education	Number	Percent of Total
Elementary School	15	10.0%
Middle School	53	35.3%
High School	50	33.3%
College (Both under-graduate and graduate)	32	21.3%
Total	150	100.0%

respondents had at least some education, they are not representative of the area population as a whole because all respondents are working in government agencies and have to have at least an elementary school education in order to be employed. The percentage of those with graduate level college educations is very low because there is no college or higher education facility in the area. High school graduates have to go to the urban areas to undertake higher education.

Age, Income, Education and Employment

Table 6 shows that the 18-20 age group had only one

Table 6. Age of Respondents by Income

Age	Income				Total
	\$300-\$499	\$500-\$699	\$700-\$899	\$899 or More	
18-20	0.7% (1)	1.3% (2)	0.0% (0)	0.7% (1)	2.7% (4)
21-30	0.7% (1)	7.3% (11)	9.3% (14)	16.7% (25)	34.0% (51)
31-40	0.7% (1)	1.3% (2)	7.4% (11)	42.0% (63)	51.3% (77)
Over 40	0.0% (0)	0.7% (1)	2.0% (3)	9.3% (14)	12.0% (18)
Total	2.0% (3)	10.7% (16)	18.7% (28)	68.7% (103)	100.0% (150)

$$r = .39$$

χ^2 is significant at .10 level.

subject, receiving more than \$699 a month.* The 31-40 age

* Unfortunately, the 18-20 age group had only four respondents and the \$300-499 income group had only three respondents. The reader must be cautious in drawing conclusions about these two groups.

group had 76.5 percent making more than \$699 a month. Of the 31-40 group 96 percent received more than \$699 a month. It is apparent that the older employees received higher salaries than those who were younger because they have been working these agencies for a longer period of time and have more experience in government jobs than the younger people. In Saudi Arabian government posts, advancement is primarily by seniority.

Ranking those receiving the top salaries, they were most numerous in the 31-40 age group, the 21-30 age group ranked second in high salaried employees, the over 40 group received the top salaries. However, it should be remembered that our sample tends to favor well paid, upper middle class workers in general.

In Table 7 it is apparent that 100 percent of the 18-20 age group had, at least, completed elementary school. 92 percent of the 21-30 group had gone beyond that level, 89.6 percent of the 31-40 group had gone beyond that level, and 83 percent of the over 40 group had gone beyond elementary school. Numerically, the 31-40 age group had the most subjects with an elementary school education, but it is apparent that, in general, more of the younger subjects tended to be educated beyond the elementary school level.

Table 7. Respondents Ages by Level of Education

Age	Elementary	Middle	High	College or More	Total
18-20	0.0% (0)	1.3% (2)	1.3% (2)	0.0% (0)	2.7% (4)
21-30	2.7% (4)	8.7% (13)	11.3% (17)	11.3% (17)	34.0% (51)
31-40	5.3% (8)	19.3% (29)	17.3% (26)	8.0% (12)	49.9% (77)
Over 40	2.0% (3)	6.0% (9)	3.3% (5)	0.7% (1)	12.0% (18)
Total	10.0% (15)	35.3% (53)	33.3% (50)	21.3% (32)	100.0% (150)

$$r = -.23$$

χ^2 is significant at .10 level.

Subjects with a middle school education only comprise 50 percent of the 18-20 group, 25 percent of the 21-30 group, 37.6 percent of the 31-40 group and 50 percent of the over 40 group. It was expected that the 18-20 group would tend to

consist mostly of high school graduates, but this was not so and perhaps economic necessity prevented them from achieving that level of education. Of the 21-30 age group 25 percent had only a middle school education, suggesting that this group has had more opportunity to go on to high school. Of course, this age group is also old enough for some subjects to have completed a college education, unlike the 18-20 age group.

Subjects who had completed college comprised, as we would expect, none of the 18-20 age group, 33.3 percent of the 21-30 group, 15.5 percent of the 31-40 group, and 5.5 percent of the over 40 age group. However, the younger workers tended to dominate this category, with the 21-30 age group having more subjects in this category than the other groups. This is what we would expect, considering that older people had little opportunity to get a college or graduate education, and those aged 18-20 are not old enough to have completed college. Respondents in the 21-30 group have benefitted from the liberal educational support granted by the Saudi Arabian government. It is this generation which will probably become the major change agents of Saudi society. Many of them have received a foreign education or have travelled abroad. These experiences enable them to carry back

to Saudi Arabia new ideas and practices advancing the pace of social change within the country.

In Table 8 it is apparent that the Education Agency has more workers in the 21-30 and 31-40 age groups and fewer in the over 40 age bracket, while the Agricultural Agency has more workers 31 and over and fewer in the under 31 range. The Court Agency also has more workers in the 31 and over range and fewer in the under 31 ranges. The Police Agency has more under 31 workers and fewer over 31 workers. The Municipal Agency also has more workers 18-30 years old and fewer over the age of 31. The Health Agency has more workers 31-40 years old and fewer in both the under 31 and over 40 ranges. The District Governor's office has more workers in the 18-30 range and fewer in the over 40 range. The number in the 31-40 range is average. The Transportation Agency has more workers aged 21-30 and more over 40 workers and fewer in 31-40 range. The Finance Agency has more in the 31 and older ranges and fewer in the 21-30 age range. Immigration has more in the 31-40 age range and fewer in 21-30 brackets.

