CULTURAL DISCONTINUITIES AND THE TRANSFER OF MANAGEMENT PHILOSOPHIES AND PRACTICES

(With particular reference to Great Britain, and the Arab countries of the Arabian Gulf and Saudi Arabia.)

A thesis submitted for the degree of Master of Philosophy

by

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ABSTRACT

The study was designed to examine the factors which affect the transferability of Western (contemporary British) philosophies and practices to the Arab culture of Bahrain, Kuwait, Qatar, Saudi Arabia and the United Arab Emirates.

The general case of transferability was studied, but it was biased towards its application to management.

The thesis opened with a short history of the area under consideration and highlighted the role of the West in the emergence of these modern Arab states. Arab way of life was discussed at some length to illustrate the existence of cultural discontinuities.

Data for the research was obtained by distributing a questionnaire to Arab students from the countries concerned who were studying in British Universities and Polytechnics in the Spring of 1984. The students were adjudged to be fresh from their own culture and to be meeting the British educational system and way of life head on.

The data was subjected to an extensive, but simple form of statistical analysis which searched for associations and factors relevant to transferability. Factor Analysis was used for the educational and cultural sections.

Four main conclusions were drawn. (1) A simple framework, which emerged from the views of students on

taught courses, can be used to classify the transferability of subjects, however it relies on judgement to quantify cultural discontinuities. (2) Seventy five percent of respondents experienced some degree of culture shock in Britain. (3) Students generally regarded Western education favourably, but felt that contact with the West would alter Arab society and hence they should take care about what aspects of Western life and culture to accept. (4) National factors as well as cultural factors affect transferability.

Finally, future research could fruitfully be concentrated on examining the effectiveness or otherwise of ongoing cross national training programmes.

ACKNOWLEDGMENT.

I should like to acknowledge all the encouragement and advice given to me by my Supervisor, John Hutton of Henley - The Management College.

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Appendices:

(i) Questionnaire.

(ii) Distribution of Questionnaire.

CHAPTER 1.

INTRODUCTION TO THE PROBLEMS OF TRANSFERRING WESTERN MANAGEMENT CONCEPTS AND PRACTICES TO THE GULF ARAB STATES AND SAUDI ARABIA.

This research project relates specifically to the Arab countries of the Gulf and Saudi Arabia[1] and it was motivated by a series of observations made by the writer over the period 1954-84 which suggested that some of the concepts of the Western way of life, education and management were not appropriate to certain management situations in Arab organizations. In fact, in some instances they were distinctly alien to the culture.

In the late '70s, Parsina and Flores, whose research projects are referred to in the Literature Review, independently examined the transferability of management philosophy and practices to developing countries (from the U.S.A. to Iran and the Phillipines respectively). Both researchers concentrated on comparing and contrasting companies and company practices in the USA with daughter companies in their own countries, as well as those which were entirely indigenous. Parsina came to the conclusion that management philosophy is culture bound.

This study is designed to investigate a different sector of the transferability problem and to examine some of the related cultural issues raised by the Arabs

themselves.

With an eye on the next generation of managers, it concentrates on assessing the views and attitudes to management, of full-time undergraduates and postgraduates, who were registered with the Universities and Polytechnics of Great Britain during the 1983/84 session. A confidential questionnaire was distributed which was designed to test the transferability and cultural issues defined in the hypotheses at the end of the chapter.

An assumption which underlies the project is that many of the students and postgraduates will ultimately become managers in their own countries. It is significant to note that, at this early stage of career development, 47% of those who responded to the questionnaire already envisaged that their studies would eventually lead to a managerial/administrative position in their own country.

In common with the Western countries, managers, administrators and supervisors in the Arab countries have diverse academic and educational backgrounds and for this reason the study was not limited to students of management.

The countries from which these students and postgraduates have come, have had a long association with Western Europe (more than a century and a half), and more recently with the United States of America.

The West has made many contributions to the development of the region, and its input to Arab society has been of a multiple nature. However, whether the Arabs believe that all they have acquired from the West is beneficial or not is discussed in later chapters.

From a more limited viewpoint, there are sets of events and cultural mores which have affected the acceptance or otherwise of Western concepts as they relate to the management of Arab organizations. In this chapter some of the more important events and cultural mores are examined to provide a background against which to read the remainder of the thesis.

EARLY BRITISH INFLUENCE

The Arrival of the British and the "Exclusive Treaties"

Activity by the East India Company in the Gulf is recorded as early as 1618,[2] and it may also be noted that in 1776 following the temporary loss of Basrah by the Ottoman Empire to the Iranians the company moved its base at the head of the Gulf to the Sheikdom of Kuwait.

By the mid-17th century the British had ousted their Dutch, French and Portuguese rivals to become the Gulf's leading maritime trader, though for several prior centuries European ships operating from Indian ports had visited the Gulf.

From the early 19th century Britain's relationship with

the Gulf countries was largely governed by a series of treaties, the first of which was concluded in 1820 between Britain and the Sheiks of the Trucial Coast. In 1819, after a period of confrontation between the East India Company and the Sheiks on the issue of piracy and slavery, a British/Indian expedition razed Ras al-Khaimah to the ground. The General Treaty of Peace which followed prohibited piracy, the killing of captives and carrying slaves by sea. Britain, for its part, became the keeper of the peace.

The powers of the East India Company were terminated after the Indian Mutiny (1857/58) and from that time India came under the direct rule of the British Government. Nevertheless, it was the Indian administration which provided the political officers which represented Britain in the Gulf. (It was not until the independence of India in 1947 that the political agencies were controlled directly from London).

British interests in the area were both commercial and strategic in that the Gulf occupied one of the main routes from Europe to Britain's eastern empire. Between 1820 and 1892 Britain made further agreements with both the Trucial States and Bahrain whereby she continued to strengthen her position in the Gulf.

In 1892 both the Trucial States and Bahrain entered into comprehensive agreements with Britain which in effect led to Britain establishing a hegemony over the

area.

Kuwait entered into a secret protection agreement with Britain just before the end of the 19th century. Its ruler recognized that his country could only maintain its independence from either the Wahabites, or the Ottoman Empire with the assistance of Britain.

Qatar was the last country to sign an agreement and did so after the defeat of the Turks in 1916. It is reported that the Ruler of Qatar made earlier requests for British protection, but the British, at that time aware of Turkish claims to the area, did not respond.

Agreements of the type signed by the Trucial States and Bahrain in 1892, and later by Kuwait and Qatar became referred to as the "Exclusive Agreements" because they largely excluded foreign powers from the Gulf with the exception of Britain.

By 1916 all of the Arab states bordering the southern and eastern shores of the Gulf, with the exception of Saudi Arabia, had some form of protection agreement with Britain.

The Central and Eastern areas of what is today known as Saudi Arabia were under the influence of the Wahabites and the Western area was under Turkish suzerainity. Saudi Arabia was not unified until the reign of King Saud in the early part of this century.

The first country to opt out of its protection arrangement with Britain was Kuwait, which became fully independent in 1961. The arrangement had served Kuwait as late as June 1961 when British forces were called in to help discourage an Iraqi claim to its territory.

In 1968 Britain announced her intention of withdrawing all of her remaining armed forces from the area, and when this happened in 1971 the remaining Arab protectorates became independent. Bahrain and Qatar decided to stand on their own, whereas the countries of the Trucial Coast decided to band together to form the United Arab Emirates.

An Arab view of the "Exclusive Treaties" provides a useful summary of the duties and obligations of the parties concerned, and gives an insight into and the reason for some of the events and situations that were to follow.

"It may be submitted that by concluding the Exclusive Agreements of 1880, 1892, 1899, and 1916, the Gulf countries willingly or unwillingly surrendered to the British Government the following rights of sovereignty:

1) the establishment of diplomatic or consular relations with foreign powers other than Britain,

2) the conclusion of treaties and agreements with foreign States other than Britain, without her consent,

3) the cession or disposal of their territories by means of sale, lease, mortgage or by other means, without the agreement of Britain,

4) the grant of mineral or oil concessions to foreign governments or to the subjects of such governments, without the consent of Britain. (H.E Dr.H.M.Al-Baharna).[3]

As a quid pro quo, the British Government undertook the following obligations towards the Gulf Rulers:

1) to protect them against foreign aggression,

2) to safeguard their individual independence,

3) to look after their international political and economic interests,

4) to extend her protection to their nationals abroad, and

5) to conduct, on their behalf, their external relations.

These obligations stemmed from treaties as well as from State practice. It may be stated that with few exceptions the Sheikdoms and Britain appeared to have conformed to these mutual obligations."[4]

The "Exclusive Treaties" had some important consequences for the future development of the Gulf States with whom Britain had agreements, and for others

in the area who were indirectly affected by Pax Britannica. The presence of a peacekeeping force, the system of British political agencies and the exercise of extra-territorial jurisdiction by Britain in the Gulf States were to a large extent responsible for freezing the development of modern means of government by the Arab states. Britain never colonized the Gulf States and largely left their culture, law and internal government untouched. Though Pax Britannica may have been responsible for largely shielding the region from the attentions of other powers and the ravages of two world wars, it also isolated the States from the international scene. Some of the provinces of what is now Saudi Arabia were the scene of limited action in the First World War.

With Britain's withdrawal from the Gulf in 1971 the states had to handle their own external affairs, arrange for their own defence and develop the institutions of government needed to cope with the modern world. Not the least lacking was a framework of law for dealing with foreigners and the world at large. Most states turned to the more advanced Islamic countries for law which could be easily grafted onto their own tribal laws. Much modern law emanates from Egypt.

Early Commerce.

The role played by commerce in introducing Britain and the Arabs to each other was considerable and some examples of early commercial fraternization will

demonstrate this point.

Two companies which are now both members of the Inchcape Group have operated in the Gulf continuously since the middle of the 19th century. They are the British Indian Steamship Company and Gray Mackenzie Co. Ltd. Both companies were closely associated with the early development of the region.

The BI line, founder Sir William Mackinnon, started a regular mail service from India to Basrah in about 1862 with the help of a subsidy from the Government of Bombay. A BI handbook of 1866[5] lists a fortnightly service between Bombay and the Gulf for mail cargo and passengers.

The ships called at Muscat, Bunder Abbas, Bushire and Basrah, with additional stops at Lingah and Bahrain. (S.Jones 1984).[6]

In parallel with the development of the shipping route, two almost identical partnerships were set up in Basrah and Bushire respectively to operate as mercantile traders and shipping agents. There was a Mackinnon connection so it is not surprising that the partnerships became the agents for the BI line in the Gulf. The partnership also provided similar services for the Ellerman and Bucknall lines, which operated direct services between Europe and the Gulf.

The partnerships were later fused to form Gray Mackenzie & Co Ltd., and during the period 1862-1914, had branches in Bahrain, Basrah, Mohommerah, Bushire, Lingah, and Bandar Abbas. By about 1963, it also had branches in Kuwait, Mina al-Ahmadi, Mina Abdulla, Mina Saud, Ras Tanura, Dammam, Abu Dhabi, Dubai, Sharjah, Kharg, Bandar Shahpour, Bandar Mashur, Fao, Tehran, and Baghdad. In other words branches in every port of importance and some inland branches too.

Gray Mackenzie had expanded its activities in the last quarter of the 19th century to become merchants, ship owners, engineers, ship repairers, insurance agents, lighterage contractors, etc. The company was well placed to expand and diversify further, and to take advantage of the expansion of trade in the Gulf which took place after the Second World War when the international oil companies started to develop the Arab oil reserves.

Many shipping lines and agents operate in the Gulf today, but their British counterparts did much to mould the modern scene.

The strategic importance of the Gulf as a route to India from Britain was mentioned earlier. It was also important as a link in the overland telegraph system. At the time of the Indian Mutiny in 1857/58 the British Government was severely handicapped in its handling of the crisis by the lack of a swift means of communication between London and India. Earlier, the British Government

had recognized the need for a means of communication which did not rely on ships, and, in 1856 it had actually started negotiations with Turkey to build a telegraph line across Turkey and Turkish Arabia (Iraq) to extend the European system to the Gulf. However, the Turks decided to build it themselves. With the aid of British engineers it was completed it in 1861. A part submarine and part land line was constructed by the Indian Government from Karachi to Baghdad via Gwadur, Mussendam, Bushire and Fao. The first telegraphic service to India s opened in 1865. By 1870 there were three land lines and a submarine line to the U.K. All followed different routes. The three land lines all passed through Bushire and thus the Gulf became an important staging post in international communications.

The first World War saw a disruption of the European land line service and the introduction of a radio link to Bahrain and thence via submarine cable to Bushire. The era of radio communication had arrived and heralded a proliferation of radio and cable links to the Gulf countries in the years which followed. Bahrain is still today an important centre for world radio communication. British companies played the major part in the development of radio, telegraphic and telephone services in the Gulf, and many of those companies now form a part of Cable and Wireless Company Ltd.[7]

Spinneys Ltd, in business for 60 years as industrial

caterers, retailers, wholesalers of food, cold storage, hotel management and later, in-flight catering, are well known in Gulf with offices in Abu Dhabi, Dubai, Ras al-Khaimah, Sharjah, Doha, Dammam, Jeddah, Riyadh, Kuwait and Bahrain, as well as other parts of the world.[8]

The Eastern Bank (now a part of the Standard Chartered Bank) is an example of a bank which provided some of the early banking services. It opened an office in Baghdad in 1912 and Basrah in 1915. Both were nationalized in 1964. A branch was opened in Bahrain in 1920, Sharjah in 1958 and Abu Dhabi in 1961. There are, of course, other banks which have long associations with the Gulf and Saudi Arabia.

The companies mentioned above are but examples of the long term British commercial influence. There were also many other British companies and today both they and newcomers are well represented among the international companies doing business in the Gulf and Saudi Arabia.

For more than 150 years Britain influenced the lives of the Gulf Arabs through treaties, trade, the presence of a peacekeeping force and a system of political agencies (by means of which she discharged her duties as the protecting power). Through her powerful presence she also influenced others in the area.

RISE OF THE OIL INDUSTRY

Since the early 1930s the development of the Gulf area countries has been inextricably bound up with the discovery of oil and the subsequent development of the industry.

The first oil concessions were granted to American, Anglo-American and American-British-Dutch-French groups which represented consortiums of the Western oil companies. Although some drilling and production took place before the Second World War, large scale development of production, refining and exporting capacity did not take place until after 1946 when the oil companies arrived in force to exploit low cost production.

The companies introduced a modern industry and a modern infrastructure to go with it; both were based on Western technology. Members of the expatriate staff, supplied by the foreign companies, were highly competent and their technical and managerial skills lay behind the development of the oil resources which are today at the root of Arab prosperity.

Initially, the companies were in a very strong position vis a vis their host governments. At one time they had the power to unilaterally alter the posted price of the crude oil on which the income of the host governments was calculated. Twice the companies reduced the posted price

of the oil, first in 1959 and again in 1960.

The oil producing countries reacted to the second price cut by forming the Organization of Petroleum Exporting Countries (O.P.E.C.) to negotiate with the international oil companies and counteract their power.

It is interesting to note what O.P.E.C. has to say about its own formation and the following quote comes from the organization's information booklet published in 1980:

> "The first move towards the establishment of OPEC took place in 1949 when Venezuela approached Iran, Iraq, Kuwait and Saudi Arabia and suggested that they should exchange views and explore avenues for regular and closer communications between them. The need for closer cooperation became more apparent when in 1959 the posted price for Venezuelan crude was reduced by $0.05 and $0.25 per barrel and that of the Middle East by $0,18 per barrel. As a result the First Arab Petroleum Congress, held in Cairo, adopted a resolution calling on oil companies to consult with governments of producing countries before unilaterally taking decisions on oil prices, and set up the general agreement on the establishment of an 'Oil Consultation Commission'. In August,1960 the oil companies further reduced Middle East posted prices for crude between $0.10 and $0.14 per barrel. The following month, the

Government of Iraq invited delegations at the highest level from Iran, Kuwait, Saudi Arabia, and Venezuela to meet in Baghdad, in connection with the reduction in prices of crudes produced by their respective countries. As a result on Sept.10-14,1960 a conference was held in Baghdad attended by representatives of the Governments of Iran, Iraq, Kuwait, Saudi Arabia and Venezuela. It was this conference which established OPEC as a permanent inter-governmental organization."

Thus was born the organization which has had such a profound effect on Arab and world affairs ever since.

OPEC soon discovered the advantages of a coordinated approach and in conjunction with actions taken by individual members, the relationship between the companies and the host countries rapidly changed.

"...in the short space of ten years (1960-1970) the relative power of companies and governments was almost completely reversed. From being little more than receivers of revenues with token representation in the affairs of their concessionaires and having only the power that the companies' need for stable relations conferred on them, the governments of the oil producing countries steadily improved their bargaining power. By the end of the 1960s they were in a position to deal with the companies on terms of equality - indeed in most cases with the effective

authority of a sovereign power". (E.Penrose, p.120).[9]

The 1960s and 1970s saw the rise of the Arab national oil companies and their appearance in the international trading markets. It was also the period which saw the oil producing countries progressively obtain the ownership of the oil producing companies in their midst.

Today, ownership and control of the Gulf oil and natural gas industry is effectively in the hands of the Arab governments.

THE GENERATION OF WEALTH

Ownership and control of the oil resources, and the means to produce them, has placed the Arabs in a strong bargaining position for setting the price of oil. This position is reinforced by the dependence of Western countries upon them for supplying a substantial proportion of their demands.

In the period 1970 to 1980 oil prices increased by a factor of nineteen and reached a peak of 32$/bbl (Arabian Light Crude). Today, (1983), prices have fallen to about 29$/bbl, reflecting the world economic recession and the reduced demand for oil - nevertheless, Arab income is still very large.

The remarkable rate at which both annual production and oil revenues grew between 1970 and 1980 can be seen by

looking at the tables shown below. The exception is Kuwait which restricted its production for conservation reasons, though its income was still boosted by the oil price increases which occurred during the period.

It is the oil and gas resources and the wealth that they have generated that have made the Arabs of the Gulf both a powerful political and an economic force in the world scene.

	Annual Oil Production[a] [mn.metric tons]		Government Oil Revenues[b] [mn.$ equivalent]	
	1970	1980	1970	1980
Kuwait	152.1	85.1	1,596	18,331
Saudi Arabia	191.0	506.9	2,349	102,416
Bahrain	small	small		
Qatar	17.7	23.0	225	5,377
UAE	37.7	86 3	484	19,377

Source: a - BP Stats. 1980 b - OPEC Annual Stats.Bul.

Comparison of Production by Areas
(mn. Metric tons)

	1970	1980
North America	609.0	563.9
Latin America	272.7	296.6
Western Hemisphere	881.7	860.5
Western Europe	22.8	126.0
Middle East	691.7	927.0
Africa	299.9	296.0
S.E.Asia	50.0	105.1
Eastern Hemisphere	1480.8	2213.5
World (excl.USSR,E.Europe, and China)	1963.7	2346.5
WORLD	2362.5	3074.0
[Area under study	398.5	701.3]

Source: BP Statistics 1980

DEVELOPMENT, EXPANSION, AND DIVERSIFICATION.

Internal and external pressures were created by the accumulation of wealth and the question of how it should be used. At home the governments had to satisfy the desires of their nationals who expected to benefit from the oil revenues.

In response, the Arab governments have implemented a succession of national development plans designed to modernize their countries and diversify their business and industrial activities. Many of the development projects make use of foreign companies and technology to achieve their objectives. A substantial number of these companies are of Western origin.

SOME WESTERN CONTRIBUTIONS TO ARAB EDUCATION

It is largely since the British entered the scene in the 17th century that Western knowledge has made its contribution to the political and economic development of the Arab countries, though it should be mentioned that the flow of knowledge has not always been in a West-East direction. In the hey-day of the Arab Empire and for many centuries afterwards the flow of knowledge from the Middle East was primarily outwards.

Amongst other things, the British by their presence, introduced their language and today English is one of the most widely understood Western languages in the Gulf, and this predominance has been reinforced by the more recent

commercial relationship which has developed between the Gulf countries and the U.S.A.

Though the main tasks of the Western oil companies were to produce, refine and export oil, they also recognized a need to train and develop Arab staff. Expatriate organizations recognized that eventually the Arabs would take over and run the operations themselves. A substantial number of Arab nationals who worked for the old Western controlled oil producing companies attended courses organized and run by Western training officers, and selected members of staff were sent to academic or technical centres abroad for higher education.

Many organizations that formerly belonged to the Western oil companies are now found as component parts of the nationalized oil industries and many of these organizations still have an education and training function which is Western orientated.

The national development programmes have spawned new industries and businesses, but many of the new ventures have utilized new technologies and business methods with which the Arabs are not familiar. For the education and training needed to run and manage these new enterprises the Arabs have turned, in general, to the West.

Since the end of the Second World War the Arabs have spent substantial sums of money on developing a modern education system, and so the number of well educated

administrators and technicians has steadily increased. This in turn has led to demands by governments for an increased role in the ownership, management and operation of the foreign businesses and industries set up in their midst. It is an avowed objective of the Arabs to reduce the number of expatriates working in their countries and to reduce their dependence on them. Where knowledge which is not available at home is the key to an objective then they are forced to look elsewhere for it.

The substantial Western involvement in the development of the Arab countries has been instrumental in orientating these countries towards the West, which coupled with the availability of Western academic and technical institutions is probably another reason why many Arabs seeking further education go to one of the Western countries for it.

Farid A.Muna in his book "The Arab Executive" states that:

> "Executives who were educated overseas attended universities in the United States and Europe (usually Britain or France). In the present study (i.e., Muna's), 50% of the executives interviewed received their university degrees in the West, 35% received their degrees from universities in the Arab world, and 15% attended high school but did not obtain a university degree. The combination of education (whether at home or abroad) and the

exposure to the West (through business or personal travel) has typically resulted in a bilingual Arab executive. All the executives in this study, for instance, spoke at least one foreign language, usually English or French." (Farid A. Muna, p.10).[10]

In his study Muna was referring to Egypt, Jordan, Kuwait, Lebanon, Saudi Arabia and the UAE. However, if only Kuwait, Saudi Arabia and the UAE are considered, the percentages do not change substantially though the number of executives interviewed drops from 52 to 25. By extracting the three Gulf countries from the group the French influence is largely eliminated.

Muna's figures, though based on a relatively small sample, can be taken as an indication that a large number of Arab students and executives actually receive the whole or part of their education in the West. There is a prima facie case to support this.

TRANSFERABILITY OF MANAGEMENT PHILOSOPHIES AND PRACTICES ACROSS CULTURAL BOUNDARIES

Western educational institutions seem to have no difficulty in teaching the Arabs the scientific and engineering technology which they require, but doubts exist about the effectiveness of transfering some of the Western management attitudes and values, and philosophies and practices across the cultural boundary.

Quantitative ideas and concepts are associated with

modes of deductive thinking and action; they are scientific in nature and predictive, and they can be deduced from active experimentation and/or abstract concepts. Science and similar quantitative subjects can usually be transfered from one culture to another because cultural differences rarely matter.

Qualitative ideas and concepts are associated with modes of inductive thinking, and are historical and/or institutional-scanning in nature and can be induced from concrete experience and reflective observation. When it comes to transferring management philosophies and practices, which are of a qualitative nature, cultural differences can act as strong filters.

There are two sides to management, the scientific or quantitative side which can be applied directly so as to improve efficiency and promote economic growth, and the more qualitative side which often seeks to define and promote social development. It is in this less precise qualitative area that management becomes an art which is sensitive to cultural circumstances.

It is the view of the author that it is the qualitative or 'inductive' side of management which is most likely to create problems in the transfer of management concepts from one culture to another.

Higher management can be regarded as an integrative skill which uses both inductive and deductive skills.

Deductive Quantitative skills can usually be transfered, but it may be more difficult or even impossible to transfer inductive more qualitative skills.

What is regarded as a 'principle' of management in one society may therefore have less application in another. If the following quotation is taken at face value, there was a time after World War II when many believed that management principles were universally applicable.

> "...what is known as management theory in most of the world consists basically of the American interpretation of the teachings of the classical school of Fayol and Taylor, with some gleanings from the works of the better known behaviourists and operations management theorists. It is also generally accepted that the "principles" of management used by the Americans with so much success are universally applicable, that they are transferable, with some minor "fine tuning" from country to country and from one organizational type to another. Consequently most management training and education is done all over the world , often by rote, from American textbooks." (Mendoza,D.A. p.61).[11]

In his paper, from which the above quotation was taken, Mendoza immediately went on to cast doubt upon the belief of 'universal applicability' by pointing to the success of the Japanese in rebuilding their war-shattered

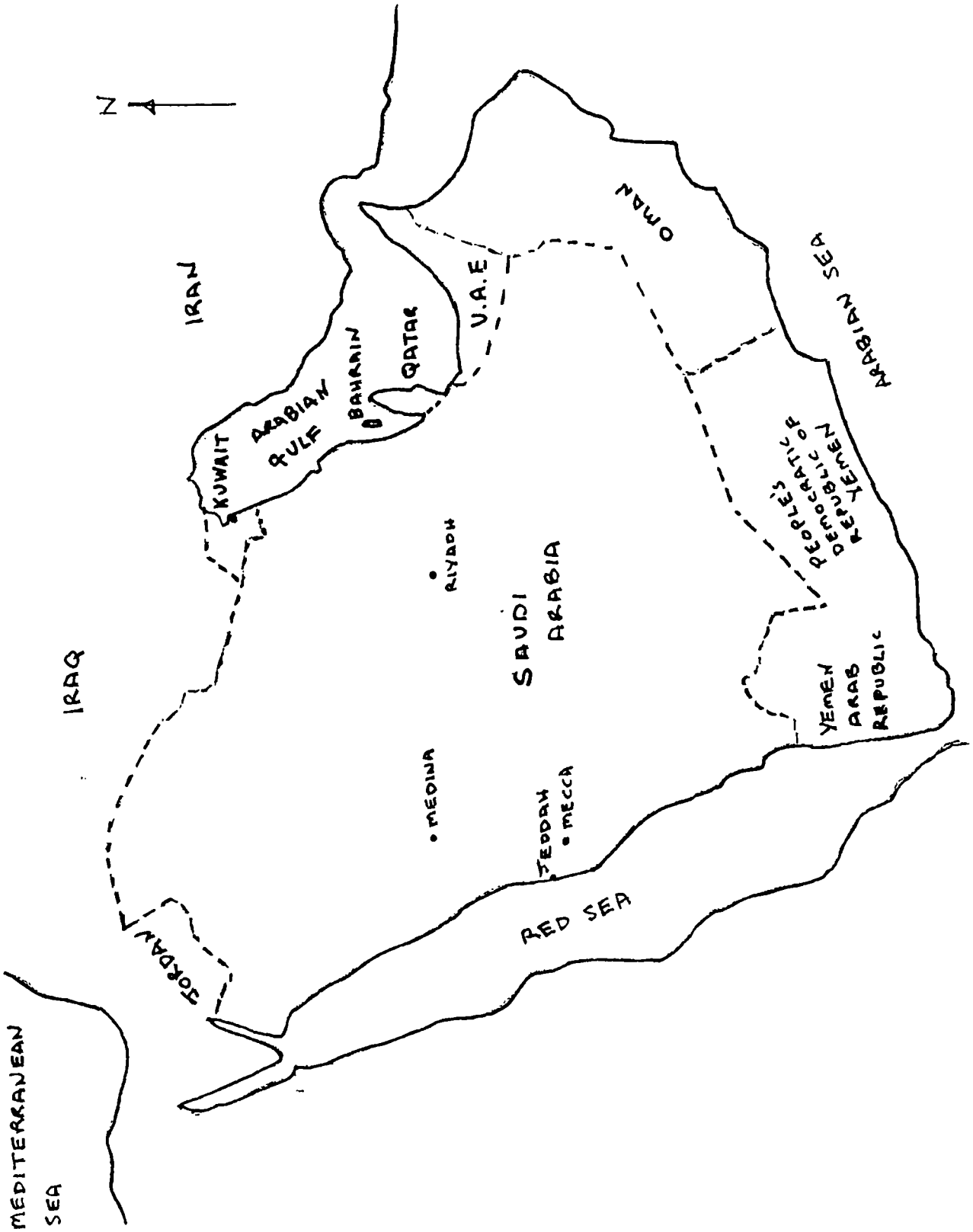
industries and economy in the wake of World War II.

The Japanese management system is radically different from that of the U.S. What are inviolable 'principles' in one system may have no meaning in the other or may be repugnant to the culture. For example, the Americans are generally thought of as supporting the principle of delegation of responsibility from the top downwards, whereas the Japanese often use a consultative decision making process from the bottom upwards which their culture will more readily accept.[12]

The Japanese have shown that there can be an alternative form of management which is as effective as the American's.

The conclusion that can be drawn from the foregoing illustration is that the management 'principles' and practices of one culture do not necessarily suit another. This same thought applies to the transferability of management 'principles' and practices from the West to the Arabs. To investigate this further the next few sections of this introduction will look briefly at the background of the Arabs, their culture, their cultural variants and some of the differences between their culture and that of the West.

MAP OF REGION UNDER STUDY



THE ARABS WITH PARTICULAR REFERENCE TO THOSE OF THE GULF AND SAUDI ARABIA

A global definition of the term Arab is:

> "...that which regards the Arabic speaking peoples as a nation or group of sister nations in the European sense, united by a common territory, language and culture and a common aspiration to political independence." (Bernard Lewis, p.17).[13]

This definition, while suitable for general use, is nevertheless only one of many definitions each of which is designed to specify some conceptual boundary. For the purpose of this study, the definition will hold good provided that it is qualified to mean the Arabs domiciled on the western and southern side of the Gulf, and in Saudi Arabia. Saudi Arabia is mentioned separately because geographically it covers a very large area and thus the possibility of wider cultural variations has to be considered.

It is worth noting that the territorial boundaries which apply to the modified definition include all of the important hydrocarbon producing areas on the western side of the Gulf, both on-shore and offshore.

Excluding Saudi Arabia, the Arab oil producing countries of the Gulf are comparatively small pockets of land adjacent to the sea and Bahrain is a small island. In contrast, Saudi Arabia extends from the Gulf in the

east to the Red Sea in the west, and from the Jordanian-Iraqi border in the north to Oman and Yemen in the south. It is a large country of some 874,000 sq.miles (compared with the U.K's 94,500 sq.mls or the 262,000 sq.mls of Texas).

Arabia as a whole is commonly defined as the peninsula of land lying to the south of a line drawn from the head of the Gulf of Aqaba to the head of the Arabian Gulf. It is a land of dry winds and cloudless skies, which give rise to extremes of temperature and arid conditions. Only a few of the higher areas to the south and extreme west receive any appreciable amounts of rain.

Structurally, the Arabian peninsula consists of a platform of old crystalline rocks which were originally joined to Africa. Rifting created the Red Sea and the Gulf of Aden which now separate the land masses. The whole platform was tilted to the east thereby creating a raised western margin along the Red Sea and a gentle slope to the east where the platform dips below great thicknesses of the newer sediments of the Gulf basin. It is these newer sedimentary rocks which contain the massive hydrocarbon deposits of the Middle East. In the extreme east are to be found the Oman mountains which are a continuation of the Zagros mountain folds which lie on the Eastern side of the Gulf. The two are intersected by the Strait of Hormuz which links the landlocked Gulf with the earth's ocean system.

Arabia is a land of steppes and deserts with an engraved pattern of large dry river beds, called 'wadis', which follow the tilt of the land. The wadis are a relic of river systems of an earlier and wetter geological era. Today, water is in short supply, but fresh water bearing strata in the east do help to supply some of the centres of population. Desalination plants are now a common feature of the Arabian coastline.

The peninsula is thinly populated with widely separated centres of population. Until quite recently the great distances involved and large natural barriers restricted travel by land routes. The northern and central parts of Arabia were effectively boxed in by the An Nafud and Syrian deserts in the north, the Ar Rub al Khali desert (The Empty Quarter) in the south and the numerous stringers which join them.

Some of the more important cities of Saudi Arabia are 600 miles or more from the Gulf and over such distances opportunities exist for substantial cultural variations. Fortunately, as far as this study is concerned, attention is focussed on the Eastern Province where the great oil and gas fields are located. It is this area which generates the vast income upon which the large scale development of the country is based.

THE ORIGIN AND SPREAD OF ARAB CULTURE

Whereas it has been shown that Western influence in the

Gulf is related to the past 150 years of history, Arab culture has been evolving continuously over a much longer period of time. Much modern Arab culture stems from the Arabian peninsula which has been described :

> "As the probable cradle of the Semitic family the Arabian peninsula nursed those peoples who later migrated into the Fertile Crescent and subsequently became the Babylonians, the Assyrians, the Phoenicians and the Hebrews of history". (Phillip K. Hitti, p.3).[14]

The successive waves of migration are attributed to periods of overpopulation in Arabia.

> "The Arabs of history would thus be the undifferentiated residue after the great invasions of ancient history had taken place". (Bernard Lewis, p.23).

Beginning in the 7th century it was the turn of the Arabs to migrate in force under the banner of Islam.

Islam is the newest of the three great monotheistic religions after Judaism and Christianity, and it was established by the Prophet Mohammed. The rise of Islam centred on the cities of Medina and Mecca, both of which are situated in the province of Al Hijaz located on the north-east side of the Red Sea. Just prior to the rise of Islam a dominant feature of the Hijaz society was Bedouin tribalism. The group, not the individual, was (and still

is) the social unit of Bedouin society.

Islam, under the guidance of the Prophet Mohammed, embraced this group concept, and it is the blend of Bedouin tribalism and the religious beliefs of Islam that are at the root of many of the Arab cultural variants found today in the Middle East and North Africa.

The Prophet died in 632 A.D and there followed a period of Arab unification, while at the same time, the first wave of Arab invaders swept north into foreign territories which now include the modern states of Iraq, Syria and Egypt. That the Arabs were able to invade and occupy lands of the Byzantine and Persian empires was due, in part, to the weakened state of these rivals who from 602 to 628 A.D had just fought another round of wars. It was also partly due to the attitude of the native population of some of the provinces of the empires who, disenchanted with their rulers, preferred to accept Arab rule. Successive waves of Arabic speaking people swept through Iran into Central Asia and across North Africa to the Atlantic and Spain.

Under the rule of the Umayyad and Abbasid caliphates the Arab empire reached its zenith during the three centuries after the Prophet's death. The empire then went into a slow decline and is generally regarded to have ended with the fall of the Abbasid capital of Baghdad in 1258 when the city was captured by the Mongols under Huleku Khan. Even so the Arabs had imprinted their

language, religion and much of their culture on the countries which they had conquered.

The Ottoman Empire acquired most of the old Arab Empire and perpetuated its Islamic traditions and it was not until the 19th century that the West had any significant impact on the countries of the Gulf.

THE CULTURE OF THE ARABS OF THE GULF COUNTRIES AND SAUDI ARABIA

There are many definitions the term 'culture' each of which may be useful in a given context. Perhaps one of the simplest is John Murray's:

> "Culture taken in its widest ethnological sense is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society." (John Murry, p.166).[15]

In referring to the Arabic speaking countries as a whole, Lewis states:

> "All (the territories) but Arabia itself were won for Arabism and Islam by the great conquests and all have inherited the same great legacy of language, religion and civilization. But the language has many local differences, and so too have religion, culture and social tradition. Long separation and vast distances helped the Arabs, in fusion with

different native cultures, to produce vigorous local variants of the common tradition, sometimes, as in Egypt, with an age-old sense of local national identity." (Bernard Lewis, p.19).

Two important points arise out of the above quotation. The first is that Arabia was not won for Arabism and Islam, it was the starting point for the conquests. The other point is that the culture is not homogeneous, there are variants. The Arabs of Arabia have their own variant (and sub-variants) of the culture, but there is evidence to show that their culture is closer to the original than any of the others.

"Among all the groups who, as a result of the Islamic expansion, came to call themselves Arab, the desert Bedouins were the one group that continued to possess a unity and uniformity of cultural patterns; they were the 'purest' of all Arabs. This is due to the fact that their peninsula, being uninviting to alien colonists and difficult to conquer and rule, offered little to foreign invaders and thus remained thoroughly Semitic in language and culture. Equally important is the fact that (the) peninsula constituted a cultural fountain that replenished the Arabized provinces in the Middle East. The unfailing source of Arab blood, language, and customs overflowing the lands bordering on the desert

> counteracted the effect of the alien invaders and conquerors of the Middle East. Consequently, such Bedouin ideals as hospitality, generosity, chivalry, bravery, and defiance became prevalent throughout the Middle East and North Africa...."
>
> (A.J.Almaney).[16]

At this point another definition is useful:

> "A culture is a set of patterns, of and for behaviour, prevalent among a group of human beings at a specified time period and which, from the point of view of the research at hand and of the scale on which it is being carried out, presents, in relation to other such sets, observable and sharp discontinuities." (C.Levi Strauss).[17]

The term 'set' is used in a quasi-mathematical sense. It is some of the 'discontinuities' between Western and Arab cultures that appear to give rise to problems when trying to transfer certain 'principles' and practices of management from one cultural scene to the other.

DISCONTINUITIES BETWEEN THE ARAB AND WESTERN CULTURES

Strauss's definition is precise, but in practical application a judgement still has to be made about what is and what is not a sharp discontinuity. The discontinuities described below are fairly easy to observe and have been selected to demonstrate that there

is a cultural divide or distance which can often affect the transferability of management philosophies and practices.

1. Islam.

"Islam" can be interpreted as meaning submission to the will of God. The Muslims believe that God conveyed his final messages for mankind to the Prophet Mohammed in the Arabic language through the Angel Gabriel. They also believe that the word of God is recorded in The Koran and that only they have the true faith.

> "Mohammed, who disclaimed power to perform miracles, firmly believed that he was the messenger of God sent forth to confirm previous scriptures. God had revealed His will to the Jews and Christians through chosen Apostles, but they disobeyed God's commandments and divided themselves into schismatic sects." (N.A.Dawood, in introduction to translation of Koran).[18]

Islam was built on Judaism and Christianity.

The Shariah is the sacred law of Islam and is largely based on the Koran. It covers virtually every aspect of an Arab's life - religious, private, public ,political, social, and economic.

Three sources contribute to the Shariah, the sunnah or the sayings of the Prophet, the ijma which is a concensus of opinion of experienced jurists on subjects not covered by the Koran or Shariah, and the qiyas based on human reasoning to deal with situations which have arisen since the Koran was written.

