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FACTORS INFLUENCING SCHOOL MOBILITY:
ARMENIAN CASE IN LEBANON

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By
SARINE GHAZAROS KHATCHIGIAN

By
SARINE GHAZAROS KHATCHIGIAN

Approved by:

Dr. Anlene Klailat

Advisor

Dr. Hanine Hour

A thesis

Member of Committee

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Dr. David Tawil

Member of Committee

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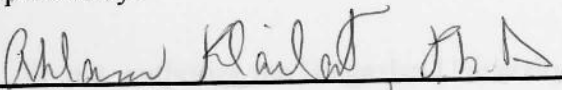
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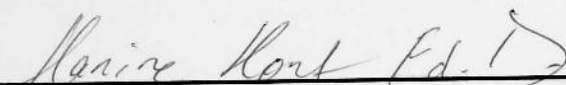
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By
SARINE GHAZAROS KHATCHIGIAN


Approved by:


Dr. Ahlam Klailat

Advisor


Dr. Hanine Hout

Member of Committee


Dr. David Tawil

Member of Committee

Date of thesis defense: December 20, 2002

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ABSTRACT

The purpose of the following research is to try to comprehend the factors that influence and contribute to school mobility, with a stress on the Armenian situation in Lebanon. The research also attempts to scientifically ascertain why some Armenian parents are choosing non-Armenian schools, and to understand the parents' opinions and perceptions concerning Armenian schools operating in Lebanon. The instrument used to collect data was a 32-item questionnaire, which was made up of two sections. The sample consisted of 311 parents of grade six students attending the Armenian schools in Greater *Beirut*. The results showed that the majority of the families come from a low SES background. It also became clear that there have been significant demographic changes when residence is concerned, and, also, more than half of the students have already changed school before. As for the parents' perceptions of Armenian and non-Armenian schools, in most cases parents have a positive perception of the Armenian schools, except when integration with the local Lebanese community and establishing contacts with the latter are considered.

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CHAPTER ONE

INTRODUCTION

A. Specification of the Problem and its Background

Lebanon has long been considered the beating pulse of the Armenian Diaspora, where Armenians were given many civil rights and were allowed to maintain their identity, both on the religious and cultural levels.

Thereafter, education – as well – has benefited from that permissive atmosphere and many Armenian schools and learning institutions have flourished all around the land of the Cedars. However, the Lebanese Civil War – that began in 1973 and lasted till the late 1990s, shaking the country in many aspects – also affected the large Armenian community that was established there. Like the local Arabs, Armenians also started leaving the country permanently, in search of a better, safer, and an economically promising place to settle down.

Gradually, the number of Lebanese Armenians in Lebanon started decreasing dramatically. So much so, that a number of Armenian schools had to close down (unfortunately no data is available as to how many schools existed and how many have closed down), still others are facing a similar fate. In addition, the problem has not stopped there. The remaining Armenian schools have now to face a new challenge: the local Lebanese schools. Year after year, an alarming number of Armenian parents are opting for non-Armenian schools for the education of their children, thus, leaving Armenian schools in a dilemma regarding their goals.

One proof for that factor is the statistical data present at the central office of the Armenian Prelacy (1996). The data includes a table comparing the number of students in the academic year 1974-75 with the academic year 1994-95. In the first academic year, the recorded number of students in all Armenian schools across Lebanon was 20,819; while in the academic year 1994-95, it dropped to 10,277 students in all schools. This shows a significant decrease of 49 per cent. However, we do not have the statistics for the general population of Armenians for the years 1974 and 1995. It is difficult to assume that there has been a flow of Armenian students attending Armenian schools going to non-Armenian schools. It is possible that the decrease is due to migration. It is certain that the Lebanese population as a whole has tended to migrate wherever the opportunity arose. It is assumed that there are over 15 million Lebanese living abroad (Ministry of emigrants, unofficial data).

Though this factor remains unclear, one thing is certain that over a period of 20 years, there have been noticeable changes in the number of students attending Armenian schools across Lebanon. An even more alarming fact is the recent picture regarding the number of Armenian students in Armenian schools in Lebanon. According to the same source (Armenian Prelacy, 2002), for the academic year 2002, the registered number of students is 8,398. Here, too, it is difficult to draw conclusions when official numbers of Lebanese Armenians who are presently living in Lebanon are not available.

One point that should not be overlooked is that when Armenians were forced or exiled to Lebanon, they more-or-less settled in the Bourj-Hammoud area and its outskirts. Armenians were mostly concentrated in those areas. However, during the Lebanese Civil War and more so afterwards, Armenians started moving away from those areas in search of a better locale and better neighborhoods. They moved mostly to the Antelias, Zalka, Jal-el-dib and Rabieh areas in huge numbers (according to interviews with some community and church leaders). So, the sense of an all-Armenian area was somehow distorted as Armenians now, like their fellow Lebanese citizens, choose whichever school they want to send their children to and also choose the language that they want their children to learn. This means that Armenians no longer have the image of a ghetto or a

closed community where each member is not just an individual with his own aims and goals, but his identity is established by his belongingness to the community. However, for some Armenians, those who want to be integrated in their new neighborhoods, the language started losing its appeal and necessity, and being accepted by their new neighbors became more important than having a complete Armenian identity.

B. Rationale

Parents and community leaders have many explanations for the flow of Armenian students opting to attend the local non-Armenian schools. Thus far, there have been no scientific studies to measure and/or verify any of the reasons or explanations. They are merely assumptions.

There is one recent study available at the Armenian Prelacy that has recorded the number of Armenian students attending Armenian schools and the reasons why Armenian students have left Armenian schools. The Armenian Prelacy gathered those statistics in 2002. According to that data (Armenian Prelacy records, 2002), 347 students have left the Armenian schools that are governed by the Armenian Prelacy. The results were obtained at the end of the academic year 2001-2002. The reasons provided are as follows: 29 per cent moved to other Armenian schools, 13 per cent traveled abroad, ten per cent left for the economic market to seek jobs, four per cent opted for technical schools, nine per cent opted for non-Armenian private schools, 15 per cent opted for public schools, three per cent were expelled from school, and the cases of the last 17 per cent are unclear. If the percentages of students going to other non-Armenian schools (technical, private or public) are added, it shows a total loss of 28 per cent of Armenian students who are now attending non-Armenian schools. The situation might become even more critical if a similar percent of Armenian students leave Armenian schools at the end of each academic year and opt for non-Armenian schools. The reasons for those who have left the schools because they have traveled or gone to the labor market need no explanation. The question is what has driven that 28 per cent of parents to make that choice?

However, the limitation of the data is that where Armenian parents wanted to change schools, the motives of the parents are not recorded. Further, the study is not representative of the whole Armenian population because the data was only collected from Armenian schools that are directly governed by the Armenian Prelacy. Therefore, the results cannot be generalized over the entire Armenian schools. This means that the image may be different in the other schools in the sense that they may or may not have the same number of students opting for non-Armenian schools.

It is important to mention that the total number of Armenian schools currently operating in Lebanon is 32, out of which 11 are governed by the Armenian Prelacy, 18 of the rest belong to different sects of the Christian religion (six Catholic schools, five Orthodox, and seven Protestant), while the remaining three schools belong to the Armenian General Benevolent Union (A.G.B.U.).

The purpose of the following research is to try to scientifically ascertain why some Armenian parents are choosing non-Armenian schools, and what their perceptions of Armenian schools are.

It is assumed in the Armenian community in Lebanon that the problem exists mostly after the children complete the elementary cycle (grade six). That is where parents remove their children from Armenian schools. Based on those assumptions, it is believed that getting educated in an Armenian school and learning the Armenian language is sufficient up to grade six. After that, it is preferable to get integrated in local schools to strengthen the children's language in Arabic and make more acquaintances, which may become important in the labor market in the future.

Currently, the Armenian language is taught on average of eight periods per week in the elementary cycles, and five to seven periods in the intermediate cycles. Some schools have an additional period for religion, which is again taught in Armenian. In addition to the Armenian language, all officially acknowledged Armenian schools teach

the Arabic language, giving it the officially allotted time. Further, according to the school policy, a third language is taught which is either English or French, and in most cases, both.

The noticed concern of some parents is the fact that three and/or four languages overburden the children's schedule and put them under a extreme pressure. Thus, some, assumingly, opt for non-Armenian schools, where at least, the Armenian language is excluded. This is done, some parents say, even if it means that their children will no longer speak their mother tongue.

Based on the above-mentioned, the target group for the present research is the parents of grade six students, bearing in mind the fact that it is not students who, most of the time, choose which school to go to or whether to stay in an Armenian school or attend a non-Armenian one, but rather its the parents who consider such a decision.

C. Hypotheses

For the purpose of shedding some light as to why parents opt for non-Armenian schools for the education of their children, three hypotheses are proposed:

H1: As is found with minority groups in the world, as jobs are better, people usually move out of their original areas of residence to become better in socioeconomic status. Similarly, Armenians are moving from the Bourj-Hammoud area because of better job and residential conditions, and sometimes are opting for non-Armenian schools.

H2: Armenian parents have a more positive perception of non-Armenian schools as opposed to Armenian schools.

H3: As the African-Americans in the United States of America aspire and attempt to come out of their minority group disadvantages due to the fact that they are a racial minority group, Armenian parents opt for non-Armenian schools for the schooling of their children so that the latter will be better integrated with their local Lebanese community at large, and thus have better opportunities and will no longer be considered just part of a minority group.

D. Definition of Terms

At this point, it is necessary to give clear definitions for some items that will be the focal points of discussion in the following research.

- Mobility of students: When students move from one school to another, or change their school with another, for various reasons or due to different motives.
- Non-Armenian schools: These schools are the ones that operate in Lebanon; and thus follow the New Lebanese Curriculum and may or may not be Lebanese. These schools do not teach the Armenian language to their students.
- Armenian schools: These are schools operating in Lebanon, but besides Arabic and English and/or French, they also teach Armenian, allotting it the same amount of time as Arabic and English/French. These schools follow the same academic program as most non-Armenian schools since they follow the New Lebanese Curriculum.

E. Limitations

A major limitation is the paucity of research conducted in the Middle East regarding the issue, specifically in Lebanon and on the Armenian population residing in Lebanon. There are no statistics to indicate or record the number of Armenians present in Lebanon when they first settled in the country towards the end of World War I; their number before and after the Lebanese Civil War; and no numbers about the present picture of the Armenian community in Lebanon.

Furthermore, the many reasons offered in the studies conducted in the United States are not applicable to the case of Armenians in Lebanon. Many of the reasons provided in the literature are only found in the U.S. and are far from having any influence on the Lebanese Armenian families. Due to that fact, only the third hypothesis is directly

based on the literature review, while the first and second are formed for the purpose of this study, and are based mostly on assumptions gathered from leaders of the Armenian community.

Another limitation that must not be overlooked is the fact that the results of the research rely solely on the responses of the parents and whatever explanation they give about the issue at hand. These responses are considered accurate by the researcher. Furthermore, the efficacy of the entire research is up to the cooperation and participation of both the parents and the principals of the schools, since without the latter permission, the questionnaire could not have been distributed to the students, thus would not have reached the parents.