In the correlation between income and education (See Table 9) we see that subjects in the \$300-\$499 wage range tended to have a middle school education (66.7 percent) as did subjects in the \$500-\$699 range (50 percent). Subjects in the \$700-\$899 range tended most often to have a middle or

Table 8. Age of Respondents by Agency

Agency	Age				Total
	18-20 Yrs	21-30 Yrs	31-40 Yrs	Over 40 Yrs	
Education	0.0% (0)	10.7% (16)	10.7% (16)	0.7% (1)	22.0% (33)
Agricultural	0.0% (0)	2.0% (3)	8.7% (13)	2.7% (4)	13.3% (70)
Court	0.0% (0)	0.0% (0)	4.0% (6)	1.3% (2)	5.3% (8)
Police	0.7% (1)	3.3% (5)	2.02% (3)	1.3% (1)	5.3% (10)
Municipality	0.7% (1)	9.3% (14)	3.3% (5)	0.7% (1)	14.0% (21)
Health	0.0% (0)	0.7% (1)	4.7% (7)	0.0% (0)	5.3% (8)
District Governor	0.7% (1)	3.3% (5)	5.3% (8)	0.7% (1)	10.0% (15)
Transportation	0.0% (0)	2.7% (4)	4.0% (6)	3.3% (5)	10.0% (15)
Finance	0.0% (0)	0.7% (1)	4.7% (7)	1.3% (2)	6.7% (10)
Immigration	0.7% (1)	1.3% (2)	4.0% (6)	0.7% (4)	6.7% (10)
Total	2.7% (4)	34.0% (51)	51.3% (77)	12.0% (17)	100.0% (150)

Table 9. Income of Respondents by Education

Level of Income	Elementary	Middle	High	College	Higher	Total
\$300-499	0.0% (0)	1.3% (2)	0.0% (0)	.7% (1)	0.0% (0)	2.0% (3)
\$500-699	2.0% (3)	5.3% (8)	2.7% (4)	.7% (1)	0.0% (0)	10.7% (16)
\$700-899	2.7% (4)	6.7% (10)	6.7% (10)	2.7% (4)	0.0% (0)	18.7% (28)
Over \$899	5.3% (8)	22.0% (33)	24.0% (36)	16.0% (24)	1.3% (2)	68% (103)
Total	10.0% (15)	35.3% (53)	33.3% (50)	20.0% (30)	1.3% (2)	100.0% (150)

$r = .19$

high school level education (35.7 percent) and subjects in the over \$899 range tended to have a middle school (31.4 percent) or high school (34.3 percent) education. Looking only at those with a college education, it is apparent that 82.4 percent earn over \$899, 11.8 percent earn \$700-\$899, roughly 3 percent earn \$300-\$499. In the majority of cases, higher

education is rewarded with higher income. However, the fact that some of the college educated workers earn lower salaries reflects their relatively recent graduations and a lack of other income generating assets.

Correlation of income figures for workers in ten government agencies in Table 10 shows that the majority of the respondents (69 percent) earn more than \$899 per month and relative few people earn \$300-\$500 per month. This means that income levels are very high for government workers, not only in the Al-Baha region, but in Saudi Arabia as a whole.

In Table 11 the intercorrelation of education data for workers in ten government agencies shows that the Education Agency, has more high school and college graduates and fewer people who have graduated only from elementary and middle schools. The Agricultural Agency has more high school and elementary graduates and fewer college and middle school graduates. The Court Agency has more high school and college graduates and slightly fewer elementary and middle school graduates. In the Police Agency there are no important variation except slightly fewer college, high school and middle school graduates.

The Municipal Agency has twice as many middle school graduates as the norm, and fewer high school graduates and college graduates. The Health Agency has more high school

Table 10. Income of Respondents by Agencies

Income	Educa- tion	Agricul- ture	Court	Police	Munici- pality	Health	District Governor	Transpor- tation	Finance	Immi- gration	Total
300-499	1.3 % (2)	0.0% (0)	0.0% (0)	0.0% (1)	0.7% (0)	0.0% (9)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	2.0% (3)
500-699	1.3% (2)	1.3% (2)	0.0% (0)	0.0% (0)	5.3% (8)	0.0% (0)	0.7% (1)	0.7% (1)	0.0% (0)	1.3% (2)	10.7% (16)
700-899	2.7% (4)	3.3% (5)	0.0% (0)	0.0% (0)	4.7% (7)	0.7% (1)	2.7% (4)	1.3% (2)	2.7% (4)	0.7% (1)	18.7% (28)
More Than \$899	16.7% (25)	8.7% (13)	5.3% (8)	6.7% (10)	3.3% (5)	4.7% (7)	6.7% (10)	8.0% (12)	4.0% (6)	4.7% (7)	68.7% (103)
Total	22.0% (33)	13.3% (20)	5.3% (8)	6.7% (10)	14.0% (21)	5.3% (8)	10.0% (15)	10.0% (15)	6.76% (10)	6.76% (10)	100.0% (150)

