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VALUES AND EDUCATION IN MODERNIZING GREECE: THE CASE OF ATHENS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Thomas S. Krollos, A.B., M.A.

* * * * *

The Ohio State University
1976

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ACKNOWLEDGEMENTS

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Finally, I want to thank my wife, Marion, and two sons, Stephen, and Christophper, for their steadfast support and for their tolerance with my years of study and research.
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**CHAPTER I**

1. Paradigm of the Role of Educational Selection as Intervening in Educational Differentiation in Greece

2. Approaches to the Definition and Study of Modernization

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CHAPTER I

INTRODUCTION AND THE RESEARCH PROBLEM

Introduction

Though Greece is a modernizing country that has undergone urbanization and steady economic growth since World War II, the expansion in industrial and commercial fields has taken place without a formal educational system geared to supply the economy with trained graduates. Instead, there developed a proliferation of privately operated, though government certified, vocational schools which supplied a large proportion of the required trained workers during the 1950s and 1960s and continues to do so today.¹

This study is concerned with the nature of students enrolled in secondary schools in Athens, Greece during

this period of development and with the impact of their characteristics on the educational institution in that country.

The theoretical interest in this work revolves around the question Weiner raises of whether modern men precede economic development or whether modern institutions come first. Writers such as D. C. McClelland argue the Weberian viewpoint that the existence of certain modern attitudes is a precondition to development. Other writers take the position that modern institutions make development possible by providing opportunities and incentives. The assumption associated with the second viewpoint is that a model of "economic-man" exists who is moved by economic self-interest and adapts to available opportunities.

A more moderate viewpoint is expressed by Goldscheider who writes, "Certain attitudes and values are preconditions to social structural changes in modernization . . . conversely, appropriate . . . behavior

---


4 Ibid., p. 11.
flow(s) from structural . . . incentives . . . Whatever the priority of social forces or their sequence, social structural and personal-cultural dimensions operate jointly to generate the specific processes of modernization."¹

Kahl is essentially in agreement with Goldscheider's position. In his own work² in modernization Kahl theorizes that the initial spurt toward change in a society comes from economic change but that differential response to opportunity suggests that factors such as values and social position also play a role in development.

Irrespective of the theoretical position taken, there is a need to explain the observed transformation of some institutions and the emergence of new and complex ones in a modernizing society.³ This concern is related to social differentiation, a key theoretical concept in modernization literature and one that characterizes modernizing societies.


³Weiner, Modernization: The Dynamics of Growth, 1966, p. 3.
Differentiation\(^1\) is described by Smelser as the process "whereby one . . . organization . . . differentiates into two or more . . . organizations which function more effectively in the new historical circumstances."\(^2\) To paraphrase Weiner on this theme, a modern society may be characterized by the emerging of new and more complex institutions to assume new functions in the society or to take on functions once performed by other structures.\(^3\)

Leaving aside the question of the failure of public policy to transform the formal, traditional, educational system,\(^4\) the expansion in Greece in numbers and variety of privately operated vocational schools during the 1950s and 1960s suggests the occurrence of


differentiation in the educational institution that paralleled differentiation in Greek business and industry. ¹

What is also suggested by the emergence of an extensive private vocational school system² during this period of rapid economic growth is the demand for vocational education by groups within Greek society whose needs were not met by Greece's formal educational system.

Thus, it would seem that on the one hand the maintenance of a traditional educational system reflects the values, interests, and educational demands of one segment of Greek society while the proliferation of private education reflects the values, interests, needs, and educational demands of other groups in that society.³

The observation of the growth of private education, particularly vocational education, and the apparent lack of public policy to transform public education in Greece during the late 1960s and early 1970s, provided an opportunity to study that modernizing country through an

---


² For documentation see Table 7, Chapter III, Greek Education (p. 106).

an examination of the values and characteristics of students and their families within the context of the educational institution. Students were selected for the research because of the relative ease in obtaining data and because students in secondary schools could provide the necessary information about themselves and their families to answer important questions concerning their selection of education and to provide insight into the changes that took place in Greek education during this period of Greece's modernization.

The Research Problem

This study will investigate the influence of three major variables related to students and their families on selection of education in a modernizing country: values, aspirations and social class position.

In studying the influence of these variables on the selection of education, the research will examine: certain characteristics of the students (and their families) enrolled in four different types of secondary schools in Greece during a period of economic expansion; will compare similarities and differences that pertain between and among these students; and will assess the impact of student values, aspirations, and social class position on educational decision-making and ultimately on the educational institution in that country.
Figure 1 provides a paradigm that explains the theoretical relationship between the concepts selected for the study and four types of secondary education available in Greece. In keeping with our theoretical concern given above, the paradigm extends to the consequences of educational selection by students and their families both the maintenance of traditional secondary schools but also the emergence of private education.

An additional purpose of the study will be to extend a number of sociological concepts and generalities to another society for comparative study. Finally, by utilizing two methods of measurement, namely Kahl's Modernism II Index and Hollingshead's Index of Social Position, the findings may provide additional information on the usefulness of these instruments in another society.

Comparative and cross-cultural studies are regarded as fundamental to the development of general sociology. Marsh\textsuperscript{1} notes that sociological propositions have rarely been tested outside of modern American or Western European societies and he stresses that, "The fundamental reason why more attention should be given to comparative research and analysis is that sociological theory has been developed in one rather small corner of

FIGURE 1
PARADIGM\(^1\) OF THE ROLE OF EDUCATIONAL SELECTION AS INTERVENING IN EDUCATIONAL DIFFERENTIATION IN GREECE

ANTecedents\(\rightarrow\) INTERVENING VARIABLES \(\rightarrow\) CONSEQUENCES

Values

Aspirations

Social Class

Curriculum

Administration

Modernity

Status

Maintenance of traditional secondary general education and vocational schools.

Emergence of private secondary general education and vocational schools.

\(^1\)Paradigm suggested by Professor Ronald G. Corwin, The Ohio State University. Model adapted from Rogers, *Modernization Among Peasants*, 1969, p. 276.

\(^2\)Concepts associated with values, aspirations, and social class are discussed later in this chapter.

\(^3\)Educational types are defined in Chapter III, Greek Education.
the world and may therefore be highly limited as a universal explanatory scheme.¹ Sjoberg² holds that sociologists may be generalizing too freely from the United States and suggests that American urban ecology and social structure cannot be understood without recourse to comparative sociology. Other writers such as Miller³, Breese⁴, Bendix⁵, and Kahl⁶ have expressed similar views.

More specific to the topic of education is the comment by Trow that, "The comparative study of emerging educational systems and their role in ... development

¹Ibid., p. 5.
is an important . . . new area to which sociologists of education have turned their attention.\(^1\)

Previous research on the relationship between education and modernization has primarily examined the influence of formal education in changing populations and accelerating their becoming "modern" and, therefore, better adapted to the modernizing society. The interest as to how populations are changed has extended at times to other modern institutions such as factories.\(^2\) From a theoretical perspective, Inkeles\(^3\) regards education to be the single most significant determinant of individual modernity and that schools emphasizing the more modern type of curriculum represent "the most powerful factor in developing a population more modern in its attitudes and values."\(^4\) Clearly, education is understood to be a significant independent variable that creates


\(^4\) Ibid., pp. 146-147.
a host of effects in populations such as empathy, aspirations, individual modernity, social mobility, modernism, and job satisfaction.

In addition, previous research involving education as a variable in the modernization process has usually been based on societies considered low in economic development and characterized by what Anderson calls an extreme educational "development gap." 


Some recently studied societies of this type are: Peru\(^1\), Turkey\(^2\), Mexico and Brazil\(^3\), Pakistan\(^4\), Guatemala\(^5\), and Nigeria\(^6\).


By contrast, Greece\(^1\), though classified among the "underdeveloped"\(^2\) or at least the "semi-advanced"\(^3\) countries, possesses a long history and tradition in classical and professional education\(^4\) thus making it a particularly appropriate setting for an investigation of the potentially modernizing influences of population change on established institutions. During the past few decades Greece has experienced considerable internal migration as well as in-migration of Greeks from Egypt, Cyprus, and Turkey\(^5\) which has left Athens, in particular among Greek cities, with a substantial migrant population.\(^6\)

\(^1\)Some writers consider Greece, "far too modern to serve as a central case for theories on underdeveloped countries." (Folke Dovring, "Rejoinder to Underemployment in Agriculture: A Comment," in Economic Development and Cultural Change 17 (January 1969).


This research differs in focus from previous works that have examined the relationship between education and modernization. While previous work\(^1\) centered on formal education as an independent variable the interest here is in the examination of values and selected characteristics of students attending secondary schools in a modernizing country to determine influences leading to selection of education and particularly those schools involved more directly in the modernization process.

Significance of the Research

Modernization studies conducted in other societies have the potential for contributing both to the practical concerns of educational and manpower planners as well as to the growing body of knowledge of how sociological generalizations hold up in cross-cultural analysis. Governments of modernizing countries as well as United Nations agencies such as UNESCO and the Organization for Economic Cooperation and Development have both sponsored research and utilized social science data for policy guidance. This has been particularly true regarding educational phenomena such as "social demand", since formal education has implications that extend well beyond that institution and is so bound up with a nation's development.

This study seeks to contribute to the Sociology of Modernization and particularly to three broad theoretical areas within the field of Sociology. The first offers a comparative view of values held by students and their families in matters of educational decision-making.

In particular, and following such writers as Inkeles\(^1\) and Kahl\(^2\), the study hopes to contribute to the literature describing the origin as well as the impact of modern values in a developing society. This is done through the analysis of data on individual modernity and values specific to education, as well as a family's orientation toward education.

The second area in sociological theory toward which this study is directed is the role of aspirations. Though previous research has explored the nature of values in modernizing societies, the significance of educational and occupational aspirations (though implied by a generalized notion of "achievement" at times\(^3\)) has not received the attention felt necessary in considering the motivation of men within the context of development.\(^4\)


Finally it is hoped that the research will contribute to stratification theory both as it is dealt from objective as well as from subjective perspectives. The phenomenon of social mobility in a developing society, in particular, requires some understanding of the democratization of institutions such as education\(^1\) and the significance of opportunity and advantage that accrues to those with longer urban experience, more education, and higher level occupations. Additionally, the study hopes to contribute to an understanding of how development has the effect of creating opportunity and social mobility for those of lower social rank and especially those newer arrivals to the urban scene.

Modernization Theory and Relevant Literature

This section will provide the theoretical background for the research and a review of pertinent literature. Included also will be a definition of modernization followed by the specific theoretical concepts utilized in the research and derived hypotheses.

As Bendix points out, "Modernization is a term which became fashionable after World War II . . . (and) . . . is useful despite its vagueness because it tends to evoke similar associations in contemporary readers."\(^1\) Although modernization is usually taken to mean essentially "social change"\(^2\), an examination of social science literature reveals a surprisingly large variety of definitions and approaches. One sociologist\(^3\) has recently suggested that there presently exists no clear


theoretical or empirical referent when using the term and furthermore that there appears not to be scientific consensus as to its use. Schnaiberg states further that in the study of modernization there is "an appalling lack of either conceptual clarity or empirical grounding."¹

There are at least three approaches taken in discussions and in the study of modernization. These are shown in Figure 2 and include a conceptualization of modernization in terms of units of analysis, as close synonym of other concepts, and as the term is used by other related disciplines.

In addition there also appear in the literature a number of issues underlying the conceptualization of modernization. The issues revolve around questions of whether modernization refers to a process or state; to a culturally specific or universal item; to a unilinearly evolving cluster or multilinear one; or whether this is a systemic or individual characteristic.² A fourth issue raised by Bendix questions ideological implications of associating modernization with Westernization³ as is so often done in modernization literature.

¹Ibid., p. 399. ²Ibid., p. 400.
As indicated by Figure 2, modernization studies may focus on structural or individual units of analysis as one approach. Examples of various levels or units are:

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<td>(d) Urbanization</td>
<td>(d) Psychology</td>
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<td>(h) Comparative Education</td>
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the international level\(^1\), the societal level\(^2\), community\(^3\) and institutional\(^4\) levels, as well as the individual level.\(^5\)

The second approach taken by some writers is to regard modernization as virtually synonymous with the concepts of social change, economic development, industrialization, and urbanization. Both Chandler Morse and Smelser treat modernization as social change with a strong economic component. Morse, for example, stresses that while there is a temptation to regard modernization as synonymous with economic development, modernization involves many changes that fall outside the strictly economic domain. Yet, he writes that economic theory forms an indispensable foundation for


the study of modernization since the "hard core of modernization is economic." Smelser notes that the term "Modernization -- a conceptual cousin of the term 'economic development', but more comprehensive in scope -- refers to the fact that technical, economic, and ecological changes ramify through the whole social and cultural fabric." \footnote{1}

In his essay, "Toward a Theory of Modernization" \footnote{2} Smelser again reiterates the significance of the economic and refers to modernization as social change that accompanies economic development and in this work he focuses on structural changes that accompany economic growth. \footnote{4}


\footnote{4}{His main concern is with "structural differentiation" which he defines as: "... a process whereby one social role or organization... differentiates into two or more roles or organizations which function more effectively in the new historical circumstances... (and)... taken together are functionally equivalent to the original unit." Smelser, "Toward a Theory of Modernization," 1968, p. 129.}
Moore also defines modernization as most commonly applied along economic terms. He writes, "Modernization is the total transformation of a traditional or pre-modern society into the types of technology and associated social organization that characterizes the 'advanced' economically prosperous and relatively politically stable nations of the western world." \(^2\)

While Lerner equates modernization with social change\(^3\), he also notes that modernization, "produces the social environment in which rising output per head (of population) ... is effectively incorporated." \(^4\) He writes further that, "... for effective incorporation the heads that produce (and consume) rising output must understand and accept the new rules of the game deeply enough to improve their productive behavior and to diffuse it through their society." \(^5\)


\(^2\)Ibid., p. 89.

\(^3\)Lerner, "Modernization", 1968, p. 386.

\(^4\)Ibid., p. 387.

\(^5\)Ibid., p. 387.
For some writers, industrialization is the central concept forming the conditions for modernization. This is implied in Rostow's work\(^1\) and by others who distinguish between economic development and industrialization, the latter focusing on the transferrence of the sources and quantities of energy employed.

Brode considers industrialization to be the first phase of modernization\(^2\) and that modernization may be thought of as "the direct impact of a rationalized, large-scale production process on the individual . . ."\(^4\).

In the forward to Brode's work, Inkeles writes, "The basic objective of the project is to understand more fully the role of the common man in the process of industrialization . . ."\(^5\).

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\(^4\)Ibid., p. 2.

\(^5\)Ibid., p. v.
An additional perspective regarding the concept of modernization links the term with urbanization. Gist and Fava for example, write, "In the modernizing process, cities are the primary variable because they provide a physical and psychosocial condition that set in motion the need for modernization and the facility for bringing it about."¹

They write further that "modernization . . . is the transition toward a Westernized and urbanized society . . . ."²

Lauer's work on social change notes that "... all modern societies are highly urbanized and modernizing societies are generally characterized by a process of urbanization."³ Lerner's study of fifty-four developing countries led him to conclude that urbanization is integral to modernization and that there is a high correlation among the variables, urbanism, literacy, media participation, and political participation.⁴ He states that "literacy and

²Ibid., p. 501.
media participation may be considered as a supply-and-demand reciprocal in a communication market whose locus ... can only be urban."¹

Aside from the approaches of analysis cited above in Figure 2 that may be used to study the modernization process there are also various disciplines in addition to sociology that view the topic of modernization from their own perspectives. Examples are: the work of such historians as Black², political scientists such as Pool³, economists such as Chandler Morse⁴, psychologists such as David C. McClelland⁵, and social psychologists such as Macklin⁶ and anthropologists such as Milton Singer.⁷

¹Ibid., p. 60.


Definition of Modernization and Theoretical Concepts Utilized in this Research

Modernization is defined in this study as a process of social change accompanying economic development and one that encompasses two dimensions: social structural and individual. The structural dimension is characterized by structural differentiation\(^1\) and reintegration\(^2\) while

\(^1\)Smelser refers to this process as a marked break in established social and economic life and defines differentiation as, "... the evolution from a multifunctional role structure to several more specialized structures ... (or) ... a process whereby one social role or organization ... differentiates into two or more roles or organizations which function more effectively in the new historical circumstances." N. J. Smelser, "Toward a Theory of Modernization," Essays in Sociological Explanation (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968), p. 129.

the individual dimension involves values and behavior that are both shaped by social structural changes and contribute to changing and to sustaining social structures.¹

The preceding literature on modernization presented several approaches to the study of modernization all of which suggest feasible hypotheses. The present research relates principally to that part of broader modernization theory that focuses upon the character of individuals², that is, upon individual behavior and associated values.

The research problem asks how the values of students and their parents influence decision-making that is related to education.

Values, and in this case, modern values, are theorized to play an important role in motivations of

¹This approach avoids the speculation concerning the priority or sequence of social structure and individual impact in modernization. As Goldscheider puts it, "Certain attitudes and values are preconditions to social structural changes in modernization, types of thinking that lead man to behavior in 'modern' ways. Conversely, appropriate attitudes and behavior flow from structural opportunities and incentives that accentuate real possibilities for social change. Whatever the priority or social forces or their sequence, social structural and personal-cultural dimensions operate jointly to generate the specific processes of modernization." Calvin Goldscheider, Population, Modernization, and Social Structure (Boston: Little, Brown and Co., 1971), p. 96.

men\(^1\) in developing countries. Closely related to values are the aspirations of men which are theorized to influence behavior.

In addition, the research problem asks how student characteristics such as social class and urban experience are related to the selection of education. This question requires interpretation through a structural theoretical orientation, the assumption being that certain social facts impinge on individuals and account for a degree of the advantages or disadvantages they experience.

The principal research focus, then, is upon the individual dimension described by modernization theory given above and specifically the extent to which individuals change or sustain existing social structures.\(^2\)

Having presented the general theoretical framework on modernization and the theoretical orientation of this research, we turn next to three categories of concepts under the headings of values, aspirations, and social class position that are theorized to explain the selection of education by students and their families in a modernizing country.

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Figure 3 shows a paradigm that explains the theoretical relationship between the three categories of concepts and the types of education involved in the selection process by students and their families.

The concepts presented in this section are grouped and discussed as follows: I. Values -- (1) Individual modernity of student, (2) Student value of education, (3) Student openness to new experience, (4) Family orientation toward education, (5) Family expectations for academic achievement. II. Aspirations -- (1) Educational aspirations, (2) Occupational aspirations, (3) Educational expectations, (4) Occupational expectations, III. Social Class Position -- (1) Socioeconomic status, (2) Social class perception, (3) Perception of opportunity, (4) Urban experience.
FIGURE 3

PARADIGM\(^1\) OF THE ROLE OF VALUES, ASPIRATIONS AND SOCIAL CLASS POSITION AS ANTECEDENTS IN SELECTION OF EDUCATION IN A MODERNIZING COUNTRY

<table>
<thead>
<tr>
<th>ANTECEDENT VARIABLES (Selection Process)</th>
<th>CONSEQUENT VARIABLES</th>
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<tr>
<td><strong>Values:</strong></td>
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<tr>
<td>Individual Modernity</td>
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<td>Value of Education</td>
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<td>Openness to New Experience</td>
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<td>Family Expectations</td>
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<td>Family Orientation</td>
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<td><strong>Aspirations:</strong></td>
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<td>Educational Aspirations</td>
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<td>Occupational Aspirations</td>
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<td>Educational Expectations</td>
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<td>Occupational Expectations</td>
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<td><strong>Social Class:</strong></td>
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<td>Socioeconomic Status</td>
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<td>Social Class Perception</td>
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<td>Perception of Opportunity</td>
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<td>Urban Birth</td>
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<td>Urban Experience</td>
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</table>

**Concepts\(^2\)**

**Curriculum:**
- General Education/
  Vocational Education

**Administration:**
- Private Education/
  Public Education

**Modernity:**
- Modern Education/
  Traditional Education

**Status:**
- High Status Schools/
  Low Status Schools

\(^1\)Paradigm adapted from Rogers, Modernization Among Peasants, 1969, p. 190.

\(^2\)Concepts are described in the following pages.

\(^3\)Educational types are defined in Chapter III, Greek Education.
Individual modernity is the term applied to the values and behavior of persons, "especially characterizing persons in highly urbanized, highly industrialized, and highly educated social settings."\(^1\)

Men characterized as modern not only express modern attitudes but their actions correspond to these attitudes. As Inkeles puts it, "men we delineate as modern not only talk differently, they act differently."\(^2\) Furthermore, the assertion is made by Inkeles\(^3\) that a man who is rated as modern on a measure of attitudinal modernity will also express this attitude by joining voluntary associations, voting, reading newspapers, and other behavior rated as modern.

While there is still some doubt that the exact nature of the personal qualities that identify modern men have been discovered\(^4\), Inkeles has produced a set of


\(^3\)Ibid., p. 218.

qualities he feels effectively describe modern man. These have been widely quoted in recent years.

Inkeles defines modernity as:

"(1) Openness to new experience, both with people and with new ways of doing things such as attempting to control births; (2) the assertion of increasing independence from the authority of traditional figures like parents and priests and a shift of allegiance to leaders of government, public affairs, trade unions, cooperatives, and the like; (3) belief in the efficacy of science and medicine, and a general abandonment of passivity and fatalism in the face of life's difficulties; and (4) ambition for oneself and one's children to achieve high occupational and educational goals. Men who manifest these characteristics (5) like people to be on time and show an interest in carefully planning their affairs in advance. It is also part of this syndrome to (6) show strong interest and take an active part in civic and community affairs and local politics; and (7) to strive energetically to keep up with the news and within this effort to prefer news of national and international import over items dealing with sports, religion, or purely local affairs."\(^1\)

Kahl's recent work on modernization, bears a striking resemblance to that of Inkeles. Working from approximately the same set of assumptions regarding the impact of industrialization on a society\(^1\), Kahl has concluded that certain attitudes and behavior appear as a result of modernization and that they can be identified. His components of modernism, a term he uses synonymously with modernity, consist of the following:

1. Activism, the opposite of fatalism. Having the ability to control the environment; 2. low integration with relatives, a stress on freedom over family ties; 3. preference for urban life, stress on urban over rural life; 4. individualism, stress on one's own career over close ties with workmates; 5. low community stratification, a perception of community that democratic processes exist and that the individual can influence his government; 6. mass media participation, information through media rather than informal communication; 7. low stratification of life chances, the belief that the social system is open and that status may be achieved.\(^2\)

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\(^1\) For a discussion of these assumptions of the universal standardization stemming from large scale industry as well as a possibility of a common culture resulting from this industrialization see Inkeles, 1960, and Kahl, 1959.

Individual modernity, for purposes of this study denotes an individual's relative agreement with the following values that have been adapted from Kahl's work: activism, individualism, low community stratification, low integration with relatives, preference for urban life, and low stratification of life chances.

These values are defined as follows:

**Activism:** An attitude of ability to master and shape the world to one's own desires. An attitude of efficacy and of mastery over nature and a feeling that controlling change is not only desirable but possible.

**Individualism:** An attitude expressing a desire for independence from having close ties with workmates. A desire to have freedom to pursue one's own career.

**Low Community Stratification:** A perception of community on more democratic terms. The attitude that the community is not dominated by an elite and that one may express opinions.

**Low Integration with Relatives:** An attitude of rejection toward deep ties with relatives. An attitude that family responsibility is a block to freedom and individual initiative.

**Preference for Urban Life:** An attitude that expresses a desire to live in a more complex environment in contrast to rural life.

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Low Stratification of Life Chances: This value is associated with a perception of opportunity. Reference is to the belief that the social system is open to individual advancement and that it is possible to change one's status. Status on these terms is achieved rather than ascribed.

Value of education refers to the selection of education from a hierarchy of valued options available to the individual. The selection is assumed to relate to an intrinsic, symbolic, or instrumental worth the individual accords education.

Brookover and Erickson note that in most societies education is "perceived as intrinsically good or valuable both for the individual and for the society as a whole."¹ Some writers argue that there is "symbolic value" in gaining an education for both the individual and for his family and that it is the prestige gained from the possession of an education that provides the motivation for attainment of diplomas, particularly in a modernizing country.²


An alternate view holds that education is valued mainly as a medium to attain economic gain. In short, education serves a "materialistic orientation."\(^1\)

Whyte suggests that obtaining an education is a form of goal-directed behavior which is strongly economic and is related to the nature of the goals toward which efforts are directed.\(^2\) To summarize Whyte: the motivation for this behavior is related to (1) the goals; (2) the anticipated costs of reaching the goals in relation to the anticipated rewards; (3) the perception of the probabilities of reaching a goal; and (4) the "payoff" to be received when the goal is reached.\(^3\) Whyte's formulation of motivation theory is supported by the findings of Mizruchi,\(^4\) and Briones and Waisanen.\(^5\) The assumptions of


\(^3\)Ibid., pp. 60-61.


\(^5\)Briones and Waisanen, Urbanism, 1969.
economic self-interest, goal directed behavior, and presumed rational means toward materialistic aims are found in Weiner,¹ Kahl,² and Brode.³

Another critical factor associated with this view is that perceptions of the value of education are patterned according to social class. Mizruchi points out that "there is a marked tendency for instrumental perceptions of education to increase with a decline in social class... social class and perception of education as instrumental are associated."⁴ When Mizruchi probed as to what was most important about receiving an education, lower class respondents clearly evaluated education on instrumental terms.⁵

Thus, while members of various classes might place high value on education the motivations leading

⁵Ibid., p. 108.
to selection of education are expected to vary by class. Middle class respondents are likely to select education not only as a means and perhaps for its symbolic value but very strongly for the intrinsic value of education. Lower class individuals are more likely to select education as a means and, following Whyte, as a means for providing a quick and certain payoff where opportunity prevails.

Value of education for purposes of this research is defined as the selection by the respondent of education over other valued options.

Openness to new experience - an important if not "essential"\(^1\) factor in modernization is the notion of "openness" in populations. Inkeles' definition of modern man begins with this concept: "The first element in our definition of modern man is his readiness for new experience and his openness to innovation and change."\(^2\)

The definition expresses this capacity on both attitudinal as well as behavioral terms and as Inkeles


puts it, man becomes modern when he, "... has undergone a change in spirit—... (and) ... has acquired certain new ways of thinking, feeling, and acting...".

In short, man makes the transition from traditionalism to modernity when he allows his attitudes and behavior to change.

Previous work in the area of innovation has pointed to the importance of psychological properties of individuals in any culture that lead to acceptance of new ideas. According to Rogers, innovators display a degree of "venturesomeness" which he defines as the degree to which an individual is earlier than other members of his social system to adopt new ideas. He defines social change as "the process by which alteration occurs in the structure and function of social system. The three steps involved in social change are (1) invention, the process by which new ideas are originated or developed; (2) diffusion, the process by which these new ideas are communicated throughout a social system; and (3) consequence, the sum of the changes occurring within

1Ibid., p. 18.


the system as a result of the adoption or rejection of innovations."

It is apparent that modernization occurs in part through the propensity of individuals to accept new values, products, and new forms of "social behavior".  

For individuals to change from "a traditional way of life to a more complex, technologically advanced, and rapidly changing style of life, individuals require a degree of openness and acceptance for the new.  

For purposes of this research, openness to new experience is the expression by an individual of the acceptance of new ideas and the adoption of new behavioral forms. Discussion of personal cost associated with openness is purposely omitted here.  

Family orientation toward education refers to the valuation placed on education by a family as inferred from

1Ibid., p. 18.


the levels of education achieved by the individual's immediate family members.

This variable is distinguished from expressions of valuation about education\(^1\) or family expectations\(^2\) that may be measured directly from questioning parents or indirectly through the children of the parents.

Taking a behavioral approach in measuring family orientation is consistent with family socialization literature which stresses the significance of achievement training\(^3\) through examples\(^4\) of roles.

Turner\(^5\) found that high level of ambition in sons was associated with high parental education. J. H. Turner

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concluded that high father's occupation implying higher educational level was the "significant force" in altering family socialization in the direction conducive to high need achievement.¹

Lipset and Bendix pointed out that higher education of parents by itself motivated children toward upward mobility.²

Family orientation toward education is defined in this research as levels of education achieved by the respondent's immediate family members.

Family expectations for academic achievement of the son is inferred from the perception the individual has of his family's concern for his achievement. Family expectations is theorized to play a role in self-evaluation of the student's ability as well as indicate the degree of modernity in the family. Kahl, for example, found that the family characterized as higher in modernism had high expectations for the educational achievement of


their sons.\(^1\) Sewell and Shah\(^2\) point to significance of family expectations in college graduation.

In this research, family expectations for academic achievement is defined as the level of school achievement expected of the son as perceived by the respondent.

**Educational aspirations** refers to an expressed desire by an individual for attainment of a valued educational level. Aspirations are expressed on an idealistic level rather than a realistic level, thus they become an expression of a preferred goal where there are not "constraints on . . . financial or intellectual resources."\(^3\)

Aspirations for a level of education are patterned and are "unequally distributed in society."\(^4\) Thus,


following Hyman's\textsuperscript{1} classic paper on values and social classes, differential mobility rates of the various strata are not totally accounted for by differential opportunities but are due to "a system of beliefs and values within the . . . classes."\textsuperscript{2} In addition to socioeconomic status, educational aspirations have been shown to be influenced by family experiences\textsuperscript{3}, the individual's reference groups\textsuperscript{4}, the mother\textsuperscript{5}, and the self\textsuperscript{6}.

\textsuperscript{1}Herbert Hyman, "The Value Systems of Different Classes, A Social Psychological Contribution to the Analysis of Stratification," in Class Status and Power, edited by Reinhart Bendix and S. Lipset (Glencoe, Ill.: The Free Press, 1953).

\textsuperscript{2}Ibid., pp. 426-427.


\textsuperscript{4}A. O. Haller, and Irwin W. Miller, The Occupational Aspiration Scale, 1971, p. 31.