Yet, a further limitation is the fact that the present research has not included all the Armenian schools operating in Lebanon. It has required the participation and the responses of the schools functioning in the Greater Beirut area. Out of the 32 schools, 22 have participated and eleven were left out for a number of reasons: four schools were left out due to their location (three are situated in Ainjar, one is in Tripoli); two are technical schools and have a different academic program; one is a school for slow-learners; three schools have only secondary sections; one school is an orphanage (here it is important to clarify that some of the students who attend that school come from families where both parents are alive but have various other problems, while the majority of the students come from broken or extremely poor families. There are rare cases where both parents are deceased). Therefore, the results obtained from the 22 schools can only be applied in the Greater Beirut area and cannot be generalized to all the Armenian schools in Lebanon.

In addition to all the above-mentioned limitations, the greatest drawback in the research was the factor that Armenian parents in non-Armenian schools were not contacted, knowing that they are the ones who have actually left the Armenian schools and have opted for non-Armenian schools. Therefore, their response as to what reasons drove them to such a choice in schooling are quite crucial.

The reason why they were not contacted was simply a matter of inaccessibility. On the onset of the research, the initial purpose was to contact local non-Armenian schools where it is believed there are remarkable numbers of Armenian students. But, unfortunately, the researcher's suggestion was met with refusal. Furthermore, contacting just a few parents at home was found to be biased and not scientific. Thus, the direction of the research geared towards views of Armenian parents who have their school children sent to Armenian schools, as to their perception of Armenian schools and what their opinions are about them, in addition to the probable "reasons for them to perhaps move their children from Armenian schools to non-Armenian ones".

F. Significance of the Study

It is the present researcher's hope that the results will be taken into serious consideration by the local leaders of the community (specifically by the Prelacy of the Armenian Community and principals of various schools) for a number of reasons:

- To, at least attempt, if possible, to stop or decrease the flow of numbers of students towards non-Armenian schools;
- Make certain modifications and updates in the Lebanese-Armenian schools;
- To understand some of the factors that influence social mobility;
- To provide statistical data regarding Armenians;
- Use the results obtained from the present study to modestly enrich the educational literature of the Armenian community in Lebanon.

CHAPTER TWO

LITERATURE REVIEW

A. Theories

1. Industrialization Theory

Schools, in modern societies, are expected to accomplish a variety of goals, ranging from enhancing economic competitiveness to ensuring equality of opportunities.

In industrialized societies, schooling is a valuable resource in the socio-economic attainment process. Although, historically, the trend has been toward a reduction in the variations in schooling in the population, inequalities still remain (Kraus and Yossi, 1990). Thus, a variety of theories have been prepared offering differing perspectives on the function of schools and education.

Proponents of the industrialization theory (Treiman, 1970) argue that except in primitive societies, where the division of labor is not elaborated and is largely exhausted by age and sex grading, occupation is a central feature of all systems of stratification. It is the primary linkage between investments in human capital and returns in it. In response to the functional requirements of an industrial society, educational systems expand and become a mechanism for distributing workers among jobs (Lenski, 1966). As the schooling of the population in an industrial society increases, educational certification becomes a major screening device for the occupational placement. Furthermore, with industrialization, educational selection grows more meritocratic and less ascriptive. Hence, according to this perspective, equality of educational opportunity as measured by its "independence-of-origin characteristics", increases (Kraus and Yossi, 1990; Treiman, 1970).

2. Reproduction Theory

In contrast to the above theory, “reproduction” theories (Collins, 1971) play down the importance of education as a provider of job skills. Rather, they claim that education actually serves to exclude members of subordinate and low-status groups from desirable positions in the occupational structure. Education-based selection and allocation in the labor market maintain the privilege of culturally dominant social groups.

Reproduction theories recognize that there is an inherent conflict between the socialization and the exclusionary roles of schooling. On the one hand, schooling is an effective mechanism by which children of subordinate-group origins are socialized into the dominant normative and value systems; while on the other hand, if the dominant groups are to retain their privilege in the labor market, then they must retain their advantage in the attainment of education, mostly higher education (Kraus and Yossi, 1990). Therefore, they use various means (as raising admission standards and tuition fees) to accomplish that.

The two theories have been tested, directly or indirectly, in several data sets that were collected in a variety of societies: in the United States, Featherman and Hauser (1978); in Austria and Germany, Muller (1979); in the United Kingdom, Halsey (1980); in the Philippines, Cheung and Smith (1986); and in Australia, Clifton *et al* (1991). All of them claim that social background remains a strong determinant of educational attainment and that members of the upper strata maintain their relative advantage in attaining education.

3. The Human Capital Theory

Based on that, it is no surprise that the importance of educational credentials for individuals’ labor market success is one of the best-established facts of sociology and labor economics. In economics, human capital theorists (Coleman, 1994; Schultz, 1977) initially focus on the role of education as a measure of potential productivity, but labor economists of various theoretical persuasions have also argued that education may serve

mainly as a mechanism through which employers screen job applicants. Thus, in sociology, much debate has revolved around how education at elite institutions contributes to or reflects an individual's human capital, social capital, and cultural capital (Brinton and Lee, 1996).

The educational systems of East Asia, according to Brinton and Lee (1996), are ideal for studying who enters elite schools, particularly universities, and why graduation from these schools contributes to success in the labor market. In these highly competitive, hierarchically structured education systems, intense competition has been fueled by the widespread popular belief that a degree from a prestigious school sets one on the track of upward mobility through the status, class, and income structures.

The image is not different on the other side of the globe. In the United States, studies have also examined the distinct effects of social background and attendance at elite institutions on labor market outcomes. Individuals from privileged social backgrounds are more likely to attend elite schools and the prestige of these schools also has distinct effects on students' later earnings in the market. Edwards and Witty (1998) argued that the patterns of career advancement among the American business elite reflect the advantages of both upper-class origin and educational credentials from prestigious schools, or "social capital" and "scholastic capital", respectively.

Coleman (1994, 1990), an advocate of the human capital theory, has added yet a further dimension. He states that human and social capital account for children's school performance. He has argued that human capital (such as income and education) operates through social capital, which is present in both the family and the community. For children, family social capital – the overall "quality" time parents can devote to children's intellectual growth – is reduced in single-parent families (as is human capital in single-mother families). As family social capital is reduced, the probability of negative educational outcomes becomes higher. Furthermore, the loss of community social capital also increases the probability of negative outcomes. According to Coleman's reasoning, one may lose community social capital by residential mobility, which, in its turn, may

result in a break in the closure a parent or parents may have established in the community – closure with other parents, teachers, or others in the community who are supportive of collective norms and values regarding children and issues related to them.

It is not just parents who are aware of these issues. According to Mickelson (1990), the information conveyed to students about potential returns on education is not only what parents, teachers, and the dominant ideology expound, but also what the students' daily realities show them. Adolescents, especially in the minority groups, see their parents' experiences in the labor market, in which class (Knutson and Mantizocopoulos, 2000), race (Kalmijn and Kraaykamp, 1996; Mickelson, 1990; Morgan, 1996), and gender (Larson and Rumberger, 1998) also influence returns on educational credentials. And, therefore, they are not bewitched by the rhetoric of equal opportunity through education: they hear another side of the story at the dinner table.

With so much importance given to the type of education one gets (Psacharopoulos and Velez, 1993; Sanders, 1992; Till, 1971) and bearing in mind the role schools are ascribed in societies, it is no wonder that parents want to find the "best" school (and if not the "best", the next best thing to it) for their children, which results in a high rate of school mobility where students have to adapt to a new environment and make novel adjustments.

According to the U.S. Bureau of Census (2000), every year, nearly one in six people in the United States relocates or changes residence. Such relocation affects some eight million school children, and relocation is often described as requiring significant readjustment. The children who move are not the only ones affected, according to two case studies of schools described in the GAO (The General Accounting Office) report: "Children's mobility disrupts classroom instruction. ...Time spent on instruction decreases because teachers must spend additional time on none instructional tasks" (Bracey, 1994). Kirkpatrick and Lash (1994) and Bracey (1997), also report "nearly all classroom teachers reported that each time a new student arrived at their classroom, instructional time was lost to the regular students in helping the child settle into the

established classroom routine. They also reported that they had to review routines and rules, teach classroom procedures, and take the time needed away from instruction to make the new child/children feel welcome". So, harm is not just caused to the individual, but also to the entire group in an indirect manner.

Knutson and Mantzicopoulos (2000) state that the problem is most crucial with very young children because there is evidence that the early transition from one school to another is a critical point in young children's development. Moreover, problems in the first few years of schools are precursors of later academic difficulties. The transitions may be sources of considerable disruption in children's social and physical environments and have the potential to adversely affect developmental outcomes.

The changes associated with frequent mobility may overburden the children who must cope with new school settings, new neighborhoods and physical surroundings, and new friends. Out of all those changes, academic achievement has been the most common outcome researched in this area of the literature (Tucker, 1998; Melman-Heinlein and Shinn, 2000; Knutson and Mantzicopoulos, 2000; Skandera and Sousa, 2002). However, the findings about the impact of mobility on children's educational attainment have been inconsistent.

Melman-Heinlein and Shinn's review of the research in this area (Melman-Heinlein and Shinn, 2000), found varying findings. Five studies (Benson, Haycraft, Steyaert, and Weigel, 1979; Ingersoll, Scamman, and Eckerling, 1984; The U.S. General Accounting Office, 1994; Kealy, 1982; Schuler, 1990) found negative associations between school achievement and mobility. Furthermore, the GAO report (1994) found that of the nation's third graders, a significantly greater percentage of those who had changed schools frequently (three or more times) compared to those who had never changed schools, were below grade level in reading (41 per cent versus 26 per cent) and in math (33 per cent versus 17 per cent).

However, two of those studies (Shuller, 1990; and Kealy, 1982) had restricted ranges of SES. The former study was conducted in schools in the “heart of the inner city”, while the latter was conducted in New York City Catholic schools, with 91% of the population being Black or Hispanic.

Ream *et al* (1998) also found that, when standardized test scores were used as the outcome variable, mobility had a detrimental impact on children. This means that, when mobility increased, achievement test scores decreased.

Two other studies (Bourke and Naylor’s, 1971; Marchant and Medway, 1987) found no relationship between residential moves and the achievement of children. However, they did not control for SES and their studies were carried out on military families, which have a distinct feature of their own (Marchant and Medway, 1987).

But why has there been a difference in the results? Before one tries to shed some light on the reasons for such a difference, it is important to view previous studies as well as recent ones and then state what has accounted for the variations in the results.

C. School Mobility and Achievement

1. Previous Studies

There are several reasons for the inconsistent findings reported in the mobility literature. According to Marchant and Medway (1987), several methodological flaws have characterized previous research in this area. Researchers have failed to differentiate the reasons for moving, and have grouped together families who moved because of job transfer, financial difficulties, and marital disruption. In addition, many studies, according to the same researchers, have not accounted for initial differences in the academic characteristics of children when analyzing the effects of mobility. Furthermore, studies (Marchant and Medway, 1987; Shuller, 1990; Kealy, 1982) have failed to control for social class variables, which are of utmost importance in the issue at hand. The

previously mentioned variables will be considered in detail when recent studies and research are discussed.

Knutson and Mantizicopoulos (2000) supply additional drawbacks in prior research. One of them is the lack of attention to circumstances and perceptions about mobility. For example, residential mobility may or may not accompany school mobility. Children who change residence but remain in the same district and, therefore, in the same school, would not experience as much internal conflict as those children who also change schools. The consequences of school mobility may be particularly harsh for children because they must make the adjustment to a new teacher, a new set of classmates, and possibly different curricula and instructional methods.

