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THE LEBANESE DIASPORA: AN EXPLORATION OF ASSIMILATION AND
SUCCESS IN THE UNITED STATES

by

Elissa Haddad

A dissertation submitted in partial fulfillment
of the requirements for the degree of

Doctor of Philosophy

May 2018

Dissertation Committee

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EXPLORATION OF ASSIMILATION AND
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ABSTRACT

Starting in the mid-nineteenth century, people from Lebanon began moving in large numbers to North and South America, Africa and Northern Europe. Today, the Lebanese diaspora is estimated to be around 14 million people. Many Lebanese entrepreneurs worldwide have proven to be very successful in a variety of contexts. However, while there is evidence suggesting that the Lebanese diaspora has been among the most successful around the world, the reasons for this success have not yet been systematically studied. For this reason, there is a pressing need for studies that identify and examine the individual and cultural factors that may contribute to the success of this diaspora. Relying on theories of cultural values and individual resilience, this study examined individuals who make up the Lebanese diaspora in the United States. In this study, 398 members of the Lebanese diaspora participated in a quantitative survey that included 80 questions. Findings indicated that gender and time spent in Lebanon affect cultural values and success. This study further validated the research on the cultural antecedents of resilience. Findings showed that assimilation, competition, superiority, uncertainty acceptance and impulse control are positively correlated with resilience. Additionally, it shed light on the degree to which Lebanese cultural values impact the success of the Lebanese diaspora. Findings showed that the ability to assimilate has a positive effect on income. This study also contributed to the existing literature on cultural research in that it investigated the relationship among various cultural variables. Results indicated that uncertainty acceptance has a positive effect on the ability to assimilate. Another contribution to the literature is related to the relationship among various success outcomes. This study found that happiness contributes to income and job value.

Researcher subjectivity, psychometric properties of the survey instrument and generalizability are important considerations in this study. However, this study contributes to our understanding of the demographic and personal factors that have contributed to the considerable success of the Lebanese diaspora. The findings can also shed some light on the success and experiences of other immigrant groups and can add significant knowledge to the field of migration studies.

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CHAPTER ONE

OVERVIEW OF THE STUDY

Background to the Study

Today, there are more Lebanese individuals living outside of Lebanon than in Lebanon. The Lebanese diaspora is currently estimated to be around 14 million people, which far exceeds the internal population of Lebanon of approximately four million people (Abdelhady, 2011). The individuals inhabiting Lebanese immigrant communities around the world constitute the largest group of Arab immigrants (Abdelhady, 2011). As a diaspora, Lebanese immigrant communities have historical roots in almost every corner of the world. A study on the Lebanese diaspora would not be complete without a brief overview of key aspects of Lebanese society, culture and recent history.

Geographic Location and Spoken Languages

Lebanon is located on the eastern shore of the Mediterranean Sea. The country is bordered by Syria to the north and east and by Israel to the South. Lebanon's geographic location and unique position between east and west make it very receptive to other cultures and languages. While Arabic is the official language in Lebanon, almost all government publications appear in French and in Arabic. In addition, all students in Lebanon are required to learn second and third languages. According to Bacha and Bahous (2011), more than half of the Lebanese people are bilingual.

Figure 1. Map of Lebanon. Lebanon is located on the eastern shore of the Mediterranean Sea. The country is bordered by Syria to the north and east and by Israel to the South.
(retrieved from <https://www.britannica.com/place/Lebanon>)

Religions in Lebanon

The population of Lebanon is about four million and consists mainly of Christians, Muslims and Druze. It is important to note that there is more religious diversity in Lebanon than any other country in the Middle East (Faour, 2007). Today, there are officially 18 recognized sects in Lebanon. Most of these sects belong to one of the two large clusters: Muslims and Christians (Faour, 2007). It is estimated that the Christian population in Lebanon makes up 41% of the total population. This is the largest proportion of Christians of any Middle Eastern country. The Muslim population is estimated at around 59% of the population and is evenly split between Shiites and Sunnis (Faour, 2007). After Lebanon gained its political independence from the French in 1943, official estimates of the size of religious groups served as the basis for the confessional political system. This political system has to do with distributing public positions among the major religious sects in accordance with their numerical size (Faour, 2007). For

instance, the three top positions were allocated along religious lines with the President being a Maronite Christian, the Speaker of the Parliament a Shia Muslim and the Prime Minister a Sunni Muslim.

Cultural values in Lebanon

Lebanon is considered a collectivistic society (Hofstede, n.d.). Hofstede states that collectivism represents a preference for a tightly knit framework in society, which individuals can expect their relatives or members of a particular in-group to look after them in exchange for unquestioning loyalty (Hofstede & Minkov, 2010). In Lebanese culture, loyalty is paramount and it overrides most other societal rules and regulations. Lebanese society fosters strong relationships where everyone takes responsibility for fellow members of their group. In addition, Lebanon is considered a masculine society, which tend to be driven by competition, achievement and success (Hofstede, n.d.). According to Hofstede, in Lebanon, people “live in order to work” and the emphasis is on competition and performance.

Lebanese people have exceptional impulse control leading to a society that does not act on impulsive urges (Chua & Rubenfeld, 2014). Chua, a professor at Yale Law School, defines impulse control as the ability to resist temptation, especially the temptation to give up in the face of hardship or quit. Chua claims that impulse control has to do with discipline and is characterized by the unwavering capability to persevere at a difficult task (Chua & Rubenfeld, 2014). The concept of impulse control is similar to Hofstede’s dimension of indulgence versus restraint. Hofstede states that indulgence stands for a society that allows relatively free gratification of basic and natural human drives related to enjoying life and having fun. Conversely, restraint stands for a society

that suppresses gratification of needs and regulates it by means of strict social norms (Hofstede & Minkov, 2010). Hofstede found that the culture of Lebanon is one of restraint. According to the author, Lebanese society does not emphasize leisure time and tends to control the gratification of desires. Hofstede's findings appear to be in line with Chua's assertion that Lebanese-Americans tend to have considerable impulse control (Chua & Rubenfeld, 2014).

Adversity and Instability in Lebanon

A discussion about Lebanon and Lebanese culture would be incomplete without highlighting the adversity that the Lebanese have gone through as a result of decades of instability and struggle. In his book, *Antifragile*, Taleb (2012), a Lebanese American author, recounts an ancient legend about Phoenix, the bird with splendid colors. The author contends that whenever this bird is destroyed, it is reborn from its own ashes. It always returns to its initial state. Phoenix happens to be the ancient symbol of Beirut, the capital of Lebanon. According to legend, Berytus (Beirut's historical name) has been destroyed seven times in its close to five-thousand-year history and has come back seven times. Beirut was completely destroyed an eighth time during the brutal civil war in the 1970s. After the war, Beirut saw its eighth rebuilding. In Taleb's opinion, Phoenix is a metaphor for not only Beirut but also the Lebanese people (Taleb, 2012).

Lebanon's Recent History

The Ottomans, through two main feudal families, ruled Lebanon until the middle of the nineteenth century ("Lebanon Timeline", 2017). During the Ottoman rule, the term Syria was used to designate the area including present-day Lebanon, Syria, Jordan and Israel. Following the collapse of the Ottoman Empire after World War I, the League of

Nations granted the mandate for Lebanon to France (“Lebanon Timeline”, 2017). In 1941, under various political pressures, General Charles de Gaulle decided to recognize the independence of Lebanon. In the face of continued international pressure, France agreed to transfer power to the Lebanese government in 1943. During the 1960s, Lebanon enjoyed a period of relative stability and prosperity until the outbreak of the civil war. According to British Broadcasting Company (2017), the Lebanese civil war erupted in 1975 after Phalangist gunmen ambushed a bus in the Ayn-al-Rummanah district of Beirut, killing 27 of its mainly Palestinian passengers. The Phalangists claimed that members of this group had previously attacked a church in the same district. In 1989, after over a decade of fighting, the Lebanese parliament met in Taif, Saudi Arabia, to endorse a Charter of National Reconciliation and this marked the end of the civil war (“Lebanon Timeline”, 2017). It is estimated that more than 100,000 people were killed during this war (“Lebanon Civil War”, n.d.).

Nearly a decade after the Taif accords, in 2000, Israel withdrew its troops from southern Lebanon. In 2005, Prime Minister Rafik Hariri was killed by a car bomb in Beirut. This attack sparked anti-Syrian rallies and demands for Syria to withdraw its troops intensified until its forces left in April of that year (“Lebanon Timeline”, 2017). In 2008, Lebanon established diplomatic relations with Syria for the first time since both countries gained independence in the 1940s. Four years later, the Syrian conflict that began in March 2011 spilled over into Lebanon in deadly clashes between Sunni Muslims and Alawites in Tripoli and Beirut (“Lebanon Timeline”, 2017). In 2013, dozens of people were killed in bomb attacks at two mosques in Tripoli. These attacks were linked to tensions over the Syrian conflict and were the deadliest in Lebanon since

the end of the civil war in 1990. According to BBC (2017), in 2015, new restrictions on Syrians entering Lebanon came into effect and Syria-related security concerns were cited as the reason for these restrictions. Today, there are more than 1 million Syrian refugees in Lebanon and ongoing incidents continue to further aggravate the already strained relations between Lebanese people and the Syrian refugees (“Lebanon Timeline”, 2017).

Figure 2. A chronology of key events in Recent Lebanese history.
 The Ottomans ruled Lebanon until the middle of the nineteenth century.
 In 1943, France agreed to transfer power to the Lebanese government.
 Since the end of the civil war in 1989, Lebanon continues to experience political instability.
 (retrieved from <http://www.bbc.com/news/world-middle-east-14649284>).

Waves of Migration

As a result of all these years of instability, hundreds of thousands of Lebanese people left Lebanon seeking a better life in a foreign country. In fact, starting in the mid-nineteenth century, people from Lebanon began moving in large numbers to North and South America, Africa and northern Europe (Hourani and Shehadi, 1992). A number of factors contributed to the dispersion of the Lebanese over different parts of the world. These push factors included economic desperation, religious discrimination and political oppression. A number of historians identify two pivotal moments in Lebanese history and point to two major waves of emigration (Khater, 2001, Tabar, 2010, Chua & Rubenfeld, 2014). The first flux of emigration ran from 1880 to 1920. During this period, the Christians of Lebanon left because they were the victims of persecution by the Ottoman authorities. Along with religious persecution, economic reasons played an instrumental role in this migration. During that period, the Lebanese economy had become very dependent on silk production. The crash in the silk market led to extreme poverty and eventually drove people out of the country.

The next exodus came during Lebanon's war, which began in 1975 (Khater, 2001, Tabar, 2010). The outbreak of the civil war in 1975 significantly accelerated emigration. A net number of 990,000 Lebanese individuals (40% of the Lebanese population) are believed to have migrated during the seventeen-year civil war (Tabar, 2010). Although all religious groups were negatively affected by the war in Lebanon, there were some specific patterns. During the period from 1975 to 1982, the majority of emigrants were Christians. Following the Israeli invasion of Beirut in 1982, the trend was reversed toward a majority of Muslim and Druze migrants (Tabar, 2010).

It is important to underscore that Lebanese emigrants during the war came from diverse economic and professional backgrounds that included both white and blue-collar professions (Labaki, 1992). Lebanese people have emigrated during both periods of relative stability and periods of extreme conflict (Tabar, 2010). Tabar states that those who emigrated prior to the civil war left under relatively stable circumstances and were essentially driven by economic factors. He asserts that this group was predominantly unskilled and migrated as a result of limited job opportunities and income. However, Tabar states that one major development in Lebanese migration since the late 1970s has been an increase in skilled migration. This increase is partly attributed to the political instability and strife that have been prevalent in Lebanon since the civil war.

The presumed end of the war with the signing of the Taif Accords in 1989 was followed by an eruption in fighting among the various Christian groups and led to another wave of large-scale migration. The failure of the peace accords led many Lebanese to think of their presence outside Lebanon as permanent settlement, rather than a temporary exile. Today, there is a nearly global distribution of the Lebanese diaspora, with a significant presence in Brazil, Argentina, the United States, Canada, Australia and France (Tabar, 2010).

Theoretical Frame

This study relied on a cultural values framework, theories of success and theories of resilience. Cultural research informs us about the unique traits and values of Lebanese people. As I mentioned earlier in this chapter, according to Hofstede (n.d), Lebanese society is collectivistic, masculine and is one of restraint. This study's theoretical framework also relied on Chua and Rubenfeld's (2014) triple package theory. The triple

package theory discusses three unlikely traits that explain the rise and fall of cultural groups in America. These traits are superiority, insecurity and impulse control. Along with Hofstede's cultural dimensions and the triple package theory, this study draws from the findings of a previously conducted pilot study. These theories are the basis of this study and constitute the cultural variables.

Table 1

Cultural Variables

Origin	Variable Measured
Hofstede Cultural Values	Masculinity, Uncertainty Acceptance, Restraint
Triple Package Theory	Superiority, Insecurity, Impulse Control
Pilot Study	Adversity, Learning, Assimilation, Competition, Jealousy, Comparing Yourself to Others, Superiority Complex, Insecurity

Success outcomes are an important component of this study. Success is often measured by job position, income and educational attainment. However, this study expanded the definition of success to include theories of happiness/life satisfaction. Life satisfaction is conceived as the degree to which an individual judges the overall quality of his/her life as a whole favorably. According to Veenhoven (1991), the components of life satisfaction are family life, social relationships, job satisfaction and leisure activities. These theories are the foundation of this study's success measures.