\textsuperscript{5}Otis Dudley Duncan, D. L. Featherman, and Beverly Duncan, Socioeconomic Background and Achievement, 1972, p. 173.

Educational aspirations for purposes of this study is defined as the level of formal education desired by the student.

Occupational aspirations refers to an expressed desire by an individual for attainment of a valued occupational type from among a society's rank-ordering of occupations. According to Kahl, differential societal evaluation of occupations, at least for American society, is closely bound up with prestige bestowed on the individual by the community. An occupation is likely to be associated with anticipated income, authority, and esteem.

That occupation is a significant variable is shown by the substantial number of studies that have been produced both in the United States and elsewhere using as a basis, occupational prestige.

As with educational aspirations, occupational aspirations are expressed on an idealistic level and it


is assumed that individuals respond to an occupational aspiration item without reference to the adequacy of what Rehberg refers to as "mobility resources".

Choice of occupation is taken as a basic measure of ambition or aspirations and, therefore, differs from educational aspirations in one respect. While education is seen essentially as a relatively short-run "means", thereby serving a materialistic function, occupational aspirations are more likely to be bound up with longer term ambitions.

As in the case of educational aspirations, occupational aspirations are strongly related to socioeconomic status, with urban experience, and with the availability


Occupational aspirations is defined in this study as an expressed level of occupation desired by the student. Educational expectations refers to an expression by an individual of the actual level of formal education he intends to achieve. This response is termed "realistic" by Rehberg and takes into account an assessment of ability, resources, and more importantly occupational goals. While the individual may aim for a level of education, this may not be the preferred goal and not a reflection of his educational values.

This approach distinguishes between educational expectations and an individual's educational aspirations which are, as stated above, closer to an idealistic level.


and do not take into account the individual's financial or intellectual resources.¹

For purposes of this research, educational expectations is defined as the level of education the individual expects to obtain in relation to his father.

This approach is based on Kahl's observation that persons in developing countries are sensitive to their own accomplishments and mobility in terms of whether they have climbed above their father's style of life.²

Occupational expectations refers to an expression by an individual of the actual occupational type among those available in his society that he intends to enter upon completion of his education.

As in the case of educational expectations this response by the individual should represent a practical and "realistic" assessment of his potential ability to achieve success in the occupational world.³

Rehberg's point concerning the distinction between occupational career aspirations and expectations has

¹Ibid., p. 355.


important theoretical implications for studies attempting to research aspirations, particularly in developing societies. According to Rehberg the predictive consequences of research are greatly diminished when there is a failure to account for what an individual actually expects as an occupational career compared to his verbalized aspirations concerning his future.

An additional consideration in making a distinction between occupational expectations and occupational aspirations is Rehberg's observation:

"The theoretical implication of this distinction concerns not career expectations but career aspirations. Virtually all stratification theorists agree that the proportion of individuals with mobility resources adequate to facilitate the acquisition of 'high success goals' . . . varies positively with social status. Hence there is consensus on the preposition that the proportion of individuals with high success goal expectations varies positively with status."²

While this may be true for expectations the same consensus does not appear in the literature concerning the nature of aspirations. Merton's well-known position

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¹Ibid., p. 355.
²Ibid., p. 356.
regarding the nature of common success goals for persons variously located in the society and referred to as the "success theme"\(^1\) contrasts with among other studies, Hollingshead's findings in *Elmtown's Youth*.

Rehberg contends that while few studies have operationalized the distinction between aspirations and expectations what evidence exists supports the differential distribution approach for occupational aspirations with expectations conceptually separate.\(^2\)

Rehberg's own research revealed that expectations also vary positively with social status indicating support for the contention that both the individual's aspirations and expectations are influenced by socioeconomic status although the latter appears more strongly affected by status.\(^3\)

The important point regarding the differential distribution of both aspirations as well as expectations appears to be differential exposure by individuals to opportunity for education as well as exposure to occupational role models.\(^4\)

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\(^1\)Ibid., chapter 4.


\(^3\)Ibid., p. 358.

\(^4\)Ibid., p. 370.
For purposes of this research occupational expectations is defined as the occupation the student expects to enter upon completion of schooling.

Socioeconomic status refers to the objectively determined rank of the individual in the "status hierarchy" of his society.

Measuring status and prestige through objective approaches in other societies presents formidable methodological problems. Aside from the difficulty of translating data gathering methods and techniques for use elsewhere, especially in preindustrial or modernizing societies, the major difficulty has been one of developing comparability in indicators, thereby, permitting cross-cultural generalizations.

Occupation or at least economic standing has been employed universally as an indicator in a large number of studies both in this country and abroad. Rogers,


for example, used "level of living" (measured by material possessions) and "family size" as indicators. Floud reported the use of simply occupation of fathers which was trichotomized into "professional", "manager", "clerk and other nonmanual", and "manual" in her study of educational achievement in England and Wales. Pavalko and Bishop dichotomized socioeconomic status into high and low by assigning "high status" to nonmanual occupations and by assigning "low status" to all manual occupations. Loy used level of wealth and occupation as operational measures of socioeconomic status. Loy used the classification of occupations issued by the British government to identify his English subjects. Armer and Youtz, in their study of the Hausa society in Africa used father's education, literacy, occupational status, father's income, and family prestige.


Occupational and economic themes were also a part of the pioneering community studies of W. L. Warner and A. B. Hollingshead. Occupation as a factor later emerged in Hollingshead's Three- and Two-Factor Indexes of Social Position (ISP) and Warner's Index of Status Characteristics (ISC). More recently an index using occupation of father exclusively has been developed by Duncan and is entitled "Socio-economic Index for all Occupations."\(^1\)

In a discussion of the significance of occupation in research, Eisenstadt has pointed out that there is an almost universal tendency for people to evaluate their standing in the social order mainly through "occupation or economic activities."\(^2\)

Though occupation has widespread use in research, a major difficulty in using this concept as an indicator in other societies was shown by Inkeles and Rossi.\(^3\) Although they were able to demonstrate a high correlation among occupational prestige ranking systems of several

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industrial societies, several weaknesses of the analysis have been pointed out, for example: (1) over and under representation of occupations and occupational levels; (2) the results more closely matched industrial societies; (3) inability to use occupational prestige ranking systems in preindustrial societies; and (4) discrepancies found due to differential ranking of occupation by "prestige" (rather than an objective measure).

In spite of the apparent weaknesses that have emerged through comparative studies of social stratification systems, the use of occupation and economically related data remains an important method of objectively determining the relative ranking of individuals in a society. Eisenstadt points out that with further refinement of occupational prestige such as taking into account the special positions of "noneconomic" occupations such as judge, professor, and scientist, it appears that prestige ratings and scores for individuals in "less industrialized

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1 These were the United States, Great Britain, New Zealand, Japan, and the U.S.S.R. and Germany.


3 Ibid., p. 161.


5 Ibid., p. 161.
societies" will match more closely the ratings and scores for individuals in "industrialized societies."^1

For purposes of this research, socioeconomic status is the assignment of a social class to individuals through the use of a modified version of Hollingshead's Two-Factor Index.

Social Class Perception -- Two measures of social class are used in this research. The first given above is an objective approach and utilizes an index using father's occupation and education. The second approach discussed in this section is a subjective one and permits an additional indicator of socioeconomic status to be used in the analysis. At least two previous researchers have utilized both objective and subjective approaches with success. The first by Mizruchi^2 used the parallel approach taken in the present research. This approach is designed to use two types of social class indicators in the analysis simultaneously.

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Kahl's\textsuperscript{1} approach was to utilize class identification as a fourth variable along with occupation, education and income. Kahl concluded that class identification was less powerful as an indicator\textsuperscript{2} but that the subjective approach added significantly to the understanding of the research problem.

Social class perception refers to an individual's class consciousness and expression of and identification with a social class level.\textsuperscript{3}

The theoretical argument for the subjective class identification approach stems from the premise that: individuals (a) are capable of being class conscious\textsuperscript{4}; (b) that the consciousness is expressed in terms of class group membership\textsuperscript{5}; and that (c) membership criteria relate to occupation\textsuperscript{6}; to economic criteria\textsuperscript{7}; and (d) that class group membership provides the motivation for expression of interests.\textsuperscript{8}

\textsuperscript{2}Ibid., p. 167.
\textsuperscript{4}Ibid., p. 158. \textsuperscript{5}Ibid., p. 159. \textsuperscript{6}Ibid., p. 162.
\textsuperscript{7}S. N. Eisenstadt, Social Differentiation and Stratification (Glenview, Ill.: Scott Foresman and Co., 1971), p. 150.
\textsuperscript{8}Kahl, The American Class Structure, 1961, p. 159.
The theoretical argument, particularly in regard to interest groups, has its basis in the Marxist hypothesis: "... that people who consider themselves alike will have similar beliefs about economics and politics and will tend to act in concert to promote their special interests."1

Centers' position appears identical to Marx who believed that "most social attitudes were rationalizations of the interests created by one's economic position."2 A sample of Centers' interest group approach to social class from his book, The Psychology of Social Class, is quoted by Kahl:

"... a person's status and role with respect to the economic processes of society imposes upon him certain attitudes, values and interests relating to his role and status in the political and economic sphere ... furthermore, the status and role of the individual in relation to the means of production and exchange of goods and services gives rise in him to a consciousness of membership in some social class which shares his attitudes, values and interests."3

Social class perception is defined as the individual's expression of his family's class position on

1 Ibid., p. 158. 2 Ibid., p. 159. 3 Ibid., p. 159.
the basis of identification with a level of relative wealth within his society.

**Perception of Opportunity** -- Weiner\(^1\) has shown that two important views exist regarding how modernization occurs. The first view follows Weber's theoretical position that values precede development. "Attitudinal and value changes are prerequisites to creating a modern society, economy, and political system."\(^2\)

D. C. McClelland's\(^3\) work is the contemporary spokesman for this position.

An alternative view of how modernization occurs is posited by economists\(^4\) who hold that appropriate attitudes and appropriate behavior is forthcoming once opportunities and incentives are provided.\(^5\) This position is strongly held by Whyte and William.\(^6\) The argument,

\(^2\)Ibid., p. 5.
\(^5\)Ibid., p. 10.
in short, is that structure provides opportunities\(^1\) and that development can occur in the absence of preconditions of innovative persons and dominant values favoring development.\(^2\)

The response to the dilemma posed by these two formidable explanations of development is the observation by Kahl that while "opportunity structures"\(^3\) provide incentives for individuals in a modernizing society there appears to be differential response to opportunity due to position in the social structure, education, and urban experience.\(^4\)

An additional factor involved in the relation between opportunity and response by individuals is the notion of perception. Lipset and Bendix point to the significance of perception of opportunity structure\(^5\)


\(^4\)Ibid., p. 150.

that influences social mobility, and that perception is
influenced by such factors as place of birth, size of
community and amount of time lived in the city.

In this research there is an interest in relating
perception of opportunity to selection of education.
Previous research suggests that career expectations are
adjusted according to the reality of opportunity
structures\(^1\) and economic incentives.\(^2\)

Perception of opportunity is defined as the degree
of agreement that opportunity exists for the individual
in that society.

**Urban experience** refers to the length of time
spent in residence by an individual in an urban area.\(^3\)

\(^1\)N. J. Smelser, and S. M. Lipset, "Social
Structure, Mobility and Development," *Social Structure and
Mobility in Economic Development* (Chicago: Aldine Publish-

\(^2\)Whyte and William, *Toward an Integrated Theory
of Development*, 1968, p. 70.

\(^3\)For a discussion of a new urban definition see
Noel P. Gist, and Sylvia F. Fava, *Urban Society* (New York:
It is theorized that urban birth\(^1\), community size\(^2\), and relatively long-term residence\(^3\), influence behavior\(^4\) and modernity\(^5\).

Urban residence also provides opportunity\(^6\), raises aspirations\(^7\), increases educational opportunities\(^8\).


\(^7\)Gerald Breese, ed., *The City and Newly Developing Countries: Readings on Urbanism and Urbanization* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969), p. 95 (Breese notes that "where educational facilities exist in limited numbers, they are likely to be available to the established residents than the new ones." p. 95); Kahl, *The Measurement of Modernism*, 1968, p. 64; C. Arnold Anderson and Philip J. Foster, "Discrimination and Inequality in Education," *Sociology of Education* 38 (Fall 1964). (See especially their comments about the gradient effect regarding rural-urban differences in education, p. 7); S. M. Lipset, "Social Mobility and Urbanization," *Rural Sociology* 20 (September-December 1955):225.

and increases the mobility of individuals. Important exceptions to this are noted by Sjoberg and Abu-Lughod, who note insulation from urban influences of certain populations residing in urban settings.

At least two mechanisms are theorized as influencing individuals. They are: participation in more complex environments, and participation in voluntary associations.

Gist and Fava write "... both the city and industrial experiences effect changes in man's beliefs and behavior. The changes occur not through the individual's simple presence in the city or factory, but by the fact that such presence is likely to involve him in a network of rational complex organizations."

Jonassen notes that "research on man's motivations and cognitive processes shows that such alterations take place most efficiently and permanently when the actor is

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5 Gist and Fava, Urban Society, 1974, p. 52.
involved in the interaction process in a social setting, where all elements and environmental stimuli involved become variables in the interaction process. Evidence from research conducted in developed countries, as well as data from developing nations of Africa, South American, and Asia, support the conclusion that voluntary associations are the type of social systems which meet these requirements and have a record of success in facilitating the social, cultural, and psychological processes involved in development.\(^1\)

For purposes of this research urban experience will refer to two conditions. The first is urban birth which implies the presence of urban influence through family exposure to urban institutions.

The second condition is the given period of time an individual lives in an urban area and is exposed to urban education, work, and other forms of urban institutional life. This condition is operationalized by measuring the length of time the family has lived in an urban area. This is to distinguish between the student who has had urban exposure through the residency of the family or whether, as in some cases, the student has attended one of the schools during the school year as a resident of a dormitory.

Urban experience involves two types of individuals, the native urbanite and the migrant whether from another urban place or a rural one. The need for a distinction here is due to the significance this has to migrants when discussing socioeconomic status and mobility. Blau and Duncan, for example, reported that "migrants who lived in larger cities when they were sixteen years old tend to be superior in socio-economic status to those raised in smaller cities, and the latter tend to be superior to those who grew up in rural areas."¹

This chapter has introduced the research problem, has placed the problem within the framework of modernization theory, and has discussed the concepts\(^1\) that are utilized in the research. We now turn to the hypotheses that have been formulated for examination.

\(^1\)Concepts appearing in the hypotheses below are defined as follows:

- **Individual Modernity**: An individual's relative agreement with modern values expressed by "activism", "individualism", "preference for urban life", "low integration with relatives" and others.

- **Value of Education**: Selection of education from a hierarchy of valued options available to the individual.

- **Instrumental Value of Education**: Education valued as a means toward other ends.

- **Openness to New Experience**: Ability of individuals to accept new ideas and new behaviors.

- **Family Orientation**: Valuation placed on education by a family as inferred from levels of education reached by family members.

- **Family Expectations**: Degree of school achievement expected by the family as perceived by the son.

- **Educational Aspirations**: Idealistically expressed desire for attainment of a valued educational level.

- **Occupational Aspirations**: Idealistically expressed desire for attainment of a valuable occupational type.

- **Educational Expectations**: Level of education the respondent expects to receive in relation to father's level of education.

- **Occupational Expectations**: Occupational type the respondent expects to enter upon completion of his education.

- **Socioeconomic Status**: Objectively determined social class position of respondent based on an index combining father's education and occupation.

- **Social Class Perception**: Subjective measure of social class utilizing the individual's identification with a level of relative wealth within his society.

- **Perception of Opportunity**: The degree of agreement that opportunity exists for the respondent.

- **Urban Birth**: Place of birth given as Athens, Paraeus, Thessaloniki, or other major city outside of Greece.

- **Urban Experience**: Length of time lived in the
Hypothesis 1: Individual modernity will be related to the type of school selected. Students attending schools that are privately administered will have higher individual modernity than students attending publicly administered schools.

Hypothesis 2: Students attending schools with a modern curriculum will have higher individual modernity than students attending schools with a traditional curriculum.

Hypothesis 3: Students attending schools of higher status will have higher individual modernity than students attending lower status schools.

Hypothesis 4: Value of education held by the students will be related to the type of school selected. In general, students ranking high in value of education will attend schools that are high in status and have a general education curriculum.

city by the respondent's family.


Vocational Education Schools: Curriculum stressing training for specific occupations and practical subjects.

Public Secondary Schools: Schools administered and budgeted through the centralized offices of the Ministry of Education and Religion. No tuition is charged.

Private Secondary Schools: Tuition charging schools administered as a private enterprise but chartered and follow a curriculum approved by the Greek Ministry of Education and Religion. Some schools are subsidized by religious, industrial or commercial organizations.

Modern Secondary Schools: Schools whose curriculum is characterized by a majority of subjects dealing with "practical" and applied fields.

Traditional Secondary Schools: Schools whose curriculum is characterized by a majority of subjects dealing with the theoretical and humanistic fields.

High Status Schools: Schools whose diplomas or certification lead to entry into the university, other higher education, and higher status occupations.

Low Status Schools: Schools whose diplomas or certificates do not permit entry to the university, other higher education and which lead to lower status occupations.
Hypothesis 5: Instrumental value of education held by students will be related to the type of school selected. Students attending high status schools and schools with a general education curriculum will have lower instrumental value of education scores than students attending vocational schools and schools of lower status.

Hypothesis 6: Family expectations for academic achievement will be related to the type of school selected by students. Students attending high status schools and those with a general education curriculum will have families with higher expectations for academic achievement.

Hypothesis 7: Students attending schools that are privately administered and those modern in curriculum will have families with higher expectations for academic achievement.

Hypothesis 8: Students attending schools that are privately administered will show higher openness to change than students attending publicly administered schools.

Hypothesis 9: Family orientation toward education will be related to the type of school selected. Students attending schools with a general education curriculum and higher status will have families with a high orientation toward education.

Hypothesis 10: Students attending schools with a modern curriculum and ones administered privately will have families with a higher orientation toward education than students attending traditional, publicly administered schools.

Hypothesis 11: Students' educational and occupational aspirations will be related to the type of school selected. Students attending schools with a general education and those high in status will have higher aspirations.

Hypothesis 12: Students attending schools that are privately administered and those with a modern curriculum will have higher educational and occupational aspirations than students attending publicly administered and traditional schools.

Hypothesis 13: Students' educational and occupational expectations will be related to the school selected. Students attending schools with a general education curriculum and high status will have higher educational and occupational expectations than students attending vocational schools and those of lower status.
Hypothesis 14: Father's occupation and education will be related to the type of school selected. Students who attend high-status schools and schools with a general education curriculum will have fathers with higher levels of education and higher ranking occupations.

Hypothesis 15: Socioeconomic status will be related to the type of school selected. Students with higher socioeconomic status will attend high status schools and schools with a general education curriculum rather than schools with lower status and vocational curriculum.

Hypothesis 16: Students with higher socioeconomic status will attend schools that are administered privately and with a modern curriculum.

Hypothesis 17: A student's class perception will be related to the type of school selected. In general, students with higher class perception will attend schools with high status and general education curriculum.

Hypothesis 18: Students' perception of opportunity will be related to the type of school selected. Students with high perception of opportunity will attend schools with a general education curriculum and schools of high status.

Hypothesis 19: Students' perception of opportunity will be related to the type of school selected. Students with high perception of opportunity will attend schools with a modern curriculum and those publicly administered.

Hypothesis 20: Urban experience will be related to the type of school selected. In general, students with longer urban experience and those born in an urban area will attend schools with higher status and a general education curriculum rather than schools of lower status and vocational curriculum.
CHAPTER II

METHODOLOGY

Introduction

The purpose of this research is to investigate the relationship between students' values and characteristics and their selection of a type of secondary education in a modernizing country.

This chapter will present the design of the research, the procedures utilized in the selection of the instrument, the sample, and the procedures used in data collection and analysis.

While the work presented here makes strong inferences regarding certain aspects of social change and indeed falls under the rubric of social change research, there is no attempt to deal with a temporal factor. The research design is empirical and follows a cross-sectional format. However, the design does lend itself to one or more repeated studies of comparable if not identical samples in order to yield estimates of net changes that might occur in values and behaviors regarding education.
Description of the Instrument

The questionnaire used in this research contains two indexes related to the two major concepts of modernity, and social class. In addition, the questionnaire has a number of items relating both to the major concepts as well as to aspirations and characteristics of the students and their families.

The questionnaire is reproduced in both Greek and English in Appendix D.

Modernity

In studying the values of students in a modernizing country it seemed important to use an instrument that was specifically designed to measure attitudes toward urban life and social change. Two instruments were available during the initial stages of this research that were felt to be adequate measurement instruments. The first was developed by Smith and Inkeles\(^1\) and was called the "OM" Scale for Measuring Individual Modernity.

The essential features of this instrument were that it (1) presented a simple measure of individual modernity that could be used for comparative studies,

(2) was based on a comprehensive instrument that was tested on young men in Argentina, Chile, India, Israel, Nigeria, and Pakistan, (3) studied such "themes", as aspirations concerning occupation and education, perception and valuation of change, valuation of technical skills, efficacy of hard work, and obligations to kin.

Smith and Inkeles' work resulted in the final shortened ten item "Overall Modernity" scale that, in their words, provided a "reliable, valid, and cross-culturally useful measure of the relative standing of individuals on a scale of modernity."\(^1\) The authors noted: "We feel this scale has potential for use not only in research, but could serve in developing countries as a practical personnel screening device to aid in the selection of individuals for training or employment, or for selecting communities which might be said to be prime targets for community development programs."\(^2\)

The second instrument that was designed to measure modernity and was adopted for this research was developed by Kahl and was constructed from a number of attitude scales tested through field work with adult males in Brazil in 1960 and later replicated with a similar population

\(^1\)Ibid., p. 354.

\(^2\)Ibid., p. 354.
in Mexico in 1963. Modernism I, as Kahl called the instrument, was a conscious attempt to "match theoretical variables . . . with attitude scales".¹

The fourteen variables that became attitude scales in Kahl's instrument were given as: activism, low stratification of life chances, low community stratification, low occupational primacy, low integration with relatives, individualism, trust, mass media participation, anti-big companies, pro-manual work, preference for urban life, family modernism, low religiosity, and risk taking.²

Kahl next constructed a shorter version of Modernism I which originally contained 64 items.³ This he called Modernism II shown in Table 1 and consisted of the eight items with the highest factor loadings in Modernism I from the work done both in Brazil and Mexico. Kahl contended that these eight items came from the scales that made up the "core" of his larger instrument.⁴

²Ibid., pp. 30 ff.
³Ibid., p. 41; We note that 67 items were used in Mexico during Kahl's replication study.
⁴Ibid., p. 42.
TABLE 1
KAHL'S MODERNISM II - THE EIGHT ITEMS
WITH THE HIGHEST FACTOR LOADINGS

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>LOADINGS, BRAZIL</th>
<th>LOADINGS, MEXICO</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>With things as they are today, an intelligent person ought to think only about the present, without worrying about what is going to happen tomorrow.</td>
<td>-.60</td>
</tr>
<tr>
<td>21</td>
<td>In order to be happy, one must behave in ways that other people desire, even if one has to suppress his own ideas sometimes.</td>
<td>-.51</td>
</tr>
<tr>
<td>13</td>
<td>This city is not too friendly a place; you can only make friends with people who are friends with people who are pretty much the same sort as yourself.</td>
<td>-.63</td>
</tr>
<tr>
<td>1</td>
<td>Making plans only brings unhappiness, because the plans are hard to fulfill.</td>
<td>-.65</td>
</tr>
<tr>
<td>18</td>
<td>When looking for a job, a person ought to find a position in a place located near his parents, even if that means losing a good opportunity elsewhere.</td>
<td>-.60</td>
</tr>
<tr>
<td>43</td>
<td>People in a big city are cold and impersonal; it is hard to make new friends.</td>
<td>-.61</td>
</tr>
<tr>
<td>9</td>
<td>The son of a laboring man does not have a very good chance of rising into the liberal professions.</td>
<td>-.60</td>
</tr>
<tr>
<td>2</td>
<td>It doesn't make much difference if the people elect one or another candidate, for nothing will change.</td>
<td>-.60</td>
</tr>
</tbody>
</table>

1Adapted from Table 6, Kahl, The Measurement of Modernism, 1968, p. 43.
Modernism II\textsuperscript{1}, then, consists of three items taken from the scale of activism (Kahl's Items number 1, number 2, and number 3); one item from the scale of low stratification of life chances (Kahl's Item number 9); and one each from, individualism (Kahl's Item number 21), low community stratification (Kahl's Item number 13), low integration with relatives (Kahl's Item number 18), and preference for urban life (Kahl's Item number 43).

Regarding the validity of the shortened instrument, Kahl reported that "the correlation between Modernism I and Modernism II was .83 in Brazil and .84 in Mexico, figures indicating that they are alternative measures of the same dimension."\textsuperscript{2} Kahl further reported that the correlations with other variables were very similar.\textsuperscript{3}

Kahl next developed Modernism III, an instrument that would permit a cross-national comparison. His procedure, and one used in the present research because it lends itself to comparison, was to begin with the eight items that were used to define Modernism II and score the responses the way they were printed in the

\textsuperscript{1}See Table 1.


\textsuperscript{3}Ibid., p. 42.
questionnaire. That is, agree very much = 4; agree
a little = 3; disagree a little = 2; disagree very
much = 1. According to Kahl the responses for the
eight items could be summed to yield scores of 32
indicating highest traditionalism to a score of eight
indicating highest modernity. Furthermore, wrote Kahl,
"whether we use the complex index of Modernism I or the
simpler Modernism II, the pattern is the same: a modern
value perspective . . . "¹

Kahl's findings led him to write concerning the
development of the instruments: "The regularity of the
cross-national results gives additional weight to the
reliability of the instrument."²

For purposes of this research a modification was
made by substituting Kahl's Item #2 in Modernism II,
with another item with a high factor loading. The item
substituted was Item #8 from Modernism I and was derived
from the value scale, low stratification of life chances
and is worded as follows:

#8. A person needs good connections to get
ahead in the occupational world.³

This substitution was done to avoid complications
in administering the instrument in politically troubled

¹Ibid., p. 51.
²Ibid., p. 51. (Emphasis added)
³Ibid., p. 30.
Greece during the period of the research because of the theme in the original item used by Kahl which stated, "It doesn't make much difference if the people elect one or another candidate, for nothing will change."\(^1\)

The Kahl instrument was chosen because of the success he reported in measuring attitudes in two countries and the potential ease with which the items could be translated and utilized with a Greek male population. Additionally, the instrument had previously produced high loadings on a factor deemed critical to the study.

The procedure for analyzing the data for modernity is done in two ways: The first results in mean scores based on the summing of scores by respondents to the eight items in Modernism II. This procedure as noted above results in scores for individuals ranging from 8-32 with the high scores indicating traditional values and the low scores indicating modern values.

Mean scores enable a comparison with similarly obtained data. Kahl\(^2\), for example, was able to compare the results of his work using Modernism III with Lee Rainwater's\(^3\) study of North American women, which replicated Kahl's work. Similarly, mean scores obtained

\(^1\)Ibid., p. 43.
\(^2\)Ibid., pp. 49-50.
\(^3\)Ibid., p. 50.
in the present research will be compared with Kahl's findings.

The second approach to analyzing the modernity data is as follows: Summed scores of respondents to all eight Modernism II items will be placed in cells designated as high, medium, and low modernity following a recoding of the responses. Cells will be created by the recoding procedure according to the following cutting points:

<table>
<thead>
<tr>
<th>Modernity</th>
<th>Cell Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>8-15</td>
</tr>
<tr>
<td>Medium</td>
<td>16-23</td>
</tr>
<tr>
<td>Low</td>
<td>24-32</td>
</tr>
</tbody>
</table>

This results in the distribution of frequencies (and percentages) for cells. Designating the responses in this way will permit the crosstabulation of modernity data with other variables in the research.

In addition to Kahl's instrument for measuring modern values or individual modernity, several items were employed in this research to shed light on the significance of values in selection of education in a modernizing country. These items are related to the following concepts:

---value of education (by the student)
---openness to new experience (by the student)
---family orientation toward education
---family expectations for academic achievement
A review of the literature revealed an attempt by several investigators to deal with educational values within a sociological framework. Mizruchi's work on success and opportunity contained two items that were adapted for this research.

The first indicator for value of education is the item:  

(52.) In order to obtain a good position in Greece, which of the following is most important? (a) hard work, (b) family name, (c) education.

Respondents are dichotomized into those who consider education as a "high" value as compared with those considering education as a "low" value. Response categories are coded as follows:

\[ c = \text{high value} \quad a \text{ and } b = \text{low value} \]

An indicator related to value of education was developed to determine one underlying motivation for selection of education, namely whether education was chosen for instrumental or noninstrumental reasons.


\(^2\) Adapted from Mizruchi, *Success and Opportunity*, 1964, p. 182, Item #5.
The second indicator for value of education is the item:¹

(59.) Which statement do you agree with?
(a) Going to school has as its primary purpose to prepare one for his lifelong occupation, (b) Going to school leads to a better understanding of the world and is not to prepare one for an occupation.

Respondents are coded dichotomously as expressing "instrumental" or "noninstrumental" values for education. Responses are coded as: a = instrumental; b = noninstrumental.

Among the most important qualities of modern man is what Inkeles describes as an openness to change or to new experience.² One item was selected from Inkeles' work to indicate openness to new experience:

(39.) Two young boys working in the fields were trying to find a way to do their work in less time. The father said these words. Which is the wiser? (a) The father of one boy said, "It is good to think about making changes. Let us talk about it." (b) The Father of the


second said, "Talk about change will waste time, keep on working."¹

Responses to this item are coded as: a = high; b = low openness to change.

