

A STUDY OF THE ACADEMIC RECORD, PROFESSIONAL DEVELOPMENT
AND BACK-HOME ADJUSTMENT OF ALUMNI OF THE DEPARTMENT OF EDUCATION,
AMERICAN UNIVERSITY OF BEIRUT

By

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A FOLLOW-UP STUDY OF EDUCATION ALUMNI:

KHAN

If ever there was a cause, if ever there can be a cause
worthy to be upheld by all of the toil and sacrifice that the human
hand or heart can endure, it is the cause of Education.

Horace Mann

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I am also indebted to those alumni who returned the questionnaires and to all others who helped me in providing the necessary data required for the study.

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PREFACE

Professor L.P. Cajoleas of the Education Department began a follow-up study of Department of Education Alumni in late October, 1958. Professor Cajoleas started doing the spade work of collecting data, preparing and mailing questionnaires. The analysis of data including the returned questionnaires was suspended on account of heavy professional preoccupations of the professor.

It was only after I took a course in "International Education" in which I became more aware of the problems and opportunities of cross-cultural education that my casual concern was transformed into a deep and genuine interest in such a follow-up study. On my request Professor Cajoleas was kind enough to allow me to take over the study as a problem for my thesis.

It is a follow-up study of forty-nine alumni of the Department of Education and it aims at assessing their academic growth and general development and also at determining some new directions into which the Department of Education should be moving in the future. Throughout the study, all the previously collected data and the questionnaire responses were analyzed, categorized, and tabulated; comparisons were made; and findings were arrived at and conclusions presented. Some recommendations have also been made.

All statistical differences were tested at the .05 level of significance. Statistical significance at the .05 level means that change sampling factors would not have produced this disproportion except in five out of 100 similar measurements.

The findings of this study may not be conclusive. The number of alumni in the sample was very small and findings are based on those alumni who were cooperative enough to return the questionnaires. The present study may, in fact, be a humble beginning in following-up alumni of the Department of Education and the American University of Beirut. The door for further research and investigation in this area is an open one.

ABSTRACT

The present investigation is a follow-up study of a sample of forty-nine alumni of the Department of Education, American University of Beirut, who during the years 1948-58, obtained either a Normal Diploma or B.A. Education with Normal Diploma, or B.A. (in Department other than Education) and Normal Diploma or M.A. degree in Education.

The purpose of the present follow-up study was to investigate the academic record, problems of personal adjustment, the degree of satisfaction with their education and training at the University, professional development, positions attained, degree of satisfaction with these positions, the problems of back-home adjustment and the reported changes in attitudes of these alumni after their study sojourn at A.U.B.

The major findings of the study are enumerated below:

1. The grade average of the sample in Education courses was 82.2. No significant difference between the grade average of various groups classified by country of residence and by degrees or diplomas obtained, was found.
2. Several academic and social-emotional aspects of their experiences were reported by alumni which they valued most both at A.U.B. and in the Department of Education, e.g. Development of Scientific, creative and liberal thinking and change in outlook; general academic achievement, Education and G.E. courses, club, societies and social life at A.U.B., practice-teaching, practical side of work and Psychology of Education.

Nevertheless, nearly half of the alumni named one or more experiences which they considered being of little or no value. These included chapel meeting, some courses at A.U.B., impracticability of theories and theoretical aspects of teaching. Again less than half of the alumni admitted to have encountered problems of personal adjustment during their study sojourn at the University. It was, however, found that the alumni, on the whole, reported general satisfaction with both their education at A.U.B. and with the training in the Department.

3. The data showed that there was no professional unemployment among the graduates both prior to and after their studies at A.U.B. Three out of every four alumni reported attaining professional positions of higher level after their training and almost an equal number expressed their general satisfaction with their positions. No significant difference was found between alumni as grouped by degrees or diplomas obtained.
4. A little more than half of the alumni reported one or more problems which they encountered after having returned home upon completion of their studies. The problems encountered were in four areas namely; professional, social, personal and other. It was noticed that Education Majors reported the lowest number of social problems while M.A. Education group mentioned problems which were more of a professional nature than social.
5. As many as 83 per cent of the sample reported one or more changes in their attitudes after they underwent training at A.U.B. These included attitudes towards their role as an educator, towards their own country and towards other countries or peoples.
6. Some comparisons were also made between Lebanese and non-Lebanese alumni

to find out what characteristics distinguish the two groups. No significant difference was found between them. Both had good academic record, both encountered similar problems of personal and back-home adjustments, both found definite professional development and both the groups reported more or less similar changes in attitudes.

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CHAPTER I

INTRODUCTION

Purpose of the Study.

It is important for an 'Alma Mater' to know what happens to its alumni. Many colleges and universities particularly in Asian countries do not keep themselves in touch with their students after they obtain the degree and leave the campus. Such institutions usually have a limited knowledge of how their alumni fare in the life they embark on and how helpful their education and training prove to them both in finding a job and succeeding in it, and in their personal growth and development. It is, now, more and more realized that a follow-up study of the graduates is highly desirable. Follow-up studies are of great value to educational institutions as such studies help:

- (i) in assessing the academic growth and general development of the individual during and after his or her experience at the institution.
- (ii) also in determining some new directions into which the institution or any of its particular departments should be moving in future.

The impact of these two types of help is very clear. A student enters a University and goes through many experiences both academic and social. This richness of experience contributes to his intellectual advancement, moral growth and social development. This is actually one of the basic functions of the academic institutions and a follow-up

study will help the institution to assess the nature and extent of the various aspects of growth and development of its alumni.

Again, the institution can greatly benefit from such follow-up studies as these will express the opinions of alumni regarding the things they valued most and the things they did not value at all, their reported desirability or otherwise of some of the courses and their suggested additions, amendments and modifications of some of the existing practices of both a curricular and an extra-curricular nature. This will help the University or any of its departments to take stock of, assess the value and effectiveness of its program and determine the new directions it should be moving into.

The American University of Beirut is an important seat of learning and possesses a very unique position in being an American institution of higher education serving several countries of the Middle East and also being rooted in two cultures, Arabic and American. Few will deny the remarkable work done by this University since its founding in 1866. During the past 94 years, the University has grown from a pioneer school in a rented house with a handful of teachers and only sixteen students¹ to one of the leading institutions of higher learning in Western Asia. Its progress has not been due to chance but to the devoted work, zeal and courage of Danial Bliss, the founder and hundreds of others who came after him. About this gigantic task, Danial Bliss

¹ Frederick J. Bliss, Ed., The Reminiscences of Danial Bliss, (New York, 1920), p. 187.

himself writes, "we were not anxious to appear great but we were anxious to lay foundations upon which greatness could be built."¹ His dream did come true and today one finds a beautiful campus with a host of buildings, hundreds of teachers and thousands of students. (See Tables I & II).

TABLE I

NUMBER OF STUDENTS ENROLLED IN THE SCHOOL OF ARTS AND SCIENCES
AND A.U.B. DURING THE YEAR 1955-1956 THROUGH 1959-1960²

	1955-56	1956-57	1957-58	1958-59	1959-60
Arts and Sciences	1181	1307	1389	1603	1726
A.U.B.	1892	2040	2177	2454	2661

The American University of Beirut has adequately discharged its basic educational responsibility, "that of educating men and women for creative, responsible lives in their own communities."³ This is what the University aims at and the foreword in the University Catalogue explains it:

¹ Ibid., p. 188

² Statistics taken from "Registration: Saturday, October 17, 1958", Office of the Registrar, A.U.B.

³ The American University of Beirut, Catalogue 1958-59, (Beirut: 1958), p. 9.

This education is essentially a training in true scholarship, which inspires men to think freely, to value truth in all phases of human experience, and to live by principles rather than by expediency.

It aims to produce men and women who are not only professionally competent in their fields, but who also have breadth of vision, a sense of civic and normal responsibility and devotion to the fundamental values of human life."

The University produced a large number of doctors, pharmacists, dentists, nurses, chemists, secretaries, accountants, engineers and teachers so urgently needed for the area. The Arab lands, during all these

TABLE II

NUMBER OF PERSONNEL OF THE AMERICAN UNIVERSITY
OF BEIRUT

Academic Year	Total	Arts and Sciences	Number of Nationalities Represented by the Total
1947-48 ^a	494	74	21
1959-60 ^b	1054 ^c	200	25

¹ Ibid., p. 9.

^a Figures are taken from the table in Bayard Dodge, American University of Beirut, International College and Damascus College: 1910-1948 (Mimeographed).

^b Figures are taken from the Statistics of January 29, 1960, Personnel Office, A.U.B.

^c This total includes both academic and non-academic personnel but includes approximately 600 workers doing temporary and menial work.

years, have seen great crisis in their history. From colonial and mandate life to political independence, from age-old exploitation to increasing emancipation of women, from poverty and ignorance to increased economic prosperity and a widespread intellectual awakening. In the words of Bayard Dodge, "After four centuries of stagnation the Arabs felt the thrill of renaissance."¹ All this was made possible by the new wave of patriotism, a high sense of political consciousness and self-determination, and the ability and good judgment of the people of the Middle East. It was likely that without the right type of leadership, such a progress was impossible.

The peoples of the Middle East cannot make the transition from the institutions of their forefathers to those of the present day, unless there are men and women able to guide them in both thought and action. Such leaders must be educated to understand the traditions of both the East and the West in a way that is not superficial, but thorough and deep. They must combine a knowledge of modern science and technology with a true appreciation of aesthetic and spiritual values.

As an institution which is both Oriental and Occidental, which is a laboratory for democratic and cooperative living, and which lays equal emphasis upon technical knowledge and spiritual idealism, the American University of Beirut is called upon to train these leaders.²

In fact the University has not failed in its contribution to these developments and provision of leadership in the past. It still continues "to interpret to the rising generation constructive methods of using scientific progress and high ideals of democratic citizenship."³

¹ Bayard Dodge, The American University of Beirut, (Beirut, 1958), p. 54.

² Ibid., p. 116.

³ Bayard Dodge, The American University of Beirut, International College and Damascus College (1910-48), (Mimeographed).

This leadership function is one of the chief characteristics of the American University of Beirut. "A University", writes Bayard Dodge, "is an anvil upon which ideas are forged and it is these ideas which influence civilization more than money or guns."¹ Stephen B.L. Penrose, late President of the University, writes about the indirect influence of A.U.B. in the following words:

Its service to the Near East can be as great through acting as a measuring rod for the work of other institutions as by its direct contribution of high-minded, ambitious men.²

At another place President Penrose writes:

In his inaugural address delivered on January 28, 1923, President Dodge provided an excellent guide to an understanding of the view which the institution takes of its spiritual responsibilities, "we think of education," he said, "as training in every phase of life, and we shall strive to turn out a well balanced type of manhood."³

In addition to these academic and leadership functions, the University is an institution engaged in cross-cultural education.⁴ Students from many lands (as many as 51 nationality groups are represented on the campus)⁵ come to the American University of Beirut, go through many experiences and return to their respective countries after long or short stays.

¹Dodge, A.U.B., p. 116.

²Stephen B.L. Penrose, That they May Have Life, (New York, 1941), p. 221.

³Ibid., p. 293.

⁴Cross cultural education may be defined as the social process of acquiring knowledge of an intellectual or technical nature, usually under institutionalized conditions outside one's own social and cultural environment.

⁵Office of the Registrar of A.U.B., Registration Statistics By Nationalities, October 17, 1959.

Daniel Bliss, in his Reminiscences writes:

"This college is for all conditions and classes of men without regard to colour, nationality, race or religion. A man white, black or yellow; Christian, Jew, Mohammedan or heathen, may enter and enjoy all the advantages of this institution for three, four or eight years; and go out believing in one God, in many Gods, or in no God. But it will be impossible for any one to continue with us long without knowing what we believe to be truth and our reasons for that belief."¹

In fact the number of these students from other lands has enormously increased in recent years. (See Table III). This cross-cultural educational experience at this University makes the desirability of a follow-up study of the alumni much more significant.

Background of cross-cultural education at A.U.B.

This cross-cultural aspect of education is not a new phenomenon for A.U.B. or for any other modern University anywhere in the world. The history of students and scholars leaving their own countries in the pursuit of knowledge dates back to very ancient times. Places like Heidelberg, Oxford, Al-Azhar, Rhodes, Alexandria, Athens, Taxila (Pakistan) and Nalanda Buddhist monasteries in India have been well known for being centres of higher learning and have attracted large numbers of students, scholars and teachers from foreign lands. The Greek Herodotus, the Roman Tacitus, the Chinese Buddhist Hsuan Chuang are names which will go down in the history of cross-cultural education.²

¹ Bliss, op. cit., p. 198.

² Louis P. Cajoleas, The Academic Record, Professional Development and Return Adjustment of Doctoral Students from other Lands, (Mimeographed doctoral dissertation, Columbia University, 1958), pp. 7 - 8.

There has been a big development in the field of cross-cultural education in the world in recent years. In the United States, for example, there are now about 47,000 foreign students coming annually from 150 nations and territories.¹ There are over 80,000 scholarships, grants and awards offered by the United Nations, its specialized Agencies, different foundations, Governments and various other private and public organizations every year.²

The American University of Beirut is also playing a significant role in cross-cultural education. Ever since its inception, students and scholars from foreign lands have been receiving their education here. The chief characteristics of the student population at A.U.B. are its rapid growth and its great diversity. Statistics show that 1216 students of A.U.B. in the year 1947-48 from 38 countries increased to 2661 students in 1959-60 representing a total of 51 nations.³ Table I shows the increase in the enrollment both in the School of Arts and Sciences and at A.U.B. since 1955-56.

There has also been a corresponding increase in the number of personnel of the University. About the faculty, Daniel Bliss himself records that during the year 1866, there was no faculty.⁴ Stephen B.L. Penrose, while commenting writes, "This does not mean that there were

¹ Committee on Educational Interchange Policy, Colleges and University Programs of Academic Exchange, (New York: 1960) p.7.

² Vide: Study Abroad, 1959-60, Vo. XI, Paris, Unesco, 1959.

³ These figures are obtained from the Office of the Registrar, American University of Beirut.

⁴ Bliss, op. cit., p. 188.

no teachers but only that there was no group of regularly appointed professors."¹ Table II shows the increase in the personnel both in 1947-48 and 1959-60.

