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SOCIO-PSYCHOLOGICAL FACTORS UNDERLYING OCCUPATIONAL CHOICE  
AND MOBILITY ORIENTATION AMONG  
A SELECTED SAMPLE OF MALE LEBANESE STUDENTS

by

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OCCUPATIONAL CHOICE AMONG  
LEBANESE STUDENTS

Adham

## ABSTRACT

The present research focuses on some socio-psychological factors underlying occupational choice and mobility orientation of a sample of male Lebanese students at the American University of Beirut in 1960. The basic assumption underlying this research is that occupational choice and mobility orientation of the study group are closely associated with their socio-economic background, their value orientation and their personality characteristics. Accordingly, a number of items were asked in an interview in an attempt to shed light on the socio-psychological factors underlying occupational choices and on the special role which socio-economic status played in directing the occupational decision and mobility orientation of the sample group. The present work is based on the analysis of these data.

For an empirical verification of the various factors which are anticipated in this study to influence the pattern of occupational choice and desire for mobility, a sample of one hundred and twenty two Lebanese students at the American University of Beirut was randomly selected and interviewed.

Parental economic status and educational background as well as respondents value orientation and personality characteristics were found to have significant influence on the pattern of occupational choice and desire for mobility in the sample group.

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## INTRODUCTION

## CHAPTER I

### INTRODUCTION

This study initially grew out of an interest in the socio-cultural factors underlying occupational choice and mobility orientation among Lebanese. So far, very little research, sociological or economic, has been done in Lebanon on the occupational distribution or the process of mobility. There has been no studies relating these patterns to the socio-psychological context. This present project modestly proposes to provide a few clues on this vital problem.

As a student of sociology, the writer of this research has not been satisfied with studying the static aspect of the Lebanese occupational system; rather she was interested in finding out the patterns associated with the occupational structure. Knowledge of the causes, and consequences of occupational choice and social mobility may help solve many of the problems that Lebanese students face in choosing their future careers.

Socio-cultural factors are assumed by this study to play a major role in the patterning of the choice for certain occupations and in resultant social mobility in the social system. While economic wants are also important and the challenge of economic factors cannot be neglected in such a study yet, the social and psychological contexts cannot be ignored. <sup>(1)</sup>The occupation a person chooses is assumed to be related to the types of rewards it offers. Such rewards might not be financial, and indeed

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1. For further discussion see Wilbert Moore, "Labor Attitudes Toward Industrialization in Underdeveloped Countries", The American Economic Review, vol. XIV, no. 2, May 1955, p. 157.

they often are not.

### Focus of Study

This study focuses on the dynamic aspect of the occupational structure in Lebanon. More specifically it seeks to analyze the following questions:

1. What are the occupational choice patterns that Lebanese students at the American University of Beirut manifest?
2. What type of social mobility do they tend to seek?
3. What are the underlying factors in their occupational choice and their orientation toward social mobility?

This thesis attempts to answer these questions and test the following hypothesis: Occupational choice and mobility orientation of male Lebanese A.U.B. students are closely associated with their socio-economic background and their socio-cultural values.

For a verification of this hypothesis, data was collected by an interview schedule, <sup>(1)</sup>administered to a random sample of male Lebanese students at the American University of Beirut. Chi Square tests and other types of statistical analysis are used to study the appropriateness of this hypothesis.

### Significance of the Study

It is the contention of the writer that the theoretical implications of this study contribute to the cognitive area of social organization by pointing out the major variables and factors which underly the occupational choices in Lebanese society. In recent years

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1. See Appendix A for items included in the schedule.

similar studies have been undertaken in the United States of America. From the methodological and theoretical points of view the significance of the present study lies in the attempt at a modified replication in a different cultural context (Lebanon) of a similar study undertaken by Morris Rosenberg<sup>(1)</sup> in the United States. The questionnaire used in the present study is a modified version of the Rosenberg schedule. For a considerable part of the conceptual framework, this present research is indebted to Rosenberg's formulations. Throughout the analysis repeated parallels and comparisons are made with the findings.

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1. Morris Rosenberg, Occupations and Values, (Glencoe: Illinois the Free Press, 1957). This questionnaire unlike its American counterpart, asks about religious affiliation. However, related findings are presented in Appendix B and not in the body of the text.

## METHODOLOGY AND THEORETICAL FRAMEWORK

## CHAPTER II

### METHODOLOGY AND THEORETICAL FRAMEWORK

#### I. Definition of Concepts

Concepts describe an objective situation and attempt to delimit it in a meaningful way. They are more or less indices of the social phenomena which they are describing.<sup>(1)</sup> A description of the meaning of various concepts used in the present research will be discussed in this section.

##### A. Family Socio-Economic Background

Family socio-economic background is assumed in this study to influence the pattern of occupational choice and the desire for mobility in the sample group. It is operationally defined in terms of two indices: father's yearly income and educational level attained by the parents. These two indices were chosen because the writer feels that they tend to give an inclusive and crucial clue to the status of the family.

Education and income of the individual's family may determine to a large extent the individual's social position in the class hierarchy. These factors give the person his potentialities for acquiring his occupational identifications and preferences. The influence of present income level on present and future economic aspiration is assumed to

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1. Ely Chinoy, Sociological Perspective Basic Concepts and Their Application, (New York: Random House, Inc. 1954) p. 2.



be high. Similarly, better educational background is likely to give an impetus for upward movement in the occupational ladder. Both of these factors are anticipated to be vital in the process of occupational choice.

## B. Mobility

Mobility is usually defined in terms of both its horizontal and vertical components.<sup>(1)</sup> The former refers to a change in function and the latter to a change in hierarchical rank. In recent years, students of social stratification have done a good deal of research on social mobility; such mobility has been defined as the rate of movement of humans from one social position to another. There are clearly many possible kinds of social mobility: religious mobility, marital mobility, income mobility, and changes in community prestige and power.

Mobility has been further studied through different approaches but those that are of predominant importance to this study are two: the Theory of Unequal Distribution of Resources, and the Theory of Class Horizon. The rest are peripheral and of a low marginal utility to the present work.

### 1. Mobility and the Theory of Unequal Distribution of Resources

The theory of unequal distribution of resources assumes that there is a somewhat similar mobility orientation throughout the stratification system and that regardless of one's position in it, the orientation is toward commonly perceived and desired goals. Mobility resources refers to those qualities and conditions conducive to upward

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1. Pitrim Sorokin, Social Mobility, (New York: Harper & Brothers, 1927), pp. 133-135.

mobility that are either ascribed to or inherent in the individual, such as economic resources or basic capacities and abilities. This hypothesis places the emphasis upon unequal distribution of resources and skills in explaining class differences in upward mobility.<sup>(1)</sup> Previous studies on the subject have dealt largely with occupational aspirations in absolute terms, and the aspirations of lower-class people have been compared with those of upper-class people. Almost without exception, the absolute occupational aspirations of the upper-class have been found to be higher in the economic structure than those of the lower-class. There is reason to believe that "relative positions should be taken into account; that is, some attention should be paid to the class level from which the individual desires to get ahead."

Economic aspirations are measured in this study by two indices, one absolute and the other relative. That is, not only students' earnings expectations, but the socio-economic status from which they come will be considered in measuring the degree of their mobility.