An extensive review of the literature regarding the influence of the family revealed the significance of level of parental education in amount and type of education attained by children.² In addition, there is thought to be an influence exerted by the presence of family members with an advanced formal education, particularly attendance at a university.

Two items were formulated to assess this information about a family's educational attainment. The first item is an indicator of father's education:

(14.) Through what grade did your father complete school?

Written responses are coded according to Hollingshead's educational scale values: (1) Professional; (2) Four-year college graduate; (3) 1-3 Years college; (4) High school graduate; (5) 10-11 Years school; (6) 7-9 Years school; (7) Under 7 years. Recoding for

¹This item adapted from Smith and Inkeles, 1966, p. 372, Item #CH-3.

²For a recent comparative discussion of this see Raymond Boudon, Education, Opportunity, and Social Inequality (New York: John Wiley and Sons, 1973), p. 27.
statistical analysis is done as follows: 1, 2, 3 = high; 4 and 5 = moderate; 6 and 7 = low family orientation toward education.

The second item is an indicator of the family's education directed specifically to the university.

(16.) Has anyone in your family completed the university? (a) yes, (b) no.

Responses are coded as: Yes = high; No = low.

A final concept that is included here is family expectations for academic achievement. This reveals the perceptions a student has concerning family values. An item was formulated based on Kahl's experience with the influence of parental expectations upon the educational decisions of sons.  

Two indicators are used to deal with family expectations for academic achievement. The indicators are the items:

(56.) At what level does your father feel you are capable of performing school work? (a) excellent, (b) good, (c) average, (d) below average, (e) near failure.

Responses to this item are coded as follows: a and b = high, c = average, d and e = low level of family expectations for academic achievement.

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1 This theme is revealed in his earlier work on "Common Man" boys as well as his work relating specifically to a modernizing country. See Joseph Kahl, The Measurement of Modernism: A Study of Values in Brazil and Mexico (Austin, Texas: University of Texas Press, 1968), p. 139.
Aspirations

A number of concepts have been suggested as having a potential influence in the selection of education. After a review of the extensive literature in the area of aspirations, several items were adapted for measuring educational aspirations as well as the closely associated, occupational aspirations. Also, following Rehberg's suggestions, it was decided to separate the concepts of educational and occupational aspirations from educational and occupational expectations.

The first item was used to measure educational aspirations:

(53.) If you were free to go as far as you wanted to go in school, how far would you go? (a) leave school now, (b) complete secondary school, (c) complete university, (d) complete vocational school, (e) other.

Responses are coded as: c and e (if professional education indicated) = high, b and d = moderate, and a = low level of aspiration.

Educational expectations were indicated by the item:  

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1This item adapted from Haller and Miller, 1971, pp. 126-127, Items #11 and 13.

(57.) Compared with your father, how much schooling will you have? (a) more than your father, (b) about the same as your father, (c) less than your father.

Occupational aspirations are measured by response to the questionnaire item:^1

(55.) What kind of job would you prefer to have? (after completion of your schooling)


Recoding for statistical analysis is done as follows: 1 and 2 = high, 3, 4, 5 = moderate, 6 and 7 = low occupational aspirations.

Occupational Expectations is measured by the item:^2

^1This item adapted from Turner, 1964, p. 240, Item #45.

^2This Item adapted from Turner, 1964, p. 240.
Sometimes the job you get after leaving school is not the job you wish. What kind of job do you think you will get after finishing your schooling?

Written responses are coded according to Hollingshead's occupational scale and trichotomized into "high", "moderate", and "low" occupational expectations. Responses are recoded as follows: 1, 2 = high; 3, 4, 5 = moderate; 6 and 7 = low occupational expectations.

Social Class

For purposes of this research, social class is measured by a modified version of Hollingshead's two-factor index. In order to gain additional insight into Greece's class system, a number of other indicators were employed. In addition to the concept, socioeconomic status, items utilized are related to the following concepts:

--- social class perception
--- perception of opportunity
--- urban experience

Socioeconomic status is measured by a modified version of Hollingshead's Two-Factor Index. This objective approach was selected for the research because of its use of occupation as a factor along with education and

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1 A complete description of Hollingshead's Occupational and Educational Scales is presented in Appendix C.
because the index has been used in other societies by Rosen, and Safilios-Rothschild, although in modified form. The latter study in particular interests us because it dealt with the problem of translating that society's occupational titles into Hollingshead's classification system. The problem of the Greek occupational structure was solved with Safilios-Rothschild's approach and with a Greek sociologists' classification cited by Safilios-Rothschild and published later in French.

Written responses are coded according to Hollingshead's occupational scales and educational scales. The index was modified to provide occupation and education equal factor weights of 1. Hollingshead's index called for an occupational index of 7 and for an educational factor weight of 4. The justification for making this

3 Ibid.
5 A complete description of the scales is presented in Appendix C.
modification in Hollingshead's index is the finding by Safilios-Rothschild that education is as equally important a factor as occupation in the determination of an urban Greek respondent's social position. According to Safilios-Rothschild, "Well-educated Greeks have not always been able to work at jobs of a prestige analogous to their educational accomplishments. It has not been unusual for a high school graduate to be obliged to work in a semi-skilled occupation or for a college graduate to accept a low-prestige clerical job or remain unemployed. Their education, however, does place them high in the Greek social structure because Greeks tend to value educational achievement apart from occupation or income. Therefore, it was decided that social position within the Greek culture could be determined more accurately by assigning an equal weight to education and occupation instead of weighting as more important."\(^1\) The indicator for socioeconomic status is the item:

(13.) What is your father's occupation? (If he is not living, put down what his occupation was.)

Written responses are coded according to Hollingshead's Occupation Scale: (1) Higher Executives, Proprietors of Large Concerns, and Major Professionals,


(14.) Through what grade did your father complete school?

Written responses are coded according to Hollingshead's Educational Scale: (1) Professional, (2) 4-year college graduate, (3) 1-3 years college, (4) high school graduate, (5) 10-11 years of school, (6) 7-9 years of school, (7) under 7 years of school.

Socioeconomic status was measured by use of a modified version of Hollingshead's Two-Factor Index utilizing occupation with factor weight of 1 and education with a factor weight of 1.

The Index of Social Position for each respondent is calculated according to the following score ranges:

<table>
<thead>
<tr>
<th>Class</th>
<th>ISP Scores, Modified Two-Factor Values¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>2-4</td>
</tr>
<tr>
<td>II</td>
<td>5-7</td>
</tr>
<tr>
<td>III</td>
<td>8-10</td>
</tr>
<tr>
<td>IV</td>
<td>11-12</td>
</tr>
<tr>
<td>V</td>
<td>13-14</td>
</tr>
</tbody>
</table>

¹Adapted from Safilios-Rothschild, Constantina, p. 378, 1966.
Social class perception was selected as an additional measure of social class for this research. The indicator for social class perception is the item:

(24.) If Greece may be said to consist of rich, fairly well off, and poor people, which would you say your family is a part of?

Written responses are coded as follows: rich = high; fairly well off = middle; and poor = low perception of class.

Perception of opportunity was measured by an item formulated for this research. The indicator for perception of opportunity is the following item:

(35.) There is much opportunity to obtain a good position in Greece if a person is willing to go to school and to work hard. (a) agree very much, (b) agree a little, (c) disagree a little, (d) disagree very much.

The responses are dichotomized into "high" perception of opportunity and "low" perception of opportunity and recoded as follows: a, b = high; c, d = low perception of opportunity.

The measurement of urban experience takes two approaches. The first deals with urban birth and the

---

1 This item adapted from Mizruchi, 1964, p. 180, Item #53.
second with length of time the family has lived in an urban environment.

The indicator for urban birth is the item:

(7.) In what city, town, or place were you born?

Written responses are coded according to whether the respondent was born in Athens or another city such as Cairo, whether from a village, or from one of the many islands surrounding mainland Greece. Respondents are dichotomized into "urban" or "rural", place of birth through recoding. The indicator for years lived in an urban area is the item:

(23.) How many years has your family lived in Athens or another large city?

Written responses are coded by years of residence and trichotomized into "long", "moderate", and "short" urban experience. Long urban experience is defined as ten years or longer lived in the city; moderate is defined as two to five years; short urban experience is defined as one year or less.

Sources of Data

Grant funds were made available for a field trip to Greece during the month of November 1968. The purpose of this initial trip was to explore the possibility of performing a research on social change in that country. Arrangements were made by the Greek Embassy in Washington
for the investigator to meet with education officials in Greece. The United States Information Service in Athens provided names of teachers and officials that could be interviewed during the trip. The field trip resulted in an orientation to Greek education and society through unstructured interviews granted by the Ministry of Education officials and other school officials. During the following year a study of Greek education and society was undertaken for the purpose of studying social change in Greece through the educational system. Grant funds were again made available the following year which permitted a second field trip in September, 1969.

Interviews were arranged with Ministry officials, directors of vocational schools and school masters of secondary schools. The interviews were basically unstructured yet focused upon the nature of secondary education in Greece and particularly the contribution of education to the modernizing economy in Greece. Qualitative data\(^1\) were gathered during these interviews and appear in this research report. The interviews were also intended to verify information about Greek education that at times appeared contradictory as it appeared in United Nations documents and the literature of other observers.

A second purpose for undertaking the field trip was to obtain permission to gather data from students, teachers and school officials in Greece. Lists of schools had been obtained through the United States Office of Information Service prior to embarking for Greece. In addition, maps of Athens and surrounding communities were obtained ahead of time to enable a prior selection of schools felt necessary for the research. The intention had been to obtain a non-random sample of schools and through what Selltiz describes as "purposive samples". Selltiz writes: "The basic assumption behind purposive sampling is that with good judgment and an appropriate strategy one can hand-pick the case to be included in the sample and thus develop samples that are satisfactory in relation to one's needs." The original selection of schools was to be done on this basis with an effort made to select schools typical of the school types needed for the research and described in the chapter on Greek Education.

Because of the political situation during the time of the research, however, Ministry officials restricted selection of types and numbers of schools that could be utilized. Ministry officials were reluctant to approach

1 Ibid., p. 520.
2 Ibid., p. 520.
schoolmasters who were not personally known to them. Secondly, because of the political conditions of the time it was known that school officials might not want to expose their students to a questionnaire that might possibly implicate them.

From the limited numbers of schools that were made available by the Ministry, several were selected and were judged to be typical of the types that were sought for the research. During the course of the field trip interviews were held with officials of some selected schools which lasted from one to four hours. The purpose of the meetings was to learn about their particular schools and to prepare the groundwork for administering the questionnaire. Meetings were also held with college teachers at an American college in Athens who had agreed to administer the questionnaire for the investigator. Social science students, mainly in sociology and social work at Pierce College in Athens were to assist with the data gathering. The students were to do this as part of their training.

Data were collected during the spring and fall terms of 1970. The samples included male secondary school students enrolled in four types of schools in Athens and surrounding suburbs. In all cases but three during the data gathering, advanced students administered
TABLE 2

SAMPLES OF GREEK SECONDARY SCHOOL
MALE STUDENTS BY ADMINISTRATION

<table>
<thead>
<tr>
<th>ADMINISTRATION</th>
<th>CURRICULUM</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>General</td>
<td>460</td>
</tr>
<tr>
<td></td>
<td>Vocational</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>571</td>
</tr>
<tr>
<td>Public</td>
<td>General</td>
<td>236</td>
</tr>
<tr>
<td></td>
<td>Vocational</td>
<td>214</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>450</td>
</tr>
<tr>
<td>All Students</td>
<td></td>
<td>1,021</td>
</tr>
</tbody>
</table>
TABLE 3

SAMPLES OF GREEK SECONDARY SCHOOL MALE STUDENTS BY CURRICULUM

<table>
<thead>
<tr>
<th>CURRICULUM</th>
<th>ADMINISTRATION</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>Private</td>
<td>460</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>236</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>696</td>
</tr>
<tr>
<td>Vocational</td>
<td>Private</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>214</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>325</td>
</tr>
<tr>
<td>All Students</td>
<td></td>
<td>1,021</td>
</tr>
</tbody>
</table>

TABLE 4
Age of Students ¹

<table>
<thead>
<tr>
<th>STUDENT AGE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>55</td>
<td>5.4</td>
</tr>
<tr>
<td>17</td>
<td>268</td>
<td>26.2</td>
</tr>
<tr>
<td>18</td>
<td>522</td>
<td>51.1</td>
</tr>
<tr>
<td>19</td>
<td>150</td>
<td>14.7</td>
</tr>
<tr>
<td>20</td>
<td>19</td>
<td>19.9</td>
</tr>
<tr>
<td>21</td>
<td>13</td>
<td>0.3</td>
</tr>
<tr>
<td>Totals</td>
<td>1,021</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean 17.81
Standard Deviation .85

¹ See Appendix D, Table 1 for age of students by selected school types.
<table>
<thead>
<tr>
<th>STUDENT BIRTHPLACE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Urban</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athens</td>
<td>696</td>
<td>68.1</td>
</tr>
<tr>
<td>Other City</td>
<td>151</td>
<td>14.8</td>
</tr>
<tr>
<td><strong>Rural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Village</td>
<td>125</td>
<td>12.2</td>
</tr>
<tr>
<td>Island</td>
<td>37</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Total Urban</strong></td>
<td>846</td>
<td>83.9</td>
</tr>
<tr>
<td><strong>Total Rural</strong></td>
<td>162</td>
<td>15.8</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1,021</td>
<td>100.0</td>
</tr>
</tbody>
</table>

1See Appendix D, Table 2, for Birthplace of Students by Selected School Types.

2Includes the Greek cities of Piraeus and Thessaloniki as well as several major foreign cities.
<table>
<thead>
<tr>
<th>YEARS FAMILY HAS LIVED IN ATHENS OR OTHER CITY</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Short) 1 year or less</td>
<td>47</td>
<td>4.6</td>
</tr>
<tr>
<td>2 2-5 years</td>
<td>91</td>
<td>8.9</td>
</tr>
<tr>
<td>3 6-9 years</td>
<td>108</td>
<td>10.6</td>
</tr>
<tr>
<td>4 (Long) 10 years or more</td>
<td>750</td>
<td>73.5</td>
</tr>
<tr>
<td>NA</td>
<td>25</td>
<td>2.4</td>
</tr>
<tr>
<td>Totals</td>
<td>1,021</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean 3.57
Standard Deviation .84

1 See Appendix D, Table 4 for urban experience of students by selected school types.
the questionnaire. In the remaining cases school officials undertook to administer the questionnaires and return them to the investigator.

Tables 2 and 3 indicate the distribution of students obtained for the research by school types. Usable questionnaires were returned from approximately equal numbers of private and public school students, while approximately twice as many students were enrolled in general education schools as were included in the sample as vocational school students.

Students samples were equivalent to a senior high school level age group. While age grading is not followed strictly in Greece it can be seen from Table 4 that the average age of the sample closely parallels the distribution of an American high school.

Table 5 provides the distribution of students by birthplace while Table 6 indicates the urban experience of the sample as defined in Chapter I.

The Questionnaire

The questionnaire that was administered to students in Greece consisted of a combination of open and closed questions. This follows the recommendation of Selltiz who considered this approach more efficient especially in research projects involving some exploration.

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Approximately one-half hour was required for administering the questionnaire.

The questionnaire originated as a series of items obtained through a careful reading of the literature in the relevant content areas. Once the items were selected the completed questionnaire was given to two Greek-educated professors who worked independently on the problem of translating the items. The translated questionnaires were then given to a third Greek-educated individual who compiled the final list of questions. The two original translators were then asked to join the final compiler in order to determine the final selection of questionnaire items on the basis of readability, accuracy, and format.

In order to ensure an adequate questionnaire for research in a foreign country steps were taken to pretest the questionnaire in as close to the research situation as possible. This followed the recommendations of Doby. Permission was obtained to administer the questionnaire in the Greek Orthodox Seminary in Brookline, Massachusetts, which enrolls students in both Greek and American ancestry.

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The pretest administered to 21 students resulted in only minor changes. The questionnaire was then prepared for administering to students in Greece.

**Statistical Analysis**

The computer facilities of the Kent State University Computer Center were used for the data processing. Modified computer programs based on the Statistical Package for the Social Sciences (SPSS) were used for the analysis of data.

Data cards were prepared from completed open-ended and closed questions according to the operational definitions and coding instructions for each variable described in an earlier portion of this chapter.

Data are presented in crosstabulation tables in percentages with column and row summed percentages and frequency totals.

Relationships between variables appearing in the joint frequency distributions are statistically analyzed.

1Programs used were modified versions of the SSPS program, MARGINALS (for obtaining frequency distributions for each variable along with means and standard deviations) and the SSPS program, CROSSTABS (for computing two-way and n-way joint frequency distributions and the presentation of data in crosstabulation tables for analysis.) programs utilized in the statistical analysis are described in detail in N. H. Nie, D. H. Bent, C. H. Hull, *Statistical Package for the Social Sciences* (New York: McGraw Hill Book Co., 1970).
by the chi-square test of significance based on Pearson's Chi-square test of association. The function of the test is to measure the independence between two variables. Chi-square gives the most accurate result when applied to tables with large numbers such as those in this research. The measure of association between the pairs of variables within the joint frequency tables is the statistic, Gamma.¹

¹For the formulas and a discussion of both Pearson's Chi-square test of association and the Gamma statistic see Nie, Bent, and Hull, Statistical Package for the Social Sciences, pp. 275-276.
CHAPTER III

GREEK EDUCATION

Introduction

This chapter describes the essential features of education in Greece which existed during the time of the study. Though educational reforms were anticipated during the late 1960s and early 1970s, the system remains essentially the same today. Included in this chapter will be a discussion of the setting of the research and a description of the schools utilized in the data gathering.

The Greek School System

The system of education in Greece follows a common pattern providing levels designated primary, secondary, and higher education. Figure 4 illustrates the grading levels, approximate ages for each level, and the differentiation by curriculum for the primary and secondary levels.

Public education in Greece is maintained free of charge including tuition, books, supplies, and subsidized housing, when necessary. Compulsory education extends through six grades commencing with the student's
FIGURE 4
GREEK EDUCATIONAL SYSTEM THROUGH SECONDARY SCHOOL

<table>
<thead>
<tr>
<th>Age</th>
<th>Grade</th>
<th>General Education</th>
<th>Vocational Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>12</td>
<td>Secondary School (Gymnasion)</td>
<td>Middle Secondary Vocational &amp; Technical Schools (Mesi Epagelmataki Kai Technieke Scholion)</td>
</tr>
<tr>
<td>17</td>
<td>11</td>
<td>Second Cycle (3 years)</td>
<td>(Public Schools 3-4 years; Private Schools vary in Duration)</td>
</tr>
<tr>
<td>16</td>
<td>10</td>
<td>First Cycle (3 years)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>Primary School (Dimoticon Scholion) (6 years)</td>
<td>Lower Vocational &amp; Technical Schools (Katotera Epagelmataki Kai Technieke Scholion)</td>
</tr>
<tr>
<td>11</td>
<td>5</td>
<td></td>
<td>(Public Schools 3-4 years; Private Schools vary in Duration)</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>Infant School (Nepiagogeion) (2 years)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


2Age-grading does not apply strictly in middle vocational schools.

3This column includes both private and public schools.
sixth birthday although approximately 10% leave before receiving their primary education certificate.\(^1\)

Greece's five-year plan for economic development extending through 1969 included for the first time a projection of compulsory education through the first cycle (three years) of secondary education. This extension of compulsory education to nine years was never accomplished. The 1973 report\(^2\) by Greece's Ministry of National Education and Religion issued toward the end of a subsequent five-year plan described the progress in teacher training and establishment of new secondary schools but acknowledged the failure of Greek education to reach earlier enrollment projections. The Greek government recently revised its plans through an educational reform bill to extend compulsory education three years by the year 1980.\(^3\)

In 1961 nearly one-third of the student population aged 12 through 17 attended some type of secondary school in Greece.\(^4\) This proportion remained relatively stable


throughout the 1960s. Of the total number of secondary school students amounting to 317,300\(^1\) at the time, 273,300 were enrolled in secondary general schools, both private and public, while 44,000 were enrolled in secondary vocational schools.\(^2\)

Table 7 indicates that the majority of Greek students were enrolled in public schools. The exception to this is the case of secondary vocational education.

<table>
<thead>
<tr>
<th>TABLE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS ATTENDING GREEK PUBLIC &amp; PRIVATE EDUCATIONAL INSTITUTIONS AT ALL LEVELS IN 1961(^3)</td>
</tr>
<tr>
<td>Public</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Higher</td>
</tr>
<tr>
<td>Secondary, General</td>
</tr>
<tr>
<td>Secondary, Technical/Vocational</td>
</tr>
<tr>
<td>Primary</td>
</tr>
</tbody>
</table>

\(^1\)While the proportion remained the same, the total number of secondary school students increased to 428,600 during the 1972-73 school year. Report on the Developments of Education in Greece in the Years 1971-73, the 34th Meeting of the International Conference of Education of UNESCO, August 1973, p. 3.

\(^2\)Op. cit., OECD.

\(^3\)Op. cit., OECD, Adapted from Table 7, p. 43.
Of the 44,000 students enrolled in Greek secondary vocational schools, 34,500 or 85.2% were enrolled in private vocational and technical schools located mainly in Athens.¹

The expansion of private vocational education in Greece during the 1950s and 1960s was unprecedented and represents an anomaly for the growth in this sector took place outside of state planning and permitted the training of large numbers of workers for a modernizing economy when the public sector failed to adapt to this need.²

Secondary General Education

Secondary general education in Greece, whether publicly or privately administered is for the most part synonymous with traditional, classical education and is designed to prepare graduates for the university.³

¹Op. cit., OECD.
Gymnasia, as secondary schools are called, receive primary school graduates who have successfully completed state-conducted entrance examinations. In 1961 approximately 46% of primary school graduates entered Greek gymnasia. Only 40% of the entering classes complete the six years of secondary education, usually.¹

It is a characteristic of countries with a state religion to foster that religion in its educational system. Greece's educational system promotes the Greek Orthodox religion and also places heavy emphasis on the historical greatness of the Classical and Byzantine period at all levels of Greek education.² The combining of education and religion in one cabinet level office in Greece alone is evidence of a strong association between church, state, and religion.

At the secondary school level there exists an even heavier emphasis on subject matter designed to perpetuate religious and historical values.³ An examination


of Figure 5 indicates the disproportionate resources devoted to religion, the traditional languages, history, and philosophy. This is in contrast to the more "secular" and the laboratory subjects in the curriculum. Of the 203 credit hours\(^1\) listed for the classical gymnasium curriculum, 58.1% are devoted to religion, Ancient and Modern Greek, Ancient History, Latin, and philosophy.

Although the Educational Reform Law of 1959\(^2\) pressed for the establishment of modern public secondary schools that would act as "practical gymnasias," relatively few were established by the late 1960s.\(^3\) The 1959 law provided that students successfully completing these new types of gymnasias were to be entitled entry to the university after completion of the required entrance examination. This placed the practical gymnasias on the same level as the classical gymnasias. Practical gymnasias were designed to offer subjects along technical, scientific, commercial, and agricultural lines at the expense of traditional subject matter.

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\(^1\)Additional hours in physical education and writing are purposely omitted here.

\(^2\)Greece: Education for Economic and Social Development (working draft), Organization for Economic Cooperation and Development, Paris, 1964, p. 44.

\(^3\)Ibid., p. 46.
FIGURE 5
CURRICULA FOR CLASSICAL AND PRACTICAL (MODERN) GYMNASIA
FOR THE SCHOOL YEAR 1968-1969

<table>
<thead>
<tr>
<th>Subject</th>
<th>Classical Gymnasium</th>
<th>Practical Gymnasium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Ancient Greek</td>
<td>45</td>
<td>38</td>
</tr>
<tr>
<td>Modern Greek</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Ancient &amp; Byzantine History</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Political Science</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Geography</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>Physics</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>Health</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Latin</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Philosophy</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Translated and adapted from an official curriculum sheet provided by the Ministry of Education and Religion Office.
Numerically the practical gymnasia accounted for approximately 14,000 or 5% of all gymnasia students in 1961 in both public and private schools.¹

Figure 2 shows the curriculum for the practical gymnasion. As compared with the classical curriculum there is a 16% reduction in Ancient Greek and the elimination of Latin as a required subject. In addition there are increases of 25% in both mathematics and physics to mark the major differences in the two curricula in the more or less secular subjects.

The public gymnasion represents the most desirable form of secondary education in Greece.² In addition to the ease of employment and access to the university, graduation from the gymnasion bestows a sign of prestige on the student and his family. While numbers of students from urban lower social classes and from the villages have traditionally entered the gymnasia, the typical student in such schools comes from urban middle-class homes.³

¹Ibid., p. 46.
Greek secondary school teachers who are called "professors" (kathegete),¹ are qualitatively among the best trained in Europe. 93.5% of the secondary school teachers held degrees from institutions of higher learning in 1961.²

Secondary Vocational Education

In contrast to the relatively uniform system of secondary general education, vocational education in Greece is a complex system encompassing a variety of school types and administrative control. Though most public vocational schools are administered by the Ministry of Education and Religion, some ministries such as the Ministry of Industry and the Agriculture Ministry continue to control certain public vocational schools.³

Public vocational schools tend to be larger and longer established while private schools are usually less than a decade old and range in size from fewer than 100 students to schools with several thousand students.⁴

²Greece: Education for Economic and Social Development, OECD, p. 185 (General Education only).
³Ibid., p. 47.
⁴Ibid., p. 49.
Curricula also vary from the simplest skill producing workers to highly trained subengineers and medical technicians. Most private schools offer evening courses to accommodate working students.

Private vocational schools subsidized by the Greek government and foreign investors appeared in large numbers during the sixties. These schools operated in temporary and largely makeshift quarters. Large office buildings were taken over in the center of Athens for housing classes; in many instances each floor of a large office building served a single school for specialized training.

To operate private schools, charters must be granted by the Greek government and come under the direction of the Ministry of Education and Religion.¹

The Greek government ensures minimum education standards before granting a charter and certification rights.² This is done in part because of the demand by business and industry that graduates perform adequately. This is an important feature of Greek vocational education.

Both public and private vocational schools offer daytime and evening courses although vocational education and particularly private education, is largely an evening activity as mentioned previously.

¹ Ibid., p. 103.
² Ibid., pp. 41-42.
Growth of private technical and vocational schools has been encouraged by the Greek government through the granting of subsidies to allay building, equipment, and rental and faculty costs. General operating revenues, however, come from student tuition which amounts on the average to 30,000 drachmae (one thousand dollars)\textsuperscript{1} per year.

Most students are employed during the day to pay for the tuition and it is not uncommon for an entire family to work multiple jobs toward supporting the cost of vocational and technical private education for each son and daughter as secondary school age is reached.\textsuperscript{2}

In spite of the high cost of private vocational and technical education, the relatively short time required to complete a course of study, and the direct link between such training and available jobs makes private school education particularly attractive to students of lower status families.\textsuperscript{3}

\begin{itemize}
  \item \textsuperscript{1}Ibid., p. 8.
  \item \textsuperscript{2}Interview with officials of Ministry of Education, 1969. Median income for industrial workers for 1969 was $1,240.
  \item \textsuperscript{3}Greece: Education for Economic and Social Development, OECD, p. 156.
\end{itemize}
Teachers in vocational and technical schools are predominantly part-time and are either graduates of polytechnical institutes working in business and industry or are public school teachers who simply work in the evening to supplement their relatively low income.\(^1\)

It is estimated that only 20.0\% of the public vocational and technical school teachers were trained beyond secondary school.\(^2\) No data were available for the educational levels of private vocational teachers although it is believed by Ministry officials to be higher than the public school level.

The Setting of the Research

During the period of data gathering, Greece was under a Military Dictatorship that had been in existence for three years. The regime was characteristically on the extreme right politically\(^3\) and this strongly manifested itself in Greek education. A number of educational reforms that were to have modernized the Greek school system were

\(^1\)Ibid., p. 16.
\(^2\)Ibid., p. 185.
\(^3\)P. M. Angelides, Political Development and Political Decay in Interwar Greece (Ph.D. dissertation, The Ohio State University, 1973).
abandoned with the military coup of 1967 as being too "socialistic" in concept.¹

In discussing the potential impact of the dictatorship on Greek education, Kazamias noted that "the . . . Junta vowed to . . . bring about a moral revolution based on the 'purity' of Greek tradition."²

Thus, what had been a persistently traditional public educational system³ with some anticipated reform based on a modernizing economy, became even more conservative and traditional by the imposition of increased governmental control on course content, textbook material, and even to language use.⁴

The military government restricted the use of the commonly used demotic Greek ("demotiki") in all public schools (both curriculum and textbooks were affected),


newspapers, and public communications, because of the adoption of foreign terms and because the demotic or "common" language communicated radical concepts.\(^1\) In spite of the potentially enormous cost of changing the language in textbook material and the courses taught at all levels of Greek education, the new government favored the purist language ("katharevousa") which was related to Ancient Greek and which had been the language of educated people.\(^2\)

The setting during the time of the research was one of tension associated with uncertainties in educational policy and one characterized by restricted communication and freedom on the part of administrators, teachers, and students.

**Schools Used in This Research**

Secondary schools in Greece may be classified along several dimensions. Four have been chosen for this research: administration, curriculum, modernity, and status. The basis for classification and the rationale for the selection of particular school types for the research are presented in this section.

\(^1\) Interview with Officials of Ministry of Education and Religion, November, 1969.

\(^2\) For a discussion of the two language forms in Greece see N. G. Melanites, "Educational Problems in Modern Greece," *International Review of Education* 3 (1957): 460.
Figure 6 shows the classification of Greek secondary schools by school types categorized by curriculum, administration, modernity, and status. The first two approaches in the classification system are straightforward and would exhaust all secondary schools in Greece. All schools are either public or private in administration (though in Greece all schools are controlled by government ministries in matters of curriculum and school policy) and all schools are clearly identified as offering either a general education or a vocational education according to their charter and curriculum. The classification of schools by modernity and status requires interpretation.