There is yet another aspect of this cross-cultural education at A.U.B. Many of the students from other lands are bursary students. Penrose writes;

Thus in 1928, there were 50 bursary students from 6 countries. In 1936 there were 37 bursaries from 5 countries. Three years later, in 1939, there were 63 bursaries representing 6 countries In 1940-41, a total of 109 students was supported by 7 governments.²

Again, Bayard Dodge, in his discussion on foreign scholarships at A.U.B. writes:

Since 1952, the United States Government has been supporting scholarships at the University to train students for specialized forms of work. The aid was given first by the Technical Co-operation Administration and later by the Foreign Operation Administration. To start with 169 students from 13 countries were aided but later the number was increased to over 250 During the academic year 1954-55, a total of 623 scholarships were provided by the following donors: Arab Legion Cadets 4; Arabian American Oil Company, Ltd., 5; British Council, 6; British Red Cross Society, 2; Contracting and Trading Company, 17; Ethiopian Government, 4; Foreign Operations Administration, 256; Fulbright, 3; Iraq Government, 29; Jordan Government, 12; Kuwait Government, 4; Lebanese Government, 158; Saudi Arabian Government, 39; United Nations Relief and Works Agency, 50; U.S. Government G. I. Bill, 4; and World Health Organization, 8.³

There has been a rapid growth in the number of bursary students since 1952 and today there are 620 bursaries representing 11 countries

¹ Stephen B.L. Penrose Jr., That They May Have Life, (New York, 1941), p. 11.

² Ibid., p. 283.

³ Dodge, op. cit., p. 98.

sponsored under the International Cooperation Administration alone. (See Table III). In addition, there are 325 bursary students supported by 24 sponsoring agencies for the year 1959-60.¹

From the point of view of the individual participant, the objectives of students coming to A.U.B. can be assumed to be more or less the same as listed by the Institute of International Education:

1. To advance the candidate's personal and professional development.
2. To prepare the candidate for service to his home country through the acquisition of additional knowledge and skills.
3. To promote international understanding.
4. To contribute to the advancement of knowledge through cooperative study and research with professional colleagues in the American Universities.²

Plan of the Study.

With this unique position in the Middle East as an institution providing for educational and leadership needs, and the significant role which the University is playing in the field of cross-cultural education, there remain many questions to be investigated and a need to explore the wide field of study thrown open to us by these alumni. Questions like the following, need special investigation.

1. Academic Record.

What has been the academic record of these students?

¹Bursary Students (Excluding I.C.A.), 1959-60, Bursary Students' Office! record, American University of Beirut.

²Institute of International Education, Committee on Educational Interchange Policy, The Goals of Students Exchange, (New York, 1955), p. 5.

TABLE III

ACTUAL ENROLMENT UNDER THE I.C.A./A.U.B. CONTRACT
SECOND SEMESTER 1959-60¹

Country	Total at A.U.B.	School of Arts and Sciences	Department of Education
Afghanistan	39	23	18
Ethiopia	84	58	17
Greece	38	28	14
Iran	104	30	20
Iraq	2	1	1
Jordan	110	42	30
Lebanon	80	21	15
Libya	8	3	2
Nepal	14	0	0
Pakistan	96	28	28
Sudan	45	18	17
Total	620	252	162

¹Statistics are taken from Bursary Students' Office record of March 11, 1960.

2. Personal adjustment at A.U.B.

What problems of personal, social and academic adjustment do these students face during their stay at A.U.B.?

3. Professional Development.

How do Alumni appraise their professional growth? What positions have they attained?

4. Back-home adjustment.

What problems of return adjustment, if any, have alumni faced: professional, social, personal and others? What changes in attitudes are reported by the alumnus in relation to his or her role as an educator, towards his or her own country and towards other countries and people?

5. Distinguishing characteristics.

What, if any, characteristics distinguish the Lebanese and non-Lebanese alumni and the alumni earning different degrees and diplomas in the Education Department of A.U.B. with regard to all the questions enumerated above?

The present study investigates these questions. The sample is 49 alumni of the Department of Education, American University of Beirut, who have, during the years 1948-58, obtained either a Normal Diploma, or a B.A. with Normal Diploma, or an M.A. degree in Education.

Method of Study.

(i) Data regarding the academic record of the alumni have been obtained

from the students' records at the Registrar's office of the American University of Beirut. (See Appendix A.)

- (ii) Data regarding other questions to be investigated have been obtained from mailed questionnaires. 49 alumni have responded to a questionnaire mailed to 177. (See Appendix B.)

Delimitation of the Study.

- (i) Only those alumni of the Department of Education, American University of Beirut, who during the period 1948-58, obtained one or more of the following degrees have been studied: (a) Normal Diploma, (b) B.A. with Normal Diploma, (c) B.A. in Education without Normal Diploma, (d) M.A. in Education.
- (ii) Only those 49 alumni who have responded to the questionnaire constituted the sample for the purposes of this study.
- (iii) Only a comparison between Lebanese and non-Lebanese alumni and between the following categories of the alumni have been made: (a) B.A. Education major, (b) M.A. in Education, (c) B.A. plus Normal Diploma including B.A. Teaching Group Majors with Normal Diploma.
- (iv) The findings of this study are further limited by the caution required in accepting the views of respondents who may not be representative of the total population. The willingness of the respondents to cooperate in answering the questionnaire may suggest some bias.

The Plan of the Chapters that follow:

Chapter II presents a description and analysis of the total population of 177 alumni to whom the questionnaires were sent and also of the sample of 49, who responded to the questionnaire. It includes

their classification by country of residence, sex, age and by degree or diplomas earned and also a comparison is made between the two groups to show that the sample is representative of the total population.

In Chapter III, an analysis is made of the academic record of the sample and the retrospective appraisal of these alumni regarding the problems of their personal adjustment at A.U.B.

Chapter IV focuses upon the professional development of these alumni and an analysis and discussion are also made of the problems of back-home adjustment of those alumni who have returned home. It also includes some reported change in attitudes by alumni.

Chapter V consists of the discussion of characteristic differences between Lebanese and non-Lebanese and also between the various categories of the alumni earning different degrees or diplomas. The Chapter ends with conclusions and some recommendations to the Department of Education, American University of Beirut.

CHAPTER II

DESCRIPTION OF THE POPULATION

A proposal for a follow-up study of the alumni of the Education Department, suggesting the investigation of many important questions, was approved by the Education Department, American University of Beirut in October, 1958. The first step taken in the present study was the identification of the alumni of the Education Department, who were to form the population to be studied. From the student's records maintained in the office of the Registrar, American University of Beirut, 177 graduates,¹ who during the years 1948-58, obtained either a Normal Diploma or B.A. with Normal Diploma or an M.A. degree in Education, were identified. The personal and academic data for each one of them were also obtained from the Registrar's office.

A questionnaire which included all the questions necessary to be investigated for the purposes of this follow-up study, was prepared (See Appendix B) and mailed to these 177 alumni.

These 177 graduates along with those 49 graduates who responded to the questionnaire are identified in this chapter with regard to: country of residence; sex; age; and degrees or diplomas earned.

¹ The total number of alumni was 224. Because of the political situation in Iraq at the time of mailing, April 1959, it was decided that questionnaires would not be sent to 15 alumni in that country. Furthermore 19 others were found to be still enrolled at A.U.B. and consequently, were not included in the population. Questionnaires to 13 other alumni could not be sent for lack of proper address.

Comparisons are made between the two groups¹ in order to show how representative the sample group of 49 is of the total population of 177, to whom questionnaires were mailed.²

Classification by Country of Residence.³

The distribution of the 177 graduates of the total population and also of the 49 respondents, grouped under country of residence and by sex for each country is given in Table IV.

The table shows that the total population represented thirteen countries, the largest number of them were residents of Lebanon, 90; followed by Syria, 25; Jordan, 21; Pakistan, 19; U.S.A., 9; Bahrain, 3; Saudi Arabia, Egypt and Iran, 2 each and Ethiopia, British Somaliland, India and Sudan, one each. The largest number of replies received were from Lebanon 25; followed by Jordan and Pakistan 7 each, Syria, 5; Bahrain, 2; U.S.A., Egypt and Sudan one each, totalling 49 responses from eight countries. No replies were received from Saudi Arabia, Iran, Ethiopia, British Somaliland and India.

¹To distinguish the two groups, the group of 177 to whom questionnaires were sent, will henceforth be referred to as "total population" and the group of 49 who responded to the questionnaires will be referred to as the "Sample".

²Out of 177 questionnaires mailed, 7 were returned for lack of complete address or for change of the address of the alumni.

³Country of residence refers either to the permanent residence or the place where the alumni were residing at the time of the present study. Only in a few cases does country of residence differ from country of origin or nationality. These include Palestinian immigrants or "temporary" residents in a country other than the country of origin.

TABLE IV

CLASSIFICATION OF THE ALUMNI BY COUNTRY OF RESIDENCE
AND BY SEX

Country of residence	Total Population	Sample	Male		Female	
			Total Population	Sample	Total Population	Sample
Lebanon	90	25	28	9	62	16
Syria	25	5	11	2	14	3
Jordan	21	7	11	4	10	3
Pakistan	19	7	12	6	7	1
U.S.A.	9	1	3	0	6	1
Bahrain	3	2	3	2	0	0
Saudi Arabia	2	0	2	0	0	0
Egypt	2	1	0	0	2	1
Iran	2	0	1	0	1	0
Ethiopia	1	0	1	0	0	0
British Somaliland	1	0	1	0	0	0
India	1	0	1	0	0	0
Sudan	1	1	1	1	0	1
Total	177	49	75	24	102	25

Classification by Sex.

There were 75 men and 102 women in the original group of 177 and in the sample of 49, the number is found to be divided equally between two sexes, 24 male and 25 female. The largest number of women in both the groups was from Lebanon but the ratio between men and women in the total population was one to three, whereas in the sample it is one to two. In the total population, Lebanon was followed by Syria in the number of women which were again more than the men, 14 women and 11 men; and Jordan with a ratio of one to one. The Pakistanis had a ratio of two men to one woman and the United States with two women to equal each man.

As for the number of women in the sample, Lebanon was followed by Syria and Jordan, 3 each; Pakistan, U.S.A., and Egypt each represented by one woman graduate. For Pakistan, it is six men to one woman and for all others, the ratio is more or less one to one.

Classification by Age.¹

The average age of the total population was 26.8 years and that of the sample 26.3, at the time of their obtaining the last degrees or diplomas in the Education Department. The range for both the groups was the same with the youngest being twenty and the oldest forty-three.² For the Total Population the median age was 24.0 with a mode of 22.5 as

¹Each distribution by age shown in the present study, indicates the age of the alumni at the time of their obtaining the last degree or diploma in the Education Department.

²This includes one whose age could not be ascertained.

TABLE V

CLASSIFICATION OF THE ALUMNI BY AGE¹

Age	Total		Men		Women	
	Population	Sample	Population	Sample	Population	Sample
43	1	1	1	1	0	0
42	2	1	0	0	2	1
41	0	0	0	0	0	0
40	0	0	0	0	0	0
39	1	0	1	0	0	0
38	2	1	2	1	0	0
37	0	0	0	0	0	0
36	0	0	0	0	0	0
35	4	2	3	1	1	1
34	0	0	0	0	0	0
33	2	2	2	2	0	0
32	2	0	2	0	0	0
31	4	2	2	1	2	1
30	6	1	2	1	4	0
29	10	2	4	2	6	0
28	7	2	4	2	3	0
27	9	3	5	2	4	1
26	16	5	8	4	8	1
25	13	2	10	1	3	1
24	18	3	9	1	9	2
23	23	7	11	3	12	4
22	23	10	6	2	17	8
21	21	2	3	0	18	2
20	12	2	0	0	12	2
Unknown	1	1	0	0	1	1
Total	177	49	75	24	102	25

¹Age at which the alumni obtained their last degree or diploma in the Education Department.

compared to 24.5 and 22.0 respectively of the sample. Table V gives the age distribution for both the groups by sex.

The mean age for women in the total population was 27.9 and for men 25.3. This may be compared with 23.4 for women and 28.2 for men of the sample. The youngest male in the total population was 21 and the youngest female was 20, whereas in the sample they are 22 and 20 respectively. The oldest male and female in both the groups are of the same ages i.e. 43 and 42 respectively. The median age for women in the total population was 22.8 and in the sample was 22.5. The median age for men was 25.4 and 27.0 in both the groups respectively.

It will be seen that the greatest concentration of the cases of the general distribution as well as of both male and female in the total population lie between the age groups of 21 to 24. In the sample, however, the greatest concentration of cases of women graduates lie between the ages of 20 to 24 and of men between the ages 22 to 29.

Classification by degrees or diplomas earned.

All 177 alumni to whom questionnaires were sent, obtained one or more of the following degrees or diplomas for studies in the Education Department, American University of Beirut, during the years 1948-58:

1. Normal Diploma
2. Bachelor of Arts with Normal Diploma
3. Master of Arts.

In the total population, 92 alumni were Education Majors (B.A. Education with Normal Diploma); 30 obtained the M.A. degree in Education; 41 secured the B.A. (in any subject other than Education) with a Normal

TABLE VI

CLASSIFICATION OF THE ALUMNI BY DEGREES OR DIPLOMAS EARNED AND

BY COUNTRY OF RESIDENCE

Country	Group I: Education Majors			Group II: M.A. Education			Group III: B.A., B.A.+N.D., T.G.M.+N.D.			Total Population Sample	Total Population Sample
	Total Population	Sample	Total	Total Population	Sample	Total	Total Population	Sample	Total		
Lebanon	55	16	6	3	20	5	9	1	90	25	
Syria	8	2	6	1	9 ^a	2	2 ^b	0	25	5	
Jordan	12	4	2	1	4	1	3	1	21	7	
Pakistan	1	0	13	6	5 ^c	1 ^d	0	0	19	7	
U.S.A.	6	1	1	0	2	0	0	0	9	1	
Bahrain	3	2	0	0	0	0	0	0	3	2	
Saudi Arabia	2	0	0	0	0	0	0	0	2	0	
Egypt	2	1	0	0	0	0	0	0	2	1	
Iran	1	0	1	0	0	0	0	0	2	0	
Ethiopia	1	0	0	0	0	0	0	0	1	0	
British Somaliland	1	0	0	0	0	0	0	0	1	0	
India	0	0	0	0	1 ^e	0	0	0	1	0	
Sudan	0	0	1	1	0	0	0	0	1	1	
Total (13)	92	26	30	12	41	9	14	2	177	49	

^aThis includes two M.A.'s in Arab History

^bOne of them obtained M.A. degree in Mathematics.

^cAll the five obtained their B.A. degrees from Pakistan Universities and only obtained a Normal Diploma

^dHe obtained his B.A. from an Indian University and only obtained a Normal Diploma here.

^eSame as d.

Diploma and 14 were Teaching Group Majors¹, plus Normal Diploma.

The figures for the Sample are: Education Majors, 26; M.A. Education, 12; B.A. plus Normal Diploma, 9; and Teaching Group Majors plus Normal Diploma, 2. Table VI gives the distribution of degrees or diplomas of both the groups by country of residence.