Table 2

Success Variables

Success Indicators	Variable Described	Variable Measured
Happiness/Life satisfaction	Family life, social relationships, job satisfaction and leisure activities	Static (current)
Remittances sent	Percentage of income sent to Lebanon in 2016 and percentage sent in the first year after immigrating to the U.S.	Static and growth
Income	Current income and income in the first year after immigration to the	Static and growth

U.S.		
Education	Current education level and highest education level prior to immigration to the U.S.	Static and growth
Job value	Prestige, education, injury rates and income	Static and growth

Furthermore, this study relied on theories of resilience. According to Campbell-Skills and Stein (2007), resilience refers to positive adaptation in the face of stress and trauma. The authors state that resilience is related to an individual's ability to thrive despite adversity. Research on resilience shows that resilience is related to cultural values. Taleb (2012) states that the Lebanese gained antifragility as a result of the years of political turmoil and economic adversity. Resilience was used as a mediator variable in this study. The purpose was to see if the relationship between the cultural values and the success outcomes could be explained by resilience.

Figure 3. Theoretical Framework. This study relied on a cultural values framework, theories of success and theories of resilience. Resilience was used as a mediator variable in this study. The purpose was to see if the relationship between the cultural values and the success outcomes could be explained by resilience.

Statement of the Problem

Many Lebanese leaders, entrepreneurs and business people worldwide have proven to be very successful in a variety of contexts and sectors. According to Chua and Rubenfeld (2014), the famously entrepreneurial Lebanese have one of the most successful diasporas in the world. Although small in numbers, Lebanese minorities are disproportionally successful throughout Latin America, West Africa and the Caribbean. Among ethnic groups in the United States, Lebanese are close to the top of the charts in terms of household median income, percentage earning over \$100,000 and percentage earning over \$200,000 (Chua & Rubenfeld, 2014). According to Khater (Freakonomics radio, 2013), a professor of Middle Eastern history at North Carolina State, there are as

many as three Lebanese-Americans with doctorate degrees for every one American who has a doctorate degree. The Masters degree rate is also higher and is approximately 2.4 to 1.

While there is evidence suggesting that the Lebanese diaspora has been incredibly successful, the reasons for this success have not yet been systematically studied. There remains a limited understanding in the research of this phenomenon. For these reasons, there is a pressing need for studies that identify and examine the factors that have led to the success of the diaspora.

Purpose of the Study

The purpose of this study was to respond to the need articulated at the conclusion of the prior section. This study examined members of the Lebanese diaspora in the United States account for their success. Specific aspects of Lebanese culture were derived from existing literature and a previously conducted pilot study of members of the Lebanese diaspora in the United States. These cultural aspects included but were not limited to experiences of adversity, emphasis on education, high degrees of impulse control and high levels of comfort with uncertainty. The first step in the study was to ascertain the extent to which the respondents share the cultural values typically associated with the Lebanese, more specifically, the Triple Package. The next step was to consider whether these values predicted their own personal success. Finally, the role of resilience and its relationship to the cultural values and the success measures was explored.

This study further considered the impact of various demographics on the participants' degree of representation of specific aspects of Lebanese culture and key success outcomes. These demographics included gender, religious preference and number

of years spent in Lebanon. In addition, this study investigated the relationship among Lebanese cultural values and the relationship among various success measures. Lastly, the study examined the degree to which participants' definitions of success matched what they have achieved and considered the reasons to which study participants attributed their success.

Research Questions

The following research questions guided the study:

1. To what degree are study participants representative of specific aspects of Lebanese culture?
2. To what degree are various demographic variables (religion, gender and years spent in Lebanon) associated with the participants' representativeness of specific aspects of Lebanese culture?
3. To what degree are various demographic variables (religion, gender and years spent in Lebanon) associated with the success of members of the Lebanese diaspora?
4. To what degree are the Lebanese cultural values correlated with the success of the Lebanese diaspora?
5. To what degree does resilience mediate the relationship between Lebanese cultural values and the success of the Lebanese diaspora?
6. To what do study participants attribute their success?

These research questions led to the following hypotheses:

1. The Lebanese Diaspora will not demonstrate the unique cultural values of adversity, learning, assimilation, masculinity, jealousy, comparing oneself to others, superiority, insecurity, uncertainty acceptance and impulse control.
2. Demographic variables (religion, gender, years spent in Lebanon) will not be correlated with the participants' representativeness of Lebanese cultural values.
3. Demographic variables (religion, gender, years spent in Lebanon) will not be correlated with the success of members of the Lebanese diaspora.
4. The Lebanese cultural values will not be associated with the success indicators.
 - 4.a. The unique Lebanese cultural values will not be associated with the cultural values of adversity, learning, assimilation, masculinity, jealousy, comparing oneself to others, superiority, insecurity, uncertainty acceptance and impulse control.
 - 4.b. Success measures will not be associated with the success indicators of income, education level, job value, remittances sent and happiness as measured by: current income, income growth, current education, education growth, current remittances sent, remittances sent growth, current job value, job value growth and current happiness.
5. The relationship between the independent variables of cultural values and the dependent variables of success will not be either fully or partially explained by resilience.
6. The participants' identified reason for success will not match their lived experience as measured by the cultural values of adversity, learning, assimilation,

masculinity, jealousy, comparing oneself to others, superiority, insecurity,
uncertainty acceptance and impulse control.

CHAPTER TWO

A REVIEW OF THE LITERATURE

Many Lebanese entrepreneurs and business people worldwide have proven to be very successful in a variety of contexts and sectors. Cultural values and lived experiences are likely to play a role in this success. However, the reasons for this success have not yet been systematically studied. Therefore, there is a pressing need for studies that identify the factors that may have led to the success of the diaspora. The results would not only shed light on the Lebanese diaspora's success, but also inform and predict how other groups can succeed in new environments. Therefore, this study examined how a number of individuals who make up the Lebanese diaspora in the United States and who migrated to this country from Lebanon account for their success. This study relied on a cultural values framework, theories of resilience and theories of success.

This chapter expands on this study's theoretical framework. First, I will start by examining key implications of national culture including values, cognitive schema, demeanor and language. The following section describes the cultural values that are the basis of this study. These cultural values originate from Hofstede's cultural dimensions, Chua and Rubenfeld's (2014) triple package theory and the findings of a previously conducted pilot study. Next, I will examine theories of resilience and investigate the relationship between cultural values and resilience. Following that, various success outcomes will be explored including job value, income, remittances sent, educational attainment and happiness/life satisfaction. Finally, this chapter considers the relationship between resilience and success.

Implications of Culture

Cultural research informs us about the unique traits and values of any given society. Hambrick et al. (1998) affirm that nationality is a potent factor in explaining individuals' psychological attributes and behavior. The authors suggest that nationality affects a person's values, cognitive schema, demeanor and language. The influence of national culture in shaping the values of individuals has been examined in several studies. For instance, a study by England (1975), which compared managers from the United States, Japan, Australia, Korea and India, found that nationality accounted for 30 to 45 percent of variation in managers' values. Moreover, studies conducted by Sutton, Seymour, James (1956) and Chatov (1973) concluded that the values, which business executives bring to their tasks, are predominantly due to national systems of beliefs.

Lord and Foti (1986) note that one's cognitive schema is what one knows, assumes or perceives about the world at hand. Studies suggest that national culture affects a person's cognitive schema (Hambrick et al., 1998). This can include knowledge of facts, events and trends, knowledge or assumptions of future events and knowledge about alternatives (Maruyama, 1980). To some extent, nationality-derived differences in cognitive schema are due to differences in values. Furthermore, a substantial body of research has dealt with the differences in demeanor or outward physical behavior, of people of different nationalities. For example, differences in eye contact, punctuality, conversational style, interruption patterns, physiological reactions to emotional stimuli and other types of behavior have been associated with nationality by various researchers (Gudykunst and Ting-Toomey 1988; LaFrance and Mayo 1978; Mesquita and Frijda 1992). Such superficial behavior may seem not as significant as values. However, often

times, small and seemingly trivial types of behavior may affect the assimilation or isolation of members in a new culture. In addition, these behaviors can influence the breakdown or cohesiveness in resulting in in communication (Hall, 1982).

One's nationality not only determines what will be an individual's primary language, but it also affects the likelihood of knowing other languages and which specific languages will be easily comprehended (Church, 1992). For example, the languages that Europeans are most likely to know are those that use Western-style alphabetic characters, not the characters of Middle Eastern or Asian scripts. Conversely, Japanese individuals are more likely to gain fluency in Mandarin Chinese than with Spanish (Hambrick et al. 1998). Therefore, it can be inferred that one's nationality affects one's language repertoire. The influence of language proficiencies after immigrating to a new country is profound. For instance, an individual's facility with the country's language greatly impacts one's amount and type of participation in addition to one's influence in the society (Gudykunst, 1991). These attributes, in turn, not only shape the person's behavior in the new culture, but also how other members perceive the individual.

The Lebanese nationality affects people's values, cognitive schema, demeanor and language. In Lebanon, people value education, family and success. Additionally, the Lebanese tend to maintain eye contact and favor a more informal conversational style. In Lebanese culture, covert and implicit messages are prevalent. Furthermore, conversations often include metaphors and reading between the lines. The Lebanese regard time as open and flexible and punctuality is not highly valued. Lastly, while Arabic is the official language in Lebanon, all students in Lebanon are required to learn second and third languages. French and English are the two most commonly spoken languages in Lebanon

after Arabic. The following sections expand on this study's cultural values framework.

Cultural Values Framework

This study's theoretical framework encompasses Hofstede's cultural dimensions, Chua and Rubenfeld's (2014) triple package theory and pilot study findings. The following parts discuss Hofstede's dimensions and seek convergence among various models of national culture.

Hofstede's Cultural Dimensions

Hofstede's cultural model encompasses six dimensions including individualism versus collectivism, power distance, indulgence versus restraint, uncertainty avoidance, long term versus short term and masculinity versus femininity (Nardon and Steers, 2011). This model of national culture represents independent preferences for one state of affairs over another that distinguishes countries rather than individuals from each other. As I mentioned earlier in chapter 1, according to Hofstede (n.d), Lebanese society has a large power distance, is collectivistic, masculine and is a culture of restraint. Next, I will examine the dimensions of power distance, individualism versus collectivism, masculinity versus femininity, uncertainty acceptance versus uncertainty avoidance and lastly indulgence versus restraint. The following sections also seek connections between Hofstede's dimensions and various other cultural models including Schwartz, GLOBE, Kluckon and Strodbeck and Trompenaars.

Power distance. The first common theme running through the various models relates to how individuals within a society structure their power relationships. In other words, is power in a society distributed based primarily on vertical or horizontal relationships? Hofstede (1980) refers to this as power distance. According to Hofstede

(1980), power distance expresses the degree to which the less powerful members of a society accept and expect that power will be distributed unequally. Embedded in this dimension is the question of how a society handles inequalities among people. It is important to point out that the power distance lies with the people at the bottom and not the top. People in societies exhibiting a large degree of power distance accept a hierarchical order in which everybody has a place and which needs no further justification (Hofstede, 1980). Some cultures, particularly those in several Asian, Arab and Latin American countries, believe that it is beneficial for some members of a group or society to exert considerable control over their subordinates. Conversely, in societies with low power distance, people strive to equalize the distribution of power and demand justification for inequalities of power. In these cultures, inequality is perceived as wrong and should be reduced if possible (Hofstede, 1980). Cultures with a small power distance believe in a more egalitarian or participative approach to social or organizational structure. In addition, they expect subordinates to be consulted on key issues that affect them and will accept strong leaders to the extent that they support democratic principles (Nardon and Steers, 2011).

Schwartz (1994) recognizes a similar cultural dimension, which he calls hierarchy and egalitarianism. The unequal distribution of power, roles and resources is legitimate in hierarchical societies. Moreover, individuals are socialized to comply with obligations and roles according to their hierarchical position and are sanctioned if they do not. Conversely, in egalitarian cultures, individuals are seen as moral equals and are socialized to be committed to voluntary cooperation with others. According to Schwartz' research, China, Thailand and Turkey are hierarchical cultures. On the other hand,

Denmark, Sweden and Norway are egalitarian cultures (Nardon and Steers, 2011). The GLOBE study also includes a cultural dimension referring to the power distribution in society. However, this model of national culture adds the issue of gender egalitarianism, which refers to the degree to which gender differences are minimized.

Lebanon scores high on this dimension (score of 75), which means that people accept a hierarchical order in which everybody has a place and which needs no further justification (Hofstede, n.d.). This cultural dimension is vital to this study because of its strong implications on the relationships among individuals. For example, an individual from large power distance societies, such as Lebanon may crave centralization and have hierarchical decision-making processes with limited one-way participation and communication. Conversely, members from small power distance societies, such as the United States may seek decentralization and expect to be consulted when it comes to their work. The next section explores the individualism versus collectivism cultural dimension.

Individualism versus collectivism. Kluckon and Strodtbeck (1961) suggest that there are important variations in how individuals relate to each other across cultures. They classified cultures in three types: individualistic, collateral and lineal. According to K&S (1961), in individualistic cultures, individual goals are considered more important and people are encouraged to pursue their own personal interests at the expense of others. In collateral cultures, individuals see themselves as part of a social group, formed by laterally extended relationships. Finally, in lineal cultures, the group is equally important but the nature of the group changes (Nardon and Steers, 2011).

Trompenaars differentiates between individualism, where people think of themselves first and foremost as individuals and collectivism, where people think of

themselves as members of a group. In addition, GLOBE divided this dimension into institutional and in-group individualism-collectivism. While institutional collectivism refers to the extent to which society encourages collective distribution of resources and collective action, in-group collectivism refers to the extent to which individuals express pride, loyalty and cohesiveness in their particular organizations and families.