## 2. Mobility and the Theory of Class Horizons

This approach to mobility assumes that occupational choice behavior roughly follows class lines so that different levels of aspirations are held by individuals in different social classes. Moreover, this view implies that the very orientation of the lower strata

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1. Herbert Hyman, "The Value System of Different Classes: A Social Psychological Contribution to the Analysis of Stratification". Reinhard Bendix and Seymour Lipset, Class, Status, and Power. (Glencoe: Illinois, The Free Press, 1953), pp. 426-442.

prevents them from upward mobility, irrespective of the class distribution of mobility resources or skills.<sup>(1)</sup> Sewell, Haller and Straws moreover, cite evidence which suggest that values specific to different status positions are important influences on levels of occupational aspiration.<sup>(2)</sup>

The present research proposes to study the influence of family socio-economic background and the economic aspiration of respondents to move upward on the economic level.

#### C. Occupational Choice

Occupational choice is operationally defined in terms of the six occupations the sample group have chosen as desired careers. These occupations are: medicine, engineering, agriculture, teaching, government service and business.

Occupational choice behavior is assumed to be governed by various factors of which the most important are socio-cultural. Of these, class positions, values and personality characteristics come to play a decisive influence.

#### D. Social Class Position

Social class position refers to social location within a system of human relationships. "Any society or organization may be thought of as a set of related statuses, and any person may then be located by naming the status he occupies."<sup>(3)</sup>

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1. Martin Seymour and Reihard Bendix, "Social Mobility and Occupational Career Patterns II. Social Mobility", Reinhard Bendix and Seymour Lipset, Class Status and Power. (Glencoe: Illinois The Free Press, 1953), pp. 454-464.
  2. W. Sewell, A. Haller and M. Straws, "Social Status and Educational and Occupational Aspiration", American Sociological Review, vol. XXII, 1957, pp. 67-73.
  3. Edward Gross, Work and Society, (New York: The Thomas Y. Crowell Company, 1958), p. 99.

A growing body of empirical data demonstrates a high positive correlation between status position and level of occupational choice.<sup>(1)</sup> In his book Elmtowns' Youth, Hollingshead concludes in evaluating his findings that high school youth's vocational choices tended to follow their class position. He comments: "In short, they are either being forced to accept or, they are willing to accept the vocational patterns the class system holds out to them".<sup>(2)</sup> With this theoretical background the present study proposes to test the influence of family socio-economic background on occupational choice of the sample group.

#### E. Values

Different schools of thought define the concept of value in different ways. The writer, out of convenience, adopted the definition promulgated by Rosenberg.<sup>(3)</sup> This study defines values in terms of the following three major orientations:

##### 1. Interpersonal value orientation:

Work is viewed largely as an opportunity for obtaining the gratifications to be derived from interpersonal relations, namely, to work with people and to be helpful to others. In the present study, students were characterized as interpersonal oriented if they said an ideal job should provide them with an opportunity to be helpful to others, and stressed the value of working with people.

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1. a) Richard Stephenson, op.cit., vol. XXII, 1957, p. 205  
b) Morris Rosenberg, Occupational Values, (Clencoe Illinois: The Free Press, 1957) pp. 53-61.
  2. A. Hollingshead, Elmtowns' Youth, (New York: Jon Wiley and Sons, 1949), p. 287.
  3. Morris Rosenberg, op.cit., pp. 11-15.

2. Self-Expression value orientation:

Creativity, originality, and the chance to exploit one's special abilities are considered the chief rewards to be derived from work. Respondents were classified as self-expression oriented if they said an ideal job should provide them with an opportunity to be creative and original, and stressed the value of the opportunity to use their special abilities or aptitudes.

3. Extrinsic reward value orientation:

Status, prestige and wealth are the main rewards to be derived out of work. Respondents have been classified as extrinsically reward oriented if they said an ideal job should give them a chance to earn a good deal of money, and if they said that it should give them social status and prestige.

With such a classification of values, the present study endeavours to analyze the relationship of occupational choice to value orientation.

The process of occupational choice decision has been visualized by sociologists as a series of progressive delimitations of alternatives. A number of factors in the individual and in the society operate to cut down the broad range of occupational possibilities available. One major basis of elimination is the individual's values. Rosenberg maintains that "whenever an individual makes a selection from a given number of alternatives, it is likely that some value is behind the decision."<sup>(1)</sup>

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1. Morris Rosenberg, op.cit., p. 6.

He further concludes, "... when an individual chooses an occupation, he thinks there is something good about it, and this conception of the good is part of an internalized mental structure which establishes priorities regarding what he wants out of life." Values are considered in the present research to be indispensable to an adequate understanding of the occupational choice of the sample group.

#### F. Personality Characteristics

The present research defined personality in terms of the attitudes which influence the individual's characteristic way of relating to other people. More specifically, personality is defined as the types of behavior an individual manifest in his relations to others. Horney through her clinical investigations arrived at a classification of those types into three: first, those who "move toward" people; second, those who "move away" from people; third, those who "move against" people. Those who seek to move toward people are referred to in the Rosenberg study.<sup>(1)</sup> As the "compliant type;" those who seek to move away from people are called the "detached type;" and those who seek to move against people are known as the "Aggressive" type. Those types are defined as follows:

##### 1. Compliant Type:

Someone who is motivated principally by a desire of social acceptance and approval, and who takes his cues of conduct mainly from the social group; in other words, social acceptance is more important to him than to others. Respondents were classified as compliants if they affirmed the following characteristics:

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1. Ibid., p. 41

1. If they preferred to be well liked rather than being successful or independent.
2. If they are bothered **by** giving orders.
3. If they are not bothered by being given orders.
4. If they have expressed a positive view of human nature.

2. Detached Type:

Someone who is highly conscious of his individuality, resistant to interference, coercion, or domination of any sort. Students were characterized as detached if they **affirmed** the following characteristics:

1. If they prefer to be independent rather than successful.
2. If they are very much bothered **by** being given orders by others.
3. If in a group, they preferred to make decisions themselves, rather than having **others** make the decisions.
4. If it is relatively unimportant to them to be well liked by different kinds of people.

3. Aggressive Type:

Characterized by being concerned with mastery, control and domination. He respects only the powerful and successful. Students were classified as aggressive if **they affirmed** the following qualities:

1. If they are concerned with being successful rather than independent or well liked.
2. If they did not mind giving orders.

3. If they have expressed a negative view of human nature.

Although the indices used in this research are somehow crude, yet they represent an attempt to differentiate people roughly in terms of their major self-other orientation.

There has been increasing awareness of the influence of personality characteristics <sup>on</sup> occupational choice. We do not have occupational data based upon an adequate theory of the nature and development of personality, but we do have strong indications that occupational preferences are closely related to different aspects of personality. Indeed any development of the theory of occupational choice will have to be based upon an adequate theory of the nature and development of personality.

In his book Occupations and Values, Rosenberg had utilized certain items designed to give a glimpse of some of the personality traits to consider whether certain aspects of personality structure are in some way related to occupational choice. His findings suggest that personality characteristics are closely related to occupational choice. This study proposes to test this hypothesis in a Lebanese group.

## II. Universe and Sample

### A. Universe

The universe of this study consisted of all the Lebanese male students who have had at least two years of college education at the American University of Beirut, during the academic year 1959-60. Though



it is important to note that the universe of this research cannot be regarded as representative of the whole society, nevertheless, this is particularly important group to study — a group that will occupy many of the key social positions in time to come. Furthermore, students who have had at least two years of college education are assumed to make a more serious and long-term commitment than younger students.

The total number of cases in the universe is 447,<sup>(1)</sup> distributed among the six schools of the University as follows:

Table I  
Distribution of the Universe by Schools

<u>School</u>	<u>Frequency</u>
Engineering	176
Arts & Sciences	165
Medicine	70
Agriculture	28
Pharmacy	12
Public Health	5

B. Sample

A stratified random sample modified to allow for an adequate statistical comparison was selected from the universe. The distribution was as follows:

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1. The entire University student population in 1959-60 was 2,661.