Amongst Education Majors (Group I) of the total population, the largest number was from Lebanon, 55; of which 16 are in the sample, followed by Jordan, 12; of which 4 are in the Sample; Syria, 8; with 2 in the Sample; U.S.A., 6; with one in the Sample; Bahrain, 3; of which the Sample claims 2; Egypt 2; with one in the Sample; and Pakistan, one, with none in the Sample.

In the Total Population of M.A. Education (Group II) the largest number was from Pakistan, 13; with 6 in the Sample; followed by Syria and Lebanon, 6 each, with Lebanon representing 3 in the Sample and Syria with one only. Jordan had two M.A.'s in the Total Population with one represented in the Sample. Sudan has her only M.A. of the Total Population represented in the Sample with U.S.A. and Iran each having one M.A. in the total population but with none in the Sample.

Amongst B.A. plus Normal Diploma and Teaching group majors plus Normal Diploma (Group III)² the largest number was from Lebanon, 29; with 6 in the Sample; followed by Syria, 11; Jordan, 7; with the Sample claiming two from each, Pakistan had five in the total population with one representation in the Sample and U.S.A. with two, having none

¹Teaching Group Major means a minimum of eighteen credit hours in Education with two other subjects for the B.A.

²For the purposes of the present study these graduates have been grouped together as both have a minimum of 18 credit hours in Education courses.

in the sample.

To summarize, eight countries with 49 graduates are represented in the Sample out of the thirteen countries and 177 graduates in the total population. In other words, sixty-two per cent of the countries and twenty-eight per cent of the alumni are represented in the Sample.

As for the distribution by sex, women are adequately represented in the Sample (51 per cent), the largest number in both groups coming from Lebanon. Furthermore the average age of both groups of total population and the sample does not differ by more than .5 year which is not significant. The range for both groups is the same (20 to 42 years) with median and mode ages differing only by .5 years between the two groups. Again, the oldest male and female in both groups are of the same age and the median age for women in both the groups does not differ by more than .3 years. Finally all the three groups categorized according to degrees and diplomas earned are adequately represented in the Sample, in the following ratios.

	<u>Sample</u>	<u>Total Population</u>
1. Education Majors	28 per cent.	52 per cent
2. M.A. Education	40 per cent.	17 per cent
3. B.A. plus Normal Diploma	20 per cent.	31 per cent

Thus, in the final analysis, it can safely be assumed that the Sample of forty-nine reasonably represents the total population of one hundred and seventy-seven as far as the purposes of the present study are concerned.

CHAPTER III

ACADEMIC RECORD, RETROSPECTIVE APPRAISAL AND PERSONAL ADJUSTMENT OF THE ALUMNI.

Students come to a University to participate in an educational experience. In the present chapter, several aspects of this experience are examined. An attempt has been made to analyse the academic record, in terms of grade, of the forty-nine alumni of the Education Department, American University of Beirut. The chapter also examines the retrospective appraisal of study experiences valued most or of little or no value both at the University and in the Education Department, as reported by these alumni. It further seeks to examine the various problems of personal adjustment encountered by these graduates during their study sojourn, including academic, professional and social problems. The chapter concludes with a discussion of the rating by alumni of both the general value of education at A.U.B. and also the value of their professional training in the Department of Education at A.U.B.

Academic Record.

The academic record of the students in the sample was examined and an effort made to compare in terms of grades several groups within the sample. The general questions discussed are the following:

1. How well did the sample do in its academic work at the Education Department?

2. How does the sample grouped by countries of residence compare in terms of grades?
3. What are the differences, if any, in terms of grades, between groups earning various types of degrees and diplomas, within the sample?

The range of the Sample's grade average in Education courses is between 74.7 and 90.6 with a mean of 82.2 and median of 81.4. The average for each group by country of residence are as follows:

Lebanon	81.3
Syria	80.2
Jordan	84.7
Pakistan	82.3
U.S.A.	83.5
Bahrain	76.5
Egypt	81.5
Sudan	89.5

The distribution of the Sample by grade average in Education courses and by country of residence is shown in Table VII.

The number being small in each group of country of residence, t tests were used to detect the difference between the means of Lebanon and three other countries having N five or more than five, namely Syria, Jordan, and Pakistan. In no case, however, was the difference found to be statistically significant.

Again, the grade average of the alumni in the Sample, in terms of their grades in the Education courses, by groups earning various degrees or diplomas were also analyzed.

The classification made is as follows:

1. Education Majors (Group I) had an average of 81.1;

TABLE VII

DISTRIBUTION OF THE 49 GRADUATES IN THE SAMPLE BY GRADE
AVERAGE¹ IN EDUCATION COURSES AND BY COUNTRY OF RESIDENCE

Rounded Grade Average	Lebanon	Syria	Jordan	Pakistan	U.S.A.	Bahrain	Egypt	Sudan	Total Number
91 - 92	0	0	0	1	0	0	0	0	1
89 - 90	1	0	1	1	0	0	0	1	4
87 - 88	2	0	1	1	0	0	0	0	4
85 - 86	4	0	2	1	0	0	0	0	7
83 - 84	1	0	0	1	1	0	0	0	3
81 - 82	5	2	2	0	0	0	1	0	10
79 - 80	4	3	0	2	0	0	0	0	9
77 - 78	6	0	1	0	0	1	0	0	8
75 - 76	2	0	0	0	0	1	0	0	3
Total	25	5	7	7	1	2	1	1	49
Average	81.3	80.2	84.7	82.3	83.5	76.5	81.5	89.5	82.2 Grand Average 81.4 Mean

¹ In seven cases, instead of numerical grades, an earlier grading system based on the scale excellent, good, satisfactory and incomplete were found. These were converted into numbers as follows:
Excellent = 95, Good = 85, Satisfactory = 75
Incomplete = NOT COUNTED.

2. M.A. in Education (Group II) had an average of 84.0; and
3. B.A. plus Normal Diploma, including the Teaching Group Majors with Normal Diploma, (Group III) had 81.5 as its average.

The distribution of the Sample, in terms of grade average and by groups earning various degrees and diplomas is given in Table VIII. Using t tests, each group was compared with the other to discover whether the differences between their means were statistically significant or not. The t ratios came out as follows:

1. Education Majors and M.A.'s = 1.85
2. Education Majors and B.A. + N.D. = 0.38
3. M.A.'s and B.A. + N.D. = 1.58

None of the difference was found to be significant.

Retrospective appraisal of study experiences.

The present chapter also discusses another important question: How do the alumni of the Education Department look upon their experience in retrospect? These retrospective appraisals are invaluable as these reveal many aspects of learning situations both at the University and in the department concerned. For the purposes of this follow-up study, the questionnaire included some open-ended questions seeking retrospective

TABLE VIII

DISTRIBUTION OF THE 49 ALUMNI OF THE SAMPLE BY THEIR GRADE
AVERAGE IN EDUCATION COURSES, AND BY DEGREES OR DIPLOMAS EARNED

Grade Average	Group I Ed. Majors	Group II M.A. Education	Group III B.A. + Normal Diploma	Total Number	
91 - 92	0	1	0	1	
89 - 90	1	3	0	4	
87 - 88	1	2	1	4	
85 - 86	4	1	2	7	
83 - 84	2	1	0	3	
81 - 82	6	0	4	10	
79 - 80	5	3	1	9	
77 - 78	4	1	3	8	
75 - 76	3	0	0	3	
Total	26	12	11	49	
Average	81.1	84.0	81.5	82.2	Grand Average

appraisals of study experiences most valued and also those experiences which were considered as being of little or no value both at A.U.B. and in Department of Education. It also included questions as to what Academic, Professional training, Social, Personal, and other problems of personal adjustment did the alumni encounter during their study sojourn, and how did they rate the value of their general education at A.U.B. and also the value of their professional training in the Department of Education at A.U.B.

TABLE IX

BROAD ASPECTS OF EXPERIENCES AT A.U.B. VALUED MOST BY ALUMNI

ACCORDING TO RESPONSES TO OPEN-ENDED QUESTIONS.

(General categorization of answers to item No. 5 of the questionnaire)

		%			
		Number of Respondents Mentioning	Per cent	Number of First Mentions	Per cent
A.	<u>Intellectual:</u> Total	51	46	25	59
	1. Development of scientific, creative and liberal thinking and change of outlook.	14	13	8	19
	2. General academic achievement, education and G.E. courses.	10	9	5	12
	3. Library and its facilities.	7	6	4	10
	4. Contact with learned professors and peopls.	6	5	4	10
	5. Research facilities at laboratory.	3	3	1	2
	6. Freedom to choose from a large number of courses.	3	3	1	2
	7. Seminars by A.U.B. and visiting professors.	3	3	1	2
	8. Lectures by outside speakers.	3	3	0	0
	9. Other comments	2	2	1	2
B.	<u>Social - Emotional:</u> Total	45	41	14	34
	1. Clubs, societies and social life at A.U.B.	18	16	4	10
	2. Friendly attitudes and help to students by professors.	8	7	3	7
	3. Group spirit and cooperation among students.	7	6	0	0
	4. Contact, friendship and understanding of foreign students and their culture.	6	5	4	10
	5. Individual attention given to students.	2	2	2	5
	6. Other comments	4	4	1	2
C.	<u>Methods of Instruction:</u> Total	7	6	3	7
	1. Method of teaching, discussions, reports.	5	5	3	7
	2. System of examination and student's evaluation.	2	2	0	0
D.	<u>Physical:</u> Total	5	5	0	0
	1. Sports facilities.	4	4	0	0
	2. Comfortable residence	1	0	0	0
E.	<u>Other*</u> Total	2	2	0	0
		2	2	0	0
		110	100	42	100

Using the data provided by 49 alumni in their responses to items 5, 6, 7, 8, 9, 10, and 11 of the questionnaire, an analysis was made of various aspects of alumni experiences reported in retrospect.

Study experiences Valued most by alumni.

Table IX gives the general categorization of the replies given in answer to Item 5 of the questionnaire which reads as follows:

Please mention in order of importance (most important first) two or more things that you value most from all your experiences (academic and extra-curricular) at A.U.B.

The comments of the alumni were classified under five heads:

Intellectual, Social - emotional, Methodology, Physical and Others.

Intellectual aspects received the highest response being mentioned by fifty-one respondents (46 per cent). It was also the one most often mentioned first (59 per cent). Under this general category, the most frequently mentioned specific aspect was: "The development of scientific, creative and liberal thinking and change of outlook" which secured fourteen mentions. "General academic achievement" came second with ten and "library and its facilities" stood third with seven respondents.

The Social - emotional aspects received forty-five responses (41 per cent) and secured second place in order of first mention (34 per cent). The specific aspects mentioned most often under Social - emotional was "clubs, societies, and social life at A.U.B." mentioned by eighteen respondents, followed by "the friendly attitude of the professors towards students" receiving eight responses.

Methods of instruction at A.U.B. received seven responses (6 per cent) with three respondents giving it the first place. "Methods of teaching, discussion and reports" was the specific aspect under this

category mentioned most frequently (five responses).

Physical aspects secured the responses of five respondents (5 per cent) four of whom mentioned the "Sports facilities" and the fifth mentioned "comfortable residence". None of these was mentioned first.

The answers classified under "other comments" are as follows:

A. Intellectual:

1. Zeal for hard work.
2. Objectivity in evaluating things, persons, etc.

B. Social - emotional:

1. I learnt to be independent.
2. Self-assurance.
3. Regards for others.
4. Being a boarder.

C. Other:

1. Chapel Meeting.

All these were the study experiences at the University in general. A further classification was made of the alumni learning experiences valued most in the Department of Education. Table X gives the general classification of the replies given in answer to Item 6 of the questionnaire which reads as follows:

Please mention in order of importance two or more things that you value most from your study experiences in the Department of Education at A.U.B.

The answers to this question were classified under two heads:

Academic-Intellectual and Social - emotional.

"Academic-intellectual aspects" was the general category of most valued experiences most often mentioned by one hundred respondents (84 per cent).

TABLE X

BROAD ASPECTS OF THE STUDY EXPERIENCES VALUED MOST BY THE ALUMNI IN
THE DEPARTMENT OF EDUCATION ACCORDING TO RESPONSES TO OPEN-ENDED QUESTIONNAIRES
(General categorization of answers to item No. 6 of the questionnaire)

		Number of Respondents Mentioning	Per cent	Number of first Mentions	Per cent
A.	<u>Academic - intellectual:</u> Total	100	84	39	87
	1. Practice teaching, practical side of the work.	24	20	13	29
	2. Psychology of Education.	13	11	3	7
	3. Philosophy of education and of life.	10	8	4	8
	4. Audio-visual Aids and films.	9	8	0	0
	5. Group discussion and group work.	6	5	3	7
	6. Experimentation, research work, thesis writing.	4	3	3	7
	7. Seminars and educational lectures.	4	3	1	2
	8. All courses in Education.	4	3	2	4
	9. Independent research at Library.	3	2.5	1	2
	10. Freedom to teachers to plan and his pre planning.	3	2.5	0	0
	11. Large variety of courses, counseling and guidance.	3	2.5	0	0
	12. Methods of teaching.	3	2.5	3	7
	13. Development of scientific thinking and training for professional teachers.	2	2	2	4
	14. Comparative education.	2	2	0	0
	15. Child psychology.	2	2	1	2
	16. Administration courses.	2	2	2	4
	17. Other comments.	6	5	2	4
B.	<u>Social - Emotional:</u> Total	16	13	6	13
	1. Opportunity and contact with learned professors, friendly attitude and help.	13	11	5	11
	2. Social and extra-curricular activities and contact with foreign students.	3	2	1	2
C.	<u>Blank:</u> Total	4	3	-	-
		4	3	-	-
		120	100	45 ^a	100

^awith 4 Blanks, the total is 49.

It was also the one most frequently mentioned first (87 per cent). Included in this general category was the most frequently mentioned specific aspect of their Department of Education experience that alumni valued most, namely, "the practice teaching opportunity and the practical side of the work". This particular comment was given by twenty-four alumni, more than half of whom ranked it first.

The next most highly valued specific aspect under academic-intellectual was the Educational Psychology course. This was mentioned by thirteen respondents three of whom gave it the first rank. Educational Philosophy came third with ten respondents followed by Audio-visual aids and films receiving nine responses.

The Social-emotional aspects received sixteen responses (13 per cent). Of these sixteen, six respondents (13 per cent) ranked it first. The specific aspect mentioned most often under this category was "opportunity and contact with learned professors and their friendly attitude and help," mentioned by thirteen respondents, five of whom gave it the first rank.

Under "academic-intellectual" category six answers were classified as "other comments," which are given as follows:

1. Advanced teaching opportunity in History.
2. "Democracy and Education" (John Dewey).
3. Planning and leading the class session in the "Curricular Planning Course".
4. I had somewhat a clear idea about the nature of the learner and the nature of learning.
5. Smooth Administration of the University.