According to Hofstede (1980), individualistic cultures teach their people to be responsible for themselves and that their job is to reap the rewards of their individual endeavors. Moreover, individual achievement is admired and people should not be emotionally dependent on organizations or groups. Conversely, in collectivistic cultures, group interests are stressed over those of the individual. Moreover, personal relationships and achieving harmony are an overriding societal objective (Hofstede, 1980). In collectivistic cultures, one's identity is difficult to separate from that of one's group. Group decision-making is preferred and groups protect their members in exchange for unquestioned loyalty. Furthermore, collectivistic cultures believe that groups can only attain their full potential as a member of a strong group. The United States and Western European cultures tend to be individualistic, while Asian cultures tend to be mostly collectivistic (Nardon and Steers, 2011). Lebanon, with a score of 40 is considered a collectivistic society. This is manifested in the long-term commitment that people in a Lebanon have towards their family and extended relationships (Hofstede, n.d.). In addition, loyalty in a Lebanon is paramount and overrides most other societal rules and regulations. Lebanese society fosters strong relationships where everyone takes responsibility for fellow members of their group. The following section explores the masculinity versus femininity cultural dimension.

Masculinity versus femininity. According to Hofstede (n.d.), a high score (masculine) on this dimension indicates that the society will be driven by competition, achievement and success. Success is defined here as the winner or the best at something. This value system starts in school and continues throughout organizational life. Conversely, a low score (feminine) on the dimension means that the dominant values in society are caring for others and quality of life (Hofstede, n.d.). A feminine society is one where quality of life is the sign of success and standing out from the crowd is not admirable. The fundamental distinction between a masculine and a feminine society is what motivates people. In a masculine society, wanting to be the best is what drives people in life. Alternatively, in a feminine society, liking what you do is the main motivator for people. In masculine countries, people “live in order to work” and managers are expected to be assertive and decisive. Lebanon scores 65 on this dimension and is thus a masculine society (Hofstede, n.d.). The next section explores the uncertainty avoidance versus uncertainty acceptance cultural dimension.

Uncertainty avoidance versus uncertainty acceptance. Both Hofstede and GLOBE call this dimension uncertainty avoidance. Hofstede focuses primarily on the degree to which societies can tolerate uncertainty and use rules to control personal behavior. However, GLOBE focuses on the degree to which societies attempt to reduce uncertainty avoidance through rules and regulations (Nardon and Steers 2011). Hofstede (n.d.) identifies uncertainty avoidance as the degree to which a society, organization or group relies on social norms, values and procedures to alleviate unpredictability of future events. According to Hofstede, the uncertainty avoidance dimension expresses the degree to which the members of a society feel uncomfortable with uncertainty and ambiguity.

The fundamental issue here is how a society deals with the fact that the future can never be known. Countries exhibiting strong uncertainty avoidance maintain rigid codes of belief and behavior. Moreover, they are intolerant of unorthodox behavior and ideas. Weak uncertainty avoidance societies or uncertainty accepting societies maintain a more relaxed attitude in which practice counts more than principles (Hofstede, n.d.). While uncertainty-avoiding societies crave formalization, uncertainty-accepting societies want deregulation.

This cultural dimension has a big impact on immigration and assimilation. After migrating to a new culture, often times, immigrants try to be fluid and adaptable to the new environment. It is reasonable to think that individuals from uncertainty avoiding cultures, such as Japan or France will experience more stress and anxiety than a group consisting of uncertainty accepting cultures, such as India or China. Another important implication of this cultural dimension on immigration is related to whether immigrants stay in their host country or return to their country of origin. Members from uncertainty accepting societies might be more likely to assimilate easier and stay in their host country. Lebanon scores 50 on this dimension and therefore shows no clear preference (Hofstede, n.d.). With that said, given the success of the Lebanese diaspora and their ability to adapt and assimilate in new cultures, it is reasonable to think that Lebanese society is more uncertainty accepting. Members of Lebanese society tend to feel comfortable with uncertainty and ambiguity. Additionally, the Lebanese maintain flexible codes of belief and behavior and are generally tolerant of unorthodox behavior and ideas. The following section explores the indulgence versus restraint cultural dimension.

Indulgence versus restraint. This dimension is defined as the extent to which people try to control their desires and impulses, based on the way they were raised (Hofstede, n.d.). Relatively weak control is called “indulgence” and relatively strong control is called “restraint”. Therefore, cultures can be described as indulgent or restrained. Lebanon scores 25 on this dimension, which means that the culture of Lebanon is one of restraint (Hofstede, n.d.). According to Hofstede’s finding, Lebanese society does not put much emphasis on leisure time and control the gratification of their desires. Additionally, Lebanese people have the perception that their actions are restrained by social norms and feel that indulging themselves is somewhat wrong (Hofstede, n.d.). The next section discusses the triple package theory and the three traits of superiority, insecurity and impulse control.

Triple Package Theory

Along with Hofstede’s cultural dimensions, this study drew from the triple package theory. The triple package discusses three unlikely traits that explain the rise and fall of cultural groups in America. These traits are superiority, insecurity and impulse control (Chua and Rubenfeld, 2014). The following sections expand on these three traits.

Superiority. This element of the triple package is defined as a deeply internalized belief in your group’s specialness, exceptionality or superiority (Chua and Rubenfeld, 2014). This belief can derive from widely varying sources including religion, history and identity-defying social distinctions. A crucial point about the superiority complex is that it is antithetical to mainstream liberal thinking, which teaches us to refrain from judging any individual or any life to be better than another (Chua and Rubenfeld, 2014). While

group superiority judgments are anathema, the authors state that every one of America's extremely successful groups fosters a belief in its own superiority.

Belonging to a group that you believe is superior at something, whether academic work or sports, psychologically primes you to perform better at that activity. Moreover, sociologists specializing in immigrant communities have found that certain groups turn a sense of cultural pride and distinctive heritage into an "ethnic armor" directly contributing to higher levels of educational achievement (Chua and Rubenfeld, 2014). Beginning with the "stereotype threat" studies conducted by Claude Steele and Joshua Aronson, hundreds of controlled experiments have shown that people's performance on various measures is dramatically affected by their belief that they are doing something that their group is stereotypically good or bad at (Chua and Rubenfeld, 2014). Merely reminding people of a negative group stereotype can worsen their performance. Thus, black students score lower on standardized test questions when their test instructions remind them about stereotypes concerning differential racial performance on tests. In addition, white male Stanford students selected for their high math ability scored worse on a difficult math test when told that the researchers were trying to understand "the phenomenal math achievement of Asians." Also, women chess players lost more online games when reminded that men dominate chess rankings (Chua and Rubenfeld, 2014).

Researchers have also established the opposite effect, which is known as stereotype boost. Asian undergraduates scored significantly better on math questions when their instructions stated that "these types of tests measure individuals' true intellectual ability, which historically have shown differences based on ethnic heritage." In-depth studies of Asian and Hispanic American high school students in Southern

California found that Asian students were benefiting from a stereotype lift (Chua and Rubenfeld, 2014). In a study including Vietnamese as well as Chinese American students, sociologists Min Zhou and Jennifer Lee found that, even after controlling for socioeconomic status, positive stereotypes and ingrained expectations about superior Asian academic achievement significantly contributed to the exceptional academic outcomes of the children of Asian American immigrants (Chua and Rubenfeld, 2014).

The most astonishing finding in these studies is the susceptibility of individuals to even a one-sentence and subtle suggestion of a group stereotype. With that in mind, imagine the boost you might derive if beliefs in your group's superiority were part of the culture you grew up in and were instilled by your parents and community from the day you were born. According to Chua, the Lebanese are bolstered by the belief that, as descendants of Phoenicians, that they are superior (Chua & Rubenfeld, 2014). When speaking about their heritage, some Lebanese insist that they are Phoenician rather than Arabs. This belief that the Lebanese are not Arabs and that they have their own culture that is separate from that of the surrounding Middle Eastern countries may be contributing to a stereotype boost. It is important to note that the authors of "The Triple Package" insist that superiority alone is merely complacent. Furthermore, they assert that only when superiority comes together with the other elements of the triple package, does it generate drive, grit and success (Chua and Rubenfeld's, 2014).

Insecurity. Insecurity is an anxious uncertainty about your worth or place in society (Chua and Rubenfeld, 2014). Moreover, it is a feeling or worry that you or what you have done or what you have is in some fundamental way not good enough. Insecurity can manifest in the form of a sense of being looked down on, a perception of peril,

feelings of inadequacy or a fear of losing what one has (Chua and Rubenfeld, 2014).

Chua and Rubenfeld (2014) note that there is a deep tension between insecurity and a superiority complex. It is odd to think of people being simultaneously insecure but also convinced of their divine election or superiority. However, the authors believe that this tense and unstable combination of insecurity and a superiority complex is precisely what gives the triple package its potency (Chua and Rubenfeld, 2014).

In “The Triple Package”, Chua and Rubenfeld recount the story of Jacob J. Jacobs. Jacobs, born in Brooklyn in 1916 to poor Lebanese immigrant parents, founded one of the largest engineering and construction companies in the world. In his autobiography, Jacobs describes how he and his fellow Lebanese Americans always felt looked down on by America’s elite, which was especially stinging for Lebanese people who were intensely proud of their heritage (Chua and Rubenfeld, 2014). The Lebanese, he writes, are “descendants of the ancient Phoenicians,” who like the modern-day Lebanese, were famous for being commercially successful wherever they went. Both Greeks and Romans singled out the Phoenicians for their superior intelligence and commercial acumen. The Phoenicians were also credited with inventing the alphabet, arithmetic and glass (Chua and Rubenfeld, 2014). All this gave Jacobs, though a peddler’s son, a superiority complex, which, combined with what he perceived as white elite superciliousness, pushed him and other Lebanese Americans to succeed. Jacob’s insecurity and drive also stemmed from his mother. Growing up, he recalls that there was no escaping his mother’s “driving ambition” for her children. Jacobs recounts that his mother was not unique in the Lebanese American community and that his Lebanese

American friends “were doubly driven to succeed” to show our parents and to show the world (Chua and Rubenfeld, 2014).

The idea that insecurity can spur accomplishment is corroborated by numerous studies showing that a personal feeling of not being good enough or not having done well enough is associated with better outcomes. Howard Gardner found that insecurity, particularly stemming from childhood, is a common driver of success (Chua and Rubenfeld’s, 2014).

Impulse control. Impulse control refers to the ability to resist temptation, especially the temptation to give up in the face of hardship or quit instead of persevering at a difficult task (Chua and Rubenfeld’s, 2014). Impulse control runs powerfully against the grain of contemporary culture. The term “impulse control” conjures up negative connotations including people who are “too controlled”, “too controlling” and people who cannot be “impulsive” and enjoy life. According to Chua and Rubenfeld (2014), we believe that people who control their impulses do not live in the present and living in the present is an imperative in modern society. We romanticize childhood and imagine it as a time of what ought to be unfettered happiness. Furthermore, we grow fearful of spoiling that happiness through excessive restraints, demands, hardships and discipline. The authors assert that, by contrast, every one of America’s most successful groups takes a very different view of childhood and of impulse control in general. The authors state that America’s most successful groups tend to inculcate habits of discipline from an early age (Chua and Rubenfeld, 2014).

Today, an entire subfield of experimental psychology is devoted to phenomena variously called “effortful control”, “self-regulation”, “time discounting”, “ego strength”

and “willpower”. The results of these studies including the well known “marshmallow test” are conclusive and bracing. Children with more impulse control go on to get better grades, spend less time in prison, have fewer teenage pregnancies, get better jobs and have higher incomes. In several studies, willpower and grit proved better predictors of grades and future success than did IQ or SAT scores (Chua and Rubenfeld, 2014).

According to Chua and Rubenfeld’s (2014), superiority plus insecurity is a formula for drive. In addition, the authors argue that superiority plus impulse control is a formula for hardship endurance. Chua and Rubenfeld (2014) claim that when the triple package brings all three elements together in a group’s culture, members of that group become disproportionately willing and able to do or accept whatever it takes today in order to make it tomorrow. The Lebanese’s belief that they are superior because of their Phoenician ancestry plus their anxiety about their worth in society generated drive. Additionally, their stereotype boost plus their ability to resist temptation created hardship endurance.

Pilot Study

Along with Hofstede’s cultural dimensions and the triple package theory, this study drew from the findings of a previously conducted pilot study.

Participants and data collection procedures. The pilot study examined how a purposefully selected small number of individuals who make up the Lebanese diaspora in the United States account for their success. This study employed a case study/cross-case analysis design. The focus of the pilot study was on five members of the Lebanese diaspora who now reside in Southern California. Qualitative one-on-one interviews were the primary data collection procedure employed in this pilot study.

Data analysis and findings. The pilot study enlisted both narrative analysis and analysis of narrative. The five individual case studies were constructed through a narrative analysis approach. After the five cases were constructed, an analysis of narrative was used to compare and contrast the cases. Table 3 summarizes the thematic findings of this pilot study.

Table 3

Pilot Study Findings

Themes	Subthemes	Direct Quotes
Learning	1. Languages	“I only spoke Arabic when I moved to the U.S.”
	2. Education	“My parents emphasized the value of education
	3. Will to Learn	“At 62, I would love to go back to school today
Personal Adversity	1. Working at a young age	“I worked at a young age to help pay for school”
	2. Modest upbringings	“My family was very poor”
	3. Lack of opportunities	“I had to beg people for a job”
	3. Emigrating alone	“I did not know anyone when I moved here”
Assimilation	1. Appreciation for the	“I am grateful for the opportunities that I was

	United States	provided in the U.S.”
	2. Open-mindedness	“I was willing to the American culture and way of life”

A sense of being worthy	1. Competition	“I was very competitive with my friends and even my cousins”
	2. Jealousy	“Jealousy is common in Lebanese society...It is not the ill-intentioned type. It drove us to be better and more successful”
	3. Comparing oneself to others	“If they have something then I should have it too” “I am just as capable as everyone else”
	4. A superiority complex	

A deep fear of failure	1. A sense of insecurity	“Every time I thought about going back home, I feared that I would be perceived as a failure”
	2. Feelings of shame	“When I went back to Lebanon, my friends were now ahead of me and I was deeply ashamed”

Discussion.