(1)  
Table II

Distribution of the Sample by  
Schools

<u>School</u>	<u>Frequency</u>
Arts & Sciences	42
Engineering	30
Medicine	30
Agriculture	<u>20</u>
<u>Total Cases</u>	122

III. Collection of Data

Data was collected by an interview schedule administered by the writer. A copy of the schedule appears in Appendix A. The general topics included information on the respondent's socio-economic background, values, and personality characteristics.

A. Pretest

By means of a pretest given to seven students, who are not included in the sample, a few adjustment and modifications were made in the original interview schedule.

B. Field Work

One hundred and twenty-two students were interviewed in a period of eight weeks. The time taken by each interview was from about twenty-five minutes to an hour. Respondents were generally cooperative; and the general interviewing atmosphere was natural and free from tension.

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1. Both schools of Pharmacy and Public Health were discarded for the number of Lebanese students in these schools is small.

## CHAPTER III

### PRESENTATION OF FINDINGS

While it is necessary to note that the sample studied cannot be regarded as representative of the whole Lebanese society, nevertheless, this sample is drawn from an important segment of that society. Despite the limitations imposed by the sample the research may illuminate trends that are existent in the society as a whole.

This chapter includes a general descriptive finding of the study and the testing of the different hypothesis of the present research will then be presented.

#### Part I. Descriptive Findings

##### 1. Background Characteristics of the Study Group

###### A. Education

As shown by Table III the educational level of the fathers of the sample group is relatively high; nearly three-fourths (71%) of them, have had high school education and above. The fact that only 54% of the mothers reached that level indicates a societal pattern in which the level of education for women is not yet equal to that of the men. Moreover, 46% of the mothers had only an elementary education whereas only 30% of the fathers attained that minimal level.

Table III

Family Educational Background of the Study Group

Level of Education	Father		Mother	
	No.	%	No.	%
Elementary	36	30	56	46
High School	41	34	51	42
College	45	36	15	12
Total	122	100	122	100

PRESENTATION OF FINDINGS

B. Occupation

The fact that more than half of the fathers' occupation of the sample group is business (Table IV) is indicative of the deeprooted mercantile values in the Lebanese character. The ease of making fast profits during the Second World War perhaps has fostered the flourishing of a mercantile mentality and has consequently encouraged a business oriented class. Historically, however, the "old middle class"<sup>(1)</sup> has always been a key group in Levantine society

Table IV  
Fathers' Occupation of the Study  
Group

Occupation	Frequency	
	No.	%
Business	67	55
Agriculture	19	16
Government Service	15	12
Teaching	10	8
Engineering	7	6
Medicine	4	3
Total	122	100

C. Income

As shown in Table V, the majority of the fathers of the sample group (68%) are said to earn a yearly income of L.L. 15,000 or less; the remaining 32% earn more than L.L. 15,000. Significantly,

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1. That is a class of petty merchants and entrepreneurs.

although the American University of Beirut is regarded as a "rich-man's school", two thirds of the sample group acknowledges a relatively low financial position.

Table V  
Fathers' Income of the Study Group

Income	Frequency	
	No	%
Up to 15,000	83	68
Over 15,000	39	32
Total	122	100

2. Orientation Towards Work

Table VI below indicates the major orientation of students with reference to activities which they expect to give them the most satisfaction in their lives. We note that more than half of the respondents are career oriented,<sup>(1)</sup> whereas less than a third (30%) are family oriented and only 17% expect their religious or political activities to provide the major source of satisfaction in their lives.

Table VI  
Expected Major Life Satisfactions

Major Life Satisfactions	Frequency			
	No	Lebanese	%	American %
Career or occupation	64		53	25
Family relationships and leisure time recreational activities	36		30	68
Religious or political activities	22		17	5
Total	122		100	98

1. The American study of Rosenberg did not observe this marked orientation towards career; most students expect their work to provide a major source of satisfaction but it is ranked second to the satisfaction they expect to get from family relations. Ibid., p. 48.

The students were presented with a list of occupational values and were asked: "Consider to what extent a job or career would have to satisfy each of these requirements before you would consider it ideal". They were instructed to rank these values as high, medium, or low. As shown by table VII, the respondents see work to mean much more than a way to earn a living; the range of values which they hope to satisfy in their occupations is wide. The fact <sup>that</sup> most (81% and 65%) of the respondents considered the job or career as an opportunity to use their special abilities or aptitudes and permit them to be creative and original shows that students placed strong emphasis on the use of their potentialities in work. Moreover, eighty-five percent of the sample group stressed the importance of interpersonal satisfaction, namely, to be helpful to others, as an important satisfaction to be derived out of work. Security is also an important occupational gratification. Nearly half (49%) emphasized the importance of a stable secure future. Almost half stated a main concern with money and status. More than forty percent chose a chance to earn a good deal of money high as an occupational value, and a similar number selected social status and prestige.

Table VII  
 Ranking of "Requirements" For Ideal Job

Requirements for an Ideal Job	Requirements Marked "High"		Requirements Marked "Medium" or "Low"	
	No.	%	No.	%
<b>Extrinsic Rewards</b>				
Look forward to a stable secure future	60	49	62	51
Earn a good deal of money	51	42	71	58
Social status and prestige	49	40	73	60
<b>Interpersonal Relations</b>				
Opportunity to be helpful to others	71	58	51	42
Opportunity to work with people	44	36	78	64
<b>Self-Expression</b>				
Use special abilities or aptitudes	99	81	23	19
Be creative and original	79	65	43	35
Relatively free of supervision by others	46	38	76	62

In other words, when confronted with a decision for an occupational choice, some students ask about the rewards of this choice; others tend to inquire whether this choice will be a challenging, creative experience; and still others consider whether this choice will enable them to enjoy working with people. Given these different considerations, as will be shown in the second part of this chapter, the occupational choices will vary considerably.



## Part II. Analysis of the Data

Statistical analysis and consideration of the variables are presented in this section. Major relationships are proposed, and the hypothesis are tested.

### A. Family Socio-Economic Background and Occupational Choice, Mobility and Motivation

Given the familistic orientation of Lebanese society, one may expect family socio-economic background to influence the pattern of occupational choice and desire for mobility in the sample group.

#### 1. Occupational Choice - Major Hypothesis

The higher the socio-economic status of the respondents' family, the greater is the respondents' expectation in occupational choice.

Three variables have been studied with respect to this hypothesis. The dependent variable is occupational choice. The two independent variables are income and family educational background. Each of these is treated separately as an index of socio-economic background. In actual situations, however, it is difficult—if not impossible—to isolate them from one another. (These variables are clearly linked in any social context) Income is defined in terms of the stated yearly income of father. Education is operationally defined in terms of the educational level attained by the parents.

a. Family Economic Position and the Choice of Occupation

The higher the stated economic status of the respondent's family, the greater is the respondent's expectation in occupational choice.

The test to be made of the above hypothesis seeks to determine the relationship between the economic background and choice of occupation. As shown by Table VIII students coming from a higher economic background tend to select occupations which are generally regarded (at least in the Lebanese society) to make a great deal of money such as medicine, engineering and government service. On the other hand, respondents coming from lower economic background tend to select less lucrative occupations such as agriculture, teaching or business (the latter often includes clerical posts). The Chi Square test was used to determine whether the proportion of students planning to enter particular occupations is significantly related to father's income. At the .001 level the association between father's income and student's choice of occupation is not likely a result of mere chance. Thus, we may imply that those of limited family background have limited social and economic expectations.<sup>(1)</sup>

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1. This finding is in agreement with Rosenberg's study on the subject. Ibid., p. 55. However, it must be noted and indeed, emphasized that the Lebanese sample viewed government service in a very different light than the American sample.