" Despite the great body of tradition and law, however, the practice of Islam is essentially personal - a direct relationship between individuals and God. To practice their faith the Muslims must accept five primary obligations which Islam imposes. Called the Five Pillars of Islam, they are: the profession of faith (shahadah), devotional worship or prayer (salah), the religious tax (zakah), fasting (sawm) and the pilgrimage to Mecca (hajj)." (Aramco, p.51).[19]

The Koran is the cornerstone of Arab life and its teachings embody the Bedouin concept of society. The Arabs firmly believe in the sanctity of family and tribal relationships, the cloistered role for women, strict business and moral codes and the evils of usury. However, the Islamic code is not static and provided the ulama (the wise men) agree, it can be changed. Saudi Arabia for example has introduced legislation on commerce, labour, workmen and social insurance which should meet with worldwide approval, nevertheless, a feel for the different set of values which exists in that country can be gained from the following extract of an article which was published in 'The Times' of 30th June, 1982:

"... many features of traditional Islamic law are

still enforced today in Saudi Arabia. The interpretation of the law is often puritanical and the enforcement of it can be very strict. The sale and public consumption of alcohol are forbidden (though that of tobacco no longer). Women are not allowed to drive cars, or to travel unaccompanied by a male relative or to do any work that involves dealing with men to whom they are not related. Commerce and labour must stop during the five daily hours of prayer. No church or temple of any other religion than Islam is permitted on Saudi soil. The charging of interest on loans is illegal, though in practice banks apply 'service charges' which have much the same effect (and the government, of course, receives interest on its substantial holdings in foreign banks). Theives are still punished by amputation of the hand, drinkers and a wide range of other offenders by flogging...." (The Times).[20]

Moral law is enforced by religious police (the Mutawas) under the supervision of Public Morality Committees. Insurance is another item which is officially illegal and though frowned upon by many has found its way into Arab life. Motor car insurance is not compulsory and this reflects the Arab's view that God is in control of his destiny - 'in shallah'!

The previous quotation was selected to show that there is a difference between Arab culture and Western culture

based on religious beliefs. Many Arab countries are more liberal in their interpretation and application of the Islamic codes. Most Arabs firmly believe in their way of life and some strongly disapprove of the ways of the West.

2. The Use of Time.

A major difference between the Arab world and that which applies in much of the West is their understanding and appreciation of the meaning and value of time, though this difference is diminishing rapidly as Arab businesses modernize their practices.

Punctuality does not come naturally to many Arabs and time is often, to Western eyes, sacrificed to the demands of courtesy. Until recent times the Arabs of the desert had need for neither watch nor clock as the approximate prayer times were accurate enough for regulating their daily lives.

3. Tribal Management.

Tribal ways and attitudes still exist and many Arabs are probably more at home with their style of democracy and management than with that of the West.

The management structure of a tribe can be likened to a very flat triangle with the head of the tribe at the apex. Such a structure leaves little or no space for 'middle management' between the leader and his people.

In contrast, a Western management structure resembles a triangle of considerable height capable of containing a hierarchical organization. These styles represent a considerable contrast, though the Western style of management is making substantial inroads into the traditional Arab system.

It is the newly created wealth which has created the desire for the benefits to be obtained from industry based on Western management ideas and technology, however, there is also a force which tries to impose traditional Arab management styles on new acquisitions.

4. Language.

The Arabic language is difficult for Westerners to learn and because it belongs to another culture, a word for word translation does not necessarily convey the same meaning when it crosses the cultural boundary. A questionnaire (to be used in some further academic work) ran into difficulty when an attempt was made to translate into Arabic the various levels of management specified in the English version.

> "Second to religion in understanding the Arab people is a knowledge of the language." (Quentin W. Fleming, p.33).[21]

The Westerner is confronted with a language in which normally only the long vowels are written. Words are based on consonants which form roots, and a word changes

its meaning as the sounds around the consonants are changed. For example, the word for 'book' is KiTaB while the word for 'office' is maKTaB - the common root for these words of related meaning is KTB. Another feature of the language is that it is written from right to left in a style similar to shorthand. The script is phonetic and except for the long vowels is a string of consonants usually without the inflections which can be used to indicate the short vowels. The spoken language contains a number of 'throaty' sounds which most Westerners find difficult to cope with, but the script can be, and is, used in other languages such as Farsi.

> "Arabic is a flowing, poetic language. Gestures, shouting, touching, and emotions are an indispensible part of the communication process. It often seems, and perhaps it is true, that two or more Arabs can communicate nicely with everyone talking at the same time." (Quentin W. Fleming, p.33)

To an Arab his language is a thing of beauty, an art rather than a cold functional tool for communication. This bias towards the qualitative has produced a usage where art form can be more important than precision and this feature in itself makes accurate translation difficult. The Koran is said to lose feeling in translation.

There are many other areas of culture where differences

can be highlighted, such as the place of women in society, forms of courtesy, codes of honour and sense of pride, to identify but a few. Most Arab customs relate back to Islam and the Bedouin concept of society.

CONFLICTS OF OPINION.

There is a conflict of opinion in Arab circles about the desirability or otherwise of Western influences and education including management education. (In fairness, there is debate in Western circles about the value and relevance of its management education programmes for its own purposes).

An article in the International Management journal, (Arbose and Bickerstaffe[22]) presented the views of a number of prominent Arabs and at least five major areas of debate can be identified. The following questions arise:

(i) To what extent is contemporary Western management theory and practice suited to the Arab culture and economic environment?

(ii) Is the content and /or context of Western management education suitable for the needs of Arabs?

(iii) For some individuals, is the possibility of 'cultural shock' interfering with learning a significant factor in deciding whether they should undertake education in the West or not?

(iv) Will the exposure of large numbers of students and managers to a Western education bring about changes in Arab culture?

(v) Should the Western Universities and Colleges make

an effort to adapt their courses to the needs of the Arabs?

These questions are by no means all that could be asked and some give rise to others, for example - is Western management homogeneous? If some parts can be transferred, but not others, at what point does a Western education become unsuitable?

On the subject of the content or context of a course - courses vary and each has its own degree of suitability. Whether a course can or should be adapted to the needs of the Arabs must, amongst other things, depend upon what sort of course it is, its length, its content and where it is given. Certain courses may not be suitable for modification at all.

What is culture shock?[23] Hofstede commented "Forced exposure to an alien cultural environment can put people under heavy stress. The phenomenon of 'acculturative stress' is known from anthropology (Barry and Annis, 1974). Members of traditional cultures subject to sudden modernization and migrant workers and their families are likely to show an increase in mental disturbances. In the case of people working and living abroad we speak rather of 'culture shock'." Can it be avoided by selection or pre-orientation? Does it really influence learning by an Arab student in a Western college?

The research project is not confined to management

colleges because managers come from many academic and other persuasions. It is also believed that the roots of the transferability of management attitudes and ideas lie much deeper in the general transferability of attitudes and ideas, and the cultural and other influences which either promote or inhibit them. This work, where possible, searches for the underlying causes.

REVIEW AND SUMMARY

Chapter 1 sets the scene for the research as a whole, and gives an outline of some of the more important sets of events and cultural mores which may have an influence on the transferability of management philosophies from the West to the Gulf and Saudi Arabia.

The first part of the chapter highlights the early influence of the British in the Gulf in terms of peacekeeping activities and commerce. Also it includes a summary of the terms of the Exclusive Treaties as viewed by an Arab. One of the most important consequences of the treaties is that the Gulf states were never British colonies so when Britain gave up its role as protector of the Gulf States, they still had their own original forms of rule, law and custom on which to build modern Arab states and take control of their external affairs. The physical presence of an armed British force in the Gulf for 150 years also exerted an influence on other countries in the region -such as Saudi Arabia.

The arrival of the major oil companies after the Second World War to develop and produce the massive oil and gas reserves of the region heralded the begining of a series of events which lead to independence for the British protectorates, and for all, the generation of wealth and development of the region.

Some Western contributions to modern Arab education

include the legacy of the English language as a modern language of technology and commerce, the training programmes of the Western oil companies and their successors, the imput of newer western linked businesses and the availability of Western educational institutions for Arabs.

Ideas concerning the problems of transferring management philosophies and practices across cultural boundaries are suggested with particular reference to the differing transferability of quantitative and qualitative subjects.

The people of the Gulf and Saudi Arabia live for the most part in a harsh arid region in which they have largely retained their ancient culture and Bedouin traditions. It is the centre from which Arab civilization, Arabic and the beliefs of Islam radiated to form what in its widest context is now referred to as the Arab World.

Cultural discontinuities often denote cultural boundaries which in certain instances may constitute cultural barriers. It is these discontinuities which have lead to a debate among the Arabs about the advantages and disadvantages of sending their students to Western educational institutions. It is from this debate that the Hypotheses are derived.

HYPOTHESES

The Introduction given in the previous chapter sets the scene for the research project, and the five questions left unanswered at the end of the narrative were used as a starting point to develop the hypotheses. However, the simple transposition of the questions into hypotheses would ignore a number of important underlying issues, namely, that all societies and cultures are in a state of continuous transformation and change, and that different societies go through these processes in substantially different ways and at different rates. Societies and cultures constantly change and evolve in their own way.

In the last 40 to 50 years the West has made great technological and cultural strides, and the ramifications associated with the resultant demand for hydrocarbons from the Middle East have forced Arab culture to arouse itself from a long period of stability and repose, and to reassess itself in the light of the modern world.

Western culture is one of rapid change and it is pressured by the development of its philosophies, political and social institutions, and technological skills. Western sub-cultures, though all moving in the same general direction individually show differences of form and timing, for example, in the pioneering days of North America the moderating effect of tradition was not as strongly felt as it was in Europe. Since the Second World War Europe has become the scene of regional

change. The protagonists of past centuries have bonded themselves into the European Communities with far reaching economic, social and cultural consequences for them all.

For a long period the Arabs of Arabia enjoyed a religious and philosophical stability, an enduring tribal system of government, and an absence of scientific and technological change. For at least 1000 years the Arab culture was under no compelling pressure to change. However, the impact of the developments and events of the 20th century have changed all this and have brought the Arabs face to face with other cultures and in particular with the dynamic culture of the West. They unexpectedly found themselves on the world scene and of having to come to terms with the technology and methods of other cultures.

As outlined in the previous chapter the Arabs have sent many of their young to the West to learn something of the West's methods and technology, and whether their peers like it or not the young have become the judges of what in Western culture appeals to them and what does not, thus, when they return home they become agents of change. In many instances their views of the West will be influenced by the sub-culture of the Western country in which they studied.

The object of the research is to prove or disprove either in whole, or in part, each of the hypotheses

listed below. It is against a background of the evolution of two different societies that the hypotheses pertaining to this research project are written.

HYPOTHESIS 1

Western management theory and practice is more culture bound than is sometimes realized. In practice some parts of it are not applicable to Arab culture though other parts are.

HYPOTHESIS 2

Western management education reflects the nature of contemporary western culture, be it American, British, French, Dutch or other. Only parts of these courses will be easily transferable or appropriate to contemporary Arab culture and/or socio-economic environment.

HYPOTHESIS 3

Few British universities or colleges attempt to relate their taught courses to the needs of Arabs.

HYPOTHESIS 4

'Cultural shock' is experienced by the majority of Arabs when they first attend Western educational institutions, but few have difficulty in re-entering their home environment.

HYPOTHESIS 5

Exposure of large numbers of students and managers to Western ways will induce fundamental changes in the nature of Arab culture.

At first sight Hypotheses 1 and 2 may appear to overlap and this is to some extent true, but there is a difference. Hypothesis 1 is concerned with the overall problem of cultural discontinuities whereas Hypothesis 2 is concerned whether certain topics dealt with in Western educational institutions can be applied in the Arab countries or whether they are proscribed by Arab culture and its socio-economic environment.

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1. Kuwait, Bahrain, Qatar, United Arab Emirates and Saudi Arabia.

2. A History of the Inchcape Group, Sir Percival Griffiths, Inchcape & Co.Ltd, London, 1977.

3. H.E. Dr. H.M. Al-Baharna in his presentation added a footnote to the effect that the 1899 Agreement with Kuwait did not contain a specific provision to curtail the power of the Ruler to conclude treaties with foreign powers. See next note.

4. Quoted from a presentation made by H.E. Dr H.M. al-Baharna given during a "Symposium on the Gulf and the West", Centre for Arab Gulf Studies, Exeter University, 1984.

5. The earliest surviving record. Inchcape.

6. Unpublished paper. S.Jones, Archivist, Inchcape Group, 1984.

7. Girdle Round the Earth - The story of Cable & Wireless, Hugh Barthy-King, Heinemann ,London, 1979.

8. Spinneys 1948 Ltd, Brochure 1984.

9. Edith Penrose/Peter Mansfield, p.120, from section with the title of "The Oil Industry in the Middle East contained in "The Middle East - A Political and Economic Survey", Editor Mansfield P., London, Oxford Univ. Press. 1973

10. Farid A.Muna, p. 10, "The Arab Executive", 1980, London, Macmillan

11. Mendoza, D.A. 1977, "Education and Training in Public Sector Management in Developing Countries", Edited by L.Stifel, T.S.Coleman, and J.E.Black. Contribution by G.A.Mendoza, "The Transferability of Western Management Concepts and Programs, an Asian Perspective", U.S.A., Rockefeller Foundation

12. "Decision Making in Japan", Film by Japanese External Trade Research Organization.

13. Lewis, B. p.13, " The Arabs in History", 1981, London, Macmillan

14. Hitti, P.K. p.3, "History Of the Arabs", 10th.Edn., 1973, London, Macmillan.

15. Murry, John. p.166 (1871) "Primative Culture", quoted in "A Dictionary of Social Sciences", Tavistock, 1964,

16. Almaney, A.J. (1981) "Cultural Traits of Arabs: Growing Interest for International Management", Management International Review.

17. Strauss, C.Levi. Paraphrased in "Social Structure", in A.L.Krober (Ed), "Anthropology Today", (Chicago, Univ. Chicago Press), 1953,p.536 - taken from "A Dictionary of Social Sciences", (Tavistock, 1964)

18. Page 10 of the introduction to the translation of the Koran by N.A.Dawood, 1968 Edn., Penguin.

19. ARAMCO p. 51, (1980), "ARAMCO and its World - Arabia and the Middle East", Washington D.C.

20. The Times, 30th. June 1982.

21. Fleming, Quentin.W. (1981) "a guide to Doing Business On The Arabian Peninsula", New York, AMACOM.

22. Arbose and Bickerstaffe, April 1982, "Arabs at Western Business Schools - The backlash begins", International Management, McGraw Hill

23. Culture's Consequences, Geert Hofstede, Sage Publications, Beverley Hills and London, 1980, p.397:

CHAPTER 2.

REVIEW OF RELEVANT WORK BY OTHER RESEARCHERS

During the course an extensive literature review, substantial use was made of the British Library publications entitled British Reports, Translations and Theses. Several U.S theses catalogued by University Microfilm International were consulted and four of them are referred to in this chapter. The SCRIMP European Index of Management Periodicals was examined for the past seven years. University and College indexes and bookshelves were also consulted. Valuable advice was given to the writer by the editor of an international management journal and the former head of the Arabic section of a national cultural briefing centre. No work of a similar nature to this was discovered, though five research projects were identified which have some bearing on the issues examined.

A valuable insight into the character of the Arab Executive and the environment in which he works is given in Farid A. Muna's book "The Arab Executive".[1] The work was originally written as a Ph.D thesis the University of London in 1979.

Though referring to a wider geographical area and hence embracing a wider range of Arab subcultures than currently are being examined, the book, nevertheless, contains many observations and conclusions which hold

good for the more tightly defined area of the Gulf and Saudi Arabia.

Muna directed his studies towards the management style and attitudes of Arab executives in the context of their social environment and the strong social pressures exerted upon them by their religion and culture. He portrays the executive as an Arab, a businessman, and as an executive with a common bond of language, religion and history, irrespective of which part of the Arab world he comes from.

An underlying theme of the work is the strength of kinship and family ties which are shown to extend beyond the immediate family to the company and ultimately the state. Many of his respondents saw themselves as the head of a family in their business role.

The impact of the culture on an Arab executives's style and attitudes is demonstrated with respect to his decision making style, conflict management, his interpersonal style and attitudes towards time and change. A four point scale used to define the decision making style was divided into the following categories, own decision, consultation, joint decision making, and delegation. Over half of the respondents fell in the "consultation" category and about another quarter in "own decision".

The executive might be summed up as leaning towards the

autocratic end of decision making, disliking direct conflict and disliking impersonal management styles, but with a recognition of the value of time which some of his compatriots may not have.

In his conclusions Muna highlights three topics, the importance of the environment, the executive as an agent of change and the desire to modernize without sacrificing traditions. One of the implications of his study relates to the training and development of managers and Muna states " The findings of this study strongly suggest that certain managerial styles and skills required in the Arab world may differ from those advocated or practised in the Western cultures."[2] Several of Muna's conclusions have parallels in the findings of this current study.

A research project in a different vein was carried out by Abdulrahman A. Al-Jafray who examined some selected multinational operations in the Arabian Gulf region.[3]

It was a rather special, though vitally important, group of companies that Al-Jafray chose to examine in that they were either petroleum or petrochemical operations, (located in Saudi Arabia, Bahrain, Kuwait and the UAE). One of the interesting things about his choice is that the companies are in several instances in the direct line of succession from the old international oil companies, and even the more recent companies of Arab origin are associated with an industry which owes much of

its origin to the West and in particular the United States.

Using a scale suggested by Likert (1967) to define management types, he concluded that the most predominant system fell into the "consultative" category in a sequence of increasing democracy ranging through Exploitive Authoritative, Benevolent Authoritative, Consultative, and Participative. This has a correspondence with Muna's findings on decision making.[4]

As a means of comparing the selected organizations and of comparing them with the norms of the USA, Al-Jafray used a modified Likert model with "management system" as an independent variable. "Internal state & health" was used as an intervening variable, and "effectiveness" as the dependent variable. Of particular interest to this current research is his conclusion that his findings support the concept of "convergence" in managerial practices and techniques.

A research project by T.H. Al-Dabbagh[5] was directed towards managerial training and development in the Saudi Arabian Airline (Saudia). The research concentrated on one Arab company operating in an essentially modern industry which owes most of its origins to the West.

Saudia commenced operations in 1974 as a government owned airline at a time when lack of roads and railways hindered communication between the widely scattered

centres of population. Today, Saudia is a major domestic and international airline, but in order to develop it a contract was made with TWA (Trans World Airlines) to service the operation. The long term objective was to develop the national staff and ultimately dispense with the services of foreigners. Such an objective naturally included extensive training programmes, and Al-Dabbagh, by means of questionnaires and interviews, delved deeply into the history and progress of the management training and development programmes. The majority of his detailed conclusions about the effectiveness of the programmes are directed towards the company itself and need not concern us here, however, in the present context, some of his more general statements are important. He comments that the development programmes could not produce any major change in the behaviour of managers and supervisory staff and among the reasons he suggested for this state of affairs was "Saudi Arabian Culture: Misunderstanding of Saudi Arabian culture, needs, and environment by foreign experts has interfered with the effectiveness of communication, and the inability of Saudia to provide counterparts to be trained has in most cases forced trained managers to engage in activities unrelated to their designated tasks"[6]

In his recommendations he includes the statement, "Specific MDP (Management Development Programme) course material and delivery must be reworked and realigned with

Saudi Arabian culture, social values and managerial personalities".[7].

These two quotations from Dabbagh's thesis demonstrate that among other things a cultural boundary problem was recognized which affected transferability of management philosophies and practices.

The two remaining projects reviewed were in many ways similar in that both were based on a research model developed by Professor A.R. Negandi with Dr. B.D. Estafen.[8] The model was designed to determine the applicability of the American concept and practices of management in different environments and cultures.

The earlier of the two studies was carried out by F.C. Flores[9] in 1968 when he examined and compared the management practices of three groups of companies, namely, Philippine firms, American affiliates and subsidiaries operating in the Philippines, and the American parent companies of the affiliates and subsidiaries operating in their own country. His chosen sample consisted of about ten companies in each class selected from ten industries.

Four variables were studied - management philosophy, management process, management effectiveness, and external factors.

From an analysis of his data he concluded, amongst

other things, that the two groups of companies operating in the same environment had different attitudes towards employees, consumers, distributors, and suppliers, and that there were differences in management practices. He found also that the American companies in the Philippines and their parent companies in the USA showed some differences in management practices. Differences between the three groups were attributed to differing environmental conditions which he discussed under the headings of economic factors, cultural factors, legal factors, educational factors, managerial policies, industry & technology, ownership (patterns), and interrelationship of management functions.

On the issue of transferability he said, " most management practices employed in the American environment are also applicable to the Philippine environment"[10] and "most differences in practice are a matter of degree than nature"[11]

A later study by A.R. Parsina[12] in 1976 examined comparable groups of American and Iranian companies operating in Iran. His hypotheses extended a little further than Flores and included the following:

"The greater the direct effect of a management practice upon the employee's value systems, beliefs and attitudes, the less the applicability to another environment"

Parsina's findings were generally in line with Flores',

but he concluded that management philosophy is culture bound and not universally applicable, however, he considered that management functions used by the American firms were acceptable to the Iranian firms.

At first sight the findings of the five projects may appear to diverge, nevertheless, four out of the five refer to the role of environmental or cultural factors when reviewing the differences between management systems or discusssing transferability of management philosophies or practices.

In the table at the end of the chapter an attempt has been made to rank the projects in order of decreasing intensity of cultural/environmental differences, between either the cultures or companies being compared.

The order of ranking, if they really can be ranked, depends largely upon personal interpretation. The interpretation that "management style and attitudes" are "culture dominated" comes from a general assesment of the works, whereas choice of the term "cultural mismatch" for the Saudia training programmes relates to the conclusions of the the researcher himself.

To place in third position the comparison between U.S and Iranian firms working alongside each other in Iran, requires more explanation and presumes that the study was made at a time when Iranian society was more influenced by the West than it is today. Thus, the American

management methods were acceptable, but the underlying management philosophy was different and related to the culture.

In the case of the Phillipines it is suggested that the American and Filipino cultures are not as far apart as the earlier rankings. The U.S annexed the Philippines in 1898 and the country did not attain full independence until 1945. Prior to that it had been a part of the Spanish Empire; another Western sub-culture.

The positioning of the study of multinationals in the Gulf in the slot of least cultural difference, arises from the thought that both the companies in the Gulf and their counterparts in the U.S are closely related. All belong to a modern highly technical industry which was largely developed in the U.S, together with a style of management suited to it. Also, for many years petroleum operations in the Gulf were managed by the Western oil companies.

It may be that none of the explanations are correct, but the proposition gives rise to the thought that, culture, or more precisely cultural differences, are a source factor affecting transferability to a greater or lesser degree, depending upon the cultural environments between which the transfer of management know-how is taking place.

Researcher	Subject	Interpretation	Proposition
Muna	Management style and attitudes	Culture dominated	
Al-Dabbagh	Management training - Saudia	Cultural mismatch	
Parsina	Comparison U.S & Iranian firms in Iran	Management philosophy-culture bound. Transferability of practices-acceptable	Decreasing intensity of cultural/ environ-mental differences
Flores	Comparison - U.S parent companies, U.S subsidiaries in Philippines, & Filipino firms	Differences attributable to environment (incl.culture). Transferable mgt. practices	
Al-Jafray	Management Systems, Multinationals, Arabian Gulf	Convergence	

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1. Farid A. Muna, The Arab Executive, Macmillan, London, 1980.

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3. Al-Jafray, Management Systems and Organizational Effectiveness in Selected Multinational Operations in the Arabian Gulf Region, PhD thesis, Univ. Oklahoma, 1979, University Microfilms International, 1979, Michigan.

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CHAPTER 3.

METHODOLOGY and SURVEY METHOD

1. DEFINING THE SCOPE OF THE RESEARCH

The project as originally conceived anticipated examining the transferability of management knowledge from the Western world to the Arab world at large.[1] A brief review was made of the political systems, economies, geographic locations and sub-cultures of each of the countries involved. It became apparent that for several reasons the project as originally conceived would be unmanageable.

The Arab world contains many political systems, for example, Egypt is a socialist democratic republic, Saudi Arabia has an absolute Monarch with a Council of Ministers to help govern it, and the People's Democratic Republic of Yemen is a one party state.

The economies range from the wealthy oil economies of the Gulf to the agricultural economy of the Sudan. Land fertility varies from the highly fertile basin of the Nile and the "Fertile Crescent" of Syria and Iraq to the barren desert of the Rub' al-Khali (The Empty Quarter) in Saudi Arabia.

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1. An approximate definition of the Arab world is all the Arabic speaking countries of the Middle East and North Africa.

The Arabization of the countries conquered and ruled by the Arabs in the days of the Arab Empire produced a series of Arab sub-cultures as the indigenous populations embraced Islam and the Arabic language. Today there are recognizable cultural differences between the peoples of the Arab world.

There are also differences between members of the Western world and it was adjudged that trying to examine the subject of transferability between the two worlds (the Arab and the Western), each with substantial variations in their internal make-up, might result in the failure of the project. To make sense it would probably be necessary to repeat the study for each combination of countries and then attempt to draw the conclusions together. Such a project would be beyond the means of the current research.

As a first step, it was decided to limit the research to a segment of the subject and to concentrate on an area where the interaction of two reasonably compact groups of countries could be examined. The two groups of countries selected were Great Britain and the Arabs of the Gulf and Saudi Arabia. These two categories or units were also seen to represent separate cultures at some distance from each other.

As a second step, it was decided to direct the research towards the Arab student population

[2] of British Universities and Polytechnics. Both of the initial decisions were influenced by the practical requirements that the project:

- should be a topic of the right dimension given the time and resources available

- should be educational

- had be researchable.

A questionnaire about management transferability and culture was addressed to the Arab student population studying at Universities and Polytechnics in Great Britain during the 1983/84 session. The following assumptions were made:

- that the student population was young, adult and from the current Arab culture of the area under consideration

- that this population was meeting the current British culture head-on and was currently experiencing the differences, which in some cases represented difficulties to the point of "culture shock".

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2. Students studying for for post graduate or first level degrees, or diplomas at HND/HNC level. General Practitioners were excluded unless studying for M.A.s or PhD.s.

- that managers (including administrators and supervisors) in Arab countries, as in the West, would continue to be drawn from many disciplines and professions

- that many of the students and postgraduates would ultimately become managers, administrators or supervisors in their own countries

- that the question of the transferability of a whole range of Western concepts might underlie many of the difficulties encountered in seeking to transfer management ideas from one culture to another

- that the students would be serious minded people who would answer questions against their cultural background as they perceived it.

The *critical point to note is that transferability* of management philosophies and practices was assumed to be only a part of the overall cultural transferability problem and this was allowed for in the design of the project.

The hypotheses, given earlier, were derived from the observation of Arab management systems in the Gulf area and from the reported views of leading Arabs.

In summary, the project was designed to test the hypotheses at the point at which the transfer of

knowledge was taking place, but it was limited to the interaction between Arab cultures of the Gulf and Saudi Arabia, and the Western culture of Great Britain. Thus was defined the scope of the research.

2. TYPE OF RESEARCH

Of the three categories of research; descriptive, rational, and casual, this work falls largely into the rational category in that it is trying to find definitive relationships between demographic, educational, cultural and "transferability" data. Considerable emphasis was placed on examining and analysing the replies to the questionnaire and searching for source factors to account for relationships between observed variables. Conclusions and suggestions for further research are recorded at the end of the thesis.

3. DATA COLLECTION

(i) Secondary Sources

Apart from the writer's interpretation of other researchers' work, in so far as it has relevance to this project, no secondary sources of data were discovered.

(ii) Observation

Personal observation of both multinational and Arab organizations took place between 1954 and 1982 and involved a total of eight years residence. It is biased in that it only related to large organizations and modern

industry.

(iii) Questionnaire and Sampling

Access to respondents, cost and translation were the three main problems encountered during the sampling phase of this research.

The questionnaire was originally prepared in English on the assumption that students studying in Universities and Polytechnics in Great Britain would have no difficulty in answering it, however, a pilot run, which in some instances was accompanied by interview, revealed that the assumption was incorrect. In an attempt to minimize the communication problem, the questionnaire was translated into Arabic and the translation cross-checked for meaning. A face to face layout was adopted (i.e, when two pages of the questionnaire were opened out, the questions in English on the left hand page corresponded with the questions in Arabic on the right hand page). The questionnaire was also reviewed by a number of Arabs to ensure that there was nothing in it that would be of an offensive nature to the respondents. It is of interest to note that ultimately two-fifths of the respondents replied in Arabic. There was an indication in some instances that this was because a respondent felt that he could better express himself in his own language, and this is only reasonable to expect.

Direct distribution of the questionnaire to students at

the Universities and Polytechnics was not possible. Registrar's offices (by agreement with the National Union of Students) would not provide lists of names and addresses. Because of this restriction, a letter was written to the Registrar (or other appropriate official), of every University and Polytechnic in Great Britain with a request for assistance with the distribution of the questionnaire, on the understanding that the respondent would remain anonymous to the researcher. This latter condition was to be ensured by providing the respondent with a stamped addressed envelope , addressed to the researcher, so that a completed questionnaire could be dropped into any Post Office box.

From the viewpoint of efficiency, the existence of another party between the researcher and the respondent introduced a distribution problem. Of the ninety five educational establishments[3] contacted five Universities and nine Polytechnics did not reply. This immediately raised the question of how many potential respondents would remain unpolled. The Registrars and other respondents at the Universities and Polytechnics were asked to state how many students from the Gulf area were registered with them and questionnaires were then sent for distribution in accordance with the figures provided.

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3. See Appendices.

Nine hundred and thirty questionnaires were distributed between the 14th April 1984 and the 22nd May 1984. Thirteen were returned undelivered and a total of nineteen were received from Arabs not of the countries under study - there is postmark evidence to suggest that one University confused the UAE with the UAR. Thus the total number of questionnaires delivered to the correct population did not exceed 898.

The data from 165 replies from Arabs of the Gulf area were tabulated for computer analysis at the end of July 1984. A further ten replies which were received after that date were not included. Thus, 175 completed questionnaires were received, though only 165 were included in the computer analysis. The response rate was 19%

To obtain some idea of the percentage of the total population compared with the population polled, the Department of Education was contacted. The information provided is shown below.

1983/84 Academic Session

	Postgraduate	Undergraduate	HND/HNC
University	494 (56%)	216 (24%)	-
Polytechnic	19 (2%)	104 (12%)	51 (6%)
	513 (58%)	372 (36%)	51 (6%)

Total 885

These numbers can be compared with similar information

extracted from the questionnaires.

Pattern of Response Derived from Questionnaires

	Postgraduate	Undergraduate	Univ. Dip HND/HNC
University	110 (67%)	12 (7%)	3 (2%)
Polytechnic	4 (2%)	20 (12%)	16 (10%)
	114 (69%)	32 (19%)	19 (12%)

Total 165

The total population is reported to be 885 which is 13 less than the maximum number which could have been polled according to the record of questionnaires distributed. There are several possible explanations, for example, one university which took a large number of questionnaires only requested an approximate number of copies, another possibility is that more copies than can be accounted for were distributed to students of the wrong nationality. There may be reporting errors in the census system.

Universities and Polytechnics which did not reply were assumed to have no one registered from the Gulf countries.

There is no practical way of reconciling the figures, but on balance it appears that the majority of the individuals in the population were polled and that a 20% response was obtained; if the Ministry's population figures are accepted as being the more reliable. Sampling is biased because not all of the individuals in

the population responded. Also, there is a higher percentage of postgraduates in the sample than would be expected, (69% vs. 58%); fewer undergraduates, (19% vs. 36%), and more diploma students, (19% vs. 6%).

(iv) Interviews

Eleven interviews were conducted with Arab managers, postgraduates and students to provide background information. Interviews lasted from about half an hour to three hours, averaging about an hour each.

4. QUESTIONNAIRE DESIGN

After due consideration, it was concluded that the only practical way of obtaining the information required for the project at a reasonable cost was by means of a confidential questionnaire directed towards a population which might regard the method as being an invasion of their privacy. Great care was taken not to introduce subjects which might cause offence, but where appropriate, open ended questions were inserted to allow respondents to introduce cultural and religious issues, make criticism of the West, or discuss other subjects about which they had strong feelings, should they so desire.

The questionnaire was divided into four parts,

1. General Information.

2. Transferability and Relevance of Western Course Units and Ideas.

3. Cultural Effects.

4. Personal Observations.

The questions in the first half of the General Information section were designed to be non-aggressive so that a respondent would in no way feel threatened when he/she started to fill in the questionnaire. Other than this point, the questions themselves and the thinking behind them are covered in the next chapter which refers to the analysis of the data.

A letter addressed to respondents was placed at the front of the questionnaire. It was carefully constructed to explain simply the nature of the research, where it was being done and by whom. Confidentiality was stressed and the reason why the questionnaire was not limited to students of management was explained.

Each questionnaire was despatched in a separate envelope and a stamped addressed envelope was enclosed. Though this resulted in the loss of postage in both directions if the respondent did not reply it was nevertheless considered to be a more personal method of approach than using a post office licence, though a licence would have reduced costs.

The questionnaire was designed to yield both quantitative and qualitative information. Questions or parts of questions designed to provide quantitative information, were framed in one of the following forms, depending upon how the information was going to be used :

Multiple choice

Ranked answers

Yes/No

Ranked either side of a mean or centre point

Open ended questions were included to provide a qualitative input particularly where a quantitative question needed qualitative support for its elucidation.

5. COMPUTER ANALYSIS OF DATA.

Data amenable to computer analysis was transferred to a computer data bank. A cross tablation was then made of thirty four questions and their respective answers,[4] versus ten questions (and answers) which were adjudged likely to yield useful comparative information. The number of questions written across the page was restricted to ten so that they would not occupy more than 30 columns. The reason for limiting the number of columns was a combination of computer constraint (30

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4. All questions were included, except 1.16, 2.2 through 2.6 and 4.0

columns) and the financial cost of using more of them. The ten questions chosen were No.s 1.1, 1.8, 1.15, 2.7a, 2.7b, 2.8, 2.9, 2.13, 3.1, and 3.5.

As it will be necessary to refer to the above group of questions on several occasions, they will be referred to as the "core questions".

A correlation matrix using Pearson correlation coefficents was calculated for the following questions,

> Questions 1.1, 1.2, 1.5, 1.8, 1.10, 2.7a, 2.7b, 2.12, 2.14, 2.15, 2.16, 2.17, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7. and 5.1[5]

This larger group of questions was used as the starting point for the Factor Analysis

An SPSS programme was used to calculate the correlation matrix and to produce a varimax rotated factor matrix from which three factors were educed.

In the pilot survey, Questions 2.1 through to and including 2.6 did not produce adequate evidence of transferability problems and to overcome this difficulty two propositions were inserted into the questionnaire in the form of Questions 2.7a and 2.7b. These latter questions were included in the the main computer

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5. Q. 5.1 was not in the questionnaire, but recorded whether the reply was in Arabic or English in the data bank.

analysis, but Questions 2.1 - 2.6 were examined as a separate unit.

6. ADDITIONAL COMPUTATIONS.

As a backup to the main computer cross tabulation a full 165 x 107 matrix was prepared as a chart on which 165 cases (i.e., the 165 respondents) were plotted against the the answers to the questions.

To search areas of data for associations which were outside the scope of the main computer programme, contingency tables were derived from the chart matrix for analysis on one of a series of Chi square formats (e.g., 2 x 2, 2 x 3, 3 x 3 etc.) which the writer prepared for a micro computer. Several hundred calculations were performed by this means. A number of Chi squared calculations were also made for comparison with the Pearson correlation coefficients, particularly where the latter were close to the association / no association boundary. The reason for this is commented on later in the paragraph about the interpretation of data. T tests were used to analyse small samples and link analyses were used in the 'cultural section', where appropriate, to help identify hidden factors.

7. EDITING THE DATA

All of the questions were designed for simple responses. Out of one forty one questions only answers to three questions required editing in order to deal with

a small ,but unexpected, number of multiple answers.

Fifteen respondents gave two answers to Question 1.2, (main reason for studying overseas). Eight respondents gave two answers to Question 2.14, (best place to study management at first degree level), and one gave three. Five respondents gave two answers to Question 2.16, (best place to study for a professional qualification), and one gave three.

For the Chi squared calculations all multiple answers were disregarded and a lower value of N accepted, thus there is no multiple counting of respondents.

The factor analysis looked for source factors, so some interpretation of the multiple answers was attempted where the answers were amenable to separation or grouping.

In Question 1.2, all ab[6] responses were treated as b, and the reason for this is that option a could be considered the global option and option b a specific part of it, thus respondents who answered ab were credited with the more definite response, b. This question, as it turned out, raised no issues in the analysis as it was not associated with any other question irrespective of the way the multiple responses were handled.

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6. The "a" and the "b" refer to labelling of the options offered in the question.

Questions 2.14 and 2.16 are similar in structure and though respondents had been asked to mark the "best" options, the multiple responses were considered from the point of view that two answers could represent a valuable opinion. After eliminating triple responses, responses of opposite polarities, and responses with unclear caveats, it was decided to keep only two multiple answers and these were both **a & b** answers.

8. LIMITATIONS OF THE CALCULATIONS.

The data used in this study is by nature non-mathematical, though in most instances the questions and replies have direction. Non-parametric methods of analysis are the more suitable for analysing data of this nature, thus Chi squared associations are given precedence over those determined by the Pearson correlation coefficents (which happen in most instances to be a by-product of the factor analysis).

The Pearson correlation coefficient (on which of necessity a factor analysis is based) assumes that the relationship between the responses to two questions takes the form of a linear mathematical equation, furthermore, it gives credence to small quantities of outlying data (which may be erratic). The Chi squared method, because of its continuity requirements tends to look at the main body of the data, thus in the very few instances in the overall analysis where the Pearson correlation coefficient differs in its conclusion from the Chi

squared calculation this may be due to non-linearity of the data.

Factor analysis is a powerful exploratory tool and has been used in this work to search for underlying "cultural" factors, however, it does have its limitations. It assumes that relationships are linear and it relies upon the researcher not only to analyse the right group of data, but also to recognize the source factors from the results of the mathematical analysis.

CHAPTER 4.

ANALYSIS AND DISCUSSION OF DATA

The analysis of data in this chapter is dealt with under two headings.

PART 1. On a Question by Question Basis.

Under this heading, data derived from the questionnaire is reviewed on a question by question basis. Correlations and associations are reviewed and discussed.

Pearson correlation coefficients of 0.25 (at 0.05 significance level) are in general accepted as indicating correlation and in this study they generally match rejected null hypotheses of a Chi squared analyses at the 0.05 probability level. Because most of the data is of a non-parametric nature Chi squared analyses are given precedence. In Chi squared analyses, where degrees of freedom appear to conflict with contingency tables it is because corrections have been made for continuity.

To avoid unnecessary repetition, relationships are discussed in detail under the heading of only one of a pair of questions. The findings are discussed or referred to in the other half of the question pair, but only in so far as is necessary. It should be noted that where percentages are quoted which relate to contingency tables, the percentages, unless otherwise stated, are

calculated on the number of respondents who answered both questions.

The analysis provides an insight into the collective views of the individuals in the sample. Comment included under the heading of Question 4 is drawn from written contributions by the respondents.

PART 2. Factor Analysis.

The factor analysis was performed on a computer using an SPSS package and the factors were subject to Varimax orthogonal rotation.

Though conclusions are usually drawn after the discussion of each question and its associations, the general conclusions are left until Chapter 5. Summary and General Conclusions.

CHAPTER 4.

PART 1. ANALYSIS ON A QUESTION BY QUESTION BASIS.

SECTION 1. DEMOGRAPHIC AND GENERAL INFORMATION.

Conclusions.

QUESTION 1.1. What Profession or Vocation are you studying for?

.....

This question had two objectives, the first and obvious one, was to find out what the student intended to do in the way of work when he had completed his studies. The second was to open the questionnaire with a question of a non-threatening nature.