Learning. Lebanon's unique position between East and West makes it very receptive to other cultures and languages. Bacha and Bahous (2011) stated that the teaching of languages in pre-university education in Lebanon has been influenced by the presence of foreign influences. While Arabic is the native language of most of the Lebanese, French is referred to as the second language and is taught in most schools. Moreover, English is the third language that students study in Lebanon. Although Arabic is the native language of most Lebanese, it is very common for people to use a mixture of all three languages during daily conversation.

All five participants talked about the education system in Lebanon and regarded it as superior to education systems in other countries. Another prevalent theme in our conversations was the importance that their families placed on education. The interviewees talked about the emphasis that their parents put on learning, obtaining high grades and pursuing college after High School. While this value is certainly not unique to the Lebanese people, it is not shared among all cultures and societies. It is relevant to note that all the participants have children of their own and they all shared how important it was for their children to pursue higher education. The value of education was deeply entrenched in them by their parents and today; they continue to replicate this behavior and expectation with their own children.

Adversity. Personal adversity was a common thread in the participants' lives. All five interviewees shared stories of hardship and talked about a number of stressors. They talked about having to work at a young age to support their parents. One of the participants described his childhood years as the hardest years of his life. The

interviewees also talked about the scarcity of job opportunities in Lebanon. They emphasized that the lack of job prospects was a significant stressor for them. In his book, Taleb claimed that adversity causes a switch from what Daniel Kahneman calls System I to System II thinking (Taleb, 2012). Kahneman argued that System I operates automatically and quickly, with little or no effort and no sense of voluntary control. Conversely, System II allocates attention to the effortful mental activities that demand it, including complex computations. Kahneman stated that individuals actively utilize System I in an effort to not have to engage the effortful (and lazy) System II (Kahneman, 2011). It is important to note that System I is biased to believe and confirm, focuses on existing evidence while ignoring absent evidence and generates a limited set of basic assessments. Moreover, ineffective and inefficient solutions to problems also occur due to System I's inability to understand logic.

Taleb asserted that when individuals are exposed to a stressor they are forced to switch from a passive to an effortful way of thinking. In Taleb's opinion, Lebanese people have developed an inner stability and inner drive to succeed because of the continued fear of chaos. After analyzing the interviews, it became clear that all five interviewees experienced disorder throughout their lives. The types of stressors varied between the participants but the presence of instability was the common theme across their life stories.

Assimilation. When asked about their assimilation into the American culture, all five interviewees used the word open-minded to describe their approach to this new culture. They wanted to learn the English language as quickly as possible. They were willing to shed some of their Lebanese habits in order to adapt to the American way of

living. In many ways, their open-mindedness and their ability to fit in helped them develop a sense of belonging rather than feel like outsiders. In the same vein, this ability to adapt quickly allowed them to be viewed as in-group prototypes.

A strong sense of being deserving and worthy of the best. All five participants described themselves as competitive and they stated that competing with friends and close family members was prevalent throughout their childhood. This finding is in line with Hofstede's masculinity dimension. In addition, the participants stated that Lebanese people feel superior to others. When asked about the reasons for these feelings of superiority, the interviewees provided a variety of answers to explain this trait. One participant said that Lebanese people feel superior because they are generally highly educated. Another person claimed that it is related to the pride that Lebanese people feel towards their country and heritage. A third interviewee asserted that these feelings of superiority stem from how hard-working Lebanese people are. Chua, the author discussed earlier in this chapter, stated that any group that collectively believes they are inherently better than any other has an advantage and this is what she describes as "a superiority complex".

A deep fear of failure. Feeling insecure was another theme that emerged during the interviews. It is important to note that insecurity is the antithesis of entitlement. Insecure individuals would feel that they have not done enough yet and that they still need to prove themselves. This deep sense of insecurity could be compared to the "Imposter syndrome" which is a term used to describe highly successful individuals who believe they are frauds. In this study, all five participants shared their intention to move back to Lebanon. Initially, their plan was to stay in the United States long enough to save

money and move back to their home country at some point in the near future. However, it is this feeling of insecurity and the belief that they have not done enough yet that kept them from going back. All five interviewees still feel like they have to prove themselves even though from an outsider's perspective they already have. In addition to cultural values, and given the particularly tumultuous history of Lebanon, the ability to bounce back has been suggested as a factor in the success of the population. Next, I will examine theories of resilience and investigate the relationship between cultural values and resilience.

Theories of resilience

Concept Definitions

The word resilience originates from the Latin verb *resilire*, or “to leap back” and is defined in the Oxford Dictionary of English as being “able to withstand or recover quickly from difficult conditions” (Soanes & Stevenson, 2006, p. 1498). The term's roots lie in science and mathematics. For example, in physics, resilience is considered the “ability of a strained body to recover its size and form following deformation” (Geller et al., 2003, p. 458). Lazarus (1993) cited the example of elasticity in metals, with a resilient metal bending and bouncing back (instead of breaking) when stressed.

When used in relation to humans, numerous definitions of resilience have been proposed in the psychology research literature. Despite the construct being operationalized in a variety of ways, most definitions are based around two core concepts: adversity and positive adaptation. Most researchers concur that, for resilience to be demonstrated, both adversity and positive adaptation must be evident. Regarding the term adversity, Luthar and Cicchetti (2000) stated that adversity “typically

encompasses negative life circumstances that are known to be statistically associated with adjustment difficulties” (p. 858). Positive adaptation has been defined as “behaviorally manifested social competence or success at meeting stage-salient developmental tasks” (Luthar and Cicchetti, 2000, p. 858). The main antecedent of resilience is deemed adversity and the main consequence is considered positive adaptation. Lebanon’s turbulent history and the success of the diaspora appear to fit the conditions and consequences of resilience.

During the past three decades, researchers proposed a number of theories of resilience. The majority of these theories incorporate the notion that resilience is a dynamic process that changes over time. In addition, most researchers acknowledge that, within the process itself, the interaction of a wide range of factors determines whether an individual demonstrates resilience. With the majority of resilience theories being specific to particular populations, there is a call for a generic theory that can be applied across different groups of people (Richardson, 2002). One such theory, which is commonly cited in the resilience literature, is the metatheory of resilience and resiliency. This particular theory can potentially be applied to different types of stressors and adversities at various levels of analysis.

Defining Attributes

Six defining attributes were identified in the literature to be associated with the concept of resilience (Walker & Avant, 2005). These attributes include rebounding/reintegration, high expectancy/self-determination, positive relationships/social support, flexibility and sense of humor. A quality of bouncing back and moving on in life after adversity is present in resilience. The term “rebounding” is

found consistently in all aspects of resilience literature and it insinuates a positive direction or response. In addition, “reintegration” is an expression found in contemporary literature, which describes the process after disruption or adversity in which an individual wants to return to a regular routine or “get back to normal.”

High expectancy and self-determination are also related to resilience. High expectancy is a sense of purpose and achievement in life (Benard, 1991). This sense of purpose may be internal or external. Moreover, self-determination is a feeling that regardless of what the circumstances or barriers are in life, the individual will overcome the barriers and excel. Positive relationships and social support are also defining attributes. In studies with children, the presence of at least one healthy attachment to a significant adult is omnipresent when resilience is identified (Anthony, 1974; Garnezy, 1991; Luthar et al., 2000; Masten, 1994; Rutter, 1987; Werner & Smith, 1992). For adults, social support and meaningful relationships with at least one peer or family member are consistent with resilient outcomes (Flach, 1997; Richardson, 2002; Tusaie & Dyer, 2004). These relationships provide opportunities for communication and support and are important not only in their existence, but within the context that the individual perceives them as being healthy quality (Tusaie & Dyer, 2004). Chua and Rubenfeld (2015) state that superiority and insecurity is a formula for drive. Similar to high expectancy, drive is a sense of purpose and achievement in life. Additionally, the authors argue that superiority plus impulse control is a formula for hardship endurance. Similar to self-determination, hardship endurance is the ability to overcome barriers and excel in life.

Lastly, flexibility and a sense of humor have also been found to be associated with resilience. The term “flexibility” captures the essence of adaptability, being cooperative and tolerant and having an easy temperament. Across all resilience studies, variations of these qualities surface repeatedly (Blechman & Culhane, 1993; Garmezy, 1991; Luthar & Cicchetti, 2000; Masten, 1994; Richardson, 2002; Rutter, 1987; Wenner & Smith, 1992). The quality of having a sense of humor about life situations and about one’s self is consistent across all resilience studies of all ages. Sense of humor plays an important role in the ability to make light of adversity, to enhance coping mechanisms and to moderate the intensity of emotional reactions (Anthony 1974; Bernard, 1991; Garmezy, 1991; Masten, 1994; Richardson, 2002; Rutter, 1987; Werner & Smith, 1992; Wolin & Wolin, 1993). Furthermore, the literature on self-esteem and self-efficacy in relation to resilience is vast. Self-esteem and self-efficacy are often credited with the answer to “why some people snap and others snap back.” Self-esteem and self-efficacy are present in children and adults both innately and from mastery of previous experiences. Self-esteem and self-efficacy are also related to Chua and Rubenfeld’s (2015) claim for hardship endurance. As mentioned above, the authors argue that the combination of superiority and impulse control is a formula for hardship endurance.

Antecedents and Consequences

According to Walker and Avant (2005), defining the antecedents and consequences in a concept analysis is often ignored or taken lightly, but may serve as a considerable tool in understanding the social contexts and how the concept is generally applied. Antecedents are the events or incidents that must occur prior to the occurrence of

the concept and consequences are those events that occur as a result of the occurrence of the concept (Walker & Avant).

The main antecedent to resilience is adversity. Challenge, change and disruption are all aspects of adversity that occur before the process of resilience can happen. In their Resiliency Model, Richardson, Nieger, Jensen and Kumpfer (1990) propose that individuals, reacting to disruptive events, choose consciously or unconsciously to reintegrate. It is the disruption that allows an individual to learn or tap into resilient qualities and achieve resilient reintegration (Richardson, 2002).

In her article on fostering resilience in children, Bernard (1995) identifies characteristics of families, schools and community environments that enable individuals to circumvent life stressors and manifest resilience despite risk. The author groups these characteristics or “protective factors” into three main categories including caring and supportive relationships, positive and high expectations and opportunities for meaningful participation. The presence of at least one caring person provides support for healthy development and learning. Werner and Smith’s (1989) study, covering more than 40 years, found that, among the most frequently encountered positive role models in the lives of resilient children, outside of the family circle, was a favorite teacher who was a confidant and positive model for personal identification. In addition, research has indicated that schools that establish high expectations have high rates of academic success. The author states that through relationships that convey high expectations, students learn to believe in themselves and in their futures, developing the critical resilience traits of self-esteem, self-efficacy, autonomy and optimism. Lastly, the article

asserts that opportunities for participation and giving back foster all the traits of resilience.

The significant outcomes or consequences of resilience are effective coping, mastery and positive adaptation. Regardless of the degree of these consequences, their presence is a consistent outcome of the concept of resilience. Effective coping is best described as effectively managing the adversity one is faced with in order to function at an optimal level. Mastery is defined as possessing great skill or knowledge and the term “mastery” is found frequently in self-efficacy literature. Lastly, positive adaptation occurs when an individual is rebounding or recovering from a disruptive or adverse event and the recovery is beneficial or effective.

Similar Concepts

The concept of “hardiness” is similar to resilience. “Hardiness” is defined as “robust or able to withstand adverse conditions.” Hardiness is the term that most closely connotes resilience to many people. Unlike resilience, hardiness is a personality trait (Bonanno, 2004). Evidence suggests that hardiness may help buffer exposure to extreme stress (Kobasa, Maddi & Kahn, 1982), but the central difference between resilience and hardiness is that resilience results in an improved or enhanced adaptive outcome, whereas hardiness allows individuals to endure significant adversity but there is not necessarily a positive change in outcome. These concepts are connected to Lebanon’s tumultuous history and experiences of adversity. Taleb (2012) asserted that the Lebanese people have gained from disorder. In the author’s opinion, Lebanese people have developed an inner stability and inner drive to succeed because of the continued fear of chaos.

Resilience Scales

While several scales have been developed, they have not gained wide acceptance and no one scale has established primacy. With this in mind, the Connor-Davidson Resilience Scale was developed as a brief self-rated assessment to help quantify resilience and as a clinical measure to assess treatment response. The content of the scale was drawn from a number of sources including Kobasa (1979), Rutter (1985), Lyons (1991) and Shackleton. In particular, the construct of hardiness was drawn from Kobasa's (1979) work. In addition, action orientation, strong self-esteem/confidence, adaptability when coping with change, humor in the face of stress and secure/stable bonds were drawn from Rutter's (1985) work. Moreover, items assessing patience and the ability to endure stress or pain were pulled from Lyons (1991) and the role of faith and belief in benevolent intervention were drawn from Shackleton's experiences. With the above considerations, the CD-RISC was constructed in order to develop a valid and reliable measure to quantify resilience and to establish reference values for resilience in the general population and in clinical samples.

The Connor-Davidson Resilience scale (CD-RISC) comprises of 25 items, all of which carry a 5-point range of responses, as follows: not true at all (0), rarely true (1), sometimes true (2), often true (3) and true nearly all the time (4). The scale is rated based on how the subject has felt over the past month. The total score ranges from 0-100, with higher scores reflecting greater resilience. The CD-RISC has been tested in the general population as well as in clinical samples. This measure demonstrates sound psychometric properties with good internal consistency and test-retest reliability. In 2007, a study at the University of California San Diego, examined the psychometric properties of the CD-

RISC. The explanatory factor analysis showed that the CD-RISC had an unstable factor structure and as a result a series of empirically driven modifications were made, resulting in a 10-item unidimensional scale that demonstrated good internal consistency and construct validity. The next section explores the relationship between culture and resilience.