Moreover, Knutson and Mantizicopoulos (2000) argue that information is needed on the effect of parental attitude and perceptions of the effects of mobility in their lives. Their perceptions of the circumstances and consequences of the move might affect the family's emotional climate, thus, indirectly affecting children's school performance.

Children from low-income families who are the most disadvantaged are also the most mobile (Knutson and Mantizicopoulos, 2000). Wright (1999) also found similar findings, too. Children who come from families whose income is at least \$50,000 per year seem somehow protected against frequent moves, while those who come from families making less than \$10,000 per year are at risk even when they have attended only one school for the entire period (Bracey, 1997).

A similar finding occurs for retention. While children from upper-income families who move a lot are twice as likely to repeat a grade as those who have attended only one school, they are still less than half as likely to have repeated a grade as children from low-income families who have had stable schooling (Kalmijn and Kraaykamp, 1996).

2. Recent Studies

There is recent empirical evidence that poor adjustment precedes or co-exists with high mobility. In a recent study of 2,524 early elementary students from low-income families, Nelson, Simoni, and Adelman (1996) reported that students with high mobility histories over a three-year period were less well adjusted on academic measures (in regards to grades) taken at the beginning of school.

In other studies (Knutson and Mantzicopoulos, 2000; Mickelson, 1990), the significant effects of mobility were displaced once prior levels of academic performance and social adjustment were taken into account. Mobility is not necessarily considered to be the reason why low-income children who move frequently perform poorly on post mobility outcomes. The relationship between mobility and school competence is a complex one that cannot be viewed in isolation from children's personal and family circumstances, as the above-mentioned studies conclude. The effect of mobility is greatly reduced when ethnicity, family income, and early school achievement are taken into account. It is compounded by the fact that children on the move also come from multiple-risk backgrounds that limit their opportunities to learn academic readiness skills before entering school. Children who are highly mobile after they enter elementary school had been academically disadvantaged at the onset of their schooling (Wright, 1999).

Although moving once or twice during the school years may not be harmful, research shows that high mobility lowers students' achievement – particularly when the students are from low-income, less-educated families (Mickelson, 1990; Morgan, 1996; Knutson and Mantzicopoulos, 2000). Research has made it clear that bouncing from school to school, classroom to classroom, hurts children's academic progress, as Stover concludes in his research (2000). They tend to score lower on tests, and are more likely to drop out, and to present problems for teachers (Bracey, 1994). In his research (1994), he also states that children who have attended three or more schools are more likely to have repeated a grade by third grade than are those who have attended two schools or one. Whereas, more than 20 per cent of those who have changed schools often have repeated a

grade, while 12 per cent of those who have attended two schools and only 8 per cent of those who have attended one school have done so.

A study in Texas conducted by Lewis (1999), found that 68 per cent of the fifth-graders in the 1995-96 school year had changed schools at least once; while in Chicago (Lewis, 1999), 53 per cent had done so (the exact number of schools or students participating in both studies are not available). It was shown that students who change schools for reasons other than promotion are half as likely to stay in high school, and test scores rise for each year students stay in one school.

3. Importance of Socioeconomic Status

We can conclude from the above research findings that SES and family background play major roles in deciding on the effects of mobility and achievement. Melman-Heinlein and Shinn (2000) state that mobility is inversely related to both SES and achievement, when SES is controlled. Some children's progress in school implies that even children who have been quite mobile during their lives do not appear to have significantly poorer school performance than children who have only moved a few times or even never – if they are living with both parents, have a stable home environment, and their parents spend “quality time” with them (Tucker, 1998). The only exception seems to be children in families who are hyper-mobile, that is, those who have moved eight or more times during their lifetimes. The results for children aged 12 or younger are generally detrimental to student achievement (Ream *et al*, 1998).

Jason and Warren-Sohlberg (1992), who have investigated the reasons parents of 451 elementary school children gave for changing schools and has studied how the reasons influenced children's ability to adjust to their new schools, has stated that children transferring because their old school closed were more competent academically and had higher average socioeconomic status than did the other groups. On the other hand, those transferring because of changing households or a certain family disruption had poorer academic performance and more stressful life events.

D. Factors Contributing to Mobility

After reviewing the literature and noticing a positive relationship between mobility and achievement, it becomes necessary to trace the reasons leading to mobility.

There are not that many studies talking about the factors that lead to mobility. This may be because this specific area of the topic has only recently caught the attention of researchers, as it is only quite lately that the issue has become noticeable, due to the increasing number of students who are changing schools.

One point that is clear in present day research is that children change schools for a variety of reasons and as Jason and Warren-Sohlberg state “school transfers are often ‘marker events’ in children’s lives” (1992). And parents know that. They strive to provide the “best” schooling for their child so that he will have the “best” opportunities so that they will later get a return in the economic market in the form of finding a well-paying job and/or having an honorable rank or status.

The very few recent studies in the United States have found a variety of reasons for students becoming mobile. According to the California Policy Seminar (Skandera and Sousa, 1998), almost half of all the changes are family-related, primarily occurring when families change residence. The other half is school-related, such as when students or schools initiate a transfer because of academic or social problems. They have defined family-related mobility as when families change residence and move from one area of the country to another in the hope of finding a better job. This type of mobility is considered not preventable as changing residences definitely requires changing schools. As for school-related mobility, this is defined as when students have some kind of a problem at and/or with the school or vice versa, when the school has a problem with the student. The problems may vary from poor attendance, misbehavior, and disciplinary problems, causing harm to school property and being a menace to safety.

Another major study in this particular area is a study conducted by Knutson and Mantzicopoulos (2000). According to their study that was aiming to find reasons why parents were moving, 65.6% reported that they moved because “they were seeking a better place.” Other reasons that were reported by the parents were the following:

- | | |
|------------------------|-------------------------|
| 1. Job change | 4. New household moved |
| 2. Cost considerations | 5. Home bought or sold |
| 3. Forced move | 6. Expired rental lease |

The study, however, does not provide clear definitions for each term mentioned above and does not indicate the percentage that each response has received.

Another study that was conducted by Skandera and Sousa (2002) has indicated that home ownership is also a crucial factor in the issue of school mobility. The research has found that home ownership affects school mobility because renters are more common and they tend to move more frequently than do homeowners. In their research, they have found out that 35 percent of renters had moved in one year’s time, compared with only eight percent of homeowners.

With all the variations in the findings of numerous studies, one fact remains clear: whenever mobility of students is studied, achievement is also mentioned (Melman-Heinlein and Shinn, 2000, Skandera and Sousa, 2002, Wright, 1999). However, as the above data shows, many researchers have differing views and explanations about how and if the two issues (mobility and achievement) are related, and what are the underlying factors influencing them. However, one point that is sticking in the research review is that SES has a major role in the issue. Thus, the issue needs further research to have conclusive findings.

CHAPTER THREE

METHODOLOGY

A. Sample

A complete list of all the Armenian schools currently operating in Lebanon was obtained from the Armenian Prelacy in Beirut. This was accomplished after receiving the permission and approval of the National Educational Board of the Armenian schools.

The list included 32 schools operating across Lebanon. The schools in the Greater Beirut area were the primary target group of the following research. Thus, five schools were not contacted because one is in Tripoli, another is in Jbeil and three are in Ainjar, thereby falling outside the target group geographically. Further, out of the remaining 27 schools, five were left out because two are technical; and three others are secondary schools, meaning their classes start from grade seven. There are many other secondary schools that were not left out, because they have an elementary cycle, as well as intermediate and secondary cycles. All in all, out of the 22 schools, eight have three cycles (secondary, intermediate, and elementary), six have the two cycles (elementary and intermediate), and eight only have elementary cycles.

Therefore, 22 schools made up the final sample of the present research. The parents of all the grade six students were asked to participate. The total number of participating grade six parents was 311 couples ($n = 311$).

B. Procedure

To obtain an appointment with the principals of the 22 schools, the researcher personally contacted them on the phone. Fifteen principals of the schools did not ask for a personal visit from the researcher and asked for an explanation over the phone, after which they gave their consent to proceed with the research. Principals of the remaining seven schools gave an appointment during which they reviewed the questionnaire item by

item and then gave their approval. Once permission was granted, all the schools received envelopes containing copies of the questionnaire according to the number of grade six students they had and an extra copy for the school.

Since the study involves the parents of students, all principals accepted passing on the questionnaire to parents by sending them home with the students. Some even had added a circular to be sent to the parents showing the consent of the principals about the matter to reassure the parents about the real nature of the research. The students were given three to four days to have their parents fill the questionnaire and then return it to their schools, from where the researcher personally collected them.

C. Instrument

The 35-item questionnaire, which is found in two languages (English and Armenian) in Appendix B, was formulated specifically for the purpose of the present research. Since some of the schools participating in the research teach English as a first foreign language and others French, and in order to avoid bias due to the use of English and French versions of the instrument, it was seen necessary to administer the questionnaire in Armenian. Furthermore, in order to prevent bias in the English-Armenian translation, an individual mastering both Armenian and English languages and unfamiliar with the original English version, translated the Armenian version to English.

Prior to administering the questionnaire to grade six parents of all the concerned schools, a pilot study was conducted on a group of grade five parents from one school. Grade five was selected because that grade level used to be considered the end of the elementary cycle before the government implemented the New Lebanese Curriculum in 1997. In the light of the pilot study, one question was removed. It was originally a continuation of question number eight which asked for the number of children aged above four and the schools they attended. The purpose of the second part of the question was to find if any of the parents already have children in Armenian - and at the same time - non-Armenian schools. But, the feedback from the pilot study was that since the study was an anonymous one (not mentioning names of the participating parents and schools),

there was no need for the second part of question eight. After that, the Armenian version was finalized.

The total number of participating grade six parents was 311 couples ($n = 311$). There are some questions requiring separate responses from the father and the mother, thus having a total of 622 responses for those questions. However, in the encoding of the data, the results will be presented separately for each of the parents.

The questionnaire consists of two sections. The first section, items one to eight, require some background general information about the parents, like their educational background, area of residence, occupation and yearly income (to have a tentative assessment of their socio-economic status). Items nine to fourteen are directly about changing schools and the parents' preference concerning Armenian or non-Armenian schooling. Parents are asked whether they have ever changed the school of their children, and if so, how many times. They are also asked about the new school in regards of if it is another Armenian school or a non-Armenian one. The last two questions of the first section of the questionnaire are about where the parents plan to send their children after the elementary cycle is completed. They are provided with four options to choose from: another Armenian school, another non-Armenian school (private or public), a technical school, or make no change in schooling by keeping the same school. The last question requires the parents to state the reason for their choice for the previous question. This they would do by writing in the 2-3 lines specifically left for that purpose.

The second section of the questionnaire consists of 21 statements, making a comparison between the Armenian and non-Armenian schools. The parents are required to state whether they agree or disagree to each statement and to what extent. For that purpose, each statement provides options on a scale of five, one being strongly agree, two agree, three neutral, four disagree, and five strongly disagree. The comparisons are in regards to faculty, school buildings, academic programs, success in the official exams, extracurricular activities, textbooks, meeting children's individual needs, opportunities of establishing contacts and getting integrated with the Lebanese community, and finally

chances of getting into respectable universities in the country. The frequencies and percentages of each statement will be presented in individual boxes.