Table 11. Education of Respondents by Agencies

Level of Educa- tion	Educa- tion	Agricul- ture	Court	Police	Munici- pality	Health	District Governor	Transpor- tation	Finance	Immi- gration	Total
Elemen- tary	1.3% (2)	2.0% (3)	0.0% (0)	1.3% (2)	1.3% (2)	1.3% (2)	0.7% (1)	1.3% (2)	0.7% (1)	0.0 (0)	10.0% (15)
Middle	3.3% (5)	4.0% (6)	1.3% (2)	2.0% (3)	10.0% (15)	1.3% (2)	4.0% (6)	3.3% (5)	2.7% (4)	3.3% (5)	35.3% (53)
High	8.7% (13)	6.0% (9)	2.0% (3)	2.0% (3)	0.7% (1)	2.7% (4)	4.0% (6)	2.0% (3)	2.0% (3)	3.3% (5)	33.3% (50)
College and Higher	8.7% (13)	1.3% (2)	2.0% (3)	1.3% (2)	2.0% (3)	0.0% (0)	1.3% (2)	3.3% (5)	1.3% (2)	0.0% (0)	21.3% (32)
Total	22.0% (33)	13.3% (26)	5.3% (8)	6.7% (10)	14.0% (21)	5.3% (8)	10.0% (15)	10.0% (15)	6.7% (10)	6.7% (10)	100.0% (150)

and also more elementary school graduates. The District Governor's office has slightly more middle and high school graduates. The Transportation Agency has more college graduates and more middle school graduates. The Finance Agency shows little variation from the norm but has a few more middle school graduates. Immigration has more middle and high school graduates and fewer college and elementary school graduates.

Analysis of Correlations of Seventeen Selected Variables

In Table 12 we can see that as age increased there was some tendency for income, education and positive attitudes about communication as a means of modernization to increase. Also, as age increased the tendency increased to travel for health purposes, as opposed to pleasure or work reasons. As age decreased, the tendency for higher education, to know a foreign language and to listen to radio increased. Roughly 40 percent of the variations between age groups are accounted for by the variables. Of course, it is obvious that other factors, like agency policy and duration of employment by the agency, can affect age variations among our sample, but these variables do show how age relates to these activities. Eight out of 16 selected variables correlated significantly with age.

Table 12. Correlation Matrix of Major Background Variables and Exposure to Modernization Experience

	Age	Income	Education	Duration of Residence	Travel	Purpose of Travel	Language	TV Viewing	Foreign TV Viewing	Radio Listening	Frequency of Foreign Radio Listening	Foreign Newspaper Reading	Telephone Ownership	Overseas Telephone Calls	Communications	Medium of Communications
Age	—	.39*	.23*	.23	-.02	.21*	.17*	.17*	.13*	.07	-.04	.02	.03	.09	-.02	-.17*
Income		—	.19*	.15*	-.16*	-.02	-.10	-.07	.06	.14*	.16*	-.06	.11*	.15*	-.05	.03
Education			—	-.03	-.29*	-.16*	.78*	-.10	.05	.18*	.31*	-.33	.13	.22	-.05	-.02
Duration of Residence				—	.01	.15	.01	.07	-.03	-.00	-.01	.10	-.06	-.03	-.01	.13*
Travel					—	u	.30*	.18*	-.05	.21*	.17*	.16*	.16*	.25*	.02	-.02
Purpose of Travel						—	.09	.10	.33*	.05*	.24*	.07	.06	.13	.10	IC
Language							—	.01	-.04	.27*	.29*	.37*	.09	.22*	.07	-.01
TV Viewing								—	.11*	-.07	-.02	.00	-.09	-.03	.14*	-.02
Foreign TV Viewing									—	.04*	.15*	.22*	.03	-.00	.12*	.06
Radio Listening										—	-.06	.07	-.05	-.04	.11*	-.01
Foreign Radio Listening											—	.25	.02	-.02	.17*	.07
Frequency of Newspaper Reading												—	.19*	.28*	.08	.07
Foreign Newspaper Reading													—	.13*	-.05	.15*
Telephone Ownership														—	.64*	.10
Overseas Telephone Calls															—	-.01
Communication																-.04
Medium of Communication																—

* Probability of .10% or less

IC = Insignificant correlation

u = Uncompatible

In this chapter the intention is to summarize the basic findings. Detail here is necessary to acquaint readers in Saudi Arabia with these findings.

As income increases age, education and duration of residence tend to increase. Traveling for pleasure, reading newspapers, owning a telephone and making overseas calls also increase. On the other hand, as income increases, foreign radio listening tends to decrease. This means that higher income employees tend to be older, more educated and long time residents of Al-Baha. Persons with higher incomes also tend to use foreign radio less and newspapers more, but age is also a probable factor in this.

There were seven significant correlations out of 16 selected variables. Income was positively correlated with education, duration of residence, and frequency of radio listening; and negatively correlated with travel, overseas calls and foreign radio listening.

As education increases income, foreign language proficiency, foreign radio listening, newspaper reading, telephone ownership and overseas calls increase. Travel for work or pleasure also tends to increase with education. As education increases, age tends to decrease. Education was negatively correlated with travel, overseas calls, purpose of travel and radio listening.

Age, income and the tendency to select more than one medium of communication increase as years of residence in Al-Baha increase. These three correlations explained nine percent of the variation in duration of residence. This means that the longer sample subjects lived in Al-Baha, the more they are older, have higher incomes and hold positive attitudes toward the contributions of several communication media to development.

Persons who had not travelled outside of Saudi Arabia tended not to know a foreign language, not to listen to foreign radio, not to read foreign newspapers and not to own telephones or make overseas calls. They also read newspapers less often, and avoided foreign T.V. Those who did not travel also have less income and education. Traveling was positively correlated with foreign language proficiency; T.V., as well as foreign T.V. viewing; newspaper reading; telephone ownership and overseas calls.