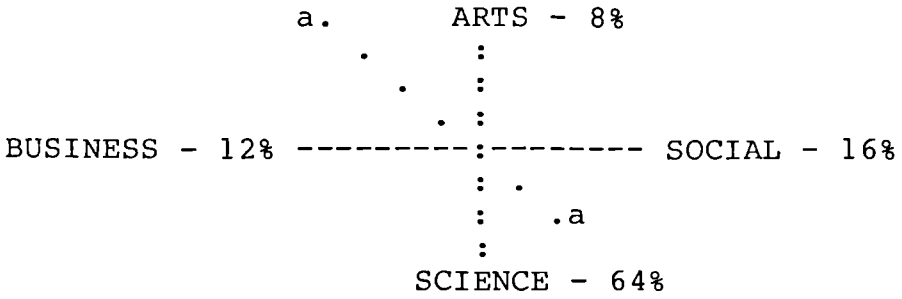
All of the 165 respondents answered the question and a wide variety of occupations and professions were named. Depending upon the answer given, the respondent was classified under one of the following headings:

"Science":	students aiming to become mathematicians, scientists, engineers of all types, etc.	106
"Art":	linguists, theatre, students of English, translators, etc.	14
"Business":	accountants, managers, students of marketing, etc.	19
"Social":	psychologists, social anthropologists, etc.	26

In a few cases, where it was not immediately clear in which category a reply should be placed, a scan was made of the questionnaire and a decision made from context. A substantial number of students expressed an interest in becoming university lecturers, 43 to be precise. This was not used as a classification in the analysis because it is not germane to the underlying issues of the subject

of transferability.

On the basis of the four point classification the pattern of the response was:



It would have been possible to reduce the categories to two in number by splitting the categories along line a...a, and this would have produce an approximate "arts"/"science" split. However, this division was not used, because there are occasions in the analysis when it is desirable to discuss all four categories.

A look at the responses established that the majority of students were studying for "Science" professions (as defined herein) and this gave rise to the question of whether a bias towards the sets of views of the scientific fraternity existed. The analysis has found no evidence of this as far as taught students were concerned, but Factor 3 of the Factor Analysis suggests this may not be true when the research students are included.

Analyses show that the response to Question 1.1 is associated with the responses to seven other questions,

namely, 1.3 (whether the respondent expects to become a manager or administrator ultimately), 1.4 (whether the respondent was studying at a University or a Polytechnic), 1.5 (the type of qualification the respondent was studying for), 1.11 (whether the respondent already held any degree(s) or qualification(s)), 1.14 (sponsorship), and 2.8/2.9 (views about the inclusion of cross cultural subjects in courses). All of these aspects are discussed in detail under later headings, but in the meantime an important conclusion can be made.

CONCLUSION.

The majority of students (i.e., 106 out of 165) were aiming for a "Science" profession.

QUESTION 1.2

What is your main reason for studying overseas?

a. To obtain a broader education and more knowledge of the world

b. To seek an academic, professional or vocational qualification.

c. Other.....Please state.

.....

The wording of the first two options was decided upon after making a verbal poll of the opinions of a small number of Arab students. The third choice was included to give respondents the chance to express other views if they felt that their views were not in line with either or both of the first two options.

As mentioned in Chapter 3, this was one of the three questions to which there were a number of multiple responses. The information presented below is in the form it was used for the Chi squared analyses, that is, with all multiples removed.

Reason for studying in Britain.	Number of respondents.	%
a. Broader education etc.	56	37
b. Qualifications.	89	59
c. Other	5	4

If the multiple answers had been included the percentages would have been 39%, 57%, and 4% respectively.

The five c responses were all accompanied by written explanations and respondents gave lack of availability of particular courses in their own countries as the reason for studying overseas. Three of the answers were related to specialized scientific subjects, one to a specialized social science course and one to a business course.

Question 1.2 was not associated with any other questions.

It was thought that there might have been a relationship with Q.1.1 (profession or vocation for which training), but none was found. Similarly no relationship was found with Q.1.8, (Age of respondent). A search for a relationship with sponsorship (Q 1.14) was also made, but again none was discovered.

CONCLUSION.

The majority of students regarded the acquisition of a qualification as the main reason for studying overseas (59%), but a very sizeable number (37%) stated that their main aim was to seek a broader education and more knowledge of the world.

QUESTION 1.3

Do you see your studies as leading eventually towards a managerial/administrative position in your own country?

Yes/No

If your answer is "Yes" - How soon do you expect it will take you to obtain such a position and what sort of manager/administrator do you want to be?

.....

The response to the question was:

Yes	No
78 (47%)	85 (52%)

N = 162

One of the assumptions of this study was that many of the students who were studying in Britain would ultimately become managers or administrators in their own countries, therefore, it was felt desirable to know how many of them had thoughts of entering management. The response indicated that 47% of them expected to become managers at some time in the future. The question was not intended to identify future managers, as there is no way of predicting the progression or direction of individuals' careers.

Question 1.3 was not a part of the main computer data bank, so Chi squared analyses were used to check for associations with other questions.

The question is important in its own right, but it is also associated with ten other questions and the discussion which follows, will enable the reader to contemplate a complex and interlocking scene.

Indicated associations[1] were found with Q.1.1, (the profession or vocation for which the respondent was training); Q.1.5, (degree or qualification for which studying); Q.1.11, (previous degrees or qualifications); Q.1.14, (nature of sponsorship); Q.1.15, (country of origin); Q.2.12, (advantages in Western education); Q.2.14, (best place to study management at first degree level), and Q.3.2, (pre-briefing before arrival in Britain).

There are relationships with questions in all three sections, i.e. demographic, transferability and cultural. All of the relationships are discussed initially under this heading because of the relevance of management issues to the thesis as a whole.

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1. Occasionally a Chi squared association, can be nothing more than a freak mathematical relationship. This possibility is always considered when discussing indicated associations.

Question 1.3 vs. 1.1

The contingency table derived from the responses to the above two questions is shown below:

		Q.1.1. Profession or vocation for which respondent was training.			
		Science	Art	Business	Social
Q. 1.3	Yes	47	6	17	8
	No	57	8	2	18

$X^2 = 15.54$ df 3 N = 163

If the columns are expressed in percentage terms the table reads:

	Science	Art	Business	Social
Yes	45	43	89	31
No	55	57	11	69
	100	100	100	100

The distribution of the percentages suggests that at an early stage of career development, proportionately more of those training for a "Business" profession expected to become managers, (i.e., 89%), than those training for other professions. In numerical terms, the "Science" profession accounted for the bulk of the responses, sixty three percent in all, though only 45% of this group expected to become managers. Students with the lowest expectations were those who were included in the "Social" category.

Question 1.3 vs. 1.5

Degree or qualification for which studying.

		Ph.D	Master	Bachelor	Diploma
Q. 1.3	Yes	29	14	23	12
	No	47	21	10	7
		76	35	33	19

$X^2 = 11.82$ df 3 N = 163,

Expressed as percentages:

		Ph.D	Master	Bachelor	Diploma
Q. 1.3	Yes	38	40	70	63
	No	62	60	30	37
		100	100	100	100

On average the Bachelor and Diploma students had higher expectations of management/administrative positions than either the Ph.D or Master students. The Ph.D students had the lowest expectations at 38% though this was only slightly lower than the Master students at 40%.

Question 1.3 vs. 1.11.

Whether respondent already held any University degrees or other qualifications.

		Yes	No
Q. 1.3	Yes	55 (42%)	22 [69%]
	No	75 (58%)	10 [31%]
		130 (100%)	32 [100%]

$X^2 = 7.20$ df 1 N =162

The large element of Government sponsorship in the sample may be closely related to a source factor which, though hidden, may influence this and many other relationships.[2]

Eighty percent (i.e., 130/162 X 100), of the respondents had already obtained a degree or qualification, but only 42% of this group expected to become managers or administrators. Considering the sample as a whole, only 32% of those who already had degrees or qualifications expected to become managers which suggests that many of them expected to become specialists.

Question.1.3 vs 1.14

		Type of sponsorship.					
		Family	Self	Company	Government	Other	
Q. 1.3	Yes	11	3	21	40	2	: 77
	No	11	1	3	69	1	: 85
		22	4	24	109	3	:162

X^2 = 21.18 df 2 (Family, self & other combined)

N = 162

The subject of sponsorship is more fully discussed in Question 1.14[3], but from the viewpoint of its relationship with the respondents' ultimate expectation

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2. See Q.1 15 and Q.3.2, Clusters.

3. Ditto.

of entering management, 88% of the Company sponsored students expected to become managers, compared with 37% of those sponsored by their Governments. Reference should be made also to the association between Q.s 1.14 and 1.1, which illustrates that the Companies sponsored very few students for the "Art" or "Social" professions.

Question 1.3 vs. 1.15

There is an interesting association between these questions which highlights a "national" factor.

		Country of Origin				
		Bahrain	Kuwait	Qatar	Saudi Arabia	UAE
Q.1.3.	Yes	29	17	6	18	7
	No	20	15	7	39	4

$X^2 = 10.04 > 9.488$, df = 4 N = 162.

These figures are expressed below as ratios to show how many respondents from each country expected to become managers for every respondent who did not expect to become a manager. That is the "Yes" answers divided by the "No" answers.

Bahrain	Kuwait	Qatar	Saudi Arabia	UAE
1.45	1.3	0.85	0.46	1.75

If inspection is limited to Bahrain, Kuwait and Saudi Arabia, the contingency table reduces to:

	Country of Origin		
	Bahrain	Kuwait	Saudi Arabia[4]
Yes	29	17	18
No	20	15	39
	$N = 138, X^2 = 8.84 > 5.991, df = 2$		
Ratio	1.45	1.3	0.46.

The first observation which can be made is that the ratios fall in value as they are read from left to right and this ranks the countries in the order Bahrain-Kuwait-Saudi Arabia. This sequence of countries and corresponding run of values of the ratios is a common feature of relationships involving Question 1.15. In the conclusions to Q.1.15, "degree and effect of Western influence" is suggested as a partial source factor. For this particular relationship there are several plausible explanations for the run of ratios which are compatible with such a source factor. For example, the sequence may correspond with the time order of development of the countries, Bahrain having developed before the others. It may also explain the higher proportion of students from Bahrain who had management aspirations. Another possibility is that Saudi Arabia may regard the development of industrial technology as a national priority and this may have been reflected in the student population which was studying in Britain at the time the

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4. There were not enough responses from Qatar and the UAE for inclusion in the analysis.

sample was taken.

Both Questions 1.3 and 1.15 belong to Cluster 3 of the linkage analysis which is discussed in Q.3.2. of the Cultural Section.

Question 1.3 vs 2.12

An interesting association was noted with Question 2.12 (Do you think a Western education offers you any particular advantages?):

Western education - advantages?

		Yes	No
Q. 1.3	Yes	69	7
	No	64	18

$N = 158$, $X^2 = 4.18 > 3.814$, $df = 1$

These figures suggest that whether students thought they would become managers or not, 84% of those who answered both questions believed that a Western education offered advantages. The split between those who thought they would become managers and those who did not was roughly equal. It is particularly interesting to note that there was no association between Question 1.3 and 2.13 (Do you think there are any disadvantages in having Western education?).

Question 1.3 vs 2.14

Best place to study for a management degree at Bachelor level.

	Arab Univ.	Arab Univ.(W)[5]	Western Univ.	Elsewhere.
Q.1.3 Yes	13 (32.5%)	22 (61%)	19 (47.5%)	3 (60%)
No	27 (67.5%)	14 (39%)	21 (52.5%)	2 (40%)
	40 (100%)	36 (100%)	40 (100%)	5 (100%)

X^2 = 6.32 df 2 (West.Univ. & Elswh combined.) N = 121

Sixty three percent of the respondents believed that the best place to study for a management degree at Bachelor level was in an Arab country, ([40 + 36] /121). It may be concluded that a majority of students had a desire to be educated in an Arab environment. Of those who chose the Arab University option the majority did not expect to become managers (68% or 27 out of 40). Of those who chose the option defined as an "Arab University, which is an extension of the Western system", the majority expected to become managers (61%, or 22 out of 36). The options offered in the question did not specify educational systems so those who selected an Arab University in the Arab countries may have had in mind a Western style degree or one designed specifically for the Arab cultural scene.

The Western University option was chosen by 33% of the

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5. An Arab University which is an extension of the Western system, referred to as Arab Univ.(W).

respondents. By a narrow margin, (21 to 19) the majority of them did not expect to become managers.[6]

Sixty three percent of the respondents implied a preference for the Western system.[7],

Views about the best place for study were fairly evenly divided between the three main options.

Note in the table that two overlapping sets can be deduced, namely, "Arab location" and "Western system", and it will be seen that they overlap around the "Arab University which is an extension of the Western system", some students may have concluded that this option offered the best compromise or possibly the best of both worlds.

The pattern of views indicated by the sample may not survive if Arab Universities develop their own style of management schools.

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6. The option "Elsewhere" is not always discussed because the response to it was small compared with the other options. It was only included originally to make sure that no major class went unrecognized.

7. i.e. Arab Univ.(W) and Western Univ.

Question 1.3 vs 3.2

Whether the respondent received a special briefing about living in a Western country before leaving home.

		Yes	No
Q. 1.3	Yes	28 (41%)	50 (57%)
	No	41 (59%)	37 (43%)
		69 (100%)	87 (43%)

$X^2 = 4.39$ df 1 N = 156

This relationship was originally thought to be a freak and it was not until the analysis of Q.3.2 in the Cultural Section was undertaken that a meaning for this relationship could be conjectured. It seems that a hidden "national cum culture" factor influences a substantial number of relationships including the one above.

Written Responses.

Sixty-four respondents provided additional written comment. Ten expected to become managers on returning home. There were indications that some were already managers. Twenty-five expected to be managers in 1-3 years, (University academics fell within this bracket). Twenty two were in the 4-6 year group, and the remaining 7 expected to become managers in 7 or more years. If this pattern is thought to be representative it would suggest that over 55% of them would be likely to become managers within 3 years.

CONCLUSIONS

Forty-seven percent of the respondents saw themselves as managers or administrators of the future.

Eighty percent of the respondents already had a degree or qualification before they commenced their present studies. Those without previous degrees or qualifications had higher expectations of management positions. This is probably because more students studying for their higher degrees had the intention of becoming specialists.

Eighty nine percent of the respondents in the Business category expected to become managers and this was approximately double the percentage of the other categories. In numerical terms, the Governments were sponsoring the largest number of respondents who expected to become managers,(i.e, 25%). Ph.D and Master students had lower expectations of becoming managers, roughly 39%, compared with c.67% for the Bachelor and Diploma students.

Taking into consideration only Bahrain, Kuwait, and Saudia Arabia, the respective percentages of those expecting to become managers may be related to the time order of the development of the countries, but a more likely proposition is that it reflects national influences. There may be an even deeper reason which could relate to the degree that individual countries have

been affected by contact with the West.

The majority, 63%, of the respondents chose options which suggest that they thought that an Arab location was the best place to study for a management degree at first level. Sixty-three percent chose options which utilized a Western system. This produced overlapping sets of which the overlapping section contains thirty-five percent of respondents who favoured an Arab University (W).

Eighty-four percent of the students considered that a Western education offered them some particular advantages, but the split between those expected to become managers and those who did not was roughly equal.

QUESTION 1.4

Are you studying at a University, Polytechnic, Technical or other College?

This question was answered by all respondents and the replies were divided thus:

University	Polytechnic
124 (75%)	41 (25%)

Three quarters of the respondents were at Universities and the remaining quarter at Polytechnics. This compared with a population distribution of 80% and 20% respectively. Proportionately, the better response came from the Polytechnics.

Relationships were found with Questions 1.1, 1.5, 1.8, 1.11, 1.13, 1.14, 1.15, 3.2, and 3.6. The question also appears in Cluster 3 of the linkage analysis in Q.3.2.

Question 1.4 vs 1.1

	Profession or vocation for which training			
	Science	Art	Business	Social
University	73	14	12	25
Polytechnic	32	-	6	1
	105	14	18	26

$N = 163$, $X^2 = 8.71 > 3.841$, df 1

(Combined, "Science" vs. remainder)

With the columns expressed as percentages:

	Science	Art	Business	Social
University	70	100	67	96
Polytechnic	30	-	33	4
	100	100	100	100

By far the largest number of students, (105 out of 163), were training for the "Science" profession. Seventy percent of this category were studying in Universities and the remaining 30% in Polytechnics. Those destined for the "Art" and "Business" professions were studying at Universities, almost exclusively. If the Art and Social categories are excluded, Universities and Polytechnics were training approximately the same proportions of "Science" (c.85%) and "Business" students (15%), though not to the same overall academic level. In numerical terms, in the sample, the Universities were training about twice the number of students in the "Science" and "Business" professional categories as Polytechnics.

Question 1.4 vs. 1.5

	Degree or Qualification for which studying				
	Ph.D	Master	Bachelor	Diploma	
University	77	33	12	3	: 125
Polytechnic	1	3	20	16	: 40

$X^2 = 91.26$ df 3 N = 165

The pattern of the contingency table is what might be

expected. Those seeking higher and first level degrees were to be found in the Universities, while the Polytechnics primarily accommodated students studying for first degrees and diplomas. The distribution was probably influenced by the different nature of the two types of institution, the facilities and courses offered by them and by national factors.

Question 1.4 vs.1.8

	Age groups		
	Under 25	25 - 30	Over 30
University	21	63	40
Polytechnic	24	15	2

$X^2 = 29.95 > 5.991$, df = 2 N = 165

The mean of the University age groups falls in the 25 - 30 age bracket whereas the mean for the Polytechnics falls in the Under 25 group. This supports simple inspection of the sample data which shows that the average age of students at the Polytechnics was the lower.

Question 1.4 vs. 1.11.

Whether any Degrees or Qualifications already held.

	Yes	No	
University	110 (89%)	14 (11%)	: 124 (100%)
Polytechnic	21 (52.5%)	19 (47.5%)	: 40 (100%)

$X^2 = 24.67$ df 1 N = 164

Eighty nine percent of the respondents studying at

Universities already had other degrees or qualifications. The equivalent figure for those studying at Polytechnics was 52.5%.

The contingency table exhibits the same sort of pattern as Q.1.4 vs 1.5. It reflects the different nature of the two types of educational institution. Forty seven and a half percent of the respondents at the Polytechnics had no other qualifications. Ninety three percent of them were studying "Science", (Q.1.3 vs 1.1), and Companies sponsored proportionately more Polytechnic students than other groups, (Q.1.3 vs. 1.14).

Question 1.4 vs. 1.13

	Whether respondent belongs to or intends to join any British professional organization.		
	Yes	No	
University	22 [20%]	88 [80%]	: [100%]
Polytechnic	23 (52%)	21 (48%)	: (100%)

$X^2 = 15.83$ df 1 N = 154

In numerical terms, more Polytechnic than University students either belonged to or intended to join a British professional organization. In percentage terms, 52% of the students at the Polytechnics either already belonged to an organization or intended to join one; compared with 20% of the University students. This is further discussed in Question 1.13. It is probably due to the different nature of the two educational institutions, the

students whom they attract and the role in life for which they train them.

Question 1.4 vs 1.14

Form of sponsorship

	Family	Self	Company	Government	Other
Univ.	15 (12%)	4 (3%)	8 (6%)	93 (75%)	4 (3%)
Poly.	7 (17%)	- (-%)	16 (39%)	17 (42%)	1 (2%)
	22	4	24	110	5

X^2 = 29.63 df 4 (Family, Self & Other combined.) N = 165

The above association is commented on in Q.1.14. Suffice for the moment to note that 75% of the respondents at the Universities were sponsored by their respective Governments, and that that type of sponsorship accounted for 56% of the total sample.

Question 1.4 vs. 1.15

An association between place of study (Q.1.4) and country of origin (Q.1.15), which is shown overleaf, runs into the same problem of interpretation as did the association between expectation of management positions and country of origin, which was discussed in Q.1.3 vs 1.15. The Qatar and UAE responses were too small.

	Bahrain	Kuwait	Qatar	Saudi Arabia	UAE
University	29	26	11	52	6
Polytechnic	21	6	2	2	5
$X^2 = 18.7 > 7.815$, df = 3 N = 162					
Ratio	1.4	4.3	5.5	13	1.2

If the comparison is limited to Bahrain, Kuwait and Saudi Arabia, it will be seen that their relative position in the sequence is the same as in Q.1.3 vs. Q.1.15. The students in the Bahraini sample have the highest expectancy of management positions (Q.1.3), also this sub-sample contains the highest proportion of Polytechnic students.

Bahrain, besides being the first country to develop its economy, is also the first of the hydrocarbon producers to have substantially depleted its hydrocarbon reserves, and it looks like being the first to have to earn a substantial part of its living by other means. Another factor which may have some bearing on the order of the sequence is the fact that Bahrain has had a technical college for many years which has trained students for certain British qualifications and it may therefore be that the Bahrainis are more cognizant of the value of the more vocationally oriented British qualifications.

As was suggested earlier, Universities and Polytechnics are different kinds of educational institutions and it was thought that this might show up in the "cultural

shock" question (Q.3.1), however no association was found.

Question 1.4 vs 3.2

	Whether the respondent received a special breifing about the West before coming here.		
	Yes	No	
University	61 (51%)	58 (49%)	: 119 (100%)
Polytechnic	9 (23%)	30 (77%)	: 39 (100%)
	70	88	158

$X^2 = 9.4$ df 1

The majority of respondents were not pre-briefed before arrival. There is no obvious reason why the percentage of University students pre-briefed should be higher than the comparable figure for the Polytechnic students. The reason may be that some Arab Universities or other organizations pre-briefed the graduates before they left home. This view is to some extent reinforced by the relationship which exists between "place of study vs. degrees or qualifications already held", (Q.14 vs 1.11). Also, Factor 2 of the factor analysis links "maturity" with knowledge and prior knowledge of the West.

Questions 1.4 forms part of Cluster 3 in the linkage analysis discussed in Q.3.2. Cluster 2 contains Q.3.2 itself. A "national (mainly Government)" factor may have influenced all of the responses in the linkages.

Question 1.4 vs 3.6

Ease or difficulty of rejoining own culture and/or business environment.

	Easy	Difficult	
University	101 (82%)	16 (14%)	: 117 (100%)
Polytechnic	23 (62%)	14 (38%)	: 37 (100%)

$X^2 = 10.46$ df 1 N = 154

Eighty percent of the respondents did not consider that they would experience any difficulty in returning home after education in Britain, but this should be considered against the response to Question 1.16 where 160 of 164 respondents said that they intended to return home to their own countries to work after they had completed their studies. The percentage of respondents at University who considered it would be easy to return home was 86% compared with 62% of those studying at the Polytechnics. This subject is more fully discussed under Question 3.6.

CONCLUSIONS.

With respect to the sample, the Universities were training about three times as many students as the Polytechnics to the levels of education under consideration. Sixty-four percent of the respondents were training for the "Science" profession as defined herein. Of this group, 70% were in the Universities. The Universities had a near monopoly of the "Art" and

"Social" students and this probably reflects the different nature and purpose of the two types of educational institution.

In proportion to their size and in comparison with the Universities, the Polytechnics had a smaller percentage of students who already held some other degree(s) or qualification(s), (89% vs. 53%), and, they were teaching a group of respondents of lower average age, who, were mostly seeking first degrees and diplomas. In contrast, the Universities were accommodating the needs of a larger group of respondents seeking higher degrees, as well as those seeking first degrees. The association between place of study and country of origin is probably influenced by the policies of Governments and the requirements of the countries' economies and cultures.

The majority of students were not pre-briefed about the West before coming here, (56% vs. 44%). However, the reason why a larger percentage of University respondents had been pre-briefed than Polytechnic, (51% vs. 23%), may possibly have been related to Arab University pre-briefing practices and the fact that a large proportion of the University respondents already held degrees or other qualifications. Factor 2 of the Factor Analysis links "maturity" with knowledge and pre-knowledge of the West, and a similar linkage is found in Cluster 2 of Q.3.2. These circumstances could account for at least some of the difference. National (mainly

Government) and cultural factors are probably involved.

The percentage of respondents at Universities who considered that it would be easy to return to their own culture and/or business environment was 86%, compared with 62% for the less extensively educated and generally younger group from the Polytechnics.

QUESTION 1.5

What degree or qualification are you studying for? (e.g B.A, B.Sc, B.Com, M.A, A.C.A, H.N.D, etc.)

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The response was:

Doctorate	Master	Bachelor	Diploma
78	35	33	19

Compared with the figures provided by the Department of Education[1] , the sample contained more postgraduate responses than might have been expected (69% vs 58%), also more Diploma responses (12% vs 6%), but fewer Bachelor responses (19% vs 36%).

An association was found for each of the following questions; Q.1.1, (Profession or vocation for which training); Q.1.3, (Ultimate expectation of management position); Q.1.4, (Place of study); Q.1.8, (Age of respondent); Q.1.11, (Whether any degrees or qualifications already held); Q.1.13, (Membership of a professional organization); Q.1.14, (Sponsorship); Q.1.15, (Country of origin); and Q.2.13, (Disadvantages of having Western education); Q.2.14, (Best place to study for a management degree at Bachelor level); Q.3.2, (Any special briefing about living in West before leaving

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1. See Page 71.

home); Q.3.6, (Ease or difficulty of returning to own culture and/or business environment).

The question also forms a part of Cluster 2 of the linkage analysis discussed in Q.3.2, and appears in Factor 2 of the Factor Analysis.

Question 1.5 vs 1.1

Profession or vocation for which training.

	Science	Art	Business	Social
Ph.D	47	8	9	14
Master	17	6	3	9
Bachelor	29	-	4	-
Diploma	13	-	3	3
	106	14	19	26

It is not possible to calculate a Chi squared association with the data as it stands because there is a lack of continuity, also a correlation coefficient calculation shows no relationship. However, if the "Science" profession is compared with the remaining professions, and the Bachelor and Diploma categories are combined to form an undergraduate group, then there is a Chi squared association of $X^2 = 10.46$ df 2 N = 165 :-

	Science	The Rest
Ph.D	47 (60%)	31 (40%)
Master	17 (49%)	18 (51%)
Bachelor + Diploma	42 (81%)	10 (19%)
	106 (64%)	59 (36%)

Sixty-four percent of the respondents who answered both questions were training for a "Science" profession or vocation. The table permits an examination to be made of the composition of this important category relative to the level of the degrees and qualifications for which they were studying.

The heavy bias towards "Science" by the Bachelor and Diploma students is particularly noticeable, (i.e., 81%). Sixty percent of the Ph.D students were training for one of the "Science" professions. The Masters were roughly split between the "Science" professions and the remainder.

Question 1.5 vs 1.3

This pair of questions yielded an association between the degree or qualification for which the respondents were studying, and whether the respondents ultimately expected to become managers or administrators in their own countries. The contingency table was laid out and commented upon in Q.1.3 vs 1.5. Only 47% of the respondents expected to become managers. Of the postgraduates only 38% expected to become managers compared with 67% of the undergraduates. The responses from the two categories were in the opposite direction.

Question 1.5 vs 1.4

The contingency table for this pair of questions can be

viewed in Q.1.4 vs Q.1.5 where an association will be seen between place of study and the degree or qualification for which the respondent was studying. The association is a strong one, X^2 = 91.26 df 3 N = 165, and r = 0.7059. It is to be expected because it reflects the difference between the two types of educational institutions and what they are best at providing.

Question 1.5 vs 1.8

The contingency table for age vs degree or qualification for which studying, is as follows,

	Age group		
	Less than 25	25 - 30	Over 30
Doctorate	5 [6%]	41 [53%]	32 [41%]
Master	9 [26%]	18 [51%]	8 [23%]
Bachelor	20 [61%]	12 [36%]	1 [3%]
Diploma	11 [58%]	7 [37%]	1 [5%]

X^2 = 51.34 df 4 (Bach.& Dip. combined) N = 165

The majority of the students studying for Doctorates were in the two higher age groups (i.e.94%). Similarly in the Master group it was 74%. The Bachelor group had most students in the youngest group (i.e. 61%), but only 3% in the over 30 group. The Diploma group, like the Bachelor group, had the largest number of students in the under 25 age group.

Both of these questions appear in Factor 2 and are taken to indicate a "maturity" factor.

Question 1.5 vs 1.11

Whether any degrees or qualifications were already held

	Yes	No
Ph.D	76	2
Master	35	0
Bachelor	11	22
Diploma	9	9
	133	31

N = 164

X^2 = 76.24 df 2 (Bach. & Dip. combined)

This contingency table requires little explanation. Postgraduate students already had degrees or qualifications before they commenced their studies. One third of the Bachelors and one half of the Diploma students stated that they already had degrees or qualifications.

Question 1.5 vs 1.13

Whether the respondent belonged to or hoped to join a professional organization.

	Yes	No
Ph.D	12	61
Master	8	24
Bachelor	15	16
Diploma	4	14
	39	115

X^2 = 11.86 df 3 N = 154

The overall majority of respondents, (i.e., 75%) appeared to have no interest in the British professional organizations. The Bachelor group showed more interest than the others, though only 48% of that group answered in the affirmative.

A word of caution is appropriate at this point because it should not be assumed that this association would stand if all categories of students studying in Britain had been questioned. There are professional and vocational qualifications which do not require attendance at a University or Polytechnic. Thus a larger sample with an input from other types of educational institution, such as colleges of Further Education, might or might not have produced the same relationship.

Question 1.5 vs 1.14

	How studies were sponsored.				
	Family	Self	Company	Government	Other
Ph.D	5	2	2	66	3
Master	6	2	3	23	1
Bachelor	8	-	11	13	-
Diploma	3	-	8	8	-
	22	4	24	110	4

If the Family, Self and Other groups, and Bachelor and Diploma groups are combined to provide continuity, there is a Chi squared association between the responses to the pair of questions . X^2 = 37.79 df 4 N = 164. The product

moment correlation coefficient for the table as it stands is -0.2995.

Though not of the same order of magnitude, the different emphasis of sponsorship by the Governments and the Companies can be seen. The bias of the Governments' sponsorship was towards the higher degrees, particularly the Doctorates. The main interest of the companies was at undergraduate level (including diplomas). If this association is considered together with the association between Q.1.3 and Q.1.14 it may be concluded that there is a tendency for Government sponsored postgraduates to be future specialists rather than managers.

Question 1.5 vs 1.15

An association was found between degree or qualification and country of origin.

	Country of origin				
	Bhn.	Kwt.	Qtr.	S.A.	U.A.E.[2]
Ph.D	12	16	7	41	2
Master	17	6	4	6	2
Bachelor	13	7	2	5	5
Diploma	8	3	1	5	2

N = 164

If a division is made between undergraduate/diploma

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2. Abbreviations are used to keep the tables within the confines of the paper

studies and postgraduate studies, the relationship between these two divisions with respect to each country becomes clearer.

Bhn.	Kwt.	Qtr	S.A.	U.A.E
58%	69%	79%	82%	36%
42%	31%	21%	18%	64%

If the figures for Qatar and the U.A.E are laid aside, the ratio of postgraduate to other students increases from left to right in the same relative order as the sequences observed earlier in Questions 1.4 vs 1.15 and 1.3 vs 1.15.

Question 1.5 vs 2.13

An association was found between degree or qualification and whether there were any disadvantages in having a Western education (Q.2.13).

Western education - disadvantages?

	Yes	No
Ph.D.	44	27
Master	11	20
Bachelor	13	19
Diploma	7	12
	75	78

$X^2 = 9.07$ df 3 N = 153

Overall, the students were fairly evenly divided in their views about whether a Western education had any disadvantages or not, but this average figure was made up

of some contrasting views. The following ratios were derived for each category by dividing the "yes" frequencies by the "no" frequencies.

Ph.D	Master	Bachelor	Diploma
1.63	0.55	0.68	0.58

In numerical terms the Ph.D category contained more respondents than any other group, and unlike the others it showed that a majority of its members believed there were some disadvantages in having a Western education. As mentioned in Q.1.5 vs Q.1.8, the Ph.D group was an older and more extensively educated group than the others, it was also more heavily Government sponsored.

Question 1.5 vs 2.14

There is a weak relationship between the degree or qualification being studied for and the best place to study management at Bachelor level (Q.2.14). To enable the questions to be analysed, the contingency table was condensed into management education in an Arab country vs Mainly Western.[3]

There is an association at the 0.10 probability level (compared with the 0.05 level which is standard in this thesis).

	Arab Country	Mainly Western	Ratio
Ph.D	52	19	2.74
Master	15	16	0.94
Bachelor	15	11	1.36
Diploma	8	7	1.14

N = 143

The ratio is "Arab country" divided by "Mainly Western". It can be concluded that a substantial majority of Ph.D respondents favoured the idea of an "Arab location" for Doctorate studies. The views of the other students were more evenly balanced between "Arab location" and "Western location."

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3. "Mainly Western" consists of 48 respondents in favour of Western establishments and 5 Elsewhere.

Question 1.5 vs 3.2

	Any special briefing about living in a Western cultural environment.		
	Yes	No	Ratio
Ph.D	42 (57%)	32 (43%)	1.3
Master	16 (47%)	18 (53%)	0.9
Bachelor	7 (22%)	25 (78%)	0.3
Diploma	6 (33%)	12 (67%)	0.5
	71	87	

X^2 = 11.49 df 2 (Bach. & Dip. combined) N = 158

The ratio for each category of degree or qualification is the "yes" column divided by the "no" column. It describes for each category the ratio of respondents pre-briefed to those who were not. Ph.D. and Master students had the highest ratios, though only in the case of the Ph.Ds were there more than 50% of them briefed. The briefing levels of the Bachelor and Diploma students were appreciably lower. The subject is more fully discussed in Q.3.2 and both questions appear in Factor 2. Underlying influences were probably "national" and "maturity".

Question 1.5 vs 3.6

Easy or Difficult to return to own culture and/or business environment.

	Easy	Difficult
Ph.D	65	8
Master	28	4
Bachelor	22	10
Diploma	10	7
	125	29

X^2 = 11.87 df 2 (Bach. & Dip combined) N = 154

If this table is compressed into a postgraduate and undergraduate comparison, it becomes:

	Easy	Difficult	Ratio
Postgraduate	93	12	7.8
Undergraduate	32	17	1.9

From an inspection of the ratios it can be seen that the Postgraduate students expected to find it much easier to return home to their own environment and/or business environment than the Undergraduates. It has already been shown that the Postgraduates belong mainly to the higher age groups, (vide. Q.1.5 vs 1.8), and greater maturity may be a factor affecting this association. Several respondents suggested that the Western way of life could adversely influence inexperienced students with respect to their own culture and its intrinsic values.

CONCLUSIONS.

In the sample, 47% of the respondents were studying for Doctorates, 21% for Master degrees, 20% for Bachelor degrees and 12% for Diplomas. Compared with the population there were more postgraduate and diploma responses than could have been expected, and fewer responses from the first degree level.

The responses to the question were associated with those of twelve others.

Overall, almost two thirds of the students were training for a "Science" profession as defined in this study. Relative to the level of study, 81% of undergraduates (Bachelor + Diploma) were training for a "Science" profession, compared with 60% of the Ph.Ds and 47% of the Masters.

Forty seven percent of the respondents expected to become managers at some time in the future. 37% of these respondents were working for PH.Ds, 30% for Bachelor degrees, 18% for Master degrees and 15% for Diplomas. Within these categories the expectation of management positions varied substantially, only 39% of the postgraduates (Ph.D. + Master) expected to become managers compared with 67% of the undergraduates (Bachelor + Diploma).

There was a strong association between place of study and the level of degree or qualification for which the

student was studying. It is believed that this reflected the different nature of the two educational institutions and the facilities and courses offered by them.

There was a relationship between age and level of studies, the higher the degree or qualification the older the student. Both Q.1.5 and Q.1.8 (Age) appear in Factor 2 and are taken to indicate a "maturity" factor. Q.1.5 is contained in Cluster 2 and Q.1.8 in Cluster 3 of the linkage analysis in Q.3.2.

The postgraduate students by definition already possessed some degree or qualification, though perhaps surprisingly so did a substantial number of students studying at undergraduate level.

Only the Bachelor group showed any substantial interest in British professional organizations. Fifty five percent of them said that they either belonged to or intended to join one (e.g., The Institution of Electrical Engineers).

Governments sponsored 67% of the students and their sponsorship was heavily biased towards the higher degrees. Companies accounted for 15% of the sponsorship which was biased towards the undergraduates. Q.1.3 vs Q.1.14 has already demonstrated a bias towards "Science" and "Business" studies.

An association between the level of study and country of origin (restricted to Bahrain, Kuwait and Saudi

Arabia) may be attributed to "national/cultural" factors. [See Q.1.15.].

Overall, views were fairly evenly divided concerning the possible disadvantages of having a Western education. In numerical terms the Ph.D category contained more respondents than any other group, but unlike the other groups the majority of its members believed that there were some disadvantages.

A weak relationship was found between level of study and the best place to study for a management degree at Bachelor level. The Ph.D group were more in favour of an "Arab location" than the others. Overall, 63% favoured an "Arab location".

An association was discovered between level of study and whether students had been pre-briefed about living in a Western cultural environment. This association is discussed in 3.2. and in Factor 2 where "national" and "maturity" influences are identified.

Similarly, another cultural relationship between level of studies and ease or difficulty of returning to the Arab environment is left for discussion in Q.3.6.

QUESTIONS 1.6 and 1.7.

Question 1.6

Please indicate the official length of your course of studies.

1 year or less, 2 years, 3 years, 4 years, Other.

.....

The questionnaire contained a small number of questions which were designed to provide qualitative information or to check the conformity of other data. Questions 1.6 and 1.7 belong to this latter category. A contingency table derived from the responses to these two questions is shown below and its function explained.

Question 1.7

Which year are you currently studying?

First, Second, Third, Fourth, Other.

.....

An association between this question and Q.1.6 is shown overleaf.

		Course year which was being studied.				
		1	2	3	4	5+
Official	1.	20	2	-	-	-
length of	2.	21	12	-	-	-
course in	3.	23	19	18	2	1
years	4.	8	10	5	8	-
	5+.	4	4	1	2	1
		76	47	24	12	2

r = 0.44 N = 161

The table reveals that responses for particular courses were spread over the length of the courses. For example, in the three year course group there were 23 respondents from the first year, 19 from the second, 18 from the third and three who had taken longer than the normal time.

Some bunching occurs in the first year of the two year courses and in the early years of the five (and more) year courses.

In general, response was fairly even, but, because the courses were of different lengths there was a bias towards the views of respondents who had studied in Britain for fewer years.

QUESTION 1.8

To which age group do you belong?

Under 25

25 - 30

Over 30

.....

The response to this question was:

	Number	Percentage
Under 25	45	27
25 - 30	78	47
Over30	42	26
	165	100

It can be seen that the 25 to 30 age group accounted for nearly one half of the sample, while the other age groups each accounted for about a quarter.

Associations were found with seven other questions, namely, Q.1.4, Q.1.15, Q.1.11, Q.1.14, Q.1.15, Q.2.14 and Q.3.6.

Question 1.8 vs 1.4

The contingency table from which this association was calculated is laid out in Q.1.4 vs Q.1.8. The association is between age groups and place of study (i.e., University or Polytechnic). The mean age of the University group falls into the 25 - 30 age bracket, while that of the Polytechnic is in the under 25 group.

In percentage terms the contingency table becomes:

	Age group		
	Under 25	25 - 30	Over 30
University	13%	38%	24%
Polytechnic	15%	9%	1%

Sixty two percent of all respondents can be accounted for by those who were over 25 and who were studying at a University. Twenty four percent of all respondents were Polytechnic students and in the two lower age groups.