6. Valuing things for their use towards making life better.

Four respondents did not answer Item 6 of the questionnaire and have been shown in the Table X as Blanks.

Study experiences reported as being of little or no value by alumni.

Items 7 and 8 of the questionnaire turned the retrospective focus from the positive to the negative by asking,

Item 7: "What experiences at A.U.B. were from your point of view of little or no value?"

Item 8: "What aspects of your study in the Department of Education at A.U.B. were of little or no value?"

As for the experiences at A.U.B. reported by alumni as being of little or no value, sixteen respondents (29 per cent) found no experience of no value. Eleven persons left this item unanswered. Twenty-seven alumni (52 per cent) indicated specific aspects of their experiences which they considered of little or no value. These comments were categorized as follows: Those referring to academic experiences, to Methodology and to Social-emotional comments. Table XI gives a tabulation of the comments made in each classification.

"Chapel meeting" received the highest response as being of little or no value with five respondents (9 per cent).¹ The next highest response was "some courses at A.U.B." mentioned by three alumni. "English 201 and 203" and "Modern Linguistic courses" under academic, and "some extra-curricular activities" and "the political life and political societies" were other comments made in each case by two respondents.

¹ Beginning with 1958-59 attendance at chapel was made voluntary.

TABLE XI

BROAD ASPECTS OF THE STUDY EXPERIENCES AT A.U.B.¹ REPORTED AS BEING OF LITTLE OR NO VALUE BY ALUMNI ACCORDING TO RESPONSES TO OPEN-ENDED QUESTIONS.

(Answers to item No. 7 of the questionnaire)

		Number of Respondents Mentioning	Per cent
A. Academic	Total	13	25
1. Some courses at A.U.B.		3	5
2. English 201 and 203.		2	4
3. Modern linguistic courses.		2	4
4. Comprehensive at under-graduate level.		1	2
5. Freshman Arabic course.		1	2
6. Arabic course 212.		1	2
7. General Education course.		1	2
8. Academic experience at Department of Public Administration.		1	2
9. Following blindly the philosophy of progressive people.		1	2
B. Methods of Instruction	Total	4	8
1. Too much emphasis of their personal ideas by professors.		1	2
2. Lecture method.		1	2
3. No-punishment theory lacks something.		1	2
4. Lack of application of principles to daily problems.		1	2
C. Social - Emotional	Total	10	19
1. Chapel meeting		5	9
2. Some extra-curricular activities		2	4
3. Political life and political societies		2	4
4. Debates, particularly of political nature.		1	2
D. None		16	29
		16	29
E. Blanks		11	19
		11	19
Total responses from 49 respondents		54	100

¹Those answers which were specifically experiences in the Education Department as opposed to A.U.B. in general are included in Table XII.

All other comments received one mention each as shown in the table.

Table XII gives the broad aspects of the study experiences in the Department of Education, reported as being of little or no value by alumni. This classification is based on the answers to Item 8 of the questionnaire.

Fourteen respondents (24 per cent) found no experience of no value. Twelve persons left this item unanswered. Thirty-two alumni (56 per cent) mentioned specific aspects of their experiences which they considered of little or no value in the Department of Education at A.U.B. These comments were categorized under two heads: Academic - intellectual and Social - emotional.

Seven respondents mentioned the "impracticability of theories and the theoretical aspect of teaching" being of little or no value. Five indicated that "planning, some study and material was lacking" in their studies. "Repetition of some lessons, too much indoctrination" was another comment mentioned by three respondents. All comments given by respondents are shown in Table XII.

After the discussion of these positive and negative comments, an effort is made to examine in details, some of the problems encountered by these alumni during their study sojourn at A.U.B.

Problems encountered during study sojourn.

Effective learning takes place only under favourable conditions. Learning is both enhanced or retarded by the nature of the problems which learners encounter during the learning experience. A follow-up study can be of great value if it seeks to determine what special problems the students encounter at the University.

TABLE XII

BROAD ASPECTS OF THE STUDY EXPERIENCES IN THE EDUCATION DEPARTMENT

REPORTED AS BEING OF LITTLE OR NO VALUE BY ALUMNI

ACCORDING TO RESPONSES TO OPEN-ENDED QUESTIONS.

(Answers to item No. 8 of the questionnaire).

		Number of Respondents Mentioning	Per cent	
A.	<u>Academic-intellectual</u>	Total	30	52
	1. Impracticability of theories, theoretical aspects of teaching.	7	12	
	2. Some study, planning and material was lacking.	5	9	
	3. Repetition of some lessons, too much indoctrination.	3	5	
	4. Administration courses.	2	3	
	5. Inadequacy of Teacher's training courses.	2	3	
	6. Monthly tests, too many quizzes and exams.	2	3	
	7. Some courses, adult Education	2	3	
	8. Introduction to Education.	1	2	
	9. History of Education.	1	2	
	10. Audio-Visual Aids' little functional value	1	2	
	11. Educational Research	1	2	
	12. Course in Science teaching	1	2	
	13. Too much individual attention	1	2	
	14. Courses outside the department	1	2	
B.	<u>Social-emotional</u>	Total	2	4
	1. Extra curricular activities	1	2	
	2. Student's Committee did not succeed in its role	1	2	
C.	<u>None</u>	Total	14	24
			14	24
D.	<u>Blanks</u>	Total	12	20
			12	20
		Total	58	100

In the present study, the alumni were requested to identify all such problems under item 9 of the questionnaire which asked:

What were the most serious problems you experienced, if any, in each of the following areas while studying at A.U.B.? Academic, Professional Training, Social, Personal, and other.

Academic Problems Encountered.

Twenty-three students out of forty-nine (46 per cent) reported academic problems. Eighteen alumni (37 per cent) reported no academic problems and eight (17 per cent) left the item unanswered. The specific academic problems reported by the alumni are given in Table XIII.

The most frequently named academic problem mentioned seven times was "difficulty with English as medium of instruction". Although the language problem was serious enough to the students at the time, the fact that all of the students received their degrees indicated that they were able in the end, to cope with their difficulties with the English language.

The next most frequently reported academic problem mentioned four times was "overwork and lack of time to study". "Difficulty in adjusting to different grading systems between British and American professors" and "weak secondary school background" claimed three respondents each. Other comments are shown in the table.

Although 46 per cent of the respondents reported academic problems, it may be concluded that the academic adjustment on the part of the students was not a very serious problem, considering that all of them received their degrees.

TABLE XIII

ACADEMIC PROBLEMS ENCOUNTERED

Answers to first part of item No. 9 (open-ended) of the questionnaire which reads in effect, "What were the most serious academic problems you experienced, if any, while studying at A.U.B.?"

	Number of Respondents Mentioning	Per cent
	23	46
1. English as medium of instruction.	7	14
2. Overwork, lack of time to study.	4	8
3. Difficulty in adjusting to difference in grading between British and American professors.	3	6
4. Weak Secondary School background.	3	6
5. Impracticability of theories and lack of practical training.	2	4
6. Unfamiliar methods	1	2
7. Writing term papers	1	2
8. Participation in class or group discussion.	1	2
9. Impression of professors about students, not easily changed.	1	2
	18	37
10. No problems Reported.	18	37
	8	17
11. Blanks	8	17
	49	100
Total	49	100

Professional Training problems Encountered.

Twenty-five out of Forty-nine alumni (51 per cent) reported no professional training problem. Furthermore eight persons (17 per cent) left the item unanswered.

Sixteen alumni (32 per cent) reported problems which they classified as problems of professional training. Table XIV gives the specific comments

TABLE XIV

PROFESSIONAL TRAINING PROBLEMS ENCOUNTERED

Answers to the second part of item No. 7 (open-ended) of the questionnaire, which reads in effect, "What were the most serious professional training problems; you experienced, if any, while studying at A.U.B.?"

	Number of Respondents Mentioning	Per cent
	16	32
1. Difficulty in adjusting to variety of methods used, lack of sufficient training and practice.	7	14
2. Impracticability of the theories, bookish courses.	3	6
3. Weak background	1	2
4. Less efficient teachers in some courses.	1	2
5. Too much catering in certain fields.	1	2
6. Lack of interest in the training.	1	2
7. Vastness of the field with little time available to learn.	1	2
8. Lack of proper advice in selection of courses and delay in recognition of previous degrees.	1	2
	25	51
9. No problem reported	25	51
	8	17
10. Blanks	8	17
	49	100
Total	49	100

made by respondents.

Seven graduates mentioned in general terms that they experienced difficulty in adjusting to "variety of methods used and inadequacy of sufficient training and practice."

Three alumni complained about the "impracticability of the

theories and bookish courses", "weak background", "less efficient teachers in some courses", "too much catering in certain fields", "lack of interest in the training", "vastness of the field and little time available to learn" and "lack of proper advice in selection of courses and delay in recognition of previous degrees" are other comments mentioned under this category, by one respondent in each case.

Social problem encountered.

Twenty-five of the alumni (51 per cent) reported no social problem. Eight (17 per cent) left the item unanswered. The remaining sixteen graduates (32 per cent) reported problems which they named as Social. Table XIV gives the specific comments made by alumni.

Six students reported in general terms that they experienced difficulty in adjusting and adapting to the new and liberal environment. Because of the cross-cultural aspect of education at A.U.B. such a difficulty seems natural and serious enough to be mentioned by alumni when retrospectively thinking about their sojourn experience. Two respondents stated that they found it proper that there should be more social relationship between the two sexes.

"Indifference of some nationality groups to others", "Difficulty in mixing up with other groups and in understanding their views" and "lack of students interest in social activities", were other comments which were mentioned by two respondents in each case.

It was noted that an equal number of respondents reported both professional training problems and social adjustment problems. Furthermore, it is of interest to find that two respondents mentioned indifference

TABLE XV

SOCIAL PROBLEMS ENCOUNTERED

Answers to third part of item No. 9 (open-ended) of the questionnaire which reads in effect, "What were the most serious social problems you experienced, if any, while studying at A.U.B.?"

	Number of Respondents Mentioning	Per cent
	16	32
1. Adaptation to the new and liberal environment.	6	12
2. Lack of proper social relations between two sexes.	2	4
3. Indifference of some nationality groups to others.	2	4
4. Difficulty in mixing up with other groups and in understanding their views.	2	4
5. Lack of students interest in social activities.	2	4
6. Difficulty in communication to non-English speaking students.	1	2
7. Lack of spirit of oneness.	1	2
8. No problems reported	25	51
	25	51
9. Blanks	8	17
	8	17
Total	49	100

of other nationality groups as a social problem for them.

Personal Problems Encountered.

Only seventeen graduates (34 per cent) out of the group of forty-nine reported personal problems. Still as many as twenty-four (49 per cent) reported no personal problem whatsoever and eight of the alumni

TABLE XVI

PERSONAL PROBLEMS ENCOUNTERED

Answers to forth part of item No. 9 (open-ended) of the questionnaire which reads in effect, "What were the most serious personal problems you experienced, if any, while studying at A.U.B.?"

	Number of Respondents	Per cent
1. Financial difficulties.	6	12
2. Personal Health problems.	2	4
3. Tension in the class-room, a sense of discrimination because of old age and married.	2	4
4. Shyness, stuttering.	1	2
5. Partiality of some professors towards some students.	1	2
6. Love-experience, change of temper.	1	2
7. Formed hatred among students of different political beliefs.	1	2
8. Unsuitable food.	1	2
9. Family troubles.	1	2
10. Homesickness.	1	2
11. No problems reported.	24	49
12. Blanks	8	17
Total	49	100

(17 per cent) did not answer this item of the questionnaire. Personal problems reported are classified in Table XVI.

The personal problems mentioned included financial, health, shyness, family troubles, homesickness.

The personal problem most often reported was financial, claiming six respondents (12 per cent). Two respondents mentioned health problems

and two more reported "tension in the class-room and a sense of discrimination because of old age and being married". "Shyness", "unsuitable food", "love-experience" "hatred among students of different political beliefs" "family trouble" and "homesickness" were other comments made by one graduate in each case.

Other Problems.

Only six respondents mentioned other problems. Of these six comments, three were more or less financial difficulties which were transferred to the category of personal problems. The comment "found hatred among students of different political beliefs" was also put under that category. The remaining two comments are as follows:

1. "I wish the women's social dean would do something about the hostel. I always wanted to comment on it. The girls are not behaving themselves. My sister is there and I visit sometimes.
2. "Inability to understand and talk to Arab people."

Rating of Education at A.U.B. and of Professional Training in the Department of Education.

Although the alumni reported various problems which they experienced during the period of their stay at the University and in the Department of Education, they on the whole, reported a great deal of satisfaction with their overall education and professional training at the University and in the Department of Education respectively.

Replying to Items 10 and 11 of the questionnaire which asked,

- Item 10. All things considered, how would you rate the general value of your education at A.U.B.?
- Item 11. All things considered, how would you rate the value of your professional training in the Department of Education at A.U.B.?

Nine respondents said that "almost everything was valuable" at A.U.B., while thirty-nine alumni indicated that "most aspects were valuable". Only one graduate reported that "some but not most aspects were valuable." None of them reported that "few aspects were valuable".

As for the rating of the value of their professional training in the Education Department, fourteen alumni said that "almost everything was valuable." Twenty-eight expressed that "most aspects were valuable". Six graduates indicated that "some but not most aspects were valuable." Only one alumni reported that "few aspects were valuable" in the Department of Education's program of professional training. Table XVII gives the alumni rating of the general value of education at A.U.B. and of the Professional Training in the Education Department.

If "almost everything was valuable" and "Most aspects were valuable" are grouped as satisfied and "some but not most aspects were valuable" and "few aspects were valuable" as dissatisfied, then the data show that in the sample under consideration 98 per cent students are reported to be satisfied while 2 per cent are dissatisfied with the value of their general education at A.U.B. In the same way 86 per cent are reported to be satisfied while 14 per cent are dissatisfied with the value of their professional training in the Department of Education.

Comparisons among three groups.

An attempt was made to find out what characteristics, if any, distinguished the three groups of the alumni classified by the type

of degrees or diplomas obtained. The forty-nine alumni of the Sample were grouped as Education Majors, (26 respondents) M.A. Education, (12 respondents) and B.A. plus Normal Diploma, and Teaching Group Majors plus Normal Diploma (11 respondents). An investigation was made as to how did these three groups differ, if at all, with regard to their academic record, retrospective appraisal of the things they valued most and of the things they considered of little or no value both at A.U.B. and in the Department of Education, and the degree of their satisfaction with the Education courses and the over all education at A.U.B.

