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SOCIAL CLASS AND ETHNICITY  
IN RELATION TO  
ACADEMIC ACHIEVEMENT

by

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SOCIAL CLASS, ETHNICITY AND ACADEMIC ACHIEVEMENT

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## ABSTRACT

This study has two objectives. In the first place it aims to study the relationship of socio-economic status to academic achievement. Secondly, it aims to find whether there are any significant differences between Armenian and non-Armenian students as far as academic achievement (i.e., school grades) and social class are concerned.

Information about the students in the sample was obtained from school records and from a questionnaire given to a group of 308 students of both sexes coming from 10 representative secondary schools in Beirut. All of these students succeeded in the Lebanese Certificate Examinations in June 1962.

On the basis of data thus gathered from the questionnaire, the two ethnic groups - Armenian and non-Armenian students - were compared.

Special tabulations involving income, occupation, education and house type were used to establish the socio-economic status of students in the samples.

The following are the main conclusions of the study:

1. One significant difference in the fathers' occupations of Armenian and non-Armenian students was found: Non-Armenians have fathers in such work as farming, police work and factory work.

2. The study revealed a significant difference in the elementary educational level of Armenian and non-Armenian fathers. A higher percentage of Armenian fathers have had elementary education and a smaller percentage of them have had secondary education.

Taking the Armenian and the non-Armenian groups together, a significant difference was found to exist between the percentage of fathers and mothers in their attaining of some secondary education or completing secondary education. A significantly higher percentage of fathers have had secondary education than mothers.

3. Analysis revealed that a significantly higher percentage of Armenian fathers have their main source of income through "independent business" as compared with non-Armenian fathers.

4. A significantly higher percentage of non-Armenian families depend for their main source of income on "land and real estate" than Armenian families.

5. A significantly higher percentage of Armenian fathers than non-Armenian fathers are "self employed".

6. The per capita income of non-Armenian fathers was significantly higher than that of the Armenian fathers.

7. A significantly higher percentage of Armenian families live in the poorer sections or zones of Beirut.

8. The analysis revealed no relationship between socio-economic status and school grades in the cases of Armenian as well as non-Armenian students.

9. A significantly higher proportion of the non-Armenian students was found to have received grades "70 and above" than Armenian students, but this is probably due to differences in shapes of distributions, since the averages of the two groups do not differ.

10. No significant relationship was found to exist between socio-economic status and in either ethnic group school grades.

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CHAPTER I  
THE PROBLEM OF THE STUDY

A. The purpose of the Study

This study is mainly concerned with exploring the relationship between socio-economic status of selected school students on the one hand, and ethnicity and academic achievement<sup>1</sup> on the other.

a) With regard to the relationship between social class origin and academic achievement, a number of studies conducted in the United States indicate a strong positive relationship between the two. It has been demonstrated that children from higher social classes generally score higher grades than those from lower classes.<sup>2</sup> Table 1 illustrates this based on data from the U.S.

TABLE 1 - Socio-Economic Status and Academic Achievement of Eighth Grade Students in the United States

Social Class	Section "A" (percent)	Section "B" (percent)	Section "C" (percent)
Upper Middle	12	0	0
Lower Middle	12	14	9
Upper Lower	44	36	0
Lower Lower	32	50	91
TOTAL	100	100	100

<sup>1</sup>The term "academic achievement" is used to refer to school grades which were the only measure of academic achievement employed in this study.

<sup>2</sup>Hollingshead, August B. Elmstown's Youth, Science Editions Inc. New York 1961 pp. 174-75.

<sup>3</sup>Warner, W. Lloyd, Who shall be Educated? New York 1944 pp. 75-82.

Another study is reported by Hollingshead, where a school superintendent analyzed student grades in relation to social class. Table 2 shows the findings.

TABLE 2 - Distribution of Grades in Relation to Social Class<sup>1</sup>

Social Class	50-59	70-84	85-100
I & II	00.0	48.6	51.4
III	1.3	63.2	35.5
IV	12.4	69.2	18.4
V	25.0	66.7	8.3
Total	9.9	66.3	23.8

More than half of the students coming from the upper two social classes (I and II) received grades in the 85-100 category, while only 8 per cent of the students from class V received grades in this category. Such data warrant the conclusion that, on the average, the higher a student's social class background, the better his chances are to receive high grades.

In the light of the above, the question arises as to whether or not similar findings would occur in Lebanon.

b) The other dimension of this study deals with ethnicity as related to academic achievement. Due to the fact that minority groups tend to maintain their own separate status, the question arises as to what relationship exists between ethnicity and academic achievement. This study will attempt to deal with the question in relation to Lebanese Arabs as compared with Lebanese Armenians in selected schools in Beirut.

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<sup>1</sup>Hollingshead, August B - op.cit., p. 172.

A few Arab educators have concerned themselves with the question of relationship between social class and education. Fuad Khuri<sup>1</sup> wrote a Master's thesis on the effect of the social position of a child's family on the type and level of education he achieves. His thesis examined this relationship in Lebanon as represented in Cedartown. The present study differs from that of Khuri's both in purpose and in method. Khuri's study tackles the problem from the point of view of social forces that prompt a child to go or not to go to school. The present study however, attempts to show the relationship of socio-economic status to the academic achievement of children who are already enrolled in schools.

As for the method, Fuad Khuri relied on the members of the Cedartown community themselves in ranking one another on the social ladder. He used Warner's Method of Matched Agreement system of classification<sup>2</sup>, the (E.P.), whereby information on individuals is collected through interviews with judges, clergymen, people of various occupations. In the present study the writer uses Warner's Index of Status Characteristics system of classification, (I.S.C.), in which data were collected from the students to determine their socio-economic background.

W. Lloyd Warner, in his book titled "Social Class in America"<sup>3</sup> suggests two ways for investigating and measuring social status.

- a) Evaluated Participation Method (E.P.)
- b) Index of Status Characteristics Method (I.S.C.)

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<sup>1</sup> Khuri Fuad - Education as a function of Social Stratification in Cedartown - A Master's thesis, Department of Education, AUB, 1960.

<sup>2</sup> Warner, Lloyd W. - opacit. p. 37

<sup>3</sup> Warner, Lloyd W. Social Class in America, Harper Torchbooks, New York 1960.

The method of Evaluated Participation, (E.P.), is based on the propositions that those who interact in the social system of a community, evaluate the participation of those around them; that the place where an individual participates is evaluated, and that the members of the community are explicitly or implicitly aware of the ranking and translate their evaluations of such social participation into socio-economic status ratings that can be communicated to the investigator.<sup>1</sup>

In the E.P. method therefore, the field man uses his interviewing skill to elicit the necessary information. The social position of an individual is established from a number of interviews with knowledgeable people. Then, the investigator determines class position of the families on the basis of general agreement among those interviewed. Those interviewed could be doctors, clergymen, established residents in the town and a series of associates which have high, average and low reputations. Having collected the necessary information about the individuals in the study, the investigator finally places each individual and his family on a status scale.

The Index of Status Characteristics (I.S.C.) as a measurement of socio-economic status is based on two propositions:<sup>2</sup>

- a) that economic and other prestige factors are highly important and closely correlated with social class.
- b) that these social and economic factors, such as talent, income and money, if their potentialities for rank are to be realized, must be translated into socio-economic status behaviour acceptable to the members of any given social level of the community.

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<sup>1</sup>Warner, Lloyd W. - Social Class in America, p. 35.

<sup>2</sup>Ibid., p. 39.

The original Index of Socio-Economic Status of Warner, using the I.S.C. method, combined six status characteristics - occupation, amount of income, source of income, education, house type and dwelling area. The writer adopts the Index of Status Characteristics method but introduces some modifications on the weights to be accorded for each of these characteristics. These modifications will be explained in Chapter II.

B. The Meaning of the Term "Socio-Economic Status"

Some people, when they first come across the idea of social class differences, tend to deny that such differences exist in Lebanon, because they feel that such an idea is "undemocratic." Yet, whether in a democratic country or a dictatorial one, differences in social status do exist. All of us refer to these differences frequently whether implicitly or explicitly. Any one of us can refer to his own community to recognize at once that there are certain people in it who are considered "the best families" and others who are the "pillars of the community." Whatever the terms used in a particular group, such expressions refer clearly to a social organization characterized by different levels of rank and prestige.

To repeat, all modern societies, whether they are democratic, autocratic or totalitarian, have social classes. In the study of the physical structure of higher animals we see that they must have certain organs to survive. Similarly, in the study of the social structures of the "higher", more complex societies, we must have rank orders to perform certain functions necessary for group survival.<sup>1</sup>

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<sup>1</sup> Havinghurst & Neugarten, Society and Education - Boston, Allyn and Bacon Inc., 1957 p. 11

The term used in this study, however, is not "social class" but "socio-economic status." The first term is more subjective in nature, and in the absence of national scales of social classes for Beirut or Lebanon it would be most difficult to adopt it in this study. Thus, instead, the term "socio-economic status" is adopted and it stands here to represent a composite scale of various social properties.

C. How to Determine the Socio-economic Status of an Individual?

In obtaining an Index of Status Characteristics for any given individual in a community, the method more frequently adopted is to obtain ratings for him on each of the following status characteristics - occupation, source and amount of income, house type and dwelling area and education - which comprise the index.<sup>1</sup> These ratings are then subdivided into seven to ten ranks depending upon the size of the community and the existing occupational groups in the area. Several studies have concentrated on occupational classification as one of the most important indexes for social classification.

Alba M. Edward<sup>2</sup> has done extensive studies on the classification of occupations in various communities in the United States. He categorized occupations into nine groups such as:

- 1) Proprietors, managers and officials (except farmers).
- 2) Clerical, sales, and kindred workers.
- 3) Craftsmen, foremen and kindred workers.
- 4) Operative and kindred workers.
- 5) Domestic service workers - those individuals performing personal services in private homes.
- 6) Protective service workers - protecting life and property.

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<sup>1</sup> Warner, Lloyd W. - Social Class in America, p. 129

<sup>2</sup> Edwards, Alba M. - Alphabetical Index of Occupations and Industries, Bureau of the Census, U.S. Dept. of Commerce, Washington D.C. 1940.

- 7) Service workers (except domestic and protective) - engaged in cleaning and janitor services.
- 8) Farm laborers and foremen - hired workers.
- 9) Laborers, except farm - engaged in manual work where usually strength of muscle is required.