In the first section, questions one and two provide answers to hypothesis two. While questions twelve and thirteen answer hypothesis three. In the second section, statements 15, 16, 17, and 18 directly answer hypothesis three as well.

D. The Hypotheses to Be Tested

H1: As is found with minority groups in the world, as jobs are better, people usually move out of their original areas of residence to become better in socioeconomic status. Similarly, Armenians are moving from the Bourj-Hammoud area because of better job and residential conditions, and sometimes are opting for non-Armenian schools.

H2: Armenian parents have a more positive perception of non-Armenian schools as opposed to Armenian schools.

H3: As the African-Americans in the United States of America aspire and attempt to come out of their minority group disadvantages due to the fact that they are a racial minority group, Armenian parents opt for non-Armenian schools for the schooling of their children so that the latter will be better integrated with their local Arab community at large, and thus have better opportunities and will no longer be considered just part of a minority group.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Before presenting the results and analyzing them, it should be reminded that the questionnaire consists of two sections. To prevent any misreading of the results and any confusion between the results of sections one and two, the following should be noted: The results of section one are presented as Table 1A, 2A, 3A etc, while the results of section two are seen as Table 1B, 2B etc. Therefore, A and B stand for Section One and Section Two consecutively. Appendix C includes all the tables of both sections and the general frequencies and standard deviations of all the questions or statements of the entire questionnaire.

The first item in the questionnaire concerns the current area of residence of the participants, while the second item inquires about the areas where both the father and the mother used to live when they were single. These two questions were asked in order to have a ground for comparison to see whether Armenians are still living in highly Armenian populated areas or have scattered more in various other areas.

Table One A. presents a detailed picture of the fourteen major areas, which made up the demographic distribution of the subjects. A number of regions are grouped together based on their location and labeled as “Area A”, “Area B”, and so forth.

Table Two A. concerns the first and second questions and shows the number of subjects that are presently living in each area and shows their percentage. It also shows where the mothers and fathers used to live when they were single, enabling one to note the area changes that have happened. All the information is presented in the number of the subjects and their percentages.

For the purpose of clear reading of the tables, they are shown together in the following page, with Table One A specifying the areas and Table Two A showing clear changes in the present and past residences of the subjects.

Table 1A. Demographic Distribution of Subjects

Area	Details
A	Ain-Mreysi, Basta, Hamra, Msaytbeh, Zarif
B	Ashrafieh, Badawi, Gemmayze, Karantina, Medawar, Rmeil
C	Arakadz, Bourj-Hammoud, Camp, Masakin
D	Amanos, Dora, Mar-Youssef
E	Ain Rmaneh, Hadath, Hazmieh, Horch-Tabet, Mkalles, Sin-el-Fil
F	Bouchrieh, Dekwaneh, Fanar, Rawda, Roumieh
G	Jal-el-Dib, Jdeyde, Zalka
H	Antelias, Awkar, Dbayeh, Mzher, Naccash, Rabwe, Rabyeh
I	Bikfaya, Elissar, Kornet Chahwan, Mtayleb
J	Jbeil, Jounieh
K	Aley, Kahalé, Souk-el-Gharb
L	Ainjar, Bekaa, Zahlé
M	South Lebanon
N	Abroad (Armenia, Belarus, Kuwait, Iraq, Russia, States, Syria)

Table 2A. Percentage of Subjects' Present and Past Residences

Area	Present area of residence		Father's residence when single		Mother's residence when single	
A	n = 2	0.64	n = 10	3.21	n = 6	1.92
B	n = 30	9.64	n = 55	17.73	n = 35	11.25
C	n =113	36.33	n =130	41.80	n = 131	42.18
D	n = 23	7.39	n = 34	10.93	n = 24	7.71
E	n = 12	3.85	n = 6	1.92	n = 8	2.57
F	n = 33	10.63	n = 22	7.07	n = 20	6.43
G	n = 25	8.03	n = 8	2.57	n = 14	4.5
H	n = 55	17.71	n = 20	6.43	n = 18	5.78
I	n = 10	3.21	n = 2	0.64	n = 7	2.25
J	n = 7	2.25	n = 3	0.96	n = 4	1.28
K	n = 0	0.0	n = 0	0.0	n = 4	1.28
L	n = 1	0.32	n = 5	1.6	n = 8	2.57
M	n = 0	0.0	n = 0	0.0	n = 2	0.64
N	n = 0	0.0	n = 16	5.14	n = 30	9.64
Total	n = 311	100.0	n = 311	100.0	n = 311	100.0

Based on Table Two A., there is a noticeable increase in numbers in certain areas, while a decrease is also present in some others. Areas B (Ashrafieh, Badawi, Gemmayzi, Kararantina, Medawar, Remeil), C (Arakadz, Bourj-Hammoud, Camp, Masakin), D (Amanos, Dora, Mar-Youssef), and L (ainjar, Bekaa, Zahlé) show a decrease of the numbers of Armenians living in them. These areas used to be highly populated with Armenians and their neighborhoods had/have a certain Armenian character. The increase has been in Areas F (Bouchrieh, Dekwaneh, Fanar, Rawda, Roumieh), G (Jal-el-Dib, Jdeyde, Zalka), H (Antelias, Awkar, Dbayeh, Mzher, Naccash, Rabwe, Rabyeh), I (Bikfaya, Elissar, Kornet Chahwan, Mtayleb), and J (Jbeil, Jounieh) that are areas outside the parameters of Dora, Bourj-Hammoud. These areas are “non-Armenian” areas, if one may call them so, given that non-Armenian locals form a majority of the population in those areas. These findings directly support hypothesis one (H1), as Armenians are and have changed their demographic locations to find better jobs and better residential conditions.

It is assumed that Armenians have moved to the areas F, G, H, I, and J to acquire a higher social status and to be better accepted by their fellow Lebanese Arab neighbors. In this way, they have, however, moved away from “all-Armenian” areas, where Armenian schools are many in number. The new areas have very few Armenian schools in close reach. Thus, the probability of getting integrated in non-Armenian circles is rising. In this way, questions one and two are supporting hypothesis three (H3) as well.

As to question three, it inquires about the ethnic origin of both the father and the mother. The reason why this was asked is that perhaps having a non-Armenian parent may have an influence on the fact that parents would prefer non-Armenian schools. The data shows that 97.1 percent of the fathers are of Armenian origin, with only 2.9 percent being non-Armenian. As for the mothers, 89 percent are of Armenian origin and 10.9 percent non-Armenians. There does not seem to be an issue in this matter. One can state that the ethnic origins of the parents are dominantly Armenian. The non-Armenian ones category comprises of: Americans, Arabs, French, Philipinos, and Russians, However,

this may not be the case with the parents who already have their children attend non-Armenian schools. This matter needs further study.

Question four refers to the occupations of parents. This was required to observe the nature of professions of the parents in the study group. The data shows that approximately 40 percent of the fathers are employees and craftsmen (carpenter, goldsmith, hand-bag/ printing/shirt company workers, plumber, shoemaker, tailor etc.). Only 29 percent are professionals (doctors, managers, teachers, accountants etc.). As for the mothers, approximately 67 percent are housewives with no profession. Only 15 percent of the mothers hold jobs as accountants, cleaning ladies, designers, doctors, nurses, seamstresses, secretaries and teachers. 2.89 percent of the mothers are currently unemployed.

Question five is closely linked to question four and the results compliment one another. In item five, annual incomes of the families are studied. The data shows that 77.5 percent of the subjects of the present study belong to a low socio-economic status (with an almost 45 percent earning less than \$5,000 per year, 20 percent earning between \$5,000 to \$7,000, and 11.6 percent earning \$7,000-\$10,000 per year). While only 8.7 percent between \$10,000 and \$15,000, 4.2 percent earn between \$15,000 and \$20,000, and only 3.5 percent earn \$20,000 and up per year. It is worth mentioning that six percent have not answered this question. These results also pertain to hypothesis one (H1) due to the fact that the majority of the subjects belong to a low socioeconomic status and at the same time their demographic location has changed over the years in the hope of attaining a higher SES.

Also, in support of items four and five is question six that examines the educational background of the participating families. The data shows that more than 80 percent of both fathers and mothers do not have higher education. They mostly have secondary and other education (around 40.2 and 42.1 percent consecutively for the fathers and 53.1 and 30.9 percent consecutively for the mothers). Many of the

participants had even added “no education” or only “elementary education” or “technical education”. 6.4 percent of fathers hold a BA or a BS and 11.3 percent hold an MA or an MS. As for the higher education of mothers, eight percent hold a BA or a BS and eight percent an MA or an MS.

The next items are question seven and eight which answer how many children each parent has (item seven) and how many of those children are above four years of age (item eight). The data of item seven shows that the majority of families, 46 percent have on average three children, 31.8 percent have two children, 11.6 percent have four, 3.5 percent have one and another 3.5 percent have five, six or seven. Yet another 3.5 percent of the parents have not answered the question. The importance of this table is to stress the fact that these families have expenses related to the schooling of their children; while the data of item eight affirms the fact that the majority has to cover the schooling expenses of more than one child.

As for the data of question eight, it goes almost parallel to the data of question seven: 40.8 percent having three children above the age of four, 34.4 percent having two children, 7.7 percent having four children, 6.1 percent one child, and 3.2 percent have five, six or seven.). It is worth to mention that 4.2 percent of parents ($N = 13$) have answered “Zero” to the number of children they have above four years of age. This seems to be an error if one bears in mind the fact that the questionnaire was distributed to parents of grade six students. So all parents have at least one child who is older than four. “Zero” was not even included in the options for parents to choose, but 13 participants had added that on their own, while 3.5 percent have left the question unanswered.

If the data of questions five and eight are studied together, it becomes obvious that the majority of the families suffer a heavy economic constraint, as most of them (45.3 percent) earn less than \$5,000 and at the same time have on average three children to care for (40.8 percent).

Question number nine examines whether any of the children have changed school before or not. The data indicates that 53.4 percent ($n = 166$) have actually changed schools before, while 46.6 percent ($n = 145$) have not changed. Knutson and Mantzicopoulos (2000) stated that children coming from low-income families are the most disadvantaged and the most mobile. Wright (1999) found similar findings, as well. The present study shows that 65 percent of the students come from low-income families earning an annual income of \$7,000 and less and 53.4 percent have already changed schools before. So, the findings of this study go parallel with what the literature review states.

From the 53.4 percent of those who have changed schools ($N = 166$), 68.1 percent have changed schools once, 19.9 percent have changed schools twice and 12 percent have changed schools three times or more.

Question 11 asks about where the mobility has been to. From the 53.4 percent who changed schools, regardless of the number of times, the data indicates that the majority, 90.2 percent, have gone to other Armenian schools, and only 9.8 percent have shifted to non-Armenian schools. These results seem confusing bearing in mind the fact that the concerned students are currently in Armenian schools since they are involved in this study. How can they mention non-Armenian schools and yet are responding to the present questionnaire? Two logical explanations can be given. Either that 9.8 percent involves students who have changed schools more than once (thus could have gone to non-Armenian schools and have moved back in) or the parents must have other siblings in mind who are currently not in Armenian schools, besides the sixth grader who is presently a sixth grader in an Armenian school. Here, it would be appropriate to remind that the sample consists of parents who are presently sending their children to Armenian schools, with a mere five percent having children attending non-Armenian schools as well as Armenian ones.