The differences between the academic record of these three groups, in terms of grades in the Education courses, had already been discussed earlier in this Chapter. As for the retrospective appraisal of the things valued most at A.U.B. and in the Department of Education, twenty-six Education Majors mentioned 102 responses, twelve M.A. Education, mentioned 59 responses and eleven B.A. plus Normal Diploma (including Teaching Group Majors plus Normal Diploma) mentioned 39 responses. No significant difference was found between these groups. Of study experiences both at A.U.B. and in the Department of Education considered by these groups as being of little or no value, Education Majors mentioned 34 responses, M.A. Education group mentioned 15 responses and the third group indicated 17 responses. In no case, however, was any significant difference detected.

To summarize this Chapter, the following finding and conclusions may be drawn.

Academic Record

The Sample's academic work in the Department of Education was

TABLE XVII

ALUMNI RATING OF THE GENERAL VALUE OF EDUCATION AT A.U.B. AND OF THE PROFESSIONAL TRAINING IN THE EDUCATION DEPARTMENT
(Answers to items No. 10 and 11 of the questionnaire)

	At A.U.B.	In the Education Department
1. "Almost everything was valuable".	9	14
2. "Most aspects were valuable".	39	28
3. "Some but not most aspects were valuable".	1	6
4. Few aspects were valuable.	0	1
Total	49	49

very satisfactory. There was no significant difference between the grade average of various groups classified by country of residence and by degrees or diplomas earned, within the sample.

Retrospective appraisals

As for experiences at A.U.B. valued most, the responses falling under "intellectual" and under "Social-emotional" aspects were more or less equal, while the experiences in the Education Department valued most were mainly "academic-intellectual".

Nearly one-third alumni reported no experience which they considered of little or no value at A.U.B. If eleven blanks are included in this category the figure reaches nearly one half. The rest

mentioned some experiences or the other as being of no value. "Chapel meeting" was the comment most frequently made. In the Education Department, one-fourth of the alumni found no experience being of no value. Including blanks, the figure is again one half, approximately. Although the number reporting is significant, yet the number of non-reporting alumni is very high.

Problems encountered

As for the academic, professional training, social and personal problems encountered by the alumni, more than half (including blanks) alumni reported no problems under each category whatsoever. The percentage of the alumni reporting problems in any one area was not more than 46 percent nor less than 32 per cent. Thus it may be concluded that a good number of alumni did not report even one serious problem.

Rating of the General value

It was found that the alumni reported over-all satisfaction with both their education at A.U.B. and with their professional training in the Education Department with overwhelming majority. The number in favour of satisfaction being statistically significant, chance could not have produced this result.

It may be pointed out that these findings are not necessarily valid for the total population of 177 because the cooperative questionnaire returnees are likely to have been the most satisfied ones.

CHAPTER IV

PROFESSIONAL DEVELOPMENT, BACK-HOME ADJUSTMENT AND CHANGES

IN ATTITUDES OF ALUMNI

Professional Development

As stated earlier in this study the primary objective of education (including cross-cultural education) is the personal and professional development of the individual. The degree of the intellectual, social and emotional excellence reached by an individual can be, to a great extent, judged by the degree of the success which he achieves in his professional development. The students come to the Education Department, American University of Beirut to enhance their professional knowledge and skills and equip themselves better for teaching. After they receive their degrees or diplomas they are faced with the need of establishing themselves professionally. Whether or not their education in the Department of Education has been effective is judged by the extent to which they succeed in their professional activities. It is, thus, important to know what professional positions have been attained by the alumni because such positions can prove a good criterion for judging their professional growth and development. This section of the present chapter is, therefore, concerned with the professional positions attained by them and their professionally oriented activities while in the Education Department. The findings reported here are based on a number of related items (Items 1, 2, 3, and 4) of the questionnaire.

Professional positions attained by alumni.

The professional development of alumni is reflected to a large extent by the professional positions which they held at the time of filling out the questionnaire. The data discussed in this part of the chapter was obtained from the answers of alumni to item 1, which reads:

Please list your professional positions prior to study at A.U.B., if any, and since you left A.U.B. (including periods of unemployment or of further full-time study, if any). Begin with your first position.

and to item 2:

How would you describe your present position (your title, kind of work you do, professional responsibilities, level, kind of institution, etc.) to a person who is not familiar with your situation?

It was found that thirty-two out of forty-nine alumni (65 per cent) were professionally employed prior to their beginning of study at A.U.B. Twenty-three held teaching positions in secondary schools, five were in elementary schools, three were in colleges and one was working as a nurse. Two alumni reported that they were students while the remaining fifteen graduates reported no professional positions. Table XVIII gives the professional positions held by alumni prior to study in the Education Department and the positions held after this study at the time of filling out the questionnaire.

Unemployment immediately after A.U.B. Studies.

Eleven alumni reported periods of unemployment immediately after completion of studies at A.U.B. ranging from two months to three years and four months. Four out of these eleven were consequently employed in

TABLE XVIII

PROFESSIONAL POSITIONS HELD BY ALUMNI PRIOR TO STUDY IN
THE EDUCATION DEPARTMENT AND AT THE TIME OF FILLING OUT THE
QUESTIONNAIRE (1959)

Last position Held Prior to A.U.B.	Number of Respondents	Position at the time of filling out the questionnaire.
A. <u>Position in College:</u>	3	
1. Teacher	1	Teacher in college.
2. Instructor	1	Senior School Supervisor.
3. Lecturer	1	Head of the Department in college.
B. <u>Position in Secondary School</u>	23	
1. Teacher	4	Teacher in Training College.
2. Teacher	3	Principal in Secondary School.
3. Teacher	3	Instructor in College.
4. Teacher	3	Director in High School.
5. Teacher	3	Teacher in Secondary School.
6. Teacher	1	Master in Secondary School.
7. Head Master	1	Lecturer in Training College.
8. Head Master	1	Assistant Teacher in Secondary School.
9. Pastor	1	Principal of High School.
10. Teacher	1	Assistant Reference Librarian.
11. Teacher	1	Housewife.
12. Teacher	1	Unemployed.
C. <u>Position in Elementary School</u>	5	
1. Teacher	3	Teacher in Secondary School.
2. Teacher	1	Head Teacher in Training College.
3. Principal	1	Lecturer in Secondary School.
D. <u>Other Positions</u>	3	
1. Student	2	On higher studies abroad.
2. Staff Nurse	1	College Nurse and Instructor.
E. <u>No Position reported:</u>	15	
1. No Position	4	Teacher High School.
2. Do	3	Unemployed
3. Do	2	Teacher in college.
4. Do	2	Clerk,
5. Do	1	Principal, High School.
6. Do	1	Teacher Training Centre.
7. Do	1	Teacher Elementary School.
8. Do	1	Assistant Public relations and Broadcasting Director.

Total 49

teaching positions. Another three of these did not seek employment as two preferred to go for higher studies (one in England and the other in the United States) and one woman graduate devotes her time to home and family. The remaining four were still unemployed at the time of filling out the questionnaire. Of these four, two were employed as part time teachers and one was holding a full time teaching job before coming to A.U.B. The fourth graduate remained unemployed even after completion of studies at A.U.B. as he was before he came to A.U.B.

How did the positions the alumni attained after the study at A.U.B. differ from the positions they held prior to the beginning of the training in the Department of Education? Did advanced professional education at A.U.B. and the degree or diploma attained enhance the employment potential of these alumni?

Thirty-seven out of forty-nine alumni (75 per cent) reported achieving a higher level in their professional positions after they completed their training in the Education Department and returned or started to work. These included those twelve graduates who reported no professional position prior to A.U.B. study. In most cases they attained teaching positions in secondary schools and a few got the opportunity to work as instructors in Teacher Training Colleges in their respective countries.

Four alumni reported no change in their positions as teachers and two other graduates mentioned lowering of their positions. One reported unemployment whereas he was previously a part-time teacher and the second mentioned that he was obliged to accept an inferior position from Head master to Assistant teacher. As mentioned earlier, two alumni

to
went on/higher studies and a woman graduate preferred to stay at home.
Only three indicated unemployment at the time of filling out the
questionnaire as they were before the beginning of their training in
the Education Department

Degree of Satisfaction with present position.

How did the alumni who returned the questionnaire, rate the
general satisfaction received from their positions? In order to determine
the degree of satisfaction or lack of satisfaction, graduates were asked
in Item 3:

How would you rate the general satisfaction you receive
from your present position?

Their answers to this question are summarized below:

Definitely Satisfied	17
More Satisfied than dissatisfied	19
More dissatisfied than satisfied	2
Definitely dissatisfied	7
Blanks	<u>4</u>
Total	49

If "Definitely satisfied" and "More satisfied than dissatisfied" are
grouped as satisfaction and "More dissatisfied than satisfied" and
"Definitely dissatisfied" as dissatisfaction, then the data presented
show that in the Sample under consideration thirty-six respondents
(73 per cent) reported satisfaction with their present professional
positions. Nine alumni (19 per cent) were dissatisfied. Four of the
respondents (8 per cent) left the item unanswered.

In order to determine their reasons for satisfaction or lack

of satisfaction alumni were asked in Item 4:

Why do you feel this way? Please explain.

The reasons given by alumni for satisfaction in their professional work are classified in Table XIX. It was found that forty-three out of forty-nine alumni gave fifty-five reasons for the satisfaction with their present professional positions. Six respondents did not report any reason.

Among the specific reasons for satisfaction, opportunity to teach and apply modern methods received the highest response mentioned by nine respondents. The next most frequently mentioned reason given by eight respondents was their enjoyment in meeting challenging situations, helping students and the feeling of contribution and accomplishment. Cooperation between staff and administration; position offers security, monetary and other; and position offers personal growth, freedom to plan were comments made in each case by six respondents. Other comments included enjoyment in contributing to human growth and social usefulness; position offering social prestige; opportunity for responsible work; kind of institution working in and good responsive students.

As for the reasons for the feeling of dissatisfaction with their professional positions, the classification is given in Table XX.

Twenty-two respondents mentioned reasons for their feeling of dissatisfaction with their positions. Four respondents complained about the administration not always being cooperative and appreciative. Three respondents found their salary insufficient; another three complained about lack of promotion and three more found that their experience was not being utilized. Other reasons given by alumni included lack of

TABLE XIX

REASONS FOR FEELING SATISFACTION WITH PRESENT PROFESSIONAL POSITIONS.

Answers to open-ended questionf of Item 4 of the questionnaire.

Reasons	Number of Respondents mentioning.
1. Taste for teaching and the opportunity to apply modern methods.	9
2. Enjoy challenging situations, helping students, feeling of contribution and accomplishment.	8
3. Cooperation between staff and administration	6
4. Position offers security, monetary and other.	6
5. Position offers personal growth, freedom to plan.	6
6. Enjoy contributing to human growth, social usefulness, producing better academic results of students.	5
7. Position offers social prestige.	4
8. Position offers responsible work.	4
9. Interest in the kind of institution where working.	3
10. Good responsive students, no discipline problems	2
11. Enjoy teaching at advanced level.	1
12. Enjoy contributing a sound educational philosophy to the school.	1
13. No reasons given.	6
Total responses by 49 alumni	61

TABLE XX

REASONS FOR FEELING DISSATISFACTION WITH PROFESSIONAL POSITIONS

Answers to open-ended question of Item 4 of the questionnaire

Reasons	Number of Respondents mentioning.
1. Administration not always cooperative and appreciative.	4
2. Low salary.	3
3. Lack of promotion, no rights given.	3
4. No utilization of experience, no respect for specialization.	3
5. Lack of responsible work and academic freedom.	2
6. Lack of trained colleagues and strong background of students.	2
7. Lack of social prestige.	1
8. Lack of security.	1
9. Lack of adjustment in social and moral conditions.	1
10. Lack of specific aim in life.	1
11. Over work.	1
Total	22

responsible work and academic freedom, lack of trained colleagues, lack of strong background of students, lack of social prestige, lack of security and lack of adjustment in the social and moral conditions faced on return.

Back-home Adjustment: Problems encountered

Students studying under the conditions of cross-cultural education

experience face to face contact with colleagues from other lands and cultures. Furthermore, living in a country other than their own obliges them to reappraise and consequently reconstruct, if possible, their own values, customs and beliefs. Being away from the regular pressure of his own society and customs which invariably urges him to adhere to his old cultural patterns, the individual finds a relative freedom and opportunity to experiment, to raise questions and to evaluate his own culture in a much more rational manner than what he would be able to do at home.

This is also true of the alumni of the Department of Education, American University of Beirut. The American University of Beirut is an institution which has its roots in two cultures, namely American and Arab. Not only Arab students from Lebanon and other Middle Eastern countries but also students from other non-Arab states like Pakistan, Ethiopia, Iran and Afghanistan come here and receive their professional training in the Department. Because of similarities and dissimilarities between the cultural patterns of these groups, the cross-cultural educational experiences at A.U.B. leave varying degrees of impressions and reactions on these alumni. The Lebanese students usually encounter more similarities and fewer differences, the non-Lebanese Arab students probably encounter some similarities to their own culture and more differences than the Lebanese students, and the non-Arab students encounter more differences and fewer similarities than the other two groups. As for example it is presumed that the Lebanese alumni usually do not face as many problems of return adjustment as other non-Lebanese students do. Although they also go through several experiences which are foreign to Arab culture

(because of the fact that the University represents American culture) yet they do keep one foot in their own culture as they remain in close contact with their own community. The same presumption may also be true of all Arab students as they continue to have the same opportunity of being not very far away from their own way of life. While, on the other hand, students from Non-Arab Asian countries find themselves confronted with more problems than the Arabs. It may be noted, however, that these students also do not experience very serious problems of return adjustment as there is some similarity between them and the Arabs because of many common religious and cultural ties.¹

There is yet another aspect of this cross-cultural education at A.U.B. The institution has a large faculty coming from different backgrounds. In one broad way, they may be classified as Americans, Europeans, Arabs and Asians. These teachers invariably work under different sets of assumptions and methods. Not only do these teachers differ as cultural groups but the individual teacher under each cultural group also sometimes uses his own methods and labors under his own assumptions. These heterogenous sets of methods and assumptions and these differing cultural patterns at A.U.B. put a demand on the students to adjust to new values and ideals. Under the pressure of this demand, students try their best to adjust themselves to the new conditions though both the degree of success and the time taken in such adjustment differ with every individual student. Once adjusted (partially, as complete adjustment is very hard to achieve) the alumni when they return to their home countries find themselves confronted with the need to readjust

¹ See Chapter V for some comparisons between Lebanese and non-Lebanese students.

again. They are obliged to reappraise themselves and to reexamine their acquired values and ideals from the point of view of their home cultures, under which they are going to live. Not only are they faced with the need to adjust successfully in their profession but also in their personal and social relationships. In short, they face difficulties of back-home adjustment.