In the present study, after the questionnaire results on occupations were examined by the writer, it was felt that some modifications are desirable in the above categories. In certain cases it seemed advisable to subdivide some of the occupational groups, and in other cases it seemed desirable to combine certain categories. In making these changes, the primary criteria were the level of skill that a job required and secondly, the prestige value attached to a job. In determining both aspects the writer depended on his own knowledge of the Lebanese society. These modifications will be discussed in more detail in Chapter II.

#### D. Academic Achievement as Another Variable in the Study

Academic achievement of students in this study are assessed on the basis of the students' school grades which show the yearly final average prior to their participation in the Government Certificate examinations. The writer is aware of the fact that schools have different grading systems and thus a similar grade received by two students coming from different schools does not necessarily mean that both students are equal in their academic achievements. Yet, in the opinion of the writer, this drawback is leveled off due to the comparative nature of the study; i.e. this drawback is not significant since both Armenian and Non-Armenian students are equally affected by the grading system adopted in various schools.

#### E. Delimitations

The writer had originally planned to take as the index of academic achievement the scores of the students in the



Government Elementary Certificate examinations. Yet, in spite of repeated attempts the Ministry of Education refused to supply the grades obtained in the examinations. Therefore, the writer depended entirely upon the school grades received by the students in the study. Also the writer would have liked to administer an I.Q. test to the members of the study group to control the intelligence variable. In so doing, the factor of intelligence would have been minimized. Unfortunately, no I.Q. tests were available for the present research.

It should be stressed then that generalizations from the findings and interpretations set forth in this thesis should be made with a clear understanding of the nature of the uncontrolled factors in the variables under consideration. As it is apparent from its title, the present study is concerned specifically with socio-economic status and ethnicity in relation to academic achievement. This thesis is not concerned with discovering whether various other factors are associated with academic achievement. This would be possible only when intelligence and aptitude are controlled and where a uniform system of grading is adopted.

CHAPTER II  
METHODOLOGY AND FIELD PROCEDURES

This chapter is intended primarily to describe the writer's approach in selecting the schools and collecting data for the study.

A. Sources of Data:

To furnish the material for the study five Lebanese Armenian and Five Lebanese Arab schools in Beirut were selected. In making such selections, special care was taken to select them as representative of the socio-economic levels of the Beirut population as possible. To insure representation the following points were considered:

1. The location of the school. In his survey, Churchill<sup>1</sup> initially divided Beirut into 13 zones. Later he discovered that distribution of income in various census districts was much more even than was generally assumed. Therefore, he combined several districts having similar income distributions into single zone. Taking Churchill's zones as a basis, the writer divided Beirut into five zones as follows:

- a. Sections of Beirut containing the highest socio-economic communities such as Sanaya, Raousheh and Naccache.
- b. Sections of Beirut containing a population of a fairly high socio-economic level such as Jean d'Arc, Sioufi, Clemenceau and Manara.

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<sup>1</sup> Churchill, Charles - The City of Beirut - a socio-economic survey, The American University of Beirut, Lebanon 1954.

- c. Sections of Beirut containing mostly the middle class people of average socio-economic level such as Ashrafieh, Tarik Al-Jadid, main sectors of Basta and Furn-El-Shubbak.
- d. Sections of Beirut containing mostly the Lower-Middle or Upper-Lower class people such as Sin-El-Fil, Nahr, Dora and old Basta.
- e. The poorest sections of Beirut with very low socio-economic level such as Carantina and poorer sections of Shiyyah.

Table 3, shows, under the heading of "location", that one or more schools representing each of the five zones into which Beirut is subdivided was selected. For example, there are two schools - the National Protestant College and the Armenian Evangelical College - as representatives of the Sanaya zone. Similarly, two other schools - Al-Najah School and Evangelical High School - represent the districts which are considered to be the poorest sections of Beirut with very low socio-economic levels.

Churchill's study on Beirut excluded Bourj-Hammoud and Furn-El-Shubbak. In the present classification the writer included these two areas because since 1954 both Bourj-Hammoud and Furn-El-Shubbak have become amalgamated with Beirut, although politically still outside the city limits.

2. Type of School. Schools in Lebanon are of two kinds private and public. Private schools are of three major types: a) foreign, missionary b) private denominational, and c) private non-denominational.

In the sample of the study all types of schools were represented (see Table 3). Foreign missionary schools were left

out because most of these schools (specially those of French type) do not enforce the Lebanese educational program and therefore, do not prepare their students for the government certificate examinations. However, schools that have French as their second language and those that have English as their second language were equally represented.

Confessional affiliations were taken into consideration as well. The schools in the study include Moslem students as well as Christian students.

3. Schools that are mixed and schools that are only for either boys or girls. The study covered an equal number of schools for either boys or girls alone and others for boys and girls. The Armenian school corresponding the Ahlieh Secondary School for Girls is Armenian Evangelical College, which is a mixed school. The main objective in the selection of schools was to have Armenian and non-Armenian schools that are located in the same area or zone of Beirut. This was thought to be necessary because the writer is inclined to believe that the location of the school does have a bearing on the socio-economic status of its students.

4. Schools with two ethnic groups of students. Since the present study is to measure socio-economic characteristics of Armenian and Non-Armenian students as related to achievement in Certificate examinations, five schools of each type were selected.

Although the location of each selected school was carefully considered because it was believed to have bearing on the socio-economic standing of its students, in a few cases it was realized that there were exception to this. The Armenian Evangelical College, which is located in Sanaya had 127 students out of 554 total coming from Nahr and Dora sections.

Information received from the principals of the ten schools in the study revealed that schools which were located in areas that contained the highest and above average population of socio-economic levels, had from 15-20 per cent of their students from the poorer sections of Beirut. The opposite was never true; that is to say no student who lived in an area which contained the highest socio-economic population, studied in a school that was located in the poorer zones of Beirut.

### B. The Questionnaire

In administering the questionnaire<sup>1</sup> the writer received the cooperation of school principals, teachers and students. Certain difficulties were not altogether non-existent. A few principals were reluctant to permit the administering of the questionnaires for fear that the study might reveal the academic incompatibility of the school. One particular school principal refused to cooperate because he did not believe in this "American non sense" way of conducting studies which would lead to no result except disturbance in classrooms.

One other difficulty was that certain schools which were willing to cooperate, did not have satisfactory school records on their students. Only three Armenian and two non-Armenian schools from among all the schools selected possessed a complete record of grades and offered all the information needed on their students.

The questionnaire included thirty-nine items. The first thirty seven were factual in nature, asking for the candidate's study and leisure habits, likes and dislikes, residential area, home conditions, educational level of father and mother, source and amount of income, type of father's occupation etc. The last two questions were open ended calling for expression of opinion.

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<sup>1</sup>A copy of the questionnaire is found in Appendix "A".

The questionnaires were administered during the academic year 1963-64, which means that most of those students who took the Government Certificate examinations in June 1962 were in secondary II class and few were repeating class I.

Before administering the questionnaires, the writer obtained a list of the students who in June 1962 had taken the Government Certificate examinations and succeeded and were still in the same school continuing their studies. Few students who had taken the examinations in June 1962 had either changed the school or gone to work. Students of this category were dropped from the list because it was not possible to get the correct information as to their whereabouts.

The writer himself administered all the questionnaires to the sample of students obtained from the ten schools in the study. Appointments were made to visit the various classes and to avoid confusion a copy of the questionnaire was handed to each student found in the class-room. Later on the writer discarded the responses for the Government Certificate examinations in June 1962.

The questionnaire was so designed as to make it as easy as possible for the student to place check marks in front of each item.

Another problem for every researcher using questionnaires is to insure that the respondent gives free and frank answers. In the present questionnaire there are very few, if any, items which are likely to cause a respondent to hesitate at answering honestly. In addition, assurance was given to the students that their answers to the questionnaire would be kept strictly confidential, and that their names would in no case be connected with their answers. It was hoped that this would induce the students to give candid answers.

TABLE 3 - Selected Schools - The Type, Location, Total Number of Students Interviewed and Total Number of Respondents

Name of Schools	Location	School Level	Type	Total No of Students	Sample	Percent- age of Total	Respond- ants	Percent- age of Sample	
Non-Armenian Schools									
1. Ahlieh Secondary School	Wadi Abu Jamil	Secondary	Private Girls	486	23	4.7	17	74.1	
2. National Protes. College	Sanaya	Secondary	Private Boys	387	60	15.5	53	88.3	
3. Thanawiya Rawda	Verdum	Secondary	Private	475	28	5.9	23	82.1	
4. Al-Adab School	Bourj-El Barajneh	Secondary	Public Co-ed	623	43	7.0	40	93.1	
5. Al-Najah School	Hourj-El Barajneh (Megheriyé)	Intermed.	Public Co-ed	330	34	10.3	26	76.4	
Armenian Schools									
1. Arm. Evang. College	Sanaya	Secondary	Private Co-ed	532	36	6.8	32	88.8	
2. Central High School	Ashrafiéh	Secondary	Private Co-ed	346	18	5.2	11	66.1	
3. Nazarian School	Sin-El-Fil	Elementary	Private Co-ed	324	62	19.1	52	83.8	
4. St. Nishan School	Maurice Bares	Intermed.	Private Co-ed	364	42	11.5	38	90.4	
5. Evang. High School Nor Marash	Burj-Hammud	Secondary	Private Co-ed	532	21	4.0	16	76.2	
TOTAL				4399	367	8.4	308	84.0	

The data in Table 3 show us two factors worthy of analysis.

- 1) the unequal number of students who received copies of the questionnaire in each of the ten schools. (the sample).

The writer administered the questionnaires to each student found in each of the classrooms visited. After collecting the responses the writer discarded the responses of students who were not on the list of those who had sat for the Government Certificate Examinations in June 1962. This explains the variation in the size of the sample of students in various schools. Another factor contributing to this was that in some schools there were more than one section for the Certificate class, and more number of candidates for the government examinations.

- 2) The more or less equal distribution of actual respondents in relation to location of schools contained a population of the highest and lowest economic levels.

44.4 per cent of the respondents were in schools that were located in the highest socio-economic levels of population.<sup>1</sup> This fact levels off the uneven number of representation of students from each of the 10 schools because from the point of view of location of schools and the relation socio-economic level of the school population, the distribution is almost fifty-fifty.

An encouraging fact in Table 3 is that the percentage of respondents to the sample is quite high. It is only in one school that only 66.1 per cent of the students in that particular school responded. In the case of the remaining schools the responses were much higher. This could be due to the fact that the writer himself administered the questionnaires.