Question 12 in the questionnaire asks the parents if they are satisfied with the change of school or with the move they have made. The majority, 79.5 percent have

replied “Yes”, which means they are satisfied, while 20.5 percent have said “No” to show their dissatisfaction of the new school. Therefore, there arises a possibility that the 20.5 percent may be changing the school again. This is further clarified below where it becomes clear that many parents will be changing the schools of their children for the coming academic year.

The data of items 13 and 14 should be considered together, as the former asks about the parents’ plans for their children after they graduate from grade six, while the latter gives justifications for their choice. Parents were asked to state where they were going to send their children by choosing from four options: keep them at the same school, send them to: another Armenian school, a technical school or non-Armenian school. For the last option, they had to state if it was a public or private non-Armenian school. Since these two questions directly answer hypothesis three, the data will not just be presented in the following lines, but it will also be presented in tables to have a clearer reading of the results.

Table 12A. School Choice After Grade 6

School Type	N(311)	%
Same	183	59
Another Armenian	78	25
Technical	7	2.4
Non-Armenian → Public	25	8
→ Private	18	5.8

Table 13A. Reasons

Reason	N	%
Satisfied	170	54.7
Siblings/Inter.	62	19.9
Financial	31	10
Arabic Language	13	4.2
Missing	35	11.3

More than half of the parents (59 percent) are planning to keep their children in the same schools because, as they have stated, they are satisfied with the educational system offered by the institutions. Another 25 percent are planning to change the schools with other Armenian schools due to two reasons: some of the schools only have an elementary cycle so the parents are under an obligation to move; or because their children have older siblings attending other Armenian schools. All in all, 87 percent of parents will be keeping their children in Armenian institutions. The results clearly show that 8 percent of the students will be attending public schools, 5.8 percent private non-Armenian schools, and 2.3 percent technical institutions of learning.

28.4 Questions 13 and 14 directly answer and support hypothesis three, since some of the parents are planning to send their children to non-Armenian schools to improve their kids Arabic language, to better equip them for their future in the local market or non-Armenian society. They want their children to be better integrated in the local Arab community.

The critical issue is with a total of 16 percent of students who will be opting for non-Armenian schools (technical, private and public counted together). The majority of that number seem to be having financial problems and will be obliged to opt for non-Armenian schools, except for 4.2 percent who will be moving because they would like to strengthen their children's Arabic language. Therefore, for the coming academic year, it can be assumed that Armenian schools will be losing around 16 percent of their students to non-Armenian schools.

Analysis of section Two

The results of the second section of the questionnaire are presented completely in Appendix C. Also presented is the number of people who have NOT responded to some statements. This is presented as "Missing System" in most boxes. For example, bearing in mind that $N = 311$, if a box shows "Missing System 6", that means 305 parents have responded to that statement and six have not. What follows is a rewriting of each statement and then presenting the data obtained for each.

1B. Students who go to Armenian schools have an equal chance of succeeding in the official exams as students who go to non-Armenian schools.

Half of the parents, 51.8 percent, agree that students of Armenian schools have an equal chance of succeeding in the official exams of the country, and only 19.9 percent seem to disagree to the stated idea. A noticeable number of parents, 27.7 percent, answered "neutral". 0.6 percent of parents have not answered to the statement.

2B. Armenian schools have qualified faculty, and

3B. Non-Armenian schools have qualified faculty.

Statements Two B and three B should be considered and analyzed together as there is a clear comparison between the Armenian and non-Armenian schools. 62.7 percent of parents agree that Armenian schools have qualified faculty and just 9.7 percent disagree, while in the case of the non-Armenian schools, 46.6 percent agree that their teachers are qualified and only 15.7 percent disagree. Contrary to what the majority of principals of schools usually complain about, parents seem to value the faculty of Armenian schools more than the faculty of the non-Armenian schools. However, this can be stated only about the parents of the present research who are already sending their children to Armenian schools. Otherwise, this would be opposing hypothesis two (H2).

4B. Armenian and non-Armenian schools have the same academic program.

The data of statement four shows that 50 percent of the parents agree that both schools have the same academic program, however 32 percent do not agree. One of the reasons for the majority of parents agreeing could be that the reform and the modification of the Lebanese curriculum was quite recent (1997), so the issue is quite fresh in the minds of the parents and they seem to be aware of the fact that schools have to follow the new official curriculum, therefore, for that 50 percent, schools are assumed to have the same academic program as it is a must. Here, hypothesis two (H2) cannot be mentioned because not agreeing (32 percent) does not mean viewing the non-Armenian schools' program as better.

5B. It is important to provide Armenian students with the Armenian language.

Statement Five B discusses the important issue about whether Armenian language is important to be provided to students. The majority of parents, 85.5 percent have agreed, and mostly "strongly agreed". Only 6.1 percent have agreed, with as few as 2.6 percent "strongly disagreed". However, the results should not be surprising as the sample consists of parents who *already* send their children to Armenian schools, and therefore must have accepted and chosen the idea of providing their children with the Armenian language. What could be interesting is that fact that the numbers are in favor of the

interests of the Armenian schools. This is important because, recently, there had been a growing discontent of Armenian parents in wanting their children to learn the Armenian language, as stated by the Armenian leaders, principals and clergymen during talks in Armenian schools and/or gatherings.

6B. Armenian language should be given less time in the academic schedule.

The picture is not that clear cut in statement Six B, which is related to the previous point. Here the point is that Armenian language should be given less time in the academic schedule. Although almost half of the parents, 47.3 percent, seem to disagree to the idea, it is not as strong sided as the previous 85.5 percent for statement Five. Furthermore, 28.9 percent agree to the idea that the language should be given less time, which quite a significant number. Thus, after viewing the results of statements Five and Six, one can possibly say that Armenian parents want to have the Armenian language taught to their kids, but in less hours. Their disagreement could be due to the fact that Armenian schools are usually burdened with four languages (Armenian, Arabic, English and French), thus students have very pressured program and have to work, study and prepare more than students who go to non-Armenian schools.

Next is another set of comparative statements between the Armenian and non-Armenian schools. 7B states that Armenian schools give enough time to extracurricular activities, while 8B states that about the non-Armenian schools.

7B. Armenian schools give enough time to extracurricular activities, and

8B. Non-Armenian schools give enough time to extracurricular activities.

48.2 percent of parents agree that Armenian schools give enough time to extracurricular activities, while 39.2 percent agree about non-Armenian schools. As for disagreeing, 19.9 percent disagree about the Armenian schools and 26.1 percent about the non-Armenian schools. There seems to be an almost ten percent advantage of the Armenian schools when parents opinions are implored about this specific issue. However, those who do not agree about the Armenian schools are supporting hypothesis two (H2).

9B. Armenian schools have modern school buildings, and

10B. Non-Armenian schools have modern school buildings.

33.8 percent of parents have agreed that Armenian schools have modern school buildings, while 24.4 have not agreed. A majority of 41.5 percent has answered “neutral”. As for the non-Armenian schools, 49.5 percent of parents have agreed and only 14 percent have disagreed. One can conclude from the results that hypothesis two (H2) is supported.

It should be noted that a majority, 35 percent, has answered “neutral”. There can be a number of explanations for the results.

Most of the Armenian schools were built at least 20 years ago, and others are still in very old parts of the Bourj-Hammoud area, where they were first established since almost all Armenians were living there when they first arrived to Lebanon. Parents know this, and that explains the 24.4 percent who have not agreed on Armenian schools having modern buildings. But what about the 33.8 percent who have agreed? That can be due to the fact that, most of the most renowned Armenian prestigious schools have either relocated to new premises or made constructional modifications. As for the non-Armenian schools, the reason why the majority, 35 percent, has answered “neutral”, could be because they do not send their children to non-Armenian schools, thus, naturally, do not know how the schools really are, i.e. modern or not.

11B. The majority of teachers in Armenian schools hold university degrees, and

12B. The majority of teachers in non-Armenian schools hold university degrees.

The data of statements 11 and 12 show that there is not much difference between the two (Armenian and non-Armenian schools) in regards of teachers holding university degrees. In case of the first, 52.4 percent agree that hold degrees, and 21.5 percent do not agree. In the second case, similarly 55.3 percent agree, while 13.8 percent do not.

The results could be attributed to the fact that teaching, during the past few years, gradually became to be known as a specialization as opposed to the old days' way of working, where anyone with good general knowledge and some common sense, could become a teacher. The Lebanese New Curriculum also calls for that. Here, too, parents are well informed of whatever is going on in the official circles regarding modifications in education.

At this point, it is interesting to mention the latest statistics done on the educational background of teachers in Armenian schools. A study conducted by the principals of all the Armenian schools in Lebanon during the second semester of the academic year 2001-2002. The results obtained were presented in a booklet and distributed to most Armenian homes attached to the daily Armenian newspapers. The study shows that currently there are 722 teachers working in Armenian schools in Lebanon. The number includes both Armenian teachers, as well as Lebanese ones. According to the findings, 24 hold a PhD, 47 a "License", 83 an MA/MS, 203 a BA/BS, 158 a Baccalaureate, 40 a special degree in Armenian studies, and the rest, 167, technical degrees like a T.S. or a B.T. etc, which are accredited by the government. The numbers are impressive if one bears in mind the fact that teaching had long been not considered a specialization. One should also keep in mind that, there is considerable amount of teachers who are near their pension years, meaning they have been teaching for around 30 to 40 years, and therefore were not required to necessarily hold university degrees.

13B. Armenian schools focus on the individual child's academic and social needs, and

14B. Non-Armenian schools focus on the individual child's academic and social needs.

The results reveal that 51 percent agree that Armenian schools do focus on individual child-needs, while a 20 percent disagree. In case of the non-Armenian schools, 30.8 percent, only, agrees, 26.4 percent do not agree. Here, the majority lies in the "neutral" response with a percent of 37.6. The results in this issue seem to be in favor of the Armenian schools, according to the point of view of the parents.

The results of the next two statements should also be examined together, as they are both related to hypothesis three (H3) which is about integration of a minority group with the local community at large.

Statement 15 talks about that “Armenian students who go to Armenian schools could be well integrated with the Lebanese community”; while sixteen states that “Armenian students who go to non-Armenian schools could be well integrated with the Lebanese community.

15B. Armenian students who go to Armenian schools could be well integrated with the Lebanese community.

16B. Armenian students who go to non-Armenian schools could be well integrated with the Lebanese community.

This issue is often regarded as one of the main reasons driving Armenian parents to opt for non-Armenian schools. Wanting to ensure that their children are accepted by and well integrated in the Lebanese community, they remove their children from Armenian schools, so that they will make Lebanese friends and have Lebanese acquaintances who may be useful later on in their lives in regards to job placements and market connections.