Persons who travel for health purposes are older, read newspapers less often and listen to radio less often. These interrelationships reflect the Saudi policy of providing medical care abroad if it is not available locally. These three variables account for 21 percent of the variation in the purpose of travel category.

Persons who do not speak a foreign language are older, less frequent newspaper readers, non-travelers, non-readers of foreign newspapers, and do not make overseas phone calls. They have less education as well. Foreign language speaking was positively correlated with newspaper reading, overseas calls, foreign T.V. viewing, frequency of newspaper reading and foreign newspaper reading.

The more people watched T.V., the less they travelled and listened to foreign radio. They also have stronger attitudes about communication.

Persons who listen to radio more frequently also watch more T.V. They are younger, travel more and have stronger attitudes about communication. These four variables accounted for 15 percent of the variance in radio listening. Those who listen to foreign radio also travel more. They were more apt to know foreign languages, watch more foreign T.V., read foreign newspapers, and have higher educations. Listening to foreign radio was positively correlated with foreign newspaper reading and communication impact.

Persons who read the newspapers less frequently also do not travel or know foreign languages. When they did travel, it tended to be for health or employment purposes. They do not read foreign newspapers, own a telephone or make

overseas calls. These people were apt to be less educated and to have less income. Foreign newspaper reading, telephone ownership and overseas calls show significant positive correlations with newspaper reading. Income and education are negatively correlated, but significant.

Persons who read foreign newspapers also travel, know a foreign language, read newspapers more often, make overseas calls, and hold positive attitudes about media for communications. They also are more educated. These variables accounted for 49 percent of the variance in foreign newspaper reading.

Persons who own a telephone travel, read foreign newspapers and make overseas calls. They also have high incomes and more extensive educations. Foreign newspaper reading and overseas calls are positively correlated with telephone ownership. Income and education were negatively correlated.

Persons making overseas calls travel, know a foreign language, read newspapers more often and own telephones. They also have higher incomes and more extensive educations.

Persons who held strong positive attitudes about the role of communication in modernization view foreign T.V. and listen to foreign radio. They also watch more T.V. and listen to less radio.

Persons selecting a number of media on this question

are long term residents of the Al-Baha region. They also tend to be young.

Exposure to Mass Media (Domestic and Foreign)

The spread of mass media into the region has been very recent, especially television, even though all respondents reported that they own a television set. Roughly 95 percent of the sample considered television an important medium; of those who consider it important, about 27 percent thought it was very important as a source of information.

In regard to the frequency of T.V. watching, 56 percent of the respondents reported that they watch T.V. less than two hours a day. Forty-four percent watch T.V. more than two hours with no respondents watching more than five hours a day. Ninety-eight percent or the majority of respondents watch T.V. less than three hours per day because most go to their jobs during the day and when they return home at night, often don't have much time to watch T.V.

In regard to T.V. program preference, about 63 percent of the respondents chose a single type of television programming as their favorite. Of that 63 percent 45.3 percent chose news programming, 31.6 percent chose religious programming and the remaining 23 percent preferred educational, sports

or entertainment programs. If we rank these programs we can classify their preferences as news, religion and the remaining others. Another 37 percent of the total sample prefer to watch a variety of programming and report no single type as their favorite. Roughly 17 percent of the sample reported they do not watch foreign T.V. broadcasts. Of the 83 percent who do, about 78 percent watch less than one hour per day and roughly 22 percent watch more than one hour of foreign broadcasts per day. The majority of the respondents who report they watch foreign broadcasts for one hour or less, do so because most of the programs are movies and they are not interested in such programs. Furthermore, some of these programs are in English or are from other Arab countries, such as Egypt, so that people have difficulty in understanding them because of cultural differences.

Of the sample population, exactly two-thirds listen to radio less than one hour, one-third listens to more than one hour of radio per day. The majority listen to the radio one hour or less because since television was introduced to the area, people have become more interested in watching T. V. than in listening to the radio. Before television, people listened to the radio much more than today.

Roughly 63 percent of the respondents chose one type of radio programming as their favorite. As was true for television viewing, newsbroadcasts were the most popular

single programs (54 percent), with religious programming ranking next at about 28 percent. Roughly 19 percent of those with a single preference chose education, entertainment or sports programming as their favorites. About 37 percent of the total sample cited no particular type of programming as their favorite.

Out of 149 respondents, about 70 percent reported listening to foreign radio broadcasts, 29 percent did not listen to foreign radio and one case was missing this data. In regard to newspaper reading, about 98.7 percent of the sample reported reading newspapers and 1.3 percent said that they do not. Of the respondents who read newspapers, 48 percent reported reading them several days per week; 47.3 percent reported daily newspaper reading and only 7 percent reported reading them once a week. It seems that the majority read the newspapers frequently, but the problem is that these newspapers are printed in the urban areas, so sometimes people have difficulty getting their newspapers on the day they are printed. Of 148 newspaper readers, 41.2 percent reported favoring a specific section of the newspaper. Of those sample respondents, 41 percent favored the religious articles and 41 percent favored reading articles that were educational in nature. Political articles at 9.8 percent and science articles at 8.2 percent were those least often

preferred. About 58 percent of those reading newspapers had no single subject preference and reported that they liked to read all of the articles mentioned. Roughly, 40 percent of those who read newspapers, also reported reading foreign newspapers.

Eighty-three percent of the sample respondents who read magazines, reported reading mainly domestic magazines. Seventeen percent reported some exposure to foreign magazines as well as domestic (the three missing cases do not read magazines).