Discussing the nature of such return adjustment problems,

L.P. Cajoleas writes:

The general problem of return adjustment can be explained in psychological and social terms. The foreign student, when he crosses cultures changes his "field". Through his experiences in a changed field, he becomes a changed person. It is recognized that the field is different for different individuals with varying perceptions, hence varying degrees and kinds of changes take place. When he goes home, the foreign student returns to a field that has itself changed in varying degrees and directions. The returned student, consequently, may be expected to have some difficulty which may or may not become a serious problem. All these dimensions of change are variable depending upon the individual, his background, and his educational and his general sojourn experience in the United States. The foreign student really "can't go home again" because he is different and home can never be what it once was.¹

The present section of this chapter is concerned with a detailed discussion of the problems of backhome adjustment. Item 15 of the questionnaire relates to the matter of return adjustment. The open ended question reads:

What problems, if any, have you encountered back-home as an A.U.B. graduate? Professional, Social, Personal, Other.

Twenty-six (53 per cent) out of forty-nine alumni reported one or more problems which they encountered backhome as A.U.B. graduates.

¹ Cajoleas, op. cit., pp. 229 - 230.

TABLE XXI

NUMBER OF RESPONDENTS INDICATING AND NOT INDICATING PROBLEMS
AS RETURNED A.U.B. GRADUATES.

Answers to open-ended question of Item 15 of the questionnaire.

Type of problem	Indicated "none"	No response	Total answering	Total respondents
Professional	20	11	38	49
Social	22	11	38	49
Personal	24	11	38	49
Other	33	11	38	49

Twelve reported no problems and eleven alumni left the item unanswered.

The alumni who mentioned problems did not always do so in all four fields. Table XXI gives the number of respondents who did or did not mention problems in the corresponding areas.

It was noted that despite the many valuable experiences gained during the period of training at A.U.B. and which were discussed previously, thirty-eight out of forty-nine (77 per cent) alumni answered the question on problems of return adjustment. Eleven graduates left the item unanswered.

Of these thirty-eight answering, eighteen alumni mentioned twenty-two problems which they classified as professional. The remaining twenty indicated no professional problems. Sixteen alumni mentioned problems which they classified as social and twenty-two indicated no social problems. Fourteen graduates stated problems which they classified as

personal with the remaining twenty-four indicating no personal problems. Five respondents stated problems which they classified as "other" with thirty-three showing no "other" problems.

Of the specific professional problems encountered back-home by alumni, three respondents mentioned "difficulty in putting concepts into practice" as a professional problem. Another three alumni complained about the "lack of cooperation from colleagues and administration". Other comments included "overcrowdedness in classes and inadequacy of physical facilities", "lack of modern concept of education in schools", "inability to provide for individual differences", "lack of interest of teachers in teaching". Table XXII gives the classification of the professional problems encountered by the alumni. Of the total sixteen respondents reporting social problems encountered back home, six mentioned difficulty in adjusting to life of conservative society at home. Three others found difficulty in mixing with persons of low educational level. Another three found people unappreciative and complained about being labelled as "modern". Two indicated lack of social activities; one mentioned lack of social prestige as a teacher and another complained about "the insecurity in the social set up." Table XXIII gives the classification of the social problems faced by alumni on their return.

The problems which the alumni classified as personal back-home adjustment problems were mentioned by fourteen respondents. Two respondents mentioned lack of promotion and failure to get a job in the specialized field. Another two stated lack of time and opportunity to continue studies at A.U.B. "Heavy responsibilities and a sense of service to society as a teacher" were comments made by two respondents.

TABLE XXII

PROFESSIONAL BACK-HOME PROBLEMS ENCOUNTERED BY ALUMNI

Answers to item 15 (open-ended) of the questionnaire.

	Number of respondents mentioning
1. Difficulty in putting concepts into practice.	3
2. Lack of cooperation from colleagues and administration.	3
3. Overcrowdedness in classes and inadequacy of physical facilities.	2
4. Lack of modern concept of Education in schools.	2
5. Inability to provide for individual differences.	2
6. Lack of interest of teachers in teaching.	2
7. Return to limited work, profession not as expected.	2
8. Teaching in East is different from teaching in America.	2
9. Degree not considered important.	1
10. Lack of Arabic books in Education and Psychology.	1
11. Rigid and required curriculum.	1
12. Lack of academic life and atmosphere.	1
Total responses by 18 alumni	22

TABLE XXIII

SOCIAL BACK-HOME PROBLEMS ENCOUNTERED BY ALUMNI

Answers to item 15 (open-ended) of the questionnaire.

	Number of Respondents mentioning
1. Difficulty in adjusting to life of conservative society at home.	6
2. Difficulty in mixing with persons of low educational level.	3
3. Labelled as "modern" people unappreciative.	3
4. Lack of social activities.	2
5. Lack of social prestige as teacher.	1
6. Insecurity in social set up.	1
Total	16

Other personal problems mentioned included "I don't think highly of myself and my knowledge," lack of respect; some unfavorable comments on the use of cosmetics; lodging problem; difficulty to get along with conservative folks and supporting a large family with low salary. Table XXIV gives the classification of the personal problems encountered back home by alumni as A.U.B. graduates.

As stated before, five respondents stated problems which they classified as "other". These are enumerated below:

1. I had some difficulty convincing about going out with boys in groups. (female respondent).

TABLE XXIV

BACK-HOME PERSONAL PROBLEMS ENCOUNTERED BY ALUMNI

Answers to open-ended question of Item 15 of the questionnaire.

	Number of respondents mentioning.
1. Lack of promotion and failure to get a job in the specialized field.	2
2. Lack of time and opportunity to continue studies at A.U.B.	2
3. Heavy responsibilities as a teacher and sense of service to society.	2
4. "I don't think highly of myself and my knowledge.	1
5. Lack of respect as A.U.B. graduate.	1
6. Received unfavourable comments on the use of cosmetics.	1
7. Lodging problem.	1
8. Difficulty of getting along with conservative folks.	1
9. Supporting large family with low salary.	1
10. "Being hounded into marriage by parents and relatives."	1
11. Lack of specific aims and opportunity to work for them.	1
Total	14

2. Inability to continue my studies by correspondence because most colleges do not offer external M.A.
3. High standard of living in Jordan and low salaries. Promotion to a higher degree in the post is not always done on efficiency basis.
4. Lack of good libraries and (latest) academic literature.

5. Political and social conditions are not very helpful.

Reported change in attitudes by alumni.

Education is a process concerned with the development of the potentialities of an individual. It enables the individual through his self-activity to acquire such knowledge, skill, habits and attitudes as would make him an efficient and creative member of the social group and provide him with high ideals of life. While undergoing educational experiences it is possible for attitudes to be formed and then modified at some later stage. Keeping in mind the possibility of such a change and modification in one's attitudes and values, the alumni in the Sample were asked to report any such changes in their attitudes as a result of their study sojourn at A.U.B. (including the training in the Education Department).

The open-ended question of item 14 of the questionnaire reads:

Frequently students report that study at a university which is culturally different for them, that experience brings about a number of changes in their attitudes. If you feel that your attitudes have changed as a result of your period of study at A.U.B., would you comment below regarding the nature of the changes in relation to each of the items listed and any others you may wish to add: Attitudes both before and after studying at A.U.B. in relation to:

- (a) your role as an educator,
- (b) your country,
- (c) other countries or peoples.
- (d) other (specify)
- (e) other (specify).

Forty-one (83 per cent) out of forty-nine alumni reported one or more changes in their attitudes due to the fact that they underwent educational and other experiences at A.U.B. Eight alumni (17 per cent) did not answer the question. The alumni who mentioned changes in attitudes did not always do so in all five areas.

Thirty-six alumni (73 per cent) reported forty-three changes in attitudes in their role as educators after they completed their training and study at A.U.B. Thirteen graduates (27 per cent) did not report any such change in their attitudes. Eight left the whole question unanswered and five left the section, (a) of the item blank.

The most frequently mentioned change in attitudes was a change from the insignificant role of an educator to its being dynamic and very significant. The next most frequently stated change was from an authoritative attitude to a cordial, friendly and democratic one. "Never thought and liked to be a teacher" was changed to "glad to be one, good and dignified profession". "I thought teaching much easier" was transformed to "more responsibilities and need for preparation". Other changes reported by alumni included emphasis on the development of the individual; better critical thinking and application of theory and practice; better training to meet students need; a sense of internationalism and respect for other traditions. Table XXV gives a classification of the reported changes in attitudes by alumni in their role as educators.

As for the reported changes in attitudes by alumni in relation to their own country before and after their study sojourn at A.U.B. twenty-eight alumni (57 per cent) mentioned changes in their attitudes in this area. Twenty-one graduates (43 per cent) left either the whole item or this section blank. Table XXVI gives the classification of the changes in attitudes reported by alumni in relation to their own country after studying at A.U.B.

TABLE XXV

REPORTED CHANGES IN ATTITUDES BY ALUMNI IN THEIR ROLE AS EDUCATORS

BEFORE AND AFTER STUDYING AT A.U.B.

(Both attitudes were reported at the same time)

Answers to the open-ended question of Item 14 of the questionnaire.

Attitudes Before Studying at A.U.B.	Number of Respondents mentioning	Attitudes after studying at A.U.B.
1. Insignificant role as an educator	8	Educator is dynamic and very significant.
2. Strict authoritative attitude	7	Cordial, friendly leader and democratic educator.
3. Never thought and liked to be teacher.	6	Glad to be one, good and dignified profession.
4. I thought teaching much easier.	6	I feel more responsible and teaching needs preparation.
5. Stuffing the Student's mind with subject matter.	2	Not subject-matter but the development of individual is important.
6. Imitating old teachers.	2	Now critical thinking and applying Educational theory and practice.
7. Untrained, never question my philosophy, role or goals.	2	Better trained to meet the needs of students, scientific philosophy.
8. I had to educate my people.	1	I have to educate anybody.
9. Emphasis narrow nationalism.	1	Internationalism.
10. My traditions.	1	Other's traditions also.
11. Not ready to hear about values of others.	1	Permanent values important.
12. Teaching to earn a living.	1	Teaching to build up a society.
13. Vague ideas about Education and social life.	1	Better Educational methods and more social life.
14. Teachers are born.	1	There is a lot to learn.
15. Blank.	1	More socially conscious, more effective more speculative in research and more precise.
16. No specific change mentioned, but change acknowledged.	2	x
17. Blank.	13	Blank.

TABLE XXVI

REPORTED CHANGES IN ALUMNI ATTITUDES IN RELATION TO THEIR OWN
COUNTRY BEFORE AND AFTER STUDYING AT A.U.B.

Answers to open-ended question of Item 14 of the questionnaire.

Attitudes Before Styng at A.U.B.	Number of Respondents mentioning	Attidues after studying at A.U.B.
1. Narrow nationalism and sectarianism	6	Liberal, broad minded, tolerant.
2. No sense of personal contribution.	4	Possibilities in the field of Education.
3. Dissatisfied with the existing conditions.	4	A feeling of possible personal contribution for growth of citizens.
4. Patriotism with hope to do good.	4	Strengthening of the same.
5. No specific attitude reported.	4	Friendly, helpful and better under- standing towards one's country.
6. No differentiation of the needs of society.	2	Possibilities in the field of Education.
7. A sense of poor international status of the country.	1	→ Realization of a definite status as a result of contact.
8. No respect for prominent figures	1	Reversal of this opinion.
9. Dissatisfied with country's relation to Arab States.	1	Better appreciation of country's policies.
10. No specific attitude mentioned.	1	Better critical thinking.
11. Blanks	21	Blank
Total	49	

Of those mentioning change in attitudes six respondents indicated that they became more liberal, broadminded and tolerant. Four others saw new possibilities in the field of education in their respective countries and another four developed a feeling of possible personal contribution to the growth of their students as citizens. Other changes in attitudes reported by alumni included a broadminded patriotism; better understanding of one's own country; better realization of country's

status in the world.

Table XXVII gives a classification of the reported changes in attitudes by alumni in relation to other countries or people after their study at A.U.B. Thirty alumni (61 per cent) stated that they felt changes in their attitudes towards other countries or people. Nineteen (39 per cent) left the item unanswered.

The most frequently mentioned (11 respondents) change was that whereas before they did not care to know other people or countries, they were now interested to know them and respect them. The next most frequently reported (8 respondents) change was a more tolerant and understanding attitude towards others. Three alumni became more appreciative of other customs and practices and two others reported that a better understanding of others replaced their prejudices and narrow-nationalism. Other changes reported by alumni included a realization that good people could be found everywhere; no more sympathy for others narrow nationalistic problems; and a greater appreciation for one's own way of life without contempt for any other, each comment mentioned by one respondent. An interesting change of attitude towards foreigners was reported by one woman graduate. Before studying at A.U.B. she "liked them but would not think of changing mine (nationality) for another." After studying at A.U.B. she has "married a foreigner". One another alumnus indicated that whereas he felt sympathy for Muslim countries previously, he started looking at every other country from the point of view of how that country benefited his own country.

In sections (d) and (e) of item 14 of the questionnaire, the alumni were asked to report other changes, if any, which they might have

TABLE XXVII

REPORTED CHANGES IN ATTITUDES BY ALUMNI IN RELATION TO OTHER
COUNTRIES OR PEOPLES BEFORE AND AFTER STUDYING AT A.U.B.

Answers to open-ended question of Item 14 of the questionnaire.

Attitudes before studying at A.U.B.	Number of Respondents mentioning.	Attitudes after studying at A.U.B.
1. Did not care to know other people and countries.	11	I got interested to know and respect them.
2. Not tolerant	8	More tolerant and understanding.
3. Unappreciative of other customs and practices.	3	More appreciative.
4. Narrow nationalism and prejudices	2	Better understanding of others.
5. I thought other people know about us as we did about them	1	People from other countries know little about us.
6. I thought goodness is characteristics of some nationalities.	1	Good people can be found everywhere.
7. I felt myself a citizen of Arab world.	1	No more sympathy for other's narrow nationalistic problems.
8. I felt sympathy for muslim countries.	1	Look to each country with the same point of view. How does it benefit my country.
9. "I liked them but would not think of changing mine for another."	1	I have married a foreigner.
D. Admiration for the Western way of life. Contempt for own.	1	Greater appreciation for own, no contempt for any other.
II. Blanks	19	Blank
Total	49	

felt in their attitudes after their completion of studies at A.U.B.

Thirty-three alumni (67 per cent) did not answer the item. Only sixteen graduates (33 per cent) mentioned twenty-one changes in their attitudes which they classified as "other". Table XXVIII gives this classification.

The most frequently reported change (4 respondents) under this category was that alumni became more daring and self-confident. The

TABLE XXVIII

OTHER REPORTED CHANGES IN ATTITUDES BY ALUMNI BEFORE AND AFTER
STUDYING AT A.U.B.