Relative school modernity for purposes of this research refers primarily to the school's function\(^1\) and its curricular attributes.

Inkeles states that while education is considered a significant factor in modernizing men it is important to observe the nature of the schooling that takes place in the modernizing society. He notes that "little or no change toward modernity is evident in the more traditional schools that devote themselves mainly to passing on

\(^1\) Wilbur B. Brookover and Edsel L. Erickson, *Sociology of Education* (Homewood, Ill.: The Dorsey Press, 1975), p. 83. Brookover and Erickson note that "education may be designed to perpetuate the status quo and orient people to the traditional society as well as toward modern society."
FIGURE 6
CLASSIFICATION OF SECONDARY SCHOOLS IN GREECE BY CURRICULUM, ADMINISTRATION, MODERNITY, AND STATUS

<table>
<thead>
<tr>
<th>SCHOOL TYPE</th>
<th>Curriculum</th>
<th>Administration</th>
<th>Modernity</th>
<th>Status(^1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td></td>
<td>Modern</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Traditional</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td></td>
<td>Modern</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Traditional</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Vocational Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td></td>
<td>Modern</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Traditional</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td></td>
<td>Modern</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Traditional</td>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\)Secondary general education in Greece is regarded as high status education. No secondary schools, whether private or public, would be considered low status. See Kollaros, *Greece: A Study of the Educational System of Greece*, p. 20.
religious practices or to inculcate and preserve traditional lore and skills."¹

Brookover and Erickson also stress the significance of the curriculum in defining the school's modernity. They write, "Educational programs designed to perpetuate the traditional beliefs and attitudes in traditional societies are not likely to produce modern societies . . . (that) . . . different types of education differentially affect . . . attitudes and values."²

Armer and Youtz found that substantial differences in proportions of more modern respondents in the study of an African society were attributable to different kinds of secondary schooling as differentiated by the curriculum.³

It thus becomes imperative that the school's function for society as well as its curriculum⁴, which


²Brookover and Erickson, Sociology of Education, 1975, p. 81.


should reflect function, become identified in any discus-
sion of the role of education in modernization.

In general a school is defined as "modern" if its
function (either stated or implied) is to produce graduates
for modern institutions. Schools preparing graduates for
modern industry in a modernizing country, for example,
would offer courses in the applied sciences rather than
the theoretical sciences. At the secondary level, students
would be taught practical skills building upon a founda-
tion of general education obtained in the elementary school.

Secondary general education may be said to be more
modern than traditional if its curriculum allows a heavier
content of secular subjects such as psychology, economics,
laboratory sciences, and applied mathematics. Furthermore,
such education may be defined as more modern if the school's
graduates enter occupational categories defined as modern
or seek modern university programs.

An interesting approach taken in defining the
modernity of the school was taken by Armer and Youtz\(^1\) in
their recent study of an African society. They developed
an index of modernity for schools by observing that
fathers' occupations were distributed differentially and

\(^1\)M. Armer and R. Youtz, "Formal Education and
of Sociology 76 (January 1971): 602.
that their sons were distributed in schools accordingly. For example, "modern" occupations in the context of African society were defined as civil service, professional, white collar, skilled laborer. Traditional occupations were related to religion, crafts, farming, and trading.

Secondary general education that is more traditional has a heavy content (more than 50% of class hours) in religion, Ancient History, Ancient Languages, theoretical science, and philosophy. Such schools are traditional if their graduates either enter the university in a traditional program or seek employment in the government or traditionally oriented commercial offices such as banks, post offices, etc.

The final dimension for defining schools is along status lines. While schools, for example, may be regarded more narrowly as possessing higher or lower status on the basis of such objective indicators as quality of instruction (indicated by the education of the teachers), pupil/teacher ratio, and scholarship of students (based on examination results given by the state). An additional criterion separating schools by status is the curriculum type itself and whether or not the school is publicly or privately operated. Within the context of Greek society the public secondary school or gymnasium is regarded as
the most valued form of schooling with the privately operated secondary general school following very closely.¹

Perhaps what accounts most for defining a form of education by status in Greece aside from tradition² is the value of the diploma received for attaining higher education or for entry into the world of occupations. For example, the relative ranking of the private secondary general school and the public secondary general school is based on the requirement of a state-administered examination to certify proficiency for the former while the school diploma is sufficient for the public secondary school graduates.

Status among secondary vocational schools is related to the status of occupations toward which such schools are directed. For example, some private vocational school graduates are highly trained architectural and medical technicians and are sought after by Greek industry. In addition, graduates of certain established vocational and technical schools are permitted to enter Greek


polytechnical institutes, considered a form of higher education.

Other criteria for determining the status of vocational schools relate to enrollment size, quality of facilities, organization, and the quality of faculties employed.

Secondary vocational schools generally rank below the Greek gymnasia, although some may be classified as possessing relatively high status based on criteria given above.

Figure 7 indicates the number of schools used in this research in terms of the classification system given above. It will be noted that not all types represented by the end column in Figure 6 were studied although the two crucial dimensions of curriculum type and administration type are included in the study. Additionally, a sufficient distribution of schools was obtained to cover the four dimensions for purposes of research.

Information about the students studied in this research is given in Tables 8 through 11.

Table 8 shows the distribution of students by curriculum type. It will be noted that two-thirds of the students in the sample were obtained from secondary general schools.

Table 11 indicates the distribution of students by administration of schools as public or private institutions. The student population was derived mainly from private schools.
FIGURE 7
SCHOOLS USED IN THIS RESEARCH

<table>
<thead>
<tr>
<th>DESCRIPTION BY CURRICULUM, STATUS, ADMINISTRATION AND MODERNITY</th>
<th>NUMBER OF SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary General, High Status, Private, Modern</td>
<td>1</td>
</tr>
<tr>
<td>Secondary General, High Status, Private, Traditional</td>
<td>3</td>
</tr>
<tr>
<td>Secondary General, High Status, Public, Traditional</td>
<td>2</td>
</tr>
<tr>
<td>Secondary Vocational, Low Status, Private, Modern</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Vocational, Low Status, Public, Traditional</td>
<td>3</td>
</tr>
</tbody>
</table>
**TABLE 8**  
Distribution of Students by School Types  
*(Curriculum)*

<table>
<thead>
<tr>
<th>School Type</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secondary General</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 1</td>
<td>119</td>
<td>11.7</td>
</tr>
<tr>
<td>School 2</td>
<td>80</td>
<td>7.8</td>
</tr>
<tr>
<td>School 3</td>
<td>116</td>
<td>11.4</td>
</tr>
<tr>
<td>School 4</td>
<td>145</td>
<td>14.2</td>
</tr>
<tr>
<td>School 6</td>
<td>98</td>
<td>9.6</td>
</tr>
<tr>
<td>School 7</td>
<td>138</td>
<td>13.5</td>
</tr>
<tr>
<td><strong>Secondary Vocational</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 5</td>
<td>111</td>
<td>10.9</td>
</tr>
<tr>
<td>School 8</td>
<td>44</td>
<td>4.3</td>
</tr>
<tr>
<td>School 9</td>
<td>141</td>
<td>13.8</td>
</tr>
<tr>
<td>School 10</td>
<td>29</td>
<td>2.8</td>
</tr>
<tr>
<td><strong>Total Secondary General Schools</strong></td>
<td>696</td>
<td>68.2</td>
</tr>
<tr>
<td><strong>Total Secondary Vocational Schools</strong></td>
<td>325</td>
<td>31.8</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1,021</td>
<td>100.0</td>
</tr>
</tbody>
</table>

1Curriculum is defined as the school's program system of course offerings under public law leading to either the diploma in general education or in vocational education.
<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Private Secondary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 1</td>
<td>119</td>
<td>11.7</td>
</tr>
<tr>
<td>School 2</td>
<td>80</td>
<td>7.8</td>
</tr>
<tr>
<td>School 3</td>
<td>116</td>
<td>11.4</td>
</tr>
<tr>
<td>School 4</td>
<td>145</td>
<td>14.2</td>
</tr>
<tr>
<td>School 5</td>
<td>111</td>
<td>10.9</td>
</tr>
<tr>
<td><strong>Public Secondary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 6</td>
<td>98</td>
<td>9.6</td>
</tr>
<tr>
<td>School 7</td>
<td>138</td>
<td>13.5</td>
</tr>
<tr>
<td>School 8</td>
<td>44</td>
<td>4.3</td>
</tr>
<tr>
<td>School 9</td>
<td>141</td>
<td>13.8</td>
</tr>
<tr>
<td>School 10</td>
<td>29</td>
<td>2.8</td>
</tr>
<tr>
<td><strong>Total Private</strong></td>
<td>571</td>
<td>56.0</td>
</tr>
<tr>
<td><strong>Public Secondary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Public</strong></td>
<td>450</td>
<td>44.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1,021</td>
<td>100.0</td>
</tr>
</tbody>
</table>

1Administration refers to the school's "ownership" as either a publicly operated or privately operated institution. In Greece, all schools come under the jurisdiction of the Ministry of Education and Religion through the issuance of charters which define the curricula of the schools. While private schools require the payment of tuition, public schools do not.
TABLE 10
Distribution of Students by School Types
(Modernity1)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modern Secondary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 1</td>
<td>119</td>
<td>11.7</td>
</tr>
<tr>
<td>School 5</td>
<td>111</td>
<td>10.9</td>
</tr>
<tr>
<td><strong>Traditional Secondary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 2</td>
<td>80</td>
<td>7.8</td>
</tr>
<tr>
<td>School 3</td>
<td>116</td>
<td>11.4</td>
</tr>
<tr>
<td>School 4</td>
<td>145</td>
<td>14.2</td>
</tr>
<tr>
<td>School 6</td>
<td>98</td>
<td>9.6</td>
</tr>
<tr>
<td>School 7</td>
<td>138</td>
<td>13.5</td>
</tr>
<tr>
<td>School 8</td>
<td>44</td>
<td>4.3</td>
</tr>
<tr>
<td>School 9</td>
<td>141</td>
<td>13.8</td>
</tr>
<tr>
<td>School 10</td>
<td>29</td>
<td>2.8</td>
</tr>
<tr>
<td><strong>Total Modern Secondary Schools</strong></td>
<td>230</td>
<td>22.6</td>
</tr>
<tr>
<td><strong>Total Traditional Secondary Schools</strong></td>
<td>791</td>
<td>77.4</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1,021</td>
<td>100.0</td>
</tr>
</tbody>
</table>

1Modernity refers to whether the curriculum of the school is "modern" or "traditional". A traditional school is one whose curriculum requires more than 50% of the courses to be classical, religious, and theoretical in content. A modern school requires more than 50% of its courses to be "secular" (such as economics and laboratory studies) and applied in content.
### TABLE 11

**Distribution of Students by School Types (Status\(^1\))**

<table>
<thead>
<tr>
<th>School Type</th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
<th>School 4</th>
<th>School 5</th>
<th>School 6</th>
<th>School 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Status Secondary</strong></td>
<td>119</td>
<td>80</td>
<td>116</td>
<td>145</td>
<td>111</td>
<td>98</td>
<td>138</td>
</tr>
<tr>
<td><strong>Low Status Secondary</strong></td>
<td>44</td>
<td>141</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total High Status Secondary Schools** | 807     | 79.0     |
**Total Low Status Secondary Schools** | 214     | 21.0     |
**Totals** | 1,021 | 100.0 |

\(^1\)Status is defined as a ranking of schools within a given society on the basis of criteria such as: curriculum type, administration, and type of diploma or certificate granted. A school, for example, is defined as ranking high in status if it is general and not vocational in curriculum or if the school produces graduates who rank higher occupationally.
Table 10 indicates that the majority (three-fourths) of the students were obtained from schools defined as traditional by the criteria used in the classification system. According to Table 11 the vast majority of students were obtained from higher status secondary schools in Athens.

The indicators used in determining the identity of the schools consisted of the PINAX (official Ministry directory) of all secondary schools in Greece. The vocational school types were determined on a basis of the DIEPTHINTIRION, an official directory produced by the Ministry that described pertinent information about all public and private vocational schools in Greece.
CHAPTER IV

ANALYSIS OF DATA

Introduction

This chapter presents the findings of the research conducted in Athens, Greece in 1970. The research problem was to investigate the influence of selected student (and family) values and characteristics on selection of education in a modernizing country.

Findings are grouped by the three major concerns\(^1\) of the research: those dealing with student values and the values of their parents; those dealing with the aspirations of the student; and those concerned with the significance of student characteristics in relation to education.

Values

Several concepts were utilized for analyzing values. These are discussed in the order in which they were presented theoretically: individual modernity; value of education; openness to new experience; family orientation; and family expectations.

\(^1\)Operational definitions for concepts used here are given in Chapter II, Methodology.
Individual Modernity

Tables 12 through 15 detail the results of the two-way analysis indicating the relationships found employing the concept of individual modernity and selection of type of education.

The first hypothesis to be examined states that individual modernity will be related to the type of school selected for obtaining an education. Specifically, it was hypothesized that students attending privately-administered schools would have higher individual modernity than students attending publicly-administered schools. Table 12 shows a positive relationship between individual modernity and enrollment in private secondary schools in this research. Table 13 indicates that when curriculum type is controlled there still remains a positive relationship between individual modernity and attendance at private secondary schools. The data indicate that private secondary general students as well as those attending private vocational schools have significantly higher individual modernity scores than students attending schools in the public sector in both general education and vocational education.
The second hypothesis stated that students attending schools with a modern curriculum would have higher individual modernity than students attending traditional schools. Table 14 shows that while there is a significant relationship between individual modernity and school modernity the relationship is not as strong as the results indicated in Table 12 for differences between private and public schools.

Hypothesis 3 was that students attending higher status schools would have higher modernity scores than
<table>
<thead>
<tr>
<th>INDIVIDUAL MODERNITY</th>
<th>GENERAL EDUCATION</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRIVATE</td>
<td>PUBLIC</td>
</tr>
<tr>
<td>High</td>
<td>72.0</td>
<td>37.7</td>
</tr>
<tr>
<td>Medium</td>
<td>27.0</td>
<td>60.2</td>
</tr>
<tr>
<td>Low</td>
<td>1.0</td>
<td>2.1</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(460)</td>
<td>(236)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 77.73; \text{ df} = 2; \ p < .0001; \text{ Gamma} = .603 \]

<table>
<thead>
<tr>
<th>INDIVIDUAL MODERNITY</th>
<th>VOCATIONAL EDUCATION</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRIVATE</td>
<td>PUBLIC</td>
</tr>
<tr>
<td>High</td>
<td>56.8</td>
<td>35.1</td>
</tr>
<tr>
<td>Medium</td>
<td>41.4</td>
<td>49.5</td>
</tr>
<tr>
<td>Low</td>
<td>1.8</td>
<td>15.4</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(111)</td>
<td>(214)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 22.47; \text{ df} = 2; \ p < .0001; \text{ Gamma} = .455 \]
students attending lower status schools. Table 15 indicates the finding that when schools are identified by status, high individual modernity is directly related to attendance at high status schools. A greater percentage of students with high modernity scores are shown attending high status schools rather than low status schools.

**TABLE 14**

<table>
<thead>
<tr>
<th>INDIVIDUAL MODERNITY</th>
<th>MODERN SCHOOL TYPE</th>
<th>TRADITIONAL SCHOOL TYPE</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>High</td>
<td>58.1</td>
<td>54.0</td>
<td>54.9</td>
</tr>
<tr>
<td>Medium</td>
<td>41.0</td>
<td>41.2</td>
<td>41.1</td>
</tr>
<tr>
<td>Low</td>
<td>0.9</td>
<td>4.8</td>
<td>3.9</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[
\chi^2 = 7.59; \ df = 2; \ p < .02; \ Gamma = .110
\]

N (234) (787)
### TABLE 15

**INDIVIDUAL MODERNITY OF STUDENTS ATTENDING SECONDARY SCHOOLS BY STATUS TYPE**

(In Percentages)

<table>
<thead>
<tr>
<th>INDIVIDUAL MODERNITY</th>
<th>HIGH STATUS SCHOOL TYPE</th>
<th>LOW STATUS SCHOOL TYPE</th>
<th>TOTALS %</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>60.0</td>
<td>35.5</td>
<td>54.9</td>
<td>558</td>
</tr>
<tr>
<td>Medium</td>
<td>38.8</td>
<td>50.2</td>
<td>41.1</td>
<td>418</td>
</tr>
<tr>
<td>Low</td>
<td>1.2</td>
<td>14.3</td>
<td>3.9</td>
<td>45</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>1021</td>
</tr>
<tr>
<td>N</td>
<td>(805)</td>
<td>(216)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ \chi^2 = 95.05; \text{ df } = 2; \text{ p } < .0001; \text{ Gamma } = .497 \]

**Value of Education**

The second concept employed in measuring student values was value of education. Hypothesis 4 states that value of education held by students will be related to type of education selected. More specifically, that students attending both high status schools and schools with a general education curriculum would rank higher in value of education than students attending lower status schools and schools with a vocational education curriculum.
Table 16 shows that in contrast to the relationships between individual modernity and type of education selected, there is no significant difference between students attending general education and vocational education schools with respect to the concept, value of education. Significant differences appear, however, between students attending schools identified as high status and low status. As Table 17 shows there is a positive relationship between students indicating high value of education and attendance in high status schools.
TABLE 17
VALUE OF EDUCATION HELD BY STUDENTS BY SECONDARY SCHOOL STATUS TYPE (In Percentages)

<table>
<thead>
<tr>
<th>STUDENT VALUE OF EDUCATION</th>
<th>HIGH STATUS SCHOOL TYPE</th>
<th>LOW STATUS SCHOOL TYPE</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>78.3</td>
<td>67.8</td>
<td>79.0</td>
</tr>
<tr>
<td>Low</td>
<td>21.7</td>
<td>32.2</td>
<td>21.0</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N (807) (214)

\[ x^2 = 10.58; \ df = 1; \ p < .005; \ Gamma = .265 \]

The next hypothesis examining the area of student values states that instrumental value of education will be related to the type of education selected. Hypothesis 5 stated that students attending high status schools and schools with a general education curriculum would have lower instrumental value of education scores than students attending both lower status schools as well as secondary vocational schools. Table 18 shows that students attending high status schools have significantly lower scores than
### TABLE 18

INSTRUMENTAL VALUE OF EDUCATION HELD BY STUDENTS BY SECONDARY SCHOOL STATUS TYPE (In Percentages)

<table>
<thead>
<tr>
<th>STUDENT INSTRUMENTAL VALUE OF EDUCATION</th>
<th>HIGH STATUS SCHOOL TYPE</th>
<th>LOW STATUS SCHOOL TYPE</th>
<th>TOTALS %</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>19.1</td>
<td>65.4</td>
<td>29.0</td>
<td>291</td>
</tr>
<tr>
<td>Low</td>
<td>80.9</td>
<td>34.6</td>
<td>71.0</td>
<td>714</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>1005</td>
</tr>
<tr>
<td>N</td>
<td>(791)</td>
<td>(214)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$x^2 = 173.50; \ df = 1; \ p < .0001; \ Gamma = .778$

Students attending low status schools. This relationship is also indicated by the data on students attending general education and vocational education secondary schools. As the data in Table 19 indicate, students attending secondary vocational schools have significantly higher scores on instrumental value of education than students attending secondary general schools. This finding seems to confirm
### TABLE 19

INSTRUMENTAL VALUE OF EDUCATION HELD BY STUDENTS BY SECONDARY SCHOOL CURRICULUM TYPE  
(In Percentages)

<table>
<thead>
<tr>
<th>STUDENT INSTRUMENTAL VALUE OF EDUCATION</th>
<th>GENERAL EDUCATION</th>
<th>VOCATIONAL EDUCATION</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>9.4</td>
<td>70.1</td>
<td>29.0</td>
</tr>
<tr>
<td>Low</td>
<td>90.6</td>
<td>29.9</td>
<td>71.0</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(681)</td>
<td>(324)</td>
<td>1005</td>
</tr>
</tbody>
</table>

\[ X^2 = 389.81; df = 1; \ p < .0001; \ \text{Gamma} = .915 \]

the work of Mizruchi\(^1\). Mizruchi found that 18.5% of respondents in classes I and II perceived education on high instrumental terms, while 81.5% of the same two classes perceived education on low instrumental terms.\(^2\)


\(^2\)If we equate loosely high status schools with high socioeconomic status we find somewhat parallel findings between Mizruchi's work and the present study.
Fifty-five percent of his respondents with social class backgrounds of IV and V chose education on high instrumental terms, while 45% of the respondents in these two classes chose education on low instrumental bases. Mizruchi reported this as statistically significant differences in the perception of education on instrumental and noninstrumental bases held by higher and lower social class individuals.

Data on family values as perceived by the students studied in this research were examined next. Hypothesis 6 deals with the problem of family expectations and their relationship to the type of school selected by students. It was hypothesized that students attending high status schools would have families with higher expectations for their achievement. In Table 20 we see that family expectations vary significantly for students attending high status and low status schools. Families of students in high status schools were perceived by their sons as having higher expectations than students in low status schools. This association is also seen in Table 21 showing that higher family expectations are perceived by students attending general education schools in contrast to vocational education schools.
TABLE 20
FAMILY EXPECTATIONS OF STUDENTS BY SECONDARY SCHOOL STATUS TYPE
(In Percentages)

<table>
<thead>
<tr>
<th>FAMILY EXPECTATIONS OF STUDENT ACHIEVEMENT</th>
<th>HIGH STATUS SCHOOL TYPE</th>
<th>LOW STATUS SCHOOL TYPE</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>90.6</td>
<td>70.7</td>
<td>86.4</td>
</tr>
<tr>
<td>Average</td>
<td>8.5</td>
<td>28.9</td>
<td>12.9</td>
</tr>
<tr>
<td>Low</td>
<td>0.9</td>
<td>0.4</td>
<td>0.7</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N (777) (211)

$X^2 = 81.47; \ df = 4; \ p < .0001; \ Gamma = .512$

Hypothesis 7 was that family expectations would be higher for students attending private schools than for those attending public schools. Table 22 shows a positive albeit weak relationship between family expectations and enrollment in private and public schools. Perhaps what is most significant about these data is the magnitude of the proportion of students who perceive their parents as having higher expectations for their achievement in contrast to average and lower expectations. Well over eight-tenths of the students perceived their families as having high
TABLE 21
FAMILY EXPECTATIONS OF STUDENTS BY SECONDARY SCHOOL CURRICULUM TYPE (In Percentages)

<table>
<thead>
<tr>
<th>FAMILY EXPECTATIONS OF STUDENT ACHIEVEMENT</th>
<th>GENERAL EDUCATION</th>
<th>VOCATIONAL EDUCATION</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>90.3</td>
<td>78.9</td>
<td>86.4</td>
</tr>
<tr>
<td>Average</td>
<td>8.8</td>
<td>21.4</td>
<td>12.9</td>
</tr>
<tr>
<td>Low</td>
<td>0.9</td>
<td>0.7</td>
<td>0.7</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(670)</td>
<td>(318)</td>
<td></td>
</tr>
</tbody>
</table>

$X^2 = 38.86; \ df = 4; \ p < .0001; \ Gamma = .309$

expectations for their academic achievement. This finding is consistent with the data presented in Tables 16 and 17 indicating a high value on education held by students themselves. The findings also confirm the belief held by Rosen\(^1\) and Triandis\(^2\) that Greeks place an unusually high value on educational achievement.


TABLE 22

FAMILY EXPECTATIONS OF STUDENTS BY PRIVATE AND PUBLIC SECONDARY SCHOOL ENROLLMENT (In Percentages)

<table>
<thead>
<tr>
<th>FAMILY EXPECTATIONS OF STUDENT ACHIEVEMENT</th>
<th>PRIVATE SCHOOLS</th>
<th>PUBLIC SCHOOLS</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>88.1</td>
<td>84.2</td>
<td>86.4</td>
</tr>
<tr>
<td>Average</td>
<td>10.7</td>
<td>15.6</td>
<td>12.9</td>
</tr>
<tr>
<td>Low</td>
<td>1.2</td>
<td>0.2</td>
<td>0.7</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N (551) (437)

\[ x^2 = 11.66; \text{ df } = 4; \ p < .02; \text{ Gamma } = .015 \]

Hypothesis 8 states that students attending private secondary schools, whether general education or vocational education, will show higher openness to change than students attending public secondary schools. Table 23 shows the results of the analysis involving this concept. Students attending private schools show significantly higher openness to change than students attending public secondary schools.
TABLE 23
STUDENT OPENNESS TO CHANGE BY PRIVATE AND PUBLIC SECONDARY SCHOOLS
(In Percentages)

<table>
<thead>
<tr>
<th>STUDENT OPENNESS TO CHANGE</th>
<th>PRIVATE SCHOOLS</th>
<th>PUBLIC SCHOOLS</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>82.5</td>
<td>69.1</td>
<td>76.6</td>
</tr>
<tr>
<td>Low</td>
<td>17.5</td>
<td>30.9</td>
<td>23.4</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(571)</td>
<td>(450)</td>
<td></td>
</tr>
</tbody>
</table>

\[ x^2 = 24.37; \ df = 1; \ p < .0001; \ Gamma = .355 \]

The final method of measuring the values of students and their families in relation to education was a behavioral approach. Family orientation toward education refers primarily to actual attendance at the university by the student's immediate and extended family members. Family values regarding education were theorized to be implied by this concept. Hypothesis 9 was that students attending schools with a general education curriculum and those with higher status would have families with a higher orientation toward education than those students attending vocational secondary schools and those lower in status. The data
TABLE 24
FAMILY ORIENTATION OF STUDENTS ENROLLED IN SECONDARY SCHOOL BY CURRICULUM TYPE (In Percentages)

| FAMILY ORIENTATION TOWARD EDUCATION | GENERAL EDUCATION | VOCATIONAL EDUCATION | TOTALS
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>69.8</td>
<td>20.0</td>
<td>54.0</td>
</tr>
<tr>
<td>Low</td>
<td>30.2</td>
<td>80.0</td>
<td>46.0</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(696)</td>
<td>(325)</td>
<td>1021</td>
</tr>
</tbody>
</table>

\[ x^2 = 221.48; \text{ df } = 1; \text{ p} < .0001; \text{ Gamma} = .805 \]

in Table 24 show that students enrolled in secondary general schools have families with a significantly higher orientation than students attending secondary vocational schools. Data in Table 25 show that students attending high status schools have families with a higher orientation than students attending lower status schools. It was expected by Hypothesis 10 that students attending schools with a modern curriculum would have families with a higher orientation toward education. Table 26 shows that there
TABLE 25
FAMILY ORIENTATION OF STUDENTS ENROLLED IN SECONDARY SCHOOL BY STATUS TYPE (In Percentages)

<table>
<thead>
<tr>
<th>FAMILY ORIENTATION TOWARD EDUCATION</th>
<th>HIGH STATUS SCHOOL TYPE</th>
<th>LOW STATUS SCHOOL TYPE</th>
<th>TOTALS</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>63.3</td>
<td>18.7</td>
<td>54.0</td>
<td>551</td>
</tr>
<tr>
<td>Low</td>
<td>36.7</td>
<td>81.3</td>
<td>46.0</td>
<td>470</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>1021</td>
</tr>
<tr>
<td>N</td>
<td>(807)</td>
<td>(214)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ x^2 = 135.64; \; df = 1; \; p < .0001; \; \text{Gamma} = .765 \]

is no significant difference between students enrolled in the modern and traditional schools on the value of family orientation. Hypothesis 10 also posited that students attending private schools would have families with a higher orientation than students attending public schools. Table 27 shows that students attending private secondary schools have families that are significantly
TABLE 26
FAMILY ORIENTATION OF STUDENTS ENROLLED IN SECONDARY SCHOOL BY SCHOOL MODERNITY TYPE (In Percentages)

<table>
<thead>
<tr>
<th>FAMILY ORIENTATION TOWARD EDUCATION</th>
<th>MODERN SCHOOL TYPE</th>
<th>TRADITIONAL SCHOOL TYPE</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>53.0</td>
<td>54.2</td>
<td>54.0</td>
</tr>
<tr>
<td>Low</td>
<td>47.0</td>
<td>45.8</td>
<td>46.0</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(230)</td>
<td>(791)</td>
<td></td>
</tr>
</tbody>
</table>

\[ X^2 = .383; \ df = 1; \ p > .825; \ Gamma = .025 \]

higher in orientation than students attending public secondary schools.

Aspirations

Aspirations of students were examined in two ways. One approach was to examine student aspirations regarding education and the other related to occupations. In addition, the question of student expectations for both education and occupation was examined.
TABLE 27

FAMILY ORIENTATION OF STUDENTS BY PRIVATE AND PUBLIC SECONDARY SCHOOL ENROLLMENT (In Percentages)

<table>
<thead>
<tr>
<th>FAMILY ORIENTATION TOWARD EDUCATION</th>
<th>PRIVATE SCHOOLS</th>
<th>PUBLIC SCHOOLS</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>62.3</td>
<td>43.3</td>
<td>54.0</td>
</tr>
<tr>
<td>Low</td>
<td>37.7</td>
<td>56.7</td>
<td>46.0</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(571)</td>
<td>(450)</td>
<td></td>
</tr>
</tbody>
</table>

\[ \chi^2 = 37.13; \text{ df }= 1; \text{ } p < .0001; \text{ Gamma } = .369 \]

Educational Aspirations

Hypothesis 11 states that student educational and occupational aspirations would be related to the type of school selected. Students, it was hypothesized, who attended general education schools would have higher educational and occupational aspirations. Also, that students attending higher status schools would also have higher educational and occupational aspirations. Table 28 shows
student aspirations for both education and occupation to be significantly related to enrollment in secondary general schools. Hypothesis 11 also stated that aspirations would be related to status of school attended. Table 29 shows that there is a significant relationship between both educational and occupational aspirations and status of school attended.