In regard to the types of books the people read, 55.3 percent of the sample preferred to read general fiction with 24 percent reporting a preference for general non-fiction reading. Of those who cited a specific preference, 21.7 percent preferred the non-fiction area, political literature was favored by 58.1 percent, with historical literature preferred by 25.8 percent, professional literature preferred by 12.9 percent and the least popular was religious literature at 3.2 percent (one case).

In regard to telephone ownership, 42.7 percent of the sample reported owning a telephone; 57.3 percent had no telephone. Those who reported that they do not have telephones do not live in Al-Baha itself, but live in the villages outside and come to Al-Baha for their jobs. The tele-

phone service has not yet reached their villages.

A large majority of 98 percent reported that they consider the telephone important to their daily lives. This means that even the 55 percent of the respondents who reported that they do not own a telephone, consider it important in their daily lives.

Thirty-two percent of the sample report making long-distance calls while 68 percent of the respondents do not make long-distance calls. The respondents reported that some of these long-distance calls are outside of Saudi Arabia.

The Respondents' Attitudes toward Modernization and Development in the Region

In order to determine people's attitudes toward the change and modernization taking place in the region, several questions were asked in the survey. In regard to communications, about 98.6 percent of the respondents felt that the media had helped modernize the region. 1.4 percent of the respondents said they did not know and no one disagreed with the statement (Table 13).

The survey results summarized in Table 14 reveal that all respondents think that communication has helped in all areas of development that communication has helped.

Table 13. Respondents' Attitudes on the Positive Effects of Communication on Modernization.

Categories	Number	% of Total
Strongly agree	74	49.3%
Agree	74	49.3%
Don't know	2	1.4%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	150	100.0%

Table 14. Respondents' Attitudes on the Ways Communication Has Helped the Development of the Area

Areas in which Communication Has Helped	Percent of Total
Education	.7% (n=1)
Economy (and Agriculture)	99.3% (n=149)
Total	100.0% (n=150)

In regard to road construction, all respondents agree that the road system is better than it was ten years ago. They also agree that the existence of paved roads has made their places of work more accessible. As a result of this, all respondents report that they use their private cars to get to work in spite of the other choices that exist in the area such as taxis and buses. Roughly 98 percent of the respondents agree that roads have helped the agricultural and commercial development of the area, 1.3 percent did not know and there was only .7 percent disagreement (Table 15).

Table 15. Respondents' Attitudes Concerning Roads Helping the Agricultural and Commercial Development in the Region

Categories	Number	% of Total
Strongly agree	114	76.0%
Agree	33	22.0%
Don't know	2	1.3%
Disagree	1	.7%
Strongly disagree	0	0.0%
Total	150	100.0%

Table 16 shows which medium of communication has had the greatest impact on modernization in the region according to the subjects of this study. About 35 percent of the respondents said road construction has had the most impact on development in the area and 64.7 percent report that all the factors mentioned were important in modernizing the region.

Table 16. Respondents' Attitudes on the Types of Communication with the Greatest Impact on Development

Type of Communication	Number	% of Total
Transportation (Roads, etc.)	53	35.3%
Mass Media (T.V., Telephone, Newspapers, etc.)	97	64.7%
Total	150	100.0%

CHAPTER IV

SUMMARY AND CONCLUSIONS

Saudi Arabia is a country undergoing rapid change and development as a result of the growth of its natural resources export. Based on this, different sectors have been developed and thus various regions have been transformed. Al-Baha region is one of those regions that has experienced this change and development.

The objective of the present study was to examine the people's attitudes toward the change and the development that have been taking place as a result of the impact of communication technology. Field work has been conducted to collect the data. Various quantitative methods were employed to analyze the data.

Summary of the Findings

This study was focused, basically, on three major aspects: (1) communication; (2) transportation; and (3) education. The following are the major findings of this study:

Findings Regarding the Socioeconomic
Status of the Government Workers

Ninety-six percent of the one hundred and fifty respondents were born in Al-Baha region. The majority of the respondents were between the ages of 31 to 40. Roughly ninety-three percent of the respondents reported that they were married. The majority of respondents reported a family size of 4 to 8 persons. All respondents were employees of government agencies. The majority of respondents make more than \$899 per month. Seventy-nine percent of the subjects report more than 10 years of residence in the Al-Baha region. Roughly, 59 percent reported travel outside of Saudi Arabia. Ranking the reasons for travel outside of Saudi Arabia, the most frequently cited reason was to obtain health care. All respondents had at least an elementary school education and the majority of respondents had completed at least middle school.

Findings Regarding Mass Media
Exposure

Roughly, 95 percent of the sample considered television an important medium and of those who considered it important as a source of information. In regard to newspaper reading, about 98 percent of the sample reported reading

newspapers. About 43 percent of the sample reported owning a telephone. An important 98 percent reported that they consider the telephone important to their daily lives, even the people who reported that they do not own a telephone. It seems that these findings would support the hypothesis that communications media (e.g., radio and television, newspapers, and telephones) have influenced change and modernization in the region.

Findings Regarding Respondents' Attitudes toward Modernization and Development in the Region

About 98 percent of the respondents felt that the media had helped modernize the region. The survey results showed that all respondents think that communication has helped in all areas of development. In regard to road construction, all respondents agreed that the road system is better than it was ten years ago. They also agreed that the existence of paved roads has made their places of work more accessible. Roughly, 98 percent of the respondents agreed that roads have helped the agricultural and commercial development of the area.