The statistic in this part is as follows: 37 percent agree that students going to Armenian schools could be well integrated with the Lebanese community; 30.5 percent of parents are “neutral”; and 32 percent disagree. While in case of Armenian students going to non-Armenian schools, 54.4 agree, 26 are neutral and a mere 17.6 percent disagree. The fact that Armenians used to be a community that was more or less enclosed on to itself for the purpose of survival in a foreign land may have caused issues of not being well integrated with the local community. However, during the past two or three decades, the situation has changed a lot and many Armenians have established themselves as the part of the economy and industry of the country, and Armenians now view themselves Lebanese-Armenians as opposed to only Armenians, as they used to. Moreover, the young generation nowadays has a full mastery of the Arabic language too,

so parents who agree to the first statement, see all that as encouraging and a guarantee that their children will be well integrated in the Lebanese community. However, hypothesis three is strongly pertained here since 32 percent of subjects disagree that by going to Armenian schools their kids will be better integrated in the local Lebanese community; plus 54.4 percent agree that going to non-Armenian schools helps serve that purpose. The second result is logical since most their friends, classmates, and eventually acquaintances will be Lebanese. Thus, those students, according to the majority of parents may have a better chance of getting integrated in the Lebanese community.

17B. Children who attend Armenian schools have a better opportunity establishing contacts in the Lebanese community, and

18B. Children who attend non-Armenian schools have a better opportunity establishing contacts in the Lebanese community.

These two statements directly aim at hypothesis three (H3). There is a difference in the results of the next two statements (17 and 18), which express an almost similar idea as statements fifteen and sixteen. Here the statements are: “Children who attend Armenian schools have a better opportunity establishing contacts in the Lebanese community” and “Children who attend non-Armenian schools have a better opportunity establishing contacts in the Lebanese community”. The data of statement 17 shows that 28.9 percent only agree, 40 percent are neutral, and 29.9 percent disagree. Those who have agreed to this are around 28 percent as opposed to 37 percent in the previous statement, which was also about the local Lebanese community.

As for the data of statement 18, it indicated that 64.3 percent have agreed, 17.7 percent are neutral, and only 14.5 percent disagree, once again supporting hypothesis three. The results are very logical for the same reason as was stated for the interpretation of the results of statement sixteen. What is worth noting is the result of statement seventeen where only a mere 28.9 percent agree that students of Armenian schools have better opportunities establishing contacts in the Lebanese community. What makes this noteworthy is the fact that in the statement fifteen (integration with the locals), the percentage of those agreeing was higher: 37.

19B. Graduates of Armenian schools perform poorly at university.

The results show that only 19 percent agree to this statement, whereas 55.3 percent disagree. In other words, 55.3 percent of parents think that graduates of Armenian schools perform well in university. Thus, again, the majority has a positive view of the Armenian schools. Thus, these results reject hypothesis two (H2).

20B. Moving my child to a non-Armenian school will enhance his/her performance academically.

As the statement reads, this is in favor of non-Armenian schools. However, the results show that 47 percent disagree to this, while only 24.5 percent agree, and 26.4 percent are neutral. The idea that non-Armenian schools are better academically than Armenian schools was one of the assumed reasons that drove parents to opting for non-Armenian schools. But the results show a different situation, where the majority of the parents by disagreeing are actually stating that Armenian schools enhance student performance too. As mentioned many times earlier, one should not forget that the sample of the present study consists of parents who are still sending their children to Armenian schools. That is why it is difficult to draw any final conclusions. Had the sample consisted of parents who send their children to non-Armenian schools, the results probably would have been different.

21B. Do you think children who go to Armenian schools have difficulty getting into AUB, LAU, USJ, etc.?

This statement is about university studies. It asks whether students attending Armenian schools may have difficulty getting into one of the prestigious universities in the country. The underlying point of this statement is to see ponder about the academic preparation of the Armenian schools. Here, too, the results are slightly in favor of the Armenian schools. Only 28.6 percent think that graduates of Armenian schools will be having difficulty getting into AUB, LAU, USJ, etc., thus refuting hypothesis two (H2). On the other hand, 45 percent disagree, meaning that they consider Armenian schools up to the mission of preparing students who can qualify for university acceptances.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

The above-mentioned results are sometimes supporting the hypotheses, sometimes rejecting them, and sometimes giving confounding results. However, no matter what the results are, some major points need to be pinpointed for the sake of clarification and future modifications.

It becomes obvious that the majority of the families suffer a heavy economic constraint, as most of them (45.3 percent) earn less than \$5,000 and at the same time have on average three children to care for (40.8 percent)

This factor itself, as many of the principals of the schools pinpointed, is harming the image of some schools and not allowing them to make necessary modifications to improve the status of the schools simply because there is a huge number of families who cannot afford a minimal sum of the tuition. Thus, some of the schools are not able to raise the necessary funds from the tuitions of the school to spend on the schools in return. Thereby, a vicious circle has been formed, bearing a negative effect on some of those educational institutions.

Financial problems may also be driving some of the parents to opt for official schools and not Armenian ones, as it was mentioned in chapter four that almost 16 percent of parents will be leaving Armenian schools in the coming academic year.

There is also the fact that the demography of the Armenian population residing in Lebanon has changed greatly over the past 20-30 years. They are no longer living in a ghetto kind of system. They have now spread all over the areas of Greater Beirut, abandoning most of their old homes. This, itself, has resulted in the emptying of some of

the highly Armenian populated areas, leading to the shutting down of some Armenian neighborhood schools.

Nevertheless, the financial situation of the families or their new demographic locations or the parents' perceptions, are not the only important factors to be considered. There is a major factor that is often overlooked while discussing the present situation or the coming future of the Armenian schools: the noticeable decrease of Lebanese-Armenians from Lebanon. The number of Armenians residing presently in Lebanon is not the same as it was 30 years ago. It has decreased dramatically. Unfortunately, no official records are available (at least not to the public) when it comes to the exact number of Armenians still living in Lebanon. Plus, there are no figures about the number that used to live in Lebanon prior to the Lebanese Civil War and no data available to show the number that have migrated from Lebanon.

It is no secret that the number has decreased. And this, together with the fact that many Armenians have relocated to newer parts of the Greater Beirut area, has led to the slow diminishing of an all Armenian identity, which in its turn has motivated people to open up to non-Armenian circles. Not wanting to be viewed as outsiders, just as any other minority group, Armenians have and still are, trying to fit in their new circles, even if when that means adopting new ways and even new languages. The best way to accomplish integration with the local community, according to them, is to send their children to non-Armenian schools.

Parents have also seen a positive return or gain to their approach. The Armenian community at large has indirectly reinforced that attitude in them by praising those Armenians who have attended non-Armenian schools. Of course, the praising has not been done publicly or openly; the community has selected most of its parliament leaders, ambassadors, and key people from those who have attended non-Armenian schools. This in return, has reinforced the notion that only those who attend non-Armenian schools will have the lion's share later on in the community.

All these do not mean that the decision makers of the local Armenian schools have done nothing to improve the situation. Many schools now provide huge discounts on tuitions, according to the parents' needs and the students' achievement. However, this has sometimes fired back, as many have tried to take advantage of the situation by not paying their due, engraving the situation even more.

Bearing in mind the perceptions of the parents' of the present study, it is not that discouraging. In most cases, parents perceive Armenian schools just as equally as they do the non-Armenian schools. Leaders should make use of this and focus their attention in strengthening the Armenian schools in the aspects where parents consider the non-Armenian schools better.

Another point which needs to be considered is the lack of funding that the schools are facing: since tuitions are not fully paid, schools can not spend money on modifying and or modernizing their facilities, premises and services. Individual donors may prove to be helpful till the schools can become self-automated in finance generating once again.

Armenian schools should also stress on and provide more time to extracurricular activities, which in return establishes a sense of belonging with the schools making the parents think twice before they decide to opt for non-Armenian schools.

The perception of the parents towards the Armenian schools gears towards negative one when integration with the local Lebanese community and establishing contacts with the latter are considered. This is where Armenian parents favor the non-Armenian schools the most.

CHAPTER SIX

FUTURE STUDY

All the above mentioned are concerns of the Armenian leaders and the Prelacy. However, three more points need to be considered for future studies, to have a more thorough understanding of the matter at hand:

A. Determining the Scope of the Problem in Lebanon in General

For the sake of repeated clarification, one should be reminded again that the present research had involved parents of students currently in Armenian schools in the Greater Beirut area. To have a more comprehensive view of the issue at hand, all the Armenian schools of Lebanon should be included in the future study to see if the problems and issues that were found in this research can be generalized to all the Armenian schools in Lebanon.

B. Measuring achievement of Mobile Students

In the case of the present research, no academic records were used to see if mobile students have benefited from their move or have been harmed by it. The literature suggests that moving from one school to another lowers the academic achievement and performance of students. If possible, the academic records of mobile students need to be studied to ascertain achievement on mobility.

C. Conducting a Study on Armenian Students in non-Armenian Schools

The most important step for a future study would be to conduct a similar study on parents who have send their children to non-Armenian schools. Probably, a completely different image would be presented. Such a study would serve the purpose of answering the main question of the following research much more than the present one: reasons why parents are opting for non-Armenian schools. It should also be noted that, this was the original intention and aim of the present researcher. However, after approaching some non-Armenian schools, the researcher was not allowed to conduct her study as planned.

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Dear Principal,

APPENDIX A

The following questionnaire is part of the requirements in completion of my Master's thesis in Educational Administration and Supervision at the Haigazian University. The questionnaire aims at collecting data from Armenian parents about their opinions and perspectives concerning Armenian school's operating in Lebanon.

For the purpose of this study, a sample of 100 Armenian parents in Greater Beirut are randomly selected. The parents and their legal guardian are asked to record their responses together.

It should be made clear that the questionnaire is anonymous and the results obtained are to be presented only at the Haigazian University.

Thank you in advance for your cooperation.

Khatchigian Sirine
Graduate Student
Haigazian University

Dear Principal

The following questionnaire is part of the requirements in completion of my Master's thesis in Educational Administration and Supervision at the Haigazian University. The questionnaire aims at collecting data from Armenian parents about their opinions and perspectives concerning Armenian schools operating in Lebanon.

For that purpose, parents of grade 6 students of all Armenian schools in Greater Beirut are kindly asked to fill it. Both the father/male guardian and the mother/female guardian are asked to record their responses together.

It should be made clear that the questionnaire is anonymous and the results obtained are to be presented only at the Haigazian University.

Thank you in advance for your cooperation,

Khatchigian Sarine
Graduate Student
Haigazian University

Dear Parents

In partial fulfillment of the requirements in the completion of my Master's thesis in educational Administration and Supervision at the Haigazian University, I have prepared a questionnaire in the aim of collecting data about Armenian schools operating in Greater Beirut. For that purpose, parents of grade 6 students are to participate by filling out the following questionnaire, which should not take more than 10 minutes of your time.

It should be made clear, that the questionnaire is anonymous (the name of the parents and the schools are not required) and the results will be used only in the thesis paper and viewed only at the Haigazian University.

Your participation is highly appreciated.

Khatchigian Sarine
Graduate Student
Haigazian University

Յարգելի ծնողք,

Որպես նախապատրաստական աշխատանք համալսարանի Մագիստրոս Վկայականիս (MA), հարցարան մը պատրաստած եմ, ուսումնասիրելու որոշ հարցեր առնչուած Լիբանանի մէջ գործող ներկայ հայկական վարժարաններու հետ: Սոյն ծրագրին համար, նկատի առնուած են Պէյրութի եւ արուարձաններու բոլոր հայկական վարժարաններուն 6-րդ դասարաններու ծնողները: Հարցարանը ձեր ժամանակէն պիտի խլէ ամենաշատը 10 վայրկեան:

Կ'ուզեմ յստակացնել թէ հետեւեալ հարցարանը անանուն է (ծնողքի եւ դպրոցի անուն չպահանջուիր) եւ արդիւնքները միմիայն համալսարանի մէջ պիտի նշուին:

Շնորհակալութիւն ձեր գործակցութեան համար

Խաչիկեան Սարին
Մագիստրոսի Թեկնածու
Հայկապեան Համալսարան

The following is an anonymous questionnaire requiring a response from the parents* of 6th graders of all Armenian schools in Greater Beirut. Both the father/male guardian and the mother/female guardian are asked to answer the questions or statements together.