Table VIII

Father's Income and Student's Choice of Occupation

Student's Choice of Occupation	Father's Income			
	Up to 15,000		Over 15,000	
	No.	%	No.	%
(High status lucrative position)				
Medicine, Engineering and Government Service	43	52	33	85
(Low status limited position)				
Agriculture, Teaching and Business	40	48	6	15
Total	83	100	39	100

d.f. = 1                       $\chi^2 = 12.19$

N = 122                      L.S. = .001

b. Family Educational Background and the Choice of Occupation

The higher the parental educational background of the student, the greater is the respondent's expectation in occupational choice.

The test to be made of the above hypothesis seeks to determine the relationship between family educational background and choice of occupation. The following tables show the frequency distribution of the variables under consideration. The Chi Square test was used to determine whether the proportion of students planning to enter any particular

occupation is significantly related to parental education. As indicated in Tables IX and X, the hypothesis is confirmed at the .02 and .001 levels respectively. In other words, family educational background is significantly related to respondent's expectation of occupational choice. It is important moreover, to note that mother's educational background seem to be more significant in patterning the occupational choice of the study than is father's. This is largely due to a greater closeness of Middle Eastern mothers to their offsprings than are fathers who generally spend the largest part of their time in work outside the house.

Table IX

Father's Education and Student's Choice of Occupation

Student's Choice of Occupation	Father's Education					
	Elementary		High School		College	
	No.	%	No.	%	No.	%
(High status lucrative position) Medicine, Engineering and Government Service	16	44	26	63	34	76
(Low status limited position) Agriculture, Teaching and Business	20	56	15	37	11	24
Total	36	100	41	100	45	100

d.f. = 2                       $X^2 = 8.1$   
 N. = 122                      L.S. = .02

Table X

Mother's Education and Student's Choice of Occupation

Student's Choice of Occupation	Mother's Education					
	Elementary		High School		College	
	No.	%	No.	%	No.	%
(High status lucrative position) Medicine, Engineering and Government Service	24	43	39	76	13	87
(Low status limited position) Agriculture, Teaching and Business	32	57	12	24	2	13
Total	56	100	51	100	15	100

$$\text{d.f.} = 2 \quad \chi^2 = 15.19$$

$$N. = 122 \quad \text{L.S.} = .001$$

2. Mobility Expectations - Major Hypothesis

The higher the socio-economic status of the respondent's family, the greater is the respondent's expectation for occupational mobility.

Occupational mobility is defined in terms of economic expectations and the aspirations of respondents to move upward on the economic ladder. Two dimensions of mobility were taken into consideration. The first relates mobility to an absolute standard in the society. The second relates it to family economic position — whether higher or lower than that of father.

a. Family Economic Position and Mobility Expectations

The higher the economic status of the respondent's family, the greater is the respondent's expectation of economic advancement.

The above hypothesis is subjected to a Chi Square test of significance in the following table. The .001 level indicates that the association between family economic status and economic mobility orientation is supported for the segment of Lebanese students under study here. In the light of Rosenberg's findings, the evidence suggests that the wealthier students are more likely to expect to be upwardly mobile than the poorer students. (1)

Table XI  
Father's Income By Student's Future Earnings Expectations

Student's Expected Earnings	Father's Income			
	Up to 15,000		Over 15,000	
	No.	%	No.	%
Up to 15,000	52	63	4	10
Over 15,000	31	37	35	90
Total	83	100	39	100

d.f. = 1                       $\chi^2 = 26.86$

N. = 122                      I.S. = .001

In order to analyze the economic expectations of the study group properly, it is necessary to consider mobility not only with reference

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1. Similar findings were observed in the Rosenberg study. Ibid., pp. 53-4.

to some general social standard, irrespective of where the respondent started, but also in terms of the expectations of surpassing one's own father. We find as indicated in Table XII that students from the poorer families tend to expect to exceed their families standards of living, whereas those from wealthier families do not. Thus, if mobility is defined in terms of surpassing one's family, then the poorer student has greater mobility expectations. But if mobility is defined in terms of the desire to acquire a great deal of money in terms of some absolute social standard, then the wealthier student has greater mobility expectations.<sup>(1)</sup>

Table XII  
Father's Annual Income and Respondent's  
Expected Future Standard of Living

Own Expected Standard of Living Compared with that of Family	Father's Income			
	Up to 15,000		Over 15,000	
	No.	%	No.	%
Higher	63	76	8	21
About the Same	20	24	24	61
Lower	-	-	7	18
Total	83	100	39	100

d.f. = 2       $\chi^2 = 33.40$

N. = 122      L.S. = .001

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1. This finding is in agreement with <sup>the</sup> Rosenberg study on a similar subject. Ibid., p. 60.

b. Family Educational Background and Mobility Expectations

The higher the educational background of the respondent's family, the greater is the respondent's expectation of economic advancement.

Tables XIII and XIV present the frequencies of the two variables under consideration here, and establishes the significance of their relationship. The hypothesis is confirmed as indicated by a Chi Square test significant at the .001 and .05 levels respectively. In other words, for the sample under study in this research parental educational background is definitely related to student's expectations of economic advancements.

Table XIII

Father's Education and Student's Expected Income

Student's Expected Income in Ten Years	Father's Education					
	Elementary		High School		College	
	No.	%	No.	%	No.	%
Up to 15,000	26	72	14	34	16	36
Over 15,000	10	28	27	66	29	64
Total	36	100	41	100	45	100

d.f. = 2       $\chi^2 = 14.8$

N. = 122      L.S. = .001



Table XIV  
Mother's Education and Student's Expected Income

Student's Future Earnings Expectations	Mother's Education					
	Elementary		High School		College	
	No.	%	No.	%	No.	%
Up to 15,000	35	63	19	37	2	14
Over 15,000	21	37	32	63	13	86
Total	56	100	51	100	15	100

d.f. = 2             $\chi^2 = 9.19$   
N. = 122            L.S. = .01

On the basis of the previous findings, it appears that the wealthier students are more likely to expect to be upwardly mobile. However, when students were asked how ~~do~~ they expect their own future standard of living (economic income) to compare with that of the families in which they were brought up, Tables XV and XVI indicate that students from the poorer families tend to expect to exceed their families standards of living, whereas those from wealthier families do not. Again, this data highlight the importance of specifying clearly the base from which mobility occurs. Moreover, it must be noted that mother's educational background is more significantly related to mobility expectations than is fathers.

Table XV  
 Father's Education by Student's Expected  
 Future Standard of Living

Student's Expected Standard of Living	Father's Education					
	Elementary		High School		College	
	No.	%	No.	%	No.	%
Higher	29	81	29	71	13	29
About the Same	7	19	9	22	28	62
Lower	-	-	3	7	4	9
Total	36	100	41	100	45	100

d.f. = 4       $\chi^2 = 24.1$

N. = 122      L.S. = .001

Table XVI  
 Mother's Education by Student's Expected  
 Future Standard of Living

Student's Expected Standard of Living	Mother's Education					
	Elementary		High School		College	
	No.	%	No.	%	No.	%
Higher	40	71	29	57	2	13
About the Same	16	29	19	37	9	60
Lower	-	-	3	6	4	27
Total	56	100	51	100	15	100

d.f. = 4       $\chi^2 = 26.95$

N. = 122      L.S. = .001

### 3. Motivation - Major Hypothesis

The higher the stated economic status of the respondent's family, the greater is the respondent's motivation of economic advancement.