Hypothesis 12 stated that students attending schools with a modern curriculum and those publicly administered will have higher aspirations. Table 30 shows that students enrolled in a modern school type had higher educational and occupational aspirations than students enrolled in traditional schools.

Hypothesis 12 also stated that students attending private secondary schools would have higher educational and occupational aspirations than students attending public schools. Table 31 shows that there is a significant relationship between educational and occupational aspirations and students attending private secondary schools. Students enrolled in private schools had significantly higher aspirations than students enrolled in public schools.

Educational and occupational expectations were next examined. The thirteenth hypothesis stated that students' educational and occupational expectations would be related to the type of school selected. Specifically that students attending schools with a general education curriculum would
### TABLE 28

STUDENTS' EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS
BY SECONDARY SCHOOL CURRICULUM
(In Percentages)

<table>
<thead>
<tr>
<th>STUDENT EDUCATIONAL ASPIRATIONS</th>
<th>GENERAL EDUCATION</th>
<th>VOCATIONAL EDUCATION</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>78.9</td>
<td>16.4</td>
<td>59.3</td>
</tr>
<tr>
<td>Moderate</td>
<td>20.8</td>
<td>82.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Low</td>
<td>0.3</td>
<td>1.6</td>
<td>0.7</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N (685) (311)

$X^2 = 534.22; \ df = 4; \ p < .0001; \ Gamma = .909$

<table>
<thead>
<tr>
<th>STUDENT OCCUPATIONAL ASPIRATIONS</th>
<th>GENERAL EDUCATION</th>
<th>VOCATIONAL EDUCATION</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>72.3</td>
<td>29.1</td>
<td>55.6</td>
</tr>
<tr>
<td>Moderate</td>
<td>27.3</td>
<td>68.7</td>
<td>43.3</td>
</tr>
<tr>
<td>Low</td>
<td>0.4</td>
<td>2.2</td>
<td>1.1</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N (506) (319)

$X^2 = 307.92; \ df = 6; \ p < .0001; \ Gamma = .682$
### TABLE 29

STUDENT' EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS
BY SECONDARY SCHOOL STATUS TYPE
(In Percentages)

<table>
<thead>
<tr>
<th>STUDENT EDUCATIONAL ASPIRATIONS</th>
<th>HIGH STATUS</th>
<th>LOW STATUS</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCHOOL TYPE</td>
<td>SCHOOL TYPE</td>
<td>%</td>
</tr>
<tr>
<td>High</td>
<td>71.7</td>
<td>10.4</td>
<td>59.3</td>
</tr>
<tr>
<td>Moderate</td>
<td>27.8</td>
<td>88.1</td>
<td>40.0</td>
</tr>
<tr>
<td>Low</td>
<td>0.5</td>
<td>1.5</td>
<td>0.7</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(795)</td>
<td>(201)</td>
<td></td>
</tr>
</tbody>
</table>

\(x^2 = 390.53; \text{ df } = 4; \ p < .0001; \ Gamma = .879\)

<table>
<thead>
<tr>
<th>STUDENT OCCUPATIONAL ASPIRATIONS</th>
<th>HIGH STATUS</th>
<th>LOW STATUS</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCHOOL TYPE</td>
<td>SCHOOL TYPE</td>
<td>%</td>
</tr>
<tr>
<td>High</td>
<td>67.9</td>
<td>19.5</td>
<td>55.6</td>
</tr>
<tr>
<td>Moderate</td>
<td>31.7</td>
<td>77.2</td>
<td>43.3</td>
</tr>
<tr>
<td>Low</td>
<td>0.4</td>
<td>3.3</td>
<td>1.1</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(615)</td>
<td>(210)</td>
<td></td>
</tr>
</tbody>
</table>

\(x^2 = 267.38; \text{ df } = 6; \ p < .0001; \ Gamma = .738\)
TABLE 30
STUDENTS' EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS
BY SECONDARY SCHOOL MODERNITY TYPE
(In Percentages)

<table>
<thead>
<tr>
<th>STUDENT EDUCATIONAL ASPIRATIONS</th>
<th>MODERN SCHOOL TYPE</th>
<th>TRADITIONAL SCHOOL TYPE</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>High</td>
<td>63.3</td>
<td>58.2</td>
<td>59.3</td>
</tr>
<tr>
<td>Moderate</td>
<td>34.9</td>
<td>41.4</td>
<td>40.0</td>
</tr>
<tr>
<td>Low</td>
<td>1.8</td>
<td>0.4</td>
<td>0.7</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(226)</td>
<td>(770)</td>
<td>(996)</td>
</tr>
</tbody>
</table>

$x^2 = 21.11; \ df = 4; \ p < .0001; \ Gamma = .022$

<table>
<thead>
<tr>
<th>STUDENT OCCUPATIONAL ASPIRATIONS</th>
<th>MODERN SCHOOL TYPE</th>
<th>TRADITIONAL SCHOOL TYPE</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>High</td>
<td>66.5</td>
<td>52.3</td>
<td>55.6</td>
</tr>
<tr>
<td>Moderate</td>
<td>32.5</td>
<td>46.7</td>
<td>43.3</td>
</tr>
<tr>
<td>Low</td>
<td>1.0</td>
<td>1.0</td>
<td>1.1</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(200)</td>
<td>(625)</td>
<td>(825)</td>
</tr>
</tbody>
</table>

$x^2 = 45.18; \ df = 6; \ p < .0001; \ Gamma = .246$
### TABLE 31

**STUDENTS' EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS BY PRIVATE AND PUBLIC SECONDARY SCHOOL ENROLLMENT**
(In Percentages)

<table>
<thead>
<tr>
<th>STUDENT EDUCATIONAL ASPIRATIONS</th>
<th>PRIVATE SCHOOLS</th>
<th>PUBLIC SCHOOLS</th>
<th>TOTALS</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>71.3</td>
<td>43.8</td>
<td>59.3</td>
<td>591</td>
</tr>
<tr>
<td>Moderate</td>
<td>28.0</td>
<td>55.5</td>
<td>40.0</td>
<td>398</td>
</tr>
<tr>
<td>Low</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>7</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>996</td>
</tr>
<tr>
<td>N</td>
<td>(564)</td>
<td>(432)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[X^2 = 94.01; \text{ df } = 4; \quad p < .0001; \quad \text{Gamma} = .489\]

<table>
<thead>
<tr>
<th>STUDENT OCCUPATIONAL ASPIRATIONS</th>
<th>PRIVATE SCHOOLS</th>
<th>PUBLIC SCHOOLS</th>
<th>TOTALS</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>73.7</td>
<td>34.2</td>
<td>55.6</td>
<td>459</td>
</tr>
<tr>
<td>Moderate</td>
<td>26.0</td>
<td>63.9</td>
<td>43.3</td>
<td>357</td>
</tr>
<tr>
<td>Low</td>
<td>0.3</td>
<td>1.9</td>
<td>1.1</td>
<td>9</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>825</td>
</tr>
<tr>
<td>N</td>
<td>(448)</td>
<td>(377)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[X^2 = 177.37; \text{ df } = 6; \quad p < .0001; \quad \text{Gamma} = .616\]
have higher educational and occupational expectations than students attending schools with a vocational curriculum. It was also posited that students attending high status schools would have higher educational and occupational aspirations than students attending low status schools. Table 32 shows that high occupational expectations are significantly related to attendance in secondary general schools, but that as measured by the item, "Compared with your father, how much schooling will you have?", students attending general education schools in the sample expected to obtain less education in relation to their fathers than students in vocational schools. A comparison of the data in Tables 29 and 33 on schools by status indicates that while there are significant differences in the student sample regarding their educational and occupational aspirations as well as their expectations there is also considerable variation in the combined distribution of frequencies over the scale from high to low in their aspirations and expectations. While Table 29 shows a distribution of 55.6% students rated high in occupational aspirations only 8.0% rated high in occupational expectations shown in Table 33. In Table 29 only 1.1% of students rated low in occupational aspirations, 23.8% had low occupational expectations as shown in Table 33.

Tables 32 and 33 show that three-fourths of the students in the sample expected to obtain more education
<table>
<thead>
<tr>
<th>STUDENT EDUCATIONAL EXPECTATIONS IN RELATION TO FATHER'S EDUCATION</th>
<th>GENERAL EDUCATION</th>
<th>VOCATIONAL EDUCATION</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expect More Than Father</td>
<td>67.9</td>
<td>87.1</td>
<td>74.0</td>
</tr>
<tr>
<td>Expect Same As Father</td>
<td>25.5</td>
<td>11.6</td>
<td>21.1</td>
</tr>
<tr>
<td>Expect Less Than Father</td>
<td>6.6</td>
<td>1.3</td>
<td>4.9</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(679)</td>
<td>(317)</td>
<td>(996)</td>
</tr>
</tbody>
</table>

\[ x^2 = 43.06; \; df = 2; \; p \leq 0.0001; \; \text{Gamma} = .511 \]

<table>
<thead>
<tr>
<th>STUDENT OCCUPATIONAL EXPECTATIONS</th>
<th>GENERAL EDUCATION</th>
<th>VOCATIONAL EDUCATION</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>12.5</td>
<td>0.3</td>
<td>8.0</td>
</tr>
<tr>
<td>Moderate</td>
<td>87.5</td>
<td>34.5</td>
<td>68.1</td>
</tr>
<tr>
<td>Low</td>
<td>0.0</td>
<td>65.2</td>
<td>23.9</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(555)</td>
<td>(319)</td>
<td>(874)</td>
</tr>
</tbody>
</table>

\[ x^2 = 733.69; \; df = 6; \; p \leq 0.0001; \; \text{Gamma} = .985 \]
TABLE 33:

STUDENTS' EDUCATIONAL AND OCCUPATIONAL EXPECTATIONS
BY SECONDARY SCHOOL STATUS TYPE
(In Percentages)

<table>
<thead>
<tr>
<th>STUDENT EDUCATIONAL EXPECTATIONS IN RELATION TO FATHER'S EDUCATION</th>
<th>HIGH STATUS SCHOOL TYPE</th>
<th>LOW STATUS SCHOOL TYPE</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expect More Than Father</td>
<td>70.2</td>
<td>88.9</td>
<td>74.1</td>
</tr>
<tr>
<td>Expect Same As Father</td>
<td>24.1</td>
<td>9.2</td>
<td>21.0</td>
</tr>
<tr>
<td>Expect Less Than Father</td>
<td>5.7</td>
<td>1.9</td>
<td>4.9</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(790)</td>
<td>(206)</td>
<td></td>
</tr>
</tbody>
</table>

\[X^2 = 29.78; \text{ df } = 2; \ p < .0001; \text{ Gamma } = .523\]

<table>
<thead>
<tr>
<th>STUDENT OCCUPATIONAL EXPECTATIONS</th>
<th>HIGH STATUS SCHOOL TYPE</th>
<th>LOW STATUS SCHOOL TYPE</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>10.4</td>
<td>0.5</td>
<td>8.0</td>
</tr>
<tr>
<td>Moderate</td>
<td>80.7</td>
<td>28.2</td>
<td>68.2</td>
</tr>
<tr>
<td>Low</td>
<td>8.9</td>
<td>71.3</td>
<td>23.8</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(665)</td>
<td>(209)</td>
<td></td>
</tr>
</tbody>
</table>

\[X^2 = 493.00; \text{ df } = 6; \ p < .0001; \text{ Gamma } = .927\]
than their fathers. This finding was in the expected direction and is consistent with findings of son's education in relation to father's education in modernizing countries.\(^1\) The finding that students attending higher status schools will have smaller proportions of students expecting to exceed their fathers in education and larger proportions expecting to obtain the same amount of education was also congruent with modernization studies.\(^2\)

Table 33 shows a much higher proportion of students attending lower status schools expecting to receive more education than their fathers and a smaller proportion than students in high status schools expecting the same amount of education as their fathers received.

**Social Class**

This section analyzes selected characteristics of the students and their families in this research. The principal approach is through data related to social class. The following concepts were employed: socio-economic status; social class perception; perception of opportunity; and urban experience.

---


\(^2\)Ibid., p. 16.
Socioeconomic Status

Simple objective measures of social class standing are often taken in comparative research through data gathered on single-factor measures such as education or occupation. The principal approach for measuring social class in this research is through Hollingshead's Two-Factor Index of Social Position. However, to have additional measures for comparative purposes, data were separated out on both father's education and father's occupation. Additionally, it was felt that working in another society demanded multiple measures of class position to avoid the bias of a single approach. Tables 34 and 35 show the relationships between the level of father's education and occupation and the type of education selected. There are significant differences as indicated in Table 34 between both the level of father's education and the level of father's occupation and attendance in either schools with general education curriculum or vocational education curriculum. The data show an inverse relationship, in fact, between level of both of these factors (father's education and occupation) and type of school attended by these students.

Hypothesis 14 states that students who attend schools with a general education curriculum will have fathers with higher levels of education and higher ranking occupations. The data in Table 34 show that there is
TABLE 34

FATHER'S EDUCATION AND OCCUPATION OF STUDENTS ENROLLED IN SECONDARY SCHOOLS BY CURRICULUM (In Percentages)

<table>
<thead>
<tr>
<th>FATHER'S EDUCATION</th>
<th>GENERAL EDUCATION</th>
<th>VOCATIONAL EDUCATION</th>
<th>TOTALS</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>36.4</td>
<td>0.4</td>
<td>25.1</td>
<td>251</td>
</tr>
<tr>
<td>Middle</td>
<td>54.1</td>
<td>12.3</td>
<td>40.9</td>
<td>411</td>
</tr>
<tr>
<td>Low</td>
<td>9.5</td>
<td>87.3</td>
<td>34.0</td>
<td>341</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>1003</td>
</tr>
<tr>
<td>N</td>
<td>(687)</td>
<td>(316)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$X^2 = 604.59; \text{ df } = 6; \ p < .0001; \Gamma = .933$

<table>
<thead>
<tr>
<th>FATHER'S OCCUPATION</th>
<th>GENERAL EDUCATION</th>
<th>VOCATIONAL EDUCATION</th>
<th>TOTALS</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>40.3</td>
<td>0.0</td>
<td>22.2</td>
<td>223</td>
</tr>
<tr>
<td>Middle</td>
<td>55.3</td>
<td>38.4</td>
<td>50.1</td>
<td>501</td>
</tr>
<tr>
<td>Low</td>
<td>4.4</td>
<td>61.6</td>
<td>27.7</td>
<td>278</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>1002</td>
</tr>
<tr>
<td>N</td>
<td>(689)</td>
<td>(313)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$X^2 = 489.10; \text{ df } = 6; \ p < .0001; \Gamma = .868$
<table>
<thead>
<tr>
<th>FATHER'S EDUCATION</th>
<th>HIGH STATUS SCHOOL TYPE</th>
<th>LOW STATUS SCHOOL TYPE</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>31.4 0.5</td>
<td>25.1 251</td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td>48.8 7.2</td>
<td>41.0 411</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>18.8 92.2</td>
<td>34.0 341</td>
<td></td>
</tr>
<tr>
<td>Total %</td>
<td>100.0 100.0</td>
<td>100.0 1003</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>(796)</td>
<td>(207)</td>
<td></td>
</tr>
</tbody>
</table>

$X^2 = 417.61; \ df = 6; \ p < .0001; \ Gamma = .905$

<table>
<thead>
<tr>
<th>FATHER'S OCCUPATION</th>
<th>HIGH STATUS SCHOOL TYPE</th>
<th>LOW STATUS SCHOOL TYPE</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>34.8 0.0</td>
<td>27.8 278</td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td>52.8 39.2</td>
<td>49.9 501</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>12.4 60.8</td>
<td>22.3 223</td>
<td></td>
</tr>
<tr>
<td>Total %</td>
<td>100.0 100.0</td>
<td>100.0 1002</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>(798)</td>
<td>(204)</td>
<td></td>
</tr>
</tbody>
</table>

$X^2 = 350.17; \ df = 6; \ p < .0001; \ Gamma = .812$
a significant relationship between these two parental
variables and in enrollment of students in the two types
of schools (general education and vocational). Students
attending schools with a general education curriculum are
more likely to have fathers with higher levels of both
education and occupational rank.

Hypothesis 14 states further that students who
attend high status schools will have fathers with higher
levels of education and higher ranking occupations.
Table 35 shows a strong positive relationship between
father's education and type of school attended. In both
Table 34 and Table 35 it can be seen that the percentage
distribution for education and occupation varies uniformly
in relation to the ranking of father's education and
occupation. This distribution seems to parallel the
results obtained by Hollingshead in Elmtown's Youth.¹

Hypothesis 15 stated that socioeconomic status will
be related to the type of school selected and specifically
that students with high socioeconomic status will attend
high status schools. Table 36 shows that there is a strong
positive relationship between the student's social class
background as measured by Hollingshead's Index and status
of school attended by the student. Hypothesis 15 also
posited a relationship between socioeconomic status and

¹August B. Hollingshead, Elmtown's Youth: The
Impact of Social Classes on Adolescents (New York: John
TABLE 36
SOCIOECONOMIC STATUS OF STUDENTS BY SECONDARY SCHOOL STATUS TYPE
(In Percentages)

<table>
<thead>
<tr>
<th>STUDENT'S SOCIAL CLASS</th>
<th>HIGH STATUS SCHOOL TYPE</th>
<th>LOW STATUS SCHOOL TYPE</th>
<th>TOTALS</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>I (High)</td>
<td>24.0</td>
<td>0.0</td>
<td>18.0</td>
<td>192</td>
</tr>
<tr>
<td>II</td>
<td>35.9</td>
<td>1.9</td>
<td>28.9</td>
<td>290</td>
</tr>
<tr>
<td>III</td>
<td>25.4</td>
<td>24.5</td>
<td>25.2</td>
<td>253</td>
</tr>
<tr>
<td>IV</td>
<td>5.7</td>
<td>16.4</td>
<td>7.9</td>
<td>79</td>
</tr>
<tr>
<td>V (Low)</td>
<td>9.3</td>
<td>57.0</td>
<td>19.1</td>
<td>192</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>1006</td>
</tr>
<tr>
<td>N</td>
<td>(799)</td>
<td>(207)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ x^2 = 472.34; \text{ df } = 12; \ p < .0001; \text{ Gamma } = .850 \]
curriculum of school attended by students. Table 37 shows that a student's social class is significantly related to whether he attends a secondary general school or a secondary vocational school. Once again, it is observed that an inverse relationship appears between social class rank and education obtained for the sample used in this study. As students move up in class they may be expected to attend schools with a general education curriculum. An additional measure was taken to observe the distribution by class of students attending private and public schools. Hypothesis 16 stated that students with high social class background will attend schools that are privately administered. Table 38 shows that students are distributed as expected and there is a significant relationship between attendance at private schools and high socioeconomic status. Hypothesis 16 also stated that students attending schools with a modern curriculum would have higher socioeconomic status than students attending traditional schools.

Table 39 shows that students with high social class background were enrolled in higher percentages in schools with a modern curriculum.
TABLE 37
SOCIOECONOMIC STATUS OF STUDENTS BY SECONDARY SCHOOL CURRICULUM TYPE (In Percentages)

<table>
<thead>
<tr>
<th>STUDENT'S SOCIAL CLASS</th>
<th>GENERAL EDUCATION</th>
<th>VOCATIONAL EDUCATION</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (High)</td>
<td>27.8</td>
<td>0.0</td>
<td>19.1</td>
</tr>
<tr>
<td>II</td>
<td>39.0</td>
<td>6.6</td>
<td>28.9</td>
</tr>
<tr>
<td>III</td>
<td>26.9</td>
<td>21.5</td>
<td>25.2</td>
</tr>
<tr>
<td>IV</td>
<td>2.5</td>
<td>19.5</td>
<td>7.8</td>
</tr>
<tr>
<td>V (Low)</td>
<td>3.8</td>
<td>52.4</td>
<td>19.0</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N (689) (317)

$\chi^2 = 609.60; \ df = 12; \ p < .0001; \ Gamma = .894$
A subjective measure of social class was taken to provide additional evidence in our discussion of the relationships between class and selection of education in Greek society. Hypothesis 17 stated that a student's class perception will be related to the type of school selected. It was posited by this hypothesis that students with higher class perception would attend schools with
Table 39
Socioeconomic Status of Students by Secondary School Modernity Type
(In Percentages)

<table>
<thead>
<tr>
<th>Student Social Class</th>
<th>Modern School Type</th>
<th>Traditional School Type</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (High)</td>
<td>28.1</td>
<td>16.4</td>
<td>19.1</td>
</tr>
<tr>
<td>II</td>
<td>26.3</td>
<td>29.6</td>
<td>28.7</td>
</tr>
<tr>
<td>III</td>
<td>10.1</td>
<td>29.6</td>
<td>25.2</td>
</tr>
<tr>
<td>IV</td>
<td>13.6</td>
<td>6.1</td>
<td>7.9</td>
</tr>
<tr>
<td>V (Low)</td>
<td>21.9</td>
<td>18.3</td>
<td>19.1</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N (228) (778) = 93.26; df = 12; p < .0001; Gamma = .077

Higher status. Table 40 shows that there is a significant relationship between class perception and status of school attended by the students in this sample. Higher percentages of students identifying themselves as "rich" and "fairly well off" were enrolled in higher status schools. It is observed, further, that the distribution of percentages across class ranks for the entire sample follows approximately the findings of Centers in his
TABLE 40
STUDENTS' SOCIAL CLASS PERCEPTION BY SECONDARY SCHOOL STATUS TYPE
(In Percentages)

<table>
<thead>
<tr>
<th>STUDENT SOCIAL CLASS PERCEPTION</th>
<th>HIGH STATUS SCHOOL TYPE</th>
<th>LOW STATUS SCHOOL TYPE</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>High (&quot;Rich&quot;)</td>
<td>4.2</td>
<td>0.9</td>
<td>3.5</td>
</tr>
<tr>
<td>Middle (&quot;Fairly well off&quot;)</td>
<td>90.6</td>
<td>63.6</td>
<td>84.7</td>
</tr>
<tr>
<td>Low (&quot;Poor&quot;)</td>
<td>5.2</td>
<td>35.5</td>
<td>11.8</td>
</tr>
<tr>
<td><strong>Total</strong>%</td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>(770)</td>
<td>(214)</td>
<td></td>
</tr>
</tbody>
</table>

\[\chi^2 = 150.12; \text{ df } = 2; \ p < .0001; \ \Gamma = .792\]

social psychological studies of class identification.\(^1\)

Hypothesis 17 also posited a relationship between class perception and curriculum of school attended, specifically, that students with high perception of class will be enrolled in schools with a general education curriculum. Table 41 shows that higher class perception is

\(^1\)Joseph Kahl, The American Class Structure (New York: Holt, Reinhart & Winston, 1961), p. 161. Centers' distribution was as follows: Upper Class, 3%, Middle Class, 94% (with middle and working class collapsed), Lower Class, 1%, "Other", 2%. 
TABLE 41
STUDENTS' SOCIAL CLASS PERCEPTION BY SECONDARY SCHOOL CURRICULUM TYPE (In Percentages)

<table>
<thead>
<tr>
<th>STUDENT SOCIAL CLASS PERCEPTION</th>
<th>GENERAL EDUCATION</th>
<th>VOCATIONAL EDUCATION</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High ('Rich')</td>
<td>4.7</td>
<td>0.9</td>
<td>3.5</td>
</tr>
<tr>
<td>Middle ('Fairly well off')</td>
<td>92.3</td>
<td>69.4</td>
<td>84.7</td>
</tr>
<tr>
<td>Low ('Poor')</td>
<td>3.0</td>
<td>29.7</td>
<td>11.8</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(660)</td>
<td>(324)</td>
<td></td>
</tr>
</tbody>
</table>

\[ x^2 = 152.73; \text{df} = 2; \text{p} < .0001; \text{Gamma} = .829 \]

significantly related to attendance at schools with a general education curriculum.

Data were collected on a student's perception of opportunity since theoretical discussions indicate that this concept plays a role in mobility and stratification concerns.\(^1\)

TABLE 42

STUDENTS' PERCEPTION OF OPPORTUNITY BY SECONDARY SCHOOL CURRICULUM TYPE
(In Percentages)

<table>
<thead>
<tr>
<th>STUDENT PERCEPTION OF OPPORTUNITY</th>
<th>GENERAL EDUCATION</th>
<th>VOCATIONAL EDUCATION</th>
<th>TOTALS %</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>86.4</td>
<td>70.0</td>
<td>81.1</td>
<td>811</td>
</tr>
<tr>
<td>Low</td>
<td>13.6</td>
<td>30.0</td>
<td>18.9</td>
<td>189</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>1000</td>
</tr>
<tr>
<td>N</td>
<td>(676)</td>
<td>(324)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$X^2 = 45.18; \ df = 3; \ p < .0001; \ Gamma = .311$

Hypothesis 18 stated that student's perception of opportunity will be related to the type of school selected. It is hypothesized specifically that students with high perception of opportunity will attend schools with a general education curriculum. Table 42 shows a significant relationship between perception of opportunity and attendance at schools with a general education curriculum. Hypothesis 18 also stated that students with a high perception of opportunity will attend schools of high status. Table 43 shows that students attending high status secondary schools have higher percentages of students
TABLE 43

STUDENTS' PERCEPTION OF OPPORTUNITY BY SECONDARY SCHOOL STATUS TYPE
(In Percentages)

<table>
<thead>
<tr>
<th>STUDENT PERCEPTION OF OPPORTUNITY</th>
<th>HIGH STATUS SCHOOL TYPE</th>
<th>LOW STATUS SCHOOL TYPE</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>High</td>
<td>85.6</td>
<td>64.7</td>
<td>811</td>
</tr>
<tr>
<td>Low</td>
<td>14.4</td>
<td>35.3</td>
<td>189</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>1000</td>
</tr>
<tr>
<td>N</td>
<td>(787)</td>
<td>(213)</td>
<td></td>
</tr>
</tbody>
</table>

\[ x^2 = 69.59; \text{ df } = 3; \text{ p } < .0001; \text{ Gamma } = .489 \]

whose perception of opportunity is higher than students attending low status schools.

Hypothesis 19 states that students with high perception of opportunity will attend schools with a modern curriculum. The data presented in Table 44 does not support this hypothesis. Students attending traditional schools have a significantly higher perception of opportunity than students attending schools with a modern curriculum. That students with high perception of opportunity will attend schools that are privately administered rather than publicly administered is supported by the data in Table 45.
TABLE 44

STUDENTS' PERCEPTION OF OPPORTUNITY BY SCHOOL MODERNITY TYPE
(In Percentages)

<table>
<thead>
<tr>
<th>STUDENT PERCEPTION OF OPPORTUNITY</th>
<th>MODERN SCHOOL TYPE</th>
<th>TRADITIONAL SCHOOL TYPE</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>67.2</td>
<td>85.2</td>
<td>81.1</td>
</tr>
<tr>
<td>Low</td>
<td>32.8</td>
<td>14.8</td>
<td>18.9</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(229)</td>
<td>(771)</td>
<td></td>
</tr>
</tbody>
</table>

$X^2 = 50.03; \ df = 3; p < .0001; \ Gamma = .226$

Two variables theoretically felt to provide advantage and opportunity for individuals are urban birth and long urban experience.

Hypothesis 20 stated that urban experience will be related to the type of school selected. Specifically, the hypothesis stated that the relationship is such that
TABLE 45
STUDENTS' PERCEPTION OF OPPORTUNITY BY PRIVATE AND PUBLIC SECONDARY SCHOOLS (In Percentages)

<table>
<thead>
<tr>
<th>STUDENT PERCEPTION OF OPPORTUNITY</th>
<th>PRIVATE SCHOOLS</th>
<th>PUBLIC SCHOOLS</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>84.2</td>
<td>77.2</td>
<td>81.1</td>
</tr>
<tr>
<td>Low</td>
<td>15.8</td>
<td>22.8</td>
<td>18.9</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(557)</td>
<td>(443)</td>
<td></td>
</tr>
</tbody>
</table>

\[ x^2 = 86.29; \ df = 3; \ p < .0001; \ Gamma = .392 \]

students with longer urban experience will attend schools with higher status. Table 46 shows that there is a significant relationship between longer residence in the city and attendance at higher status schools. The length of urban experience is directly related to whether the student attends a higher or lower status school. Hypothesis 20 also stated that students with urban birth will attend higher status schools. Table 46 shows that students whose birthplace was urban are more likely to attend higher status schools than students whose birthplace was a village or an island.
TABLE 46

URBAN EXPERIENCE OF STUDENTS BY SECONDARY SCHOOL STATUS TYPE
(In Percentages)

<table>
<thead>
<tr>
<th>STUDENT BIRTHPLACE</th>
<th>HIGH STATUS SCHOOL TYPE</th>
<th>LOW STATUS SCHOOL TYPE</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Urban</td>
<td>90.5</td>
<td>59.4</td>
<td>83.9</td>
</tr>
<tr>
<td>Rural</td>
<td>9.5</td>
<td>40.6</td>
<td>16.1</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(796)</td>
<td>(212)</td>
<td></td>
</tr>
</tbody>
</table>

\[ X^2 = 134.33; \text{ df } = 3; \ p < .0001; \ Gamma = .610 \]

<table>
<thead>
<tr>
<th>YEARS LIVED IN CITY</th>
<th>HIGH STATUS SCHOOL TYPE</th>
<th>LOW STATUS SCHOOL TYPE</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Long</td>
<td>81.8</td>
<td>51.2</td>
<td>75.3</td>
</tr>
<tr>
<td>Moderate</td>
<td>14.6</td>
<td>39.8</td>
<td>20.0</td>
</tr>
<tr>
<td>Short</td>
<td>3.6</td>
<td>9.0</td>
<td>4.7</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N</td>
<td>(785)</td>
<td>(211)</td>
<td></td>
</tr>
</tbody>
</table>

\[ X^2 = 103.01; \text{ df } = 3; \ p < .0001; \ Gamma = .581 \]
<table>
<thead>
<tr>
<th>STUDENT BIRTHPLACE</th>
<th>GENERAL EDUCATION</th>
<th>VOCATIONAL EDUCATION</th>
<th>TOTALS %</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>94.3</td>
<td>61.4</td>
<td>83.9</td>
<td>846</td>
</tr>
<tr>
<td>Rural</td>
<td>5.7</td>
<td>38.6</td>
<td>16.1</td>
<td>162</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>1008</td>
</tr>
<tr>
<td>N</td>
<td>(689)</td>
<td>(319)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ x^2 = 185.16; \text{ df } = 3; \ p < .0001; \text{ Gamma } = .644 \]

<table>
<thead>
<tr>
<th>YEARS LIVED IN CITY</th>
<th>GENERAL EDUCATION</th>
<th>VOCATIONAL EDUCATION</th>
<th>TOTALS %</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long</td>
<td>87.0</td>
<td>50.8</td>
<td>75.3</td>
<td>750</td>
</tr>
<tr>
<td>Moderate</td>
<td>10.6</td>
<td>39.5</td>
<td>20.0</td>
<td>199</td>
</tr>
<tr>
<td>Short</td>
<td>2.4</td>
<td>9.7</td>
<td>4.7</td>
<td>47</td>
</tr>
<tr>
<td>Total %</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>996</td>
</tr>
<tr>
<td>N</td>
<td>(675)</td>
<td>(321)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ x^2 = 166.41; \text{ df } = 3; \ p < .0001; \text{ Gamma } = .697 \]
Hypothesis 20 also posited a relationship between urban experience and whether the student is enrolled in a school with a general education or vocational education curriculum. Table 47 shows that years lived in the city is significantly related to attendance at schools with a general education curriculum. Students with moderate or shorter urban experience measured by years lived in the city are shown to be enrolled in schools with a vocational curriculum in statistically significant ways.