Simple inspection of the data shows that the average age of the students at the Polytechnics was less than the average age of students at the Universities. In numerical terms the University students outnumbered the Polytechnic students by a 3 to 1 ratio.

Question 1.8 vs 1.5 (Degree or qualification for which respondent was studying)

The contingency table for this pair of questions was laid out in Q.1.5 vs Q.1.8. where it was shown that 88% of the postgraduate students were 25 years of age or older. Sixty three percent of the undergraduates were under 25 years of age.

Question 1.8 vs 1.11

		Q.1.11 Whether the respondents already had any degree(s) or qualification(s)...	
		Yes	No
Q.1.8 Age group.	Under 25	25	20
	25 - 30	65	12
	Over 30	41	1
		131	33

$X^2 = 25.77$ df 2 N = 164

Eighty percent of the respondents already held some degree(s) or qualification(s).

Sixty five percent of the correlated responses are found in the "Yes/25-30" and "Yes/over 30" cells in the contingency table.

The association itself can be more easily understood if the rows are expressed as percentages, thus:

	Yes	No	
Under 25	56	44	: 100%
25 - 30	84	16	: 100%
Over 30	98	2	: 100%

from which it can be seen that the higher the age group the higher the percentage of students in it who already held some degree(s) or qualification(s).

Fifty six percent of the youngest age group already had

degrees or qualifications.

Question 1.8 vs 1.14

This pair of questions concerned age and sponsorship and the contingency table derived from the responses is shown below.

How studies were sponsored

	Family	Self	Company	Government	Other
Under 25	15	-	10	17	2
Age 25-30	6	1	10	60	1
Over 30	1	3	4	33	1
	22	4	24	110	4
Percentage	13	2.5	15	67	2.5

X^2 = 24.12 df 4 (Fam.Self.Other combined) N = 164

The Governments, taken as a class, sponsored more students than the other classes combined and accounted for 67% of the total sponsorship. Fifty seven percent of their sponsorship was directed towards the 25 - 30 age group, 30% to the over 30 age group and the remaining 15% to the "under 25"s.

Families and Companies sponsored 28% of the remaining students which was split into 13% and 15% respectively. Sponsorship was largely directed towards the two younger groups, though the Family group sponsorship was heavily biased towards the youngest category.

Question 1.8 vs 1.15

The responses to this pair of questions are used here to compare the ages of the respondents with their countries of origin.

Q.1.15

Country of Origin

		Bhn	Kwt	Qtr	S.A	U.A.E
	Under 25	17	11	3	8	5
Age	25-30	22	7	11	33	5
	Over 30	11	14	-	16	1
		50	32	14	57	11

No association can be demonstrated from the table as it stands. Only considering Bahrain, Kuwait and Saudi Arabia, then there is a Chi squared relationship of X^2 = 14.42 as shown below:

		Bahrain	Kuwait	Saudi Arabia
	Under 25	17	11	8
Age	25 - 30	22	7	33
	Over 30	11	14	16
		X^2 = 14.42	df 4	N = 139
	Means	1.88	2.09	2.14

If the age groups are numbered 1, 2 & 3 in ascending order then the means from left to right are 1.88, 2.09 and 2.14 respectively. Alternatively, if a six year bandwidth is assumed, the order remains the same with only 1.5 years between highest and lowest. This

sequence, (in the same order as has been seen with some of the other questions in association with Q.1.15) shows that the Bahrainis had the lowest average age and the Saudi Arabians the highest. All the means lie in the 25 - 30 age group.

Though the means are all in the same age group, it should be noted that the dispersion of the age groups is different.

Question 1.8 vs 2.14

Q.2.14

Best place to study management at Bachelor level or equivalent.

	Arab U.	Arab U.(W)	West U.	Elsewhere
Under 25	6	10	21	1
25-30	19	18	13	3
Over 30	15	8	7	1
	40	36	41	5

X^2 = 12 50 df 4 (West.Elswh. combined) N = 122

A clear majority of those under 25 thought that a University in Western Europe or the USA was the best place to study for a first level management degree or equivalent.

Seventy percent of those in the 25 - 30 age group selected an "Arab location", (though 58% of this same age group selected options which included the "Western system").

Seventy four percent of the respondents over 30 also selected "Arab location".

Whilst the majority of the youngest group favoured a Western location the majority of the two older groups favoured an Arab location. Thee table can also be used to find out how many of the respondents included "Western system" in their options.

Eighty two percent of those under 25 years of age included "Western system" in their replies. 58% of the 25 - 30 age bracket and 48% of those over 30.

It is clear from the composition of these two sets that there is a considerable overlap and the extent of it is demonstrated below (excluding the Elsewhere option).

	Set 1 "Arab Location"	Overlap	Set 2 "Western System"
Under 25	43	27	84
25-30	74	36	62
Over 30	77	27	50
All ages	65	31	66

All cells are row percentages of the frequencies shown in the previous table, e.g., 43% = [(6+10)/(6+10+21)] x 100.

It can be seen that 31% of the respondents selected the option which could provide them with an Arab location and

a management education which embraceed the Western system. If "Elsewhere" is taken into consideration the percentage drops to 30%.

Question 1.8 vs 3.6

The correlation of responses to this pair of questions points to a cultural issue. Age group is compared with whether the respondent thought that he (or she) would find it "easy" or difficult to rejoin his own cultural or "Business environment" when he returned home. The contingency table shows a definite trend:

Q.3.6

Easy of difficult to return to own culture and/or business environment

	Easy	Difficult
Under 25	26 (69%)	12 (31%)
25-30	61 (82%)	14 (19%)
Over 30	37 (93%)	3 (7%)
	125 (81%)	29 (19%)

$X^2 = 7.00$ df 2 N =154

The proportion of respondents in the youngest age group who said that it would be easy to return home was less than for the other groups. There is a progression in the table which suggests that the older the student the more likely he or she would be to find it easy to return home. This subject is further discussed in Question 3.6.

CONCLUSIONS.

Age is a variable which plays an important part in defining the nature of the sample on which the whole study is based. Forty seven percent, or nearly one half, of the respondents were in the "25 - 30" age bracket. Of the remaining respondents, 27% were under 25 years of age and 26% were over 30.

With 73% of the respondents being over 25 years of age, it is considered that answers to the Questionnaire came from a generally mature group of people.

Most of the older students were studying at the Universities and when combined the middle and upper age groups accounted for 62% of the sample. The Polytechnic students were outnumbered three to one by University students. Respondents in the former category were mainly in the middle and lower age groups.

As might be expected, there was a concentration of postgraduate students in the middle and upper age groups and this set accounted for 60% of the respondents. Correspondingly, there was a concentration of undergraduate students in the middle and lower age groups which represented 30% of the respondents.

Ninety eight percent of those over 30 had some previous degree(s) or qualification(s), followed by the middle or 25 - 30 age group with 84%. Perhaps surprisingly, 56% of the students under 25 years of age already had a

degree(s) or qualification(s).

Governments sponsored more students than all other groups combined. Sixty seven percent of the students were Government sponsored and 85% of this sponsorship was directed towards the two higher age groups.

Analysis of the contingency table relating age to "the best place to study management at Bachelor level" revealed that the older students preferred an "Arab location". An overlapping "Western System" set was also detected and this is discussed in Q.2.14.

In written comments, several respondents suggested that in certain instances the West undesirably influenced younger students and turned them against their own culture and beliefs. In the light of these comments, the response to the question about whether a respondent would find it easy or difficult to return home is important. Thirty one percent of those under the age of 25 said that they would find it difficult compared with 19% in the 25 - 30 age group, and only 7% in the over 30 group. However, the importance of this trend should not be over emphasised, because 160 out of 164 respondents who answered Question 1.16 stated the they intended to return home to work when they had completed their studies, so the trend should not be interpreted as a potential loss of trained Arab manpower to foreign countries.

QUESTION 1.9

What languages can you speak and/or write, and where did you learn them?

.....

All students spoke and wrote Arabic and English. The following table gives a qualitative indication of others languages with which the students were familiar. Some students had a knowledge of more than one of these languages.

	Bhn.	Kwt.	Qtr.	S.A.	U.A.E.
Farsi	12	2	2	-	-
Swahili	-	-	1	-	3
Urdu	4	-	1	-	-
Hindi	1	1	1	-	-
Tamil	-	1	-	-	-
French	5	3	1	3	-
Dutch	-	-	1	-	-
German	1	-	-	3	-
Spanish	-	1	1	-	-
Russian	1	-	-	-	-

There is perhaps a tendency for the students from the maritime trading states of history to speak more languages. Farsi suggests an association with Iran. However, the table must be related to the fact that there were 165 respondents.

QUESTION 1.10

Not counting your normal secondary education, have you received any special or extra tuition in the English language to help you with your studies in Britain?

Yes No

If your answer is "Yes", please state how you obtained your additional tuition, e.g., private study, or language school, or classes arranged by college, etc.

.....

This question assumed more importance after the pilot run of the Questionnaire revealed that some respondents needed an Arabic translation to help them to answer the questions. In fact, thereafter, respondents were offered the option of replying entirely in Arabic. In the final count 66, (or 40%), of the respondents answered in Arabic.

The response to Question 1.10 was:

Whether the respondent had special or extra tuition in English

	Number	Percentage
Yes	101	62%
No	63	38

N = 164

It might be assumed from the foregoing discussion that

there would be a relationship between the language used for the response and whether the respondents had had extra English tuition or not. A Chi squared analysis showed that there was not, (X^2 = 1.90 df 1 N = 164).

There is an indicated association between "extra English tuition" and Q.2.8 which asked whether there were any cross-cultural subjects included in the course of study, however it is considered that this association has no real meaning.

Question 1.10 vs 1.14

		Sponsorship				
		Family	Self	Company	Government	Other
Extra English	Yes	7	2	14	75	3
	No	14	2	10	35	1

r = -0.24 N = 163

With the columns Family, Self and Other combined the table becomes:

	FSO	Company	Government
Yes	12 [41%]	14 [58%]	75 [68%]
No	17 [59%	10 [42%]	35 [32%]]
	29 [100%]	24 [100%]	110 [100%]

X^2 = 7.15 df 2 (Fam.Self.Other combined)

With the columns expressed as percentages, it can be seen that the proportion of respondents who received special or extra English tuition increases from left to

right across the table. This could perhaps be described as the direction of increasing organizational size, power, and complexity of the sponsors. However, whatever the cause of the relationship, the point to consider is that a higher proportion of Government sponsored students had studied special or extra English than Company sponsored students. The FSO group had the smallest proportion.

The progression could perhaps also reflect the objectives and constraints of the sponsors.

An analysis of the written responses throws an interesting light upon where students studied their special or extra English.

Place of learning	Number of respondents
Language School - U.K.	34
Language School - U.S.A.	10
British Council - Overseas	9
Arab Universities	16
U.K. Universities	11
American Univ. - Beirut	2
U.K. and U.S.A.	1
U.K. and Home	4
Company	3
"O" and "A" level	3
Yes - unspecified	9
No or No reply	75
	177

Though there are a large number of headings, no attempt has been made to combine them as they represent the response as received. There were a few multiple responses hence the total exceeds the number of respondents.

Language schools in Britain and the U.S.A., British Universities and the British Council between them had taught more students the English language than the other organizations. Arab Universities taught 16 respondents. It is quite likely that some of the other responses would fall into one of these major groups, but this could not be determined from the form of the replies.

CONCLUSIONS.

Ninety respondents out of 165 said that they had received special or extra English tuition over and above that given to them during their normal secondary education.

There was only one association and that was with Sponsorship. The Governments sponsored a higher percentage of students who had studied extra English than either of the other two classes.

British Language Schools and Universities, U.S. Language Schools, and the British Council were the main centres of tuition, but some respondents had studied English in Arab Universities.

QUESTION 1.11

Do you already hold any University degrees or other qualifications[1] which you obtained either in your own country or abroad?

Yes No

If your answer is "Yes", please name the qualification(s), where you studied and year of graduation.

.....

The response to the question was:

	Number	%
Yes	131	80
No	33	20
	164	100

This question was specifically asked so that the students' previous level of academic achievement could be judged.

There were associations with seven other questions, namely, Q.1.1, Q.1.4, Q.1.5, Q.1.8, Q.1.14, Q.3.2, and Q.3.6.

---

1. In the text, the term "qualification" should be understood to include the term "degree".

Question 1.11 vs 1.1

	Profession or vocation for which respondent was training			
	"Science"	"Art"	"Business"	"Social"
Q.1.11 Yes	78	14	13	26
Q.1.11 No	28	-	6	-
	106	14	19	26

To meet continuity requirements for a Chi squared calculation, "Science" was compared with the other combined professions. The contingency table is shown below:

	"Science"	Other
Q.1.11 Yes	78 (74%)	53 [90%]
Q.1.11 No	28 (26%)	6 [10%]
	106 (100%)	59 [100%]

$X^2 = 6.11$ df 1 N = 165

The percentage of those training for a "Science" profession and who already held qualifications was less than that of those who were training for other professions.

Question 1.11 vs 1.4 (Place of study)

It was shown in Q.1.4 vs Q.1.11, that the proportion of students who already held qualifications and who were studying at a University, was higher than the equivalent proportion at the Polytechnics, (i.e., 84% vs 52.5%

respectively).

Question 1.11 vs 1.5 (Qualification for which studying)

The contingency table can be seen in Q.1.5 vs Q.1.11.

Postgraduate students, as might be expected, already had previous qualifications whereas undergraduates had fewer, though surprisingly, one third of the Bachelor and one half of the Diploma students stated that they already had a qualification.

Question 1.11 vs 1.8 (Age group of respondent)

The contingency table and principal discussion about the response to this pair of questions can be found under the heading Q.1.8 vs Q.1.11.

The main conclusion drawn was that the percentage of students in each age group who already held some qualification(s), varied with the age groups. The oldest age group contained the highest percentage of students already holding some qualification(s). The following table will clarify this point.

		Age group		
		Under 25	25 - 30	Over 30
Previous :	Yes	56%	<--- 84%	<--- 98%
qualification. :	No	44%--->	26%--->	2%
		100%	100%	100%

Question 1.11 vs 1.14

	How studies were sponsored				
	Family	Self	Company	Government	Other
Yes	13	4	15	94	4
Q.1.11					
No	8	-	9	16	-

If the Family, Self and Other columns are combined, the compressed contingency table yields an association:

		FSO	Company	Government
Previous :	Yes	21 [72%]	15 [63%]	94 [85%]
qual. :	No	8 [28%]	9 [37%]	16 [15%]
		29 [100%]	24 [100%]	110 [100%]

$X^2 = 7.61$ df 2 N = 163

Eighty five percent of Government sponsored students already had some qualification(s). This figure can be compared with 63% for Company sponsored students and 73% for the FSO group. All sponsors tended to sponsor candidates who were already qualified.

The number 94 in the "Yes/Government" cell accounts for 54% of all responses and demonstrates the degree of Government commitment to the further advancement of

already qualified students.

Question 1.11 vs 3.2

		Whether the respondent received a special briefing about Western culture before coming here	
		Yes	No
Previous qual.	: Yes	64 (51%)	61 (49%)
	: No	7 [22%]	25 [78%]

X^2 = 8.84 df 1 N = 157

Note that roughly one half of the respondents who already had some qualification(s) had been pre-briefed before coming to Britain, compared with less than one quarter of those with no previous qualification(s).

This subject is further discussed under the heading of Q.3.2.

Question 1.11 vs 3.6

		Ease or difficulty in returning to own culture and/or business environment	
		Easy	Difficult
Previous qual.	: Yes	104	17
	: No	21	11
		125	28

X^2 = 6.99 df 1 N = 153

Sixty eight percent of the correlated responses lie in

the "Yes/Easy" cell of the contingency table and this group represents the majority of all respondents.

CONCLUSIONS.

Eighty percent of the respondents in the sample already had some qualification(s) before they started their present studies.

In comparative terms, 74% of the "Science" respondents already held some qualification(s) against 90% overall for the remaining professions. However, numerically there were more respondents with some prior qualification(s) in the "Science" category (78), than in the remaining professions combined (52).

Numerically of those who expected to become managers there were more in the "Science" category (i.e., 55), than in the others combined (i.e., 22). In percentage terms, only 42% of the "Science" category expected to become managers, compared with 69% of the remaining categories.

The number of students at the Universities who already had previous qualifications was 110, compared with 14 who had not. The Polytechnics had 21 students who already had some qualification(s) against 19 who did not. The Universities had a higher percentage (89%), of students who already had some qualification(s) whereas the Polytechnics only had 52.5%.

Governments showed the greatest commitment to the advancement of students who already had some qualification(s).

Associations with Q.3.2 (pre-briefing of students) and Q.3.6 (ease or difficulty of returning to own culture) are discussed later under those headings.

QUESTION 1.12

If you are working for a research degree or already have one, please indicate the nature of the subject.

.....

This question was designed to obtain qualitative information and was in general well answered.

There were 88 replies. Seventy five of the 78 respondents studying for Doctorates responded and the remaining 13 replies came from Master students who were engaged on research projects.

Type of Project	Percentage of Researchers
Fish Science	7
Plants and Animals	10
Maths,Physics,Chem. & Engineering.	26
Medical & Pharmacology	14
Arts	3
Business	7
Social & Behavioural Science	13
Education & Linguistics	20

Education and Linguistics was drawn out as a separate heading because it shows the interest that respondents had in these subjects. Subjects in this heading would normally have been distributed amongst the other groups.

QUESTION 1.13

Do you belong to (or hope to join) any professional organization(s) which awards a qualification either by examination (e.g. ACA) or by exemption (e.g. Chartered Engineer).

Yes No

If your answer is "Yes" please name the organization(s) and if you are already a member please state grade(s) of membership.

.....

The response was:

Yes	45
No	109

This question was included to see whether any respondents were attracted by the British Professional Institutions, bearing in mind the high standing of professional bodies such as the Institute of Chartered Accountants, and the major Engineering Institutions linked with the Engineering Council. The 45 respondents who replied in the affirmative named professional organizations. Six of them referred to non-British organizations so their replies were not taken into consideration and the number of valid responses was treated as 39.

Only one quarter of the respondents of the whole sample expressed interest in the professional organizations, thus a professional qualification was not really an important attraction of an education in Britain for those at the Universities and Polytechnics.

The response to the question was also associated with the responses to Q.1.4, Q.1.5, Q.1.15, Q.3.1, and Q.3.2.

Question 1.13 vs 1.4

The association between place of study (i.e., University or Polytechnic) and membership of a professional organization was discussed in Q.1.4 vs Q.1.13. It was shown that 52% of the students in the Polytechnics either belonged to or intended to join a professional institution or organization. This compared with 20% of students at the Universities. Though numerically University students outnumbered Polytechnic students by a 3:1 ratio, there were more Polytechnic students (23), who had an interest in the professional organizations than University students, (22).

It is suggested that it is the nature of the Polytechnics and the courses which they offer which gives their students a greater affinity for the professional organizations.

Question 1.13 vs 1.5 (Qualification for which studying)

The contingency table is laid out in Q.1.5 vs Q.1.13,

where it is shown that the Bachelor group (48%) had more interest in the professional organizations than any other group. Overall, the majority (75%) did not have any interest.

Question 1.13 vs 1.15

	Whether the student belonged to or intended to belong to a British professional organization.	
	Yes	No
Bahrain	18	27
Kuwait	6	24
Qatar	3	10
Saudi Arabia	8	48
U.A.E.	4	6
	39	115

$r = 0.16$

If examination of the data is restricted to Bahrain, Kuwait and Saudi Arabia then an association can be found.

	Yes	No	
Bahrain	18 [40%]	27 [60%]	[100%]
Kuwait	6 [20%]	24 [80%]	[100%]
Saudi Arabia	8 [14%]	48 [86%]	[100%]

$X^2 = 9.35$ df 2 N = 131 $r = 0.26$

Though no great interest was shown, the students of

Bahrain had the most, followed by Kuwait and then Saudi Arabia.

The sequence of the countries is the same as also observed in other associations with Q.1.15.

Earlier it was suggested that the order of development of the countries could be an underlying cause of the sequence. Another possible contributory factor, in this instance, could be the degree of previous British influence. The British were more closely associated with Bahrain and Kuwait through treaties and political agencies than with Saudi Arabia, thus the first mentioned countries are still probably familiar with the British style of education and professional organizations. Bahrain has had a technical college for many years which has prepared candidates for U.K. examinations.

Question 1.13 vs 3.1

Question 3.1 asked, "Have you experienced any difficulty in living in a Western cultural environment? An association was found, (X^2 = 8.38 df 2 N = 150). However, as this is a cultural issue it is deferred until Question 3.1.

Question 1.13 vs 3.2 (Pre-briefing about living in a Western country).

There is an association, X^2 = 6.21 df 1 N = 149, which is discussed in Q.3.2.

CONCLUSIONS.

Only 25% of the respondents from the whole sample expressed any interest in British professional organizations.

Main interest, such as it was, was concentrated on the large Engineering Institutions. It was the Bachelors who showed the most interest. Polytechnic students expressed a greater interest than University students and actually outnumbered the University students in the response by 23 to 22. This is surprising considering that Polytechnic students are outnumbered in the sample by three to one.

The nature of the Polytechnic courses probably gives their students a greater affinity for professional qualifications. There may have been students at Colleges of Higher Education and similar institutions studying for qualifications even more closely asssociated with the British professional organizations and had a survey been made of their students a different conclusion might have been drawn from the one drawn here.

Bahrain had the largest percentage of students who were interested in the professional organizations followed by Kuwait and Saudi Arabia (Qatar and the U.A.E.excluded). The sequence is the same as was seen with earlier questions which were associated with Q.1.15.

Associations with Q.3.1 and Q.3.2 are discussed under those headings.

QUESTION 1.14

How are your studies sponsored?.

Family, Yourself, Company, Government, Other.

.....

The response was:

	Number	Percentage
Family	21	13
Yourself	4	2
Company	24	15
Government	111	68
Other	4	2
	164	100

More students were sponsored by Governments than by any other group, they accounted for 67% of the sample. The two next largest groups were Company, 15%, and Family, 13%. The remaining 5% was accounted for by Self and Other combined. There was an association with Questions 1.1, 1.3, 1.4, 1.5, 1.8, 1.11, 1.15, and 3.2.

Question 1.14 vs 1.1

The contingency table for these questions is as follows:

	Profession or vocation for which studying			
	"Science"	"Art"	"Business"	"Social"
Family	11	3	5	2
Self	1	2	1	-
Company	22	-	2	-
Government	69	8	10	24
Other	2	1	-	1
	105	14	18	27

To obtain continuity for a Chi squared association with the above table a considerable amount of combination is required, but a useful comparison can be made between "Science " and the remainder versus the FSO group and Company and Government, as shown below.

	FSO	Company	Government
"Science"	14 [48%]	22 [92%]	69 [62%]
Remainder	15 [52%]	2 [8%]	42 [38%]

$X^2 = 11.25$ df 2 N = 164

When the columns are expressed as percentages the concentration of Company sponsorship on the "Science" professions becomes apparent, and accounts for 92% of the respondents under the Company heading.

Sixty two percent of Government sponsorship was for

"Science" professions. Only in the FSO group were the other professions more heavily sponsored than the "Science" professions.

Question 1.14 vs 1.3

Sponsorship	Whether respondent expected ultimately to become a manager. Yes	No
Family	11	11
Self	3	1
Company	21	3
Government	40	69
Other	2	1
	77	85

With the Family, Self and Other rows combined to create continuity for a Chi squared calculation, the table becomes:

	Yes	No	
FSO	16 [55%]	13 [45%]	[100%]
Company	21 [87.5%]	3 [12.5%]	[100%]
Government	40 [37%]	69 [63%]	[100%]
	77	85	

$X^2 = 21.18$ df 2 N = 162

Eighty seven and a half percent of the Company sponsored respondents expected to become managers, compared with 55% of the FSO group and 37% of the Government category. The high percentage of Company sponsored students who

were expecting to become managers stands out.

The fact that a low percentage of Government sponsored students expected to become managers is possibly a reflection of the wider range of professions for which these respondents were training. Many of the Government sponsored respondents were studying specialized subjects for higher degrees which might lead them into specialist rather than management positions.

Question 1.14 vs 1.4

		Place of study	
		University	Polytechnic
How sponsored.	Family	15	7
	Self	4	0
	Company	8	16
	Government	93	17
	Other	4	1
		124	41

There is an association when Family, Self and Other rows are combined.

		University	Polytechnic
How sponsored	FSO	23 (74%)	8 (26%)
	Company	8 (33%)	16 (67%)
	Government	93 (85%)	17 (15%)
		124(75%)	1 (25%)

With the rows expressed in percentages, emphasis of sponsorship in the Universities/Govt. cell (85%) becomes apparent. This may be compared with the opposite emphasis in the Polytechnic/Company cell. The table further demonstrates the differing approach of Governments and Companies to foreign education. This has already been seen in other associations.

Question 1.14 vs 1.5

In Q.1.5 vs 1.14. an association was shown to exist between sponsorship and the degrees or qualifications for which the students were studying.

Family sponsorship was exactly divided between postgraduate and undergraduate students (11:11). Self and Other sponsorship was entirely directed to the postgraduate studies (8:0), while Government sponsorship was biased towards the postgraduate studies (89:21). Company sponsorship favoured undergraduate courses (19:5). The Governments and Companies showed opposite polarities.

Question 1.14 vs 1.8

Age versus form of sponsorship was discussed in Q.1.8 vs 1.14, where amongst other things it was shown that sponsorship in the Government category was biased towards the older groups, whereas Company sponsorship was biased towards the younger groups.

Question 1.14 vs 1.11

The relationship between "previous qualifications" and "sponsorship" was discussed under heading Q.1.11 vs Q.1.14. Eighty five percent of the students sponsored by their Governments already had some qualification(s), compared with 63% who were sponsored by their Companies, and 73% by the FSO group.

Question 1.14 vs 1.15

The contingency table shown below relates country of origin to form of sponsorship. To obtain satisfactory continuity for a Chi squared calculation the responses from Bahrain, Kuwait, and Saudi Arabia had to be compared with, Government, and the remaining forms of sponsorship combined.

	Country of origin		
	Bahrain	Kuwait	Saudi Arabia
Remainder	20	14	9
Government	30	18	48
	50	32	57
	$X^2 = 10.50$ df 2. N= 139.		
Ratio	1.5	1.3	5.3

Though the sequence of the countries is not in the same order as other associations involving Q.1.15, it nevertheless shows that the Saudi Arabian Government sponsored a much higher proportion of students than the other two countries.

Question 1.14 vs 3.2

An indicated association between how the respondents' studies were sponsored and whether they were pre-briefed on Western culture before they came to Britain is discussed in Q.3.2.

CONCLUSIONS.

Regarding the sponsorship of students, Government sponsorship accounted for 68%, Companies for 15%, Families for 13%, and Self and Other representing 4% to make up the total of 100%.

Sixty four percent of the respondents were training for a "Science" profession. Of students sponsored by the Companies, 97% were training for a "Science" profession, which compared with 62% of students sponsored by Governments, and 48% by the FSO group.

Sponsorship by the Governments and the FSO groups was biased towards the Universities. Eighty five percent of Government sponsored students and 74% of the FSO students were at University. Only Companies sponsored more Polytechnic (67%) than University students.

Family sponsorship was equally divided between the postgraduate and undergraduate groups (11:11). Government sponsorship was biased towards postgraduate studies (89:21), whereas Company sponsorship was biased towards undergraduate studies (19:5).

In terms of contrast, Government sponsorship was biased towards the higher and middle age groups whilst Company sponsorship was biased towards the lower and middle age groups.

Eighty five percent of the students sponsored by their

Governments already had some qualification(s) compared with 63% of those sponsored by Companies and 73% by the FSO group.

In considering any of these findings the reader is reminded that Governments sponsored over two thirds of all the students, this included 66% of the "Science" students. Forty two percent of all students were being sponsored by Governments for the "Science" professions.

QUESTION 1.15

Which country do you come from?

.....

The response to this question was:

	Number	Percentage
Bahrain	50	30
Kuwait	32	20
Qatar	14	8
Saudi Arabia	57	35
United Arab Emirates	11	7
	164	

One respondent declined to name his country.

In general, with all countries included in the Chi squared calculations, there were no associations with the responses to other questions. However, when Bahrain, Kuwait and Saudi Arabia only were considered (i.e. Qatar and the UAE were excluded) associations were found with questions 1.3, 1.4, 1.5, 1.8, 1.13, 1.14, 2.14, 2.16, 3.2, and 3.7.

In the contingency tables which follow, Bahrain, Kuwait and Saudi Arabia often occupy the same relative order when the findings of the associations are rationalized. There are several plausible explanations for occurrence of these sequences and an initial attempt is made to draw them together in the Conclusions section at the end of

this question.

Question 1.15 vs 1.3

These questions were discussed in Q.1.3 vs Q.1.15 together with the contingency table.

A ratio was calculated for each country which showed how many respondents expected to be managers for each one who did not. In other words the "yes" responses were divided by the "no" responses for each country in turn. The ratios which correspond to this association are:

Bahrain	Kuwait	Saudi Arabia
1.45	1.3	0.46

These figures show that students from Bahrain had higher expectations of management positions than students from Kuwait, and that students from both of these countries had higher expectations than students from Saudi Arabia. One possibility is that the sequence is related to the time order of development of the countries, the current stage of development of their economies and national influences.

Question 1.15 vs 1.4

The contingency table in Q.1.4 vs 1.15. relates place of study with country of origin. Ratios were calculated which measure the number of University students per Polytechnic student for each country.

If only Bahrain, Kuwait and Saudi Arabia are considered, the middle value ratio again belongs to Kuwait, as it did in Q.1.15 vs Q. 1.3 above.

Bahrain	Kuwait	Saudi Arabia
1.4	4.3	13

In Q.1.4 vs 1.15, an additional explanation was offered for the relative order of these ratios, namely, that they were individually related to each country's acquaintance with the British education system and what it had to offer.

Question 1.15 vs 1.5

Question 1.5 asked the respondent what degree or qualification he/she was studying for. An association with country of origin was discovered.

The rows of the contingency table were combined to divide the responses into postgraduate and undergraduate classes. The undergraduate figures were then divided into the postgraduate to derive ratios for each country. For Bahrain, Kuwait, and Saudi Arabia the following ratios were obtained:

Bahrain	Kuwait	Saudi Arabia
1.4	2.2	4.7

Proportionally (and numerically), Saudi Arabia has the most postgraduate students. The value of the ratio for Kuwait is still in the middle.

Q.1.5 is a part of Cluster 2 and Q.1.15 is a part of Cluster 3 in the linkage analysis discussed in Q.3.2. National/cultural factors probably underlie the relationships.

Question 1.15 vs 1.8

The contingency table which relates age to country of origin was discussed under heading Q.1.8 vs 1.15. where it was shown that the overall mean of the age groups lay in the 25 to 30 age bracket and the mean ages of respondents from Bahrain, Kuwait and Saudi Arabia were in ascending order within that age bracket.

The dispersion of the age groups differed; with both Bahrain and Saudi Arabia the response was at a maximum in the 25 - 30 age group. The Bahraini response was however skewed towards the Under 25 band and the Saudi Arabian towards the Over 30 band. Kuwait was at a minimum in the 25 - 30 age band. Proportionately, there were more Saudi Arabian postgraduates in the sample which explains why its mean age was the highest.

Question 1.15 vs 1.13

Question 1.13 was concerned with whether a respondent belonged to or intended to join a professional organization. The response was edited to filter out non-British organizations and ones which did not fulfill the requirements of the question. The question was asked

to see if Arab students were interested in British professional qualifications. The contingency table from which an association was calculated is laid out under heading Q.1.13 vs 1.15.

Ratios were calculated by dividing the "yes" answers by the appropriate "no" answers .

Bahrain	Kuwait	Saudi Arabia
0.67	0.25	0.17

There was no great interest shown in British professional qualifications overall, but the value of the ratios followed the same relative order shown by other associations Q.1.15. Comment on this association can be found in Q.1.13 vs 1.15 and in the Conclusions at the end of this question.

Question 1.15 vs 1.14

It was shown under heading Q.1.14 vs 1.15, that the Saudi Arabian Government sponsored a much higher proportion of students than either Bahrain or Kuwait.

Question 1.15 vs 2.14

Question 2.14 asked students where they thought was the best place to study management at first degree level. The contingency table below relates the response to country of origin.

		Country of origin		
		Bahrain	Kuwait	Saudi Arabia
Location	Arab Univ.	6 (17%)	9 (36%)	24 (55%)
	Arab Univ.(W)	13 (36%)	9 (36%)	8 (18%)
	West + Elswh.[1]	17 (47%)	7 (28%)	12 (27%)
		36 (100%)	25 (100%)	44 (100%)
		X^2 = 13.20	df 4	N = 105
	Mean	2.3	1.9	1.7

The following table, derived from the one above, looks at various combinations of options.

	Bahrain	Kuwait	Saudi Arabia
Arab Univ.	17% ----->	36% ------->	55%
"Arab location" (or "preference").	53% ----->	72% ------->	73%
Arab Univ.(W)	36% ------	36% <-------	18%
"Western system."	83% <-----	64% <-------	45%
West Univ. (+Elswh.)	47% <-----	28% <-------	27%

"Arab location" (or "preference") is the sum of Arab

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1. Elsewhere is included because nearly all the countries mentioned in this group have educational systems which are Western derivatives.

Univ. and Arab Univ.(W) responses. By definition, students at an Arab Univ.(W) would follow the Western system of education, whereas those at an Arab Univ. could study for either Western style or Arab style degrees. The common feature of the responses is the desire for an Arab location.

The "Western system" combination is the sum of the responses to the options of Arab Univ.(W), and West Univ. (+Elswh.). The common feature of the responses is that a student would study for a Western style degree taught in a Western University or in an Arab University associated with a Western University.

An examination of the table shows that:

- Relatively more Saudi Arabians (55%) showed a preference for Arab Universities followed by Kuwait (36%) and then Bahrain with only 17%.

- Students fron Kuwait and Saudi Arabia showed the greatest preference for an Arab location (c.72.5%) and Bahrainis the least (53%).

- Bahraini and Kuwaiti students showed an equal preference for an Arab University (W) (36%), but Saudi Arabians were less interested (18%).

- More Bahrainis (83%) selected options which contained the "Western system" than either the Kuwaitis (64%) or Saudi Arabians (27%).

- Forty seven percent of Bahrainis chose the Western University (+Elswh.) option compared with c.27.5% of students from Kuwait and Saudi Arabia respectively.

In the first table, Arab Univ., Arab Univ.(W)., and Western Univ.+ were numbered 1, 2 and 3 respectively, and means were calculated for each country to give an indication of preference for "Arab location" or inclusion of "Western system". Though this ranks the countries in the now familiar sequence it does not show the emphasis on the Arab Univ. option expressed by the Saudi Arabian students that can be seen in the second table.

Question 1.15 vs 2.16

An association between the best place to study for a professional qualification and country of origin, is shown below:

	Country of origin		
	Bahrain	Kuwait	Saudi Arabia
Arab College	2	6	18
Arab College(W)	13	11	9
West. Coll. +	28	11	20
	43	28	47
	X^2 = 17.34 df 4		N = 118.
Mean	2.6	2.2	2.0

The means show that favour of Arab locations decreases from right to left. Conversly the inclusion of Western system increases in the same direction. This question

pair was not analysed further because of the low interest expressed by students for professional qualifications.

Question 1.15 vs 3.2

Question 3.2 asked the respondent whether he had received any special briefing about living in a Western country before leaving home. The association between the response to this question and Q.1.15 is left until discussion of the linkage analyses in Q.3.2.

Question 1.15 vs 3.7

See Question 3.7. (Q.3.7 vs 1.15)

CONCLUSIONS.

The question itself was concerned with the respondent's country of origin, but it is the associations which are of major interest because they demonstrate national differences. The sequence Bahrain, Kuwait, Saudi Arabia recurs on numerous occasions as shown below. Note that the mean or value of the ratio for Kuwait falls between Bahrain and Saudi Arabia in all but one instance.

	Bhn	Kwt	S.A
Q.1.3 Expectation of management position.			
"Yes" divided by "No"	1.45	1.3	0.46
Q.1.4 Place of study.			
University respondents per Polytechnic respondent.	1.4	4.3	13.0
Q.1.5 Qualification for which studying.			
Postgraduates per undergraduate.	1.4	2.2	4.7
Q.1.8 Mean age.	Rising ------->		
Q.1.13 Interest in British professional organizations.			
Interested per not interested.	0.67	0.25	0.17
[Q.1.14 Form of sponsorship.			
Government divided by Remainder.	1.5	1.3	5.3

		Bhn	Kwt	S.A
Q.2.14 Best place for Bachelor level management degree.	Increasing preference ----------> for Arab University.			
	Increasing preference ----------> for "Arab location".			
	Trend away from ----------> Arab Univ. (W)			
	Decreasing inclusion ----------> of "Western system".			
	Decreasing preference ----------> Western Univ. +			
Mean		2.3	1.9	1.7
Q.2.16 Best place to study for professional qualification.	Increasing preference ----------> for Arab College.			
	Decreasing preference ----------> for Western qualifications.			
Mean		2.6	2.2	2.0

Several suggestions have been made to explain the individual sequences, such as, order of development of the countries, current stage of economic development, current requirements in terms of personnel, and in some instances historical acquaintance with Britain and the British educational system. There are probably several factors involved in the make up of each of these relationships, but it does seem that the term "degree of Western influence" could embrace them all.

The general pattern of the associations shows the strength and nature of national factors which are superimposed on cultural factors. This is an important finding when considering the process of transferability.

CHAPTER 4.

PART 1.

SECTION 2. TRANSFERABILITY AND RELEVANCE OF WESTERN COURSE UNITS AND IDEAS.

Conclusions.

QUESTIONS 2.1 through 2.6 (incorporating data from Qs.2.7a and 2.7b).

Q.2.1 Please list the course units which you are studying for your degree or diploma.

Q.2.2 Which course units are or were compulsory?

Q.2.3 What relevance do the course units have to your own country's culture and environment?

Q.2.4 How often do you think you will use each course unit in your day to day work after you graduate?

Q.2.5 Which course units (if any) have helped you to better understand the ways of Western culture and life?

Q.2.6 Was any attempt made by your college to relate the course unit to your own culture and environment?

Following a pilot run with the questionnaire, as mentioned in Chapter 3, (Heading 5.), it was thought that Qs.2.1 through 2.6 had uncovered too many variables to enable them to be successfully analysed. However, it was decided to leave them in the questionnaire as a form of exploratory tool to provide information from which it might be possible to make at least some qualitative judgements. It was decided also to ask two direct questions about the transferability of general and management subjects. The two questions added were 2.7a and 2.7b.

Questions 2.1 through 2.6 were addressed to students who were attending taught courses normally containing compulsory subjects. They were not addressed to research students who were studying subjects of their own choice, which, within the confines of the British educational system were anticipated to be relevant to their personal needs, and in general to the needs of their culture.

The subjects listed by the students attending taught courses were allocated initially to one of the four classes shown below.

"Sc" Class

- mathematics, physics, chemistry, biology, engineering, electricity, electronics, computer technology, etc.