It has been indicated previously that family socio-economic background is directly related to the respondent's economic expectations. It is customary, however, to interpret such differences as indicative of inequality of opportunity.<sup>(1)</sup> The sons of wealthy fathers have advantages over the sons of poorer fathers. They receive the best early training. When they go to work, they can either enter prosperous business owned by their fathers, or their families have contacts which make lucrative jobs available to them, and so the argument runs. Nevertheless, the question suggests itself as to whether the inheritance of economic level may be due not only to superior opportunity, but also to the fact that more of the wealthier respondents are imbued with the value of achieving a high level.

#### a. Family Economic Position and Motivation

The higher the economic status of the respondent's family, the greater is the respondent's motivation of economic advancement.

It can be seen in Table XVII that not only are more of the wealthy students likely to expect to earn a good deal of money, but more of them are likely to have the desire as well. Similarly, the wealthier students were more likely than the poorer students to stress status and prestige

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1. See chapter II of this thesis.

as an occupational value. The hypothesis is confirmed as indicated by a Chi Square test significant at .001 and .01 levels **respectively**. In other words, there is a marked positive correlation between family economic position and the desire for economic advancements.<sup>(1)</sup>

Table XVII  
Father's Income and Respondent's Occupational Values

Occupational Values		Father's Income			
		Up to 15,000		Over 15,000	
		No.	%	No.	%
Money	No. Ranked High	22	26	29	74
	No. Ranked Medium or Low	61	74	10	26
Total		83	100	39	100
d.f. = 1 $X^2 = 19.0$					
N. = 122      L.S. = .001					
Status	No. Ranked High	26	31	23	59
	No. Ranked Medium or Low	57	69	16	41
Total		83	100	39	100

d.f. = 1       $X^2 = 8.13$

N. = 122      L.S. = .01

b. Family Educational Background and Motivation

The higher the educational background of the respondent's family, the greater is the respondent's motivation in economic advancements.

1. The study of Rosenberg observed similar findings.  
Ibid., p. 58,

The test to be made of the above hypothesis seeks to determine the degree of relationship that exists between parents' education and respondents' occupational values. What particularly concerns us is how much, if any, relationship exists between family educational background and respondents' motivation in economic advancements. Tables XVIII and XIX present these relationships. The Chi Square test for the relationship revealed between these variables indicates that the level of statistical significance of the relationship between mother's education and the respondent's motivation in economic advancements is greater than that for father's education. This reflects perhaps the fact that in Lebanese society, as in many other societies, mother's educational background is a better index of socio-economic position than is father's.

Table XVIII

Father's Education and Student's Occupational Values

Occupational Values		Father's Education						Total Cases
		Elementary		High School		College		
		No.	%	No.	%	No.	%	
Money	No. Ranked High	9	18	16	31	26	51	51
	No. Ranked Medium or low	27	38	25	35	19	27	71
d.f. = 2 $\chi^2 = 7.71$								
N. = 122      L.S. = .02								
Status	No. Ranked High	13	26	14	29	22	45	49
	No. Ranked Medium or low	23	31	27	37	23	32	73

d.f. = 2       $\chi^2 = 2.45$

N. = 122      L.S. = .9

Table XIX  
 Mother's Education and Student's Occupational Values

Occupational Values		Mother's Education					
		Elementary		High School		College	
		No.	%	No.	%	No.	%
Money	No. Ranked High	14	25	27	53	10	67
	No. Ranked Medium or low	42	75	24	47	5	33
Total		56	100	51	100	15	100
d.f. = 2 $\chi^2 = 11.26$ N. = 122    L.S. = .01							
Status	No. Ranked High	16	29	25	49	8	53
	No. Ranked Medium or low	40	71	26	51	7	47
Total		56	100	51	100	15	100

d.f. = 2       $\chi^2 = 6.03$

N. = 122    L.S. = .05

B. Value Orientation and the Choice of Occupation - Major Hypothesis

The patterns of students value orientations are positively associated with a diversity in their occupational choice. More specifically, the sample group is expected to choose those occupations which are meaningfully related to the values held by that group.

The decision-making process concerning choice of an occupation involves weighing of alternatives and means. It is likely that values

are behind the choice pattern, and choices are made in accordance with the system of values held by the individual. The process of weighing between various occupations involves the elimination of some occupations which are not appropriate for an individual of a certain social status or, of a certain personality type. Some other occupations are not discernable for some individuals who hold certain values. It is of interest to find out to what extent this "value effect" is shown in the choice of an occupation by the sample group.

The two main variables to be studied in the major hypothesis are occupational choice and socio-cultural values. Occupational choice is defined operationally in terms of the six occupations that the students indicated for their future career. The socio-cultural values are defined as those values which stress: (a) interpersonal relations, (b) self-expression, or (c) extrinsic rewards.

What particularly concerns us is how much, if any, meaningful relationship exists between the value orientation variable and the occupational pattern the respondent selects as his future career. Table XX indicates that the same proportion (46%) of those expressing interest in medicine and teaching stressed interpersonal values. Similar findings by Rosenberg<sup>(1)</sup> led him to group teaching and medicine in the same set of occupations. However, as Table XX and Rosenberg's own findings<sup>(2)</sup> demonstrate there is a marked contrast among medicine and teaching with respect to stresses on self-expression (the same proportion as for interpersonal relations among future teachers) and on extrinsic rewards

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1. Ibid., p. 18

2. Ibid., p. 17

(a very poor third for future teachers). Therefore, unlike Rosenberg, this study will consider them separately in discussion of personality **type** and choice of occupational area (see Table XXI).

The nature of the relationship between the structure of the occupation and the values emphasized is also revealed in Table XX which indicates that most (73%) of those students who chose the field of government service, 36% of those who chose the field of engineering, and 36% of those who chose the field of medicine as their future career stressed the value of extrinsic rewards as a major occupational value. For as it has been pointed earlier in this chapter, medicine, engineering, and government service are generally regarded in the Lebanese society as productive sources of monetary reward. Furthermore, the high association between the occupation of government service and the value of extrinsic rewards probably results from a pervasive theme in the Lebanese culture which offer government posts a high status in public life. This is largely due to a historical heritage of such a value in the Lebanese society. Government posts during the Turkish and French rule involved high status and relatively good salary. This pattern may be changing, yet observed precipities are still to be found; security, prestige and money are still culturally associated with government service. The American study of Rosenberg did not observe this marked relation between choice of government service and concern with monetary award.<sup>(1)</sup>

Another manner in which occupational values tend to delimit or channel the occupational choices of the sample group is revealed (Table XX)

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1. Ibid., p. 19.



by the fact that 54% of the respondents who chose the field of engineering, 54% of those who chose the field of agriculture and 47% of those who chose the field of teaching as their main occupation stressed the value of self-expression as a major reward to be derived from work. The value of self-expression requires independence and freedom to express oneself. The field of engineering, agriculture and teaching give that chance. <sup>(1)</sup>The values associated with the occupation of agriculture moreover, stressing freedom from supervision, independence of action, and avoidance of the pressures of regularity, are consistent with the nature of the occupation and the general atmosphere of the work. These findings suggest that there is a correlation between the occupational choice of the sample group, and the socio-cultural values held by this group. It is apparent that different occupations have structural qualities which enhances the satisfaction of certain values. Moreover, in their choice of occupations respondents stress the rewards they aspire to.

Table XX  
Value Orientation and Occupational Choice

	Medicine		Engineering		Agriculture		Business		Government Service		Teaching	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Interpersonal Relations	15	46	3	10	5	33	6	38	2	13	7	46
Extrinsic Rewards	12	36	10	36	2	13	5	31	11	73	1	7
Self-Expression	6	18	15	54	8	54	5	31	2	14	7	47
Total	33	100	28	100	15	100	16	100	15	100	15	100

d.f. = 10       $X^2 = 27.60$   
N. = 122      L.S. = .001

1. Note the contrast between engineering and governmental service with respect to concern with self-expression and extrinsic rewards.