Hypothesis 20 also stated that students with urban birth will attend schools with a general education curriculum. Table 47 shows a significant relationship between urban birth and attendance at schools with a general education curriculum. As in the case of shorter length of time in the city, those students with rural birth are found in significantly larger proportions in schools with a vocational education curriculum.
Summary

This chapter has presented the results of the analysis of data gathered for the research.

A summary of findings is given below along with the outcome of the analysis for each hypothesis examined.

Findings by Hypotheses

<table>
<thead>
<tr>
<th>HYPOTHESIS</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students attending schools that are privately administered will have higher individual modernity than students attending publicly administered schools.</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Students attending schools with a modern curriculum will have higher individual modernity than students attending schools with a traditional curriculum.</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Students attending schools of higher status will have higher individual modernity than students attending lower status schools.</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Part A: Students ranking high in value of education will attend schools that are high in status.</td>
<td>Yes</td>
</tr>
<tr>
<td>Part B: Students ranking high in value of education will attend schools that have a general education curriculum.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
5. Students attending high status schools and schools with a general education curriculum will have lower instrumental value of education scores than students attending vocational schools and schools of lower status.

6. Students attending high status schools and those with a general education curriculum will have families with higher expectations for academic achievement.

7. Students attending schools that are privately administered and those modern in curriculum will have families with higher expectations for academic achievement.

8. Students attending schools that are privately administered will show higher openness to change than students attending publicly administered schools.

9. Students attending schools with a general education curriculum and higher status will have families with a high orientation toward education.

10. Part A: Students attending schools with a modern curriculum will have families with a higher orientation toward education than students attending traditional schools.
<table>
<thead>
<tr>
<th>HYPOTHESIS</th>
<th>Accepted</th>
<th>Rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part B: Students attending schools that are privately administered will have families with a higher orientation toward education than students attending public schools.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>11. Students attending schools with a general education and those high in status will have higher aspirations.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>12. Students attending schools that are privately administered and those with a modern curriculum will have higher educational and occupational aspirations, than students attending publicly administered and traditional schools.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>13. Part A: Students attending schools with a general education curriculum will have higher occupational expectations than students attending vocational schools.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Part B: Students attending schools with a general education curriculum will have higher educational expectations than students attending vocational schools.</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Part C: Students attending high status schools will have higher educational and occupational expectations than students in low status schools.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>HYPOTHESIS</td>
<td>OUTCOME</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>14. Students who attend high status schools and schools with a general</td>
<td></td>
<td></td>
</tr>
<tr>
<td>education curriculum will have fathers with higher levels of education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and higher ranking occupations.</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>15. Students with higher socioeconomic status will attend high status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>schools and schools with a general education curriculum rather than</td>
<td></td>
<td></td>
</tr>
<tr>
<td>schools with lower status and vocational curriculum.</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>16. Students with higher socioeconomic status will attend schools that</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are administered privately and with a modern curriculum.</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>17. Students with higher class perception will attend schools with high</td>
<td></td>
<td></td>
</tr>
<tr>
<td>status and general education curriculum.</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>18. Students with high perception of opportunity will attend schools with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a general education curriculum and schools of high status.</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>19. Part A: Students with high perception of opportunity will attend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>schools with a modern curriculum.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Part B: Students with high perception of opportunity will attend schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that are publicly administered.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>HYPOTHESIS</td>
<td>OUTCOME</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>20. Students with longer urban experience and those born in an urban area will attend schools with higher status and a general education curriculum rather than schools of lower status and vocational curriculum.</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter presents the analysis and interpretation of the findings of the study.

The main objective in this study was to investigate how values and characteristics of students in Athens, Greece during a period of economic growth and modernization of institutions affected the selection of types of education such as traditional and emergent secondary schools.

The theoretical framework of the study was based on Smelser's formulation of social differentiation\(^1\) which states that a modernizing society is characterized by changes in organization toward more complex and specialized structures from simpler multifunctional forms associated with traditional societies.\(^2\) As a society modernizes a process of differentiation occurs in social institutions that results in the rise in new structures, "to assume new functions or to take on functions once performed by other structures."\(^3\)

\(^2\)Ibid., p. 129.
Our main interest, then, was in relating the values and selected characteristics of students to the process of differentiation in Greek society that transformed its educational institution. An associated interest in this research was the question raised by Weiner¹ concerning how modernization occurs. The Weberian view and one most recently argued by McClelland is that "certain modern attitudes"² and values serve as a precondition to development while economists theorize that modern institutions come first and provide opportunities and incentives which makes development possible.³

Kahl's⁴ theoretical position and rationale for his own modernization studies cited throughout this work is that economic development is first necessary for providing opportunity through the modernization of institutions. Kahl hypothesizes, however, that since men respond differentially to opportunity the differences among them is primarily in their values.⁵

¹Ibid., p. 5.
²Ibid., p. 5.
³Ibid., p. 6.
⁵Ibid., p. 150.
Goldscheider's more moderate viewpoint regarding modernization is that social structure and values act concomitantly in the differentiation process. There is, in short, an interaction between modern values and behavior on the one hand and modernizing social structures that leads to the modernization of a society. Goldscheider writes: "It is probably fruitless to engage in arguments about the priority of social structural and personal-cultural forces in modernization or their specific sequence. Certain attitudes and values are preconditions to social structural changes in modernization, types of thinking that lead man to behave in 'modern ways.' Conversely, appropriate attitudes and behavior flow from structural opportunities and incentives that accentuate real possibilities for social change." Goldscheider's theoretical statements on the nature of modernization suggested a simple model for analyzing the relationship between the variables utilized in this research. The model is as follows:

\[
\begin{align*}
\text{(Student Values and Characteristic) } & \quad \leftrightarrow \quad \text{School Types} \\
& \quad \rightarrow \quad \text{Differentiation in the Educational Institution}
\end{align*}
\]


\(^2\) Ibid., p. 96.
A final theoretical concern with this research was with the impetus behind either the transformation of an institution or the emergence of new social structures. Bartholemew\(^1\) suggests that new structures sometimes arise from the failure of an existing structure to perform its role.\(^2\) The unplanned expansion of private education in Greece during a period of economic growth while at the same time the maintenance of a traditional formal educational system suggests a demand for education by groups within Greek society whose needs were not being met by the formal system.

A further objective of the study was to examine the similarities and differences in values and characteristics of the families of students enrolled in traditional and emergent secondary schools to determine the significance of demand.

To recapitulate: The objectives of the study were as follows:

---


\(^2\)This statement parallels Merton's functionalist theory of the rise of alternative, unofficial structures to fulfill existing needs for a population where the official structure fails to do so. Robert K. Merton, Social Theory and Social Structure, Enlarged ed. (New York: The Free Press, 1968), p. 73.
1. To investigate the influence of student values, aspirations, and social class position on selection of education in a modernizing country.

2. To relate these student values and characteristics to changes in the educational institution.

3. To examine the similarities and differences of students attending both traditional as well as emergent secondary school types in order to determine:

   (a) if the students varied in certain values and in particular modern values.

   (b) if we could account for the demand for private education and the maintenance of traditional schools during the period of the study by differences in values and characteristics of students' families.
To accomplish these objectives a questionnaire was administered to a sample of male secondary students enrolled in four types of schools in Athens, Greece during the spring and fall terms of 1970. Contained in the questionnaire were a series of items related to student values, aspirations, and social class position. Values and characteristics of the family were inferred from student responses. Kahl's Modernism II instrument in slightly modified form was the principal means for measuring student values. Hollingshead's Two-Factor Index of Social Position was modified for Greek society and was used as the major objective measure of social class position in the study. The questionnaire included items designed to elicit background and demographic data as well as a series of questions relating to additional measures of values, educational and occupational aspirations (and expectations), and to other measures of social class. These measures are presented in detail in Chapter II dealing with the methodology used in this research.

Following were the hypotheses formulated from the perspective of modernization theory and presented in the introduction of the research: that students attending private schools (operating through tuition but chartered by the Ministry of Education), have a modern curriculum (defined as a majority of applied and laboratory subjects), and have higher status (defined by the higher
value placed on the diploma for entrance to the university or to higher level occupations) will be more modern in their values than students enrolled in public schools (operating as tuition free from the Ministry of Education), schools with a traditional curriculum (defined as a majority of subjects in Religion, History, Language Study, etc.) and schools with lower status (defined by a lower value placed on the diploma and for entry only to lower level occupations). (Hypotheses 1, 2, 3). It was hypothesized that students attending schools with a general education curriculum (defined as a "classical" education consisting of mainly Humanities, Theoretical Sciences, and Social Sciences) and schools with higher status will rank higher in value of education than students in vocational schools (defined by a course of study and training for a specific occupation) and those schools with lower status. (Hypothesis 4). It was further hypothesized that students enrolled in more traditional forms of education would view education on a less instrumental or pragmatic basis. The hypothesis for this was, students attending high status and general education schools will place lower instrumental value on education than students attending lower status and vocational schools. (Hypothesis 5).

An additional hypothesis regarding student values was posited, that students attending private schools would
be more open to change than students attending public schools. (Hypothesis 8).

Hypotheses were stated concerning family values. Students attending private, high status, and general education schools will have families with higher expectations for their academic achievement than families of students attending public, lower status, and vocational schools. (Hypotheses 6 and 7).

Additionally, family orientation (defined as level of education of family members) was expected to be related to the type of education selected by the student. The hypothesis: Students attending general education, higher status, privately administered, and schools modern in curriculum will have a higher orientation toward education than students in lower status, vocational, traditional, and public schools. (Hypotheses 9 and 10).

Students' educational and occupational aspirations ("idealistically" defined) were expected to be related to type of school selected. The hypotheses: students attending general education schools will have higher aspirations than those in vocational schools; that students attending higher status schools will have higher aspirations than those in lower status schools. (Hypothesis 11). Further, that students attending private schools will have higher aspirations than students attending public schools. (Hypothesis 12).
In addition, it was hypothesized that students attending schools with a modern curriculum will have higher aspirations than students attending traditional schools. (Hypothesis 13).

Student educational and occupational expectations ("realistically" defined) were also expected to vary by type of school. The hypothesis was given as: Students attending general education schools and those with higher status will have higher expectations than students attending vocational schools and those with lower status. (Hypothesis 13).

Hypotheses were formulated to show a relationship between social class position and type of education selected by the student. The hypotheses were: that students who attend high status and general education schools will have fathers with higher education levels and occupational rank than students attending vocational and lower status schools, (Hypothesis 14); students with higher socioeconomic status will attend modern higher status, general education, and privately operated schools than students attending traditional lower status, vocational, and public schools. (Hypotheses 15 and 16).

An additional hypothesis dealt with the way students perceived their own social class in relation to type of school selected. The hypothesis: Students with higher class perception will attend schools with higher
status and a general education curriculum rather than lower status or vocational schools. (Hypothesis 17).

Another hypothesis formulated to relate to social class position was the hypothesis: Students with high perception of opportunity (defined as the way students saw opportunity available for themselves) will attend schools with a modern curriculum, those privately administered, those with a general education curriculum and schools of high status, rather than schools with a traditional curriculum, publicly administered, of lower status, and with a vocational curriculum. (Hypotheses 18 and 19).

A final hypothesis was formulated to deal with urban experience which was expected to be related to the selection of education by students and parents. The hypothesis: Students with longer urban experience and those born in an urban area will attend higher status schools and schools with a general education curriculum rather than schools of lower status and vocational curriculum. (Hypothesis 20).
These hypotheses were tested on the basis of empirical data obtained for the study and analyzed statistically. The findings are reported in Chapter IV dealing with the analysis of the data.

It is apparent from even a cursory observation of the data that "modern" values, as measured in this research are not randomly distributed among the students in this sample. Students in private schools, whether in general education or vocational education are "more modern" than their public school counterparts. It also appears that as a population, the total sample of students is "more modern" than might be expected for a religious, conservative society. As a group more than half of the sample (54.9%)\(^1\) fell into the high modernity cell while the other large proportion (41.1%) fell into the medium modernity cell. The means for the total sample on the eight items on questionnaire Items 26 - 33 were as follows on a four-point scale: 3.4, 3.0, 3.1, 3.2, 3.2, 3.1, 2.8, 1.5. The mean for the total sample and for all eight items was 2.9.

This distribution indicated a population much more modern on the whole than traditional. The data\(^2\)

\(^1\)See Table in Chapter IV for complete data.

\(^2\)See Chapter II for the method used to recode the responses to Modernism II for yielding means. Cell ranges were: high modernity = 8-15; medium modernity = 16-23; low modernity = 24-32.
for the Greek sample were then compared with similar populations in Brazil (tested in 1960) and Mexico (tested in 1963) through Kahl's work\textsuperscript{1} and through a replication done by Rainwater on an American sample.\textsuperscript{2} Kahl's category of "incomplete secondary" in Mexico yielded a mean score of 14.9. Rainwater's "incomplete secondary" sample also yielded a score of 14.9. In the present research the subgroup of private secondary school students yielded a mean score of 15.0. While strict comparability was not possible, the results indicated here suggest the validity and usefulness of Kahl's Modernism II instrument in cross-cultural research.

Following is a discussion of the findings in the same order as the hypotheses given above.

It was found that students attending private schools were more modern in their values than public school students. While it was expected that students enrolled in private vocational schools, would have more modern values than students attending public vocational schools (Gamma = .455), the relationship between modernity and school type was even more pronounced between students attending private and public general education schools (Gamma = .603). When students were grouped according to school modernity the data

\begin{quotation}
\hfill
\textsuperscript{2}Ibid., p. 50.
\end{quotation}
indicate a very weak association. Students attending schools defined as modern were only slightly more modern in their values than students attending school types defined as traditional (Gamma = .110). It will be recalled that the basis for differentiating schools by modernity rested upon certain assumptions related to school curriculum, future employment, or advanced education. These findings may indicate that the matter of defining modern versus traditional schools requires further study with an aim toward establishing validation for this approach. When students were grouped according to the status of the secondary schools they attended, it was found that there was a positive and significant relationship between high individual modernity and a high school status (Gamma = .497). These findings as a whole support the hypothesis that secondary students in Greece are more modern in their expressed values when they attend private schools whether general or vocational type, those of higher status, and those with a modern curriculum.

Additional findings related to student values dealt with the concept of value of education. No significant differences appeared in this concept between students attending general education or vocational education schools. On the surface, this finding appears contrary to what might be expected based on the literature describing poorly motivated vocational students. There
were significant differences, however, when vocational students attending private schools were compared with students attending public vocational schools (Gamma = .422) leading to the conclusion that when a comparison of students is made by taking school administration into account, the findings match the expected direction. This finding also lends strength to the theoretical proposition that students enrolled in emergent secondary schools are more likely to be more "modern" in their values and have higher aspirations than their public school counterparts.

A weak association appeared in the data (Gamma = .265) when relating value of education with attendance at school on the basis of status. Students enrolled in low status schools appeared to value education as much as students enrolled in high status schools. The question of instrumental values held by students regarding education was next pursued. It was found as expected that an instrumental value or means approach to education would vary by social class indirectly measured through schools on the basis of status and curriculum. Students attending high status schools had significantly lower instrumental value scores than students attending low status schools (Gamma = .778). When students were grouped by curriculum there appeared a very strong relationship between instrumental value of education and attendance at general education schools (Gamma = .915). These findings
seem to be consistent with those of Mizruchi\textsuperscript{1} whose approach was utilized in this study. Although the students in this Greek sample greatly value education as a concept, their expressed values regarding their purposes for an education vary considerably with vocational school students possessing a more pragmatic approach to gaining an education. It appears that these results of the Greek sample follow the findings generally found with the American population cited earlier about Mizruchi.

The third finding on values was related to family values as perceived by the students. When students were asked about the expectations of their parents in matters of school achievement, it had been hypothesized that families of students attending high status schools and those attending schools with a general education curriculum would have higher expectations than students attending lower status schools and vocational schools. Students attending high status schools were significantly different from students attending low status schools in their perception of family expectations. The association of high family expectations and attendance at high status schools was fairly strong (Gamma = .512), although the

relationship of family expectations with schools with a general education curriculum was somewhat weaker (Gamma = .305).

There appeared to be among the families of the Greek students in this sample a tendency toward high expectations for their sons generally. Fully 86.4% of the students responding reported that their parents had high expectations for their academic achievement. While high family expectations for sons in a developing country was hypothesized based on the findings of Kahl, the magnitude of the proportion of students in the study who perceived their parents as having high expectations was higher than anticipated.

When students were grouped by school administration (public versus private) it was found that while there appeared to be a significant difference between students attending private and public schools in how they perceived family expectations for their achievement, the association of these variables was considerably weaker (Gamma = .015).

A fifth finding involved the concept, openness to change or an ability to accept new ideas or behaviors. Students attending private schools were more open to change and new experience than students attending public schools (Gamma = .356).

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This finding matches that of Rogers\(^1\) who noted that innovative respondents in a modernizing country and those expressing an openness to new experience were also likely to hold to modern rather than traditional values. As Inkeles has expressed it, "The first element in . . . (a) . . . definition of modern man is his readiness for new experience and his openness to innovation . . ."\(^2\)

When the data were examined by holding school administration constant, it was found that no differences appeared between students in general private and public schools but that students in private vocational schools were "more open" than students in public vocational schools (Gamma = .681).

Ashford\(^3\) also points to the significance of the ability of an individual in a modernizing country to accept new values and behavior as a way of participating in the modernizing process. The significance of this finding on the relation between student openness to new experience and school type is that there is agreement


shown between this measure of modern values and Kahl's measure of individual modernity cited earlier in this chapter.

The findings of the final measure of values relate to family values as perceived by the student. When students were grouped by curriculum (i.e. general education schools versus vocational education schools) and by status (i.e. high status versus low status schools), that high family orientation, defined as any member of the student's immediate family having completed the university, was positively and significantly associated with both students enrolled in general education schools and students in high status schools. This association was in the expected direction and followed the frequently observed association between parental level of education and children's aspirations and attainment of education.¹

While the association between high family orientation and general education was very strong (Gamma = .805) and similarly the association between family orientation and attendance at high status schools was strong (Gamma = .765), this was not the case when students were grouped by school modernity. There was no significant difference in family orientation between students enrolled

in modern schools and those enrolled in traditional schools. There were also no significant differences between students when comparisons were made between students enrolled in private and public general education as well as students enrolled in private and public vocational schools. These findings indicate that a significant homogeneity of student population exists within curriculum types in Greek schools. An expected difference appeared when students were compared across curriculum types as shown above.

The first major finding regarding aspirations was that both educational (\(\Gamma = .909\)) as well as occupational (\(\Gamma = .682\)) aspirations were significantly related to enrollment in secondary general schools. In addition it was found that both educational (\(\Gamma = .879\)) and occupational (\(\Gamma = .738\)) aspirations were significantly related to enrollment in schools by status type. Students in this sample who had high aspirations, both educationally and occupationally, were more likely to be enrolled in general education schools and in higher status schools. However, when the data were examined for the relationship between aspirations and school modernity, it was found that the relationships were considerably weaker for education (\(\Gamma = .022\)) and occupation (\(\Gamma = .246\)). Students attending private schools varied significantly from those in public schools.
When the data were examined by holding school administration constant it was found that students in private general education had higher aspirations than their public school counterparts (Gamma = .612) and that students in private vocational schools had higher aspirations than public vocational students.

The data for student educational and occupational expectations also varied by social class position as expected. The relationship was found to be very strong between high occupational expectations and students enrolled in high status schools (Gamma = .927); high educational expectations and high status schools (Gamma = .523). It was expected that student aspirations and expectations would be associated with social class position. These data follow the class distribution of the sample and tend to support the work of Rehberg and others who posited hypotheses that associated high aspirations and expectations with higher social position.

The first major finding under social class position was that socioeconomic status as measured by Hollingshead's Index of Social Position was significantly related to school type. Students with higher social class background were more likely to be attending high status schools (Gamma = .850), schools with a general education curriculum (Gamma = .894), and private schools (Gamma = .618).
While the strength of association was very weak (Gamma = .077) for the relationship between socioeconomic status and school modernity, there was a significant difference between students attending modern and traditional schools and socioeconomic status.

It was found further that the way students perceived their social class was strongly related to both school type by status and by curriculum. Students attending high status schools were significantly different from students attending low status schools.

Furthermore, the strength of the relationship was very high (Gamma = .792) between high status schools and high social class perception. When students were grouped by curriculum it was also found that attendance in general education schools was highly related (Gamma = .829) to class perception.

A third finding under social class had to do with the way respondents felt opportunities were available to them in Greek society. Students with high perception of opportunity were more likely to attend general education schools (Gamma = .311) and modern schools (Gamma = .226).

Students attending high status schools were also more likely to perceive higher opportunity for themselves (Gamma = .489) as were students attending private schools (Gamma = .392). It is important to note that for the
entire sample, 81.1% of the students felt that there was a high degree of opportunity in Greece.

The final finding regarding social class had to do with the concept of urban experience. It was found that students born in urban areas were more likely to attend a high status school (Gamma = .610). Urban experience (measured by length of time in the city) was strongly related to attendance at high status schools (Gamma = .581). Urban birth was also strongly related to general education attendance (Gamma = .644) as was the relationship between urban experience of students and enrollment in general education schools (Gamma = .697). These data tend to bear out the theoretical statements of such writers as Lipset and Bendix that urban birth and urban experience provide advantages for obtaining more education as well as education in more desirable schools.
The following is a summary of major findings.

1. Kahl's Modernism II Index was found to be useful for measuring modern values in the sample of Greek secondary school students.

2. Student values, as measured by Kahl's instrument and a number of other items, were found significantly related to type of education (categorized for this research by administration, curriculum, modernity, and status) selected by students in this study. This finding suggests the validity of the instruments used.

3. Educational and occupational aspirations were both significantly related to type of education selected by the sample of Greek students in this research. It was found that most (84.1%) students in the sample displayed high aspirations suggesting a possible cultural characteristic regarding the concept of education as an important value.

4. Educational and occupational expectations were significantly related to type of education selected.

5. Both student aspirations and expectations varied by class with the latter findings showing a lesser magnitude.
6. The modified Hollingshead Index of Social Position was found useful for measuring social class and produced results consistent with the Safilios-Rothschild work in Greece.

7. Social class, whether measured by objective or subjective means, was found to be significantly related to type of education selected by students.

8. In general, students in the sample whose family have upper social status characteristics, whether by parental education, occupation, wealth or position, were found in the most favorable schools in Greece (as defined by Greek society).

9. In general, students in the sample who attended privately operated vocational and technical schools in Greece were more recent migrants to Athens, were lower in class position, had fathers with less education and lower occupation rank. Conversely, students in cost-free public general education schools were longer established residents, enjoyed higher class position, and had fathers with more education and higher occupation rank.

Conclusions and Implications for Modernization Theory

Several conclusions can be drawn from the findings. Students with more modern values are more likely to be enrolled in private general and vocational schools
representing emergent forms.

For this sample of Greek students there were significant differences in values, aspirations and social class position when the data were examined by different school types.

The emergence of private institutions in the process of differentiation is due in part to a demand for education by a population significantly different from the population whose sons attend public institutions and whose needs are not being met by traditional institutions. It is concluded that Smelser's proposition was apparently upheld for this study of Greece. No particular conclusions can be reached regarding Weiner's concern over the primacy of either modern values or modern institutions in development. The data suggest support however for Goldscheider's approach to modernization theory. Certain values favorable to modernization appear to be operating jointly with structural conditions to create changes in the educational institution.

It is apparent from the concentration of students in the sample that the data are heavily weighed in the direction of urban conditions. The results of this study can only have relevance for Athens and are only suggestive of education elsewhere in Greece.
Suggestions for Future Research

This study has presented data to support several hypotheses regarding the association between selection of education and student values, aspirations and social class in a modernizing society.

It is recommended that future research include categories from non-student population so as to determine the differences, if any, between not only students enrolled in different types of secondary schools but also between male students and comparable males who do not attend school.

Additionally, future research should attempt to include a greater variety of student samples from private vocational schools in order to provide a more accurate sampling of students and to allow for broader generalizations.
Appendix A

The Questionnaire in English
INTRODUCTION BY RESEARCH ASSISTANT

I am a (student) research assistant from University (or college) and represent a Greek-American professor who is interested in changes that are taking place in our country.

This questionnaire is part of a study being carried out in about twenty selected secondary schools in Athens to learn about the interests and attitudes of Greek students today.

Kind permission for this study has been given by the Ministry of Education, your school director, and your instructor.

Please answer all questions and feel free to answer exactly the way you wish for no one will see your answers and your name should not appear anywhere on this questionnaire.

(The research assistant is to review the format of the questionnaire and the manner of marking the paper.)
QUESTIONNAIRE

1. Circle your age:
   12 13 14 15 16 17 18 19 20 21 22 23

2. Circle your sex:
   Male    Female

3. Write the name of the street lives on in Athens:

4. Circle number of brothers:
   0 1 2 3 4 5 6 7 8

5. Circle number of sisters:
   0 1 2 3 4 5 6 7 8

6. Will any of your brothers or sisters attend this school or one like it? Circle one:
   a. Yes    b. Don't know    c. No

7. In what city, town, or place were you born?

8. How many years have you lived in Athens or another large city?

9. Is your family living with you in Athens or are they living elsewhere?

10. How did you happen to come to this school? (Circle one of these:)
    a. Parents enrolled you in the school
    b. Relatives helped you to enter the school
    c. Friends attend the school and encouraged you to attend
    d. Other reason?
11. By what means do you stay in school financially?
   a. You work
   b. Family pays
   c. Both your work and family help
   d. Relatives help pay
   e. Other __________________________

12. Would you recommend others to attend this school?

13. What is your father's occupation? (If he is not living, put down what his occupation was.)

14. Through what grade did your father complete school?

15. Through what grade did your mother complete school?

16. Has anyone in your family completed the university?

17. Who? father, mother, cousin, brother, sister, uncle, aunt

18. Do you expect to obtain work with one of the new industries in or near Athens?

19. Do you expect to obtain work in an old established company or in government work?

20. Have you worked or do you now work in one of the new industries located in or near Athens?

21. Have you ever worked in a foreign country?

22. Which foreign country have you worked in?

23. How many years has your family lived in Athens or another large city?

24. If Greece may be said to consist of rich, fairly well off, and poor people, which would you say your family is a part of?

25. Does the income that your family earns permit you to live the way that you would like to?
DIRECTIONS

Following each of the questions below are four answers. Read each question carefully and then circle one of the answers that shows how you feel about the question:

26. With things as they are today, an intelligent person ought to think only about the present without worrying about what is going to happen tomorrow.
   a. Agree very much
   b. Agree a little
   c. Disagree a little
   d. Disagree very much

27. In order to be happy, one must behave in ways that other people desire, even if one has to suppress his own ideas sometimes.
   a. Agree very much
   b. Agree a little
   c. Disagree a little
   d. Disagree very much

28. Athens is not too friendly a place; you can only make friends with people who are pretty much of the same sort as yourself.
   a. Agree very much
   b. Agree a little
   c. Disagree a little
   d. Disagree very much

29. Making plans only brings unhappiness, because the plans are hard to fulfill.
   a. Agree very much
   b. Agree a little
   c. Disagree a little
   d. Disagree very much

30. When looking for a job, a person ought to find a position in a place located near his parents, even if that means losing a good opportunity elsewhere.
   a. Agree very much
   b. Agree a little
   c. Disagree a little
   d. Disagree very much
31. People in a big city are cold and impersonal; it is difficult to make new friends.
   a. Agree very much
   b. Agree a little
   c. Disagree a little
   d. Disagree very much

32. The son of a laboring man does not have a very good chance of becoming a professional such as a doctor.
   a. Agree very much
   b. Agree a little
   c. Disagree a little
   d. Disagree very much

33. A person needs good connections to get ahead in the occupational world.
   a. Agree very much
   b. Agree a little
   c. Disagree a little
   d. Disagree very much

34. Following the news about Greece and the rest of the world on the radio and in the newspapers in very important.
   a. Agree very much
   b. Agree a little
   c. Disagree a little
   d. Disagree very much

35. There is much opportunity to obtain a good position in Greece if a person is willing to go to school and to work hard.
   a. Agree very much
   b. Agree a little
   c. Disagree a little
   d. Disagree very much

36. It is better to work out solutions to problems by oneself.
   a. Agree very much
   b. Agree a little
   c. Disagree a little
   d. Disagree very much
Circle one answer below that best expresses your opinion in each question:

37. Have you ever become so concerned about public issues such as high cost of goods that you wanted to do something about it?
   a. Frequently
   b. A few times
   c. Never

38. How much schooling do you think children of people like yourself should have?
   a. University
   b. Secondary General School
   c. Secondary Vocational School
   d. Grammar School

39. Two young boys working in the fields were trying to find a way to do their work in less time. The fathers said these words. Which is the wiser?
   a. The father of one boy said, "It is good to think about making changes. Let us talk about it."
   b. The father of the second boy said, "Talk about change will waste time, keep on working."