Answers to open-ended question of Item 14 of the questionnaire.

Attitudes Before Studying at A.U.B.	Number of Respondents Mentioning	Attitudes after Studying at A.U.B.
1. Shy, afraid of future, lack of self confidence.	4	More daring, no fear, confident.
2. No respect of other religions.	3	All religions seek truth.
3. Limited knowledge of social life.	3	Better social life and relations.
4. Strict nationalism.	2	Love for other nations, freedom and democracy.
5. No clear concept of relations between sexes.	2	Better understanding of this relation.
6. Conservative, no belief in liberty of women.	2	More liberty and education for women.
7. Sense of superiority over less academic profession.	1	Respect the personality more than his profession.
8. Manual work disgraceful for every educated persons.	1	Manual work graceful for individuals and essential for social betterment.
9. Lack of critical thinking.	1	Better critical thinking.
10. Political minded.	1	Social minded.
11. No definite religious belief.	1	Definite belief.
12. Blank.	35	Blank.
Total responses by 49 alumni	54	

next most frequent change mentioned by three respondents was a more liberal outlook towards all religions. Better social life and relations were other remarks made by three more respondents as changes and a transformation from a strict nationalism to love for all nations was a change which received two mentions. Other changes in attitudes reported by alumni under this category included better understanding of social relations between sexes; a belief in more liberty and education for women; respect for one's personality rather than one's profession; better critical thinking and definite religious beliefs.

However, it may be pointed out that an item unanswered may be presumed to mean that the respondents did not have, did not recognize or did not admit any such problem or change in their attitudes.

As done in the previous chapter, a comparison was again made between the alumni grouped by the degrees or diplomas obtained. How did the twenty-six alumni of Education Major Group, twelve alumni of M.A. Education Group and eleven alumni of B.A. plus Normal Diploma Group (including the Teaching Group Majors plus Normal Diploma) differ, if at all, with regard to their professional development, back-home adjustment and the changes in attitudes.

Of the total twenty-six Education Majors, fourteen (54 per cent) indicated attaining better professional positions. Seven alumni (27 per cent) reported no change in positions while two went for higher studies, two reported unemployment and one woman graduate became a housewife. Seven out of twelve (58 per cent) M.A. Education reported to have attained higher professional positions than before, three reported a lowering of positions, one indicated no change and one was unemployed. Out of the eleven alumni of B.A. plus Normal Diploma (including Teaching Group Majors with Normal Diploma) group, ten students (91 per cent) reported to have attained positions at a higher level. Only one graduate held a clerical position in a bank. The differences mentioned, however, were not found to be statistically significant. Only in the case of the M.A. Education Group was a lowering of rank reported by three alumni after their studies at A.U.B.

As far as the degree of satisfaction or dissatisfaction with their present positions was concerned, (grouping "Definitely satisfied"

and "More satisfied than dissatisfied" as Satisfied and "More dissatisfied than satisfied" and "Definitely dissatisfied" as "Dissatisfied") only four alumni of Education Major Group expressed dissatisfaction, while those dissatisfied among the M.A. Education Group was three and for the third group two alumni. The disproportion was found not to be statistically significant.

Fourteen alumni out of twenty-six in Education Major Group (54 per cent) mentioned that they did not encounter any problems of back-home adjustment. The remaining admitted return adjustment problems in one or more areas. Of M.A. Education Group, nine (75 per cent) out of twelve alumni mentioned that they faced no back-home adjustment problems. The remaining three under this category indicated some problems. Nine alumni of the third group (82 per cent) mentioned problems which they identified as back-home adjustment problems. No difference, however, was found to be statistically significant. However, the problems mentioned by Education Majors were more of a social nature than academic and professional, while those mentioned by M.A. Education Group were more concerned with their professional adjustment.

The finding of this Chapter may be summarized below:

Professional Development:

The professional development of the alumni was largely judged by the professional positions attained after their training at A.U.B. The data showed that there was no professional unemployment among the graduates prior to their beginning of training in the Education Department. Furthermore three out of every four alumni reported

attaining professional positions of higher level after their completion of studies at A.U.B. This high percentage reflects upon the value of the education and training received at the University, at least by those who are willing to respond to a questionnaire originating from their alma mater. As for the degree of satisfaction with their present positions, approximately three out of four expressed their satisfaction. It may be concluded that the alumni in the Sample were generally satisfied with their positions. On the whole all the three groups expressed their general satisfaction with their present positions, and no significant differences in attaining professional positions at a higher level than before their A.U.B. training.

Back-Home Adjustment:

A little more than half of the alumni reported one or more problems which they encountered back home as A.U.B. graduates. The rest did not have, did not recognize or did not admit any problems. Eighteen alumni mentioned professional problems, sixteen mentioned social problems, fourteen stated personal problems and five respondents stated problems which they classified as "other". The data showed that the graduates did encounter return adjustment problems in all four fields.

Reported Change in attitudes:

As many as 83 per cent alumni in the Sample reported one or

more changes in their attitudes due to the fact that they underwent training in the Education Department at A.U.B. The important changes reported by alumni were found to be in relation to their role as educators. Many other changes in attitudes were also reported in all the five areas enumerated in item 14 of the questionnaire. As for the differences among the alumni grouped by degrees or diplomas with regard to their changes in attitudes, nothing was found to be statistically significant.

CHAPTER V

COMPARISON BETWEEN LEBANESE AND NON-LEBANESE ALUMNI, AND SOME RECOMMENDATIONS.

Characteristic differences between Lebanese and non-Lebanese alumni.

As for the question as to what characteristics, if any, distinguish the Lebanese students from the non-Lebanese with regard to their academic record, personal adjustment at A.U.B., professional development, back-home adjustment and their reported changes in attitudes, the alumni in the Sample divided themselves up almost equally as Lebanese and non-Lebanese. Of the forty-nine alumni, twenty-five (51 per cent) were Lebanese and twenty-four (49 per cent) were found to be non-Lebanese. All the questions enumerated above were examined and an attempt was made to find out the characteristic differences between these two groups of the alumni.

Academic Record.

The Lebanese students grade average in Education courses was 81.3 as compared with the grade average of non-Lebanese students which was 82.6. The range in both the cases was almost the same and both distributions seemed normal.

Retrospective appraisal of study experiences.

A comparison was made between the Lebanese and non-Lebanese regarding the retrospective appraisal of their study experiences which

they valued most and which they considered being of little or no value both at A.U.B. and in the Department of Education. No differences were found to be statistically significant. Again, no significant difference was detected when a comparison was made between the two groups with regard to the problems which they reportedly encounter during their study sojourn at A.U.B., except in one case where six non-Lebanese complained about the English as medium of instruction as compared to one Lebanese student who made such a complaint. Furthermore it was interesting to find that one non-Lebanese student classified the "indifference of Lebanese students" as a social problem for him.

As for the Lebanese alumni rating the general value of their education at A.U.B. (grouping "Almost everything was valuable" and "Most aspects were valuable" as satisfied and "Some but not most aspects were valuable" and "Few aspects were valuable" as dissatisfied) all the twenty-five alumni in this group expressed their satisfaction. In the non-Lebanese group, only one graduate reported dissatisfaction. The difference was not significant. Rating the value of their professional training in the Department of Education, six Lebanese expressed dissatisfaction whereas only one student in the non-Lebanese group reported dissatisfied with the training. The difference was not found to be significant.

Professional Development.

Only one Lebanese reported to be unemployed at the time of filling out the questionnaire while four non-Lebanese were found to be unemployed at that time. Two Lebanese alumni were working as clerks, two went for higher studies and one was a housewife while the remaining

held teaching positions. Among non-Lebanese all those who were employed were holding teaching positions. Again, no Lebanese reported a decrease in his position whereas one non-Lebanese indicated a lowering of rank after his training in the Education Department at A.U.B. No differences, however, were found to be statistically significant.

Back-home adjustment and changes in attitudes.

Seven Lebanese students and four non-Lebanese reported that they experienced no back-home adjustment problems. Although the difference was not significant, it suggests that with a larger sample important differences might appear in back home adjustment. The reason as expressed by Lebanese alumni themselves was that Lebanon was their home and that they were never away from their community.

No significant differences between these two classifications of students were found with regard to the changes in their attitudes towards their role as educators, towards their own country, towards other countries and people and any other changes occurring after they underwent educational experiences at A.U.B.

To conclude this section of the present chapter it may be said that there were found to be only insignificant differences between Lebanese and non-Lebanese graduates. Both groups compared well in their academic work at A.U.B., both found akin problems of personal adjustment encountered during their sojourn here and both found definite professional development and enhancement in their positions after receiving their training in the Educational Department. Again, both the groups expressed satisfaction with their present positions. Although more problems of back-home

adjustment were reported by non-Lebanese alumni, yet the nature of the problems reportedly encountered by both groups was very much similar. The same is also true with regard to the question of changes in attitudes as both the groups reported more or less similar changes in the five respective areas. The reason of this similarity may be ascribed to the presence of a large number of Arab Students in the non-Lebanese group. Being Arabs, they have many similarities with Lebanese alumni. Furthermore, even non-Arab students of that group, like Pakistanis and Iranians, did not show any characteristic differences as they possess several common religious and cultural ties with the Arabs.

Alumni suggestions for Improvement of Department of Education Program.

One of the objectives identified earlier of this follow-up study was to receive help in determining some new directions into which the institution in general and the Department of Education in particular should be moving in the future. In fact, the opinions of the alumni regarding the things they valued most and the things they did not value, the desirability or otherwise of some courses, and the suggested additions, improvements, amendment and modification of some of the existing practices, would help the University and the Department of Education to assess the value and effectiveness of their programs. The open-ended question of item 19 of the questionnaire asked:

What recommendations would you make to the Department of Education of A.U.B. to strengthen its program for students from your country?

and of item 20,

In which ways could the Department of Education of A.U.B. be of assistance to you in your professional work at the present time?

Out of forty-nine alumni in the Sample forty-seven (95 per cent) made recommendations to the Department of Education. Though the question asked their recommendations for the Department "to strengthen its program for students from your country," the answers were found to be more or less general statements carrying recommendations for students of all nationality groups. Table XXIX gives the broad aspects of alumni recommendations made to the Department of Education of A.U.B.

Of the specific recommendation, most frequently mentioned (19 respondents) was that there should be more facilities for practice teaching and practical work. The next most frequently mentioned recommendation (7 respondents) was the need of more incentives, physical facilities and a deeper study of subjects like Psychology and Philosophy. More subject-matter, limited number of electives and more specialization; more emphasis on the needs of students' own country, and better Audio-Visual aid centre were other recommendations made in each case by six respondents. Additional recommendations included more emphasis on curriculum planning (4 respondents); need for required courses on "problems of Education in the Middle East," sociology and fine arts (4 respondents); more competent professors with better knowledge of students needs (3 respondents); more courses in English and Arabic literatures and other subjects (3 respondents) and a need for orientation program for new students; refresher courses , lectures and seminars for those who have left the University (3 respondents). Three alumni

TABLE XXIX

ALUMNI RECOMMENDATIONS MADE TO THE DEPARTMENT OF EDUCATION

AT A.U.B.

Answers to open-ended question of item 19 of the questionnaire.

Recommendations	Number of Respondents Mentioning.
1. More facilities for practice teaching and practical work.	19
2. More incentives, physical facilities and deeper study of subjects like psychology and philosophy.	7
3. More subject matter, limited number of electives, more specialization.	6
4. More emphasis on the needs of students own country.	6
5. Better Audio-Visual aid centre.	6
6. More emphasis on curriculum planning, a large block-curriculum based on real life situation.	4
7. Need for required courses on "problems of Education in the Middle East" Sociology and Fine Arts.	4
8. More competent professors with better knowledge of students needs.	3
9. More courses in English literature, Arabic literature, Classics and History, Math, and Science.	3
10. Need for orientation program, refresher courses, lectures by Arab educators and more seminars.	3
11. More emphasis on Education principals, development of scientific attitude and greater sense of responsibility and punctuality in students.	3
12. Laboratory School, actual teaching before graduation.	2
13. Required course on comparative Education.	2
14. Strengthening program to help overcome language barriers and for teachers of English.	2
15. Proper selection of students, only qualified to be accepted.	2
16. More facilities for research and reporting (Thesis writing).	2
17. Provision of scholarship.	1
18. Strengthening the elementary education courses.	1
19. More guidance to students for selection of courses.	1
20. Satisfied.	3
21. Blank	2
Total	82

indicated that they were satisfied with the program of the Department. Only two alumni left the item unanswered.

Replying to the question asking in which ways could the Department of Education of A.U.B. be of assistance to the alumni in their professional work at the present time, forty-four out of forty-nine (89 per cent) alumni indicated the need of assistance in their professional work from the Department of Education. Table XXX gives a classification of the reported ways in which the Department of Education could be of assistance to alumni.

Of the total sixty-seven responses, the most frequently mentioned (16 respondents) was that the Department could help by informing the alumni of its activities and suggesting the names of books, magazines, and reports of studies made in the field of education. An equal number of respondents (16 respondents) mentioned the departmental help of holding meetings, discussing educational problems, lectures, seminars and refresher courses. Help by lending films, projectors, Audio-Visual Aids and other useful books were mentioned by six respondents. Other ways of assistance suggested by alumni included that the Department of Education should publish a periodical on education (3 respondents) recommending the graduates to other institutions for teaching positions and for scholarships (3 respondents) and arranging for occasional visits and interviews in the schools for the purpose of guidance and help. Seven respondents (15 per cent) did not feel the need of any help or assistance and another five

TABLE XXX

REPORTED WAYS IN WHICH THE EDUCATION DEPARTMENT COULD BE OF
ASSISTANCE TO ALUMNI

Answers to open-ended question of item 20 of the questionnaire.

	Number of Respondents Mentioning.
1. By informing the alumni of activities and suggesting new scientific literature in the field of education.	16
2. By holding meeting of graduates, discussing educational problems, lectures, seminars and refresher courses.	16
3. By lending films, projector, Audio-Visual Aids and other useful books.	6
4. By arranging the publication of Educational Magazine.	4
5. By recommending the graduates to institutions and for scholarship.	3
6. Occasional visits and interviews in school and help through books and teachers.	3
7. By helping in completion of thesis and studies.	3
8. Teacher Training courses on college level.	1
9. By better evaluation of the work.	1
10. By helping us to get recognition from A.U.B. without entrance examination.	1
11. By sending abstracts of important thesis.	1
12. No need felt.	7
13. Blank	5
Total	67

(11 per cent) left the item unanswered.