C. Personality Characteristics and the Choice of Occupation - Major Hypothesis

There is a relationship between personality type and occupational choice.

Personality characteristics are assumed in the present research to influence the pattern of occupational choice. Moreover, the personality factors operate upon the individual in such a way that they are vitally related to occupation and are counter reflected in a form of "anticipatory socialization", first mentioned by Merton.<sup>(1)</sup>

Two variables have been studied with respect to the major hypothesis: occupational choices and personality characteristics. Occupational choices are defined in terms of the six occupations mentioned earlier in this chapter. Personality characteristics are operationally defined in terms of the following three personality types:<sup>(2)</sup>

- a. Detached personality (moving away from people).
- b. Compliant personality (moving towards people).
- c. Aggressive personality (moving against people).

What is of important concern to us is how much, if any, meaningful relationship exists between the personality characteristics of the study group and the structure of the occupation selected by this group. It is indicated by Table XXI that half (49%) of those students choosing

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1. Robert K. Merton, Social Theory and Social Structure (Glencoe, Illinois: The Free Press, 1957), pp. 265-268.
  2. For an elaborate discussion of these types see chapter II of this thesis.

the field of medicine show compliant personality characteristics. This stands in sharp contrast to those students who chose the field of engineering who indicated compliant personality types (10%). Compliant personality characteristics are further stressed by students entering the field of teaching (40%). However, students choosing the fields of medicine and teaching differ markedly with respect to aggressive and detached personality characteristics.

The majority (67%) of those students who selected the field of government service as their future career, tend to show aggressive personality characteristics; aggressive personality types are also well represented in the fields of medicine (39%) and engineering (43%). However, it is not as striking as that of government service.

Moreover, students planning to enter the field of agriculture stand the greatest manifestation of the detached personality characteristics (53%). This tendency is also shown in students choosing the fields of engineering (47%) and teaching (47%).

Thus it is apparent that interpersonal relations are viewed by the sample group as an important aspect of one's career. The selection of some types of occupation appears to be associated with a desire to maintain an emotional distance between oneself and other people. These findings suggest that though some occupations potentially can satisfy various different values for various people, nevertheless personality may represent a channelling factor determining one's broad area of choice.

Table (1) XXI

Personality Typology and the Choice of Occupational Area

	Medicine		Engine- ering		Agricul- ture		Business		Govern- ment Service		Teaching	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Compliant	16	49	3	10	5	33	4	25	3	20	6	40
Aggressive	13	39	12	43	2	14	6	37	10	67	2	13
Detached	4	12	13	47	8	53	6	38	2	13	7	47
Total	33	100	15	100	15	100	28	100	15	100	16	100

d.f. = 10       $\chi^2$  = 24.47

N. = 122      L.S. = .01

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1. Comparisons with Rosenberg in this area of inquiry are difficult. His published findings (p. 47) do not explicitly list government service, engineering, and farming despite previous discussions. In addition (as noted earlier) he groups medicine and teaching despite evidence even in his study which indicates a different personality configuration.

SUMMARY AND CONCLUSION

## CHAPTER IV

### I. SUMMARY AND CONCLUSION

#### A. The Influence of Socio-Economic Status

The present study has focused on the sociocultural factors underlying occupational choice and mobility orientation of a selected sample of male Lebanese students at the American University of Beirut in 1960.

Given the familistic orientation of Lebanese society, it was anticipated in the present research that family socio-economic background influences the pattern of occupational choice and desire for mobility in the sample group. It was further hypothesized that the higher the socio-economic status of the respondent's family, the greater is the respondent's expectations in occupational choice and desire for **high status**. Chi Square tests revealed a significant relation. The evidence suggests that there is somewhat a greater tendency for wealthier students to choose high status lucrative occupations — such as medicine, engineering and government service —, and to expect to be more upwardly mobile than the poorer students. Similarly, parental educational background was found to be definitely related to students expectations in occupational choice and desire for economic advancements. Students coming from superior educational background were more likely to choose high status lucrative occupations and to expect to be upwardly mobile, than those coming from more limited educational backgrounds.

It would, thus, appear that the objective fact of monetary possession and educational background operate to channel the direction of

occupational choice and desire for mobility in the study group. The finding of such a difference may be due however, to inequality of opportunity. The students with more superior economic and educational background have advantages over those of less superior background. When they go to work, they can either enter prosperous business owned by their fathers, or their families have contacts which make lucrative jobs available to them. Poorer students' choices may reflect an awareness of socio-economic realities. Nevertheless, the question suggests itself as to whether the influence of economic level may be due not only to superior opportunity but also to the fact that more of the respondents with superior economic and educational background are imbued with the value of achieving a high level. The findings of this study indicated that a larger proportion of students coming from superior economic<sup>(1)</sup> and educational background than those coming from more limited background, consider the chance to earn a good deal of money and to gain status and prestige important occupational values. Expressed in other terms, these students have the opportunity and the desire as well. These conditions favor the fulfillment of their expectations. If there is no change in economic conditions in the future, then, it is likely that those who expect to earn a good deal of money will actually do so and those who do not have this expectation will not. Such expectations seem likely to minimize dissatisfaction with the monetary rewards these people will eventually receive. A form of "anticipatory socialization" appears to be operating by which those from limited backgrounds set

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1. As indicated earlier this finding is in agreement with the Rosenberg study on the subject. Ibid., p. 61.

limited expectations.

#### B. The Influence of Values and Personality Characteristics

Other hypotheses which were supported by this study concern whether there are meaningful relationships between the structure of the occupation the sample group chooses on the one hand, personality characteristics and values held by this group on the other. The findings indicated that personality characteristics and occupational values tended to delimit or channel the occupational choice of the sample group. Moreover, different occupations have structural qualities which permit the satisfaction of certain values and personality needs, and in their choice of occupations respondents tend to stress the rewards they desire. Similar findings were observed in the American study of Rosenberg. However, the latter study did not observe the marked relation between the occupation of government service and the value of extrinsic reward. This high association observed in our Lebanese study probably results from a historical heritage of such a value in the Lebanese society. Government posts during the Turkish and French rule involved high status and relatively good opportunities for financial rewards. This pattern may be changing, but security, prestige and money are still societally associated with government posts.

These findings have important implication for social motivation. Occupational adjustment may be fostered by the wide range of occupational values, personality needs and occupational choices available to the student. Whatever the individual's particular hierarchy of values or needs — whether he be chiefly concerned with making money, or having



good interpersonal relations, or using his talents -- he believes he can satisfy them in some kind of work. The relatively open system of the Lebanese occupational structure provides a fairly good opportunity for the college graduate to find that occupations which suits his special values and needs. In a society with diverse occupations capable of satisfying many values, a greater degree of matching may contribute importantly to work motivation, hterebly providing a greater share of the creative energies of men in the society in their work. This, of course, is simply speculation, since we do not know whether occupational endeavour will actually satisfy these values.

Another factor which may have positive consequences for the economic structure is the strong emphasies on "productive" values which the student tend to bring to his work. As it was observed in this study, most students want a job in which they can use their special abilities or aptitudes or in which they have an opportunity to be creative and original. Since every society has limited resources in comparison to people's potential needs, the "creative" approach to work is clearly advantageous to the economic system. There are possible disadvantages to this approach, too. Observers in Lebanon have often noted a "clash between the young college or university students who are very eager to exercise their knowledge and skills on the one hand, and the older conservative people who hold the positions of authority and who fear the competition of ambitious youth, do their best to exert their authority at the expense of the younger generation".<sup>(1)</sup> In this case, the occupational value of creativity and self-expression may lead to maladjustment in work.