40. What should qualify a man to hold high political office?
   a. Coming from wealthy family
   b. Devotion to traditional ways
   c. Being most popular with the people
   d. High education

41. What is most important for the future of Greece?
   a. The hard work of the people
   b. Good governmental planning
   c. God's help
   d. Good luck

42. Scientists in universities study such things as the nature of chemicals and metals. Do you think study is
   a. Very beneficial
   b. Beneficial
   c. Harmful
   d. Very Harmful
43. Which statement below do you agree with?
   a. It is necessary to have smaller families because of too many people in the world.
   b. It is wrong to prevent a family from growing as large as it wants to.

44. Which of the following kinds of news interests you most? (Circle only one)
   a. News from other countries
   b. About Greece
   c. About Athens
   d. Sports
   e. Religion

45. If you were to meet a person who lives in another country a long way off, could you understand his way of thinking?
   a. Yes
   b. No

46. Do you think a man can be truly good without having any religion at all?
   a. Yes
   b. No

47. If you belong to social clubs, church organizations, associations, write the names of these organizations here:

48. Write down a list of the biggest problems facing Greece.

49. In what country is the city of Washington; Paris?
Circle one answer below for each of the following questions:

50. How often do you read the newspaper?
   a. Every day  
   b. Few days a week  
   c. Now and then  
   d. Never  

51. Do you think it is possible for you to become a doctor, lawyer or a professor?
   a. Yes  
   b. Not sure  
   c. No  

52. In order to obtain a good position in Greece, which of the following is most important?
   a. Hard work  
   b. Family name  
   c. Education  

53. If you were free to go as far as you wanted to go in school, how far would you like to go:
   a. Leave school now  
   b. Complete secondary general school  
   c. Complete university  
   d. Complete secondary vocational school  
   e. Other  

54. Sometimes the job you get after leaving school is not the job you wish. What kind of job do you think you will get after finishing your schooling?  

55. What kind of job would you prefer to have?  

Circle one answer below for each of the following questions:

56. At what level does your father feel you are capable of performing school work?
   a. Excellent  
   b. Good  
   c. Average  
   d. Below average  
   e. Near failure
57. Compared with your father, how much schooling will you have?
   a. More than your father
   b. About the same as your father
   c. Less than your father

58. The old ways of running schools are better than some of the new ideas we hear about.
   a. I agree with the above statement.
   b. I disagree with the above statement.

59. Which statement do you agree with?
   a. Going to school has as its primary purpose to prepare one for his lifelong occupation.
   b. Going to school leads to a better understanding of the world and is not to prepare one for an occupation.

60. The trouble with the world is that it is moving too fast. I think the old ways are best for me.
   a. I agree with this statement.
   b. I disagree with this statement.

61. Forget how your teachers evaluate your work. In your opinion, how good do you think your work is?
   a. Excellent
   b. Good
   c. Average
   d. Below average
   e. Near failure

62. If you won much money in a lottery what would you do with it?
   a. Pay debts
   b. Buy house
   c. Open a business
   d. Save it or invest it

63. How do you think your parents feel about your level of school achievement?
   a. They prefer that I get excellent marks.
   b. They accept modest marks.
   c. They are not concerned with my school marks.
64. Indicate the level of achievement that you perform in your overall school work.
   a. Excellent
d. Good
c. Average
d. Below average
e. Near failure

65. Completing my education will enable me to:
   a. Obtain a better position than that of my father.
b. Obtain about the same kind of position as that of my father.

66. What is your ability in school subjects compared with others in your class?
   a. Above that of your classmates
b. About the same as your classmates
d. Below that of your classmates

67. Do you feel that you have the ability to complete university work?
   a. Yes, definitely
b. Am not certain
c. No

68. If you did attend the university, how would you expect to rank?
   a. Among the best
b. Above average
c. Average
d. Below average
e. Among the poorest

69. Is going to school a financial burden on you and your family?
   a. Yes, most of our money goes toward tuition.
b. Yes, much money is used on tuition.
c. No, not a burden but we do notice the expense.
d. No burden at all.

70. How would your family react to community problems?
   a. Would join organizations to solve the problem
b. Would try to solve problem alone
c. Would not be concerned at all with community problems
Appendix B

The Questionnaire in Greek
Εισαγωγή του θέματος ἀπὸ τὸν Ὀμοθέων Σπουδαστήν

Εἶμαι σπουδαστής τοῦ Πανεπιστημίου καὶ Ὀμοθέως Ἔλληνοομερικανός καθηγητός ὁ ὃποιος θέλει νὰ ἐρευνήσῃ διαφόρους ἀλλαγὰς ποὺ λαμβάνονται χώραν εἰς τὸν τόπον μας.

Τὸ παρὸν ἐρωτηματολόγιον εἶναι μέρος μιᾶς σχετικῆς σπουδῆς ἃ ὅποια διεξάγεται εἰς εἰκοσι περίπου γυμνάσια τῶν Ἀθηνῶν ἐπὶ θεμάτων ποὺ ἐνδιαφέρουν Ἑλληνας μαθητάς τῆς ἐποχῆς μας.

"Αδελφα διὰ τὴν ἐργασίαν αὐτῆς μᾶς ἔδωκε ἀπὸ τὸ Ὀμοθέων Παιδείας, τὸν Διευθυντὴν τοῦ Σχολείου, καὶ τὸν Καθηγητὴν σας.

Παρακαλεῖσθε νὰ ἀπαντήσετε σὲ ὅλα τὰ ἐρωτήματα σύμφωνα μὲ τὴν ἀπόλυτον κρίσιν σας. Τὸ ὅνομά σας δὲν χρειάζεται νὰ αναγράφεται πουθενά ἐπὶ τοῦ ἐρωτηματολόγιου, καὶ κανεὶς ἐκτὸς τοῦ ἐρευνητοῦ θὰ λάβῃ γνώσιν τῶν ἀπαντήσεων σας.

( Ἔτσι Ὀμοθέως ἔξηγῆσε τῆς λεπτομέρειας τοῦ ἐρωτηματολόγιου καὶ τὸν τόπον ἀναγραφῆς τῶν ἀπαντήσεων )
1. Σημειώστε με κύκλον την ήλικίαν σας:
12 13 14 15 16 17 18 19 20 21 22 23
2. Σημειώστε με κύκλον το φύλον σας:
άρρεν θήλυ
3. Γράψτε την ηλίθιον ἐπὶ τῆς ὁπέλας κατοικεῖς εἰς τὰς 'Αθηνάς
4. Σημειώστε με κύκλως πόσους ἀδελφοὺς ἔχεις
0 1 2 3 4 5 6 7 8
5. Σημειώστε με κύκλον πόσας ἀδελφάς ἔχεις
0 1 2 3 4 5 6 7 8
6. Θὰ φωτισθῇ ἑνὸς ἀπὸ τοὺς ἄδελφους ἢ ἀδελφάς
σου εἰς τὸ σχολεῖον ποὺ φωτάς ἢ εἰς παρόμοιον;
Σημειώστε με κύκλον τὴν ἀπάντησιν σας
α. Παί β. Δὲν γνωρίζω γ. "Οχι
7. Εἰς ποῖαν πόλιν, χωρίαν ἢ τόπον ἐγεννηθήσατε;
8. Ἐπὶ πόσα ἐτη κατοικεῖς εἰς τὰς 'Αθηνάς;
9. Ζῆ ἡ οἰκογένειά σου μαζὸ εἰς τὰς 'Αθηνάς, ἢ
eἰς ποῖον μέρος ἐκτὸς τῶν 'Αθηνῶν;
10. Πῶς ἀπεράτους νὰ φωτισθῆς εἰς τὸ παρόν σχολεῖον;
( Σημειώστε με κύκλον μία ἀπὸ τὰς κάτωθι ἀπαντή-
α. Οἱ γονεῖς σου σὲ ἐνέγραψαν εἰς τὸ σχολεῖον
β. Οἱ συγγενεῖς σου σὲ ἐβοήθησαν νὰ ἔγγραψης
εἰς τὸ σχολεῖον
γ. Θάλεῖ σου οἱ ὁποίοι φωτίζοντο εἰς τὸ σχολεῖον
σὲ ἐνθάδραμαν νὰ ἔγγραψης
δ. "Αλλοι λόγοι ___________________________
11. Διά πολών οικονομικών μέσων φοιτάς εἰς τὸ σχολεῖον;
( Σημειώσετε ἐντὸς κύκλου μία ἀπὸ τὰς κάτωθι ἀπαντήσεις)
α. Διά τῆς προσωπικῆς σου έργασίας
β. Ἡ οἰκογένειά σου πληρώνει;
γ. Μέσω τῆς προσωπικῆς σου έργασίας καὶ τῆς βοηθείας τῆς οἰκογένειας.
δ. Οἱ συγγενεῖς σου πληρώνουν
e. Ἀλλοι πόροι

12. Θὰ συνιστούσες εἰς ἄλλους νὰ φοιτήσουν εἰς τὸ παρόν σχολεῖον;

13. Ποῦ ἐίναι τὸ ἐπάγγελμα τοῦ πατρὸς σου; ( Ἐὰν δὲν ζῆ, ποῦ ἦτο; )

14. "Εσω πολα τάξιν ἐφοίτησε ο πατέρας σου;
15. "Εσω πολαν τάξιν ἐφοίτησε ἡ μητέρα σου;
16. "Εχει κάποιος ἀπὸ τὴν οἰκογένειά σου τελειώσει τὸ πανεπιστήμιον;
17. Ποῦς; ο πατέρας, μητέρα, εξάδελφος, ἄδελφος, ἄδελφη, θεός, θεία σου;
18. Ἀναμένεις νὰ εὔρης έργασίαν εἰς μίαν ἀπὸ τὰς βιομη-
χανίας ἐντὸς ἡ πλησίον τῶν 'Αθηνῶν;
19. Ἀναμένεις νὰ εὔρης έργασίαν εἰς μίαν γνωστὴ ἔταιριαν
μὲ μακρόχρονον λειτουργίαν ἡ κρατικὴν έργασίαν;
20. "Εχεις ποτὲ έργασθη ἡ έργαζεσαι ἐπὶ τοῦ παρόντος εἰς μί-
αν ἀπὸ τὰς νέας βιομηχανίας οἱ ὁποῖες εὐρίσκονται
ἐντὸς ἡ πλησίον τῶν 'Αθηνῶν;
21. "Εχεις ποτὲ έργασθη σὲ ξένη χώραν;
22. σὲ πολα ξένη χώρα έχεις έργασθη;
23. 'Επὶ πάντων χρόνων έχεις ζησε ἡ οἰκογένειά σου εἰς τὰς
'Αθηνὰς ἢ εἰς μίαν ἀλλήν μεγάλην πόλιν;
24. 'Εὰν λέση ὅτι ἡ 'Ελλάς ἀποτελεῖται ἀπὸ πλουσίους,
εὐπρέπους καὶ πτωχοὺς, εἰς πολεν ἀπὸ τὰς ἀνωτέρας
κατηγορίας ἀνήκει ἡ οἰκογένειά σου;
25. σοῦ ἐπιτρέπει τὸ εἰσδόθμα ποὺ κερδίσει ἡ οἰκογένειά
σου νὰ ζῆσης κατὰ τὸν τρόπον ποὺ ἐπιθυμεῖσθε;
26. Διψή τής σημερικής καταστάσεως τῶν πραγμάτων ο λογικός ἄνθρωπος πρέπει νὰ σκέφτηται μόνον διὰ τὸ παρὼν χειρὶς νὰ στενοχωρεῖται διὰ τὸ τὶ θὰ συμβῇ τὴν ἐπομένην;

α. Συμφωνῶ ἀπολύως
β. Συμφωνῶ ἐν μέρει
γ. Διαφωνῶ ἐν μέρει
d. Διαφωνῶ ἀπολύως

27. Διὰ νὰ εὐτυχήσῃ κάποιος, πρέπει νὰ ἑνεργῇ κατὰ τοὺς τρόπους ποὺ ἐπιθυμοῦν ἀλλοι ἄνθρωποι, καὶ εὰν χρειάσθη νὰ καταστηγῇ μερικῆς φορᾶς τὰς ἵδικὰς τοῦ ἴδεας.

α. Συμφωνῶ ἀπολύως
β. Συμφωνῶ ἐν μέρει
γ. Διαφωνῶ ἐν μέρει
d. Διαφωνῶ ἀπολύως

28. Αὐτὸ ἃ ἔχει δὲν εἶναι πολὺ φιλικὴ πόλις. Δύνασθαι νὰ συνάψῃς φιλίας μόνον μὲ ἄνθρωπος τῆς κατηγορίας εἰς τὴν ὅποιαν ἄνηκεις ἐσοῦ.

α. Συμφωνῶ ἀπολύως
β. Συμφωνῶ ἐν μέρει
γ. Διαφωνῶ ἐν μέρει
d. Διαφωνῶ ἀπολύως

29. Ἡ δημιουργία σχέσεων φέρει μόνον δυστυχία, διὸ ἓτε ἐξαὶ σὺνοικοῦ νὰ ἐκπληρώσῃς κάποιος τὰς σχέσεις του.

α. Συμφωνῶ ἀπολύως
β. Συμφωνῶ ἐν μέρει
γ. Διαφωνῶ ἐν μέρει
d. Διαφωνῶ ἀπολύως

30. Ὄταν κάποιος προσπαθῆ ἕξεσθαι ἐργασάμεν, πρέπει ἡ θέσεις νὰ εὐφορίζεται πλησίον τῶν γονῶν του, καὶ εὰν αὐτὸ σημαίνῃ τὴν ἀπόκλισι μίας καλῆς εὐκαιρίας.

α. Συμφωνῶ ἀπολύως
β. Συμφωνῶ ἐν μέρει
γ. Διαφωνῶ ἐν μέρει
d. Διαφωνῶ ἀπολύως
31. Ο οικείως μίας πέλευςς μεγάλης είναι κρύο και υποτευθέντα προσωπικότητα, είναι δύσκολον να δημιουργήσει κανείς νέες φιλείς:
   α. Συμφωνών απολύτως
   β. Συμφωνών εν μέρει
   γ. Διαφωνών εν μέρει
   δ. Διαφωνών απολύτως

32. 'Ο οικείως ένος εργάτου ολοκληρώνει την καλή τύχη για κάθεις είναι εναν επαγγελματικον κλάδου ως τον ιατρικόν.
   α. Συμφωνών απολύτως
   β. Συμφωνών εν μέρει
   γ. Διαφωνών εν μέρει
   δ. Διαφωνών απολύτως

33. Σήμερον ένας χρειάζεται καλές σχέσεις διά να προσδεσθεί ενας το επαγγελματικόν κέραν.
   α. Συμφωνών απολύτως
   β. Συμφωνών εν μέρει
   γ. Διαφωνών εν μέρει
   δ. Διαφωνών απολύτως

34. Η παρακελώσεις τών νέων διά τήν 'Ελλάδα και τόν εμπόλεμον κέραν, από το ραδιόφωνον καλ νές θημερίδες είναι πολύ αναγκαία.
   α. Συμφωνών απολύτως
   β. Συμφωνών εν μέρει
   γ. Διαφωνών εν μέρει
   δ. Διαφωνών απολύτως

35. 'Υπάρχει μεγάλη εύκαιρον για εξεύρη κάποιες μία καλή θέση εν εις τήν 'Ελλάδα εάν εξε τήν διάθεσιν να φοιτήσει ενες το ασπολίτων καλ να έργασθη σκληρά.
   α. Συμφωνών απολύτως
   β. Συμφωνών εν μέρει
   γ. Διαφωνών εν μέρει
   δ. Διαφωνών απολύτως

36. Είναι καλήτερα κανείς να εύρη τάς λύσεις τών προβληματών του ρέον του.
   α. Συμφωνών απολύτως
   β. Συμφωνών εν μέρει
   γ. Διαφωνών εν μέρει
   δ. Διαφωνών απολύτως

37. Στοιχείο τού τέφρας τούναπαρρήθη διά κουνά προβλήματα, κατα τόν αποκρινόντας τήν ιδιοεμπιστών, ώστε να θέληση να πεσθήσε τύποι αυτά:
   α. Συμφωνών
   β. Διαφωνών
   γ. Διαφωνών
   δ. Συμφωνών
38. Πόσην μόρφωσιν νομίζεις ὅτι μαθήται ἀπὸ γονεῖς σάν τοὺς ἱδικοὺς σου πρέπει να ἔχουν;
   α. Πανεπιστήμιον
   β. Γυμνάσιον
   γ. Τεχνική Σχολή
   δ. Δημοτικόν

39. Δεμυκρὰ παύδα τα ὀποῖα ἤργαζοντο στοὺς ἄγροις προσπαθοῦσαν νὰ εὐροῦν ἔναν τρόπον νὰ τελειώσουν τὴν ἐργασίαν τῶν ἐπὶ ὁλιγόφτερον χρόνον. Ποῖς ἀπὸ τοὺς κατωτέρω πατέρας εἶναι συφέτερος;
   α. 'Ὁ πατέρας ἐνὸς παιδιοῦ εἶπε, " εἶναι καλὸ νὰ σημετέωθη πᾶς νὰ ἐπιφέρωμεν ἄλλαγάς. Ἄς ἀρχίσωμεν νὰ συζητήσωμεν πρὶν αὐτῶν".
   β. 'Ὁ πατέρας τοῦ δευτέρου εἶπε, " Συζητήσεις ὅλη ἄλλαγας σημαίνει ἀπώλεια χρόνου, ας συνεχίσωμεν τὴν ἐργασίαν.'

40. Τὸ προσόντα πρέπει νὰ ἔχῃ ὁ κάτοχος ψηφιᾶς πολιτικῆς θέσεως;
   α. Νά καταγείται ἀπὸ πλουσίους γονεῖς
   β. Νά ἀκολουθή το παραδεδομένον τρόπον ζωῆς
   γ. Νά εἶναι λαμπριλῆς
   δ. Νά ἔχῃ ἀνωτέρα μόρφωσιν

41. Ποῖς εἶναι ὁ πλέον ἀποφασιστικὸς παράγων διὰ τὸ μέλλον τῆς Ελλάδος;
   α. 'Ἡ σιλπρᾶ ἐργασία τοῦ λαοῦ
   β. ''Καλὸς κυβερνητικὸς προγραμματισμὸς
   γ. ''Ἡ βοήθεια τοῦ Θεοῦ
   δ. ''Καλὴ τόχη

42. 'Επιστήμονες σὲ πανεπιστήμια μελετοῦν θέματα ως ή φύσες τῶν χημικῶν προούσων καὶ μετάλλων. Νομίζεις πῶς μία τοιαύτη μελέτη εἶναι
   α. Πολὺ ἄφελμος
   β. 'Ωφέλιμος
   γ. ''Επικατάλληλος
   δ. Πολὺ ἐπικατάλληλος

43. Μὲ ποιὰν ἀπὸ τὰς κατωτέρω προτάσεις συμφωνεῖς;
   α. Εἶναι ἀπαρατήτην νὰ ἔχωμεν μικρὰς οἰκογενειὰς λόγῳ τοῦ ὑπερτήθησαμοῦ τῆς γῆς.
   β. Εἶναι κακὴν νὰ ἐμποδίζωμεν μίαν οἰκογένειαν ἀπὸ τοῦ νὰ αὐξήην κατὰ βούλησιν.

44. Ποῖα ἀπὸ τὰς κατωτέρας κατηγορίας εἴδοσεων σὲ ξυλοκαρφεῖ περισσότερον; Σημειώσετε μὲ κύκλον μόνον ἕνα
   α. Νέα ἀπὸ τὸ ἐξωτερικὸν
   β. Νέα περὶ 'Ελλάδος
   γ. Νέα περὶ Ἀθηνῶν
   δ. Αθηναϊκά νέα
   ε. Θρησκευτικά νέα
45. 'Εάν συναντήσεις ένα πρόσωπο ποιής σε μια μακρυνή χώρα, θέλεις να συνεννοήσεις μαζί του;

α. Ναι
β. "Όχι"

46. Νομίζεις πώς θα άνθρωπος δύναται να είναι άλλως καλός άνευ θρησκείας;

α. Ναι
β. "Όχι"

47. 'Εάν είσαι μέλος κοινωνικής λέσχης, εκπαιδευτικής ένωσης, δραστηριότητας, γράφετε τα δυνάμετα των εδώ:

48. Γράφετε μερικά από τα μεγαλύτερα προβλήματα που αντιμετωπίζει η 'Ελλάς.

49. Είς ποσιν χώραν ανήκει η πόλις της Ουδανικών;

το Παρισι; 

Σημειώστε με κύκλον μια από τις απαντήσεις:

50. Πόσον συχνά διαβάζεις την εφημερίδα;

α. Καθημερινάς
β. Μερικάς ήμερας της εβδομάδος
γ. Μερικάς φοράς
δ. Νατέ

51. Νομίζεις πώς είναι δυνατόν να γίνει αιτρός, δικηγόρος ή καθηγητής;

α. Ναι
β. Δεν είμαι βέβαιος
γ. "Όχι"

52. Διά την εξασφάλιση θέσεως είς την 'Ελλάδα, ποιός από τους κατωτέρω παράγοντας είναι περισσότεροι σπουδαίωτεροι;

α. Συλλογή έργασία
β. Τό όνομα τής οικογενείας
γ. Χρηματική
53. Ἐπειδή ἦσον ἑλεύθερος νὰ φοιτήσῃς ὁσονδήποτε ἐπιθυμοῦσες εἰς τὸ σχολεῖον, μέχρι πολλαν τᾶξιν ἦπε ἐφοιτούσες;
   a. ἐγκατέλειπα τὸ σχολεῖον ἀμέσως
   b. ἔτελεζα τὸ Ῥευμάτιον
   c. ἔτελεζα τὸ Πανεπιστήμιον
   d. ἔτελεζα μὲ τεχνικὴ σχολή
   e. άλλη ἑκλογή

54. Ἐπιθυμοῦς ἡ ἐργασία, ποὺ ἐξασφαλίζεις ἄρος τηλειώσης τὸ σχολεῖον δὲν εἶναι ἡ ἐργασία ποὺ ἐπιθυμεῖς. Τῇ ἑξῆς ἐργασίᾳ νομίζεις πῶς ἔτελεζας τὴν τελειώσης τὸ σχολεῖον;

55. Τῇ ἑξῆς ἐργασίᾳ ἔτελεζας νὰ ἐχῃς;

56. Τῇ γυνῆς ἔχει ο πατέρας σου γιὰ τὴν σχολικὴν σου ικανότητα;
   a. "Αριστος
   b. Καλὸς
   c. Μετριός
   d. Κάτω τοῦ μετρίου
   e. Σχεδὸν ἀπορριπτάτος

57. Ἐν παραπλάνητα τοῦ πατέρα σου, πότεν μόρφωσιν
   ἔχης;
   a. Ἀνωτέραν τῆς τοῦ πατρὸς σου
   b. Περίποι ἤνεγα μετά τοῦ πατρὸς σου
   c. Χαμηλότεραν τῆς τοῦ πατρὸς σου.

58. Οἱ παλαιοὶ τρόποι λειτουργίας τῶν σχολείων εἶναι καλύτεροι ἀπὸ μερικὰς ἀπὸ τὰς νέας μεθόδους ποὺ ἀκούμε σήμερον.
   a. Συμφωνώ μὲ τὴν ἀνωτέρω πρότασιν
   b. Διαφωνώ μὲ τὴν ἀνωτέρα πρότασιν

59. Μὲ πολλαν πρότασιν συμφωνώτες;
   a. Ἡ φοίτησις εἰς τὸ σχολεῖον ἐχει ὡς πρωταρχικὴν σκοπὸν τὴν προετοιμασίαν τοῦ ἀνθρώπου ἄμεσα τὴν μισοπολιτική ἐργασίαν
   b. Ἡ φοίτησις εἰς τὸ σχολεῖον δηλοεῖ εἰς τὴν καλλιτέραν κατανόησιν τοῦ κόσμου κἂν ἐχει ὡς σκοπὸν τὴν προετοιμασίαν τοῦ ἀνθρώπου διὰ βιοπολιτική ἐργασίαν.
60. Τά μοναδικάν πρόβλημα τού κόσμου σήμερον εἶναι ὅτι ζῆν πολὺ, ταχέως. Νομίζω πῶς οἱ παλαιοὶ τρόποι ζωῆς εἶναι καλλίτεροι ὅπως ἔμε.

α. Συμφωνῶ μὲ τὴν ἀνωτέρω πρὸτασίαν
β. Διαφωνῶ μὲ τὴν ἀνωτέρω πρὸτασίαν

61. Ξέχασε πῶς οἱ καθηγηταὶ σου κρίνουν τὴν ἐπίδοσῖν σου. Κατὰ τὴν γνώμην σου, ποιὰ νομίζεις ὅτι εἶναι ἡ ἐπίδοσίς σου;

α. Ἀρίστη
β. Καλῆ
γ. Μετριὰ
δ. Κάτω τῆς μετρίας
ε. Σχεδόν ἀπορρίπτεια

62. Ἐὰν ἐκείρισσες, πολλά χρήματα εἰς ἕνα λαχεῖον τῇ θα ἔκαμες μα αὐτὰ;

α. Θὰ ἔξεπκλήρωνα τὰ χρή μου
β. Θὰ ἀγάφαζα ἔνα σπίτι
γ. Θὰ πρόχειμα καὶ ἐπιγειρήθηκαν
δ. Θὰ ἔδειξα λαγή ἢ θὰ τὰ ἐποδήπτευσα διὰ κέρδος

63. Πῶς νομίζεις ὅτι σκέπτονται οἱ γονεῖς σου ὅπως τὸ ἐπίσκεφθην ἐπίδοσες εἰς τὰ μαθήματά σου;

α. Προτιμοῦν νὰ πάρω ἀρίστους βαθμοὺς
β. Δέχονται χαμηλοὺς βαθμοὺς
γ. Δὲν ἐνδιασερχόμασσαι ἐνα τοὺς βαθμοὺς τοῦ σχολεῖου μου.

64. Εἶπε ἐντὸς κύκλου τὸ μέσον ὅρον ἐπιβάδεως εἰς τὰ μαθήματά σου

α. Ἀρίστα
β. Υψίστα
γ. Μετριά
δ. Κάτω τῆς μετρίας
ε. Σχεδόν ἀποσβητίσεις

65. Ἡ συμπλήρωσις τῆς μαθήμασις μου σὰ μὲ καταστήσῃ ἑικανῶ νὰ;

α. Ἑξακόσιοι καλλίτεροι θέσιν ἀπὸ τήν τοῦ κατάλογο μου
β. Ἑξακόσιοι τοῦ κατάλογον τῶν πολλῶν ὀφθαλμόν, υἱῶν υἱῶν μὲ τήν τοῦ κατάλογο μου

66. Ποιὰ εἶναι ἡ διατέλεια τῆς τὰ μαθήματα τοῦ σχολεῖου ἐν συγκρισιᾷ μὲ τὴν τῶν συμμαθητῶν σου

α. Ἑπεξεργάζομαι τὴν συμμαθητῶν σου
β. Περίπου ίδια
γ. κατωτέρω
67. Αἰσθάνεσαι κἂς ἔχεις τὴν ἴκανότητα νά τελειώσῃς τὸ πανεπιστήμιον;
   α. Ναί, δεύτερος
   β. Δὲν εἶμαι βέβαιος
   γ. Οχι

68. Ἡδὲ ἐφοίτησες εἰς τὸ πανεπιστήμιον, ποιὰ ἦτο ἡ σχέσεις σου μὲ τοὺς συμφοίτητάς σου;
   α. Μεταξὺ τῶν ἀριστῶν
   β. Ὑπεράνω τῶν μεσαίων
   γ. Ἔμπροσθεν τῶν μεσαίων
   δ. Κάτω τῶν μεσαίων
   ε. Μεταξὺ τῶν τελευταίων

69. Ἀποτελεῖ ἡ φοίτησίς σου εἰς τὸ σχολεῖον οἰκονομικῶν βάρος διὰ ἐσένα καὶ τὴν οἰκογένειά σου;
   α. Ναί, τὸ πλεῖστον τῶν χρημάτων μας διατίθεται διὰ διδάκτηρα
   β. Ναί, ἄρκετά χρήματα ομαλῶς θέονται διὰ διδάκτηρα
   γ. "Οχι, δὲν ἀποτελεῖ βάρος, ἀλλὰ αἰσθανόμεθα τὰ ἔξοδα
   δ. Δὲν ἀποτελεῖ βάρος καθόλου

70. Κατὰ ποῖον τρόπον ἡ οἰκογένειά σου ἀντιδρᾷ σὲ κοινωνικά προβλήματα;
   α. Ἐν συνδέσμῳ μὲ μέλη ὀργανώσεων διὰ τὴν λύσιν τῶν προβλημάτων
   β. Προσπαθεῖ νά λύσῃ τὰ προβλήματα ἴδιων μέσων
   γ. Δὲν ἐνδιαφέρεται καὶ ὁ λογος μὲ τὰ κοινωνικά
Appendix C

Hollingshead's Two-Factor Index of Social Position (Modified)
HOLLINGSHEAD'S TWO-FACTOR INDEX
OF SOCIAL POSITION (ISP)

The Two-Factor Index was developed by Hollingshead\(^1\) for stratification research where residential information is impossible or difficult to obtain. While the widely-used Three-Factor Index\(^2\) utilized residence, occupation, and education as factors, the Two-Factor Index uses only occupation and education. A comparison of both indexes\(^3\) and their factor weights is shown below.