Relationship between Culture and Resilience

Another critical component in understanding processes in resilience is the role of culture. Similar to the way biological evolution has equipped humans with many adaptive systems, cultural evolution has produced a host of protective systems. Cultural traditions, religious rituals and community support provide a wide variety of protective functions. Specific healing, blessing and purification found in many cultures and religions around the world may serve to counteract or ameliorate the impact of devastating experiences among people in a particular culture Crawford, Wright & Masten, 2006). Similarly, among minority groups in society, factors such as strength of ethnic identity, competence and comfort in relating to members of different groups are particularly important in dealing with challenges that arise due to experiences of oppression and discrimination within the context in which they live (Szalacha et al., 2003; Wright & Littleford, 2002).

The movement away from an individually based conceptualization of resilience and towards a contextually situated framework has been a welcome one from the perspective of various cross-cultural researchers (Aponte, 1994; Boyd-Franklin & Bry, 2000; Hill, 1999). While some of the factors that have been identified as fostering resilience focus on individual functioning, the function of these factors may be culturally influenced or may interact with cultural demands and expectations. The authors state that

for various cultural/ethnic groups, there can be a great deal of difference in the relative importance placed on individualism and collectivism and these dimensions might mediate resilience in different ways for different groups (Gaines et al., 1997; Kim et al., 1994). For example, it is possible that the collectivistic or masculine nature of Lebanese society is mediating resilience for the Lebanese. Cultural values, particularly the triple package, in combination with resilience may be the best predictors of the Lebanese diaspora's success.

Defining Success

This study's primary goal is to explain the success of the Lebanese diaspora. It is therefore essential to consider various definitions of success. The following sections explore five measures of success including earned income, educational attainment, job value, remittances sent and happiness.

Income and Educational Attainment

Earned income and educational achievement are two of the most common measures of success. Chua & Rubenfeld (2014) relied primarily on income data to determine who the most successful cultural groups in America are. Based on the table below, it is clear that Lebanese in the United States earn on average significantly more than the overall population in the U.S. Also, the percentage of Lebanese with Bachelor's, graduate or professional degrees is higher than the percentage for the overall population in the United States.

Table 4

Income and Educational Achievement Data

Subject	United States	Lebanese in U.S.
Total Population	321,418,821	508,054
Educational Attainment		
Population 25 years and over	216,447,163	337,504
Less than high school diploma	12.9%	6.5%
High school graduate	27.6%	16.1%
Some college or associates degree	29.0%	26.0%
Bachelor's degree	19.0%	29.6%
Graduate or professional degree	11.6%	21.8%
Income in the past 12 months		
Households	118,208,250	194,278
Median household income (dollars)	\$55,775	\$74,757
Mean earnings (dollars)	\$79,909	\$107,047
Families	77,530,756	123,557
Median family income (dollars)	\$68,260	\$90,456
Individuals	321,418,821	508,054
Per capita income (dollars)	\$29,979	\$40,972
Median earnings (dollars) full-time, year-round workers:		
Male	\$49,938	\$68,957
Female	\$39,940	\$50,404

Note. Source: 2015 American Community Survey 1- Year Estimates

Job Value

Along with income and education, job value is also an important measure of success. Having a particular occupation is associated with levels of financial earnings, stress, social prestige, physical exertion, autonomy, non-monetary benefits, intellectual engagement, exposure to hazardous materials and scheduling flexibility. There are vast differences in how occupation has been measured and operationalized. Many researchers classify subjects' occupations as belonging to one of several nominal categories, such as "white-collar" or "blue collar". Warren and Kuo (2000), insist that while the "white collar" versus "blue collar" seems to be based on simplicity and convenience, the authors argue that categorical schemes for expressing occupations adequately capture the full impact of what people do for a living if workers within a particular category are homogeneous with respect to job-related circumstances such as pay, occupational hazards and levels of autonomy and authority.

Some social scientists use more refined systems to classify subjects' occupations into one of several hundred categories that can be ranked hierarchically in terms of some objective criteria and treated as a continuous variable. For instance, subjects' occupations might be classified as belonging to one of the 501 categories of the 1990 U.S. Census Occupational Classification. Several distinct characteristics of these 501 occupations including earnings, prestige, education and injury rates have been gathered from various sources and can be matched to the Census classification.

Remittances Sent

Remittances can also be a key measure for success. Remittances are the portion of migrant income sent back to the country of origin to support families and friends on the

micro level and the country as a whole on the macro level. According to Tabar (2010), remittances can be loosely defined as monetary flows that include a portion of the migrant income earned in the host country that is sent back to the country of origin in either the tangible form of money or through goods (Hertlein & Vadean, 2006). In migration literature, the term “remittances” generally refers to monetary transfers in cash or goods. However, both the United Nations (UN) and the International Monetary Fund (IMF) have defined the term "remittances" more broadly.

The IMF has stated that remittances include three categories of data. The first is workers’ remittances and it encompasses transfers in cash or goods from migrants to friends and family in the country of origin (Kapur, 2004). The second consists of compensation to employees, which include the salaries and wages of individuals living abroad, often seasonal or short-term workers, as well as those working in diplomatic, foreign, and international missions. The third encompasses migrants’ transfers, which includes capital transfers of financial assets by migrants as they move from one country to another. The UN has defined remittances more formally, claiming that they consist of any “financial resource flows arising from the cross-border movement of nationals of a country” (Kapur, 2004). Remittances have been shown to be the most stable source of financial inflow for some countries, especially those undergoing times of crisis (Kapur, 2004). In particular, remittances have proven to be a survival line for countries undergoing times of cyclical violence, war or instability.

The Lebanese diaspora plays a large role in influencing economic growth and development in Lebanon. Not only do remittances significantly enhance the economic status of many Lebanese who have family members in the diaspora, but they also play a

key role in promoting and maintaining stability in the Lebanese economy. In Lebanon, remittances are the top source of foreign exchange earnings in Lebanon. According to the World Bank, Lebanon's remittances have been increasing yearly. Lebanon's estimated remittance flow in 2008 reached US \$6 billion, an increase of four percent since 2007 (Project Middle East, 2010). Lebanon ranked 18th on the list of countries with the largest amounts of remittances received in 2008. The World Bank estimated remittances to Lebanon in 2007 were equal to 24.4 percent of the GDP in 2007, the fifth highest ratio in the world behind Honduras, Lesotho, Moldova, and Tajikistan, and the highest in the MENA region. This financial contribution is vital in maintaining the economic stability of the country, especially during times of war, civil strife, and political insecurity. It is reasonable to believe that there is a connection between the amount of remittances sent back to the country of origin and the individual's success in the host country.

Happiness/Life Satisfaction

Along with income, educational achievement, job value and remittances, happiness can be a measure of success. The term happiness carries many different meanings and a consensus of the use of the word has never emerged. In the last few decades, social scientists have expanded the definition of happiness to include both objective and subjective wellbeing. Objective wellbeing includes concepts such as stability, hardiness, stability, economic prosperity and progress. Subjective wellbeing encompasses concepts such as job satisfaction, self-esteem, contentment, and life satisfaction (Veenhoven, 1980). While there are various concepts that can capture the meaning of happiness, this study focused on happiness in the sense of life satisfaction.

Life satisfaction is conceived as the degree to which an individual judges the overall quality of his/her life as a whole favorably. Research on the conditions that promote happiness shows that happy individuals are more likely to be found in economically prosperous countries, where freedom and democracy are valued and the political state is stable (Veenhoven, 1984a and 1984b). The happy are more likely to be found in the majority groups than among minorities. In addition, they are more often at the top of the social ladder rather than at the bottom. Research also shows that happy individuals are typically married and have good relationships with family and friends.

Campbell et al. (1976) found that certain domains of satisfaction were very important for satisfaction with life-as-a-whole. The most important domains were family life, marriage and friendship. According to Veroff et al. (1981), the spouse is the greatest source of satisfaction followed by close relatives and friends. In a number of studies (Cochrane 1988 & England 1981), it has been found that simply being married puts people at a lower risk of mental illness. In addition, according to Brown and Harris (1978), the quality of the relationship also counts. They found that women who had experienced stressful life events were less likely to be depressed if they had a supportive spouse.

Work is also a major component of life satisfaction. A great deal has been written about the meaning and function of work. Fineman (1987) claims that work is a key source of identity, self-respect and social status. The author asserts that it is the most central life activity, is intrinsically valuable and is difficult to separate from other aspects of life. There are various theories of job satisfaction including Herzberg's (1957) two-factor theory, Maslow's (1970) need theory, Locke's (1976) comparison theory and

Adams' (1965) equity theory. Lastly, leisure is defined as what people do in their free time because they want to, for its own sake, and not for material gain. Leisure activities include sport, hobbies, clubs, volunteer work and home based leisure. Leisure activities are often positively associated with happiness and life satisfaction. The following section examines the relationship between resilience and success.

Relationship between resilience and success

Various bodies of literature explore the connection between resilience and important success outcomes. Literature regarding entrepreneurship suggests that the resilience of the entrepreneur can help explain entrepreneurial success. In a study testing the connection between resilience dimensions and the success of established entrepreneurs in the Spanish tourism sector, the findings of this study provide supporting evidence that within the framework of small companies, there is a positive association between the resilience of entrepreneurs and the growth of their companies (Ayala and Manzano, 2014). Furthermore, the results show that the three dimensions of resilience (hardiness, resourcefulness and optimism) help to predict entrepreneurial success. In particular, findings show that the key factor in predicting the success of the entrepreneur is resourcefulness. Ayala and Manzano's (2014) study adds to the empirical evidence that entrepreneurs' resilience has a positive influence on the explanation of entrepreneurial growth and they back up the findings of previous studies such as those by Bhidé (2000), Envick (2005), or Hayward et al. (2010).

A number of studies examined the relationship between resilience and wellbeing. For example, Sourì and Hasanirad (2011) examined the relationships between resilience, optimism and psychological wellbeing. The results revealed that resilience is able to

predict psychological wellbeing. In addition, optimism played a minor mediation role in the relationship between resilience and psychological wellbeing. The results indicated that psychological wellbeing is influenced by personal characteristics such as resilience, and the individual's optimism regardless of his/her degree of resilience can to some extent provide for psychological wellbeing. These results are consistent with the results of Carver, Scheier, and Segerstrom (2010) and with Miller et al. (1996) as well.

Moreover, the results showed that people's resilience might be rooted in their cultural and religious values. In some societies, religion, faith and cultural values appear to be the key elements in optimism. In addition, this optimism provides a great capacity to adjust quickly to big changes. This result is consistent with the studies of Werner and Smith (2001), Masten and Wright (2010), Pargament and Cummings (2010), and Schumann (2002). There also seems to be an interactive relationship between these two variables. In other words, studies found that resilience results in optimism and optimism leads to resilience. These results are consistent with the studies of Carver, Scheier, and Segerstrom (2010), Tusaie-Mumford (2001), and Bonanno (2005). Yu and Zhang (2007) argue that optimism reflects individuals' positive attitude towards adverse situations and therefore considers optimism as an important aspect of resilience.

In line with this research, the previous studies have indicated that there appears to be a positive relationship between optimism and wellbeing (Scheier and Carver, 1985). Results of various studies show that resilience plays a key role in psychological wellbeing (Tusaie-Mumford, 2001; Yu and Zhang, 2007; Yee Ho, Cheung and Cheung, 2010; Carver, Scheier, and Segerstrom, 2010; Karademas, 2006).

Lastly, in a study looking at the relationship between resilience and academic

success in undergraduate and graduate nursing students, researchers found that resilience was strongly related to academic success in nursing students. The significant relationship between resilience and academic success in this study supports the statements in the literature that these concepts play an important role in persistence through the challenges of education. Although to date there has been little research evidence on the relationship between resilience and success in the workplace, Luthans et al. (2005) did find a significant relationship between the resilience of the Chinese workers who were undergoing significant change and transformation and their rated performance. In addition, Maddi (1987) found that resilient employees in a firm undergoing a massive downsizing maintained their health, happiness, and performance; Larson and Luthans (2006) found the factory workers' resiliency related to their job satisfaction; and Youssef and Luthans (in press) found that employees' level of resilience related to their satisfaction, commitment, and happiness. It is clear that there is a strong connection between resilience and key success outcomes.

Conclusion

This chapter presented the theoretical framework that frames this research. Various cultural values originating from Hofstede's cultural dimensions, Chua and Rubenfeld's (2015) triple package theory and the findings of a previously conducted pilot study were explored. Next, theories of resilience and the relationship between cultural values and resilience were examined. Following that, various success outcomes were investigated and the relationship between resilience and success was considered. Moreover, this chapter provided the foundation for this study and the rationale behind the survey questions and the chosen variables.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This study examined how a number of individuals who make up the Lebanese diaspora in the United States account for their success. In this chapter, the study participants are described and the procedures for obtaining access to these participants outlined. In addition, the survey instrument is explained and discussed in detail.

Participants

Along with a description of this study, the link to the survey was posted on various Facebook groups and members of the Lebanese diaspora who belonged to these groups were invited to participate in this study. The criteria for participation in this study included:

1. Lebanese citizen.
2. Currently living in the U.S.

The majority of the Facebook groups chosen for data collection are private and targeted specifically for Lebanese-Americans. These Facebook pages included “Lebanese in America”, “Lebanese American Community Florida”, “Lebanese in New York”, “Lebanese in Houston”, “Lebanese in Southern California”, “Lebanese in Washington D.C.”, “Lebanese in Seattle”, “Chicago Lebanese Club”, “Bay Area Lebanese” and “National Apostolate of Maronites Group”. I also posted the survey on a number of university social clubs including UCSD, UCSB, UCLA and USC. The survey was also posted on the social media pages of the Moise Khayrallah Center for Lebanese Diaspora Studies and the Lebanese Emigration Research Center at Notre Dame University in Beirut, Lebanon. After posting the survey on these pages, I asked group members to

share the link on their personal pages as well, in an effort to increase the participation rate. Along with social media, snowball sampling was used. I reached out to family and friends and asked them to share my study and survey with Lebanese-Americans in their personal and professional networks.