### C. School Records

One of the three variables this study is concerned with

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<sup>1</sup> Ahlieh College 4.7 per cent, National Protestant College 15.5 per cent, Armenian Evangelical College 6.8 per cent and Nazarian School Thanawiya Rawda 5.9 per cent & St. Nishan School 11.5 per cent.



is the school grades of the sample of students in the study. All the ten schools did not have uniform school grades to offer. In one particular school, each teacher had graded the students in his course according to a different scale or system, and it was very difficult for the principal of the school to unite the scales under one system. For the sake of uniformity and clarity, the writer converted all the various grades received from different schools into percentage scales.

For example, in certain schools grades were issued on the basis of 1-20; twenty being the highest mark and 12 being the passing mark. In another school followed the "A", "B", "C", "D", "E", "F" system in which D was the passing mark.

Since most schools followed the 100% system of grading, the writer equated all systems to the "100" points system.<sup>1</sup>

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<sup>1</sup> a) 20 point system

19 - 20  
17 - 18  
15 - 16  
13 - 14  
11 - 12  
9 - 10  
7 - 8  
5 - 6  
3 - 4  
1 - 2  
0

100 point system

100  
90  
80  
70  
60  
50  
40  
30  
20  
10  
0

b) A, B, C etc. system

A  
B  
C  
D  
E  
F

100 point system

90 - 100  
80 - 89  
70 - 79  
60 - 69  
50 - 59  
below 50

#### D. The Certificate Degree

Since this study deals with students who have succeeded in the Government Certificate examinations, a very brief account on the examination and its syllabus is helpful.

The Lebanese educational program includes five years of study at the elementary level and seven years of study at the secondary level. At the completion of the fifth year, students are required to sit for Government examinations, and those who succeed receive the "Certificate". On the completion of the seventh year of study at the secondary level, the students who succeed in the Government examinations, receive the "Baccalaureate".

For the Certificate examinations all subject matter is taught in Arabic. In addition, the candidates are examined in one of the two languages - English or French - as a second language. Anglo-Saxon schools offer English as the second language and French schools offer the French language.

The grading of the examinations is on a cumulative basis. The candidates should collect one hundred points out of two hundred as a minimum for passing. A student receiving less than 10 points in any of the subjects in the syllabus, has all his exam forfeited. Students are given two chances per academic year to sit for the examinations; one in late May or early June and a second chance in September. A student may try for the same examination on four consecutive times.

Table 4 gives a brief description of the syllabus of the Certificate examination. The writer believes that it is important to include the syllabus in here to show its rigidity. Pupils of various ethnic backgrounds and whose mother language is not the Arabic are all required to take the same curricula if they intend to sit for the Certificate examinations.

TABLE 4 - Syllabus of the Certificate Examinations  
(Distribution of Course-Hours per Week)

<u>Name of Course</u>	<u>Hours Per-Week</u>
Religion	1
Civics	1
Arabic language Reading	2
Arabic language Grammar and Dictation	2
Arabic language Composition and Penmanship	2
Arithmetic	5
History and Geography	2
Music	1
Drawing and Handwork	2
Sciences and Hygiene	2
Athletics	2
Foreign Language (French or English) - Reading, Grammar, Dictation, Composition, Penmanship	<u>5</u>
TOTAL	27

E. Writer's Methodology in determining the Socio-economic Status of the Students.

Alba M Edward's classifications of occupations were referred to in Chapter I, and some of the modifications made by the writer were mentioned. It is appropriate at this point to explain the greatest modification made from Edward's classification, which was in the treatment of professionals and proprietors.

At times some professionals and proprietors were equated in status and at other times both professionals and proprietors were subdivided. In the category of two groups of "large proprietors" and "small proprietors" the income indicated was used as the basis of deciding whether to put a proprietor under

"large" or "small" category. Proprietors with an income of L.L.20,000 or more per year were called "large proprietors".

Another important modification made was in the classification of professional people. In the opinion of the writer, professional men tend to rank in the Lebanese community above office managers and employees of varying ranks, thus they were placed on a higher category. Whether a professional man was given a rating of "I" or "II" on the occupational scale depended primarily on the amount of training he needed for his particular profession. For example, a medical doctor was given a rating of one and a college teacher a rating of two because a medical doctor spends more time in specializing for his profession.

Further, some modifications were made with regard to the ratings of bank or office clerks and white color workers. Edward's classification gave equal rating for these two types of occupations. The writer regrouped the clerks and the white color workers on the basis of level of skill, prestige and income attached to a particular job. The income factor was given the least weight, in the determination of the ratings because in the opinion of the writer prestige of an occupation is valued more than the amount of income secured in an occupation, in Lebanon.

Assigning people to levels "IV" and "V" were rather easy and more direct. All occupations which required skilled technicians were given a rating of "IV" and those which required semi-skilled technicians were grouped as rate "V" such as barbers, butchers etc.

Table 5 gives the occupational scale adopted by the writer showing the kind of occupations which were included under each of the seven levels.

TABLE 5 - Author's Scale for Rating Occupation

Rating Assigned to Occupation	Occupations <sup>1</sup>	Appropriate Income in L.L. per year
"I"	Medical doctor, engineer, pharmacist, dentist, president of a college, director of a firm or company, large land owner (mallak)	20,000 or more
"II"	factory manager, smaller land owner (mallak), college teacher, factory owner, high officials of banks & foreign or local companies	16,000 - 20,000
"III"	Whole sale dealers in iron goods, small merchants, shop dealers (radio, toys, nouveaute, sweets), money changers and clery-men.	13,000 - 16,000
"IV"	electrical and mechanical technicians, goldsmith, building technician, leather technician, school teacher (secondary and primary).	8,000 - 13,000
"V"	barber, shoemaker, blacksmith, butcher, driver, tailor, cook, baker, plasterer, carpenter, ironer.	5,000 - 8,000
"VI"	farmer, police force, soldier and gendarme.	3,000 - 5,000
"VII"	factory worker, laborer, scrub-woman	Less than 3,000

<sup>1</sup>When several people in the family were working, a rating was assigned on the basis of the occupation of the head of the family, usually the father.

CHAPTER III  
FIELD ANALYSIS

A. Differences in Occupational Pursuits

The purpose of this chapter is to present the data, collected in the study, to analyze and interpret the findings. In all cases the collected information has been tabulated and tested statistically for significance. In most cases attempts have been made to interpret the findings in relation to the three variables this study is concerned with: socio-economic status, ethnicity and academic achievement. Attempts have also been made to put forward possible reasons for the existence of a significant degree of relationship, or for its absence.

Table 6 gives the responses of the students in connection with their fathers' occupations. It should be pointed out that many people living in Beirut have more than one job; far more than is usual in most cities. For example, the tinker-plumber-electrician-plasterer service man is a combination which joins the skills of what would be decidedly separate occupations in many cities. These kind of cases were grouped under "unskilled labor" category.

TABLE 6 - Occupation of the Father of Student Respondents  
Armenian and Non-Armenian

Rating of Occupation	Number in Armenian Schools	Percent	Number in Non-Arm. Schools	Percent	Total	Percent
I	21	14.3	16	10.1	37	12.1
II	16	10.8	28	17.7	44	14.4
III	32	21.9	24	15.2	56	18.4
IV	17	11.6	19	12.0	36	11.8
V	34	23.1	20	12.6	54	17.7
VI	18	12.2	25	15.9	43	14.1
VII	9	6.2	26	16.5	35	11.5
TOTAL	147	100.00	158	100.00	305	100.00

Chi-square analysis of this table shows that there is only one significant difference<sup>1</sup> in fathers' occupations of Armenian and Non-Armenian students. On the lower levels of the scale 32.4 per cent of the fathers of non-Armenian students as compared with only 18.4 per cent of the fathers of Armenian students have occupational ratings of VI and VII. (Police force, army, farming and unskilled factory labor).

Since 3.84 is required for significance at the 5 per cent level and the calculated number is 5.266, which is greater than 3.84 therefore there is a significant difference between the percentages of Armenian and non-Armenian occupational category VI and VII. This is just in accordance with the writer's previous statements made on the basis of percentage differences.

The significance already pointed, may be encountered for more than one reason:

a) The writer believes that the ethnic character of Armenians would be the cause for this difference, that is culturally, Armenians seek mostly professions that are independent. The more educated ones go into occupations that fall under ratings I, II and III, and the less educated ones or those that do not have any education at all go into unskilled occupations of rating V.

This fact is further evidenced in Table 9, where it is seen that 61.7 per cent of the Armenian families in comparison

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<sup>1</sup>In this study, the term a "significant difference" or "a significantly higher percentage" refers to a difference which yields a chi square value which is significant at the .05 level. In a 2 x 2 table, this requires equal value of 3.84 or more for chi square.

with 38.4 per cent of non-Armenian families have their source of income from "father's independent business." As a group they represent marginal occupations which very often are such small operations that western entrepreneurs of similar class status would be appalled. A small grocery store, for example, might have a stock not worth more than one thousand Lebanese Pounds. It would consist of items turning over rapidly such as cigarettes, some canned food and vegetables. Or a shoemaker and repair man may have a shop two meters by five meters in which he operates by daily purchases of leather.

b) One other reason could be due to the statistical data itself. By this is meant, the population studied in the writer's research is about 50 per cent Armenian and 50 per cent non-Armenian. The Armenians do not indeed form or represent half of the population of Beirut. Therefore, the difference between skilled and non-skilled in categories VI & VII can be accounted for this variation or disproportion between the population as a whole.

c) Also, another cause for this difference could be related to the data found in Table 9, where "sources of family income" are shown. The Armenians, by the very fact that they are recent settlers in Lebanon, are not land owners, while the non-Armenians are. Therefore, the Armenians, not being land owners seek to earn their living from certain skills they adopt, while the non-Armenians due to their land ownership, tend to stay on their land and live on it, thus creating a difference in skill possession.

#### B. Differences in Educational Attainment

In Warner's original Index of Status Characteristic, education was used in addition to the four factors already



discussed. In the revision of the Index of Status Characteristics Warner eliminated the factor of education, since in his studies of later years that factor proved unnecessary, because this information was more difficult to obtain.<sup>1</sup> However, for this study the writer believes that the factor of education is very important in Lebanon from the point of view of social prestige as well as a means for securing better jobs.

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<sup>1</sup>Warner, Lloyd W. - Social Class in America, page 154.