From the above findings it is apparent that out of the six hypotheses postulated, three are supported by our findings.

The hypothesis regarding the government workers age groups did not differentiate between the young and the older people regarding their attitudes toward modernization and development of the region.

The hypothesis regarding the level of income was partially supported. Income plays an important role in bringing about an improved standard of living for most of the population in the region.

There were no significant differences in regard to the level of education because government workers have similar levels of education. It can, therefore, be said that the findings give considerable support to the hypotheses that government workers have positive attitudes about modernization and development in the region.

The hypothesis regarding the mass media impact including radio, television, newspapers and telephones was supported.

The findings did support the hypothesis regarding road construction and how it has been influential in changing the region and increasing the mobility of the population.

Recommendations

Since the main objective of this study was to examine

the people's attitudes toward the change and these were generally found to be positive, the researcher would recommend that the government put more emphasis on improving facilities. In doing that, the following suggestions are made to achieve optimum benefit for the area and it's people:

1. Build more highways. The existence of these highways would provide greater access to heavy duty transport and the service would be quicker and more profitable, not only for the people in the area, but also for the nation as a whole.

2. There is a need for higher education because there is no college in the area. Thus, one of the few outlets for high school graduates is to move out of the area to where the colleges are available. Having a college available would limit this out-migration of young intelligent people from the area.

3. Al-Baha region, as far as this researcher is concerned, is one of the most beautiful in terms of it's scenery. Therefore, for the place to be able to maintain such natural beauty, the researcher suggests that the government make this area a part of a tourist resort. This would provide, not only jobs for the local inhabitants, but create

some capital to improve the area further.

4. It is recommended, also, that the government begin to provide some sort of rural development program in the area. This is because improvement of the infrastructure in the area has tripled migration into the city. For the government to limit this problem it should start decentralizing the city. In other words, creating some jobs in the outer areas in order to limit this continual process of urban migration.

Recommendations for Further Research

The researcher recommends further, more detailed, survey research with regard to attitude change among the Al-Baha people. It seems apparent that the more such research studies are carried out the better, because they not only provide a clearer understanding about what is taking place in the minds of the Al-Baha people, but also give those people the encouragement and incentive to strive for more change.

The researcher also believes that the more studies, whether sociological or not, the better, for these studies provide understanding. The study materials become means

for the inhabitants to understand what is going on in their own environment and help them become ready to copy with further change.

Carrying out these studies is also one way of providing the literature which, in turn, will stimulate other researchers to replicate studies and create additional research. As one writer has argued, the problem with conducting meaningful research in the Third World nations is that the data so essential to useful studies is lacking. One way of overcoming this lack of data is by encouraging additional research.

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APPENDIX A

LIST OF THE TWENTY GOVERNMENT AGENCIES IN AL-BAHA REGION

- | | |
|----------------------------|---------------------------------------|
| 1. Education Department | 11. Court |
| 2. Municipality | 12. Police |
| 3. Transportation | 13. Finance Department |
| 4. Immigration | 14. Agricultural Bank |
| 5. Health Department | 15. Post Department |
| 6. Endowment Department | 16. Telephone Department |
| 7. Religious Affairs | 17. Internal Security Department |
| 8. District Governor | 18. Civil Defense |
| 9. Agricultural Department | 19. Traffic Department |
| 10. Social Security | 20. Education Department
(females) |

APPENDIX B

QUESTIONNAIRE

1. Type of agency _____
2. Place of birth _____
3. What age group of the following do you fall under?
 - 1) 18-20
 - 2) 21-25
 - 3) 26-30
 - 4) 31-35
 - 5) 36-40
 - 6) 40-50
 - 7) 50 and above
4. What is your marital status?
 - 1) single
 - 2) married
5. What is the size of your family? _____
6. What is your occupation? _____
7. What is your monthly income? _____
 - 1) Less than \$300
 - 2) \$300-\$500
 - 3) \$500-\$699
 - 4) \$700-\$899
 - 5) More than \$1,000
8. How long have you been in this region?
 - 1) Less than one year
 - 2) 2 to 5 years
 - 3) 5 to 10 years
 - 4) More than 10 years

9. Have you been outside of Saudi Arabia?

- 1) Yes 2) No

If yes, please answer these questions:

10. In what countries?

- 1) Arabian countries
2) Non-Arabian countries
3) Arabian and non-Arabian countries

11. What was the purpose for travel?

- 1) Work
2) Pleasure
3) Education
4) Seeking health
5) Other

12. What is your level of education?

- 1) Elementary school
2) Middle school
3) High school
4) College
5) Graduate or higher

13. What languages do you know besides your native language?

- 1) English
2) French
3) German
4) None

14. Do you own a television set?

- 1) Yes 2) No

15. How long do you watch T.V. every day?

- 1) Less than 2 hours
- 2) 2-3 hours
- 3) 3-5 hours

16. What types of programs do you like to watch?

- 1) Religious
- 2) Sports
- 3) Education
- 4) Entertainment
- 5) News
- 6) All of the above

17. How much do you watch foreign broadcasts?

- 1) Less than one hour
- 2) More than one hour
- 3) Do not watch

18. Do you agree or disagree with the following statement?
(T.V. is an important medium of information)

- 1) Strongly agree
- 2) Agree
- 3) I do not know
- 4) Disagree
- 5) Strongly disagree