Recommendations

The American University of Beirut is one of the oldest and one of the biggest institutions of higher learning in the Middle East. Because students from many lands and cultures study here, the University is also engaged in cross-cultural Education. A follow-up study of its alumni would be incomplete if proper emphasis is not also laid upon this aspect of education at A.U.B. After the World War II the Universities in America witnessed a big influx of foreign students. American University of Beirut has also increased in enrollment and has been welcoming increasing numbers of students from beyond the Arab as well as from within the Arab world. The presence of this substantial number of students from other lands and the annual increases, provided a growing need for basic research on culture-contact, adjustment and attitude change. Several studies were made by individual scholars and social scientists to "explore the results of a foreign education for the person, for his society, and for cross cultural relations."¹ A three years research program was started under the auspices of the committee on cross-cultural Education of the Social Science Research Council. These studies, as stated by B. Smith focused their attention on

- (i) Problems of academic, professional and technical learning and transfer of learning.

¹ John Useem and Ruth Hill Useem, The Western-Educated Man in India: A Study of His Role and Influence. New York: The Dryden Press, 1955.

- (ii) Problems of attitudinal learning; attitude formation and transfer.
- (iii) Problems of sojourn adjustment.
- (iv) Problems of readjustment on return.
- (v) Problems at a socio-cultural level.¹

In Brewster Smith's own words:

From its inception only a few years ago, research on cross-cultural education has progressed to a point at which it is possible to ask pertinent questions that are meaningful to the social scientists and relevant to the conduct of exchange programs. Rather than facing a "sea of ignorance," we can now locate on a map the gaps in our knowledge."²

The findings of the present follow-up study indicates that the Department of Education has been able to perform its basic academic and extra-academic functions adequately and successfully. The degree of the value and effectiveness of its training program for the education students may be, to a large extent, judged from the fact that most of A.U.B. alumni attain high professional positions and usually report their general satisfaction with the training and education which they received at their "Alma Mater". It is realized, however, that not only the existing aspects of the program and practices of the Department of Education which alumni looked upon as valuable, need to be retained and strengthened but the findings of the present study are also suggestive of some of new directions into which the Department may move in the future. Programs and practices are never final. They constantly need to be modified, amended and improved to meet the changing and ever shifting demands of the time and the environment. As a matter of fact

¹M. Brewster Smith, "A Perspective for Further Research on Cross-Cultural Education," The Journal of Social Issues, XII (1956), pp. 61 - 62.

²Ibid., p. 65.

every educational program has to be evaluated continuously and "it may be found necessary to reconstruct its original aim as well as the procedure for gaining it. Not only does the environment change as one learns but learning itself does something to the environment."¹

Not only is evaluation desirable in the academic and professional program of the Department but its opportunities for cross-cultural education with all its social and psychological implications make the desirability of some new measures also much more imperative.

... Each campus must develop policies and practices with respect to foreign students based not only on its local insitutional situation but also on a broad knowledge of foreign students programs and of foreign students as socially and psychologically determined individuals who have varying needs.²

A word of caution is in order about the findings presented and the recommendations made in this chapter. In fact, the findings of all such studies should be viewed as tentative and suggestive. W. Warmbrunn writes:

Research in the field of inter-cultural education is in its infancy and concepts and methods are too new to permit us to place too much faith in specific findings. The majority of studies of particular nationality groups are based on small samples and the authors themselves caution the reader against drawing too far-reaching conclusions. On the other hand studies suggest further research needed to verify concepts, methods and findings as inter-cultural education grows to maturity.³

The findings of this study are further limited by the caution required in accepting the views of respondents who may not be representative of the total population. The willingness of the respondents to cooperate in answering the questionnaire may suggest some bias.

¹J.S. Brubacker, Modern Philosophies of Education, (New York, 1950), p. 220.

²Gora Du Bois, Foreign Students and Higher Education in the United States, (Washington 1956), p. 196.

³Werner Warmbrunn, ed., "Research Studies in Inter-Cultural Education," NAFSA Studies and Paers Research Series No. 1, New York, (April, 1960), p. 2.

As a basis for all recommendations that are made below, it is suggested that the Department of Education may take stock of, assess its strengths and weaknesses and may try to reassess the value and effectiveness of some of the prevalent offerings and practices and consequently may provide more adequately for its students and alumni.

The remainder of this chapter consists of a number of recommendations made to the Department of Education, American University of Beirut.

The first important desirable measure that the Department of Education at A.U.B. may need to take is to maintain a closer and continued contact with its students and its graduates. It has been seen that students encounter problems of academic, professional, social and personal nature during their study sojourn. They also face some return adjustment difficulties. Some measures may be taken to help the Education students entering the Department to cope with these intellectual, psychological and social problems involved in higher learning experiences including its cross-cultural aspects. The Department may endeavor to prepare them for their personal and return adjustments.

To ensure better understanding of students' needs, greater degree of adjustment and closer contacts with new students in the Education Department, an orientation program may be started. Such a program need not be exclusively for education students as a general orientation on the University level would equally serve the purpose of education students.

Contacts may also be established with the former as well as new graduates. The Department owes its help and assistance to its

alumni wherever they are and whatever professional responsibilities they are discharging. To ensure their further personal growth and professional development, it is desirable that they may be kept informed about the curricular and co-curricular activities of the Department. The publication and, perhaps, free distribution of a monthly newsletter or magazine by the Department or under the auspices of the Education Society may be recommended. Through the help of this newsletter and other media, information concerning new books, periodicals, reports, research findings, films and film strips and other new developments in the field of education, may be provided. This will be of much benefit to all alumni and particularly to those who are engaged in further research on educational problems.

Refresher courses are also recommended for the alumni. Frequent meetings of educators, administrators, teachers and graduates may be held. Through panel discussions, lectures, talks, seminars and films educational problems might be explored, examined, discussed and solutions sought. Annual "creative learning" conferences of the Department of Education may be a good example to follow.

The Department of Education may also endeavor to promote further research in education by selecting and encouraging intelligent, studious and deserving alumni to do research under the supervision of faculty members of the Department. Some scholarships, stipends, feeships, and other academic and financial assistance may be offered annually to both the deserving students and the alumni.

As far as the academic program, courses and subject-matter taught in the Department of Education are concerned, it is realized that courses

like Teacher Training, Educational Psychology and Philosophy of Education are the three basic courses of the professional training in Education. The nature of the learner, the nature of what is to be learned and the values and philosophy behind the educative process are the basic principles which find their practical application in Teacher Training Program. In fact, the value and importance of Practice Teaching cannot be over-estimated. The Teacher Training program provides the Education students with a first-hand knowledge and opportunity of practical work. A deeper and more extensive study of these basic subjects may be emphasized. The time spent by each student in practice teaching may be increased and adequate arrangements for better and more effective supervision may also be made. The feasibility of having a "laboratory school" within the Department may be explored and favourably considered. It is hoped that such a school will go a long way to meet the students needs and difficulties and as a result, the professional training of the students is likely to be more effective.

Strengthening the present available library facilities particularly of the Education library is another area to which the Department may direct its attention. To provide greater reading facilities, not only the new books and material be made available in large quantity but also the utilization of these facilities is to be made easier and more comfortable. The opening hours of education library may also be extended.

The worthwhileness and utility of extra-curricular activities need not be over-emphasized. As the purpose of education is to develop each student up to his capacity in terms of his interests and potentialities,

extra-curricular activities help in the realization of this purpose. "Clubs are of various kinds, literary, scientific, musical, photography, etc. Not all of these are beneficial always. The University has to subject each club to such searching questions as: What is its aim; does it meet real needs of students; What needs; does it contribute to the welfare of the school, home and community; does it contribute to such educational objectives as health, useful experience and knowledge, citizenship, ethical character, vacation and worthy use of leisure?"¹

In the light of above discussion it is recommended that each club be evaluated, the value of its program be reassessed before any recognition is accorded to it. Activities like Outlook publication, Music Hour, Dramatics and all social functions at West Hall be strengthened and encouraged.

To conclude, the findings of this follow-up study of the alumni may be taken as a humble beginning of research on academic record, personal and back-home adjustments and changes of attitudes. It is hoped that the present study will be a contribution to the growing literature dealing with the higher education and its cross-cultural aspects.

¹G. Katul, Notes on Education. 213.

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APPENDIX A

DATA SHEET - Department of Education Alumni

Name: _____ Nationality: _____
 Home address: _____ family _____
 Religion: _____
 Sex: M F
 Country: _____ Marital status: S M
 Date of birth: _____

Years at A.U.B.		Grade Avg.	Degrees and Diplomas:	Date:	Grade avg:	Age:
Class status:	From: To:					
_____	_____	_____	B.A.	_____	_____	_____
_____	_____	_____	major	_____	_____	_____
_____	_____	_____	Normal D.	_____	_____	_____
_____	_____	_____	M.A.	_____	_____	_____

A.U.B. courses in Education:				Scholarships		
No.	Title:	Credit:	Grade:	Name:	From:	To: Type:
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Boarder
or
Day student

Weighted grade average in education: _____

Title of M.A. thesis: _____

Previous education:
 Admitted to A.U.B. on basis of: _____ A _____

Higher education:	country	No. of years	degree	major
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Teacher training: _____

Previous professional experience:

Position:	Type of institution:	Country:	No. of years:
_____	_____	_____	_____
_____	_____	_____	_____

(See reverse side for special comments) _____

QUESTIONNAIRE FOR A. U. B. ALUMNI

This questionnaire is part of a study of Alumni of the Department of Education, American University of Beirut. Your help is solicited in this study. Would you be good enough to answer each question as completely and frankly as you can. Please be assured that all replies will be treated with strict confidence and no individual will in any way be identified. Your cooperation is greatly appreciated.

1. Please list your professional positions prior to study at A. U. B., if any, and since you left A. U. B. (including periods of unemployment or of further full-time study, if any) . Begin with your first position.

Title of position	Type of Institution	From : Month, year	To : Month, year
.....
.....
.....
.....
.....

2. How would you describe your present position (your title, kind of work you do, professional responsibilities, level, kind of institution, etc.) to a person who is not familiar with your situation?

3. How would you rate the general satisfaction you receive from your present position? Please mark "x".
 Definitely satisfied..... More satisfied than dissatisfied..... More dissatisfied than satisfied..... Definitely dissatisfied.....

4. Why do you feel this way? Please explain.

5. Please mention in order of importance (most important first) two or more things that you value most from all your experiences (academic and extra-curricular) at A. U. B.

1.
2.

6. Please mention in order of importance two or more things that you value most from your study experiences in the Department of Education at A. U. B.

1.
2.

7. What experiences at A. U. B. were from your point of view of little or no value ?

.....

.....

8. What aspects of your study in the Department of Education at A. U. B. were of little or no value ?

.....

.....

9. What were the most serious problems you experienced, if any, in each of the following areas while studying at A. U. B. ?

- ACADEMIC
- PROFESSIONAL TRAINING
- SOCIAL
- PERSONAL
- OTHER

10. All things considered, how would you rate the general value of your education at A. U. B. ?

Almost everything was valuable.....	Most aspects were valuable.....	Some but not most aspects were valuable.....	Few aspects were valuable.....
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11. All things considered, how would you rate the value of your professional training in the Department of Education at A. U. B. ?

Almost everything was valuable.....	Most aspects were valuable.....	Some but not most aspects were valuable.....	Few aspects were valuable.....
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12. What ideas and practices which you learned in education courses at A. U. B. do you consider most important ?

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13. In applying these ideas and practices in your professional work have you experienced any difficulties? Please explain.

.....

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.....

.....

14. Frequently students report that study at a university which is culturally different for them that the experience brings about a number of changes in their attitudes. If you feel that your attitudes have changed as a result of your period of study at A. U. B., would you comment below regarding the nature of the changes in relation to each of the items listed and any others you may wish to add:

ATTITUDES BEFORE STUDYING AT A. U. B.	ATTITUDES AFTER STUDYING AT A. U. B.
a. your role as an educator
b. your country
c. other countries or peoples
d. other (specify).....
e. other (specify).....

15. What problems, if any, have you encountered back home as an A. U. B. graduate?

- PROFESSIONAL
- SOCIAL
- PERSONAL
- OTHER

16. Please indicate below how your period of study at A. U. B. was financed by marking "x" for each source of funds. If there was more than one source please mark "xx" for the one which accounted for more than half of the total cost of your education.

Number of years

- Personal funds
- Family funds
- I. C. A. (Point 4)
- Rockefeller Foundation
- My own government
- Loan from A. U. B.
- Other (Specify)

17. If you received the M. A. degree from A. U. B. has your thesis been useful to you in your professional work in any of the following ways? Please indicate to what extent.

	Useful to a great extent	Useful to some extent	Useful to a small extent	Not useful at all
a. the actual experience of preparing the thesis
b. material for published articles
c. material for public addresses
d. reference for individual colleagues
e. reference for a committee studying a similar problem
f. reference for the Ministry of Education
g. in securing a position
h. other (specify)

18. If you have undertaken further study since your graduation from A. U. B. , would you please indicate where, the field of study dates, and degrees, if any.

Institution	Location	Field of study	Dates	Degree
.....

19. What recommendations would you make to the Department of Education of A. U. B. to strengthen its program for students from your country?

.....

20. In which ways could the Department of Education of A. U. B. be of assistance to you in your professional work at the present time?

.....

PLEASE USE AN ADDITIONAL SHEET OF PAPER FOR OTHER COMMENTS FOR ANY QUESTION IF NECESSARY. THANK YOU FOR YOUR COOPERATION.

Confidential code number for purposes of knowing which alumni have responded:.....

Please mail the completed questionnaire to : Dr. L. P. Cajoleas, Department of Education, American University of Beirut, Beirut, Lebanon

AMERICAN UNIVERSITY OF BEIRUT
Beirut, Lebanese Republic

April 15, 1959

Department of Education

TO: A.U.B. Graduates

Greetings.

The Department of Education at A.U.B. is currently engaged in a study of its program. As a graduate of A.U.B. and the Department of Education, your help is being requested in this study. Although we often have letters from our alumni and members of the faculty are personally aware of the achievements and some of the concerns of many alumni, no systematic follow-up has been undertaken up to the present time.

Your cooperation in this study would be greatly appreciated by all of us here. Your answers to the enclosed questionnaire are kindly solicited. Please feel free to answer each question as fully and frankly as you can. You need not sign the questionnaire unless you want to. Let me assure you that all individual replies will be held in strict confidence.

I hope you will be able to take the time needed to complete the questionnaire and to return it to me. The comments of each graduate are important in helping us evaluate our work and provide for the needs of future students. The enclosed addressed envelope is for your convenience in returning the questionnaire. If you could do so soon, we would be most appreciative of your help.

Sincerely,
Louis P. Cajoleas
Louis P. Cajoleas
Assistant Professor
Department of Education

Enc.