TABLE 7 -

Level of Education Attained by  
Fathers of Respondents  
 (Armenian and Non-Armenian by Sex)

Education Level	Armenian Schools			Total No	Total Percent.	Non-Armenian Schools			Total No	Total Percent.		
	Boys	% Girls	%			Boys	% Girls	%				
None	5	7.8	8	13	8.7	16	18.6	5	21	13.2	34	11.1
Some Elem. Ed.	18	28.1	23	41	27.5	14	16.3	15	29	18.2	70	22.6
Completed El. Ed.	16	25.0	28	44	29.5	18	20.9	14	32	20.1	76	24.8
Some Secondary Ed.	10	15.6	14	24	16.1	21	24.4	16	37	23.3	61	19.0
Completed Sec. Ed.	6	9.4	5	11	7.4	9	10.4	12	21	13.2	32	10.4
Some College Ed.	2	3.2	6	8	5.4	3	3.5	4	7	4.4	15	4.9
Completed College	7	10.9	1	8	5.4	4	4.7	6	10	6.3	18	5.9
No Answer	-	--	-	-	--	1	1.2	1	2	1.3	2	0.6
TOTAL	64	100.0	85	149	100.0	86	100.0	73	159	100.0	308	100.0

Table 7 shows that 33.7 per cent of the fathers of all students had no education at all or some elementary education, while 10.8 per cent of them had either some college education or completed college education.

The greatest bulk of fathers of Armenian students' had "some elementary education" or "completed elementary education" while fathers of non-Armenian students in most cases completed "some secondary education" or "completed secondary education".

Both the observed data and the calculations of the chi-square test show a significant difference in the Elementary educational level of Armenian and non-Armenian fathers. The fact that a significantly greater percentage of Armenian fathers have elementary education and a smaller percentage of them have secondary education than non-Armenian fathers could be explained as follows: In Beirut there are a good number of Armenian Primary schools which are either free or with very little tuition fees. So most parents received at least an elementary education when they were in school age. Whereas there are only a few Armenian Secondary schools in Beirut and their tuition fees are quite high. Many parents cannot afford to meet tuition expenses so they encourage their children to follow vocations.

Table 8 provides further evidence as to educational back ground of student respondents by giving the level of education attained by mothers.



that in the non-Armenian schools. The study included 158 girls of which 85 were Armenians and 73 were non-Armenians. Also in Table 7 we find that out of 149 Armenian students in the study 85 were girls, whereas in non-Armenian students, out of a total of 159 only 73 were girls. Therefore, as far as the data of the present study is concerned, 27.6 per cent of the study group constituted the Armenian girls and 23.7 per cent the non-Armenian girls.

Comparison of Tables 7 and 8 shows that a significantly higher percentage of fathers (36.5 per cent) than mothers (21.2 per cent) have had either some secondary education or completed secondary education. The same ratio of difference exists in their attaining of some elementary education.

This means that the cultural belief in the greater utility of educating men rather than women is still prevalent in Lebanon.

### C. Differences in Income

It is generally easier to determine the source of income than the amount of income, since the former requires less detailed and exact information. People in general are more willing to disclose the source of income rather than the amount of income. And so, it is often possible to get a more accurate information about the amount of income, when the source of income is known. Moreover, the source of income can generally be known from the type of work, or if the individual does not work, only a little effort is required to disclose how his income is obtained and approximately how much.

The students were asked to check one of five items to the question - "For Whom does your Father Work?". If a student indicated that his father received income from more than one

source, the chief source of income as judged by the writer was tabulated in the study.

To make the source of income more specific and clear, an additional question was asked - "What is the main source of family income?". These two questions were thought to be necessary because some individuals might have inherited wealth and may not even have worked at all. In such cases the question "What is the main source of family income?" would reveal the answer.

TABLE 9 - Sources of Family Income of Student Respondents  
(Armenian and Non-Armenian)

Main Source of Family Income	Armenian	Percent	Non-Armenian	Percent	Total	Percent
Father's Salary	41	17.5	72	45.3	113	36.6
Father's independent business	92	61.7	61	38.4	153	49.5
Land or real estate	6	4.2	23	14.4	29½	9.4
Other	3	2.1	1	0.6	4	1.7
No Answer	7	4.5	2	1.2	9	2.8
TOTAL	149	100	159	100	308	100

Table 9 shows that almost half (49.5 per cent) of the family income of all students in the study comes through "Father's independent business".

A significantly higher percentage of Armenian fathers (61.7 per cent) have their main source of income through independent business as compared with non-Armenian fathers (38.4 per cent).

Churchill's study of Source of Income shows that 32.8 per cent of the families depend on "Land or real estate"<sup>1</sup> compared with 9.4 per cent in the present study. Table 9 shows

<sup>1</sup> Churchill, Charles, op.cit., page 57 Table 116.

also a significantly higher percentage of non-Armenian families (14.5 per cent) which depend for their main source of income on "Land or real estate", while more than three times fewer Armenian families (4.2 per cent) depend on land or real estate. On the other hand more of the non-Armenian families (45.3 per cent) than Armenian families (27.5 per cent) derive their main source of income from salary. Non-Armenians thus seem to be dependent mostly on salary and land and a real estate while Armenians depend mainly on business. This is corroborated in Table 10.

TABLE 10 -                    Students Responses to the Question  
"For Whom Does Your Father Work?"

	Armenian (number)	(percent)	Non-Armenian (number)	(percent)	Total	Percent
Self employed	98	65.8	84	52.8	182	59.1
Works for the Government	6	4.2	33	20.8	39	12.7
Works for foreign Institutions	9	6.0	7	4.4	16	5.2
Works for local private company	26	17.3	32	20.2	58	18.8
Other	3	2.1	1	0.6	4	1.3
No Answer	7	4.6	2	1.2	9	2.9
TOTAL	149	100.00	159	100.00	308	100.00

More than half of either group of fathers of students are self-employed; that is to say they have their own private businesses. The Armenian fathers are significantly higher in their occupational category of "self-employed" than the non-Armenian fathers. These figures seems to agree with the findings for this significant difference difference is that non-Armenian fathers depend more on salary as the main source of income than Armenian fathers because many more non-Armenians (20.8 per cent) work for the government than Armenians (4.2 per cent).





of the total number of the students came from homes where the family made a maximum of L.L.8,000 per year or L.L.667 per month.

Comparing the Armenian with non-Armenian it is seen that a significantly higher percentage (13.1 per cent) of the non-Armenian fathers and only 4.1 per cent of Armenian fathers make L.L.20,000 and more per year. The per capita income of the Armenian fathers was L.L.6,144.- per year whereas that of the non-Armenians L.L.9,066.- per year.

#### D. Place and Type of Residence

The fourth characteristic used in the determination of socio-economic status was the dwelling area. A city like Beirut has divided itself into a group of ecological areas which are considered to have unequal prestige and unequal value, both socially and economically. The type of a house or residence corresponds more or less to the area on which it is built. With this in mind, the writer has combined these two factors (type of house and area of residence) together. The value of a particular house is dependent not only on the house itself, but also on its location in the community. This becomes more apparent as one notices the differences in appearance between different sections of Beirut city.

Warner found out that individuals with the same social status in the U.S. tend to concentrate in the same area; and members of different geographical distributions in the community.<sup>1</sup> As a citizen of Lebanon, living in Beirut for many years, the writer assumed that the same is more or less true for Beirut. In the Eastern sections of Beirut such as Carantina, Nahr, Sin-El-Fil, etc. a high percentage of the inhabitants are found to

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<sup>1</sup>Warner, Lloyd W. - Op.cit., page 151.

belong to the same socio-economic status. The same is true with regards to sections of Rauche, Hamra, Kantari etc. In these sectors people who belong to a particular socio-economic standing live together.

1. Place of Residence:

In attempting to define the many areas and then group them into five main zones, the criterion used was their desirability as a "place to live". The writer used his own judgment here. In the process of ranking, it became apparent that some of these areas or zones though separated geographically, were socially equivalent as judged by general reputation and social status of individuals living there. For example, most of the area in the suburbs of Beirut - Ashrafieh, Hadeth, Hazmieh - were grouped as upper middle class neighborhoods, and while they were separately defined, they had similar characteristics and similar evaluations as the next lower zone in the order of ranks, such as Antilias, Shiyyah, Mazra'a etc. As it is to be expected, the areas at the two extremes of the scale were most clearly defined and easiest to rank.

On the basis of the above, the writer arbitrarily divided Beirut into five zones in the following way:

Zone I - containing the highest socio-economic level: Rauche, Jean d'Arch, Hamra, Sanaya, Naccache and Sioufi.

Zone II - containing a population of fairly high socio-economic level: Ashrafieh (Eastern section), Antilias (newer quarters), Hadath, Mazra', Furn-El-Shubbak, Hazmieh.

Zone III - section of Beirut containing mostly middle class people; with average socio-economic level: Ashrafieh, Zoukak-El-Blat, Basta (on the main street), Tarik-El-Jadid, Ja'tawi, Mar-Mikhael.

Zone IV - section of Beirut containing people of rather low socio-economic level: Bourj-Hamoud, Khandak-El-Ghamik, Dora, Basta (poorer sections), Sin-El-Fil.

Zone V - section of Beirut containing people with low and very low socio-economic level: Carantina, Nahra Sin-El-Fil (poorer sections) Khandak-El-Ghamik (poorer section).

On the basis of the above classification Table 12 shows the responses of the students in the study:

TABLE 12 - Place of Residence of Armenian and non-Armenian Students Distributed in Residential Areas of Beirut

Zones	Armenian (number) (percent)		Non-Armenian (number) (percent)		Total	Percent
I	11	7.4	15	9.5	26	8.4
II	16	10.7	23	14.5	39	12.7
III	6	4.1	18	11.2	24	7.8
IV	42	28.1	25	15.7	67	21.7
V	74	49.7	78	49.1	152	49.4
No Answer	--	--	--	--	--	--
TOTAL	149	100.00	159	100.00	308	100.00

Table 12 shows that almost half (49.4 per cent) of the students in the study come from the poorest sections of Beirut. Around one-fifth of the students (21.1 per cent) come from Zones I and II. This means that the study group is composed of twice as many students coming from the poorest zone (V) than students coming from the upper two (I and II) combined

There is a significantly higher percentage of Armenian families (77.8 per cent) than non-Armenian families (64.8 per cent) who live in poorer zones of Beirut.