Three hundred and ninety eight respondents completed the quantitative survey. The table below compares the Lebanese population in the United States to this study's participants in an attempt to see how representative the sample was of the entire population. The sample and the total Lebanese population are compared on a number of important demographic data including gender, age, marital status, educational attainment and income.

Table 5

Comparison between the Sample and the Population

Subject	Sample	Lebanese in U.S.
Total Population	398	508,054
Sex		
Male	52.0%	50.1%
Female	48.0%	49.9%
Age		
Under 5 years	0.0%	6.6%
5 to 17 years	0.0%	16.8%
18-24 years	10.0%	10.2%
25 to 34 years	26.0%	15.1%

35 to 44 years	23.0%	12.8%
45 to 54 years	20.0%	13.3%
55 to 64 years	15.5%	12.2%
65 to 74 years	4.0%	7.8%
75 years and over	1.0%	5.2%
Marital Status		
Now Married	60.0%	50.6%
Widowed	1.0%	4.7%
Divorced	7.0%	8.6%
Separated	1.0%	1.0%
Never Married	31.0%	35.1%
Educational Attainment		
Less than high school diploma	18.0%	6.5%
High school graduate	4.0%	16.1%
Some college or associates degree	6.0%	26.0%
Bachelor's degree	23.0%	29.6%
Graduate or professional degree	49.0%	21.8%
Income in the past 12 months		
Mean earnings (dollars)	145,787	107,047

Note. Source: 2015 American Community Survey 1- Year Estimates

In terms of gender, the sample is representative of the Lebanese population in the United States. Males were slightly overrepresented in my sample compared to the population in the U.S. The survey participants were slightly older than the Lebanese

population in the United States. In terms of marital status, the sample appears to be representative of the Lebanese population in the United States. With respect to educational attainment, there are some differences between both groups. The majority of the Lebanese population in the U.S. falls in the Associate, Bachelor's or graduate degree categories. Conversely, almost 50% of the sample in this study has a graduate or professional degree. In addition, 18% of the sample has less than a high school diploma compared to only 6.5% of the Lebanese population in the U.S. The educational attainment for the survey respondents was on the fringe rather than staggered across the various levels. It appears that the majority of those who attended college and managed to complete at least a Bachelor's and in most cases a graduate or professional degree in addition to their Bachelor's degree. The mean earnings for this study's participants were \$145,787 compared to \$107,047 for the Lebanese population in the United States.

Data on religious preference was also collected from this study's participants. While there are no exact figures regarding the religious breakdown of Lebanese Americans in the United States, multiple sources indicate that the majority are Christians. Furthermore, various sources state that the vast majority of Lebanese Christians in the United States belong to the Maronite denomination. Christians constituted the majority of the sample with Maronite Christians being the largest denomination. With that said, the survey captured a number of other religious groups including Sunnis, Shi'as and Druze. In terms of age of immigration, the demographic data showed that approximately 73% or 278 participants spent at least the first 14 years of their life in Lebanon. In addition, the study collected data on the number of years that the participants have spent in the United States. According to the data presented later in chapter 4, 52% of the participants have

been living in the United States for more than 21 years, 77% of participants have been living in the United States for more than 10 years and 87% of participants have been living in the United States for more than 5 years.

Measures

To answer my research questions, a quantitative survey of members of the Lebanese diaspora in the United States was conducted (see Appendix A). The purpose of this survey was to test the participants' representativeness of specific aspects of Lebanese culture and correlate the degree of representativeness to personal success. Specific aspects of Lebanese culture were derived from existing literature and a previously conducted pilot study of members of the Lebanese diaspora in the United States. These cultural aspects included but were not limited to experiences of adversity, emphasis on education, high degrees of impulse control and high levels of comfort with uncertainty. After determining the degree to which members of the Lebanese diaspora in the United States are representative of each of these specific cultural aspects, their individual results were correlated with their own personal success. Furthermore, the degree to which resilience explains the relationship between the cultural values and the success measures was explored.

This study also considered the impact of various demographics on the participants' degree of representation of specific aspects of Lebanese culture and key success outcomes. These demographics included gender, religious preference and number of years spent in Lebanon. In addition, this study investigated the relationship among Lebanese cultural values and the relationship among various success measures. Lastly, the study examined the degree to which participants' definitions of success matched what

they have achieved and considered the reasons to which study participants attributed their success (see Appendix A).

Table 6

Survey Details

Segment	Characteristics Measured	Type of Questions
1. Demographics	Gender, Age, Marital Status, Immigration, Religion	Multiple choice, Drop-down menu, check boxes, short-answer
2. Representativeness of Cultural Characteristics	Adversity, Learning, Assimilation, Competition/Masculinity, Jealousy, Comparing Yourself to Others, Superiority, Insecurity, Uncertainty Acceptance, Impulse Control	6-point Likert scale (Strongly Agree - Strongly Disagree)
3. Resilience	Connor-Davidson Resilience Scale	5-point Likert scale (Not true at all - True nearly all the time)

4. Success Indicators	Happiness/Life satisfaction (Family life, social relationships, job satisfaction and leisure activities), Remittances sent, Income, Education and Job value (prestige, education, injury rates, income)	6-point Likert scale (Strongly Agree - Strongly Disagree), Drop-down menu
5. Perceptions of Success	Perceived reasons for own success and personal definition of success	Multiple choice

The survey contained questions in five main segments. The first segment included demographic questions. The second segment used 6-point Likert-scale questions to explore the participants' representativeness of ten specific aspects of Lebanese culture and society. The third segment of the survey included a shorter and validated version of the Connor-Davidson Resilience scale (CD-RISC). While the original scale contains 25 items, I used a refined version of CD-RISC that includes a 10-item measure of resilience. All ten questions carried a five-point range of responses, as follows: not true at all, rarely true, sometimes true, often true and true nearly all the time.

The fourth segment included a number of questions that measure personal success. It is relevant to note that while income is the most common indicator for personal success, this survey employed multiple indicators to measure this outcome

variable. These indicators included income, educational attainment, job value, remittances sent and a happiness metric. Moreover, it is important to emphasize that this survey also measured growth across these various success indicators. For instance, participants were asked to disclose their current individual income in addition to their earned income in the first year after immigration. Growth was also measured across the educational attainment indicator, by asking participants to disclose the highest degree they received prior to immigrating to the United States as well as the highest degree they received since coming to the United States. Moreover, growth in remittances sent was measured by asking participants to disclose the percentage of their income that they sent to Lebanon in their first year after immigration and in the year of 2016. Lastly, growth was measured across job title indicators by asking respondents to rate both their first job after immigrating to the United States and their current job on four measures. These indicators are earned income, education required for the job position, job prestige and injury rate on the job. Combined, these four measures constituted the job value variable. Along with income, education, job value and remittances sent, this survey focused on happiness in the sense of life satisfaction. The fifth segment of this survey encompassed questions that asked participants to choose their perceived reasons for success. In addition, respondents were asked to indicate their personal definition of success.

Procedures

The survey was administered online through the Qualtrics platform. As discussed earlier in this chapter, I posted the link of the survey on various Facebook groups. In addition, using the snowball method, I sent the online link of the survey by email to

family members and friends and requested that they share the survey with other Lebanese-Americans in their professional and personal networks.

In this study, I followed a two-contact strategy in an effort to increase the response rate. The first invitation was posted on Facebook and clearly stated what is being asked of the respondents, why they were selected, what the survey was about, who was conducting it and how participants could contact someone to get any questions they have answered. Moreover, the initial post explicitly stated that the data would be kept confidential and information was provided about how to access the survey. A reminder was posted on the same Facebook groups as the initial request to complete this survey. In the second contact, I thanked those who participated in the survey and encouraged those who had not yet filled out the survey to do so. I highlighted the fact that the study was drawing to a close and emphasized the importance of their response. In addition, I reiterated my previous request and asked them to share this study and survey with their families and friends.

Table 7

Summary of Methodology

Phase	Procedure	End Product
Survey development	Review literature and data from previously conducted pilot study	Thematic findings used to identify aspects of Lebanese culture and develop a survey to assess representativeness of these specific cultural aspects

Quantitative data collection	Electronic based survey of members of the Lebanese diaspora	<p>Test the hypothesis stating that the participants will demonstrate unique aspects of Lebanese culture.</p> <p>Consider the impact of various demographics on the participants' degree of representation of specific aspects of Lebanese culture and key success outcomes.</p> <p>Investigate the relationship among Lebanese cultural values and the relationship among various success measures.</p> <p>Examine the degree to which participants' definitions of success matched what they have achieved and consider the reasons to which study participants attributed their success.</p>
Quantitative	Descriptive statistics	Demographic data

data analysis		<p>Descriptive statistics for all 10 cultural variables and resilience. Descriptive statistics for all five success variables</p>
	Factor analysis	<p>Factor analysis for all 10 cultural variables, resilience and the happiness metric.</p> <p>Reliabilities for the cultural variables in addition to resilience</p>
	Matched samples	<p>Demonstrate the impact of various demographics on the participants' degree of representation of specific aspects of Lebanese culture and key success outcomes.</p>
	Multiple Regression Analysis	<p>Show the relationship between the cultural values and the success indicators</p> <p>Present the relationship among the cultural values</p> <p>Present the relationship among the success indicators</p>
	Independent Samples t-Test	<p>Examine the degree to which participants' definitions of success matched what they</p>

		<p>have achieved</p> <p>Consider the reasons to which study participants attributed their success</p>
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Analysis

The survey analysis consists of five main parts. The first part encompasses descriptive statistics for all the variables included in the analysis. This section attempts to answer this study's first research question and test the hypothesis stating that the Lebanese Diaspora will not demonstrate the unique cultural values of adversity, learning, assimilation, competition/masculinity, jealousy, comparing oneself to others, superiority, insecurity, uncertainty acceptance and impulse control.

The second part of the analysis presents the results of the factor analysis for all 10 independent variables including adversity, education, assimilation, competition, jealousy, comparing to others, superiority, insecurity, uncertainty acceptance and impulse control. This includes descriptive statistics for each question within the individual constructs, correlation tables and the results of the rotated component matrix for each construct. In addition, descriptive statistics, correlation tables and rotated component matrices are presented for both the resilience and happiness metrics. Finally, the reliabilities for each of the independent variables in addition to resilience are illustrated.

The third part of the survey analysis offers the results of five matched samples and the differences in means for both the cultural variables and success outcomes for each matched sample. This analysis attempts to answer the second and third research questions. The matched samples tests the hypothesis that various demographic factors

will have no impact on the participants' representativeness of Lebanese cultural values and no impact on the success of members of the Lebanese diaspora.

The fourth and most significant part of this analysis presents the results of regression analyses divided into three main sections. In the first section, the 10 cultural variables are the explanatory variables and the five success measures are the outcome variables. This section tests the hypothesis indicating that the Lebanese cultural values will not be related to the success indicators of income, education level, job value, remittances sent and happiness/life satisfaction. Adding resilience to these models tests the hypothesis that the relationship between the independent variables of cultural values and the dependent variables of success will not be either fully or partially explained by resilience. The second section considers a different set of regressions. After looking at the relationship between the cultural variables and the outcome variables in the first set of regressions, the second section examines the relationship among the cultural variables themselves. These regressions test the hypothesis that the unique Lebanese cultural values will not be related to the cultural values of adversity, learning, assimilation, competition/masculinity, jealousy, comparing oneself to others, superiority, insecurity, uncertainty acceptance and impulse control. The third and last section considers the relationships between the outcome variables. In this case, the success measures that were initially treated as outcome variables are now acting as independent or dependent variables depending on the specific regression. These regressions test the hypothesis that the success measures will not be related to the success indicators of income, education level, job value, remittances sent and happiness/life satisfaction as measured by: current income, income growth, current education, education growth, current remittances sent,

remittances sent growth, current job value, job value growth and current happiness/life satisfaction.

Lastly, the fifth segment of the analysis focuses on the final research question and tests the hypothesis that the participants' identified reason for success will match their lived experience as measured by the cultural values of adversity, learning, assimilation, masculinity, jealousy, comparing oneself to others, superiority, insecurity, uncertainty acceptance and impulse control. In addition, this section tests the hypothesis that members of the Lebanese diaspora will choose the definition of success that matches what they have rather than what they hope to achieve.

CHAPTER FOUR

SURVEY FINDINGS AND ANALYSIS

This chapter presents the results of the quantitative survey described in chapter 3 and consists of five main parts. The first part encompasses descriptive statistics for all the variables included in the analysis. This section attempts to answer this study's first research question and test the hypothesis stating that the Lebanese Diaspora will not demonstrate the unique cultural values of adversity, learning, assimilation, competition/masculinity, jealousy, comparing oneself to others, superiority, insecurity, uncertainty acceptance and impulse control. First, various demographic data including gender, current age, marital status, religion, age of immigration to the United States and the number of years that the participants have lived in the United States are presented. Next, descriptive statistics for all 10 cultural variables and resilience are offered. Lastly, descriptive statistics for all five outcome variables including educational attainment, income, remittances sent, happiness and job value are illustrated in a number of tables.

The second part of this chapter presents reliabilities for each of the cultural variables and resilience. In addition, the results of the factor analysis for all 10 cultural variables including adversity, education, assimilation, competition, jealousy, comparing to others, superiority, insecurity, uncertainty acceptance and impulse control are presented. This includes descriptive statistics for each question within the individual constructs, correlation tables and the results of the rotated component matrix for each construct. Furthermore, this segment captures descriptive statistics, correlation tables and rotated component matrices for both resilience and the happiness metric.