Please, answer the following as accurately and completely as possible:

1. Current area of residence _____

2. Where did you live when you were single?

a. Father's response _____

b. Mother's response _____

APPENDIX B

3. Ethnic origin of

a. Father _____

b. Mother _____

4. Occupational

Samples of the questionnaire that was sent to parents. There are two versions: one in English and the other in Armenian. The latter version was the one that was sent to parents, while the former was only for purposes of documentation.

a. Less than \$2000 ☐

b. Between \$2000 - \$7000 ☐

c. Between \$7000 - \$10,000 ☐

d. Between \$10,000 - \$15,000 ☐

e. Between \$15,000 - \$20,000 ☐

f. More than \$20,000 ☐

5. Educational background of

a. Father

MA/MS ☐ BA/BS ☐

High school ☐

Other ☐

b. Mother

MA/MS ☐ BA/BS ☐

High school ☐

Other ☐

6. Number of children _____

7. Number of children aged above 4 years _____

The following is an anonymous questionnaire requiring a response from the parents' of 6th graders of all Armenian schools in Greater Beirut. Both the father/male guardian and the mother/female guardian are asked to answer the questions or statements together.

Please, answer the following as accurately and completely as possible:

- 1. Current area of residence -----
- 2. Where did you live when you were single?
 - a. Father's response -----
 - b. Mother's response -----
- 3. Ethnic origin of
 - a. Father -----
 - b. Mother -----
- 4. Occupation of
 - a. Father -----
 - b. Mother -----
- 5. Annual income of the family
 - a. Less than \$5000 ☐
 - b. Between \$5000 –\$7000 ☐
 - c. Between \$7000 – \$10,000 ☐
 - d. Between \$10,000 – \$15,000 ☐
 - e. Between \$15,000 - \$20,000 ☐
 - f. More than \$20,000 ☐
- 6. Educational background of
 - a. Father
 - MA/MS ☐ BA/BS ☐ High school ☐ Other ☐
 - b. Mother
 - MA/MS ☐ BA/BS ☐ High school ☐ Other ☐
- 7. Number of children -----
- 8. Number of children aged above 4 years: -----

NO ☐

-If NO, please go to # 13.

☐☐

5

6. Anytime language should be given less than 1

1

5

YES ☐ NO ☐

NO ☐

a. To another Armenian school ☐

☐☐

Public ☐

Other Private ☐☐☐

Please specify the reason: -----

of the numbers for each statement.

an equal chance of succeeding in the official

5-----4-----3-----2-----1

ols.

5-----4-----3-----2-----1

(5=strongly disagree, 4=disagree, 3=neutral, 2=agree, 1=strongly agree)

3. Non-Armenian schools have qualified faculty. 5-----4-----3-----2-----1
4. Armenian and non-Armenian schools have the same academic program. 5-----4-----3-----2-----1
5. It is important to provide Armenian students with the Armenian language. 5-----4-----3-----2-----1
6. Armenian language should be given less time in the academic schedule. 5-----4-----3-----2-----1
7. Armenian schools give enough time to extracurricular activities. 5-----4-----3-----2-----1
8. Non-Armenian schools give enough time to extracurricular activities. 5-----4-----3-----2-----1
9. Armenian schools have modern school buildings. 5-----4-----3-----2-----1
10. Non-Armenian schools have modern school 5-----4-----3-----2-----1
11. The majority of teachers in Armenian schools hold university degrees. 5-----4-----3-----2-----1
12. The majority of teachers in non-Armenian schools hold university degrees. 5-----4-----3-----2-----1
13. Armenian schools focus on the individual child academic and social needs. 5-----4-----3-----2-----1
14. Non-Armenian schools focus on the individual child academic and social needs. 5-----4-----3-----2-----1
15. Armenian students who go to Armenian schools could be well integrated with the Lebanese community. 5-----4-----3-----2-----1
16. Armenian students who go to non-Armenian schools could be well integrated with the Lebanese community 5-----4-----3-----2-----1

(5=strongly disagree, 4=disagree, 3=neutral, 2=agree, 1=strongly agree)

17. Children who attend Armenian schools have a better opportunity establishing contacts in the Lebanese community. 5-----4-----3-----2-----1

18. Children who attend non-Armenian schools have a better opportunity establishing contacts in the Lebanese community. 5-----4-----3-----2-----1

19. Graduates of Armenian schools perform poorly at university. 5-----4-----3-----2-----1

20. Moving my child to another non-Armenian school will enhance his/her performance academically. 5-----4-----3-----2-----1

21. Do you think children who go to Armenian schools have difficulty getting into AUB, LAU, USJ etc?

YES ☐

NO ☐

Thank you for your time and cooperation.

Կը խնդրուի հետեւեալներուն համար վատել – թիւ, ըստ կարծիքի:

Բնաւ համաձայն չեմ, 2 Համաձայն չեմ, 3 Միջին , 4 Համաձայն եմ, 5 Շատ համաձայն եմ:

1. Հայկական վարժարան յաճախող աշակերտին պետական քննութեանց մէջ յաջողելու հաւանականութիւնը հաւասար է ոչ-հայկական վարժարան յաճախող աշակերտին:

1	2	3	4	5

2. Հայկական վարժարանները ունին որակաւոր ուսուցչական կազմ:

1	2	3	4	5

3. Ոչ-հայկական վարժարանները ունին որակաւոր ուսուցչական կազմ:

1	2	3	4	5

4. Հայկական եւ ոչ-հայկական վարժարանները ունին նոյն կրթական ծրագիրը:

1	2	3	4	5

5. Անհրաժեշտ է հայ աշակերտին ուսուցանել հայերէն լեզու:

1	2	3	4	5

6. Նուազ ժամանակ տրամադրելու է հայերէն լեզուի ուսուցման:

1	2	3	4	5

7. Հայկական վարժարանները բաւական ժամանակ կը տրամադրեն արտադասարանային գործունէութիւններու (ատենամարզանք եւայլն):

1	2	3	4	5

8. Ոչ-հայկական վարժարանները բաւական ժամանակ կը տրամադրեն արտադասարանային գործունէութիւններու (ատենամարզանք եւայլն):

1	2	3	4	5

9. Հայկական վարժարանները ունին արդիական դպրոցական շէնքեր:

1	2	3	4	5

0. Ոչ-հայկական վարժարանները ունին արդիական շէնքեր:

1	2	3	4	5

1. Հայկական վարժարաններու ուսուցչական կազմին մեծամասնութիւնը համալսարանաւարտ են:

1	2	3	4	5

2. Ոչ-հայկական վարժարաններու ուսուցչական կազմին մեծամասնութիւնը համալսարանաւարտ են:

1	2	3	4	5

13. Հայկական վարժարանները կը կեդրոնանան իւրաքանչիւր աշակերտի կրթական եւ ընկերային պահանջներուն վրայ:

1	2	3	4
14. Ոչ-հայկական վարժարանները կը կեդրոնանան իւրաքանչիւր աշակերտի կրթական եւ ընկերային պահանջներուն վրայ:

1	2	3	4
15. Հայկական վարժարան յաճախող աշակերտը դիւրաւ կը շաղուի տեղական շրջանակին հետ:

1	2	3	4
16. Ոչ-հայկական վարժարան յաճախող հայ-աշակերտը դիւրաւ կը շաղուի տեղական շրջանակին հետ:

1	2	3	4
17. Հայկական վարժարան յաճախող աշակերտները անելի հաւանականութիւն ունին կապեր հաստատելու լիբանանեան համայնքին մէջ:

1	2	3	4
18. Ոչ-հայկական վարժարան յաճախող աշակերտները անելի հաւանականութիւն ունին կապեր հաստատելու լիբանանեան համայնքին մէջ:

1	2	3	4
19. Հայկական վարժարաններու շրջանաւարտները համալսարանի մէջ լաւ արդիւնք չեն տար:

1	2	3	4
20. Հայ աշակերտին տեղա ոխուիլը դէպի հայկական վարժարան, պիտի վճարենք իր կրթական արդիւնքները:

1	2	3	4
21. Կը խորհիք թէ հայկական վարժարան յաճախող աշակերտը դժուարութիւն կ'ունենայ ընդունուելու AUB, LAU, USJ, եւայլն:

1	2	3	4

Շնորհակալութիւն ձեր գործակցութեան համար:

APPENDIX C

Table 1A. Demographic Distribution of Subjects

Area	Details
A	Ain-Mreysi, Basta, Hamra, Msaytbeh, Zarif
B	Ashrafieh, Badawi, Gemmayze, Karantina, Medawar, Rmeil
C	Arakadz, Bourj-Hammoud, Camp, Masakin
D	Amanos, Dora, Mar-Youssef
E	Ain Rmaneh, Hadath, Hazmieh, Horch-Tabet, Mkalles, Sin-el-Fil
F	Bouchrieh, Dekwaneh, Fanar, Rawda, Roumieh
G	Jal-el-Dib, Jdeyde, Zalka
H	Antelias, Awkar, Dbayeh, Mzher, Naccash, Rabwe, Rabyeh
I	Bikfaya, Elissar, Kornet Chahwan, Mtayleb
J	Jbeil, Jounieh
K	Aley, Kahalé, Souk-el-Gharb
L	Ainjar, Bekaa, Zahlé
M	South Lebanon
N	Abroad (Armenia, Belarus, Kuwait, Iraq, Russia, States, Syria)

Table 2A. Percentage of Subjects' Present and Past Residences

Area	Present area of residence		Father's residence when single		Mother's residence when single	
A	n = 2	0.64	n = 10	3.21	n = 6	1.92
B	n = 30	9.64	n = 55	17.73	n = 35	11.25
C	n = 113	36.33	n = 130	41.80	n = 131	42.18
D	n = 23	7.39	n = 34	10.93	n = 24	7.71
E	n = 12	3.85	n = 6	1.92	n = 8	2.57
F	n = 33	10.63	n = 22	7.07	n = 20	6.43
G	n = 25	8.03	n = 8	2.57	n = 14	4.5
H	n = 55	17.71	n = 20	6.43	n = 18	5.78
I	n = 10	3.21	n = 2	0.64	n = 7	2.25
J	n = 7	2.25	n = 3	0.96	n = 4	1.28
K	n = 0	0.0	n = 0	0.0	n = 4	1.28
L	n = 1	0.32	n = 5	1.6	n = 8	2.57
M	n = 0	0.0	n = 0	0.0	n = 2	0.64
N	n = 0	0.0	n = 16	5.14	n = 30	9.64
Total	n = 311	100.0	n = 311	100.0	n = 311	100.0

Table 3A. Nationality of Parents

Father		Mother	
Armenian	Non-Armenian	Armenian	Non-Armenian
302 (97.1 %)	9 (2.9 %)	277 (89.1 %)	34 (10.9 %)

Total: n =311

Table 4A. Occupation of Fathers

Occupation	Frequency	Percent
Accountant	9	2.89
Architect	2	0.64
Businessman /Shop Owner	59	18.97
Craftsman *	81	26.04
Deceased	5	1.60
Designer/Actor/Photographer	4	1.28
Doctor/Dentist/Pharmacist	6	1.93
Driver	8	2.57
Electrician	9	2.89
Employee	46	14.79
Exchange	1	0.32
Grocer/Baker/Butcher	20	6.43
Guard	5	1.60
Manager of Company/Hotel	4	1.28
Mechanic	34	10.93
Priest	1	0.32
Principal/Professor/Teacher/Coach	8	2.57
Unemployed	9	2.89
Total	311	100.0

* Carpenter, goldsmith, handbag-printing-shirt company workers, plumber, shoemaker, tailor, wall painter, etc.