## 2. Type of Residence

This factor was rated on the basis of thirteen questions. The rating on house condition included such factors as:

- 1) whether the house is owned or rented
- 2) number of bedrooms
- 3) whether the student has a private bedroom
- 4) whether the family has a car
- 5) whether the family has more than one car
- 6) whether the family has a special driver
- 7) whether the family has a refrigerator
- 8) whether the family has a television set
- 9) whether the family has a telephone at home
- 10) whether the family has more than one telephone at home
- 11) whether the residential building has a lift
- 12) whether the family has a full-time maid in the house
- 13) whether the family has a part-time maid in the house

As it is evident from the thirteen questions above, "House Type" was taken in its larger or more general meaning. While there was some variation in the number of rooms in a house, it was felt that some distinction could be made for the number of bedrooms and the private ownership of house. Someone having a rented house with three bedrooms was equated with someone that has two bedrooms, but owned the house. In this case, one condition was that both houses are located in the same zone area.

While the same general techniques for classifying houses were used as had been used earlier in Jonesville,<sup>1</sup> houses were given primarily specific rating for size and condition because

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<sup>1</sup>Warner, Lloyd W. - op.cit., p. 149.

those were most objective and easiest to judge. Therefore, these were taken as basic criteria, though other factors were considered secondarily.

As in the case of occupational ratings into several categories, houses which had six or more bedrooms and most of its factors concerned were considered best houses. Type Four was considered as the average house in the community and Type Seven as the very poor house. Once the three main house-types were categorized as Type One signifying the Excellent houses, Type Four the Average houses and Type Seven the very poor houses, the type of residences were divided into seven categories as shown in Table 14.

1) Excellent house - Huge houses with six or more bedrooms, usually single-family dwellings as villas, having more than one car, plus a family driver and two or more maids at home, a telephone in each bedroom. (Category I in Table 14).

2) Very Good House - Houses which do not exactly measure up to the first category primarily in terms of size. This type of house would have four to five bedrooms, a family car and perhaps a family driver as well, more than one telephone in the house, and one or more full time maid at home. (Category II in Table 14).

3) Good House - This type would include houses that have three to four bedrooms, a telephone at home, a car and perhaps a full time maid or servant. (Category III in Table 14).

4) Average House - An average apartment with two to three bedrooms, a telephone with the central switch board and a gateman, a television set, not necessarily having hot-running water. May possess a car and perhaps a part-time maid. (Category IV in Table 14.)

5) Fair House - This type may have most of the factors mentioned in Type Four, but not as good and elaborate. When this factor is matched or measured with dwelling area, then the difference in scores becomes apparent. (Category V in Table 14.)

6) Poor House - This type has no lift, generally no car, no maid (part-time or full-time), no telephone but it would possibly have a radio, television set and a refrigerator. The possibility of buying home furnitures, television sets and refrigerators and washing machines on installment basis has tempted many people living in "poor houses" to get these sets. It is interesting to see the television aerials on the roof-tops of poor houses in various sections of Beirut. Most of the houses in this category would be run-down but not deteriorated sufficiently that they can not be repaired. (Category VI in Table 14).

7) Very Poor House - Houses in this type are generally unhealthy and even unsafe to live in. Such houses would be barracks or shacks in an over-crowded localities. May possess a radio and perhaps a refrigerator. (Category VII in Table 14).

It is necessary to emphasize again that in ranking appartments the total size of the structure alone was given less importance than the over-all general facilities that make life easy and comfortable such as a telephone, a lift, a car, a refrigerator, a washing machine, a maid etc.

TABLE 13 - House Type of Respondents' Family  
A composite Table of 12 Factors

House Type	Armenian (number)	(percent)	Non-Armenian (number)	(percent)	Total	Percent
Whether the house is:						
a) owned	44	29.5	62	39.0	106	34.2
b) rented	105	70.5	97	61.0	202	65.8
no answer	--	--	--	--	--	--
Whether the student has a private bedroom						
a) yes	27	18.2	41	25.8	68	22.0
b) no	110	73.9	118	74.2	228	74.0
no answer	12	7.9	--	--	12	4.0
Whether the family has a car:						
a) yes	46	30.9	69	43.4	115	37.2
b) no	102	68.4	90	56.6	192	62.5
no answer	1	0.7	--	--	1	0.3
Whether the family has more than one car						
a) yes	9	6.1	18	11.3	27	8.7
b) no	125	83.9	136	85.5	261	88.7
no answer	15	10.0	5	3.2	20	6.6
Whether the family has a special driver						
a) yes	1	0.7	10	6.3	11	3.5
b) no	134	90.0	143	90.0	277	90.0
no answer	14	9.3	6	3.7	20	6.5
Whether the family has a refrigerator						
a) yes	134	89.9	144	90.6	278	90.2
b) no	14	9.4	15	9.4	29	9.4
no answer	1	0.7	--	--	1	--
Whether the family has a television set						
a) yes	42	28.9	85	53.4	127	41.2
b) no	107	71.1	74	46.6	181	58.8
no answer	--	--	--	--	--	--

House Type	Armenian		Non-Armenian		Total Percent	
	(number)	(percent)	(number)	(percent)		
Whether the family has a telephone at home						
a) yes	30	20.2	50	31.4	80	25.8
b) no	119	79.8	109	68.6	228	74.2
no answer	--	--	--	--	--	--
Whether the family has more than one telephone						
a) yes	3	2.1	7	4.4	10	3.3
b) no	135	90.7	149	93.4	284	92.0
no answer	11	7.2	3	2.2	14	4.7
Whether the residential building has a lift						
a) yes	25	16.9	28	17.6	53	17.3
b) no	113	75.9	129	81.9	242	78.9
no answer	11	7.2	3	0.5	13	3.8
Whether the family has a full-time maid						
a) yes	3	2.1	24	15.1	27	8.6
b) no	135	90.7	133	84.3	268	87.5
no answer	11	7.2	2	0.6	13	3.9
Whether the family has a part-time maid						
a) yes	38	25.5	49	30.8	87	28.2
b) no	100	67.2	98	61.6	198	64.4
no answer	11	7.3	12	7.6	23	7.4

Table 13 was re-arranged and the various responses were combined to produce a unitary scale. On the basis of this the respondents were classified by type of house as illustrated in Table 14.



TABLE 14 - House Type Rating of Armenian and non-Armenian Students in Each Type

House Type	Armenian (number) (percent)		Non-Armenian (number) (percent)		Total	Percent
Excellent - I	3	2.1	1	0.1	4	1.3
Very Good - II	5	3.3	3	1.8	8	2.6
Good - III	18	12.1	16	10.1	34	11.0
Average - IV	46	30.8	35	22.1	81	26.3
Fair - V	41	27.5	52	32.8	93	30.2
Poor - VI	25	16.8	37	23.2	62	20.2
Very Poor - VII	11	7.4	15	9.4	26	8.4
TOTAL	149	100.0	159	100.0	308	100.0

Comparing tables 8, 9, 11 and 14 with regard to ratings of Armenian and non-Armenians on the four status scales (occupation, education, income and house-type) the house-type factor seems to reflect no differentiation. This would mean that in case of any significant differences in academic achievement between the two ethnic groups, this difference would be due to the remaining three variables namely occupation, income, and education and not to house-type.

Also, the percentage of those living in "Excellent", "Very Good" and "Good" houses (14.9 per cent) when compared with that of occupational rating "I" (12.1 per cent) in Table 5 - medical doctors, engineers, presidents or general managers of business firms etc. - there appears to be a close similarity. This means that those who have the highest occupational ratings dwell in houses that are comfortable and large sized houses.

#### E. Socio-Economic Status - A Unitary Scale

In Chapter I the definition and the importance of Index of Status Characteristics were discussed in detail. At this point the writer will attempt to write the findings on occupation,

source of income, education dwelling area and house type and produce a single Index of Status Characteristics.

In the previous pages, when collecting the necessary information for the families of the students in the study, each of the four characteristics - occupation, education, source of income, house type and dwelling area - was given a numerical rating from 1 to 7 depending upon its relative position in the classification. If the data for two of the four characteristics were lacking, no Index was attempted. That is to say, when the items of the questionnaire on any two factors out of the four required to determine the socio-economic status of a student were not answered to the respondent, the writer disqualified him from the study. This step was felt to be necessary because without the full informations on the four factors of occupation, education, income and house-type, the socio-economic status of students could not be worked out.

Warner suggests three separate steps for obtaining an Index of Status Characteristics:<sup>1</sup>

- 1) Making the primary ratings on the status characteristics which are to comprise the Index - usually occupation, source of income, house type and dwelling area.
- 2) Securing a weighted total of these ratings.
- 3) Conversion of this weighted total into a form indicating social-class equivalence.

In determining the socio-economic status of students, the writer adopted the same steps, but made certain changes and modifications. The ratings on the separate status characteristics are combined into a single numerical index by assigning to each one a weight,

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<sup>1</sup>Warner, Lloyd W. - op.cit., page 121

and securing a weighted total of the separate ratings.<sup>1</sup> The weights that Warner gives are based on evidence from the Jonesville study to secure the maximum degree of social-class prediction. The writer believes that the same weights should not necessarily be used here, since Beirut is not Jonesville. Thus, the following weights for the four ratings on the status characteristics are adopted:

TABLE 15 -                    Weights for Computation of I.S.C.

Status Characteristic	Numerical Weights of Warner	Numerical Weights of the writer
Occupation	4	4
Source and amount of income	3	5
Education	-	3
House Type	3	3) combined with
Dwelling Area	2	) dwelling area

In Table 15 weights given for occupation were the same as Warner's. There is though a difference of 2 points for weights given for source and amount of income. The writer gave 5 points instead of 3 for income because income is a very important prestige factor in Beirut.

To get as accurate an information on income as possible, the writer had three different questions on income, so that the responses on those three questions would give a clearer and more exact information on income. (See Tables 9 and 11).

Table 15 shows one other area where the writer made some modification, and that is in regard to House Type and Dwelling area. Warner has these two factors listed separately with a total weight of 5; whereas the writer has House Type and Dwelling Area combined with a total weight of 3. As mentioned earlier

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<sup>1</sup> Warner, Lloyd W. - op.cit., page 122.

Beirut is divided into ecological areas which have unequal prestige and unequal value both socially and economically. In general the house type corresponds more or less to the dwelling area in which it is built. With this in mind, the writer combined those two factors giving them a weight of 3 in comparison to 5 given by Warner. For the last several years Lebanon in general and Beirut in particular has been passing through a period of horizontal mobility whereby some quarters that were considered "poor" are having modern housing projects and people are moving from so called "good" quarters into those new apartments. Sin-El-Fil and Dicwani which were considered as poorer sections of Beirut only a couple of years ago, today have modern buildings and people of upper socio-economic status are moving into those areas. Having these residential movements and changes in mind, the writer decided to give a lesser weight for house type and dwelling area.

The final step in the determination of the Index of Status Characteristic is the conversion of the weighted total into a form indicating socio-economic status.