The third part of this chapter offers the results of five matched samples and the differences in means for both the independent and dependent variables for each matched sample. The first matched sample contrasts Christians and Muslims. The matched sample tests the hypothesis that religious preference will have no impact on the participants' representativeness of the cultural values of adversity, learning, assimilation, competition/masculinity, jealousy, comparing oneself to others, superiority, insecurity, uncertainty acceptance and impulse control. It also tests the hypothesis that religious preference will have no impact on the success of members of the Lebanese diaspora as measured by: current income, income growth, current education, education growth, current remittances sent, remittances sent growth, current job value, job value growth and current happiness/life satisfaction.

The second sample matches males to females. The matched sample tests the hypothesis that gender will have no impact on the participants' representativeness of Lebanese cultural values. In addition, it tests the hypothesis that gender will have no impact on the success of members of the Lebanese diaspora. The third, fourth and fifth matched samples look at differences between groups based on the number of years they lived in Lebanon. Stated more specifically, the third matched sample matches those who were born in the United States to those who lived more than the first 14 years of their life in Lebanon. The fourth matched sample matches those who lived less than the first 14 years of their life in Lebanon to those who lived more than the first 14 years in Lebanon. The fifth and last matched sample matches those who were born in the United States to those who were born in Lebanon (irrespective of the length of their stay in Lebanon). Moreover, these analyses test the hypothesis that the number of years spent in Lebanon

will have no impact on the participants' representativeness specific aspects of Lebanese culture. In addition, they test the hypothesis that the number of years spent in Lebanon will have no impact on the success of members of the Lebanese diaspora.

The fourth and most significant part of this chapter presents the results of regression analyses divided into three main sections. In the first section, the 10 cultural variables are the explanatory variables and the five success measures are the outcome variables. This section tests the hypothesis indicating that the Lebanese cultural values will not be related to the success indicators of income, education level, job value, remittances sent and happiness/life satisfaction as measured by: current income, income growth, current education, education growth, current remittances sent, remittances sent growth, current job value, job value growth and current happiness/life satisfaction.

The purpose of these regressions is to examine if any of the cultural variables have an effect on any of the outcome variables. An example of a regression would be considering the effect of adversity, education, uncertainty acceptance, jealousy, impulse control, insecurity, superiority, comparing to others, competition and assimilation on current income. It is important to emphasize that four of the five outcome variables (excluding happiness) are treated as both static and growth measures. Furthermore, resilience is added to the regressions. Adding resilience to these models tests the hypothesis that the relationship between the independent variables of cultural values and the dependent variables of success will be either fully or partially explained by resilience.

The second section considers a different set of regressions. After looking at the relationship between the cultural variables and the outcome variables in the first set of regressions, the second section examines the relationship among the cultural variables

themselves. In this segment, the cultural variables are treated as independent variables or dependent variables depending on the specific regression. These regressions test the hypothesis that the unique Lebanese cultural values will not be related to the cultural values of adversity, learning, assimilation, competition/masculinity, jealousy, comparing oneself to others, superiority, insecurity, uncertainty acceptance and impulse control. An example of a regression like this would be considering the effect of adversity, education, uncertainty acceptance, jealousy, impulse control, insecurity, superiority, comparing to others and competition on assimilation.

The third and last section considers the relationships between the outcome variables. In this case, the success measures that were initially treated as outcome variables are now acting as independent or dependent variables depending on the specific regression. These regressions test the hypothesis stating that the success measures will not be related to the success indicators of income, education level, job value, remittances sent and happiness/life satisfaction as measured by: current income, income growth, current education, education growth, current remittances sent, remittances sent growth, current job value, job value growth and current happiness/life satisfaction. An example of such a regression would be considering the effect of income, job value, educational attainment and remittances sent on happiness.

Lastly, the fifth part of this chapter focuses on the last research question and attempts to address the degree to which the participants' definitions of success match what they have achieved. The hypothesis states that members of the Lebanese diaspora will choose the definition of success that matches what they have rather than what they hope to achieve. Participants were also asked to choose their definition of success and

were provided five options including happiness, high income, impressive job title, high educational attainment and financially supporting family in Lebanon. It is important to note that each of these constructs was measured earlier in the survey. This analysis compares the respondents' definition of success to their score on that same construct. For instance, the happiness score for all those respondents who identified happiness as their definition of success was calculated. Then, their mean score was compared to the mean score of all those respondents who identified any response other than happiness. The purpose of this analysis is to examine whether the respondents' definition of success matched their score for the same construct. An example of this analysis would be whether the respondents who chose high income as their definition of success are earning more money than those who identified happiness or educational attainment as their definition of success.

The second part of this analysis tests the hypothesis stating that the participants' identified reason for success will match their lived experience as measured by the cultural values of adversity, learning, assimilation, competition/masculinity, jealousy, comparing oneself to others, superiority, insecurity, uncertainty acceptance and impulse control. Participants were asked to select the statement that resonates the most with the reason for their success after immigration. They were provided 10 distinct statements with each of those statements corresponding to one of the cultural variables. The constructs for these cultural variables were measured earlier in the survey. This analysis compares the respondents' chosen reason for success to their score on that same construct. For instance, the adversity score for all those respondents who identified experiences of adversity as their reason for success was calculated. Then, their mean score was

compared to the mean score of all those respondents who identified any response other than adversity. The purpose of this analysis is to examine whether the respondents' chosen reason for success matched their score for the same construct. An example of this analysis is considering whether the respondents who chose assimilation as their reason for success after immigration had higher scores for assimilation than those who chose emphasis on education or competition as their reason for success. The next section expands on the descriptive statistics for all the variables included in the analysis.

Descriptive statistics

Tables 1 through 6 present key demographic data to describe the sample. This includes gender, current age, marital status, religion, age of immigration to the United States and the number of years that the participants have lived in the United States. It is important to note that the descriptive statistics presented in this section capture the entire sample including those individuals were born in the United States.

Demographic data

Table 8 captures the gender breakdown of this study's participants. There is close to an even split between males and females. Table 9 presents the current age of the survey respondents. Table 9 shows that 61% of survey participants are currently above the age of 35 and 48% (approximately half) of the participants are currently above the age of 40. Table 10 presents the marital status of the survey respondents. The five possible options included now married, never married, divorced, separated and widowed. The majority of the participants are currently married.

Table 8

Gender

Gender	n	Percentage
Male	206	52%
Female	190	48%
N	396	100%

Table 9

Age Now

Age	n	Percentage
17-24	39	10%
25-30	57	14%
31-35	56	14%
36-40	50	13%
41-50	77	19%
51-60	78	20%
61-82	36	9%
N	393	100%

Table 10

Marital Status

Marital Status	n	Percentage
Now Married	238	60%
Never Married	122	31%
Divorced	27	7%
Separated	4	1%
Widowed	5	1%
N	396	100%

Table 11 presents the religious preference of the survey participants. Table 11 shows that 64% are Christian, 19% are Muslim, 5% are Druze, 10% have no religion and 2% have another religion.

Table 11

Religion

Religion	n	Percentage
Maronite	139	35%
Greek Orthodox	53	14%
Sunni	38	10%
No religion	39	10%
Greek Catholic	37	9%
Shi'a	35	9%

Other Christians	25	6%
Druze	19	5%
Other Religion	7	2%
N	392	100%

Table 12 presents data on how old the survey participants were when they immigrated to the U.S. The data below indicates that approximately 89% were born in Lebanon and 12% were born in the U.S. In addition, approximately 73% spent at least the first 14 years of their life in Lebanon.

Table 12

Age of Immigration

Age Immigrated	n	Percentage
Born in U.S.	45	12%
Younger than 14	61	16%
14-18	83	22%
19-22	64	17%
23-25	43	11%
26-30	50	13%
31-60	38	10%
N	384	101%

Table 13 presents the number of years that the participants have spent in the United States. According to the table below, 77% of participants have been living in the United States for more than 10 years and 87% of participants have been living in the U.S for more than 5 years.

Table 13

Years in the United States

Years in U.S.	n	Percentage
0-2	20	5%
3-5	31	8%
6-10	40	10%
11-15	44	12%
16-20	50	13%
21-29	58	15%
30-40	91	24%
41-76	48	13%
N	382	100%

The next section presents descriptive statistics for all 10 independent variables and resilience.

Cultural Variables

Table 14 shows average scores, standard deviations and ranges for all 10 cultural variables in addition to resilience. This table attempts to answer this study's first research question and test the hypothesis stating that the Lebanese Diaspora will not demonstrate

the unique cultural values of adversity, learning, assimilation, competition/masculinity, jealousy, comparing oneself to others, superiority, insecurity, uncertainty acceptance and impulse control. The average score for each of the variables was obtained by adding the individual scores for each question to give us a total score for each construct. The participants' added scores were then averaged to give us the total average score for each of the constructs. Mean imputation was used to fill in the missing values for the independent variables. The standard deviations and actual ranges for each construct are captured in columns 3 and 4 respectively. It is important to note that adversity is presented as overall adversity in addition to its breakdown into personal adversity and national adversity. Education is also presented as overall education in addition to its breakdown into family education and personal education. The decision to split the constructs of adversity and education was informed by the results of the factor analyses that will be presented later in this chapter.

The participants' score for national adversity was moderate. The survey questions inquired about adversity related to the political conflict and instability in Lebanon. Given Lebanon's recent history, I was expecting the national adversity score to be significantly higher. The participants' scores for family education and personal education were extremely high. Given that jealousy was a prevalent theme in the pilot study findings, it was included in this survey. However, participants' score for jealousy was low.

Table 14

Independent Variables + Resilience

Cultural Values	M	SD	Range	
			Actual Range	Potential Range

Adversity Overall	9.1	4.7	0-20	0-20
Personal Adversity	3.4	2.9	0-10	0-10
National Adversity	5.7	3.1	0-10	0-10
Education Overall	18.3	2.3	8-20	0-20
Family Education	9.4	1.4	1-10	0-10
Personal Education	8.9	1.5	2-10	0-10
Assimilation	12.8	2.2	3-15	0-15
Competition	13.2	2.0	4-15	0-15
Jealousy	6.2	5.8	0-25	0-25
Compare to Others	5.8	4.0	0-15	0-15
Superiority	13.4	5.6	0-25	0-25
Insecurity	11.1	6.6	0-25	0-25
Uncertainty	9.0	3.3	0-15	0-15
Impulse Control	11.3	2.8	0-15	0-15
Resilience	31.7	5.4	11-40	0-40

Note. * n=397 for all variables

The following section presents descriptive statistics for the success variables including educational attainment, income, remittances sent, happiness and job value.

Success Variables

Tables 15 and 16 present the educational attainment before immigrating to the United States and their current educational achievement. In the year before immigrating to the U.S., 24% of the respondents had less than a High School diploma, 27% had a Bachelor's Degree and 19% of the respondents had a Master's Degree, a professional degree or a Doctorate Degree. This question had a mean of 2.8 and a standard deviation of 1.9. Given that the range was 0-8, a mean of 2.8 is roughly an Associate Degree. In the year of 2016, 18% of the respondents have less than a High School Diploma or the equivalent (GED), 23% have a Bachelor's Degree and 49% of the respondents have a Master's Degree, a professional degree or a Doctorate Degree. This question had a mean of 3.9 and a standard deviation of 2.1. Given that the range was 0-8, a mean of 3.9 is roughly a Bachelor's Degree. The mean increased by approximately one degree from the educational attainment before immigrating to the educational attainment now (Associate Degree to Bachelor's Degree.)

Table 15

Educational Attainment before Immigrating to the United States (Range 0-8; $\bar{x}$ =2.8; n =319; sd =1.9)

Educational Attainment Before U.S.	n	Percentage
None	34	11%
Elementary School Diploma	42	13%
High School Diploma or the Equivalent (GED)	79	25%
Associate Degree	19	6%
Bachelor's Degree	86	27%

Master's Degree	34	11%
Professional Degree (MD, DDS, DVM, LLB, JD, DD)	19	6%
Doctorate Degree (Ph.D. or Ed.D.)	6	2%
N	319	101%

Table 16

Educational Attainment Now (Range 0-8; $\bar{x}$ =3.9; n=357; sd=2.1)

Educational Attainment Now	n	Percentage
None	59	17%
Elementary School Diploma	4	1%
High School Diploma or the Equivalent (GED)	14	4%
Associate Degree	23	6%
Bachelor's Degree	83	23%
Master's Degree	107	30%
Professional Degree (MD, DDS, DVM, LLB, JD, DD)	31	9%
Doctorate Degree (Ph.D. or Ed.D.)	36	10%
N	357	100%

Tables 17 and 18 present the midpoint income in the first year after immigration and in 2016 respectively. The mean for the first year income was \$43,490.9 (n=328, sd=\$84,190.1) and the mean for 2016 income is \$145,786.8 (n=340, sd=172,362.7). The

standard deviations for both first year income and income for 2016 are very high. This could be due to outliers pulling this number up. For example, in 2016, 20 respondents earned somewhere between \$500,000 and \$1,000,000. These outliers could be skewing the standard deviation. The mean increased by approximately \$102,296 between the income in the first year of immigration and income now.