19. How often do you listen to the radio per day?

- 1) Less than one hour
- 2) More than one hour
- 3) Do not listen

20. Which radio programs do you usually listen to?

- 1) Religious
- 2) Sports
- 3) Education
- 4) Entertainment
- 5) News
- 6) All of the above

21. Do you listen to foreign radio broadcasts?

- 1) Yes
- 2) No

22. Do you read any newspapers?

- 1) Yes
- 2) No

23. How often do you read a newspaper?

- 1) Every day
- 2) Several days in a week
- 3) Once a week
- 4) None

24. Which part (section) of the newspaper do you usually read?

- 1) Religious
- 2) Science
- 3) Political
- 4) Education
- 5) Domestic
- 6) All of the above

25. Do you read any foreign newspapers?

- 1) Yes
- 2) No

26. How much do you read foreign newspapers each day?

- 1) Less than one hour
- 2) One hour
- 3) More than one hour

27. What types of magazines do you like to read?

- 1) Domestic
- 2) Foreign
- 3) Sports
- 4) General
- 5) None

28. What types of books do you usually read?

- 1) Domestic
- 2) Foreign

29. What kind of book do you most frequently read?

- 1) Fiction
- 2) Nonfiction
- 3) Historical
- 4) Professional
- 5) Political
- 6) Religious

30. Do you have a telephone?

- 1) Yes
- 2) No

31. Do you think that the telephone is important in your daily life?

- 1) Yes
- 2) No

32. Do you call long distance?

- 1) Yes
- 2) No

33. Do you call overseas?

- 1) Yes
- 2) No

34. What is the purpose for that calling?

- 1) Work
- 2) Family and friends
- 3) Other

35. What type of transportation do you use to get to your place of work:

- 1) Walk
- 2) Private car
- 3) Taxi
- 4) Bus
- 5) Other

36. Do you think that the paved roads have made your place of work more accessible?
- 1) Yes 2) No
37. How would you evaluate the road systems of a decade ago?
- 1) Better than today's road system
2) Similar to the present system
3) Worse than today

Please indicate your opinion of the following statements:

38. Communication has helped the modernization of the area I live in.
- 1) Strongly agree
2) Agree
3) I do not know
4) Disagree
5 Strongly disagree
39. Roads help agricultural and commercial development.
- 1) Strongly agree
2) Agree
3) I do not know
4) Disagree
5) Strongly disagree
40. In which of the following ways has communication, in general, helped the development of the region?
- 1) Educationally
2) Economically
3) Agriculturally
4) All of the above areas
5) Others

41. Which medium of communication has had the greatest impact on the modernization of your region?

- 1) Roads
- 2) T.V.
- 3) Telephone
- 4) Newspaper
- 5) All of the above
- 6) Other

أخي المواطن،

السلام عليكم ورحمة الله وبركاته،

ان هذا الاستفتاء الذى بين يديك المقصود به قياس مدى تأثير وسائل الاتصال على سكان منطقة الباحة (غامد وزهران) سواء كان ذلك التأثير ايجابيا أو سلبيا والهدف من وراء ذلك تقديم خدمة لسكان هذه المنطقة حسب ما تسمح به الامكانيات المحدودة والجهود المبذولة.

وأیضا وضع عدسة التشخيص على هذا الجزء من بلادنا ونقل صورة صادقة تحمّل فى ثناياها المحاولة الجادة والرأى السديد لكشف الدور الجبار لهذه المنطقة فى مسيرة خطط التنمية الخماسية التى تعيشها بلادنا.

ولا شك أن تعاونك الكريم معنا فى الاجابة على اسئلة الاستفتاء باعطاء المعلومات الصحيحة والاجابة الموضوعية سيكون له أثر كبير فى أن تخرج النتائج التى نرجو أن تكون معبرة عن الواقع ومؤشر لنا نسير على ضوئه فى خطوات البحث كما نرجو أن تتكرم مشكورا باعطاء المعلومات الاضافية فى آخر أسئلة الاستفتاء تحسّنت "ملاحظات أخرى" لكى تعبر برأيك البناء فيما تراه جديرا بالاهتمام والملاحظة، وذلك لم يرد ضمن أسئلة الاستفتاء.

نقدم لك الشكر سلفا على تعاونك الكريم كما أنه ليس شرطاً أن تذكر اسمك صريحا عند الاجابة على هذه الاسئلة ويكفى أن تذكر المعلومات الشخصية الاخرى ..

مع خالص الامتنان والتقدير،،،

على عبد الله صقر الغامدى

الاستفتاء

=====

- (١) ما هي الوزارة التي تعمل بها..... ادارة.....
- (٢) مكان الميلاد
- (٣) كم عمرك حسب التصنيف التالي..... ؟

- ٢ (١) ١٨ - ٢٠
ب (٢) ٢١ - ٢٥
ج (٣) ٢٦ - ٣٠
د (٤) ٣١ - ٣٥
هـ (٥) ٣٦ - ٤٠
و (٦) ٤١ - ٥٠
ز (٧) ٥٠ سنة فأكثر

- (٤) حالتك الاجتماعية :

- (أ) أعزب (ب) متزوج

- (٥) كم عدد أفراد عائلتك ؟

- (٦) ما هي مهنتك؟

- (٧) كم دخلك الشهري حسب التصنيف التالي:-

- أ (١) أقل من ١٠٠٠ ريال
ب (٢) من ١٠٠٠ الى ١٥٠٠ ريال
ج (٣) من ١٥٠٠ الى ٢٠٠٠ ريال
د (٤) من ٢١٠٠ الى ٢٦٠٠ ريال
هـ (٥) أكثر من ٣٠٠٠ ريال