<table>
<thead>
<tr>
<th>Hollingshead's Three-Factor Index of Social Position</th>
<th>Hollingshead's Two-Factor Index of Social Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor</td>
<td>Factor Weight</td>
</tr>
<tr>
<td>Residence</td>
<td>6</td>
</tr>
<tr>
<td>Occupation</td>
<td>9</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
</tr>
</tbody>
</table>

In this research, a modified version of Hollingshead's Two-Factor Index is utilized. This index

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\(^2\)For a complete description of this index see: August B. Hollingshead and Frederick C. Redlich, Social Class and Mental Illness, New York: John Wiley, 1958, pp. 387-397.

\(^3\)Bonjean, Hill, McLemure, 1967, p. 384.
was selected because of the use of education as a factor, a primary concern of the study, as well as occupation. The comprehensive nature of occupational titles listed under each scale and a previously published\textsuperscript{1} classification of Greek occupations that could be merged with Hollingshead's scales made the index even more useful for this research. In addition, the previous use\textsuperscript{2} of the index in Greece made it particularly attractive because it enables a comparison of results of a technique used recently in the same society.

The modification in this research of Hollingshead's Two-Factor Index is based on Safilios-Rothschild's conclusion after attempting to use the original index, that social position in Greece could be more accurately determined by assigning an equal weight to education instead of weighting occupation as more important.\textsuperscript{3}

For purposes of this research the modification of Hollingshead's Two-Factor Index of Social Position (ISP) will weight each factor equally as shown below.

\begin{itemize}
\item \textsuperscript{1}Jeanne Lambiri-Dimaki, "Les Chances d'Acces a l'Enseignement en Grece," Cahiers de Sociologie Européenne, vol. 1, no. 3, 1972.
\item \textsuperscript{2}Safilios-Rothschild, Constantina. "Class position and Success Stereotypes in Greek and American Cultures." Social Forces 45 (1966): 374-383.
\item \textsuperscript{3}Safilios-Rothschild, Constantina, 1966, p. 378.
\end{itemize}
HOLLINGSHEAD'S TWO-FACTOR INDEX
OF SOCIAL POSITION MODIFIED
FOR GREEK SOCIETY

Factor          Factor Weight
Occupation   1
Education     1

A comparison of the modified Two-Factor score ranges for classes with the original is shown below.

<table>
<thead>
<tr>
<th>Class</th>
<th>I.S.P. Scores, New Two-Factor Values</th>
<th>I.S.P. Scores, Modified Two-Factor Values*</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>11-14</td>
<td>2-4</td>
</tr>
<tr>
<td>II</td>
<td>15-27</td>
<td>5-7</td>
</tr>
<tr>
<td>III</td>
<td>28-43</td>
<td>8-10</td>
</tr>
<tr>
<td>IV</td>
<td>44-60</td>
<td>11-12</td>
</tr>
<tr>
<td>V</td>
<td>61-77</td>
<td>13-14</td>
</tr>
</tbody>
</table>

Hollingshead's scales for occupation and education are given on the following pages.

*Adapted from Safilios-Rothschild, Constantina, p. 378.
INDEX OF SOCIAL POSITION
A. B. Hollingshead
Yale University

I. THE SOCIO-ECONOMIC FACTOR

Scale Positions

1. Higher Executives, Proprietors of Large Concerns, and Major Professionals
   a. Higher Executives

   Bank Presidents; Vice-Presidents
   Judges (Superior Courts)
   Large Businesses, e.g., Directors, Presidents, Vice Presidents, Assistant Vice Presidents, Executive Secretary, Treasurer
   Military, Comm. Officers, Major & Above,
   Officials of the Executive Branch of Government, Federal, State, Local, e.g., Mayor, City Manager, City Plan Director, Internal Revenue Directors
   Research Directors, Large Firms

   b. Large Proprietors (Value over $100,000)

   Brokers Dairy Owners
   Contractors Lumber Dealers

   c. Major Professionals

   Accountants (C.P.A.) Dentists
   Actuaries Economists
   Agronomists Engineers (College Graduate)
   Architects
   Artists, Portrait Foresters
   Astronomers Geologists
   Auditors Lawyers
   Bacteriologists Metallurgists
   Chemical Engineers Physicians
   Chemists
   Clergyman (Professional Trained) Psychologists, Practicing
Major Professionals (Continued)

Symphony Conductor
Teachers -- University, College
Veterinarians (Veterinary Surgeons)

2. Business Managers, Proprietors of Medium-Sized Businesses, and Lesser Professionals

a. Business Managers in Large Concerns

Advertising Directors
Branch Managers
Brokerage Salesmen
District Managers
Executive Assistants
Export Managers,
Int. Concern
Govt. Officials, Minor,
e.g., Internal
Revenue Agents
Farm Managers

Office Managers
Personnel Managers
Police Chief; Sheriff
Postmaster
Production Managers
Sales Engineers
Sales Managers,
National Concerns
Store Managers
(+$100,000)

b. Proprietors of Medium Businesses
(Value $35,000-$100,000)

Advertising Owners - (-$100,000)
Clothing Store Owners - ($100,000)
Contractors - (-$100,000)
Express Company Owners - (-$100,000)
Fruits, Wholesale - (-$100,000)
Furniture Business - (-$100,000)
Jewelers - (-$100,000)
Labor Relations Consultants
Manufacturer's Representatives
Poultry Business (-$100,000)
Purchasing Managers
Real Estate Brokers - (-$100,000)
Rug Business - (-$100,000)
Store Owners - (-$100,000)
Theatre Owners - (-$100,000)

c. Lesser Professionals

Accountants (Not C.P.A.)
Chiropractors
Correction Officers
Director of Community House

Engineers (Not College Graduates)
Finance Writers
Health Educators
Librarians
### Lesser Professionals (Continued)

<table>
<thead>
<tr>
<th>Category</th>
<th>Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military, Comm., Officers Lts., Captains</td>
<td>Public Health Officers (M.P.H.) Research Assistants, University (Full Time)</td>
</tr>
<tr>
<td>Musicians (Symphony Orchestra)</td>
<td>Social Workers</td>
</tr>
<tr>
<td>Nurses</td>
<td>Teachers -- Elementary and High</td>
</tr>
</tbody>
</table>

### 3. Administrative Personnel, Small Independent Businesses and Minor Professionals

#### a. Administrative Personnel

<table>
<thead>
<tr>
<th>Title</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising Agents</td>
<td>Sales Representatives</td>
</tr>
<tr>
<td>Chief Clerks</td>
<td>Section Heads, Federal, State, and Local</td>
</tr>
<tr>
<td>Credit Managers</td>
<td>Government Offices</td>
</tr>
<tr>
<td>Insurance Agents</td>
<td>Section Heads, Large Businesses and Industries</td>
</tr>
<tr>
<td>Managers, Department Stores</td>
<td></td>
</tr>
<tr>
<td>Passenger Agents -- R.R.</td>
<td>Service Managers</td>
</tr>
<tr>
<td>Private Secretaries</td>
<td>Shop Managers (Chain)</td>
</tr>
<tr>
<td>Purchasing Agents</td>
<td>Traffic Managers</td>
</tr>
</tbody>
</table>

#### b. Small Business Owners ($6,000-$35,000)

<table>
<thead>
<tr>
<th>Title</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Gallery</td>
<td>Fire Extinguishers</td>
</tr>
<tr>
<td>Auto Accessories</td>
<td>5¢ &amp; 10¢</td>
</tr>
<tr>
<td>Awnings</td>
<td>Florist</td>
</tr>
<tr>
<td>Bakery</td>
<td>Food Equipment</td>
</tr>
<tr>
<td>Beauty Shop</td>
<td>Food Products</td>
</tr>
<tr>
<td>Boatyard</td>
<td>Foundry</td>
</tr>
<tr>
<td>Brokerage, Insurance</td>
<td>Funeral Directors</td>
</tr>
<tr>
<td>Car Dealers</td>
<td>Furniture</td>
</tr>
<tr>
<td>Cattle Dealers</td>
<td>Garage</td>
</tr>
<tr>
<td>Cigarette Machines</td>
<td>Gas Station</td>
</tr>
<tr>
<td>Cleaning Shops</td>
<td>Glassware</td>
</tr>
<tr>
<td>Clothing</td>
<td>Grocery-General</td>
</tr>
<tr>
<td>Coal Businesses</td>
<td>Hotel Proprietors</td>
</tr>
<tr>
<td>Contracting Businesses</td>
<td>Inst. of Music</td>
</tr>
<tr>
<td>Convalescent Homes</td>
<td>Jewelry</td>
</tr>
<tr>
<td>Decorating</td>
<td>Machinery Brokers</td>
</tr>
<tr>
<td>Dog Supplies</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>Dry Goods</td>
<td>Monuments</td>
</tr>
<tr>
<td>Engraving Business</td>
<td>Package Liquor Store</td>
</tr>
<tr>
<td>Feed</td>
<td>Painting Contracting</td>
</tr>
<tr>
<td>Finance Company, Local</td>
<td>Plumbing</td>
</tr>
</tbody>
</table>
Small Business Owners ($6,000-$35,000)  
(Continued)  

Poultry Producers  
Publicity & Public Relations  
Real Estate  
Records and Radios  
Restaurant  
Roofing Contractor  
Shoe Signs  

c. Semi-Professional  

Actors and Showmen  
Army M/Sgt.; Navy, C.P.O.  
Artists, Commercial  
Appraisers (Estimators)  
Clergymen (Not Professional Trained)  
Concern Managers  
Deputy Sheriffs  
Dispatchers, R.R. Train  
Interior Decorators  
Interpreters, Court  
Laboratory Assistants  
Landscape Planners  

Morticians  
Oral Hygienists  
Photographers  
Physio-therapists  
Piano Teachers  
Radio, T.V. Announcers  
Reporters, Court  
Reporters, Newspapers  
Surveyors  
Title Searchers  
Tool Designers  
Travel Agents  
Yard Masters, R.R.  

d. Farmers  

Farm Owners ($20,000-$35,000)  

4. Clerical and Sales Workers  

Bank Clerks & Tellers  
Bill Collectors  
Bookkeepers  
Business Machine Operators, Offices  
Claims Examiners  
Clerical or Stenographic  
Conductors, R.R.  
Employment Interviewers  

Factory Storekeepers  
Factory Supervisor  
Post Office Clerks  
Route Managers  
Sales Clerks  
Shipping Clerks  
Supervisors, Utilities, Factories  
Warehouse Clerks
b. **Technicians**

Dental Technicians
Draftsmen
Driving Teachers
Expeditor, Factory
Experimental Tester
Instructors,
Telephone Co.,
Factory Inspectors,
R.R.; Factory
Investigators
Laboratory Technicians
Locomotive Engineers

Operators, P.B.I.
Proofreaders
Safety Supervisors
Supervisors of
Maintenance
Technical Assistants
Telephone Co.,
Supervisors
Timekeepers
Tower Operators, R.R.
Truck Dispatchers
Window Trimmers (Storm)

c. **Owners of Little Business**

Flower Shop ($3,000-$6,000)
News Stand ($3,000-$6,000)
Tailor Shop ($3,000-$6,000)

d. **Farmers**

Owners ($10,000-$20,000)

5. **Skilled Manual Employees**

Auto Body Repairers
Bakers
Barbers
Blacksmiths
Bookbinders
Boilermakers
Brakemen, R.R.
Brewers
Bulldozer Operators
Butchers
Cabinet Makers
Cable Splicers
Carpenters
Casters (Founders)
Cement Finishers
Cheese Makers
Chefs
Compositors
Casters (Trained)
Cheese Makers
Chefs
Compositors
Die Makers
Diesel Engine Repair
& Maintenance
(Diesel Shovel Operators
Electricians
Electrotypists
Engravers
Exterminators
Fitter, Gas, Steam
Firemen, City
Firemen, R.R.
Foremen, Construction,
Dairy
Gardners, Landscape
(Trained)
Glassblowers
Glaziers
Gunsmiths
Guage Makers
Hair Stylists
Heat Treaters
Horticulturists
Linemen, Utility
Linoleum Layers
(Trained)
Skilled Manual Employees (Continued)

Linotype Operators
Lithographers
Locksmiths
Loom Fixers
Machinists (Trained)
Maintenance Foremen
Installers, Electrical
Masons
Masseurs
Mechanics (Trained)
Millwrights
Moulders (Trained)
Painters
Paperhangers
Patrolmen, R.R.
Pattern & Model Makers
Piano Builders
Piano Tuners
Plumbers
Policemen, City
Postmen
Printers
Radio, T.V., Maintenance
Repairmen, Home Appliances
Rope Splicers
Sheetmetal Workers (Trained)
Shipsmen
Shoe Repairmen (Trained)
Stationary Engineers (Licensed)
Stewards, Club
Switchmen, R.R.
Tailors (Trained)
Teletype Operators
Toolmakers
Track Supervisors, R.R.
Tractor-Trailer Trans.
Typographers
Upholsters (Trained)
Watchmakers
Weavers
Welders
Yard Supervisors

Small Farmers

Owners (Under $10,000)
Tennants Who Own Farm Equipment

6. Machine Operators and Semi-Skilled Employees

Aides, Hospital
Apprentices: Electricians, Printers, Steam-Fitters, Toolmakers
Assembly Line Workers
Bartenders
Bingo Tenders
Building Superintendents (Cust.)
Bus Drivers
Checkers
Coin Machine Fillers
Cooks, Short Order
Delivery Men
Dressmakers, Machine
Elevator Operators
Enlisted Men, Military Services
Filers, Beners, Buffers
Foundry Workers
Garage and Gas Station Assistants
Greenhouse Workers
Guards, Doorkeepers, Watchmen
Hairdressers
Housekeepers
Meat Cutters & Packers
Meter Readers
Operators, Factory Machines
Oilers, R.R.
**Machine Operators and Semi-Skilled Employees (Continued)**

<table>
<thead>
<tr>
<th>Practical Nurses</th>
<th>Testers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pressers, Clothing</td>
<td>Timers</td>
</tr>
<tr>
<td>Pump Operators</td>
<td>Tire Moulders</td>
</tr>
<tr>
<td>Receivers &amp; Checkers</td>
<td>Trainmen</td>
</tr>
<tr>
<td>Roofers</td>
<td>Truck Drivers, General</td>
</tr>
<tr>
<td>Set-Up Men, Factories</td>
<td>Waiters-Waitresses</td>
</tr>
<tr>
<td>Shapers</td>
<td>(&quot;Better Places&quot;)</td>
</tr>
<tr>
<td>Signalmen, R.R.</td>
<td>Weighers</td>
</tr>
<tr>
<td>Solderers, Factory</td>
<td>Welders, Spot</td>
</tr>
<tr>
<td>Sprayers, Paint</td>
<td>Winders, Machine</td>
</tr>
<tr>
<td>Steelworkers</td>
<td>Wiredrawers, Machine</td>
</tr>
<tr>
<td>(Not Skilled)</td>
<td>Wine Bottlers</td>
</tr>
<tr>
<td>Sanders, Wire Machines</td>
<td>Woodworkers, Machine</td>
</tr>
<tr>
<td>Strippers, Rubber Factory</td>
<td>Wrappers, Store</td>
</tr>
<tr>
<td>Taxi Drivers</td>
<td>and Factories</td>
</tr>
</tbody>
</table>

### Farmers

Small Tenants who own little equipment

### 7. Unskilled Employees

<table>
<thead>
<tr>
<th>Amusement Park Workers (Bowling Alleys, Pool Rooms)</th>
<th>Hostlers, R.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ash Removers</td>
<td>Janitors (Sweepers)</td>
</tr>
<tr>
<td>Attendants, Parking Lots</td>
<td>Laborers, Construction</td>
</tr>
<tr>
<td>Cafeteria Workers</td>
<td>Laborers, Unspecified</td>
</tr>
<tr>
<td>Car Cleaners, R.R.</td>
<td>Laundry Workers</td>
</tr>
<tr>
<td>Car Helpers, R.R.</td>
<td>Messengers</td>
</tr>
<tr>
<td>Carriers, Coal</td>
<td>Platform Men, R.R.</td>
</tr>
<tr>
<td>Countermen</td>
<td>Peddlers</td>
</tr>
<tr>
<td>Dairy Workers</td>
<td>Porters</td>
</tr>
<tr>
<td>Deck Hands</td>
<td>Roofter's Helpers</td>
</tr>
<tr>
<td>Domesticans</td>
<td>Shirt Foldes</td>
</tr>
<tr>
<td>Farm Helpers</td>
<td>Shoe Shiners</td>
</tr>
<tr>
<td>Fishermen (Clam Diggers)</td>
<td>Sorters, Bag and Salvage</td>
</tr>
<tr>
<td>Freight Handlers</td>
<td>Stagehands</td>
</tr>
<tr>
<td>Carbage Collectors</td>
<td>Stevedores</td>
</tr>
<tr>
<td>Grave Diggers</td>
<td>Stock Handlers</td>
</tr>
<tr>
<td>Hod Carriers</td>
<td>Street Cleaners</td>
</tr>
<tr>
<td>Hog Killers</td>
<td>Unskilled Factory Workers</td>
</tr>
<tr>
<td>Hospital Workers, Unspecified</td>
<td>Truckmen, R.R.</td>
</tr>
<tr>
<td></td>
<td>Waitresses - &quot;Hash Houses&quot;</td>
</tr>
</tbody>
</table>
Unskilled Employees (Continued)

Washers, Cars
Window Cleaners
Woodchoppers
Relief, Public, Private
Unemployed (No Occupation)

Farmers

Share Croppers
## II. The Education Factor (Adapted)\(^1\)

<table>
<thead>
<tr>
<th>SCALE POSITIONS</th>
<th>YEARS OF SCHOOL COMPLETED(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professional (M.S.; M.A.; M.E.; Ph.D.; LL.B.)</td>
</tr>
<tr>
<td>2</td>
<td>Four-year college graduate (A.B.; B.S.; B.M.)</td>
</tr>
<tr>
<td>3</td>
<td>1-3 years college (Also business schools)</td>
</tr>
<tr>
<td>4</td>
<td>High school graduate</td>
</tr>
<tr>
<td>5</td>
<td>10-11 years of school (part high school)</td>
</tr>
<tr>
<td>6</td>
<td>7-9 years of school</td>
</tr>
<tr>
<td>7</td>
<td>Under 7 years of school</td>
</tr>
</tbody>
</table>

\(^1\)Hollingshead, p. 1, 1965

\(^2\)The educational scale is based upon the years of school completed by the head of the household.
Appendix D

Background Data Tables
<table>
<thead>
<tr>
<th>STUDENT AGE</th>
<th>Curriculum</th>
<th>Administration</th>
<th>Modernity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General</td>
<td>Vocational</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>15</td>
<td>0.0</td>
<td>1.2</td>
<td>0.0</td>
<td>0.9</td>
</tr>
<tr>
<td>16</td>
<td>0.0</td>
<td>16.9</td>
<td>1.8</td>
<td>10.0</td>
</tr>
<tr>
<td>17</td>
<td>23.9</td>
<td>31.4</td>
<td>12.6</td>
<td>43.6</td>
</tr>
<tr>
<td>19</td>
<td>62.2</td>
<td>27.4</td>
<td>59.5</td>
<td>40.4</td>
</tr>
<tr>
<td>19</td>
<td>13.8</td>
<td>16.6</td>
<td>22.6</td>
<td>4.7</td>
</tr>
<tr>
<td>20</td>
<td>0.1</td>
<td>5.5</td>
<td>3.0</td>
<td>0.4</td>
</tr>
<tr>
<td>21</td>
<td>0.0</td>
<td>0.9</td>
<td>0.5</td>
<td>0.0</td>
</tr>
</tbody>
</table>

(N = 696) (N = 325) (N = 571) (N = 450) (N = 230) (N = 791) (N = 807) (N = 214) (N = 1,021)
## TABLE 49

Siblings of Students by Selected Secondary School Types (In Percentages)

<table>
<thead>
<tr>
<th>NUMBER OF SIBLINGS</th>
<th>Curriculum</th>
<th>Administration</th>
<th>Modernity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General</td>
<td>Vocational</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>0</td>
<td>23.3</td>
<td>11.7</td>
<td>21.0</td>
<td>17.0</td>
</tr>
<tr>
<td>1</td>
<td>40.1</td>
<td>26.5</td>
<td>43.8</td>
<td>25.6</td>
</tr>
<tr>
<td>2</td>
<td>22.4</td>
<td>34.2</td>
<td>23.6</td>
<td>29.3</td>
</tr>
<tr>
<td>3</td>
<td>11.2</td>
<td>14.2</td>
<td>8.8</td>
<td>16.4</td>
</tr>
<tr>
<td>4</td>
<td>2.6</td>
<td>8.9</td>
<td>2.1</td>
<td>7.8</td>
</tr>
<tr>
<td>5</td>
<td>0.4</td>
<td>31.1</td>
<td>0.7</td>
<td>2.0</td>
</tr>
<tr>
<td>6</td>
<td>0.0</td>
<td>0.9</td>
<td>0.0</td>
<td>0.7</td>
</tr>
<tr>
<td>7</td>
<td>0.0</td>
<td>0.6</td>
<td>0.0</td>
<td>0.4</td>
</tr>
</tbody>
</table>

(N = 696) (N = 325) (N = 571) (N = 450) (N = 230) (N = 791) (N = 807) (N = 214) (N = 1,021)
### TABLE 50

Birthplace of Students by Selected Secondary School Types (In Percentages)

<table>
<thead>
<tr>
<th>BIRTHPLACE OF STUDENTS</th>
<th>SCHOOL TYPE</th>
<th>Curriculum</th>
<th>Administration</th>
<th>Modernity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>General</td>
<td>Private</td>
<td>Public</td>
<td>Modern</td>
</tr>
<tr>
<td>Urban(^1)</td>
<td></td>
<td>94.3</td>
<td>88.3</td>
<td>78.6</td>
<td>78.4</td>
</tr>
<tr>
<td>Rural(^2)</td>
<td></td>
<td>5.7</td>
<td>11.8</td>
<td>21.5</td>
<td>21.7</td>
</tr>
</tbody>
</table>

\(^1\)Includes the Greek cities of Athens, Piraeus, Thessaloniki, as well as several foreign cities in Turkey, Egypt and countries in Europe.

\(^2\)Includes Greek mainland villages and the Islands.

\(N = 689\) \(N = 319\) \(N = 561\) \(N = 447\) \(N = 226\) \(N = 782\) \(N = 796\) \(N = 212\) \(N = 1,008\)
<table>
<thead>
<tr>
<th>YEARS FAMILY HAS LIVED IN ATHENS OR OTHER CITY</th>
<th>SCHOOL TYPE</th>
<th>Curriculum</th>
<th>Administration</th>
<th>Modernity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>General</td>
<td>Vocational</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Short (1 year or less)</td>
<td></td>
<td>2.4</td>
<td>9.7</td>
<td>4.4</td>
<td>5.2</td>
</tr>
<tr>
<td>Moderate (2-5 years)</td>
<td></td>
<td>10.7</td>
<td>39.6</td>
<td>16.2</td>
<td>24.4</td>
</tr>
<tr>
<td>Long (10 years plus)</td>
<td></td>
<td>87.0</td>
<td>50.8</td>
<td>79.5</td>
<td>70.1</td>
</tr>
</tbody>
</table>

(N = 675) (N = 321) (N = 551) (N = 445) (N = 224) (N = 772) (N = 785) (N = 211) (N = 996)
### TABLE 52
Father's Education of Students by Selected Secondary School Types (In Percentages)

<table>
<thead>
<tr>
<th>SCHOOL TYPE</th>
<th>Curriculum</th>
<th>Administration</th>
<th>Modernity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General</td>
<td>Vocational</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>High</td>
<td>36.4</td>
<td>0.3</td>
<td>37.3</td>
<td>9.3</td>
</tr>
<tr>
<td>Middle</td>
<td>54.1</td>
<td>12.3</td>
<td>45.0</td>
<td>35.8</td>
</tr>
<tr>
<td>Low</td>
<td>9.5</td>
<td>87.3</td>
<td>17.7</td>
<td>54.9</td>
</tr>
</tbody>
</table>

(N = 687)  (N = 316)  (N = 562)  (N = 441)  (N = 227)  (N = 776)  (N = 796)  (N = 207)  (N = 1,003)


Hollingshead's Educational Scale is as follows:

1. Professional
2. Four-Year College Graduate
3. 1-3 Years College
4. High School Graduate
5. 10-11 Years School
6. 7-9 Years School
7. Under 7 Years

1, 2, 3 = High
4, 5 = Middle
6, 7 = Low
**Table 53**

Father's Occupation of Students by Selected Secondary School Types (In Percentages)

<table>
<thead>
<tr>
<th>SCHOOL TYPE</th>
<th>General Curriculum</th>
<th>Vocational Curriculum</th>
<th>Private Administration</th>
<th>Public Administration</th>
<th>Modern Status</th>
<th>Traditional Status</th>
<th>High Status</th>
<th>Low Status</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40.4</td>
<td>0.0</td>
<td>43.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7.1</td>
<td>37.1</td>
<td>25.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>34.8</td>
<td>0.0</td>
<td>27.8</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>55.3</td>
<td>38.4</td>
<td>42.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60.2</td>
<td>30.9</td>
<td>55.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>52.7</td>
<td>39.2</td>
<td>50.1</td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.4</td>
<td>61.6</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32.7</td>
<td>32.2</td>
<td>19.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12.4</td>
<td>60.8</td>
<td>22.3</td>
</tr>
</tbody>
</table>

*(N = 689) (N = 313) (N = 564) (N = 438) (N = 227) (N = 775) (N = 798) (N = 204) (N = 1,021)*


Hollingshead's Occupational Scale is as follows:

1. Higher Executives, Proprietors, Large Concerns, Major Professionals
2. Business Managers, Proprietors, Medium Businesses, Lesser Professionals
3. Administrative Personnel, Small Independent Businesses, Minor Professionals
4. Clerical and Sales Workers
5. Skilled Manual Employees
6. Machine Operators and Semi-Skilled Employees
7. Unskilled Employees

1, 2 = High
3, 4, 5 = Moderate
6, 7 = Low
### TABLE 54

Family Orientation Toward Education by Selected Secondary School Types (In Percentages)

<table>
<thead>
<tr>
<th>FAMILY EDUCATIONAL ORIENTATION</th>
<th>SCHOOL TYPE</th>
<th>Curriculum</th>
<th>Administration</th>
<th>Modernity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>General</td>
<td>Private</td>
<td>Public</td>
<td>Modern</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td>69.7</td>
<td>20.0</td>
<td>62.4</td>
<td>43.3</td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td>30.2</td>
<td>30.0</td>
<td>37.7</td>
<td>56.7</td>
</tr>
</tbody>
</table>

(N = 696) (N = 325) (N = 551) (N = 470) (N = 230) (N = 791) (N = 807) (N = 214) (N = 1,021)

1Based on the questionnaire item: "Has anyone in your family completed the University?" Yes, No
Yes = High
No = Low
<table>
<thead>
<tr>
<th>SOCIAL CLASS</th>
<th>Curriculum</th>
<th>Administration</th>
<th>Modernity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General</td>
<td>Vocational</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>I</td>
<td>27.9</td>
<td>0.0</td>
<td>31.3</td>
<td>3.4</td>
</tr>
<tr>
<td>II</td>
<td>39.0</td>
<td>6.6</td>
<td>39.6</td>
<td>14.9</td>
</tr>
<tr>
<td>III</td>
<td>26.9</td>
<td>21.4</td>
<td>12.6</td>
<td>41.3</td>
</tr>
<tr>
<td>IV</td>
<td>2.5</td>
<td>19.5</td>
<td>6.5</td>
<td>9.5</td>
</tr>
<tr>
<td>V</td>
<td>3.8</td>
<td>52.4</td>
<td>9.9</td>
<td>30.8</td>
</tr>
</tbody>
</table>

(N = 689) (N = 317) (N = 565) (N = 441) (N = 228) (N = 778) (N = 799) (N = 207) (N = 1,006)

1 Based on Hollingshead's Two-Factor Index of Social Position modified for Greek society. Factor weights and score ranges are as follows: Father's occupation = 1; Father's education = 1.
### TABLE 56

Class Perception of Students by Selected Secondary School Types (In Percentages)

<table>
<thead>
<tr>
<th>SCHOOL TYPE</th>
<th>Curriculum</th>
<th>Administration</th>
<th>Modernity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General</td>
<td>Vocational</td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>High (&quot;Rich&quot;)</td>
<td>4.7</td>
<td>0.9</td>
<td>5.7</td>
<td>0.7</td>
</tr>
<tr>
<td>Middle (&quot;Fairly Well Off&quot;)</td>
<td>92.3</td>
<td>69.4</td>
<td>88.3</td>
<td>80.4</td>
</tr>
<tr>
<td>Low (&quot;Poor&quot;)</td>
<td>3.0</td>
<td>29.6</td>
<td>6.0</td>
<td>18.9</td>
</tr>
</tbody>
</table>

(N = 660) (N = 324) (N = 546) (N = 438) (N = 227) (N = 757) (N = 770) (N = 214) (N = 984)

1Based on the Questionnaire item: "If Greece may be said to consist of rich, fairly well off, and poor people, which would you say your family is a part of?"


Hauser, Philip M. "Cultural and Personal Obstacles to Economic Development in the Less Developed Areas." Human Organization 18 (Summer 1959):78-84.