"Sa" Class

- languages, linguistics, phonetics, translation, history, etc.

"Sb" Class

- accounting, law, business systems, management, economics, planning, organization, etc.

"So" Class

- sociology, psychology, personnel management, socio-cultural subjects, etc.

The criteria used to allocate the subjects were essentially the same as those used for classifying the

professions in Q.1.1, however, in the data there is not a one for one correspondance between the "Science", "Art", "Business" and "Social" professions and the subjects in the classes. Though respondents were allocated to specific professional categories, most of them were studying subjects in several classes, hence there is no direct correspondence.

Response

		Subjects[1]			
		Sc	Sa	Sb	So
Q.2.1	Compulsory	292	39	76	28
	Non-compulsory	47	19	23	12
	Total	339	58	99	40
Q.2.3	Little relevance	44	15	23	14
	Fairly relevant	80	23	47	14
	Very relevant	211	21	52	11
Q.2.4	Rarely	68	14	29	7
	Occasionally	96	17	40	9
	Frequently	162	22	17	20
Q.2.5	Subject helped	12	24	32	15
Q.2.6	Subject "related"	15	9	3	10

Number of Questionnaires analysed = 74

The response to Question 2.3 revealed that the

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1. The total number of entries in Qs.2.1, 2.2 and 2.3 do not balance because some respondents did not answer all of the questions.

proportion of Sc subjects being studied was by far the largest and furthermore that 18 out of 46 respondents in the class were studying Sc subjects exclusively. This latter point gave rise to doubts about whether students from the "Science" category, who were studying Sc subjects exclusively, had in fact graded their responses on the same basis as "Science" students who were also studying subjects in other classes. To get some measure of this possibility, the Sc class was split into Sc- (Sc subjects only) and S+ (for those students who had studied Sc and other subjects also).

There was no significant difference[2] between the S- and S+ responses.

To compare the classes, (S-, S+, Sa, Sb, and So), a table for each class was constructed and the mean of each student's response to the three levels of relevance was calculated on a 1, 2, 3, scale. The means were summed and averaged, and then compared by using t-tests and an analysis of variance. Both methods gave the same results. The null hypothesis was that there was no difference between any two classes in the way respondents had judged relevance.

There were no significant differences between the Sa, Sb, and So responses. There were however, significant

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2. All tests were at the 0.05 level - standard in this work.

differences between S- when compared with Sa, Sb, So either singly or in any combination. There were also significant differences between S+ and Sa, Sb, So either singly or in any combination. Finally, there was also a significant difference between (S- ,S+) and (Sa, Sb, So). The response can be illustrated simply by the following diagram:

Subject Relevance

Higher relevance	Lower relevance
Sc subjects (i.e., S- & S+)	Sa, Sb, So subjects.
Mean = 1.51 s = 0.49	Mean = 2.08 s = 0.75

In Question 2.7a the respondents were asked, in brief, whether they agreed or not with the statement that Qualitative subjects were more difficult to transfer than Quantitative ones. Sixty seven percent of the respondents signified that they thought the Qualitative subjects were more difficult to transfer.

In view of the relatively large number of students aiming for a career in "Science", a statistical check for bias was made, firstly, on approximately the same sub-sample as was used in Q.2.3, and secondly, on the whole sample. The null hypothesis was that there was no difference in the way that respondents in the "Science" group had answered Question 2.7a from the way in which those aiming for other professions had answered. A

t-test between the means in both cases indicated that the hypothesis should be accepted.

The whole sample was then broken down into the now familiar categories of "Science", "Art", "Business" and "Social", and tested again. On this occasion a higher proportion of "Social" respondents than could be accounted for by chance, considered that the Qualitative subjects were more difficult to transfer. There was no difference between the other categories. In broad terms the response of the professional categories to 2.7a can be summed up as follows:

"Science" "Art" "Business"	-equally agreed that:	Sa, Sb, and So subjects were more difficult to transfer than Sc subjects
"Social"	-more strongly believed that:	Sa, Sb and So subjects were difficult to transfer.

Question 2.7b was written as an extension to Q.2.7a, and respondents were asked to accept or reject the statement that "Management is by nature a combination of Qualitative and Quantitative functions and thus presents uniquely difficult problems of transferability". Seventy three percent of the respondents agreed with the statement. Again, because of the preponderance of "Science" respondents a statistical check was made between this category and the remainder (counted as a

single group). A t-test showed no significant difference between the means.

In more detailed groups, t-tests between the means produced results which may be summarized as follows:

"Science" "Art"	- 78% agreed with the statement in 2.7b
"Business" "Social"	- 97% agreed with the statement in 2.7b

The difference in the percentages shown above could be due to some sort of bias related to the perceived difficulty of subjects being studied compared with subjects not being studied.

The subject of transferability can be taken one stage further by drawing upon the remarks of two Arab managers who had studied Accountancy. Both commented that the subjects of British Taxation and British Constitution were irrelevant as far as Arab culture was concerned. This raised the question about whether the subjects could be considered to be transferable or not.

Whether a subject can be considered to be transferable or not, in the context of this study, depends upon the nature and position of the boundary between transferability and non-transferability. In practical terms, it is suggested that there is a gradation from

transferable to non-transferable and that a cut-off point has to be chosen.

It is suggested also, that, just because a subject can be learned, it will not automatically have a tangible impact on another culture. On this basis British Constitution and British Taxation, as examples , would be irrelevant and non-transferable in the current Arab cultural climate. In practical terms the key words are "tangible impact".

In the So class it was noted that the course unit "Law" appeared, in some form, seven times in the "Little relevance" category and once in the "Fairly" category, but not elsewhere. All of the Law course units were compulsory except in one instance. Law, in some form, accounted for only eight of the 536 course units listed. It was not a popular subject.

Amongst the postgraduates there was only one student studying law and he was researching in the highly specialized field of International Petroleum Law.

Current British and other Western Law can be said to be a reflection of the outcome of centuries of social, political and religious pressures, whereas the Law of the Arab countries evolved in different circumstances and is solidly based on the Koran.

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3. The Sacred Law of Islam

"Unlike Western legal systems, the Shari'ah[3] makes no distinction between religious and civil matters; it is the codification of God's Law, and it concerns itself with every aspect of social, political, economic and religious life. Islamic Law is thus different from any other legal system; it differs from canon law in that it is not administered by a "church" hierarchy in the Christian sense."[4]

Arab and Western legal systems are different, and though there is coincidence on many issues (e.g., disapproval of theft), in others, Law or its application, form the basis of cultural discontinuities.

Law, like British Taxation and British Constitution, has a substantial cultural element which is not transferable. As a subject, it is used as an example to illustrate that in some instances the cultural discontinuity associated with a course unit, or by extension a body of knowledge, may be such that it is irrelevant and non-transferable, or only transferable in part.

The response to Question 1.1 showed that 106 students were aiming for a "Science" profession, 14 for "Art", 19 for "Business" and 26 for "Social". This response in itself could be taken as an indication of what broadly is

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4. Aramco and Its World, Arabian American Oil Company, Washington D.C., 1980, p 46

relevant and transferable. It may be equivalent to saying that proportionately, Sc subjects are more relevant and transferable than Sa, Sb, and So subjects. It will be observed that 55% of combined Company and Government sponsorship was directed towards the "Science" profession.

The contingency table Q 1.14 vs 1.1 under the heading of Question 1.14, indicates a high level of Company and Government sponsorship for students and it may not be unreasonable to suppose that the policies and requirements of the sponsors reflect their national and cultural requirements. Thus, the pattern of the distribution of the professional categories in the sample, and the subjects which were being studied, may already represent the sum result of a cultural filtering process largely influenced by the student's peers as well as by the students themselves.

Much can be learned also from looking to see what subjects were not being studied. For whatever the reason, subjects with a high British or Western cultural content such as History, Politics, Pure Law and Theology were not in the lists. These subjects contain a high cultural discontinuity content which probably inhibits or reduces their transferability. It could follow from this that Sc subjects should be the easiest to transfer, and the remainder according to the acceptability of their cultural content.

One of the problems of analysing the subject of transferability is the large amount of personal judgement involved and the difficulty of quantifying culture. However, from the foregoing it is possible to conceive of a multiple relationship which could embrace the statistical information and arguments presented herein. A table which would summerize the concept is shown below with examples.

Increasing cultural relevance
<----------

Increasing transferability
<----------

Transferable	Transition Zone	Non-Transferable
Sc		
Engineering		Theology
Maths	Sb	British Law
Physics	Sa	Politics
Chemistry	So	Taxation
etc.		

Increasing effects of cultural
---------->
discontinuities.

In the long term the transferability of course units (or bodies of knowledge) can only be judged by observation, consensus of opinion, exception and similar processes. It is a qualitative method which though rather coarse in its application does have the advantage of being easily amended as societies and attitudes change with time.

The responses to Qs.2.2, 2.4, 2.5 and 2.6 still remain to be considered.

From the response to Q.2.2, it will be seen that the majority of the subjects were compulsory. To be exact, for the subject groups Sc, Sa, Sb, and So, the percentages of compulsory subjects were 86%, 67%, 76% and 70% respectively. No particular subjects stand out.

A "Test of association"[5] was made on the data from Q.2.3 and Q.2.4, to see if the responses had essentially the same pattern. The patterns were not the same which indicated that the responses to the two questions stood on their own and were not just images of each other. There was a chance that students might not have separated the two issues of these questions, but they had.

Question 2.5 asked which course units, if any, had helped them to better understand the ways of Western life and culture. Out of 90 the subjects listed by the respondents, 76 were adjudged to have a high cultural content.[6]

Students were asked in Q.2.6 [7] whether any attempt had been made by their colleges to relate any of their the course units to the Arab culture and environment. Sixteen respondents (i.e. 22%) out of a total of 74 students attending taught courses said that some attempt

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5. $X^2 = 10.15$ df 2

6. See note at end of Question. for list of subjects.

7. Ditto above comment.

had been made. In terms of subjects this amounted to 38 out of 536 listed, (i.e. 7%).

The percentage calculated on the "subject" basis is considered to be more representative of the issue than the one calculated on the number of respondents. 7% of the subjects in terms of man-hours represents some measure of the total teaching workload, whereas the percentage calculated on the number of respondents does not take into account the number of subjects which each individual was studying that did not need to be related to his culture or environment. Consideration on the basis of the individual would introduce unfair weighting.

There is an observable bias in the data towards transferable subjects, many of which by their nature do not require to be related to the Arab culture or environment. Many of them, such as the Sc subjects, are fundamental and do not contain significant elements of cultural discontinuity. Possible prior cultural filtering of the subjects may have removed the need for colleges ,except on a small number of occasions, to specifically relate course units for the benefit of the students. Thus, to apply the indications of the response directly to the Hypothesis 3 [8] might give the impression

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8. "Few British Universities or Colleges attempt to relate their taught courses to the needs of the Arab student's culture or environment"

that the colleges had little interest in relating courses to the needs of Arab students, whereas in point of fact this service was probably only required on few occasions.

CONCLUSIONS

Contrary to doubts felt at the time of the pilot survey, a usable model for predicting transferability was educed. It was produced by analysing the responses and then defining limits of transferability on the basis of cultural discontinuities.

The model fits both general observation of the facts in real life and the sample data. It encompasses cultural relevance, cultural discontinuities, subject relevance, and subject transferability. Its application requires judgement primarily because of the difficulty of quantifying cultural influences.

It is considered that the type of subjects which were being studied by the respondents reflected the views and requirements of their sponsors as well as of the students themselves. Governments and to a lesser extent Companies accounted for most of the sponsorship and it is suggested that their views would be influenced by national and cultural factors. It is further suggested that the pattern of subjects which were being studied gives a good indication of what type of subjects are currently transferable.

Of subjects which were not being studied in Britain, some can be deduced as being non-transferable or only partially transferable by reason of their cultural discontinuity content. This is particularly relevant when considering the transferability of management subjects form one culture to another.

There are also many subjects which it is unlikely that Arabs would study in the West simply because they are freely available in their own educational systems.

Subjects which had helped students to better understand the Western way of life nearly all had a high Western cultural content though a few students did name technological courses.

Only 7% of subjects were related by the colleges to the needs of the Arabs. This should not be taken as indicating that the colleges were not interested in specific needs. It seems more likely that the factors affecting the selection of the subjects had removed the need for special treatment.

Lists of subjects tendered by respondents in answer to Questions 2.5 and 2.6.

2.5	2.6
Sociology, Law	
Economics, Politics	
Educational technology	Sociology
Sociology	Comparative Education
Comparative Education	General Education
General Education	
Sociology	
	Environmental Physics
Business Envirnonment	
Resource Allocation	
& Control	
Business Operations	
People & Organizations	
Commercial Law	
Financial Accountancy	
Related Studies	
Chemistry	Chemistry
Physics	
Maths	
Psychology	
Teacher Training	
Construction	Soil Mechanics
Highway Engineering	Geology
Energy Management	
Accounting	
Management	
Economics	
Industrial Studies	
Electronics	
Telecom	
Economics	
Finance	
Economy	
Markering	
Factory Organization	
Steel Economics	
Behavioural Sciences	

Computation	.	Economies
Economies	.	
	.	
Inter relations	.	
	.	
Phonetics	.	
	.	
Maths	.	
	.	
Management	.	
Business Studies	.	
	.	
Engineer in society	.	
	.	
Business organization	.	
for Engineer	.	
	.	
Management	.	
	.	
Phonetics	.	Description of English
Description of English	.	Methodology
	.	
English Language	.	
English Literature	.	
	.	
Sight Translation	.	Sight Translation
Translation	.	Translation
Keynote lecture	.	Applied Linguistics
	.	
Modern Literature	.	
Literature 1918-1939	.	
Drama - European and	.	
American	.	
	.	
Geology	.	Structure Analysis
	.	Maths
	.	Structure Design
	.	Hydraulics
	.	Geology
	.	Surveying
	.	Soil Mechanics
	.	Construction
	.	Creative problem solving
	.	
Industrial Admin	.	
	.	
Marketing Admin	.	
Market Planning and	.	
Control	.	
Internat. Marketing	.	
Marketing Analysis	.	
	.	
	.	Educational Tech.
	.	Library management
	.	
Business studies	.	
	.	

Media & Society	.	Media & Society
Policy Management	.	General Knowledge
Media Management	.	Mass Commun. Research
	.	Internat. Media
	.	Journalistic reports
	.	
Business Studies	.	
	.	
Sex Gender Systems	.	
	.	
Photobiology	.	
	.	
Free Studies	.	
	.	
General Information	.	
	.	
Bio-chemistry	.	
	.	
General Knowledge	.	
	.	
Energy	.	Tropical Public Health
	.	eng.
	.	
Management Principles	.	Civil eng. mats.
	.	
	.	Chemistry
	.	
Arab / Eng Translation	.	Physics
Eng / Arab Translation	.	
English Linguistics	.	
Comparative Linguistics	.	
	.	
General Management	.	Project Mgt.
Marketing	.	Business Admin.
Building Technology	.	Planning
Business Admin.	.	Personnel
Planning	.	
Personnel Mgt.	.	
	.	
Labour Economics	.	Labour Economics
Industrial Relations	.	
Labour Law	.	
Personnel Mgt.	.	

QUESTIONS 2.7a and 2.7b

To rectify a deficiency in the questionnaire recognized during the pilot survey, the two following statements were added to the final questionnaire and students were asked to agree or disagree with them.

2.7a "Subjects related to human relationships, language, art or religion etc., may be referred to as Qualitative subjects and they may be more difficult to transfer between Western and Arab culture than Quantitative subjects such as mathematics, engineering, or science etc."

2.7b "Management is by nature a combination of qualitative and quantitative functions and thus presents uniquely difficult problems of transferability. For example, both cultures may largely accept a similar concept of management accounting principles, but hold widely differing views on a subject such as trade unions."

The response to Q.2.7a was;

More Difficult to Transfer Qualitative Subjects

	Agree	Disagree	
"Science"	70 (84%)	24 (26%)	(100%)
"Art"	8 (67%)	4 (33%)	(100%)
"Business"	14 (82%)	3 (18%)	(100%)
"Social"	16 (94%)	1 (6%)	(100%)
	108	32	N = 140
	[77%]	[23%]	[100%]

T tests suggested that there was no difference in the way in which the "Science" professional category and the Remainder[1] answered the questions. In greater detail, tests between sub-groups revealed the following information;

	"Science"	"Art"	"Business"	"Social"
"Science"	-	A[2]	A	R
"Art"		-	A	R
"Business"			-	A
"Social"				-

A division occurs between "Science" and "Social", and between "Art" and "Social"

---

1. Remainder = "Art"+"Business"+"Social"

2. Whether the null hypothesis was accepted,(A), or rejected,(R), at 0.05 level

Those aiming for the "Science", "Art" and "Business" professions equally agreed that Sa, Sb and So subjects were more difficult to transfer than Sc subjects. The "Social" Group more strongly believed that Sa, Sb and So subjects were difficult to transfer. The mean of this latter group's response was different from the others and indicated also a higher level of agreement with the statement.

The response to Q.2.7b was:

Management Functions Uniquely Difficult to Transfer

	Agree		Disagree		
"Science"	66	.-78%	18	.-22%	[100%]
"Art"	8	.	3	.	
"Business"	16	:-97%	1	:-3%	[100%]
"Social"	15	:	1	:	
	105		23		N=127

T-tests showed that there was no difference between the means of the "Science" group and the remaining group combined. Further sub-divided it can be shown that there was a difference between the means of "Science"+"Art" combination and the "Business"+"Social" combination. In words, 78% of the "Science-Art" group agreed with the statement in 2.7b compared with 97% in the "Business-Social" group.

There was an association between Q.2.7a and Q.2.7b (X^2 = 19.85, df 1). The relationship of the responses between

Q.2.7a and Q.2.7b, and Q.2.3 were fully discussed in the previous section (i.e. Hd. Qs. 2.1 through 2.6).

The only other relationship for Q.2.7a and 2.7b was with Q.2.15 which asked students whether they thought a substantial Western education would be an advantage or a disadvantage.

Contingency table for 2.7a vs 2.15:

		Q.2.7a		
		Agree	Disagree	
	Advantage	42	7	
	Minor Advantage	17	2	
Q.2.15	No significance	21	2	
	Minor Disadvantage	6	2	
	Disadvantage	4	4	N=117

50%- -68%

An X^2 calculation required combination to achieve continuity. An association (X^2 = 8.86 df 1) was found by dividing the table with a line between "Minor Advantage" and "No Significance" and comparing the two halves. For the whole, a product moment correlation coefficient of 0.25 was obtained. Note that there is a trend from the "Disagree-Disadvantage" cell towards "Agree-Advantage" cell which increases in strength in that direction. 68% of the responses lie in the sector of no negative responses. A similar relationship exists with Q.2.7b.

Contingency table for 2.7b vs 2.15

		Q.2.7b Agree	Q.2.7b Disagree	
	Advantage	40	7	
	51%-			
	Minor Advantage	17	1	
			-70.5%	
Q.2.15	No significance	22	19	
	Minor Disadvantage	7	1	
	Disadvantage	4	3	N=112

Again, the response was concentrated in the non-negative options. Considered in association with the two questions concerned, the response could imply a majority respect for Western management education in that the difficulty of transferring management functions was recognised while at the same time 51% thought a substantial Western management had some measure of advantage. A further 20% thought that a substantial Western management education was not significant but agreed that management functions are uniquely difficult to transfer.

CONCLUSIONS.

Questions 2.7a and 2.7b yielded useful information about the transferability of Quantitative and Qualitative subjects, and the responses, overall, supported the concept that the Quantitative subjects are more easily transferred.

All "professional" categories supported the view that management functions, because of their nature, are uniquely difficult to transfer.

There is evidence to show that compared with the "Science-Art" combination of respondents, the "Business-Social" combination felt more strongly that management functions were uniquely difficult to transfer.

The responses to both questions were associated with each other and both were associated with Q.2.15 (Advantages or disadvantages of a substantial Western business education). A trend was found, which increased in substance, from the Disagree-Disadvantage response to the Agree-Advantage response in both instances.

QUESTION 2.8

Does your course contain any comparative cross-cultural subjects, or subjects in which a comparison is made between the practices of your country and the practices of this country?

Yes No

If your answer is "Yes", please list the subjects..

The response to the first part of the question was:

Yes	36	[25%]
No	111	[75%]
	147	[100%]

Assessment of the reply was made difficult by the rather poor nature of the response and by the fact that a number of respondents ticked the "yes" box, but did not list any subjects.

Thirty-six of the respondents, out of the 147 who answered Q.2.8, indicated that their courses contained either comparative cross-cultural subjects, or subjects in which comparisons were made. Twenty-six respondents contributed to the list of subjects shown at the end of the question. Notable was the small proportion of pure Sc subjects. Education and linguistics were well represented.

An association was found with Q.1.1.

Q.1.1

Profession or Vocation for which training

		"Science"	"Arts"	"Business"	"Social"
Q.2.8.	Yes	13	4	5	14
	Mean	[.16]	[.50]	[.38]	[1.75]
	No	82	8	13	8

X^2 = 16.96 df 1 (A.B and So combined).

It will be seen that the proportion of positive cross-cultural responses was much higher for the "Art", "Business" and "Social" groups than for the "Science" group, though only in the "Social" did it exceed unity.

An association was found also with Q.1.10 (Not counting your normal secondary education, have you received any special or extra tuition in the English language to help you with your studies in Britain?).

Q.2.8

		Yes	No	
Q.1.10 Extra English	Yes	29	60	89
	No	7	50	57
		36	110	146

X^2 = 7.71 df 1.

This association is not entirely understood. The comparison could be accounted for by considering that a substantial number of the extra or special English courses were undertaken in Britain and were thus classified as cross-cultural subjects by respondents. It may be that many of these courses were arranged by the Universities or Polytechnics. Unfortunately, as in other

instances, many students ticked boxes indicating that they had received special or extra tuition without saying where they had received it. In some instances Universities were cited, as were language schools in the U.K. and the British Council overseas.

An indicated association with Q.3.2 was found as shown by the following contingency table and chi-squared calculation:

Q.3.2 Special briefing about living in a Western country - before leaving home.

		Yes	No	
Q.2.8	Yes	21	44	65
	No	13	65	78
		34	109	143

$X^2 = 4.79$ df1.

This relationship is not obvious and discussion is deferred until Question 3.2 is discussed later.

CONCLUSIONS.

The main conclusion is that only 25% of the students stated that their work contained cross-cultural subjects or cross-cultural elements. This was at a minimum with students aiming for a "Science" profession and a maximum for the "Social".

List of subjects tendered by respondents
in answer to Question 2.8.

Education Systems -comparative study
General Studies
Teaching Methods
Electronics & Computers
Economics
Civil Eng. Administration of Projects
Business Studies
Science Teaching Methods
Preparation of Subject Methods
Educational Research Methods
Contractual Law
Comparative Education
Methodology of Teaching Science
Drama & Literature
Business Studies - numerical
Internat. & Comparative Petroleum Law
"Various seminars and reading groups specially designed for students of World Development"
Media in Capitalist, Communist & 3rd. World Societies
Linguistics
Social Ecology & Culture
Political Anthropology
Chemistry & Mechanics
Tropical Public Health Engineering
Civil Eng. Materials
Dev. & Planning of Economies
Transcultural Psychiatry
Contrastic Linguistics
Translation
Cross- Cultural Education
English - General Studies
Social Change in Gulf

QUESTION 2.9

Do you think comparative cross-cultural and cross-national subjects should be included in management courses?

Yes No

Please list any subjects which you consider might be included:

The response to this question was:

Yes	No
104 [77%]	31 [23%]

A list of subjects tendered by the respondents is to be found at the end of the question. Notable is the absence of pure Sc subjects. Many students, while agreeing in principle that cross-cultural and cross-national subjects should be included did not, however, suggest any.

An association with Q.1.1 (Profession or vocation for which training) was found after compacting the data into "Science" vs the Remainder.

		Q.1.1		
		"Science"	Remainder	
Q.2.9	Yes	59	45	104
	No	24	7	31
		83	52	135

$X^2 = 4.32$ df 1.

Compared with the expected frequencies more of the "Science" group than expected thought cross-cultural and cross-national subjects should be included, but fewer than could be expected of the Remainder thought so.

A relationship was found with Question 2.17 (Would you say a Western professional education is an advantage or disadvantage?), which was designed as a centre point question with affirmative and negative options each side of the centre point of "No Significance".

Contingency Table Q.2.9 vs Q.2.17

	Cross-cultural/national subjects	
	Should be included	Should not
Q.2.17		
Advantage	73	18
Minor Advantage	18	3
No Significance	8	6
Minor Disadvantage	-	-
Disadvantage	3	3

X^2 = 6.00 df 1 (Advantages vs Remainder).

Sixty eight per cent of the replies are concentrated in the affirmative quadrant[1] and this perhaps suggests an underlying factor recognizing the value of certain types of cross-national or cross-cultural exchange.

The list of subjects tendered by the students suggest

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1. i.e. The "Should be included-Advantages" and "Should be included-Minor Advantage" cells.

that some interpreted the question in the widest sense and considered Arab Universities as well as Western in their replies. It seems unlikely that Western Universities would teach some of the subjects listed, e.g. Islamic History.

CONCLUSIONS.

Seventy seven percent of the respondents believed that comparative cross-cultural and cross-national subjects should be included in management courses. The "Science" group, compared with the remaining groups (combined) was most strongly in favour of their inclusion. Reference to Q.2.8 will show that this group had the fewest cross-cultural/national elements in their courses.

An association with Q.2.17 (Western professional education an advantage or not) was found which is not understood and it may be a freak.

List of subjects tendered by respondants
in answer to Question 2.9

Cultural & Leisure Societies.
"Economic geography, general history, comparative religion, seminars on peoples' music, art, habits, food and customs, (as done in U.S colleges)".
History and Religion.
"History of the area and its people would be useful".
"Cross culture (multi-culture & multi-racial)".
"Law, social structure and religion".
"Reaction of Middle Societies to Western mind, life and logic, and reverse".
"Islamic Education".
"History and religion related to the Third World"
"Islam, Capitalism and Socialism".
Marketing communication.
Comparative trade between countries.
"Influence of environment on personal manner."
Comparison of customs of World.
Economies.
Communication management.
Language.
Comparison of Societies to promote mutual understanding.
Comparative School Management, U.K, France & U.S.S.R.
Cross-cultural teaching of Science.
Public Relations
Civilizations
Comparative Business Mgt. studies and World development of same.
Case studies of Colonial & Third World Mgt.
Geography & Comparative Sociology - Arab Islamic History.
Comparative tradition & social life.
Social sciences, history, geography, general Western education.
Sociology & Religion.
Life in different countries - public relations.
Psychology.
Politics.
"Yes if they are not offensive".
Comparative social life.
Geography & civics.
Economics & Politics.

QUESTIONS 2.10 & 2.11

2.10 Are there any subjects which are not included in your course which you would like to study?

Yes No

If your answer is "Yes", please list the subjects.

2.11 Are there any subjects which in your opinion could be left out of the course?

Yes No

If your answer is "Yes", please list the subjects.

.....

The two questions were designed to explore different aspects of the same topic, but absence of an adequate amount of qualitative data in the response ruled out the chance of effective analysis. There was little response to the *open-ended part of the questions. There were no* relationships with any other questions. The few subjects which were named had no cultural relevance.

The response to the two questions was:

Q.2.10		Q.2.11	
Yes	No	Yes	No
47 [36%]	84 [64%]	29 [21%]	102 [79%]

There were 21 "no replies" to both questions and the only safe conclusion which can be drawn is that in both

cases the simple majority of the respondents were not dissatisfied with their courses as they stood. This conclusion would take into account that it was probably only one or two course units or subjects which controlled an individual's response.

QUESTION 2.12

Do you think a Western education offers you any particular advantages?

Yes No

If your answer is "Yes", please state briefly what you think the advantages are.

.....

The response to the question was:

Yes	No
134 [84%]	25 [16%]

The open-ended part of the question produced 121 written comments which contained several common themes about issues which the respondents felt were important.

The reader should note that the question referred to advantages not disadvantages. Disadvantages are dealt with in Q.2.13.

Though there were a few views which lay outside the main stream, most responses made reference to one or more of the following subject areas as representing a particular advantage in having a Western education.

Language.

- Chance to learn or improve command of the English language;

- opens door to understanding Western culture;

- extensive library and reference services available;

- appreciation of courses and chance to choose what is valuable for Arab society.

Research and Educational Methods.

- Different approach and logic;

- broader way of thinking;

- more systematic;

- modern techniques and practical knowledge;

- high academic standards;

- wide variety of subjects available;

- well developed system of postgraduate education;

- practical work;

- academic freedom, quality of supervision;

- quality of qualification.

Facilities.

- Good general and specialized libraries;

- extensive reference systems;

- access to centres of research and international documents;

- comprehensive laboratories and availability of computers.

Western Culture.

- Chance to meet and live in another culture;

- Chance to choose what is of advantage to Arab culture and what should be rejected.

Self Confidence.

- Acquired by being forced to fend for oneself in a different academic and cultural environment.

There were, of course, a few individuals who did not agree with some of the points recorded in the above headings, however, the notes do represent a general distillation of what was a large response.

One respondent neatly summarized his views as: "learning another language, high academic standards, familiarization with Western culture socially and educationally".

Indicated associations were found with six other questions.

Question 2.12 vs Q.1.3 (Do you see your studies leading eventually towards a managerial/administrative position in your own country?)

.....

		Q.2.12 Yes	Q.2.12 No	
Q.1.3	Yes	69 (63.9)	7 (12.1)[1]	76
	No	63 (68.1)	18 (12.9)	81
		132	25	157

$X^2 = 4.96$ df 1.

The relationship between the variables is not particularly clear, but it appears that the majority view was that a Western education had some particular advantages and was not influenced to any appreciable extent by whether or not they expected to become managers.

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1. Expected frequencies.

Q.2.12 vs Q.2.14 (Where in your opinion is the best place to study management at Bachelor level or equivalent?).

Q.2.12	Q.2.14 Arab Univ.	Arab Univ.(W)[2]	West+Elswh.	
Yes	29 [30%]	32 [33%]	36 [37%]	(97) [100%]
No	11	4	2	(17)
	40	36	38	(N=114)

$X^2 = 9.26$ df 2

The "Yes" replies to each option increase in number as the table is read from Arab to West and similarly the "No" replies decrease in the opposite direction.

Eighty five percent of the respondents thought that a Western education had some particular advantages and 70% of this group selected options within the "Western system" as the best place to study a management degree, nevertheless 63% thought that a management degree should be studied in an Arab University. It is interesting to conjecture how the respondents would have answered if there had been no Arab Univ.(W) option.

The relationship suggests that there was less enthusiasm for Western management education (65%) than for general Western education (85%).

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2. Arab university which is an extention of the Western university system

Q.2.12 vs Q.2.15 (Would you say that substantial Western management education is an advantage or a disadvantage?)

		Q.2.15 (compressed)		
		Advantage	No significance	Disadvantage
Q.2.12	Yes	73	27	12
	No	6	7	6
		$X^2 = 7.66$ df 1		
Ratio		12	4	2

Two things are immediately noticeable about the shape of the contingency table. The yes/no ratios increase in the direction from disadvantage to advantage, and the answers in the affirmative rise steeply in the same direction. The answers tend to concentrate in the "Yes-Advantage" and "Yes-No significance" cells which suggests that the respondents had much the same sort of feelings about the advantages of Western education as they had about a substantial Western business education, however, there were more reservations about the latter.

Q.2.12 vs Q.2.16 (Where in your opinion is the best place to study for a professional qualification ?)

		Q.2.12 Yes		Q.2.12 No
Q.2.16	An Arab College	18		8
	An Arab College (W)	28	:West. :systm.	8
	College in W Europe or (U.S.A.)	61	:	6
	Elsewhere	5		1
	Correspondence course	0		1
	Private study	1		0

X^2 = 6.15 df 2 (lower four entries comb.) N = 137

The table is similar to that of Q.2.12 vs Q.2.14 except that more affirmative responses are concentrated in the options containing the Western system.

Q.2.12 vs Q.2.17 (Would you say that a Western professional is an advantage or disadvantage?)

		Q.2.12 Yes	Q.2.12 No
Q.2.17	Advantage	90	11
	Minor advantage	20	5
	No significance	9	5
	Minor disadvantage	-	-
	Disadvantage	4	3

X^2 = 8.50 df 1 (advantages vs remainder)

Product moment correlation coefficient = 0.25

The correlation shows that respondent's views about there being any particular advantages in having a Western education were much the same as their views about a Western professional education. This is borne out by the clustering of Qs.2.12, 2.15, and 2.17 in Factor 1 of the Factor Analysis.

Q.2.12 vs Q.3.5 (- alteration of traditional Arab values from exposure of future managers to the Western way of life).

Question 3.5 was designed as a qualitative question to find out how many Arab students had mixed feelings about exposure to the Western way of life. The question was included as a direct result of discussions with Arab managers when the questionnaire was being formulated. Unfortunately the inclusion of the "mixed" option did not make it an easy question to include in a numerical analysis. A Chi-squared analysis was not practical for combination and continuity reasons. The combinations needed for continuity destroyed the general sense of the question.

The best product moment correlation coefficient was produced from the following combination.

Q.3.5

Q.2.12	Benefit	Mixed bene. & detri. "Some benefit"	No effect	Detriment
Yes	33	67	22	6
No	-	14	8	3

r = 0.26

If the direction "Benefit" towards "Detriment" is considered to be one of decreasing benefit then 78% of those who answered "Yes" to Q.2.12 also believed that exposure to the West would bring some benefit to Arab culture and alter its values. The opposite argument is also true and this tallies with the comments made by respondents who said that Arabs should take the best of the West and reject things incompatible with their own culture (cultural discontinuities?). The "Yes/some benefit" quadrant of the table accounts for about 2/3 of the total response.

CONCLUSIONS.

Eighty four percent of the respondents to this question believed that a Western education offered some particular advantages. There were 121 written comments from which it was deduced that they considered the main advantages of an education in the West were:

1. Opportunity to learn & use a Western foreign language.

2. High academic standards & methods of scientific & educational research.

3. Good facilities (i.e. libraries, reference systems, laboratories & computers etc.).

4. Opportunity to live in West and to select from it what is good for the Arabs.

5. Opportunity to develop personal self-confidence.

Of the 84% of the students who thought that a Western education had some particular advantages, roughly one half of them expected to become managers.

While the majority of respondents signified that a Western education had some particular advantages, a quarter of this group, if the situation had arisen, would have chosen an Arab University in which to study management. This suggests that a group existed which considered that an Arab type university was the more

important at least for education in management.

Questions 2.12, 2.13, 2.15, and 2.17 were all designed to explore Arabs' views about various aspects of Western education. A linkage analysis clustered Qs. 2.12, 2.15, and 2.17.[3] All three questions related to the advantages and disadvantages of Western education. Taken in conjunction with Factor 1 of the Factor Analysis it is suggested that the Arabs considered that their society would benefit both educationally and overall from contact with the West.

The contingency table for Q.2.12 vs Q.2.16 (best place to study for professional qualifications) was similar to that for Q.2.12 vs Q.2.14 (best place to study management) except that the former contained a higher proportion of responses favouring a Western location.

Arabs appeared to have more reservations about Western management and professional education than they did about general education.

The relationship between Q.2.12 and Q.3.5 is more difficult to define, but the majority of the respondents who believed that a Western education offered some particular advantages also believed that there would be some degree of benefit for Arab culture arising from the exposure to Western culture. Many Arabs expressed the

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3. See Q.3.5.

view that they should be selective about what they accept from the West.

QUESTION 2.13

Do you think there are any disadvantages in having a Western education ?

Yes No

If your answer is "Yes" please state briefly what you think the disadvantages are.

.....

The response to this question was:

Yes	No	
75 [49%]	78 [51%]	N = 153

Views were roughly equally split on this subject, and sixty five percent of those who responded "Yes" provided written comment.

The views were not the opposite of those expressed in Q.2.12, but like Q.2.12 they contained a number of common themes which allowed generalizations to be made.

The majority of issues were cultural in nature compared with the educational ones of Q.2.12. The replies showed a deep concern for the cultural impact on Arab society of what they considered to be the negative aspects of Western society.

A review of their comments indicated that the main areas of concern were:

1. Warping or destruction of Arab cultural values by assimilation of Western cultural practices which are not acceptable to Islamic society:

- drinking

- spending

- too much freedom (perhaps better discribed as an insufficient number of restraining influences.)

2. Loss of contact with own religion and culture as a result of prolonged residence in a Western country.

3. Fear that young and impressionable Arabs will not be able to judge between what is good in Western society and what is bad. Fear that they may be seduced by Western society, and to their detriment alienated from their own society.

4. Homesickness.

In earlier chapters attention was drawn to the powerful influence of religion on all aspects of life in an Islamic country. All four of the above areas of concern could be related to Islamic beliefs and culture.

An association was found with Q.1.5 (What degree or qualification are you studying for?). The contingency table is shown overleaf.

Q.2.3

Disadvantages?

		Yes		No	
Q.1.5	Ph.D	44	[1.63]	27	71
	Master	11	[.55]	20	31
	Bachelor	13	[.68]	19	32
	Diploma	7	[.58]	12	19

$x^2 = 9.07$ df 3

If the "Yes" answers are divided by the "No" answers for each class it will be readily seen that the Ph.D students, who were in general older and better educated (more academic), were more strongly inclined to believe that a Western education had disadvantages (44/27 = 1.63). The opposite was true for the Masters, Bachelors and Diploma students. This suggests that it is the older students in the sample who were most concerned about the possible adverse impact of Western culture on Arab culture.

Question 2.13 was not associated with any other question.

CONCLUSIONS

Students were approximately evenly divided in their views about the advantage or disadvantage of a Western education. Written comments revealed that a number of Arabs were concerned about what they considered to be the negative aspects of Western society and their immediate effect on Arab students, and subsequently on Arab society.

Forty nine percent of the students felt that a Western education had disadvantages. Those who felt that way in the Ph.D group were in the majority by 44 to 27. It was the reverse with Master, Bachelor and Diploma groups where the combined ratio was 51 to 31 in favour of those who did not think there were any disadvantages.

Most identified areas of concern listed in the text could be related to Islamic beliefs and culture.

QUESTION 2.14

Where in your opinion is the best place to study management at Bachelor degree level or equivalent?

1. An Arab university.

2. An Arab university which is an extension of the Western university system e.g. The American University of Beirut.

3. A University in W. Europe or the U.S.A.

4. Elsewhere.

.....

The response, in the same number order as listed above was:

1.	2.	3.	4.	
40	36	41	5	N = 122
33%	29%	34%	4%	100%

The answers were fairly evenly divided between the first three options and associations were found with the replies to the following questions:

Q.1.3 - Whether studies were expected to lead ultimately to a management position.

Q.1.8 - Age of student.

Q.1.15 - Country of origin.

Q.2.12 - Any particular advantages or not in a Western education.

Q.2.15 - Any advantage or not in a substantial Western management education.

Q.2.16 - Best place to study for a professional qualification.

Q.3.1 - Whether any difficulty in living in Western cultural environment.

Q.3.2 - Any special briefing given about living in the West prior to arrival.

Q.3.7 - Whether frequent contact will be maintained with people from U.S.A. and Western Europe after taking up employment at home.