The ratings were made on seven scales as described in the preceding pages. Number 1 refers to the top category of each characteristic, 2 the next highest etc. Therefore, persons of high status have low numerical scores. The four ratings were then totaled, after assigning to each a weight that expressed the importance of that particular characteristic in socio-economic status prediction.

This means that if the ratings for any individual were all ones (the highest), he would get a 15 (the highest rating on the socio-economic scale). If the ratings were all sevens (the lowest), he would get 105 (the lowest rating on the socio-economic scale.) The following table shows this more clearly:

TABLE 16 - Highest and Lowest Rating Products

Status Characteristic	Highest Rating	Product	Lowest Rating	Product
Occupation	1 x 4	4	7 x 4	28
Education	1 x 3	3	7 x 3	21
Income (source & amount)	1 x 5	5	7 x 5	35
Type and place of Dwelling	1 x 3	3	7 x 3	21
TOTAL		15		105

A sample calculation for any one individual's conversion of the weighted total into socio-economic status equivalence is as follows:

Status Characteristic	Rating	Weight	Product
Occupation	5	4	20
Education	4	3	12
Source and amount of income	5	5	25
Type and place of dwelling	6	3	18
		TOTAL	75

If the data for any one of the four ratings were not available, the writer calculated the "Weighted total" of individuals by increasing the respective weights of the ratings mentioned. This increase in weight was done on the basis of the importance which the writer attached to the concerned thesis.

On the basis of this, when an occupation was not indicated, the scores of each of the three factors increased in the following proportions: the 4 points of the missing occupation were added to the source of income and house type with a point for each, and two points were given to the source of income. More points

were added to the source of income rather than the other two because when an important factor is missing, the factor most affected would be the one that has the higher weights; in this particular case it would be the source of income. Similarly, when the source of income would be missing, the factor that gets more points will be that of education.

Table 17 illustrates the foregoing discussion showing the weights adopted if and when any of the factors is not reported:

TABLE 17 - Weights for Computation  
of  
Index of Status Characteristics

Status Characteristics	Weights to be used if all ratings are available	Occupation missing	Education missing	Source and amount of income missing	Type and place of dwelling missing
Occupation	4	-	5	7	5
Education	3	4	-	4	4
Source and amount of income	5	7	6	-	6
Type and place of dwelling	3	4	4	4	-
TOTAL	15	15	15	15	15

The assumption in Table 17 is that an Index based upon any three of the four characteristics, while not quite as satisfactory as one based upon all four characteristics, is still a fairly good one.

Since the aim was to estimate the social background of students, a further step was necessary to change the weighted totals to social status indexes. To do this, the writer selected as a starting point the dividing points for class status adopted

for Jonesville. Table 18 presents the conversion data developed for the present study, based on Jonesville.<sup>1</sup>

TABLE 18 -                      Position of Student Respondents  
On the Index of Status Characteristics

Weighted Social Status total of Equivalents Ratings		Armenian (number)	(percent)	Non-Armenian (number)	(percent)	Total	Percent
15 - 28	Upper-Upper	8	5.5	17	10.9	25	8.5
29 - 45	Upper-Middle	17	11.9	35	22.5	52	17.5
46 - 60	Lower-Middle	48	33.8	41	26.5	89	29.9
61 - 75	Upper-Lower	57	40.2	48	30.9	105	35.4
76 and more	Lower-Lower	12	8.6	14	9.1	26	8.7
	TOTAL	142	100.0	155	100.0	297	100.0

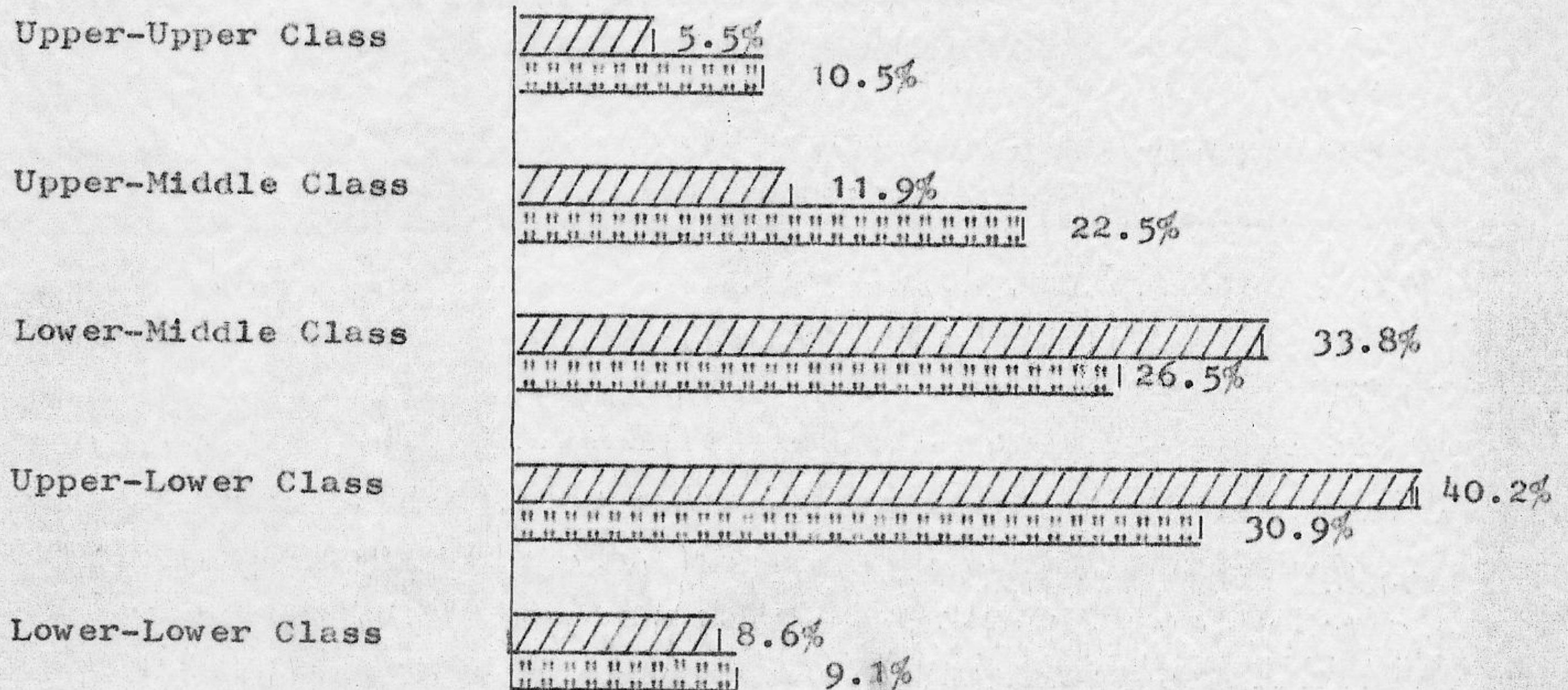
Taking all the study population together, Table 18 shows that a little less than twice as many students come from the Upper-Lower and Lower-Lower (44.1 per cent) social status than those of Upper-Upper and Upper-Middle (26.0 per cent) social status.

It was found to exist a significant difference in the percentage of Armenian students (11.9 per cent) and non-Armenian students (22.5 per cent) in the Upper-Middle group of social status.

Following is a graphic picture of Table 18 on position of Armenian and non-Armenian respondents on the Index of Status Characteristic, to give a more vivid picture of the percentages of each on the social scale.

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<sup>1</sup>Warner, Lloyd W. - Social Class in America, page 127, Table 6



Class distribution among the non-Armenian students seem to be more uniform than that of the Armenian students. In the latter group the Upper-Lower class has some 3.5 times more students than the Upper-Middle Class, which means that a greater bulk of Armenian students fall in the lower socio-economic bracket as compared with non-Armenian group.

F. Comparison of Data on Socio-Economic Status and School Grades

As one of the aims of the study is to compare Socio-Economic status and school grades, Table 19 gives the school grades of Armenian and non-Armenian students which were received in the year they participated in the Lebanese Certificate examinations.



TABLE 19 - Distribution of School Grades of Armenian and Non-Armenian Students

Grade	Armenian		Non-Armenian		Total	Percent
	(number)	(percent)	(number)	(percent)		
60 and below	10	7.1	7	4.5	17	5.7
60 - 69	62	43.6	47	30.4	109	36.6
70 - 79	51	35.9	73	47.1	124	41.8
80 - 89	18	12.6	25	16.1	43	14.5
90 and above	1	0.8	3	1.9	4	1.4
TOTAL	142	100.0	155	100.0	297	100.0

From Table 19 we gather that a large percentage (78.4 per cent) of the students have received school grades that are either "average" or "fair". 5.7 per cent of the total number of students have received failing school grades, and yet they passed in the Government Certificate examinations. This rather small ratio of "failures" show that the students in the study were academically qualified or good students, since the average ratio of success in Government Certificate examinations runs between 35-40 per cent. However, there is a significantly higher percentage of Armenian students (50.7 per cent) who have received grades "69 and below" than non-Armenian students (34.9 per cent). In Table 20 the Social background of students is shown in relation to School Grades.

TABLE 20 - Socio-economic Background and School Grades

Social Status	Below 60 (%)	60-69 (%)	70-79 (%)	80-89 (%)	90&+ (%)	Tot.	Per.					
Upper-Upper	4	20	8	7.7	8	6.4	5	11.4	-	-	25	8.5
Upper-Middle	6	30	20	19.1	13	10.4	13	29.5	-	-	52	17.5
Lower-Middle	1	5	24	23.1	49	39.2	13	29.6	2	50	89	29.9
Upper-Lower	5	25	43	41.4	45	36.0	11	25.0	1	25	105	35.4
Lower-Lower	4	20	9	8.7	10	8.0	2	4.5	1	25	26	8.7
TOTAL	20	100	104	100	125	100	44	100	4	100	297	100

Referring to the table of Chi-Square<sup>1</sup> the number required for significance at 16 degrees of freedom and 5 per cent level is 26.296. The calculated number chi-square is 23.45. Therefore, the Null-hypothesis is accepted. That is no dependence or relationship between socio-economic status and academic achievement has been shown to exist.

G. The Two Ethnic Groups Compared With Regard to Grades and Social Background

The writer shall breakdown table 20 into Armenian and non-Armenian students to compare the grades achieved by each group, keeping socio-economic background constant. The chi-square technique ( $x^2$ ) will again be used here to test the significance between socio-economic status and academic achievement for each group separately. Taking the Armenian group first, Table 21 shows the relationship.