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1. Samir Khalaf, "Human Relations in Lebanese Industry".  
M.A. Thesis, American University of Beirut, June, 1957.

## II. IMPLICATIONS FOR RESEARCH IN OTHER AREA

This research and the resultant interpretation has limited itself to a narrow consideration of occupational choice and mobility orientation. Fearful of the impressionistic fallacies which have too often characterized speculation about the Lebanese social scene, this researcher has leaned over backward in order to avoid "pushing" her data too far. Nevertheless, in closing, it is perhaps necessary to note the social implications in a context wider than mere occupational choice.

The finding that mother's educational background is an even better indice of occupational choice and of mobility expectations than that of father's would seem to indicate that even in a patriarchal, patrilineal society mother is not a nonentity. To this observer this finding seems so, patently obvious that one can be but distressed that so many "Arabists" and anthropologists have so ignored this social reality. Before much more is written about the complete and utter subordination of Arab women, it might be advisable to have some empirical research on the subject.

Along with the insignificant role of Arab women much has been written about the "mercantile mentality" of the Lebanese. Yet, our data gives very little support to such a cultural theme. If such a pattern ever existed (and one begins to have doubts about the old "picture"), it does not seem to be well represented in our sample group. Here again, it would be advisable to have some empirical research and not the endless repetition of cliches and hazy generalizations.

The view that a marked relation between the occupation of government service and the value of extrinsic reward seem to indicate that there are more financial rewards than the mere salary from such posts. If such an attitude is found to be generalized in our society, it would enable us to understand both the widespread cynicism toward the government service and the "anomalies" and the "actuatiions" so often associated with government operations.

In conclusion, this very modest research endeavour demonstrates the urgent need for sound, empirical research and the end of stereotypical thinking and the mouthing of meaningless cliches about the Lebanese "mentality" and society.

**APPENDIX A**

INTERVIEW SCHEDULE

1. 107 a. Arab Lebanese  
15 b. Armenian Lebanese
  
2. What is your school?  
42 a. Arts & Sciences  
30 b. Engineering  
30 c. Medicine  
20 d. Agriculture
  
3. What is your major course of study?  
33 a. Medicine  
28 b. Engineering  
16 c. Business  
15 d. Political Science  
15 e. Agriculture  
15 f. Teaching
  
4. To which religious group do you belong?  
33 a. Greek Orthodox  
10 b. Greek Catholic  
4 c. Roman Catholic  
14 d. Maronite (Catholic)  
13 e. Protestant  
9 f. Gregorian  
26 g. Sunnite  
4 h. Shite  
9 i. Druze

5. In a community of which size have you lived most of your life?

- 9 a. Small village (where everybody knows you)
- 11 b. Large village
- 9 c. Small city (like Tripoli or Sidon)
- 93 d. Large city (Beirut or its suburbs)

6. In a community of which size have your mother lived most of her life?

- 17 a. Small village (where everybody knows her)
- 14 b. Large village
- 12 c. Small city (like Tripoli or Sidon)
- 79 d. Large city (Beirut or its suburbs)

7. In a community of which size have your father lived most of his life?

- 14 a. Small village (where everybody knows him)
- 12 b. Large village
- 16 c. Small city (like Tripoli or Sidon)
- 80 d. Large city (Beirut or its suburbs)

8. How much education did your father have?

- 3 a. None
- 23 b. Some elementary school
- 10 c. Elementary school graduate
- 28 d. Some high school graduate
- 13 e. High School graduate
- 15 f. Some college
- 30 g. College graduate or more

9. How much education did your mother have?

- 13 a. None
- 20 b. Some elementary school
- 23 c. Elementary school graduate
- 31 d. Some high school graduate
- 20 e. High school graduate
- 9 f. Some college
- 6 g. College graduate or more

10. What is the occupation of your father?

- 19 a. Agriculture
- 67 b. Business
- 15 c. Government service
- 10 d. Teaching
- 7 f. Engineering
- 4 g. Medicine
- h. Other

11. In which of these four groups do you consider your family to be?

- 8 a. Upper class
- 95 b. Middle class
- 19 c. Working class
- d. Lower class

12. What is the feeling of your family regarding the choice of your major?

- 2 a. Strongly oppose
- 5 b. Oppose
- 50 c. Permit you to do as you wish
- 31 d. Encourage you
- 34 e. Strongly encourage you

13. What three things or activities in your life do you expect to give you the most satisfaction? (Please write 1. in space preceding the most important; 2. in space preceding next most important; 3. in space preceding third most important). Rank three:

<u>1st choice</u>	<u>2nd choice</u>	<u>3rd choice</u>	
<u>9</u>	<u>18</u>	<u>17</u>	a. Religious beliefs or activities
<u>13</u>	<u>15</u>	<u>48</u>	b. Leisure - time recreational activities
<u>23</u>	<u>32</u>	<u>35</u>	c. Family relationships
<u>64</u>	<u>40</u>	<u>9</u>	d. Career or occupation
<u>4</u>	<u>3</u>	<u>9</u>	e. Participation in Lebanese politics
<u>9</u>	<u>14</u>	<u>4</u>	f. Participation in activities directed toward national or international betterment

14. What two qualities on this list do you think really get a young person ahead the fastest today? Check two.

- 73 a. Hard work
- 26 b. Having a pleasant personality
- 72 c. Intelligence
- 34 d. Knowing the right people
- 17 e. Good luck
- 5 f. Political belief
- 13 g. Family status
- 4 h. Religious affiliation

15. About how much was your father's income last year as far as you know (if your father is not the chief breadwinner in the family indicate income of main earner).

- 8 a. Less than 4,800 L.L.



- 31 b. 4,800 - 9,600 L.L.
- 38 c. 9,600 - 15,000 L.L.
- 24 d. 15,000 - 25,000 L.L.
- 14 e. 25,000 - 40,000 L.L.
- 7 f. More than 40,000 L.L.

16. In your opinion how important are good grades for university students in their later professional life?

- 15 a. Not important at all
- 41 b. Of little importance
- 54 c. Fairly important
- 12 d. Very important

17. To what extent do you feel that your future career or occupation is going to be more successful as a result of your university experience?

- 3 a. Very little change
- 37 b. Moderately improved
- 82 c. Greatly improved

18. Do you feel that what you are doing in the university is a waste of time?

- 3 a. Yes often
- 50 b. Sometimes but not often
- 69 c. Rarely or never

19. About how much do you expect to earn per year about 10 years after you are through with school?

- 10 a. Under 9,600 L.L.
- 46 b. 9,600 - 15,000 L.L.
- 49 c. 15,000 - 25,000 L.L.
- 17 d. Over - 25,000 L.L.

20. How do you expect your own future standard of living (economic income) to compare with that of the family in which you were brought up?

71 a. Higher standard

44 b. About the same

7 c. Lower standard

21. In your opinion what are the requirements which an 'Ideal Job' or 'Profession' should satisfy? Some of these requirements are listed below. As you read the list, consider to what extent a job or career would have to satisfy each of these requirements, before you could consider it 'Ideal'. Indicate your opinion by writing:

H (high) next to the requirements you consider highly important.

M (medium) or L (low) next to the requirements you consider of medium or low importance.