The majority of these questions also appear in Factor No 1 of the factor analysis. As it is the first factor it probably identifies a central issue which is related to a majority agreement that Arab culture will benefit overall from Western education and culture.

The students who selected option (1) thought that an Arab University was the best place to study for a first level management degree. The question itself did not specify the style of the degree, so it could be one designed by Arabs for Arabs, or be derived in whole or

part from a Western style degree.

Students who thought that an "Arab University which was an extension of the Western system"[1] was the best place to study probably favoured the idea of an Arab location in which to study for a Western degree taught by Western methods. In the Questionnaire the American University of Beirut was given as an example because of its association with an American university

Those who favoured the Western University option may have been expressing a wish to study in the West and/or may have felt that a Western management degree studied in a Western University was the overriding consideration.

Those who favoured the Elsewhere option named countries where the educational systems were derived from the Western system, with one possible exception. Thus in most tables Elsewhere responses have been added to Western University responses to create the Western University (+) group.

The question itself asked the students to state the best place to study, but the structure of the question allows two sets of answers to be recognized which are useful for explaining the nature of the response. The first set is "Arab location or preference" which consists of the sum of the replies to the Arab University and Arab

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1. Also referred to in the text as Arab University (W) or Arab Univ.(W) or Arab U.(W).

University (W) options. The common factor is a University in an Arab country. The second set is a contrived set, in that it is deduced from the data, i.e, the question was not actually asked. It consists of Arab Universities (W) and Western Universities (+). The common factor of these two options is that both types of university use the Western system of education, the first by affiliation and the second by definition. Thus the second set is named "Western system".

Arab University (W) is common to both sets, thus there are two overlapping sets. It may be that those who selected the Arab U.(W) option considered it offered either the best compromise or the best of both worlds.

The concept of two sets is important for the interpretation of the Factor Analysis.

Question 2.14 vs 1.3 (Eventual management status).

This association was discussed in Q.1.3.

Q.2.14

Best place to study for management degree at first degree level.

Q.1.3		Arab U.	Arab U.(W)	West U.
	Yes	13 [33%]	22 [61%]	22 [49%]
	No	27 [67%]	14 [39%]	23 [51%]
		40	36	45

X^2 = 6.32 df 2 (West.U. & Elsewh. comb.) N = 121

Sixty one percent of the students who chose the Arab Univ.(W) option also expected to hold management positions in the future. This compared with 49% for the Western Univ.(+) and 33% for the Arab Universities. Sixty three percent would have sought Western degrees.

Q.2.14 vs 1.5 (Qualification for which studying.)

There is a weak relationship (0.01), but it can be concluded that a substantial majority of Ph.D students favoured an Arab location for Doctorate studies. (See Q.1.5 vs 2.14.)

Q.2.14 vs 1.8 (Age of respondent).

This relationship was discussed under Q.1.8 and again two possible sets were observed.

	Arab Univ.	Arab Univ.(W)	West Univ.(+).	
	"Arab location or preference"		"Western system"	
Q.1.8. (Age)				
Less than 25	6 (16%)	10 (26%)	22 (58%)	(100%)
25 to 30	19 (36%)	18 (34%)	16 (30%)	(100%)
Over 30	15 (48%)	8 (26%)	8 (26%)	(100%)
All ages	40 (33%)	36 (29%)	46 (38%)	(100%)

The table shows that there was a tendency for older students to chose an "Arab location" and youngest to select the West Univ.(+) option.

Q.2.14 vs 1.15 (Country of origin).

The number of countries in the contingency table have been reduced in conformity with the practice established in Q.1.15.

	Bahrain	Kuwait	Saudi Arabia
Arab Univ.	6	9	24
Arab Univ.(W)	13	9	8
West Univ.(+)	17	7	12
	36	25	44
Mean	2.3	1.9	1.7

Decreasing Western influence ---------->

The direction of the arrow represents decreasing direct Western influence in the educational establishments or, alternatively, increasing "Arab preference". Note that the Saudi Arabians had the highest preference for Arab Universities.

This pair of questions was discussed in Q.1.15 vs 2.14 where the subject of national differences was considered.

Question 2.14 vs 2.12 (Whether any particular advantages in having a Western education)

This was discussed in Q.2.12 vs 2.14 where it was concluded that of the 85% of students who thought a Western education offered the some particular advantages,

63% would have preferred to study for management in an Arab location, but 70% selected Universities which would have included the "Western system".

A trend was detected in Q.2.14 vs Q.3.1 which suggested that the more difficulty a respondent had in living in Britain the more likely he was to have chosen the Arab Univ. option.

Q.2.14 vs 2.15 (Whether a substantial Western management education is an advantage or disadvantage).

	Q.2.14		
Q.2.15	Arab U.	Arab U.(W)	West.U.(+).
Advantage	7	15	26
Minor advantage	9	8	4
No significance	12	7	11
Minor Disadvantage & Disadvantage	10	4	2
	X^2 = 19.43 df 6 N = 115		
Mean	2.65	2.00	1.47

With some combination and expressed as percentages, the trends shown below give an indication of the nature of the relationship.

Advantages (combined)	14%---->	20%---->	26% :
	Δ		:
No significance	: 10%	6%	10% :
	:		V
Disadvantages (combined)	: 9%	<---- 3% <----	2%

Inspection of the tables suggests that whereas 60% thought there were advantages in a substantial Western

management education, only 46% selected University options which included the "Western system". Thus for some 14%, study in an Arab Univ. was the overriding consideration, irrespective of whether they would have studied for Arab or Western style degrees. Another point is that those who selected Arab Univ. tended to have a lower opinion of Western management education than those who selected Arab U.(W), or West.U.(+). The latter had the highest opinion.

Q.2.14 vs 2.16 (Where in your opinion is the best place to study for a professional qualification?)

A compacted contingency table is shown below.

Q.2.16

Best place for professional education.

Q.2.14	Arab Coll.	Arab (W) Coll.	West.Coll.(+)[2]
Arab U.	18	6	12
Arab U.(W)	1	13	21
West.U.(+)	2	10	31

$X^2 = 36.95$ df 4 N = 114

The table shows that the students thought a professional education in the West was relevant more than a management one.

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2. Western Europe, U.S.A., Elsewhere, Correspondence, and Private study. - See Q.2.16.

Q.2.14 vs 3.1 (Have you experienced any difficulty in living in a Western cultural environment?)

No

Yes - to a limited extent

Yes - to some extent

Yes - to a considerable extent

To meet the Chi squared continuity requirement, West and Elsewhere were combined. "Yes-to some extent" and "Yes-to a considerable extent" in Q.3.1 were also combined.

		Q.3.1			
		None	Limited	Some/consid.	
Q.2.14	Arab Univ.	3 [9]	17 [18]	20 [13]	
	Arab Univ.(W)	8 [8]	18 [16]	9 [11]	
	West.Univ.(+)	16 [10]	20 [21]	10 [15]	
		27	55	39	121
weighted mean		2.48	2.05	1.74	

X^2 = 13.49 df 4 Expected Values in Brackets

There was a tendency for those who had no difficulty in living in Britain to opt for a Western University. Those who experienced some or considerable difficulty had a tendency to opt for an Arab University.

Question 2.14 vs 3.2 (Did you receive any special briefing about living in a Western country before you left home?)

Q.3.2

		Special briefing.	
		Yes	No
	Arab Univ.	23 [19]	17 [21]
Q.2.14	Arab Univ.(W)	19 [16]	16 [19]
	West.Univ.(+)	15 [21]	31 [24]

X^2 = 6.34 df 2 Expected Values in brackets

There were more students than expected who had received a special briefing and who had selected the Arab Univ. or Arab Univ.(W) option. Conversely, there were substantially fewer students than expected in the "Yes - West Univ." cell.

Both questions are discussed in Q.3.2.

Q.2.14 vs Q.3.7 (Do you expect to maintain frequent contact with people from the U.S.A and W. Europe after you take up employment at home?)

		Q.3.7	
		Yes	No
	Arab University	25	13
	Arab University (W)	31	4
Q.2.14	Western University	32	8
	Elsewhere	5	0

X^2 = 6.17 df 2

The thirteen respondents who said "No" in Q.3.7 and who selected an Arab University may have reflected some sort of cultural preference, whether intended or not. Both of these questions figure in Factor 1 of the factor analysis.

CONCLUSIONS.

It is important to remember that the response to this question did not come from the whole Arab population, but only from a sample of Arab students who were studying at British Universities and Polytechnics. Their experience of living in a Western environment may have influenced their views, not necessarily in favour of the West. The main three options[3] in the question evoked replies which suggested that students had replied in the vein of what they would like to have done had the situation arisen.

Many students believed that a Western education in its various forms offered some particular advantages[4], nevertheless 62% of the students believed that the best place to study for a management degree was in an Arab country.[5]

The response was approximately equally divided between

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3. i.e, Arab Univ., Arab Univ.(W), Western Univ.(+).

4. General education -84%, Q.2.12; Management education -60%, Q.2.15; Professional education -85%, Q.2.17

5. i.e, An Arab Unvi. or an Arab Univ.(W).

the three main options, however several interpretations of the response are possible. The two considered to be the most relevant to this thesis are that:

- 62% of the respondents favoured options which included study in an Arab country.

- 63% of the students[6] selected options which included a Western degree in management, which by choice could be studied in either an Arab or Western country.

Thus, two overlapping sets were identified. To give some indication of their nature they were labelled "Arab location or preference" and "Western system".

An "Arab University which is an extention of the Western system" meets the requirements of both sets. Students who signified that they thought this was the best option may have had in mind that it was either the best compromise or the best of both worlds.

It would be interesting to conjecture what shape the response would have been if there had been no Arab (W) option.

Too much emphasis should not be placed upon the exact dimensions of the response, but some of the associations exhibited patterns which hinted at national/cultural

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6. 67% if Elsewhere is included.

resistance to studying in the West. Resistance was much stronger with some categories of students than with others. For example, students from Bahrain, Kuwait, and Saudi Arabia, in that order, had an decreasing preference for studying in universities under direct Western influence (Q.2.14 vs 1.15). Older students tended to favour an Arab location, (Q.2.14 vs Q.1.8). Students who had "some" or "considerable" difficulty in living in Britain tended to choose the Arab Univ. option, (Q.2.14 vs Q.3.1). A substantial number of Ph.D students favoured an Arab location for Doctorate studies, (Q.1.5 vs 2.14).

The majority of students who ticked the Arab Univ.(W) option expected to become managers, whereas the converse was true for the Arab Univ. option. The split was roughly equal for the Western Univ. option, (Q.2.14 vs Q.1.3).

Associations with Qs.3.2 and 3.7 were also of a national/cultural nature and are discussed later under those headings.

QUESTION 2.15

Would you say that a substantial Western management education is an advantage or an disadvantage?

Option	Response	
Advantage	(58 - 43.6%)	: :- 60%
Minor Advantage	(22 - 16.5%)	:
Of no significance	(35 - 26.3%)	
Minor disadvantage	(9 - 6.8%)	
Disadvantage	(9 - 6.8%)	

N = 133

The response to this question is shown above, next to the options. The mean[1] is 2.16 and lies in the Advantages half of the table. Sixty percent of the respondents considered that a substantial Western management education was an advantage. This compared with 84% who thought that a Western education offered some particular advantages (2.12). Associations were found with seven other questions, but it is the only question related to Questions 2.7a and 2.7b (on the subject of transferability).

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1. On a 1 to 5 scale from Advantage to Disadvantage

Q.2.15 vs. 2.7a (More difficult to transfer Qualitative subjects, easier to transfer Quantitative).

	Q.2.7a	
	Agree	Disagree
Advantage	42	7
Minor Advantage	17	2
No Significance	21	12
Minor Disadvantage	6	2
Disadvantage	4	4

50%-:

X^2 = 8.86 df 1 (Advs. vs the rest) N = 117

The reason for the relationship, if it is a real one, is not clear.

Q.2.15 vs 2.7b (Management functions are uniquely difficult to transfer because they are a mixture of Qualitative and Quantitative functions).

	Q.2.7b	
	Agree	Disagree
Advantage	40	7
Minor Advantage	17	1
No Significance	22	10
Minor Disadvantage	7	1
Disadvantage	4	3

X^2 = 5.28 df (combination - Advantages vs the rest)

N = 112

As with Q.2.15 vs 2.7a, there is no obvious reason for an association, though it suggests that 51% of the

respondents thought that a substantial Western management education had advantages and at the same time thought that management functions were uniquely difficult to transfer.

Q.2.15 vs 2.12 (Whether a Western education offered the respondent any particular advantages).

The answers to this pair of questions were discussed in Q.2.12. A Chi-squared association of 7.66, df 1, was recorded which is not surprising as Q.2.15 is really a subset of Q.2.12, but dealing specifically with management education. The relationship showed that there was a conformity of view about both general and management education, though there were more reservations about the latter.

Q.2.15 vs 2.14 (- best place to study management at Bachelor degree level or equivalent).

This relationship was discussed under Q.2.14, (Q.2.14 vs 2.15) where it was shown that as the perceived advantage of a substantial Western management education increased, so did the likelihood of a respondent opting for a Western educational institution in which to study management.

Q.2.15 vs 2.16 (- best place to study for a professional qualification?)

	Q.2.16		
	Arab Coll.	Arab Coll.(W)	West.Coll.
Advantages	9	17	47
No Significance	4	12	15
Disadvantages	7	5	5

$X^2 = 12.54$ df 4 N = 121

This association suggests that the more advantageous a respondent perceived a substantial Western management education to be, the more likely he was to opt for a Western college in which to study for a professional qualification. Fifty three percent thought there were advantages and chose options which included the "Western system".

Q.2.15 vs 2.17 (Whether a Western professional education is an advantage or disadvantage).

The contingency table is shown in Q.2.17. A strong association was expected as the content of Q.2.17 is a sub-set of Q.2.15. However, it can be seen from the arrangement of the figures that respondents were more strongly convinced of the advantages of a Western professional education than a Western management education, though this must be considered in the light of the response to Q.1.13 in which Arabs showed little

interest in British professional institutions.

Q.2.15 vs 3.4 (- effect of exposure to Western way of life - see Q.3.4).

The contingency table is shown in full in Q.3.4, but to obtain Chi squared continuity, classes for both questions had to be combined to compare "Advantages" (i.e. advantage and minor advantage) with "No advantages" (i.e. no significance, minor disadvantage, disadvantage).

		Q.3.4		
		Advantages	No advantages	
Q.2.15	Advantages	70 [54%]	9	79
	No advantages	37	14	51
		107	23	N = 130

$X^2 = 5.49$ df 1

The relationship found was expected. A respondent who thought that a substantial Western management education was an advantage was likely to think that exposure to the Western way of life would be of advantage to him when he returned to his home country. The contingency table above shows that 54% of the respondents ticked the advantages boxes in both questions. More of them thought that exposure to the West was an advantage, than thought a substantial Western management education an advantage.

Q.2.15 vs 3.5 (- alteration of traditional Arab values - see Q.3.5).

Q.3.5 was designed to test the "mixed benefit and detriment" option. It was not designed for inclusion in a logical contingency table and continuity for a Chi-squared calculation was unattainable. However, a product moment correlation coefficient of 0.28 was obtained by arranging the responses in order of decreasing benefit. The options of Q.2.15 were then placed on a 1 to 5 scale from Advantage to Disadvantage and means for each class of benefit calculated.

Means

Benefit	Mixed	No effect	Detriment
1.66	2.21	2.31	3.38

On the face of it, the means show that a respondent who felt that exposure to the West was beneficial was also more likely to consider a substantial Western management education an advantage.

The means do not give the whole picture because they do not show that 62% of the total response was in the "mixed" class, 22% in "benefit", 20% in "no effect" and 6% in "detriment". Note also that all the means with the exception of the "detriment" class lie on the advantage side of the "no effect" option. "Some benefit" adds up to 88%, (60%+22%).

Q.2.15 vs 3.7 (Do you expect to maintain frequent contact with people from the U.S.A. and Western Europe after you take up employment at home?)

This pair of questions is further discussed in Q.3.7. The options in Q.2.15 had to be combined into "advantages" and "no advantages" before continuity for a Chi squared calculation could be performed. A product moment correlation coefficient using all options (i.e. no combination) was calculated as -0.24.

		Q.2.15		
		Advantage	No Advantage	
Q.3.7	Yes	69	34	103
	No	10	15	25
		79	49	128

The writer suspects that there are several reasons for this indicated relationship, but discussion is deferred until Q.3.7.

CONCLUSIONS.

The main conclusion to be drawn is that 60% of the respondents thought that a substantial Western management education would be an advantage. 26% thought it would have no significance and 14% thought that there would be some degree of disadvantage.

The subject matter of Q.2.15 is really a sub-set of Q.2.12 which was concerned with the advantages of a Western education in a broader sense.

A number of associations were predictable, for example respondents who thought some form of Western education

was an advantage also tended to think that the best place to study it was in the "western system". Similarly those who approved of Western management education also felt Arabs and Arab society would benefit from contact with the West.

QUESTION 2.16

Where in your opinion is the best place to study for a professional qualification (as opposed to a University or Polytechnic degree)?

Option	Response
An Arab College	26 [19%]
An Arab College which is an extension of a Western College	37 [26%]
A College in Western Europe or U.S.A.	69 [49%]
Elsewhere	6 [4%]
Correspondent Course	1 [1%]
Private study	1 [1%]
	140

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Several respondents commented that they would have chosen to study in their own countries had the courses which they wanted to study been available. Thus, the options selected probably contained a mixture of views. For example, a respondent who selected the Arab College option could have been expressing a desire for an Arab location, an Arab qualification or the wish for an Arab run course; nevertheless, the preference was "Arab". There was a group of people (26%), who had the situation arisen, would have chosen to go to an Arab college which was an extension of a Western college. The simplest conclusion to be drawn was that they wanted an Arab

location, but a Western system. Those who ticked the Western College option would almost certainly have been favouring Western professional qualifications.

In considering the response to this question and its relationships with the responses to other questions, the reader should be aware of the fact that not too many respondents in the sample expressed an interest in Western professional qualifications (Q.1.13) - only 45 persons out of 154. However, the associations still represented views based on educational and cultural comparisons.

Question 2.16 was associated with six other questions, namely Qs .1.15, 2.12, 2.14, 2.15, 2.16 and 2.17.

Question 2.16 vs 1.15 (Country of origin)

Full contingency table.

	Q.1.15				
	Bhn	Kwt	Qtr	SA	UAE
Arab College	2	6	-	18	-
Arab College (W)	13	11	2	9	2
Western College	26	10	8	17	7
Elsewhere	2	-	1	3	-
Correspondence course	-	-	-	-	1
Private study	-	1	-	-	-

The table was abridged and compressed to obtain Chi squared continuity without destroying the sense of the

relationship between the three countries which contributed the bulk of the answers.

Q.1.15

	Bahrain	Kuwait	Saudi Arabia
Arab College	2	6	18
Arab College (W)	13	11	9
Western College (+)	28	11	20
Weighted mean	2.6	2.2	1.6

$X^2 = 17.34$ df 4 N = 118

The means were calculated for each country on a 1,2,3 scale of decreasing "Arab location or preference", or the converse of increasing direct Western influence. Saudi Arabian respondents had the greatest "Arab preference". Bahrain had the lowest and Kuwait lay in between. The rank order of the countries was discussed in Q.1.15.

Q.2.16 vs 2.12 (- Western education - any particular advantages)

Q.2.12

	Yes		No	
Arab College	18	:	8	
		:- 34%		
Arab College (W)	: 28	:	8	
65% -:				
Western College	: 61		6	
Elsewhere	5		1	
Correspondence course	-		1	
Private study	1		-	N = 137

X^2 = 6.15 df 2 (West,Elsewh,Corr,Private comb.)

This table was used to compare the particular advantages of a Western education with the best place to study for a professional qualification.

Students whose selection of options in Q.2.16 included the Western system and who answered Q.2.12 in the affirmative represented 65% of the response. In contrast 34% favoured an Arab course or location. It is interesting to note that 20% of the who preferred an Arab location wanted to study in the "Western system". There was a strong body of opinion in favour of the " Western system" for professional *qualifications*.

In the table, 82% of the students thought that a Western education had some particular advantages for them, though, when considering professional education only 65% of them selected the Arab Coll. and Western Coll. options.

Q.2.16 vs 2.14 (Where in your opinion is the best place to study management at Bachelor degree level or equivalent?)[1]

The two responses showed a substantial degree of association, but more respondents would have preferred a Western college for a professional education than for a management education.

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1. See Q.2.14 for the contingency table.

Q.2.16 vs 2.15 (- substantial Western management education - advantage or disadvantage?)

The association was discussed in Q.2.15 vs 2.16 where it was concluded that the more advantageous a respondent perceived a substantial Western management education to be, the more likely he was to opt for a Western college in which to study for a professional qualification. Fifty three percent of the group thought there were advantages and they selected options which included the "Western system".

Q.2.16 vs 2.17 (- whether a Western professional education is an advantage or disadvantage).

	Q.2.17				
	Adv.	Min.Adv.	No Sig.	Min.Disadv.	Disadv.
Arab Coll.	9	6	4	-	5
Arab Coll.(W)	19	9	7	-	-
Western Coll.	63	5	-	-	-
Elsewhere	2	2	2	-	-
Corr.	-	-	1	-	-
Private	-	-	-	-	1

For Chi squared continuity the table was compacted to:

Q.2.17

	Advantages	No Advantages	
Arab Coll.preference	43	16	59
West.Coll.(+) pref.	72	4	76
	115	20	135

X^2 = df 1.

Note that in the Advantage column, Arab preference accounted for 37% (43/115 x 100) of the total. Arab preference was defined to mean Arab location whether the course system was Arab or Western. Considered against the whole response the percentage was 32% (43/135 x 100).

The compacted table could have been written to demonstrate "Western System" in which case the corresponding percentages would have been 87% or 74%.

The remaining 13% (or 11% on the whole response) probably thought that it was an advantage to have a Western professional education, but this was overridden by the desire to either study in an Arab college (i.e. location), or to study for an Arab professional qualification, or to study for a Western professional qualification in an Arab system college.

CONCLUSIONS.

Only 29% of the students belonged to or intended to join a British professional body (See Q.1.13), so the answers to Q.2.16 were largely a matter of general opinion, though this did not invalidate them as such.

Compared with Q.2.14, which concerned the best place for management education, the response was more biased towards the West and the Western system. There was a strong body of opinion in favour of study for professional qualifications in the West. Had they required them, seventy four percent of the students thought that Western professional qualifications would confer advantages.

Bahrainis and Kuwaitis were more inclined to select options which included a Western location or system than the Saudi Arabians. This may have been a reflection of past Western influence, or national/cultural differences (Q.1.15).

QUESTION 2.17

Would you say a Western professional education is an advantage or disadvantage ?

		Response
Advantage	104	69.8%: :-86%
Minor advantage	24	16.1%:
No significance	15	10.1%
Minor disadvantage	–	–
Disadvantage	6	4.0%
	149	100%

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Most respondents (86%) thought that a Western professional education offered some advantage, though only 29% expressed any interest in obtaining one (Q.1.13).

There were *five associated responses.*

Q.2.17 vs 2.9 (Do you think that cross-cultural subjects and cross-national subjects should be included in management courses?)

		Q.2.9 Yes	Q.2.9 No	
	An advantage	74	18	
	Minor advantage	18	3	
Q.2.17	No significance	8	6	
	Minor advantage	-	-	
	Disadvantage	4	3	
		104	10	N = 134

The table was compacted to obtain Chi squared continuity.

		Cross cultural/national subjects	
		Should be included	Should not
Q.2.17	Advantages	92	21
	No advantages	12	9

$X^2 = 6.00$ df 1 N = 134

This association established a direct link between the inclusion of cross-cultural/national subjects in a course and the value of a Western professional education. Inclusion of comparative cross-cultural/national subjects in a Western professional training course for Arabs might meet with approval. There is some parallel with the response to Q.2.5. where students noted which course units had helped them to better understand the West.

Q.2.17 vs 2.12 (- whether a Western education offers any particular advantages?)

An association between the responses to these two questions was expected as the content of Q.2.17 was a sub-set of Q.2.12. The relationship ($X^2 = 8.50$ df 1) served to cross check the main underlying opinion that a Western education offered advantages.

Q.2.17 vs 2.15 (- whether a substantial Western management education is an advantage or disadvantage).

An association of $X^2 = 25.97$ df 1 was obtained and, as with Q.2.17 vs Q.2.12, this was expected. Both questions were sub-sets of a basic theme that Western education

offered advantages. It was also a further check on the consistency of the underlying opinion.

Q.2.17 vs 2.16 (- best place to study for a professional qualification).

This association was discussed in Q.2.16

Q.2.17 vs 3.5 (Do you think that exposure to the Western way of life and culture for students who later become managers will lead to an alteration of traditional Arab values to the benefit or detriment of Arab society?)

See Q.3.5 in the Culture section.

CONCLUSION.

The response to this question and support from associations with similar questions demonstrate that the majority of respondents believed that there were advantages to be obtained from general, managerial and professional education in the West. This conclusion is supported by Factor 1 of the Factor Analysis and by Cluster 1 in Q.3.5.

CHAPTER 4.

PART 1.

SECTION 3. NATIONAL AND CULTURAL ISSUES.

Conclusions.

QUESTION 3.1

Have you experienced any difficulty in living in a Western cultural environment?)

Option	Response		
No	40	25%	
Yes - to a limited extent	70	44%	:- 75%
Yes - to some extent	33	21%	
Yes - to a considerable extent	16	10%	
	159	100%	

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The response indicated that 75% of students experienced some sort of difficulty in living in Britain. Though the boundaries between the " Yes " responses were unlikely to have been precise it did appear that only 31% experienced anything more than limited difficulty in living in Britain.

Answers to this question were associated with the responses to five other questions, namely Q.s 1.13, 2.14, 2.16, 3.2, and 3.7.

Q.3.1 vs Q.1.13 (Do you belong to (or hope to join) any professional organization(s) which award a qualification either by examination (e.g. A.S.A.) or by exemption (e.g. Chartered Engineer)).

		Q.1.13		
		Yes	No	
Q.3.1	No	16	22	38
	Yes -limited	15	51	66
	Yes -some	4	27	31
	Yes -considerable	3	12	15
		38	112	150

X^2 = 8.38 df 2 (some & consid. combined).

The first point to recall is that only 25% of those who replied to both questions were interested in (assumed British) professional qualifications. Of those who replied, a respondent was more likely to be interested in a professional qualification if he or she had experienced no difficulty in living in Britain. Alternatively it could have been that the less a respondent liked Britain the less interested he was in obtaining a British professional qualification; it may have represented a cultural intervention though not a well defined one.

Q.3.1 vs Q.2.14 (- best place to study management).

The response to this pair of questions was discussed under Q.2.14 where it was suggested that the greater the difficulty a respondent had in living in Britain, the more likely he was to approve of an Arab university as the place in which to study management. This suggests some form of cultural intervention.

Q.3.1 vs Q.2.16 (- best place to study for a professional qualification).

Compressed contingency table.

	Q.3.1		
	None	Limited	Some/Consid.
Q.2.16			
Arab College	5 (15%)	9 (14%)	16 (31%)
Arab College(W)	7 (21%)	17 (26%)	17 (33%)
Western College(+)	22 (64%9	40 (60%)	18 (35%)
	34	66	51
	X^2 = 11.07 df 4. N = 151		
Mean	2.50	2.35	2.04

Like Q.3.1 vs 2.14, the association derived from the table suggests that as the degree of difficulty of living in Britain increased so did the likelihood of the respondent preferring an Arab location in which to study for a professional qualification. Again this seems to reflect a cultural intervention. The College options were numbered 1,2,and 3 downwards starting with Arab College and the means are calculated on a 1,2,3 scale.

Q.3.1 vs Q.3.2 (special briefing about living in a Western country before leaving home).

		Q.3.2 Yes	Q.3.2 No
Q.3.1	No	11	28
	Yes - little	34	36
	Yes - some	14	19
	Yes - considerable	12	4
		71	87
	weighted mean	2.38	1.94

$X^2 = 10.71$ df 3.

The association suggests that pre-briefed students tended to find it more difficult to live in a Western country. This may indicate that pre-briefing reinforced Arab cultural beliefs. In Factor 2 of the Factor analysis Q.3.2 is related to "maturity" and there are several instances of associations where "maturity" prefers "Arab", e.g, Q.1.5 vs Q.2.14 and Q.1.8 vs 2.14.

Q.3.1 vs Q.3.7 (Whether expect to maintain *frequent* contact with people from U.S.A. and Western Europe.

		Q.3.7 Yes	Q.3.7 No	Yes/No
Q.3.1	No	35	3	11.7
	Yes - limited	57	12	4.8
	Yes - some/consid.	31	13	2.4

$X^2 = 6.44$ df 2 N = 151.

This relationship suggests that the more difficulty students had in living in Britain the less likely they were to maintain contact with the people of that country. This suggests a cross-cultural problem, possibly the intervention of personal feelings..

CONCLUSIONS.

Seventy five percent of Arab students experienced a measure of difficulty in living in a Western cultural environment (in this case British), though only 31% indicated that they had experienced anything more than limited difficulty.

The greater the difficulty a student had in living in Britain the more likely he was to prefer an Arab location or environment in which to study for a professional qualification (though at least 80% of the students wanted a Western qualification). A similar situation was detected for management studies and it was shown that the older (Q.2.14 vs 1.8) and Ph.D students (Q.2.14 vs 1.5) were more likely to prefer Arab locations.

The associations may reflect a feeling that some Arabs did not like having to study for the qualifications which they wanted, in a foreign country. Questions 3.2 and 3.7 suggest cultural intervention.

QUESTION 3.2

Did you recive any special briefing about living in a Western country before you left home?

Yes No

If "Yes", please say which organization gave it.

The response to the first part of the question was:

Yes	No
71 [45%]	87 [55%]

N = 158

.....

The open-ended part did not elicit a good response, but the principal sources of special briefing were identified as:

- Arab Institutions (Universities, Embassies, etc.)
- Friends, reading, Arab television, travel etc.
- British Council.

It also appeared that some educational establishments briefed students on arrival in Britain.

Chi squared associations were found with the responses to eleven other questions.

Q.1.3 Whether students envisaged studies leading towards managerial position in own country.

Q.1.4 Place of study - University or Polytechnic.

Q.1.5 Degree/qualification for which studying.

Q.1.11 Whether respondent already held any qualifications.

Q.1.13 Interest in belonging to or joining professional organization.

Q.1.14 How studies sponsored.

Q.1.15 Country of origin

Q.2.8 *Whether cross-cultural subjects included.*

Q.2.14 Best place to study for a Bachelor management degree.

Q.3.1 Any difficulty in living in a Western country.

Q.3.3 Any induction course on arrival.

The underlying factor(s) which relate these questions with Q.3.2 are not easy to discern, so the contingency tables and comments are laid out below for inspection:

Q3.2 vs 1.3

		Special briefing	
		Yes	No
Q.1.3	Yes	28 [34.5]	50 [43.5]
	No	41 [34.5]	37 [43.5]
		69	87

$X^2 = 4.39$ df 1 Expected values in brackets.

The meaning of this indicated relationship is not clear.

Q.3.2 vs 1.4

	Special Briefing		
	Yes	No	
University	61	58	119
Polytechnic	9	30	39
	70	88	158

$X^2 = 9.4$ df 1

51% of the University students were pre-briefed compared with 23% of the Polytechnic students. This ties in with Factor 2 of the Factor Analysis where "maturity" and knowledge of the West are related.

Q.3.2 vs 1.5

	Special Briefing		
	Yes	No	Yes/No
Ph.D	42	32	1.3
Master	16	18	0.9
Bachelor	7	25	0.3
Diploma	6	12	0.5
	71	87	

X^2 = 11.49 df 2 (Comb. B & D) N = 158

There were 108 postgraduate students of whom 54% had received a special briefing. Of 50 undergraduates only 26% had been pre-briefed.

Q.3.2 vs 1.11

		Special Briefing	
		Yes	No
Previous Qualifications	Yes	64	61
	No	7	25
		71	86

X^2 = 6.99 df 1 N = 153

Roughly one half of the respondents who already had some qualification(s) had been pre-briefed before coming to Britain, compared with less than one quarter of those with no previous qualification(s).

Q.3.2 vs 1.13

		Special Briefing	
		Yes	No
Membership of Professional Orgn.	Yes	10	28
	No	55	56

$X^2 = 6.21$ df 1 N = 149

Only 15% of the students who had been pre-briefed had any interest in British professional qualifications compared with 33% of those who had not been pre-briefed.

Q.3.2 vs 1.14

		Sponsorship		
		FSO	Company	Government
Special Briefing	Yes	12	3	53
	No	19	20	50
		31	23	103
		$X^2 = 11.63$ df 2 N = 157		
Percentage briefed		39%	13%	52%

52% of the Government students received a special briefing (i.e. 53/103 x 100). 39% of the "Family+Self+Other" group and only 13% of the Company group. Numerically the Government group was nearly twice as large as the other two groups combined.

Q.3.2 vs 1.15

		Bhn.	Kwt.	S.A.
Special Briefing	Yes	19	11	33
	No	30	19	21
		49	30	54
		$X^2 = 6.92$ df 2		
Yes divided by No		0.39	0.36	0.61

Of the three countries shown above Saudi Arabia pre-briefed the highest proportion of its students.

Q.3.2 vs 2.8

		Whether Cross-cultural Subjects Included		
		Yes	No	Yes/No
Special Briefing	Yes	21	44	0.48
	No	13	65	0.20

$X^2 = 4.79$ df 1 N = 143

Only 24% of the students stated that cross-cultural courses were included and the proportion of those who had been pre-briefed was higher than those who had not. This is probably a reflection of the fact that pre-briefed students were more likely to be studying for higher degrees in the Universities. (See Q.3.2 vs 1.4, 1.5 and 1.11.)

Q.3.2 vs 3.1

		Difficulty of Living in Britain.			
		None	Limited	Some	Considerable
Special Briefing	Yes	11	34	14	12
	No	28	36	19	4
		$X^2 = 10.71$ df 3 N = 158			
Yes/No		0.39	0.94	0.73	3.0

This relationship may not have any real meaning, because it is trying to relate experience to the act of pre-briefing. It may be that the type of pre-briefing reinforces Arab cultural beliefs.

Q.3.2 vs 3.3

An indicated relationship between a Special Briefing prior to arrival in Britain and an Induction course on arrival may be accidental.

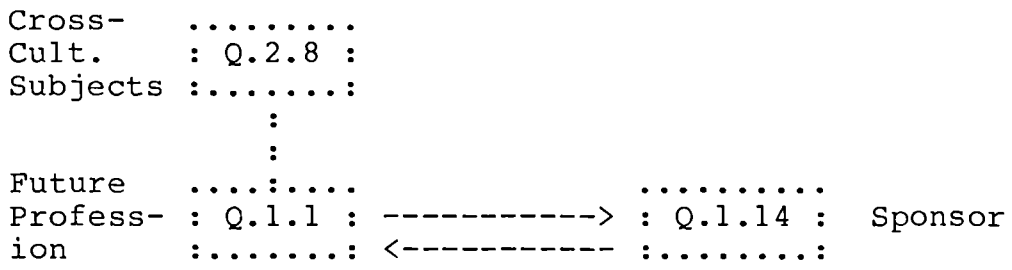
Underlying Influences.

Though Question 3.2 is not important in its own right its associations have a characteristic similar to Q.1.15. The influence of the older, postgraduate and Government sponsored membership of the sample is probably making its presence felt. This group perhaps incorporates a more mature element with firmer views about Arab values and culture. If this is so, the associations are important because they demonstrate again the presence of national and cultural factors. The idea of maturity fits well

with Factor 2 of the Factor Analysis.

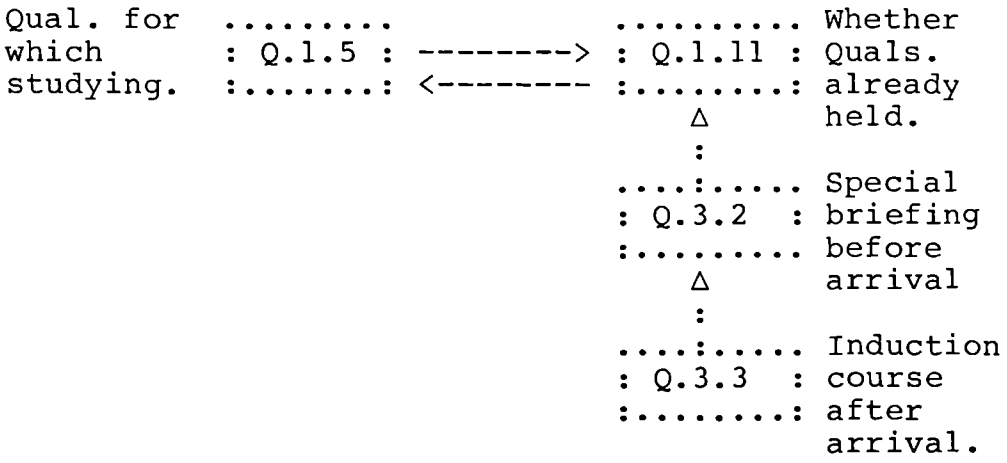
A linkage analysis was made to see which questions clustered together. Three more questions were added, namely 1.1, 1.8, and 2.12, principally because they intercorrelate with many of the other questions in Section 1 of Chapt. 4.

CLUSTER 1.



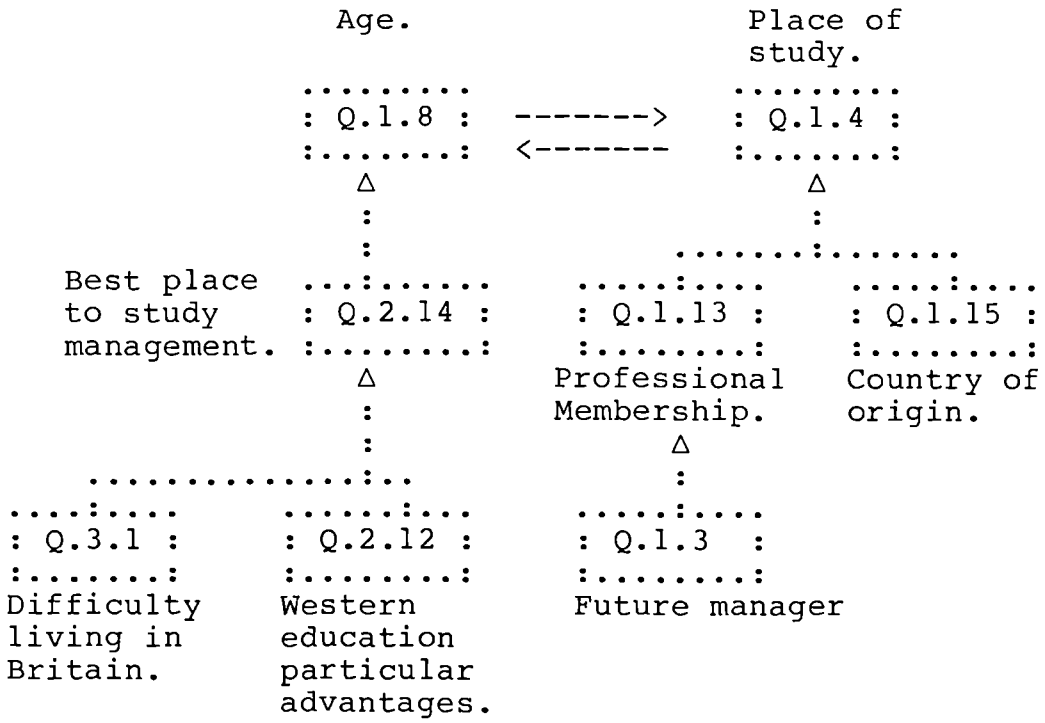
This linkage demonstrates the close relationship between the sponsoring categories and the professions which they individually sponsor. Governments and "Science" predominate (also "science" courses contain the lowest element of cross-cultural subjects).