TABLE 21 - Socio-economic Status and Distribution of Grades of Armenian Students

		Below 60	60-69	70-79	80-89	90 & above
Upper-Upper	8	2	2	3	1	-
Upper-Middle	17	4	7	4	2	-
Lower-Middle	48	3	21	19	5	-
Upper-Lower	57	1	26	23	6	1
Lower-Lower	12	-	6	2	4	-
TOTAL	142	10	62	51	18	1

Applying chi-square to the data of Table 21 it will be seen that the number required for significance at 16 degrees of

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<sup>1</sup> Ferguson George A. Statistical Analysis of Psychology and Education, McGraw-Hill Book Company, Inc., New York, 1959. page 309.

freedom and 5 per cent level is 26.296. The calculated number  $x^2 = 22.76$  is less than that required for significance, namely, 26.296. Therefore the Null-Hypothesis is accepted, that is, no dependence or relationship between socio-economic status and academic achievement in the case of the Armenian students has been shown to exist.

Applying the same procedure in the non-Armenian group we start first with Table 22 relating socio-economic background and grades.

TABLE 22 - Socio-Economic Status and Distribution of Grades of Non-Armenian Students

		Below 60	60-69	70-79	80-89	90 & above
Upper-Upper	17	1	4	9	3	-
Upper-Middle	35	3	8	18	6	-
Lower-Middle	41	-	12	23	4	2
Upper-Lower	48	1	14	21	12	-
Lower-Lower	14	2	9	2	-	1
	<u>155</u>	<u>7</u>	<u>47</u>	<u>73</u>	<u>25</u>	<u>3</u>
TOTAL	155	7	47	73	25	3

Again reference will be made to the table of Chi-Square. The number required for significance at 16 degrees of freedom and 5 per cent level is 26.296. The calculated number  $x^2 = 24.33$  is less than that required for significance, namely, 26.296. Therefore, the Null-hypothesis is accepted, that is, again in the case of non-Armenians no dependence or relationship between socio-economic status and academic achievement has been shown to exist.

CHAPTER IV  
SUMMARY AND CONCLUSION

In the preceding chapters the writer defined the problem of the study, explained the methodology and the field research followed in this thesis. The data used to test the relationship between socio-economic status, ethnicity and school academic grades were assembled from a group of 308 students of both sexes coming from 10 secondary schools in Beirut. All of these students sat for the Lebanese Certificate Examinations in June 1962 and succeeded. Copies of the questionnaires were distributed to 367 students in all. 42 students did not respond and another 17 handed in incomplete answers which were discarded in the analysis.

The procedure used in this study enabled the writer to place each student's family in one of five socio-economic levels. These five groups differed in occupation, education, income, and house-type.

Once the families were placed in their appropriate socio-economic positions, the writer was able to turn to the crucial question of the study: Is there a relationship between socio-economic status and the school grades of a student, and to what extent is a student's ethnic background related to his achievement?

To answer this question, the writer used Chi-square tests to measure the significances of observed differences in percentages.

Main Findings:

To obtain an Index of Status Characteristics for the students in the study, ratings for each student were determined

on the basis of this following status characteristics - fathers occupation, parents' education, source and amount of families income, house type and dwelling area - which comprise the index. The writer will take each of these factors separately and state the main findings.

a) Occupation: The only significant difference in the fathers' occupations of Armenian and non-Armenian students was found in the occupational ratings of VI and VII (farmer, police force, soldier, factory worker, scrub-woman etc.). More of the non-Armenian fathers had occupations of ratings VI and VII than Armenian fathers.

b) Education: The educational levels of both fathers and mothers of the students in the study were categorized as shown in Tables 7 and 8. As far as the education of fathers was concerned, a significant difference in the elementary educational level of Armenian and non-Armenian fathers have had elementary education and a smaller percentage of them have had secondary education.

In comparing the educational levels of fathers with that of mothers, three significant differences were found to exist: A significantly higher percentage of Armenian fathers than mothers have had "none" or "some" elementary education. Also, a significantly higher percentage of Armenian fathers than mothers have had "some college" education or have "completed college".

As for the non-Armenians, the situation is reversed; that is to say, a significantly higher percentage of mothers than of fathers have had no education at all.

Taking the Armenian and the non-Armenian groups together, a significant difference was detected between the percentages of fathers and mothers in their attaining of some secondary education or completing secondary education. A significantly higher percentage of fathers have had secondary education than mothers.

c) Income: The students in the study were required to state the source of income of their fathers. Analysis revealed that a significantly higher percentage of Armenian fathers had their main source of income through "independent business" as compared with non-Armenian fathers. This is at least partly due to the fact that, at present in Lebanon, many more non-Armenians hold government positions. It was also shown that a significantly higher percentage of non-Armenian families than Armenian families depended for their main source of income on "land and real estate".

As for the nature of employment of fathers of students in the study, a significantly higher percentage of Armenian fathers were "self-employed" than the non-Armenian fathers. Therefore, a greater number of non-Armenian fathers depended upon salary as their main source of income than Armenian fathers.

Comparing the reported amount of income earned by the fathers of the two ethnic groups, a significantly higher percentage of the non-Armenian fathers than Armenian fathers had incomes above L.L.20,000 per year. In other words, the per capital income of non-Armenian fathers turned to be higher than that of the Armenian fathers.

d) Place and Type of Residence: The study revealed that a significantly higher percentage of Armenian families lived in the poorer sections or zones of Beirut. As for the type of residence, no significant difference was found to exist between the Armenian and the non-Armenian families in the study.

In comparing the socio-economic status and the school grades of the Armenian and the non-Armenian students, the study revealed the following main findings:

1. It was found that the differences in the grades obtained by students who belonged to the socio-economic class I and II cross-compared, were non-significant. Similarly, grades of students in the IV and V socio-economic class when matched with classes I and II lumped together, yielded non-significant differences. This indicates that socio-economic factors may have no bearing upon the academic achievement or the school grades of students covered in the present study. On the other hand, the level of school grades obtained by the students of the socio-economic class IV is significantly below those grades obtained by students who belonged to classes I, II and III. This difference, at its face value, seems to suggest that class IV students are lower in school achievement. However, an analysis of the grades in the brackets of "80-89" and "90" or above indicates a different interpretation. One-fourth of the students in the study who have received "90" and above grades came from class IV. From these observations the conclusion that class position is not necessarily related to school grades is confirmed.

2. In order to test the relationship which exists between the socio-economic status and school grades for the Armenian and the non-Armenian students separately, the writer again employed the chi-square technique. The analysis revealed no relationship between socio-economic status and school grades in the cases of both types of students.

3. One other main concern of this research was to find whether ethnicity had any bearing upon school grades. While there was no significant mean difference between the grades of Armenian and non-Armenian students, a significantly higher proportion of the non-Armenian students was found to have received grades in the "70 and above" category than Armenian students. This can only be accounted for by skewness in the distributions of grades received by Armenian and non-Armenian students. This being the

case, the evidence is very weak for any difference worth discussion between Armenian and non-Armenian students with respect to their school grades.

4. Finally, the relationship between socio-economic status and school grades of the sample group as a whole was investigated. The chi-square test showed no such relationship. So far then as the four factors of occupation, education, income and house type are concerned in the determination of the socio-economic status of a student, no relationship has been shown to exist between a student's socio-economic status and his school grades, be he an Armenian or a non-Armenian.



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## QUESTIONNAIRE<sup>1</sup>

### Instructions for Answering

There are 2 types of items in the questionnaire:

1. Multiple-choice items
2. Fill-in-blank items

For each multiple-choice item, please put a check mark ( ) in the space of your choice answer.

In blank items simply write your answers in the blanks.

If you do not understand an item, or if you have any doubt about its meaning, please raise your hand and the one who is administering the questionnaire will try to help you. Do not hurry in writing - you will be given ample time to answer all the questions. Try to answer as many as you honestly can.

1. Name \_\_\_\_\_

2. Sex: boy \_\_\_\_\_ or girl \_\_\_\_\_

3. Age: \_\_\_\_\_

4. What class are you in? \_\_\_\_\_

5. What is your religion?

- \_\_\_\_\_ Sunni Muslim
- \_\_\_\_\_ Shiite Muslim
- \_\_\_\_\_ Druze
- \_\_\_\_\_ Greek Orthodox
- \_\_\_\_\_ Maronite
- \_\_\_\_\_ Catholic
- \_\_\_\_\_ Protestant
- \_\_\_\_\_ Armenian Orthodox
- \_\_\_\_\_ Armenian Protestant
- \_\_\_\_\_ Armenian Catholic

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<sup>1</sup>The students in the study were given the Arabic translation of this questionnaire. This was felt to be necessary to ensure better and more accurate response.

6. Where were you born? (name of place) \_\_\_\_\_
7. Where do you live now? (name of place) \_\_\_\_\_
8. What language do you usually speak at home? \_\_\_\_\_
9. How many times a month, on the average, do you go  
\_\_\_\_\_ to movies  
\_\_\_\_\_ to sports events  
\_\_\_\_\_ to parties with friends.
10. When you go to movies, what films do you prefer?  
\_\_\_\_\_ English  
\_\_\_\_\_ Arabic  
\_\_\_\_\_ French
11. Do your parents own the house you live in?  
\_\_\_\_\_ yes  
\_\_\_\_\_ no
12. How many bedrooms do you have in your house? \_\_\_\_\_
13. Do you have private room for yourself?  
\_\_\_\_\_ yes  
\_\_\_\_\_ no
14. Does your family have a private car?  
\_\_\_\_\_ yes  
\_\_\_\_\_ no
15. Does your family have more than one private car?  
\_\_\_\_\_ yes  
\_\_\_\_\_ no
16. Does your family have a private driver?  
\_\_\_\_\_ yes  
\_\_\_\_\_ no
17. Do you have a refrigerator at home?  
\_\_\_\_\_ yes  
\_\_\_\_\_ no
18. Do you have a television set at home?  
\_\_\_\_\_ yes  
\_\_\_\_\_ no
19. Do you have a telephone at home?  
\_\_\_\_\_ yes  
\_\_\_\_\_ no

20. Do you have more than one telephone at home?

\_\_\_\_\_ yes

\_\_\_\_\_ no

21. Does your residential building have a lift?

\_\_\_\_\_ yes

\_\_\_\_\_ no

22. Does your family have a full-time maid at home?

\_\_\_\_\_ yes

\_\_\_\_\_ no

23. Does your family have a part-time maid at home?

\_\_\_\_\_ yes

\_\_\_\_\_ no

24. Did you repeat any class any year?

\_\_\_\_\_ yes

\_\_\_\_\_ no

25. While in Certificate class, how many hours per day, on an average, did you spend for home work and preparation?

\_\_\_\_\_ hours per day.