- (٨) كم مدة اقامتك في هذه المنطقة :

- (أ) اقل من سنة واحدة
(ب) من سنتين الى خمس سنوات
(ج) من خمس سنوات الى عشر سنوات
(د) أكثر من عشر سنوات

- ٩ هل سبق وأن سافرت خارج المملكة؟
 (أ) نعم (ب) لا اذا كانت الاجابة بنعم فـلا أجب على
 السؤالين التاليين:-
- ١٠ أى من الاقطار زرت ...
 (أ) دول عربية
 (ب) دول غير عربية
 (ج) دول عربية وغير عربية
- ١١ ما الغرض من سفرك؟ (أ) العمل (ب) النزهة (ج) التعليم (د) العلاج
 (هـ) أغراض أخرى؟؟
- ١٢ ما هو مستواك التعليمي؟
 (أ) ابتدائي (ب) متوسط (ج) ثانوى (د) جامعى (هـ) تعليم عالى
- ١٣ ما هى اللغات التى تجيدها الى جانب اللغة العربية؟
 (أ) انجليزى (ب) فرنسى (ج) المانى (د) لا شىء
- ١٤ هل يوجد لديك تلفزيون؟
 (أ) نعم (ب) لا
- ١٥ كم المدة الزمنية التى تقضيها لمشاهدة التلفزيون يوميا...؟
 (أ) أقل من ساعتين (ب) من ساعتين الى ثلاث ساعات
 (ج) من أربع ساعات الى خمس
- ١٦ ما هي أنواع البرامج التى تحب مشاهدتها...؟
 (أ) الدينية (ب) الرياضية (ج) الثقافية (د) الترفيهية (هـ) الاخبارية
 (و) كل البرامج.
- ١٧ كم المدة الزمنية التى تقضيها لمشاهدة البرامج الاجنبية؟
 (أ) اقل من ساعة واحدة (ب) اكثر من ساعة واحدة (ج) لا أشاهدها
- ١٨ فضلا أختار احد الاجابات التالية على هذه الجملة:
 (التلفزيون وسيلة هامة لكسب المعلومات)
 (أ) أوافق بشدة (ب) اوافق (ج) لا أعرف (د) لا أوافق (هـ) لا أوافق بشدة

- (٢٩) أى نوع من الكتب تحب أن تقرأ باستمرار ؟
 (أ) القصصية (ب) الغير قصصية (ج) التاريخية (د) المتخصصة
 (هـ) السياسية (و) الدينية .
- (٣٠) هل لديك هاتف (تليفون) :
 (أ) نعم (ب) لا
- (٣١) هل تعتقد أن الهاتف(التليفون) مهم جدا فى حياتك اليومية ؟
 (أ) نعم (ب) لا
- (٣٢) هل تستخدم الهاتف(التليفون) للاتصال خارج منطقة الباحة ؟
 (أ) نعم (ب) لا
- (٣٣) هل تستخدم الهاتف(تليفون) للاتصال خارج المملكة العربية السعودية ؟
 (أ) نعم (ب) لا
- (٣٤) ما هو الغرض من الاتصال ؟
 (أ) العمل (ب) الاطمئنان على الاهل والاصدقاء (ج) اهداف أخرى
- (٣٥) ما هى وسيلة النقل التى تستخدمها للوصول الى مقر عملك ؟
 (أ) المشى (ب) السيارة الخاصة (ج) سيارة الاجرة (هـ) الحافلة
 (و) وسائل اخرى .
- (٣٦) هل تعتقد أن الطرق المعبدة يسرت الوصول الى مقر عملك ؟
 (أ) نعم (ب) لا
- (٣٧) ما هو تقييمك لنظام الطرق قبل عشر سنوات فى منطقة الباحة ؟
 (أ) نظام الطرق فى الماضى أفضل من اليوم
 (ب) نظام الطرق فى الماضى شبه باليوم
 (ج) نظام الطرق فى الماضى أسوأ من اليوم
- (٣٨) فضلا . . . اختر احد الاجابات التالية على هاتين الجملتين فى سؤال (٣٨، ٣٩) :
 - لقد ساعدت وسائل الاتصال على تحديث المنطقة التى اعيش فيها حضاريا :
 (أ) اوافق بشدة (ب) اوافق (ج) لا أعرف (د) لا اوافق (هـ) لا اوافق بشدة

(٣٩) ساعدت الطرق المعبدة فى النهضة الزراعية والتجارية :

- (أ) أوفق بشدة (ب) أوفق (ج) لا أعرف (د) لا أوافق —————
(هـ) لا أوافق بشدة .

(٤٠) أى من التالى ساعدت وسائل الاتصال على تطوره فى منطقة الباحة ؟

- (أ) الناحية التعليمية (ب) الناحية الاقتصادية (ج) الناحية الزراعية
(د) كل النواحي (هـ) نواحي اخرى

(٤١) أى وسيلة من وسائل الاتصال التالية ذات أثر ضخم فى تحديث المنطقة حضارياً ؟

- (أ) الطرق المعبدة (ب) التلفزيون (ج) التلفزيون (د) الصحف
(هـ) كل الوسائل (و) وسائل اخرى .