Table 5A. Occupation of Mothers

Occupation	Frequency	Percent
Accountant	2	0.64
Cleaning Lady	4	1.28
Designer/Decorator	2	0.64
Doctor/Nurse	8	2.57
Employee	25	8.03
Housewife	210	67.52
Seamstress	22	7.07
Secretary	14	4.50
Teacher	15	4.82
Unemployed	9	2.89
Total	311	100.0

Table 6A. Annual Income of Families in U.S. Dollars

Annual Income	Frequency	Percent
Less than \$5000	141	45.3
Between \$5000-\$7000	64	20.6
Between \$7000-\$10,000	36	11.6
Between \$10,000-\$15,000	27	8.7
Between \$15,000-\$20,000	13	4.2
\$20,000 and Up	11	3.5
Missing System	19	6
Total	311	100.0

Table 7A. Educational Background of Both Parents

Degree	Father		Mother	
MA/MS	35	11.3%	25	8 %
BA/BS	20	6.4%	25	8 %
Secondary	125	40.2%	165	53.1%
Other	131	42.1%	96	30.9%
Total	311	100.0%	311	100.0%

Table 8A

No. of Children	Frequency	Percent
One	11	3.5
Two	99	31.8
Three	143	46
Four	36	11.6
Five	7	2.3
Six	2	0.6
Seven	2	0.6
Missing	11	3.5
	N= 311	100.0

Table 9A

Children above 4 years	Frequency	Percent
Zero	13	4.2
One	19	6.1
Two	107	34.4
Three	127	40.8
Four	24	7.7
Five	7	2.3
Six	2	0.6
Seven	1	0.3
Missing	11	3.5
	N= 311	100.0

Table 10A. Have Children Ever Changed School?

	Frequency	Percent
Yes	166	53.4
No	145	46.0
Total	100.0	100.0

Table 11A. How Many Times Have They Moved?

	Frequency	Percent
Once	113	68.1
Twice	33	19.9
Three or more	20	12.0
Total	166	100.0

Table 12A. School Choice After Grade 6

School Type	N(311)	%
Same	183	59
Another Armenian	78	25
Technical	7	2.4
Non-Armenian → Public	25	8
→ Private	18	5.8

Table 13A. Reasons

Reason	N	%
Satisfied	170	54.7
Siblings/Inter.	62	19.9
Financial	31	10
Arabic Language	13	4.2
Missing	35	11.3

Table 1B. Students who go to Arm. schools have an equal chance of succeeding in the official exams as students who go to non-Arm. Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	73	23.5	23.6	23.6
	Agree	88	28.3	28.5	52.1
	Neutral	86	27.7	27.8	79.9
	disagree	39	12.5	12.6	92.6
	strongly disagree	23	7.4	7.4	100.0
	Total	309	99.4	100.0	
Missing	System	2	.6		
Total		311	100.0		

Table 2B. Armenian schools have qualified faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	71	22.8	23.1	23.1
	Agree	124	39.9	40.4	63.5
	Neutral	82	26.4	26.7	90.2
	disagree	22	7.1	7.2	97.4
	strongly disagree	8	2.6	2.6	100.0
	Total	307	98.7	100.0	
Missing	System	4	1.3		
Total		311	100.0		

Table 3B. Non-Armenian schools have qualified faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	30	9.6	9.8	9.8
	Agree	115	37.0	37.7	47.5
	Neutral	111	35.7	36.4	83.9
	disagree	30	9.6	9.8	93.8
	strongly disagree	19	6.1	6.2	100.0
	Total	305	98.1	100.0	
Missing	System	6	1.9		
Total		311	100.0		

Table 4B. Armenian and non-Armenian schools have the same academic program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	58	18.6	18.6	18.6
	Agree	98	31.5	31.5	50.2
	Neutral	55	17.7	17.7	67.8
	disagree	58	18.6	18.6	86.5
	strongly disagree	42	13.5	13.5	100.0
	Total	311	100.0	100.0	

Table 5B. It is important to provide Armenian students with the Armenian language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	197	63.3	63.3	63.3
	Agree	69	22.2	22.2	85.5
	Neutral	26	8.4	8.4	93.9
	disagree	11	3.5	3.5	97.4
	strongly disagree	8	2.6	2.6	100.0
	Total	311	100.0	100.0	

Table 6B. Armenian language should be given less time in the academic schedule

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	24	7.7	7.7	7.7
	agree	66	21.2	21.2	28.9
	neutral	74	23.8	23.8	52.7
	disagree	69	22.2	22.2	74.9
	strongly disagree	78	25.1	25.1	100.0
	Total	311	100.0	100.0	

Table 7B. Armenian schools give enough time to extracurricular activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	48	15.4	15.5	15.5
	agree	102	32.8	32.9	48.4
	neutral	98	31.5	31.6	80.0
	disagree	38	12.2	12.3	92.3
	strongly disagree	24	7.7	7.7	100.0
	Total	310	99.7	100.0	
Missing	System	1	.3		
Total		311	100.0		

Table 8B. Non-Armenian schools give enough time to extracurricular activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	32	10.3	10.5	10.5
	agree	90	28.9	29.5	40.0
	neutral	102	32.8	33.4	73.4
	disagree	59	19.0	19.3	92.8
	strongly disagree	22	7.1	7.2	100.0
	Total	305	98.1	100.0	
Missing	System	6	1.9		
Total		311	100.0		

Table 9B. Armenian schools have modern school buildings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	40	12.9	12.9	12.9
	agree	65	20.9	21.0	33.9
	neutral	129	41.5	41.6	75.5
	disagree	51	16.4	16.5	91.9
	strongly disagree	25	8.0	8.1	100.0
	Total	310	99.7	100.0	
Missing	System	1	.3		
Total		311	100.0		

Table 10B. Non-Armenian schools have modern school buildings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	53	17.0	17.3	17.3
	agree	101	32.5	32.9	50.2
	neutral	109	35.0	35.5	85.7
	disagree	33	10.6	10.7	96.4
	strongly disagree	11	3.5	3.6	100.0
	Total	307	98.7	100.0	
Missing	System	4	1.3		
Total		311	100.0		

Table 11B. The majority of teachers in Armenian schools hold university degrees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	68	21.9	21.9	21.9
	agree	95	30.5	30.6	52.6
	neutral	80	25.7	25.8	78.4
	disagree	51	16.4	16.5	94.8
	strongly disagree	16	5.1	5.2	100.0
	Total	310	99.7	100.0	
Missing	System	1	.3		
Total		311	100.0		

Table 12B. The majority of teachers in non-Armenian schools hold university degrees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	59	19.0	19.7	19.7
	agree	113	36.3	37.8	57.5
	neutral	84	27.0	28.1	85.6
	disagree	32	10.3	10.7	96.3
	strongly disagree	11	3.5	3.7	100.0
	Total	299	96.1	100.0	
Missing	System	12	3.9		
Total		311	100.0		

Table 13B. Armenian schools focus on the individual child's academic and social needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	69	22.2	22.7	22.7
	agree	93	29.9	30.6	53.3
	neutral	79	25.4	26.0	79.3
	disagree	38	12.2	12.5	91.8
	strongly disagree	25	8.0	8.2	100.0
	Total	304	97.7	100.0	
Missing	System	7	2.3		
Total		311	100.0		

Table 14B. Non-Armenian schools focus on the individual child's academic and social needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	29	9.3	9.8	9.8
	agree	67	21.5	22.7	32.5
	neutral	117	37.6	39.7	72.2
	disagree	50	16.1	16.9	89.2
	strongly disagree	32	10.3	10.8	100.0
	Total	295	94.9	100.0	
Missing	System	16	5.1		
Total		311	100.0		

Table 15B. Armenian students who go to Armenian schools could be well integrated with the Lebanese community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	41	13.2	13.3	13.3
	agree	76	24.4	24.7	38.0
	neutral	95	30.5	30.8	68.8
	disagree	63	20.3	20.5	89.3
	strongly disagree	33	10.6	10.7	100.0
	Total	308	99.0	100.0	
Missing	System	3	1.0		
Total		311	100.0		

Table 16B. Armenian students who go to non-Armenian schools could be well integrated with the Lebanese community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	63	20.3	20.7	20.7
	agree	106	34.1	34.8	55.4
	neutral	81	26.0	26.6	82.0
	disagree	38	12.2	12.5	94.4
	strongly disagree	17	5.5	5.6	100.0
	Total	305	98.1	100.0	
Missing	System	6	1.9		
Total		311	100.0		

Table 17B. Children who attend Armenian schools have a better opportunity establishing contacts in the Lebanese community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	32	10.3	10.5	10.5
	agree	58	18.6	19.1	29.6
	neutral	121	38.9	39.8	69.4
	disagree	70	22.5	23.0	92.4
	strongly disagree	23	7.4	7.6	100.0
	Total	304	97.7	100.0	
Missing	System	7	2.3		
Total		311	100.0		

Table 18B. Children who attend non-Armenian schools have a better opportunity establishing contacts in the Lebanese community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	79	25.4	26.3	26.3
	agree	121	38.9	40.3	66.7
	neutral	55	17.7	18.3	85.0
	disagree	35	11.3	11.7	96.7
	strongly disagree	10	3.2	3.3	100.0
	Total	300	96.5	100.0	
Missing	System	11	3.5		
Total		311	100.0		

Table 19B. Graduates of Armenian schools perform poorly at university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	22	7.1	7.2	7.2
	agree	37	11.9	12.2	19.4
	neutral	73	23.5	24.0	43.4
	disagree	81	26.0	26.6	70.1
	strongly disagree	91	29.3	29.9	100.0
	Total	304	97.7	100.0	
Missing	System	7	2.3		
Total		311	100.0		

Table 20B. Moving my child to a non-Armenian school will enhance his/her performance academically

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	21	6.8	6.9	6.9
	agree	55	17.7	18.1	25.0
	neutral	82	26.4	27.0	52.0
	disagree	64	20.6	21.1	73.0
	strongly disagree	82	26.4	27.0	100.0
	Total	304	97.7	100.0	
Missing	System	7	2.3		
Total		311	100.0		

Table 21B. Do you think children who go to Armenian schools have difficulty getting into AUB, LAU, USJ, etc?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	33	10.6	11.1	11.1
	agree	56	18.0	18.9	30.0
	neutral	68	21.9	22.9	52.9
	disagree	59	19.0	19.9	72.7
	strongly disagree	81	26.0	27.3	100.0
	Total	297	95.5	100.0	
Missing	System	14	4.5		
Total		311	100.0		