26. How many brothers and sisters do you have? (Do not count yourself)

\_\_\_\_\_ brothers

\_\_\_\_\_ sisters

27. Which lesson do you like most? \_\_\_\_\_

28. Which lesson do you like least? \_\_\_\_\_

29. How much pocket money do you get from your parents each week?

\_\_\_\_\_ Lebanese Pound

30. Do you think that the amount of pocket money you receive is:

\_\_\_\_\_ very much

\_\_\_\_\_ enough

\_\_\_\_\_ very little

31. How much education did your father have? (check one of them)

- did not go to school
- had some elementary education
- completed elementary education
- had some secondary education
- completed secondary education
- had some college education
- completed college or university

32. What does your father do? What is his present occupation?

\_\_\_\_\_

33. How much do you think is your father's income per-year?

- less than 3,000 L.L.
- 3,000 - 5,000 L.L.
- 5,000 - 8,000 L.L.
- 8,000 - 13,000 L.L.
- 13,000 - 16,000 L.L.
- 16,000 - 20,000 L.L.
- more than 20,000 L.L.

34. For whom does your father work?

- self employed
- works for government
- works for foreign institutions
- works for local private company

35. What is the main source of family income?

- father's salary
- father's independent business
- land or real estate

36. How much education did your mother have?

- did not go to school
- had some elementary education
- completed elementary education
- had some secondary education
- completed secondary education
- had some college education
- completed college or university

37. Does your mother work to earn money?

\_\_\_\_\_ yes

\_\_\_\_\_ no

38. When you go home after school is over, which of the following statements below describe best your feelings when you are there?

\_\_\_\_\_ I feel glad to be back home

\_\_\_\_\_ I don't feel as happy because life at home is very different from the school

\_\_\_\_\_ I have no particular feeling

39. What profession or future vocation you intend to follow?

\_\_\_\_\_

## اسئلة

أكثر الاجوبة لا تحتاج الى كتابة طوية ، وفي أكثر الاسئلة تقدر ان تدل على الجواب بأن تضع علامة (✓) على الخط بجانب الكلمة التي تراها مناسبة للسؤال . اذا وجدت أية صعوبة ارفع يدك فنحن نأتي لمساعدتك . لا تستعجل عندك وقت لانها هذه الاسئلة . جرب أن لا تترك أي سؤال بدون جواب .

- ١ - ما اسمك؟ \_\_\_\_\_
- ٢ - هل أنت صبي \_\_\_\_\_ أو بنت \_\_\_\_\_
- ٣ - كم عمرك؟ \_\_\_\_\_
- ٤ - في أي صف أنت؟ \_\_\_\_\_
- ٥ - ما مذهبك؟ (ضع علامة بجانب واحدة)

- \_\_\_\_\_ مسلم سني  
\_\_\_\_\_ مسلم شيعي  
\_\_\_\_\_ درزي  
\_\_\_\_\_ روم ارثوذكس  
\_\_\_\_\_ ماروني  
\_\_\_\_\_ كاثوليكي  
\_\_\_\_\_ بروتستانت  
\_\_\_\_\_ أرمن ارثوذكس  
\_\_\_\_\_ أرمن بروتستانت  
\_\_\_\_\_ أرمن كاثوليك

- ٦ - أين ولدت؟ (اسم المكان) \_\_\_\_\_
- ٧ - أين تسكن الآن؟ (اسم المكان) \_\_\_\_\_
- ٨ - أية لغة تتكلمونها في البيت أكثر من أية لغة أخرى؟ \_\_\_\_\_

٩ - بمعدل كم مرة في الشهر تذهب الى

- ا . السينما \_\_\_\_\_  
ب . مباريات رياضية \_\_\_\_\_  
ج . حفلات اجتماعية مع الاصدقاء \_\_\_\_\_

١٠ - عندما تذهب الى السينما أي الافلام تفضل (ضع علامة بجانب واحدة)

- \_\_\_\_\_ الانكليزية  
\_\_\_\_\_ العربية  
\_\_\_\_\_ الافرنسية

١١ - هل البيت الذي تسكنون فيه ملك لوالديك؟ نعم \_\_\_\_\_  
لا \_\_\_\_\_

١٢ - كم غرفة نوم عندكم في البيت؟ \_\_\_\_\_

١٣ - هل لك غرفة نوم خاصة في البيت؟ \_\_\_\_\_  
\_\_\_\_\_

١٤ - هل عندكم سيارة خاصة؟ نعم \_\_\_\_\_  
لا \_\_\_\_\_

١٥ - هل عندكم اكثر من سيارة خاصة واحدة؟ نعم \_\_\_\_\_  
لا \_\_\_\_\_

١٦ - هل عندكم سائق خاص لسيارتكم؟ نعم \_\_\_\_\_  
لا \_\_\_\_\_

١٧ - هل عندكم براد في البيت؟ نعم \_\_\_\_\_  
لا \_\_\_\_\_

١٨ - هل عندكم تلفزيون في البيت؟ نعم \_\_\_\_\_  
لا \_\_\_\_\_

١٩ - هل عندكم الفون في البيت؟ نعم \_\_\_\_\_  
لا \_\_\_\_\_



- ٢٠ - هل عندكم اكثر من تلفون واحد في البيت ؟ \_\_\_\_\_ نعم  
\_\_\_\_\_ لا
- ٢١ - هل عندكم مصعد (اسانسير) كهربائي في عمارتكم ؟ \_\_\_\_\_ نعم  
\_\_\_\_\_ لا
- ٢٢ - هل عندكم خادمة تشتغل في البيت متسكن معكم ؟ \_\_\_\_\_ نعم  
\_\_\_\_\_ لا
- ٢٣ - هل تستخدمون خادمة بعض الوقت في السبوع لتساعدكم في اعمال البيت ؟  
\_\_\_\_\_ نعم  
\_\_\_\_\_ لا
- ٢٤ - هل بقيت سنتين في صف واحد ؟ \_\_\_\_\_ نعم  
\_\_\_\_\_ لا
- ٢٥ - عندما كنت في صف الشهادة الابتدائية (السرتفيكا) ، كم ساعة في اليوم  
كنت تصرف تقريبا ، في تحضير دروسك ووظائفك البيتية ؟ \_\_\_\_\_ ساعة
- ٢٦ - كم أخ وكم أخت لك ؟ \_\_\_\_\_ أخ  
\_\_\_\_\_ أخت
- ٢٧ - أي درس من دروسك تحبه أكثر من الكل ؟ \_\_\_\_\_
- ٢٨ - أي درس من دروسك تحبه أقل من الكل ؟ \_\_\_\_\_
- ٢٩ - كم ليرة يعطيك أهلك مصروف جيبي في الاسبوع ؟ \_\_\_\_\_ ليرات لبنانية
- ٣٠ - هل تظن أن مصروف الجيب الذي تأخذه هو  
\_\_\_\_\_ كثير جدا  
\_\_\_\_\_ كاف  
\_\_\_\_\_ قليل جدا

٣١ - ما درجة العلوم التي تعلمها أبوك ؟ ( ضع علامة بجانب واحدة )

- \_\_\_\_\_ لم يذهب الى مدرسة ابدا  
\_\_\_\_\_ تعلم بعض العلوم الابتدائية  
\_\_\_\_\_ أكمل مدرسة ابتدائية  
\_\_\_\_\_ تعلم بعض العلوم الثانوية  
\_\_\_\_\_ أكمل مدرسة ثانوية  
\_\_\_\_\_ تعلم بعد العلوم الجامعية  
\_\_\_\_\_ أكمل العلوم الكلية أو الجامعية

٣٢ - ماذا يشتغل أبوك ؟ \_\_\_\_\_

٣٣ - كم تعتقد يبلغ مدخول والدك في السنة ؟ ( ضع علامة بجانب واحدة )

- \_\_\_\_\_ أقل من ٣,٠٠٠ ليرة لبنانية  
\_\_\_\_\_ بين ٣,٠٠٠ و ٥,٠٠٠ ليرة لبنانية  
\_\_\_\_\_ بين ٥,٠٠٠ و ٨,٠٠٠ ليرة لبنانية  
\_\_\_\_\_ بين ٨,٠٠٠ و ١٣,٠٠٠ ليرة لبنانية  
\_\_\_\_\_ بين ١٣,٠٠٠ و ١٦,٠٠٠ ليرة لبنانية  
\_\_\_\_\_ بين ١٦,٠٠٠ و ٢٠,٠٠٠ ليرة لبنانية  
\_\_\_\_\_ أكثر من ٢٠,٠٠٠ ليرة لبنانية

٣٤ - لمن يشتغل أبوك ؟

- \_\_\_\_\_ لنفسه (عمل خاص)  
\_\_\_\_\_ للحكومة  
\_\_\_\_\_ لشركة وطنية خاصة  
\_\_\_\_\_ لشركة أجنبية

٣٥ - ما هو المورد الرئيسي لمدخول عائلتك ؟

- \_\_\_\_\_ راتب (معاش)  
\_\_\_\_\_ أرض أو أملاك أبنية  
\_\_\_\_\_ دخله من أشغال خاصة

٣٦ - ما درجة العلوم التي تعلمتها أمك ؟

- \_\_\_\_\_ لم تذهب الى المدرسة ابدا  
\_\_\_\_\_ تعلمت بعض العلوم الابتدائية  
\_\_\_\_\_ أكملت مدرسة ابتدائية  
\_\_\_\_\_ تعلمت بعض العلوم الثانوية  
\_\_\_\_\_ أكملت مدرسة ثانوية  
\_\_\_\_\_ تعلمت بعض العلوم الجامعية  
\_\_\_\_\_ أكملت العلوم الكلية او الجامعية

٣٧ - هل تشتغل امك بعمل يدر عليها بعض الدراهم ؟ \_\_\_\_\_ نعم  
\_\_\_\_\_ لا

٣٨ - عندما ترجع الى البيت بعد المدرسة مساء أية جملة من الجمل  
الاتية تصف شعورك أكثر من غيرها ؟

- \_\_\_\_\_ أشعر بفرح عندما أعود الى البيت  
\_\_\_\_\_ لا أشعر بفرح لأن الحياة في البيت تختلف كثيرا من المدرسة  
\_\_\_\_\_ ليس عندي أي شعور معين

٣٩ - ماذا تريد أن تكون بعد انهاء علومك ؟ \_\_\_\_\_