CLUSTER 2.



The strongest association is between Questions 1.5 and 1.11 probably because 68% of the students were postgraduates and they already had qualifications (See Q.11.1 vs 1.1). A significantly higher proportion of postgraduates were pre-briefed compared with undergraduates (See Q.3.2 vs 1.5) and this may account for this linkage. The association between Q.3.2 and 3.3 is not understood. Sponsorship and Governments are probably two strong underlying causes of the linkage.

CLUSTER 3.



Though the strongest association is between Qs.1.8 and 1.4, the most significant member of the linkage is Q.1.15 because conclusions already drawn have related it to

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1. See Conclusions Q.1.15 on page 175

national and cultural factors.[1]

The left hand side of the linkage may reflect an ambivalent attitude towards the benefits of Western education and the advantages of being educated in an Arab environment. It has a cultural flavour which is left for further interpretation the Factor Analysis.

Earlier it was shown that there is a Chi squared association between Q.1.14 (country of origin) and Q.1.15. The governments of Bahrain, Kuwait and Saudi Arabia sponsored 22%, 13%, and 35% of the students in the reduced sample. (Including Qatar and the U.A.E, total Government sponsorship was 68%.)

On a ratio basis the number of Govt. students divided by the number of non-Govt. sponsored students, the figures were 1.5, 1.3 and 5.3. respectively. The last figure shows that 84% of the Saudi Arabian students were sponsored by their Government. It is suggested that national (particularly Government) factors influence the responses to the questions in the linkage.

Looking at the general nature of the questions and responses in the linkages as a whole and also the associations of Q.1.15, it is considered that national (mainly Government) and cultural factors influence many the responses to the Questionnaire.

The relationships suggest that many of the responses were either overtly or covertly influenced or conditioned

by the views and policies of the national governments as well as by the deeper cultural background.

CONCLUSIONS.

Forty five percent of the students, which was a sizeable proportion of the sample, had some form of pre-briefing about living in the West before they arrived in Britain. Q.3.2 was found to have associations with ten other questions and though it did not appear to be the most important question it nevertheless identified a group of questions for linkage analysis.

Three clusters were discovered which linked together groups of questions. Cluster No.1 linked sponsorship with the professions and highlighted the lack of cross-cultural course units in the science studies. Cluster No 2. was in some way related to the academic and experience level of the students. Cluster 3. exhibited the presence of underlying cultural and national factors.

Thus it is suggested that the respondents were either covertly of overtly influenced or conditioned by national(mainly Government) views and policies as well as by a deeper cultural background. This is an important conclusion because it means that national as well as cultural factors affect transferability.

LINKAGE ANALYSIS Q.3.2

	1.1	1.3	1.4	1.5	1.8	1.11	1.13	1.14	1.15	2.8	2.12	2.14	3.1	3.2	3.3
1.1		.02	.19	.14	.20	.21	.18	.59	.12	.39	.04	.12	.04	.06	.12
1.3	.02		.14	.11	.11	.21	.22	.15	.16	.03	.18	.13	.04	.17	.15
1.4	.19	.14		.34	.52	.39	.32	.17	.22		.00	.02	.20	.04	.04
1.5	.14	.11	.34		.25	.57	.16	.30	.19	.05	.01	.23	.07	.24	.02
1.8	.20	.11	.52	.25		.38	.15	.31	.15	.00	.06	.27	.15	.08	.06
1.11	.21	.21	.39	.57	.38		.10	.21	.01	.12	.09	.08	.09	.24	.01
1.13	.18	.22	.32	.16	.15	.10		.24	.16	.06	.03	.18	.20	.20	.01
1.14	.59	.15	.17	.30	.31	.21	.24		.03	.03	.14	.15	.10	.14	.06
1.15	.12	.16	.22	.19	.15	.01	.16	.03		.10	.13	.16	.14	.11	.05
2.8	.39	.03		.05	.00	.12	.06	.03	.10		.11	.06	.06	.18	.02
2.12	.04	.18	.00	.01	.06	.09	.03	.14	.13	.11		.27	.07	.08	.04
2.14	.12	.13	.02	.23	.27	.08	.18	.15	.16	.06	.27		.30	.24	.01
3.1	.04	.04	.20	.07	.15	.09	.20	.10	.14	.06	.07	.30		.21	.04
3.2	.06	.17	.04	.24	.08	.24	.20	.14	.11	.18	.08	.24	.21		.21
3.3	.12	.15	.04	.02	.06	.01	.01	.06	.05	.02	.04	.01	.04	.21	

QUESTION 3.3

When you first arrived here, did your Western educational institution or any other organization give you an induction course to introduce you to the Western way of life?

Option	Response
Yes	24
No	134

If "Yes", please say which organization gave it.

.....

Only 18% of the students received any sort of induction course on arrival in Britain. Viewed in the light of the fact that 75% of all Arab students experienced some degree of difficulty in living in a Western country (Q.3.1), this might be a point for official and educational institutions to note.

Question 3.3 was associated with Q.3.2, but there was no obvious reason for the relationship. Both questions appear later in Factor 2 of the factor analysis which is discussed in Part 2 of this Chapter.

QUESTION 3.4

Do you think your exposure to the Western way of life and culture will be an advantage or disadvantage when the time comes for you to resume your place in your own society?

Option	Response		
Advantage	92	[59%]	:
			:- 80%
Minor advantage	33	[21%]	:
No significance	19	[12%]	
Minor disadvantage	7	[5%]	
Disadvantage	4	[3%]	
	155	[100 5]	

.....

A total of 125 out of 155 respondents, or 80% of them, felt that exposure to life in the West would be of some advantage to them when they returned home.

The question was associated with Qs. 2.15 and 3.5.

Q.3.4 vs 2.15

		Exposure to Western Way of Life				
		Adv.	M.Adv.	No sig.	M.Disadv.	Disadv.
Western Management Education.	Adv.	36	13	4	3	1
	M.Adv.	11	10	1	-	-
	No sig.	23	2	8	1	-
	M.Disadv.	6	1	-	2	9
	Disadv.	4	1	-	1	2

The contingency table was compressed in Q.2.15 vs Q.3.4 to obtain Chi squared continuity, classes for both questions had to be combined to compare "Advantages" (i.e. advantage and minor advantage) with "No advantages" (i.e. no significance, minor disadvantage, disadvantage). The table is repeated here.

		Q.3.4		
		Advantages	No advantages	
Q.2.15	Advantages	70 [54%]	9	79
	No advantages	37	14	51
		107	23	N = 130

$$X^2 = 5.49 \text{ df } 1$$

The figures suggest that a respondent who thought that a substantial Western management education was an advantage was likely to think that exposure to the Western way of life would be of advantage to him when he returned to his home country. The contingency table shows that 54% of the respondents ticked the advantage

box of each question. More of them thought that exposure to the West was an advantage, than thought a substantial Western management education was an advantage.

Q.3.4 vs 3.5 (- alteration of traditional Arab values)

This pair of questions are included in the discussion of a linkage analysis in the next question.

CONCLUSIONS.

Fifty nine percent of the respondents felt that exposure to the Western way of life and culture would be of advantage to them when they returned home. A further 21% felt that it would be a minor advantage. Only 8% felt that it would be any sort of disadvantage. 12% felt it would be of no significance.

As might be expected, those who thought that exposure to the West would be an advantage to them were also likely to think that a substantial Western management education would be an advantage.

Questions 3.4, 3.5, and 3.7 are linked in Cluster 2. of Q.3.5.

QUESTION 3.5

Do you think that exposure to the Western way of life and culture of students who later become managers will lead to an alteration of traditional Arab values to the benefit or detriment of Arab society?

	Response	
Benefit	35	[22%]
Mixed benefit & detriment	81	[52%]
No effect	31	[20%]
Detriment	9	[6%]
	156	[100%]

.....

As mentioned in Q.2.12 and Q.2.15 the question was designed to test an impression gained from discussions with Arab managers that many Arabs felt that they should be careful about what of the West should be accepted and what rejected. Hence the inclusion of a "mixed" option in Q.3.5.

The qualitative nature of the question (with a "mixed" group in it) made it difficult to use in a numerical analysis, but by adopting the order shown above a progression from "benefit" through to "detriment" was achieved.

Chi squared analyses ran into continuity problems in many instances, so a correlation matrix of product moment correlation coefficients was prepared to assess

relationships and make a link analysis.

Six associations were indicated by Chi-squared analyses at 0.05 level. A linkage analysis using a correlation matrix identified two clusters.

CLUSTER 1.

Q.2.12 - Western education, any particular advantages?

:
:
:
v

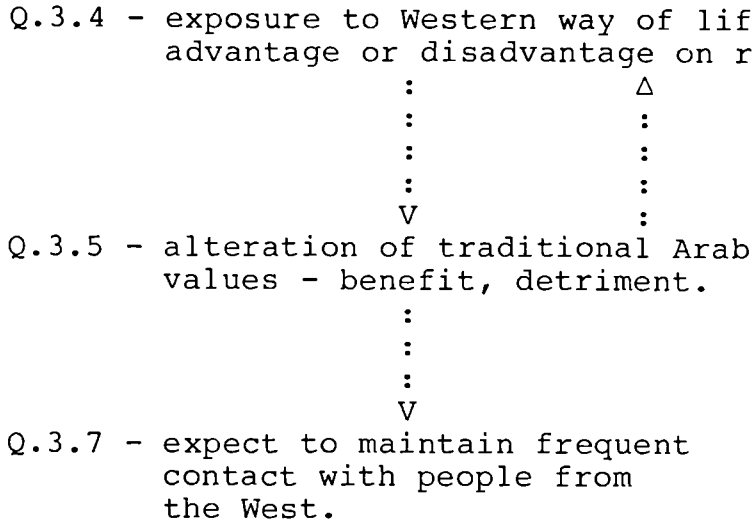
Q.2.15 - Western management education -advantages or disadvantages?

Δ :
: :
: :
: :
: v

Q.2.17 -Western professional education, advantages or disadvantages?

All of the questions were related to Q.3.5 and a general conclusion was drawn that there were general advantages for an Arab in having some Western education in suitable subjects. Furthermore it was considered that Arab society would benefit overall from its contacts with the West. In responses to the open-ended questions several persons suggested that the Arabs would have to select what was good for them and reject what was not.

CLUSTER 2.



Answers to the questions in Cluster 2 led to the conclusion that most Arabs expected to gain from contact with the West, however not everybody agreed.

Forty eight respondents offered written comment. The point most frequently made was that it was what individuals selected from Western society which would determine whether exposure to the Western way of life would lead to a beneficial or detrimental alteration of traditional Arab values.

Remaining responses concentrated almost entirely on what students considered to be specific benefits and detriments. Modern methods and technology, discipline, high standards of work, better planning, chance to compare with another culture summarized the benefits quoted. Detriments largely centered on Western social values, lack of family cohesion, and practices contrary to the teachings of the Koran.

CONCLUSIONS.

That traditional values would change was implicit in the response, but in spite of the amount of media coverage about the detrimental aspects of Western society, only six percent of the respondents considered that contact was detrimental.

As anticipated from earlier discussions with Arab managers, the largest group of respondents (52%) considered that contact with the West brought mixed benefits and detriments. Personal opinions expressed in Q.4, the open-ended question, strongly supported this view.

From the overall response and associations it was concluded that Arab culture benefited in general from contact with the West, particularly in the field of education. Respondents felt that it was up to individuals to decide what should be accepted as beneficial and what should be rejected as detrimental.

It was the social side of British society which was most heavily criticized and this of course is an area of high cultural discontinuity.

LINKAGE ANALYSIS Q.3.5

	2.11	2.12	2.15	2.17	3.40	3.50	3.70
2.11		0.16	0.13	0.06	0.12	0.18	0.38
2.12	0.16		0.35	0.29	0.18	0.26	0.18
2.15	0.13	0.35		0.44	0.15	0.29	0.21
2.17	0.06	0.29	0.44		0.22	0.20	0.15
3.40	0.12	0.18	0.15	0.22		0.30	0.21
3.50	0.18	0.26	0.29	0.20	0.30		0.23
3.70	0.38	0.18	0.21	0.15	0.21	0.23	

QUESTION 3.6 Do you think it will be easy or difficult to rejoin your own culture and/or business environment when you return home?

Option	Response
Easy	125 [81%]
Difficult	29 [19%]

.....

This question was included to test the view that the West alienated students from their own culture. 19% said they would find it difficult to return, however, this response has to be viewed in perspective. In Q.1.16 students were asked whether they intended to return to their own countries to work after they had finished their studies. The response was an emphatic "Yes!" of 98%.

Associations were found with Qs. 1.4, 1.5, 1.8, and 1.11.

Q.3.6 vs 1.4

The contingency table for this pair of questions was laid out in Q.1.4 vs 3.4 where it was noted that the percentage of students at the Universities who considered that it would be easy to return home was 86% compared with 62% of those studying at the Polytechnics.

Other associations have shown that University students tended to be older and to be studying higher degrees whereas the Polytechnic students tended to be younger and

studying at a lower level. These findings lend some credence to the remarks of some of the respondents who were concerned about the seductive effects of the West on younger students.

Q.3.6 vs 1.5

The contingency table may be seen in Q.1.5 vs 3.4 where it was shown that Postgraduate students expected to find it much easier to return home to their own environment and/or business environment than the Undergraduates. It was shown in Q.1.5 vs 1.8 that the Postgraduates belonged mainly to the higher age groups, (vide. Q.1.5 vs 1.8), and greater maturity may be a factor affecting this association. Several respondents suggested that the Western way of life could adversely influence inexperienced students with respect to their own culture and its intrinsic values.

Q.3.6 vs 1.8

The correlation of responses to this pair of questions points to a cultural issue. In Q.1.8 vs 3.6, "age groups" were compared with whether the respondents thought that they would find it "easy" or "difficult" to rejoin their own cultural or "Business environments" when they returned home.

The proportion of respondents in the youngest age group who said that it would be easy to return home was less than for the other groups. A progression in the table

suggests that the older the student the more likely he or she would find it easy to return home.

CONCLUSIONS.

Eighty one percent said that they thought it would be easy to return home to their own culture and/or business environment, and 98% said that they intended to return home.

From the contingency tables it may be deduced that the postgraduate at University (who was generally in one of the older age groups), would be likely to find it easier to return home than the undergraduate, particularly one from a Polytechnic (who was generally in a lower age group). This deduction gives some credence to the views expressed by some respondents in Q.2.13 about detrimental effect of exposure to the West of young immature students. Of course, the young students may not feel the same way about it.

QUESTION 3.7.

Do you expect to maintain frequent contact with people from the U.S.A. and Western Europe after you take up employment at home?

Option	Response
Yes	124 [81%]
No	30 [19%]

.....

Four associations were found.

Q.3.7 vs Q.1.15 - Abbreviated contingency table:

	Bahrain	Kuwait	Saudi Arabia
Expect to maintain contact.	37	29	38
Do not expect to..	9	2	15

$X^2 = 6.51$ df 2 N = 131

Expect to maintain contact expressed as a column percentage: 80% 94% 70%.

The table may hint of the degree to which the individual countries have been influenced by the West.(See Q.1.15). Saudi Arabian students were the least likely to maintain Western contacts. *However*, the interpretation is considered to be unreliable because of the substantial number of "no replies" which could have been interpreted as "no's".

Q.3.7 vs Q.2.14 (Best place to study for a management degree at Bachelor level or equivalent).

	Expect to maintain contact	
	Yes	No
Arab University	25	13
Arab University (W)	31	4
Western University	32	8
Elsewhere	5	0

$X^2 = 6.17$ df 2.

The majority of students expected to maintain contact with people of the West, but the highest percentage of those who did not, thought that an Arab University was the best place to study for a management degree. It is possible that for cultural reasons an Arab location was an overriding consideration for some.

Q.3.7 vs 2.15

The questions were discussed in Q.2.15. The options in Q.2.15, (Any advantage or not in having a substantial Western management education.), had to be combined into "advantages" and "no advantages" before continuity for a Chi squared calculation could be performed. A product moment correlation coefficient using all options (i.e. no combination) was calculated as -0.24.

		Q.2.15		
		Advantage	No Advantage	
Q.3.7	Yes	69 [54%]	34	103
	No	10	15	25
		79	49	128

The "Yes - Advantage" cell contains 54% of the response. In the context of the question and including other associations it is felt that no conclusion can be drawn from the above table.

Q.3.7 vs Q.3.1 (- any difficulty in living in a Western cultural environment?).

	Expect to maintain contact		
	Yes	No	Yes/No
No	35	3	11.7
Yes - limited	57	12	4.8
Yes - some	23	6	3.8
Yes - consid.	8	7	1.1

$X^2 = 6.44$ df 2.

The trend suggests that students who had no difficulty in living in the West were also more likely to maintain frequent contact with people there. It is also conjectured that there may have been a cultural factor involved in the response and that some students who found it difficult to live in the West did not really want to maintain contact.

Q.3.7 vs Q.3.5 (- alteration of traditional Arab values.)

	Expect to maintain contact	
	Yes	No
Benefit	31 :	3
	:- 63%	
Mixed	63 :	14
None	24	6 :
		:- 7%
Detriment	3	5 :

X^2 = N = 149

Sixty three percent who expected to maintain Western contacts thought there was some benefit to be obtained from exposure to the Western way of life. There were some who thought the opposite (7%) and this may have been a group which rejected the West.

CONCLUSIONS.

Eighty one percent of the respondents expected to maintain frequent contact with people from U.S.A. and Western Europe.

From the associations it is possible to identify groups which reject the West.

CHAPTER 4, PART 1, SECTION 4.

The Personal Views of Respondents

THE PERSONAL VIEWS OF RESPONDENTS.

Question 4 was designed as an open ended question to give respondents the chance to expand on the subject matter of any of the questions contained in the questionnaire, or to express opinions about other subjects.

Forty five persons provided written comment. The majority of their observations were about one paragraph in length, but there were a few which ran into several pages. They provided both additional information and a valuable insight into the meaning of some of the replies given to the questions in the questionnaire.

To keep faith with the respondents and the terms under which the Registrars of the Universities and Polytechnics agreed to distribute the questionnaires, none of the respondents is quoted. In many respects it is a pity that this cannot be done because the discussion which follows misses the mode of expression and feelings of students studying in both a different culture and also in a foreign language.

The comments contained many shades and contrasts of opinion. Most respondents in some way contrasted philosophies and practices of their own countries with those of Britain and other Western countries.

The replies to Question 4. had much in common with those given to Qs. 2.12 and Q.2.13 except that the

unrestricted nature of Q.4 allowed differing views about the same subject to emerge. The points made mostly fell into one or more of the following headings:

1. Academic benefits.

2. Social/Cultural Damage

3. Social/Cultural Benefits

4. Cultural Shock.

A high regard for British scientific education was apparent, but some students believed that standards varied considerably from one educational institution to another. Some felt that non-scientific education was not of the same standard. However this latter view should be looked at in the context of the sample composition which contained a high proportion of "science" students.

A minority complained about the quality of their supervisors. One student said that he needed tuition to provide him with the techniques which he required to carry out his research. He made the point that the techniques were not available in his own country. This points to a cross-cultural problem arising from differences in the educational systems, he clearly expected taught courses in his postgraduate programme.

One group concentrated on what they considered to be the cultural deficiencies of the West. Different sets of social values and moral attitudes were cited. Many

students noted cultural differences and discontinuities, some of which offended their Islamic principles. Some thought the young were at risk and likely to suffer loss of principles and beliefs. There was also a fear that as managers of the future they would "pull" the Arab countries towards the West and on occasions such action would be contrary to existing norms and traditions.

There was a strong body of opinion that the Arabs had much to gain from the West, but much of the comment was tempered by the view that the Arabs must be careful about which Western ideas and practices to accept and which to reject. There was a general belief that they could indeed select ideas and practices which would benefit Arab society without destroying its central core.

Cultural or culture shock arising from living in an alien culture was recognised on a number of occasion and a female student commented on her loneliness and feeling of isolation.

CHAPTER 4, PART 2.

Factor Analysis

Part 2. FACTOR ANALYSIS.

The Factor Analysis was used to search for hidden relationships in the educational and cultural sectors. The factors found provide good support for the general conclusions in Chapter 5.

The analysis was based on a Pearson correlation coefficient matrix:

Factor	Eigen value	% Variation	Cum. Variation
1	3.106	18.3	18.3
2	1.869	11.0	29.3
3	1.585	9.3	38.6

The analysis was not carried beyond three factors because subsequent factors accounted for only minor variances.

Factor Matrix Using Principal Factor, No Iterations.

	Factor 1.	Factor 2.	Factor 3.	Communality
Q.1.1	-0.04	-0.50	0.13	0.27
Q.1.5	0.18	-0.45	-0.24	0.29
Q.1.8	0.16	-0.51	-0.28	0.37
Q.2.7a	0.34	0.44	-0.37	0.44
Q.2.7b	-0.15	-0.38	0.71	0.67
Q.2.12	0.53	0.22	-0.04	0.33
Q.2.13	-0.27	0.34	-0.34	0.30
Q.2.14	-0.62	0.28	0.16	0.49
Q.2.15	0.68	0.28	-0.07	0.54
Q.2.16	-0.64	0.10	0.01	0.42
Q.2.17	0.65	0.18	-0.00	0.46
Q.3.1	0.45	-0.39	0.04	0.36
Q.3.2	-0.15	0.41	0.33	0.30
Q.3.3	-0.01	0.28	0.43	0.27
Q.3.4	0.41	0.15	0.43	0.38
Q.3.5	0.52	0.14	0.38	0.43
Q.3.7	0.46	-0.11	0.14	0.24

Varimax Rotated Factor Matrix.

Q.1.1	-0.05	-0.29	0.42
Q.1.5	0.07	-0.53	0.09
Q.1.8	0.03	-0.60	0.10
Q.2.7a	0.28	0.03	-0.61
Q.2.7b	-0.01	0.19	0.80
Q.2.12	0.51	0.02	-0.23
Q.2.13	-0.31	0.11	-0.44
Q.2.14	-0.53	0.45	0.01
Q.2.15	0.66	0.01	-0.32
Q.2.16	-0.61	0.22	0.22
Q.2.17	0.65	-0.01	-0.20
Q.3.1	0.41	-0.38	0.23
Q.3.2	-0.02	0.55	-0.00
Q.3.3	0.12	0.48	0.15
Q.3.4	0.52	0.28	0.17
Q.3.5	0.61	0.22	0.13
Q.3.7	0.47	-0.10	0.12

The discussion which follows makes use of three plots of data, Figs. 1, 2, and 3, and the findings of appropriate responses and associations recorded in Part 1 of this Chapter.

FACTOR 1.

Factor 1 is best illustrated in Figure 3 where three distinct clusters can be seen.

Questions 2.12, 2.15 and 2.17 all related to the advantages or disadvantages to an Arab of general, management and business education in the West. In each case the response was biased towards the advantage side.

Questions 3.1, 3.4, 3.5, and 3.7 are a "cultural" cluster and the way in which the questions were answered suggests that the majority of respondents had no or little difficulty in living in Britain and felt that contact with the West offered benefit for both the

individual and the Arab culture. Many expected to maintain contact with the West.

Questions 2.14 and 2.16 were concerned with the best place to study for a management degree and a professional qualification respectively. The replies to these two questions are more difficult to interpret. On the horizontal axis of Fig.3 they are diametrically opposed to the other clusters of questions, however, if the answers given to the two questions and their associations are referred to in Part 1, it will be seen that either of the responses can be interpreted in two ways.

If the responses are analysed in the direction from Arab towards West the positioning of the questions on the plot is as shown in Fig.3 and this represents the way in which the questions were asked. If the computer input for the questions had been reversed the two questions would have clustered on the same side of the axis as the other clusters, whence "Western system" would have underlain the response.

A look at the two responses and the direction of their build up from "Western system" towards "Arab location" suggests that this could be true. Thus it could be said that all three clusters signify that respondents saw advantages for Arabs in having Western education. However, Q.s 2.14 and 2.16 actually asked the students to state the <u>best place</u> to study, thus the factor could be highlighting the desire of the majority of the Arabs in

the sample to study for management or a profession in an Arab country while at the same time recognising that there are benefits to be obtained from both Western education and culture. At face value this is the more likely explanation. A similar interpretation was made with Cluster 3 in Q.3.2.

FACTOR 2.

Factor 2 accounts for only 11% of the variance. It clusters age with the level of the degree or qualification for which the respondents were studying. Chi squared associations have shown that it was the older students who were studying for the higher degrees. The Factor suggests that these more mature students were also better briefed about living in the West and desired to study management in an Arab country. It seems likely that the common factor is "maturity". Bearing in mind that it was the older students and those studying for higher degrees who were the most likely to be Government sponsored, there may be a "national" element in the factor. The existence of which was demonstrated in Part 1 of this chapter.

FACTOR 3.

Factor 3 accounts for only 9.3% of the variance. Questions 2.7a and 2.7b appear on the opposite sides of the axes in Fig.3. The inclusion of Q.1.1 in the factor perhaps reflects the high proportion of "science"

students in the sample and may indicate a bias towards their views, though this did not appear to be the case with the sub-sample of students engaged in taught courses (Q.2.1 - Q.2.6). The presence of Q.2.13 in Factor 3, viewed in the light of the response to it, may support the contention that there is a cultural side to transferability, on the other hand as Q.2.13 has no associations with any other questions it may stand on its own as an expression of cultural discontinuity.

The Factor Analysis is consistent with the findings of the associations discussed in Part 1.

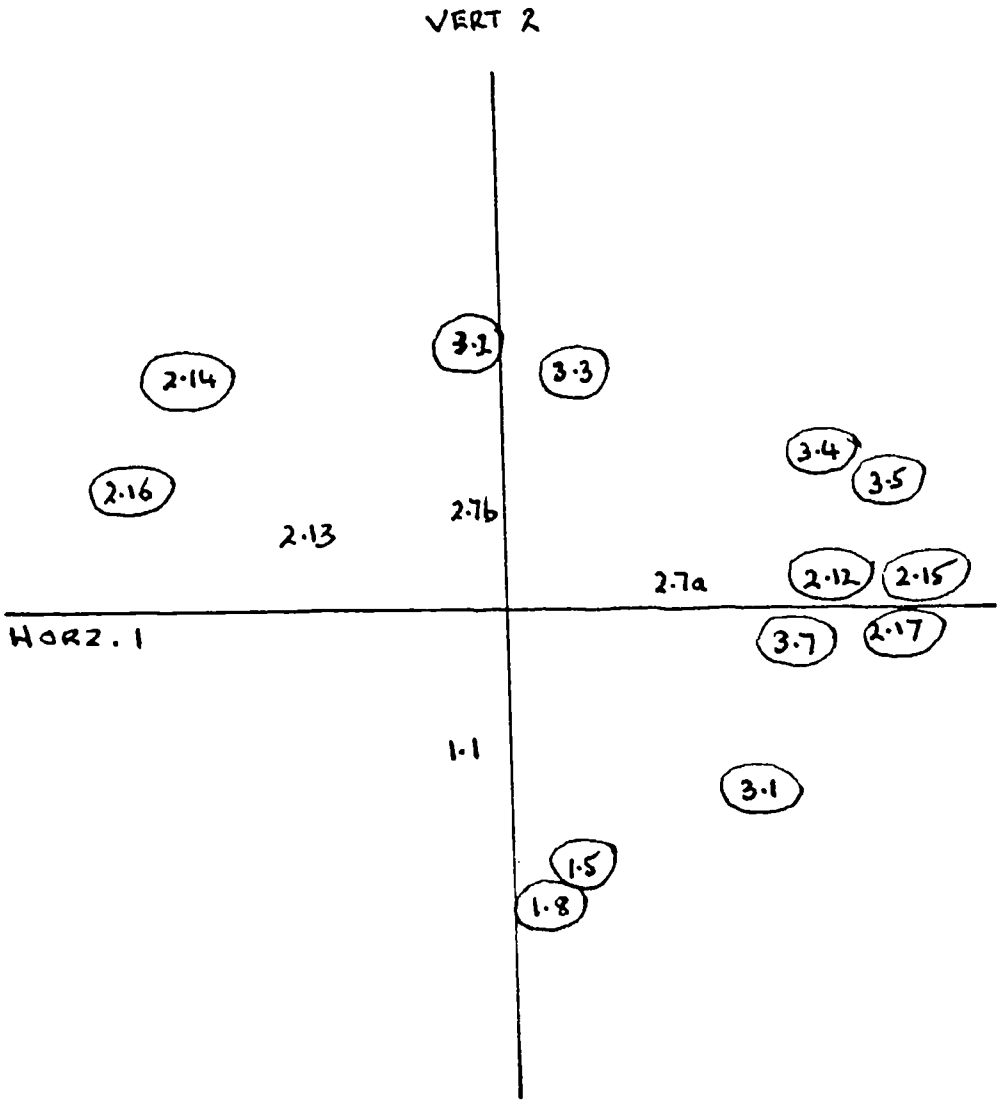

VERT 2
3.2
3.3
2.14
3.4
3.5
2.16
2.7b
2.13
2.7a
2.12
2.15
HORZ. 1
3.7
2.17
1.1
3.1
1.5
1.8

FIG. 1

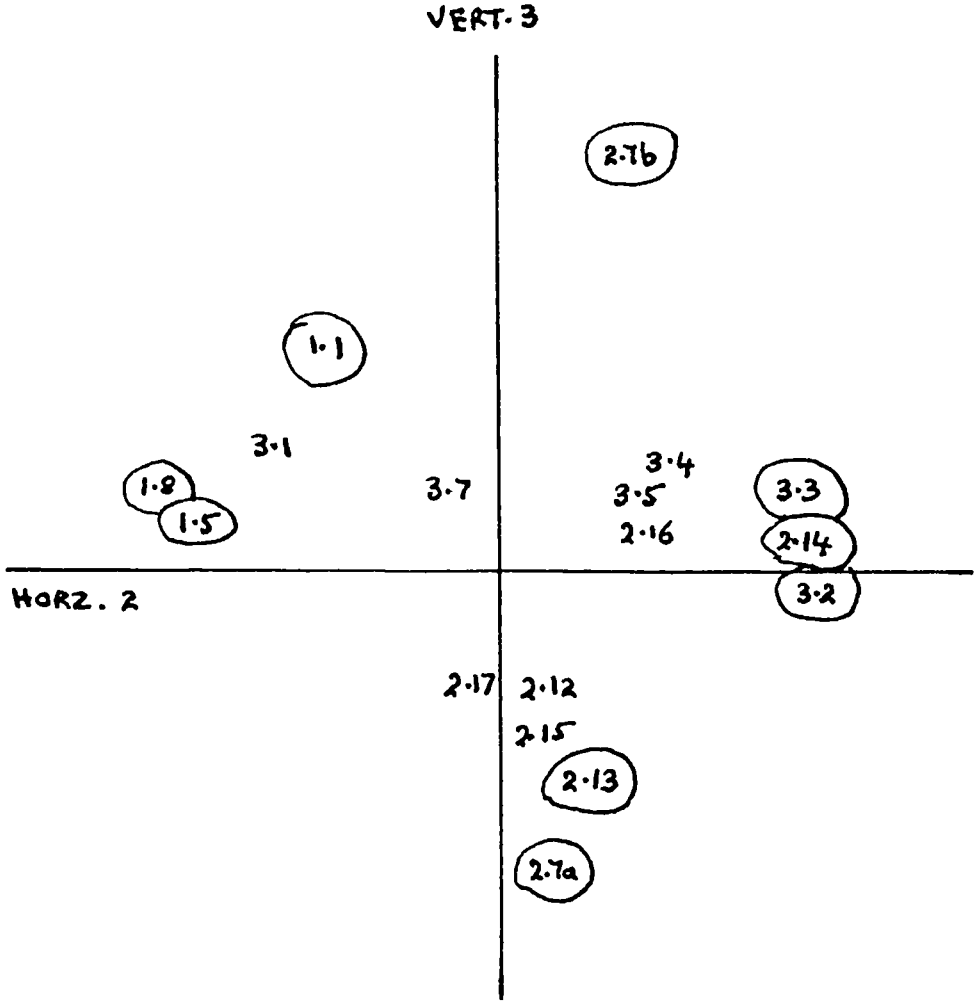

VERT. 3
2·7b
1·1
3·1
1·8
1·5
3·7
3·4
3·5
2·16
3·3
2·14
3·2
HORZ. 2
2·17
2·12
2·15
2·13
2·7a

FIG. 2

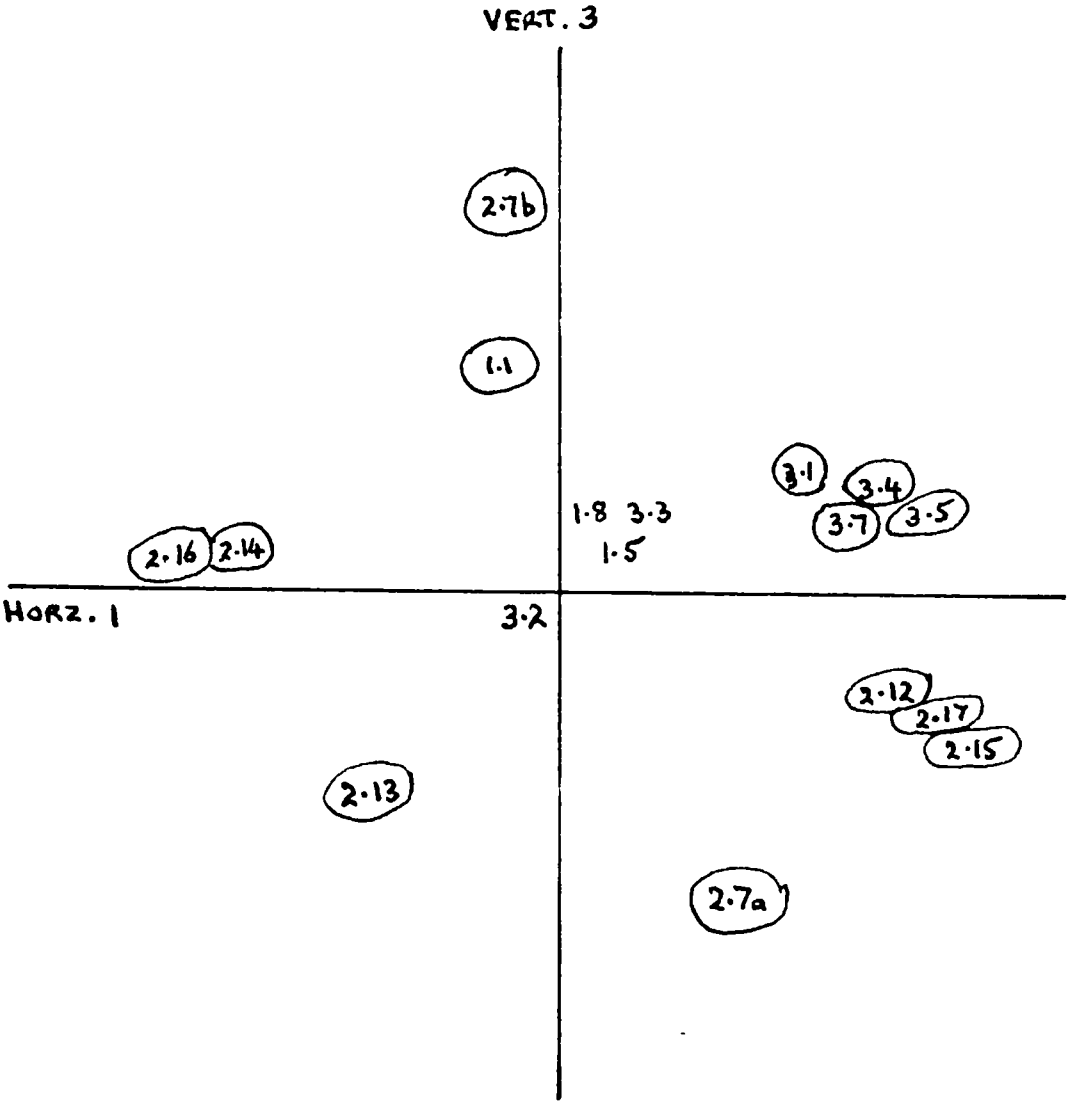

VERT. 3
2·7b
1·1
3·1
3·4
3·7
3·5
1·8 3·3
1·5
2·16
2·14
HORZ. 1
3·2
2·12
2·17
2·15
2·13
2·7a

FIG. 3

SUMMARY AND GENERAL CONCLUSIONS

This study was stimulated by a series of observations made by the author while working in Arab countries for extended periods between 1954 and 1982. It was noted on numerous occasions that some of the concepts of the Western way of life, education and management were not appropriate to the management of Arab organizations.

With a bias towards management, the project was devised to make an academic study of the problems of transferring Western concepts and practices as applied in Great Britain to the people of certain Arab countries of the Gulf and Saudi Arabia.

For the purpose of the study a subject or idea was deemed to be transferable if it could be used by and had a tangible impact on the Arab culture to which it was transferred. This definition permitted the exclusion of subjects which, though they could be learned, had no real impact on Arab society. It also allowed subjects and ideas of immediate importance to be classified as transferable, non-transferable or placed in a graduated transition zone of partial transferability.

The two cultural groups were thought to stand at some distance from each other and thus to afford the opportunity of examining cultural discontinuities which were thought to affect transferability. At the time the project was designed it was felt that the Arab cultural

group selected was reasonably compact with strong Islamic traditions, and for various historical and geographical reasons had remained culturally stable for many centuries. It was also felt that in the main all of the countries had based the recent modernization of their economies on the wealth derived from the oil and gas producing operations which were mainly developed after the end of the Second World War.

A broad fronted approach to the topic was adopted to avoid overconcentration on the end product, namely the mechanics of the management techniques themselves. It was thought that concentration on techniques would obscure the historical and underlying cultural factors which were believed to govern transferability. It was also considered that management philosophies and practices were only a subset of the general philosophies and practices of a culture, thus a study of the general problem would yield answers applicable to the more specific management issues.

A cultural boundary between the two groups was conceived and the investigation was designed to see what, in educational and cultural terms, would and would not pass over the boundary and with what ease or difficulty. As the study was to search for the underlying causes and effects it was decided that data for analysis could be obtained by addressing a suitable questionnaire to Arab postgraduates and undergraduates studying at British

Universities and Polytechnics. It was considered that the students were comparatively fresh from their own environment and were at that time experiencing at first hand the difficulties inherent in the transfer of knowledge and ideas.

The questionnaire was widely distributed in April 1984 by University and Polytechnic Registrars.[1] Steps were taken to ensure that the writer did not know the identities of the respondents and the educational establishments did not see the completed questionnaires.[2]

165 replies were received before the computer processing cut off date of July 1984 and this represented a 19% response.