The Ideal Job for me would have to

<u>H</u>	<u>M or L</u>	
<u>99</u>	<u>23</u>	a. "Provide an opportunity to use my special abilities or aptitudes"
<u>51</u>	<u>71</u>	b. "Provide me with a chance to earn a good deal of money"
<u>79</u>	<u>43</u>	c. "Permit me to be creative and original"
<u>49</u>	<u>73</u>	d. "Give me social status and prestige"
<u>44</u>	<u>78</u>	e. "Give me an opportunity to work with people rather than things"
<u>60</u>	<u>62</u>	f. "Enable me to look forward to a stable secure future"
<u>46</u>	<u>76</u>	g. "Leave me relatively free of supervision by others"
<u>35</u>	<u>87</u>	h. "Give me a chance to exercise leadership"
<u>25</u>	<u>97</u>	i. "Provide me with adventure"
<u>71</u>	<u>51</u>	j. "Give me an opportunity to be helpful to others"

23. Do you think the job or career you have selected as your life work will satisfy most of the requirements marked H, some of them, or only a few of them?

77 a. Will satisfy most of them

39 b. Will satisfy some of them

- 6 c. Will satisfy few of them
- d. None of them

24. If you could have your own choice in the matter, what kind of job or career would you like best to work in after you finish your schooling? Check the one you would like best.

- 38 a. Medicine
- 34 b. Engineering
- 12 c. Agriculture
- 8 d. Business
- 13 e. Government Service
- 17 f. Teaching

25. Now aside from your own preference in the matter, what kind of job or career do you think you are realistically most likely to end up working in?

- 33 a. Medicine
- 28 b. Engineering
- 15 c. Agriculture
- 16 d. Business
- 15 e. Government Service
- 15 f. Teaching

26. In your opinion how does the general public rank the following fields in order of importance. Indicate your opinion by writing 1. for the most important; 2. for the next in importance

- | <u>1st choice</u> | <u>2nd choice</u> |             |
|-------------------|-------------------|-------------|
| <u>30</u>         | <u>30</u>         | a. Business |
| <u>45</u>         | <u>28</u>         | b. Medicine |
| <u>2</u>          | <u>6</u>          | c. Teaching |

<u>33</u>	<u>19</u>	d. Government service
<u>1</u>	<u>11</u>	e. Law
<u>2</u>	<u>12</u>	f. Civil engineering
<u>4</u>	<u>8</u>	g. Industry
<u>3</u>	<u>3</u>	h. Agriculture
<u>-</u>	<u>-</u>	i. Skilled craftsman
<u>-</u>	<u>-</u>	j. Pharmacist
<u>2</u>	<u>6</u>	k. Priest - Sheikh
<u>-</u>	<u>-</u>	l. Others

27. In your opinion what are the requirements that the general public think an ideal job or profession should satisfy? Some of these requirements are listed below. As you read the list, consider to what extent a job or career would have to satisfy each of these requirements, before you could consider it Ideal. Indicate your opinion by writing:

H (high) next to the requirements you consider highly important.

M (medium) or L (low) next to the requirements you consider of medium or low importance.

The Ideal Job for the general public would have to

<u>H</u>	<u>M or L</u>	
<u>30</u>	<u>92</u>	a. "Provide an opportunity to use their special abilities or aptitudes"
<u>115</u>	<u>7</u>	b. "Provide them with a chance to earn a good deal of money"
<u>25</u>	<u>97</u>	c. "Permit them to be creative and original"
<u>96</u>	<u>26</u>	d. "Give them social status and prestige"
<u>20</u>	<u>102</u>	e. "Give them an opportunity to work with people"
<u>85</u>	<u>37</u>	f. "Enable them to look forward to a stable secure future"
<u>60</u>	<u>52</u>	g. "Leave them relatively free of supervision by others"



- 10 b. Disagree
- 4 c. Do not care
- 65 d. Agree
- 39 e. Strongly agree

32. How do you feel towards intermarriage between Moslems and Christians?

- 12 a. Strongly disapprove
- 24 b. Disagree
- 36 c. Do not care
- 33 d. Agree
- 17 e. Strongly agree

33. It is best for a student to be left to determine his own occupation rather than have his occupation determined by paternal authority:

- 3 a. Strongly disagree
- 7 b. Disagree
- 4 c. Do not care
- 58 d. Agree
- 50 e. Strongly agree

34. If you had your choice in the matter which of the following would you like most to be? Check only one.

- 37 a. Independent
- 53 b. Successful
- 32 c. Well liked

35. It is important to be well liked by different kinds of people:

- a. Strongly disagree

- 6 b. Disagree  
14 c. Do not care  
64 d. Agree  
38 e. Strongly agree
36. How important to you personally is to get ahead in life?  
63 a. Very important  
50 b. Fairly important  
6 c. Not very important  
3 d. Very unimportant
37. When you are in a group do you prefer to make the decisions yourself, or do you prefer to have others make the decisions?  
65 a. Usually prefer to make decisions myself  
25 b. Usually prefer to have others make the decision  
32 c. Not sure which I prefer
38. How much does it bother you to have to give orders to other people?  
17 a. It bothers me very much  
59 b. It bothers me a little  
46 c. It does not bother me at all
39. How much does it bother you to be given orders by some one else?  
38 a. It bothers me very much  
65 b. It bothers me a little  
19 c. It does not bother me at all
40. Some say that you cannot be too careful in your dealings with people, while others say that most people can be trusted. From your experience which do you agree with more?

55 a. Cannot be too careful

67 b. People can be trusted

41. Would you say that most people are most inclined to help others, or more inclined to look out for themselves?

10 a. To help others

112 b. To look out for themselves

42. If you do not **watch** yourself, people will take advantage of you:

20 a. Disagree

102 b. Agree

43. No one is going to care much what happens to you, when you get right down to it:

80 a. Disagree

42 b. Agree

44. Human nature is fundamentally cooperative:

99 a. Agree

23 b. Disagree



**APPENDIX B**

Table I

Religious Background and Father's Annual Income

Religious Background	Father's Annual Income				Total
	Up to 15,000		Over 15,000		
	No.	%	No.	%	
Christians	62	75	21	25	83
Non-Christians	21	54	18	46	39

d.f. = 1       $\chi^2 = 5.53$

N. = 122      L.S. = .02

Table II

Religious Background and Respondent's Expected Future Income

Religious Background	Respondent's Expected Future Income				Total Cases
	Up to 15,000		Over 15,000		
	No.	%	No.	%	
Christians	44	53	39	47	83
Non-Christians	12	31	27	69	39

d.f. = 1             $\chi^2 = 3.51$

N. = 122            L.S. = .05

Table III

Religious Background and Father's Education

Religious Background	Father's Education						Total Cases
	Elementary		High School		College		
	No.	%	No.	%	No.	%	
Christians	25	30	29	35	29	35	83
Non-Christians	11	28	12	31	16	41	39

d.f. = 2       $X^2 = 0.27$

N. = 122      L.S. = .99

Table IV

Religious Background and Mother's Education

Religious Background	Mother's Education						Total Cases
	Elementary		High School		College		
	No.	%	No.	%	No.	%	
Christians	34	40	40	48	9	12	83
Non-Christians	22	56	11	28	6	16	39

$$\text{d.f.} = 2 \quad \chi^2 = 4.38$$

$$N. = 122 \quad \text{L.S.} = .10$$

Table V

Religious Background and Respondent's Value Orientation

Religious Background	Value Orientation						Total Cases
	Self-Expression		Interpersonal		Extrinsic		
	No.	%	No.	%	No.	%	
Christians	35	42	27	33	21	25	83
Non-Christians	8	20	11	28	20	52	39

d.f. = 2       $\chi^2$  = 9.06

N. = 122      L.S. = .01

Table VI

Religious Background and Respondent's Personality Characteristics

Religious Background	Personality Characteristics						Total Cases
	Detached		Compliant		Aggressive		
	No.	%	No.	%	No.	%	
Christians	33	40	25	30	25	30	83
Non-Christians	7	18	12	31	20	51	39

d.f. = 2       $\chi^2 = 7.26$

N. = 122      L.S. = .02

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