The transfer of knowledge and ideas is a two way process and for many centuries the Arabs contributed ideas and practices to the West, and they still do, however, this study it is limited to examining transfer from Britain to the Arab countries of Bahrain, Kuwait, Saudi Arabia, Qatar and the United Arab Emirates.

The historical association of Britain with the Gulf countries and Saudi Arabia is important because in many respects it played an important part in setting the scene for the development of many of the modern Arab states in the Gulf area.

British influence in the Gulf arose in the days of its

Indian Empire when the Gulf was a strategic route to Britain's Eastern possessions. For 150 years Britain was the dominant foreign power in the area, all of the Arab Gulf countries with the exception of Saudi Arabia entered into protection agreements with her. It was not until 1971 that Britain finally withdrew her armed forces and relinquished her role as keeper of the peace. At this time the last of the Gulf States became fully independent.

The Gulf States were never British Colonies and Britain's role, apart from handling the foreign affairs of the states, was largely that of maintaining peace and security in the area. It has been suggested that the effect of this arrangement was to leave the internal workings and culture of the states largely untouched though somewhat unprepared for dealing with the world at large.

Saudi Arabia, which was unified by King Saud in the early part of this century, was not under British protection, but areas which are now a part of the modern Kingdom were earlier under the influence of the Ottoman Empire.

The post-World War II efforts of the international oil companies led to the generation of Arab wealth. Expansion and diversification of the economies led to economic independence and world class political and economic power. The trading and economic relationship

between the Arab oil producing countries of the Gulf area and their technological association with the West is such that many Arabs have looked to the West for the knowledge and techniques with which to run their modern industries. Modern industries require modern management and the main object of this research was to demonstrate what facilitates or inhibits the transfer of ideas and knowledge.

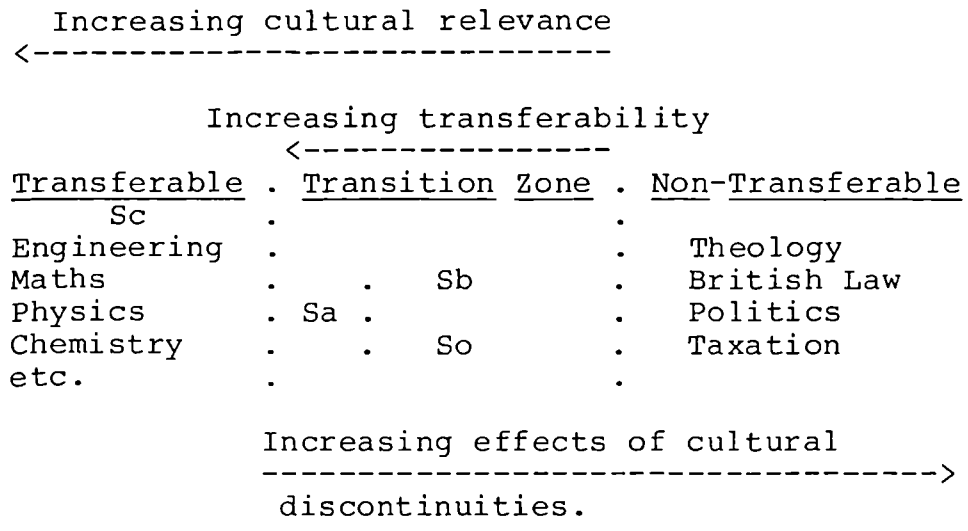
Discussion of Hypotheses.

The Hypotheses were used to guide the research and this is an appropriate point at which to consider the findings of the project in relation to them.

Hypothesis 1 stated that "management theory and practice is more culture bound than is sometimes realized. In practice some parts of it are not applicable to Arab culture though other parts are". Hypothesis 2 went on to say that "Western management education reflects the nature of contemporary culture, be it American, British, French, Dutch or other. Only parts of these courses will be easily transferable or appropriate to Arab culture and/or socio-economic environment".

The model shown in the form of a diagram on page 189 supports both of these hypotheses and provides a framework for considering the transferability of management subjects (philosophies and practices) against

a background of observable and easily apparent cultural discontinuities. It was evolved by means of analysing students' views about the relevance to their culture of the subjects taught to them. Also their views about the relative transferability of quantitative and qualitative subjects, and of the difficulties of transfering management functions. The views of Arab Managers were used to establish the "non-transferable" category. From the data it was possible to conceive a multiple relationship which could embrace the statistical information and arguments presented in the main text and relate them to the existence of perceived cultural discontinuities. For the reader's convenience the model is repeated below:



Sc, Sa, Sb, and So refer respectively to science, arts, business, and social subject categories as defined on page 180. The non-transferable subjects can also be placed in these categories.

The main limitation of the model is that it requires identification and quantification of cultural discontinuities. Nevertheless, there are many easily observable differences and cultural discontinuities between the British and Arab cultures. Language, indigenous concepts of management, the historical concept of time and Islam are all examples of cultural discontinuities. The role of Islam is particularly important because it enters into all aspects of private, public, and business life. It also strongly influences both the policies and economies of the Arab countries.

Notwithstanding the complex nature of many of the discontinuities, it is believed that persons with adequate experience and exposure to cross cultural and/or cross national situations should be capable of attempting to assess their relevance. It can therefore be postulated that if a subject (philosophy or practice) is both quantitative in nature and relevant to a society then it can be transferred. Subjects in the transition zone are those which are obviously affected by cultural discontinuities, either singly or in combination, to the degree that only partial transferability may be expected. Non-transferable subjects are defined as having no tangible impact on another society.[3]

Throughout this thesis cultural discontinuities have been considered to be prime factors affecting transferability. They may be conceived as lying in areas

outside the common set of cultural features of the two different societies.

Application of the model in support of the hypotheses can be seen if, for example, the differences between the laws of Britain and the Arab countries are considered. As evinced in the main text, the laws of the two countries have substantially different origins and as such are observable sources of discontinuities. For instance, the laws of Britain (a Western sub-culture) are reflected in many areas of British management; industrial relations, trade unionism, personnel management, and company regulation, etc. Thus differing legal systems alone can account for a wide range of management subjects which will fall into the transition and non-transferable zones. British trade unionism and the laws surrounding it are a product of British culture which has no counterpart in the Arab culture. It is a qualitative subject, highly influenced by culture, and is effectively culture bound.

Mendoza[4] showed that the management philosophies and practices of Japan were not just finely tuned adjustments of the American model. In a similar vein, Arab views of management, as compared with those held in Western countries, tend towards the extended family system. Thus the hierarchical structures of Western management organizations often fit uneasily into contemporary Arab culture. Much of Western practice involves delegation at

all levels, thus the application of British (and other Western) management philosophies and practices involving delegation of authority are more difficult to implement in Arab countries.

The role of women in society is another source of discontinuities and the legislation and customs surrounding their employment in Western societies does not have the same application in the Arab countries.

The examples used illustrate that discontinuities affect the transferability of large areas of British (and Western) management philosophies and practices to the Arabs.

A model similar to the one described could be used as a qualitative tool to consider other cultural situations.

Hypothesis 3 suggested that "few British universities or colleges attempt to relate their taught courses to the needs of Arabs." In response to the question which was designed to test the hypothesis only 38 out of 536 subjects listed by respondents were related to Arab needs. However, a review of the pattern of subjects made it plain that the specific need to relate courses was rare and indeed the hypothesis as originally conceived did not centre on a real issue of concern.

Hypothesis 4 stated that " 'cultural shock' is experienced by the majority of Arabs when they first attend Western educational institutions, but few have

difficulty in re-entering their home environment".

In the questionnaire the first question arising from the hypothesis was slightly modified to cover the period of living in Britain rather than the instance of arrival for it was noted that during interviews in the pilot survey that some students had continuing problems. Seventy five percent of the students said that they had experienced difficulty in living in a Western cultural environment (in this case British), but only thirty one percent experienced anything more than limited difficulty. The response showed some interesting associations namely that the more difficulty that a student had in living in Britain the more likely he was to think that an Arab location was the best place to study for professional qualifications. The same was true for management and it was the older and/or Ph.D students who were the most likely to prefer Arab locations.

On the question of returning home, 98% said that they intended to return home and 81% said that they thought it would be easy. The more mature students anticipated less difficulty than the younger and less qualified ones.

Hypothesis 5 said that "Exposure of large numbers of students and managers to Western ways will induce fundamental changes in the nature of Arab culture". Like the previous hypothesis it was looking at a an important aspect of transferability.

Twenty two percent of the respondents felt that exposure to the West would be beneficial and a further fifty two percent felt that there would be a mixture of beneficial and harmful effects. Thus, the majority while accepting that there were benefits to be obtained from contact with Western culture and education for both themselves and their societies had, nevertheless, reservations about the acquisition of what they saw as the less desirable aspects of the Western way of life, at least as it is reflected by life in contemporary Britain. In their responses, it was the social side of comtemporary British society which was most heavily criticized and this, of course, is an area of high cultural discontinuity.

An underlying opinion was found which indicated that Arabs felt that they must be careful about what they accepted of Western ideas and practices. Most considered that contact with the West and Western technology would change Arab society, but they were anxious to retain their own values and not to let contact adversely affect their religious and cultural beliefs. Only six percent of the respondents considered that contact was wholly detrimental. Respondents felt that it was up to individuals to decide what should be accepted as beneficial and what should be rejected as detrimental.

In pursuing the project much effort was directed towards understanding the nature of the sample and what

influenced the responses to the questions. Statistical analysis led to the unexpected but important conclusion that many of the respondents gave answers which were either overtly or covertly influenced or conditioned by national views and policies, as well as by the deeper Islamic cultural background which was common to them all.

Cultural intervention was detected in many of the responses, but what was not expected was the strong demonstration of national differences between the various Arab countries in what was originally thought to be a reasonably homogeneous cultural group.

A key factor was Government sponsorship and hence influence. The presence in the sample of a large proportion of Government sponsored students [68%] and to a lesser extent those sponsored by Companies [15%] could mean that students were mainly sponsored for subjects in accordance with national (or subcultural) views and related national manpower requirements. This could be particularly true for Saudi Arabia where 5.3 students were sponsored by the Government for every student sponsored by some other means. This suggests that an initial attempt at deciding what is transferable between two cultures can be made by studying the pattern of subjects foreign students are studying in the host country (and what they are not); provided allowance is made for transferable subjects not studied because they

are freely available at home.

Though the Arab countries have much in common, different countries and hence subcultures may have to be considered separately when examining the problems of transferability. This view was supported by the discovery of nationally differing patterns of response to questions in the demographic and educational sections when the responses were related to country of origin. The responses from Bahrain, Kuwait and Saudi Arabia[7] exhibited recognizable differences which could be related in a measure to the effect of Western influence on the subcultures. Bahrain's culture was adjudged to have been the most influenced and Saudi Arabia's the least.

In conclusion, one of the problems encountered was shown to be the need for the recognition and quantification of the real extent and meaning of cultural discontinuities. Thus, a fruitful area for further research on a cross-national basis might be to try to develop a better model with more adequate guidelines for predicting transferability of management and professional knowledge, in terms of both process and content. One way of doing this would be by means of case studies of a number of ongoing training programmes, specially designed to transfer professional, technical and management knowledge from Western organizations to other cultures. However, as the difficulties encountered in undertaking this project have shown, adequate access to appropriate

companies and organizations involved in this type of work would be a sine qua non for an effective research programme. The findings of such a work would then need to be applied and tested in real situations in order to establish their overall validity.

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1. Appendix (ii).
2. Pages 69 & 70
3. Pages 185 & 186
4. Pages 23 & 24
5. Qatar and the U.A.E were omitted because there were not enough responses from students of these countries to permit an effective analysis to be made.

Code No. .....

1. GENERAL INFORMATION

1.1 What profession or vocation are you training for?

.....

1.2 What is your main reason for studying overseas?

[ ] To obtain a broader education and more knowledge of the world.
[ ] To seek an academic, professional or vocational qualification

[ ] Other..... Please state

Please place a tick [/] in the most appropriate box.

1.3 Do you see your studies as leading eventually towards a managerial/administrative position in your own country?

[ ] Yes
[ ] No

If your answer is "Yes" - How soon do you expect it will take you to obtain such a position and what sort of manager/administrator do you want to be?

1.4 Are you studying at a University, Polytechnic, Technical or other college?

[ ] University
[ ] Polytechnic
[ ] Technical
[ ] other College.....
..... Please state type.

الرحم الرحيم

۱. معلومات عامة

۱.۱ ما هي الحرفة أو المهنة أو التخصص الذي تتدرب من أجله ؟

- -

۲.۱ ما هو السبب الرئيسي الذي من أجله تدرس خارج بلدك ؟

[ ] للحصول على تعليم أشمل ومعلومات ومعرفة أكبر عن العالم .
[ ] للحصول على بعض الشهادات العلمية أو التخصصية أو المهنية .

[ ] أسباب أخرى - - - - - - - - أذكرها

من فضلك ضع علامة (/) في أقرب إجابة مناسبة لك .

۳.۱ هل ترى أن دراستك الحالية سوف تقودك في النهاية إلى تقلد الوظائف الأدارية في بلدك ؟

نعم [ ]
لا [ ]

إذا كانت الأجابة "بنعم" ماهي المدة التي تتوقع أن تحصل للحصول على هذه الوظيفة ، وما هو نوع العمل الأداري الذي تحب أن تقوم به كمدير ؟

٤.۱ هل تدرس حالياً في جامعة ، بوليتكنيك ، تكنيكال ، أو أي كليات أخرى ؟

جامعة [ ]
بوليتكنيك [ ]
تكنيكال [ ]
كليات أخرى [ ] . . . .

من فضلك أذكر نوع الكليات الأخرى إذا وجدت .

1.5 What degree or qualification are you studying for? (e.g. B.A, B.Sc, B.Com, M.A, A.C.A, H.N.D, etc,.)

.....

1.6 Please indicate the official length of your course of studies:

[] 1 year or less
[] 2 years
[] 3 years
[] 4 years
[] Other.....Please state

1.7 Which year are you currently studying?

[] 1st year
[] 2nd year
[] 3rd year
[] 4th year
[] Other.....Please state

1.8 To which age group do you belong?

[] under 25
[] 26 to 30
[] over 30

1.9 What languages can you speak and/or write, and where did you learn them?

Language.	Speak.	Write.	Where learned
.....	[]	[]	.....
.....	[]	[]	.....
.....	[]	[]	.....
.....	[]	[]	.....

٥.١ ماهي نوع الشهادات أو الدرجات العلمية التي تدرس للحصول عليها ؟ (مثال ذلك درجة البكالوريوس ، درجة الماجستير في الإدارة أو التجارة ، أو دبلوم إداري أو دبلوم ... أخرى)

٦.١ من فضلك أذكر طول المدة المرسبة للفصل الدراسي الذي تحصل عليه :

- ☐ سنة واحدة أو أقل
- ☐ سنتين
- ☐ ثلاث سنوات
- ☐ أربع سنوات
- ☐ مدة أخرى ---- من فضلك أذكر هذه المدة

٧.١ ماهي السنة الحالية التي تدرس فيها ؟

- ☐ السنة الأولى
- ☐ السنة الثانية
- ☐ السنة الثالثة
- ☐ السنة الرابعة
- ☐ أخرى ---- أذكرها من فضلك

٨.١ لدى الأعمار (تقسيمات بعد) تنتمي ؟

- ☐ أقل من ٢٥
- ☐ ٢٦ - ٣٠
- ☐ أكثر من ٣٠

٩.١ ماهي اللغات التي تتكلم أو تكتب بها ، وأيها تعلمت كل منها ؟

اللغة	تتكلم بها	تكتب بها	المكان الذي تعلمتها به
----	☐	☐	----
----	☐	☐	----
----	☐	☐	----
----	☐	☐	----

1.10 Not counting your normal secondary education, have you received any special or extra tuition in the English language to help you with your studies in Britain?

[ ] Yes
[ ] No

If your answer is "Yes", please state how you obtained your additional tuition, e.g., private study, or language school in the U.K., or classes arranged by college, etc.

.....

.....

1.11 Do you already hold any University degrees or other qualifications which you obtained in either your country or abroad?

[ ] Yes
[ ] No

If your answer is "Yes", please name the qualifications .

Qualification	Country where you studied.	Year of graduation.

1.12 If you are working for a research degree or already have one, please indicate the nature of the subject.

١٠٠١ بإستبعاد التعليم الثانوى ، هل تلقيت أى تعليم آخر للغة الإنجليزية لتأهيلك للدراسة فى بريطانيا ؟

☐ نعم
☐ لا

إذا كانت الإجابة "نعم" فاذكر كيف حصلت على هذا التعليم الإضافى ، مثال ذلك هل هو تعليم خاص أو فى مدرسة لغات فى المملكة المتحدة أو فى فصول معده خصيصاً لذلك بواسطة الكلية التى تدرس بها ، ... أخرى

١١٠١ هل حصلت على أى درجات جامعية أو شهادات أخرى سواء من بلدك أو أى بلد عربى آخر ؟

☐ نعم
☐ لا

إذا كانت الإجابة "نعم" من فضلك أذكر هذه الدرجات وسنة وجهة حصولك عليها :

الدرجة	البلد الذى درست به	سنة التخرج

١٢٠١ إذا كنت تدرس للحصول على درجة فى مجال البحث أو فعلاً حصلت عليها ، فاذكر نوع أو طبيعة الموضوع الذى تدرسه.

1.13 Do you belong to (or hope to join) any professional organization(s) which awards a qualification either by examination (e.g., ACA) or by exemption (e.g., Chartered Engineer).

[ ] Yes
[ ] No

If you answer is "Yes", please name the organization(s) and if you are already a member please state grade of membership(s).

Professional Organization	Grade

1.14 How are your studies sponsored?

[ ] by Your Family
[ ] Yourself
[ ] Your Company
[ ] Your Government
[ ] Other.....Please state

1.15 Which country do you come from?

[ ] Bahrain
[ ] Kuwait
[ ] Qatar
[ ] Saudi Arabia
[ ] United Arab Emirates

1.16 Do you intend returning to your own country to work after you have finished your studies?

[ ] Yes
[ ] No

١٣.١ هل تنتمي فعلاً (أو ترغب في الانتماء) بأي منظمة مهنية للحصول على درجة سواء عن طريق أداء امتحان (مثال ذلك إمتحان شهادة إجازة للمحاسبة) أو عن طريق الاكتفاء بالدرجة العلمية و الخبرة العملية (مثال ذلك شهادة إجازة للمهندسين).

☐ نعم
☐ لا

إذا كانت إجابتك "نعم" أذكر أسم المنظمة ، وإذا كنت فعلاً عضو بها أذكر نوع العضوية.

اسم المنظمة المهنية	تصنيفها

١٤.١ ما هي الجهة التي تمول و تصرف على الدراسة التي تقوم بها ؟

☐ أسرتك
☐ مصدر مالك الخاص
☐ الشركة التي تعمل بها
☐ حكومتك
☐ أخرى ---------- أذكرها

١٥.١ ما هو اسم بلدك الذي جئت منه ؟

☐ البحرين
☐ الكويت
☐ قطر
☐ السعودية
☐ الإمارات العربية

١٦.١ هل تنوي أو تخطط لأن ترجع لبلدك للعمل بها عندما تنهي دراستك ؟

☐ نعم
☐ لا

2. EDUCATIONAL AND CULTURAL RELEVANCE OF COURSE UNITS STUDIED

1. Please list the course units you are studying for your degree or diploma.
   (Maths and Physics are examples of some of the course units for a science degree)

1..... 2..... 3.....

4..... 5..... 6.....

7..... 8..... 9.....

10..... 11..... 12 EXAMPLE: Physics

2. Which course units are or were compulsory ?

   Place a circle ( ) around the numbers selected.

(1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12)

3. What relevance do the course units have to your own country's culture and environment?

Little relevance (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12)

Fairly relevant (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12)

Very relevant (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12)

4. How often do you think you will use each course unit in your day to day work after you graduate?

Rarely (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)(11) (12)

Occasionally (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12)

Frequently (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12)

5. Which course units(if any) have helped you to better understand the ways of Western culture and life?

(1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12)

6. Was any attempt made by your college to relate the course unit to your own culture and environment? If the answer is "Yes", circle appropriate number.

(1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12)

ب. مدى مناسبة ودقة الصلة التعليمية والثقافية بين المواد الدراسية التي تدرس وطبيعة التعليم والثقافة في بلدك.

١- اذكر قائمة بأسماء المواد الدراسية التي تدرس للحصول على الدرجة او الدبلوم (الرياضيات والطبيعة هي أمثلة لبعض هذه المواد الدراسية للحصول على الدرجة العلمية)

١ ..... ٢ ..... ٣

٤ ..... ٥ ..... ٦

٧ ..... ٨ ..... ٩

مثال: الطبيعة ١٠ ..... ١١ .....

٢- ما هي المواد الدراسية المقررة إجبارياً؟
ضع دائرة حول علامة الدائرة حول الرقم الذي تختاره

(١) (٢) (٣) (٤) (٥) (٦) (٧) (٨) (٩) (١٠) (١١) (١٢)

٣- ما هي درجة وثاقة الصلة بين المواد الدراسية التي تدرس في جامعة وطبيعة الثقافة والبيئة في بلدك؟

قليلة الصلة (١) (٢) (٣) (٤) (٥) (٦)
(٧) (٨) (٩) (١٠) (١١) (١٢)

وثيقة الصلة إلى حد ما (١) (٢) (٣) (٤) (٥) (٦)
(٧) (٨) (٩) (١٠) (١١) (١٢)

وثيقة الصلة إلى حد كبير (١) (٢) (٣) (٤) (٥) (٦)
(٧) (٨) (٩) (١٠) (١١) (١٢)

٤- إلى أي حد تعتقد أنك سوف تستخدم هذه المواد الدراسية التي تدرس وحتى يأتي في عملك اليومي بعد أن تتخرج؟

نادراً (١) (٢) (٣) (٤) (٥) (٦)
(٧) (٨) (٩) (١٠) (١١) (١٢)

بعض المناسبات الأخرى أو أحياناً (١) (٢) (٣) (٤) (٥) (٦)
(٧) (٨) (٩) (١٠) (١١) (١٢)

متكرراً (١) (٢) (٣) (٤) (٥) (٦)
(٧) (٨) (٩) (١٠) (١١) (١٢)

٥- ما هي المواد الدراسية التي تعتقد أنك قد ساعدتك على أنه تتفهم أكثر أساليب وطرق الحياة والثقافة في المجتمعات الغربية؟

(١) (٢) (٣) (٤) (٥) (٦) (٧) (٨) (٩) (١٠) (١١) (١٢)

٦- هل تمت أي محاولة من طرف الكلية التي تدرس بها لتدريس مواد دراسية بما يتفق او تناسب وأحتياجات البيئة والثقافة في بلدك؟
إذا كانت الإجابة بـ (نعم) ضع علامة الدائرة حول الرقم المناسب من وجهة نظرك.

(١) (٢) (٣) (٤) (٥) (٦) (٧) (٨) (٩) (١٠) (١١) (١٢)

2.7 Please read the following statements and indicate whether you agree or disagree with them:

(a) "Subjects related to human relationships, language, art or religion, etc., may be referred to as QUALITATIVE subjects and they may be more difficult to transfer between Western and Arab cultures than QUANTITATIVE subjects such as mathematics, engineering or science, etc."

[ ] Agree

[ ] Disagree

(b) "Management is by nature a combination of qualitative and quantitative functions and thus presents difficult problems of transferability. For example, both cultures may largely accept a similar concept of management accounting principles, but hold widely differing views on a subject such as Trade Unions."

[ ] Agree

[ ] Disagree

If you wish to make any additional comments about the two previous statements please write them below.

٧- من وجهة نظرك أعرأ الجمل الآتية ثم أذكر هل تتفق أو وجهة نظرك مع أو تختلف.

" إن الموضوعات التي تتعلق بالعلاقات الإنسانية ، الحب ، العنصرية أو العقيدة ، ... الخ ، والتي تتكلم وتتعامل بالمواد غير الكتابية (الوصفية) ، هي أكثر صعوبة من المواد الكتابية مثل الرياضيات ، الهندسة أو العلوم ، ... الخ ، عند تعاملي من الثقافة الغربية إلى الثقافة العربية "

☐ موافق

☐ غير موافق

" إن الإدارة هي التطبيق العملي من الوظائف الوصفية والكتابية ، وهي لذلك تمثل أو تحاكي مشاكل معقدة وتتميز عند إجراء عملية النقل من ثقافة لأخرى. على سبيل المثال ، كلاً من الثقافتين الغربية والعربية مثلاً أن تنقل إلى حد كبير مفهوم واحد أو متشابه عن مبادئ المحاسبة الإدارية ، والتي قد تختلف إلى حد كبير في وجهات النظر حول موضوع مثل الأتعادات التجارية."

☐ موافق

☐ غير موافق

إذا كان لك أي رغبة في إبداء أي ملاحظات أو تعليقات إضافية حول الجمل السابقة ذكرها أعلى ، من فضلك أكتب ذلك في الجزء الأدنى التالي.

2.8 Does your course contain any comparative cross-cultural subjects, or subjects in which a comparison is made between the practices of your country and the practices of this one?

[ ] Yes
[ ] No

If your answer is "Yes", please list the subjects:

2.9 Do you think comparative cross-cultural subjects and cross-national subjects should be included in management courses?

[ ] Yes
[ ] No

Please list any subjects that you consider might be included:

2.10 Are there any subjects which are not included in your course that you would like to study ?

[ ] Yes
[ ] No

If your answer is "Yes", please list the subjects:

2.11 Are there any subjects which in your opinion could be left out of the course?

[ ] Yes
[ ] No

If your answer is "Yes", please list the subjects:

2.12 Do you think a Western education offers you any particular advantages?

[ ] Yes
[ ] No

If your answer is "Yes" please state briefly what you think the advantages are.

٨. هل محتوى الكورس والمواد التي تدرسها على أي مواد ثقافة مقارنة، أو مواد تعقد مقارنة بين التعليم في بلدك والتعليم في البلاد التي تدرس ثقافتها؟

☐ نعم
☐ لا

إذا كانت الإجابة "نعم" من فضلك اذكر أسماء هذه المواد:

٩. هل تعتقد أنه دراسة مقارنة لثقافات المختلفة وإختلاف ثقافة المجتمعات بين البلاد هي مواد يجب أن تتضمن في كورسات إدارة المدرسة ومناهجها؟

☐ نعم
☐ لا

من فضلك اذكر أسماء المواد التي تعتقد أو تقترح بضرورة وجودها.

١٠. هل هناك أي مواد غير متضمنة في منهج الدراسة الخاصة بك وتحب أن تدرسها؟

☐ نعم
☐ لا

لو كانت الإجابة "نعم" اذكر أسماء هذه المواد

١١. هل هناك مواد من وجهة نظرك تعتقد أنه يجب استبعادها من المنهج الذي تدرسه؟

☐ نعم
☐ لا

إذا كانت الإجابة "نعم" إذكر هذه المواد.

١٢. هل تعتقد أنه التعليم في الدول الغربية يعطي لك نفعاً أو أي مزايا؟

☐ نعم
☐ لا

إذا كانت الإجابة "نعم" من فضلك اذكر بالتفصيل ما هي المزايا التي تحصل عليها.

2.13 Do you think there any disadvantages in having a Western education?

[ ] Yes
[ ] No

If your answer is "Yes" please state briefly what do you think the disadvantages are:

2.14. Where in your opinion is the best place to study management at Bachelor degree level or equivalent?

[ ] An Arab university
[ ] An Arab university which is an extension of the Western university system, e.g., The American University of Beirut.
[ ] A university in Western Europe or the USA.
[ ] Elsewhere.....Please specify.

2.15 Would you say substantial Western management education is an advantage or a disadvantage ?

[ ] An advantage
[ ] A minor advantage
[ ] Of no significance
[ ] A minor disadvantage
[ ] A disadvantage

2.16 Where in your opinion is the best place to study for a professional qualification (as opposed to a university or polytechnic degree)?

[ ] An Arab college
[ ] An Arab college which is an extension of a Western college
[ ] A college in Western Europe or the USA
[ ] Elsewhere ..... Please specify
[ ] Correspondence course
[ ] Private study

2.17 Would you say a Western professional education is an advantage or disadvantage?

[ ] An advantage
[ ] A minor advantage
[ ] Of no significance
[ ] A minor disadvantage
[ ] A disadvantage

١٣.ج هل تعتقد أنه هناك أي مساوئ من تلقي التعليم في الدول الغربية ؟

☐ نعم
☐ لا

إذا كانت الإجابة "نعم" من فضلك أذكر بالتفصيل ما هي هذه المساوئ .

١٤.ج من وجهة نظرك ما هو أحسن مكان مناسب لدراسة الأداره للحصول على درجة البكالوريوس أو ما يعادلها ؟

☐ جامعه عربية
☐ جامعه عربية هي إمتداد لنظام الجامعات الغربية في أسلوب التدريس ، مثال ذلك الجامعة الأمريكية في بيروت.
☐ جامعه في غرب أوربا أو في الولايات المتحده
☐ أي جامعه في مكان آخر - - - - - - - حدد من فضلك

١٥.ج هل تعتقد أن جزء كبير من تعليم الأداره الغربي يعتبر ميزه أو ضرر ؟

☐ مفيد ميزه
☐ قليل من الفائده
☐ لا يمثل أي فرق من وجهة نظري
☐ قليل من الضرر
☐ يعتبر ضار

١٦.ج من وجهة نظرك ما هو أحسن مكان للدراسة للحصول على درجات مهنية ؟

☐ كليه عربية
☐ كليه عربية إمتداد في نظام دراسي لأسلوب الكليات الغربية
☐ كلية في دول أوربا أو أمريكا
☐ مكان آخر ..... أذكره من فضلك
☐ دراسة بالمراسله
☐ دراسة خاصة

١٧.ج هل تعتقد أن التعليم المهني في الدول الغربية يعتبر مفيد أم مضر أو غير مفيد ؟

☐ مفيد
☐ قليل الفائده
☐ لا يمثل أي فرق من وجهة نظري
☐ قليل من الضرر
☐ يعتبر ضار

3.0 CULTURAL EFFECTS

3.1 Have you experienced any difficulty in living in a Western cultural environment?

[ ] No
[ ] Yes - to a limited extent
[ ] Yes - to some extent
[ ] Yes - to a considerable extent

3.2 Did you receive any special briefing about living in a Western country before you left home?

[ ] Yes
[ ] No

If "Yes", please say which organization gave it.

3.3 When you first arrived here, did your Western educational institution or any other organization give you an induction course to introduce you to the Western way of life?

[ ] Yes
[ ] No

If "Yes", please say which organization gave it

3.4 Do you think that your exposure to the Western way of life and culture will be an advantage or disadvantage when the time comes for you to resume your place in your own society?

[ ] An advantage
[ ] A minor advantage
[ ] Of no significance
[ ] A minor disadvantage
[ ] A disadvantage

3.5 Do you think that exposure to the Western way of life and culture of students who later become managers will lead to an alteration of traditional Arab values to the benefit or detriment of Arab society?

[ ] No effect
[ ] Benefit
[ ] Detriment
[ ] Mixed benefit and detriment

If you think it is a mixed benefit and detriment please list briefly what you think are the pros and cons:

٢. المؤثرات الثقافية

٣.١ هل صادفت أي مصاعب أو مشاكل في المعيشة في بيئة وثقافة الحياة الغربية ؟

لا ☐
نعم - إلى حد قليل ☐
نعم - إلى حد ما ☐
نعم - إلى حد كبير ☐

٣.٢ هل تلقيت اي معلومات ملخصة خاصة عن الحياة في الدول الغربية قبل خروجك من بلدك ؟

نعم ☐
لا ☐

اذا كانت الاجابة "نعم" أذكر الجهة التي زودتك بهذه المعلومات

٣.٣ عندما حضرت لأول مرة إلى هنا ، هل الجهة التي تدرس بها في الدولة الغربية سواء كانت معهد أو منظمة أعطت لك أي كورس أفتتاحي ليعرفك بأسلوب وطبيعة الحياة الغربية ؟

نعم ☐
لا ☐

اذا كانت الاجابة "نعم" من فضلك أذكر أسم جهة او المنظمة التي زودتك بذلك ؟

٣.٤ هل تعتقد أن أحتكاكك وأتصالك بالحياة الغربية وأسلوبها وثقافتها سوف يعتبر ذو فائدة أم ضرر عندما ترجع لوطنك وتعود لبلدك ومجتمعك وتمارس عملك ؟

مفيد ☐
قليل الفائدة ☐
لا يمثل فرقة من جهة نظري ☐
قليل الضرر ☐
ضار ☐

٣.٥ هل تعتقد أن الأحتكاك والأتصال بالحياة الغربية ، أسلوبها وثقافتها بالنسبة للطلاب الذين يتوقع أن يصبحوا مدرسين في المستقبل سوف يؤدي هذا الأحتكاك إلى تغيير في القيم والتقاليد العربية لصالح أو لضرر المجتمع العربي ؟

لا تأثير ☐
مفيد ☐
غير مفيد ☐
خليط من الفائدة والضرر ☐

اذا كنت تعتقد أنه خليط من الفائدة والضرر ، من فضلك أذكر بالتفصيل ماهي الجوانب المؤيدة المفيدة ، وما هي الجوانب المعارضة الضارة :

3.6 Do you think it will be easy or difficult to rejoin your own cultural and/or business environment when you return home ?

[ ] Easy
[ ] Difficult

3.7 Do you expect to maintain frequent contact with people from the USA and Western Europe after you take up employment at home ?

[ ] Yes
[ ] No

.....

٦.٢ هل تعتقد أنه سهل أم صعب عليك عندما تعود لبلدك لتعيش في ظل بيئة وثقافة العمل والبلد الذي تعيش فيه والمختلف عن تلك التي درست بها ؟

سهل ☐
صعب ☐

٧.٢ هل تعتقد أو تتوقع أن تحتفظ باتصال متكرر مع أفراد من أمريكا وغرب أوربا عندما تنهي دراستك وترجع وتتقلد وظيفتك في بلدك ؟

نعم ☐
لا ☐

....

PERSONAL OBSERVATIONS

Please feel free to use the space below to comment on any issues that you personally believe are important which have not been included in the survey. You may wish to comment on such topics as "Differences of culture and ways of life"," The meaning of time", etc.

Any comments will be appreciated.

Date.....

Thank you for completing the questionnaire, none of the answers that you have given will be directly attributed to you.

ملاحظات شخصية

نوجه نظر إلى أنه لله الحرية المطلقة في استخدام جزء الفراغ الأسفل للتعليق على أي موضوع تعتقد شخصياً أنه مهم ولم يتم متضمن في هذا الاستفتاء. قد ترغب في التعليق على أي من النقاط مثل « اختلاف الثقافات وأساليب الحياة » أو « أهمية الوقت » ... الخ. أي ملاحظات أو تعليقات سوف تكون محط الاهتمام والتقدير.

التاريخ .....

شاكراً لك على ملئ هذا النموذج (الاستفتاء)، علماً بأن هذه الأجابات التي أعطيتها في هذا النموذج سوف تساهم إلى حد كبير في تنمية المعلومات العامة لهذا الموضوع محل البحث.

Appendix (ii). Educational Establishments Contacted for Assistance with Distribution of the Questionnaire.

University of Aberdeen.

University College, Cardiff.

University of Exeter.

The University of Aston in Birmingham.

University of Bath.

The University of Birmingham.

City of Birmingham Polytechnic.

University of Bradford.

Brighton Polytechnic.

University of Bristol.

Bristol Polytechnic.

Brunel University.

University of Cambridge.

Cranfield Institute of Technology.

Coventry Polytechnic.

University of Durham.

University of East Anglia.

University of Glasgow.

The University Dundee.

University of Edinburgh.

University of Essex.

The Hatfield Polytechnic.

Heriot-Watt University.

The Polytechnic, Huddersfield.

The University of Hull.

University of Lancaster.

Lanchester Polytechnic.

The University of Leeds.

University of Leicester.

Leicester Polytechnic.

The University of Liverpool.

Liverpool Polytechnic.

Polytechnic of the South Bank.

The City University.

City of London Polytechnic.

Bedford College, Univ. of London.

Birkbeck College, Univ. of London.

Chelsea College, Univ. of London.

Imperial College of Science and Technology.

University of London Institute of Education.

King's College London.

The London School of Economics and Political Science.

Queen Elizabeth College, Univ. of London.

Queen Mary College, Univ. of London.

School of Oriental and African Studies, Univ. of London.

The School of Pharmacy, Univ. of London.

University College London.

Westfield College, Univ. of London.

Wye College, University of London.

University of Technology, Loughborough.

Manchester Polytechnic.

University of Manchester.

UMIST, Manchester.

Middlesex Polytechnic, London.

The University of Newcastle upon Tyne.

North Staffordshire Polytechnic.

Sheffield City Polytechnic.

Preston Polytechnic.

The University of Reading.

Royal College of Art, London.

University of St. Andrews.

University of Salford.

University of Stirling.

University of Strathclyde, Glasgow.

The University, Southampton.

Sunderland Polytechnic.

The University of Sussex, Brighton.

Thames polytechnic, London.

Trent Polytechnic, Nottingham.

The Polytechnic of Wales, Pontypridd.

University College, Cardiff.

UWIST, Cardiff.

Welsh National School of Medicine, Cardiff.

The University College of Wales, Aberystwyth.

University College of Swansea.

University College of North Wales, Bangor.

University of Warwick, Coventry.

The Polytechnic, Wolverhampton.

University of York.

*University of Nottingham.

*University of Oxford.

*University of Surrey.

*Royal Holloway College, London.

*University of Kent, Canterbury.

*University of Keele.

*Teeside Polytechnic.

*Oxford Polytechnic.

*Portsmouth Polytechnic.

*Newcastle Polytechnic.

*Manchester Polytechnic.

*North London Polytechnic.

*North East London Polytechnic.

*Central London Polytechnic.

*Kingston Polytechnic.

*Leeds Polytechnic.

* Establishments from which no reply was received.

2.7 Please read the following statements and indicate whether you agree or disagree with them:

(a) "Subjects related to human relationships, language, art or religion, etc., may be referred to as QUALITATIVE subjects and they may be more difficult to transfer between Western and Arab cultures than QUANTITATIVE subjects such as mathematics, engineering or science, etc."

[ ] Agree

[ ] Disagree

(b) "Management is by nature a combination of qualitative and quantitative functions and thus presents difficult problems of transferability. For example, both cultures may largely accept a similar concept of management accounting principles, but hold widely differing views on a subject such as Trade Unions."

[ ] Agree

[ ] Disagree

If you wish to make any additional comments about the two previous statements please write them below.

1.10 Not counting your normal secondary education, have you received any special or extra tuition in the English language to help you with your studies in Britain?

[ ] Yes
[ ] No

If your answer is "Yes", please state how you obtained your additional tuition, e.g., private study, or language school in the U.K., or classes arranged by college, etc.

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1.11 Do you already hold any University degrees or other qualifications which you obtained in either your country or abroad?

[ ] Yes
[ ] No

If your answer is "Yes", please name the qualifications .

Qualification	Country where you studied.	Year of graduation.

1.12 If you are working for a research degree or already have one, please indicate the nature of the subject.