Table 17

Income in the First Year After Immigration ($\bar{x}$ =\$43,4901; n =328; sd =\$84,190.1)

Income After Immigration (Midpoints Used)	n	Percentage
7,500	157	48%
22,500	43	13%
37,500	33	10%
52,500	30	9%
67,500	16	5%
82,500	19	6%
105,000	10	3%
135,000	7	2%
165,000	4	1%
195,000	1	0%
240,000	1	0%
300,000	3	1%
420,000	1	0%
750,000	3	1%

N	328	100%
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Table 18

Income in the Year of 2016 ($\bar{x}$ =\$145,787; n =340; sd =\$172,362.7)

Income Now (Midpoints Used)	n	Percentage
7,500	29	9%
22,500	17	5%
37,500	24	7%
52,500	32	9%
67,500	30	9%
82,500	37	11%
105,000	43	13%
135,000	35	10%
165,000	24	7%
195,000	14	4%
240,000	16	5%
300,000	11	3%
360,000	2	1%
420,000	6	2%
750,000	20	6%
N	340	100%

Tables 19 and 20 present the midpoint remittances sent in the first year after immigration and in 2016 respectively. The mean for the first year remittances was 3.4 (n=330, sd=8.1) and 3.8 (n=330, sd=7.4) for the year of 2016. A mean of 3.4 falls approximately between 13% and 18% of the total income earned in the first year after immigration. A mean of 3.8 is close to 18% of the total income earned in 2016. The mean increased by 0.4 between the remittances sent in the first year after immigration and remittances sent now. This means that the study's respondents sent approximately 2% more of their income as remittances to Lebanon in the year of 2016 than they did in the first year after immigration.

Table 19

Remittances Sent in the First Year After Immigration ($\bar{x}=3.4$; $n=330$; $sd=8.1$)

Remittances First (Midpoints Used)	n	Percentage
0% of income	236	72%
3% of income	37	11%
8% of income	23	7%
13% of income	5	2%
18% of income	12	4%
23% of income	4	1%
28% of income	5	2%
40% of income	8	2%
N	330	100%

Table 20

Remittances Sent in 2016 ($\bar{x}=3.8$; $n=330$; $sd=7.4$)

Remittances Now (Midpoints Used)	n	Percentage
0% of income	190	57%
3% of income	72	22%
8% of income	34	10%
13% of income	14	4%
18% of income	8	2%
23% of income	4	1%
28% of income	2	1%
40% of income	7	2%
N	330	100%

Tables 21 and 22 present job value in the first year after immigration and in the year of 2016 respectively. Survey participants were asked about their current job's prestige, the education required for their position, the likelihood of injury on the job and lastly their income. These questions combined formed the job value metric. It is important to note that job value scores had a possible range from 0-31. Given this range, an average job value would be around 15.5. A value above 15.5 would be considered moderate to high or high, and a value lower than 15.5 would be considered moderate to low or low. This metric encompasses various measures including prestige, risk of injury, income and education. Therefore, a low number could be the result of all four measures being relatively low. However, it could also be the result of only one measure being very

low and the rest being average. For instance, it is possible to see a job that is prestigious, has a low risk of injury, requires a high educational attainment but offers a relatively low income. The average value participants placed on their job was 9.6 ($n=303$; $sd=5.5$) in the first year after immigration and 21 ($n=303$; $sd=5.6$) for present job value. The average value that participants placed on their job in the first year after immigration was moderate to low. However, the average value that survey respondents placed on their current job is moderate to high. The mean for job value increased from 9.6 to 21 between the job value in the first year after immigration and the present job value.

Table 21

Job Value in the First Year After Immigration ($\bar{x}=9.6$; $n= 303$; $sd=5.5$)

Job Value First (0-31 range)	n	Percentage
0	10	3%
1	11	4%
2	10	3%
3	13	4%
4	16	5%
5	27	9%
6	11	4%
7	17	6%
8	17	6%
9	21	7%
10	20	7%

11	17	6%
12	18	6%
13	13	4%
14	14	5%
15	17	6%
16	18	6%
17	5	2%
18	9	3%
19	11	4%
20	3	1%
21	4	1%
28	1	0%
N	303	102%

Table 22

Present Job value ($\bar{x}=21.0$; $n= 303$; $sd=5.6$)

Job Value First (0-31 range)	n	Percentage
0	1	0%
2	3	1%
5	3	1%
6	1	0%
7	1	0%

8	7	2%
9	5	2%
10	6	2%
11	11	3%
12	11	3%
13	15	5%
14	12	4%
15	18	6%
16	25	8%
17	24	8%
18	22	7%
19	22	7%
20	28	9%
21	25	8%
22	14	4%
23	15	5%
24	11	3%
25	5	2%
26	6	2%
27	5	2%
28	9	3%
29	6	2%

30	5	2%
N	303	101%

Table 23 presents current happiness. Participants were asked a number of questions relating to family life, social relationships, job satisfaction and leisure activities. Taken together, all these questions formed the happiness metric. On a range from 0-45, the mean happiness score for this study's participants was 32.1 ($n=297$; $sd=7.6$). Given the range for this question, a moderate happiness score would be around 22.5. Therefore, a mean of 32.1 is considered moderate to high. Similarly to the job value question, there could be multiple explanations for the values associated with this metric. For example, a low score on this metric could be the result of low scores on all the questions related to family life, social relationships, job satisfaction and leisure activities. However, the low score could also be a function of low scores for one of the happiness measures. It is possible to have a good family life, an excellent social life and numerous leisure activities, while at the same time being very unhappy at work and having very low job satisfaction.

Table 23

Happiness ($\bar{x}=32.1$, $n=297$; $sd=7.6$)

Happiness (0-45 range)	n	Percentage
5	1	0%
9	1	0%
12	3	1%
13	1	0%

15	4	1%
16	3	1%
18	2	1%
19	1	0%
20	4	1%
21	2	1%
22	5	2%
23	3	1%
24	13	4%
25	10	3%
26	9	3%
27	11	4%
28	12	4%
29	16	5%
30	17	6%
31	16	5%
32	15	5%
33	14	5%
34	21	7%
35	12	4%
36	15	5%
37	12	4%

38	16	5%
39	7	2%
40	5	2%
41	9	3%
42	10	3%
43	11	4%
44	3	1%
45	13	4%
N	297	100%

Next, this chapter presents reliabilities for each of the cultural variables and resilience. In addition, the results of the factor analysis for all 10 cultural variables including adversity, education, assimilation, competition, jealousy, comparing to others, superiority, insecurity, uncertainty acceptance and impulse control are presented. This includes descriptive statistics for each question within the individual constructs, correlation tables and the results of the rotated component matrix for each construct. Furthermore, this segment captures descriptive statistics, correlation tables and rotated component matrices for both resilience and the happiness metric.

Reliabilities and Factor Analysis

Table 24 shows the reliability coefficients for the cultural variables and resilience. A reliability coefficient of .70 or higher is considered acceptable in most social science research. The constructs of competition, jealousy, comparing to others, superiority, insecurity, impulse control and resilience exceed the .70 reliability benchmark. The

education, adversity, assimilation and uncertainty acceptance constructs fall below the recommended reliability threshold. There are two important considerations that are related to Chronbach alpha scores and are applicable to this study. First, a low value for alpha may mean that there are not enough questions measuring this construct. All of the dimensions that were measured with five or more questions on the survey had high alphas. The adversity and education constructs only had two questions per dimension. This might explain the low alphas for the constructs listed above. Second, Cronbach's alpha is a measure of internal consistency. Consistency has to do with how closely related a set of items are as a group. However, it is important to note that a high value for alpha does not imply that the measure is necessarily one-dimensional and additional analyses should be performed. Exploratory factor analysis is one method of checking dimensionality. For this reason, the following sections present the results of the factor analysis for all 10 cultural variables, resilience and the happiness metric.

Table 24

Reliabilities

Cultural Values	Cronbach's Alpha	Number of Questions on Survey
Adversity Overall	0.60	4
Personal Adversity	0.60	2
National Adversity	0.60	2
Education Overall	0.45	4
Family Education	0.65	2
Personal Education	0.22	2

Assimilation	0.51	3
Competition	0.70	3
Jealousy	0.85	5
Compare to Others	0.71	3
Superiority	0.77	5
Insecurity	0.84	5
Uncertainty	0.65	3
Impulse Control	0.70	3
Resilience	0.87	10

Table 25 presents the adversity descriptive statistics. The data indicates that political conflict in Lebanon was the factor that contributed to adversity to a higher extent than other factors ($\bar{x}$ =3.6; sd =1.65; n =394). Table 26 presents the correlations among the adversity factors. As seen from the results, there is a significant correlation between question 1 and questions 2 and 3, but not for question 1 and question 4. However, there is a significant correlation between questions 2 and 3 and question 4.

Exploratory factor analysis (EFA) was the technique used within factor analysis. Exploratory factor analysis identifies the underlying relationships between measured variables and should be used when the researcher has no theoretical patterns of measured variables. In addition, Principal Component Analysis (PCA) was the extraction method used in this factor analysis. Principal Component Analysis is most commonly used as a tool in exploratory data analysis. This statistical procedure converts a set of observations of possible correlated variables into a set of uncorrelated variables called principal

components. The cutoff used is generally dependent on the sample size. According to Hair, Tatham, Anderson and Black (1998), the appropriate size for a sample of 350 or more is .03. Therefore, in this study, the cutoff used for factor analysis was .03.

The results of the rotated factor analysis are presented in Table 27 showing two factors. The first factor includes two personal adversity questions “I started working before the age of 14 to help support my family” and “When I was growing up, my family had little money.” The second factor addresses national adversity and encompasses two questions of “When I was living in Lebanon, I was worried about finding a job” and “The political conflict in Lebanon affected my life negatively.” Accordingly, the two factors were used as cultural variables in subsequent analyses.

Table 25

Adversity Descriptive Statistics

Survey Question	Range	M	SD	N
1. I started working before the age of 14 to help support my family	0-5	0.90	1.62	398
2. When I was growing up, my family had little money	0-5	2.50	1.80	398
3. When I was living in Lebanon, I was worried about finding a job	0-5	2.30	1.98	396
4. The political conflict in Lebanon affected my	0-5	3.60	1.65	394

life negatively				
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Table 26

Correlation among Adversity Questions

	Adversity1	Adversity2	Adversity3	Adversity4
Adversity1 Pearson Correlation	1	0.43**	0.19**	0.04
N	398	398	386	394
Adversity2 Pearson Correlation	0.43**	1	0.27**	0.19**
N	398	398	396	394
Adversity3 Pearson Correlation	0.19**	0.27**	1	0.44**
N	386	386	386	386
Adversity4 Pearson Correlation	0.04	0.19**	0.44**	1
N	394	394	386	394

Note. ** $p < .01$

Table 27

Adversity Rotated Component matrix

	Component	
	1	2
	Personal	National
Adversity1	0.87	
Adversity2	0.79	
Adversity3		0.80
Adversity4		0.87

Table 28 presents the education descriptive statistics. The data indicates that all four factors contributed to education to a high extent. The results show that enjoying learning new things was the factor that contributed to education to the highest extent ($\bar{x}=4.86$; $sd=0.43$; $n=398$).

Table 29 presents the correlations among the education factors. As seen from the results, there is a significant correlation between question 1 and questions 2 and 4, but not for question 1 and question 3. However, there is a significant correlation between questions 3 and 2 and question 4.

The results of the rotated FA are presented in Table 30 showing two factors. The first construct is family driven education and encompasses the following survey questions “My family placed great emphasis on education” and “My family pushed me to get good grades in school.” The second factor addresses personally driven education and encompasses two questions of “I enjoy learning new things” and “The idea of going back

to school for more education is appealing to me.” Accordingly, the two factors were used as cultural variables in subsequent analyses.

Table 28

Education Descriptive Statistics

Survey Question	Range	M	SD	N
1. My family placed great emphasis on education	0-5	4.76	0.74	398
2. My family pushed me to get good grades in school	0-5	4.63	0.86	398
3. I enjoy learning new things	0-5	4.86	0.43	398
4. The idea of going back to school for more education is appealing to me	0-5	4.08	1.38	398

Table 29

Correlation among Education Questions

	Education1	Education2	Education3	Education4
Education1 Pearson Correlation	1	0.49**	-0.09	0.11*

N		398	398	398	398
Education2	Pearson Correlation	0.49**	1	-0.11*	0.24**
N		398	398	398	398
Education3	Pearson Correlation	-0.01	0.11*	1	0.22**
N		398	398	398	398
Education4	Pearson Correlation	0.11*	0.24**	0.22**	1
N		398	398	398	398

Note. * $p < .05$

Note. ** $p < .01$

Table 30

Education Rotated Component matrix

	Component	
	1	2
	Family	Personal
Education1	0.87	
Education2	0.83	
Education3		0.82
Education4		0.72

Table 31 presents the summary descriptive statistics for the assimilation questions. The data indicates that adjusting to living with people who have different beliefs ($\bar{x}=4.55$; $sd=0.76$; $n=398$) and adjusting to life in America ($\bar{x}=4.52$; $sd=0.77$; $n=395$) were the factors that contributed to assimilation to a higher extent than other factor. As seen from the results in Table 32, there is a significant correlation between all three questions. The factor analysis of the three variables yielded one factor; accordingly, the three questions were combined in subsequent analyses.

Table 31

Assimilation Descriptive Statistics

Survey Question	Range	M	SD	N
1. I can adjust to living with people who have different beliefs than me	0-5	4.55	0.76	398
2. I am open to changing my behaviors to fit the culture I am in	0-5	3.76	1.34	398
3. I have adjusted to life in America	0-5	4.52	0.77	395

Table 32

Correlation among Assimilation Questions

	Assimilation1	Assimilation2	Assimilation3

Assimilation1	Pearson Correlation	1	0.33**	0.24**
N		398	398	395
Assimilation2	Pearson Correlation	0.33**	1	0.27*
N		398	398	395
Assimilation3	Pearson Correlation	0.24**	0.27**	1
N		395	395	395

Note. ** $p < .01$

Table 33 presents the competition descriptive statistics. The data indicates that being successful at work is very important to me was the factor that contributed to competition to the highest extent ($\bar{x}=4.75$; $sd=0.52$; $n=398$). As seen from the results in Table 34, there is a significant correlation between all three questions. The factor analysis of the three variables yielded one factor; accordingly, the three questions were combined in subsequent analyses.

Table 33

Competition Descriptive Statistics

Survey Question	Range	M	SD	N
1. I am very competitive	0-5	4.10	0.98	398

2. I value being the best in everything I do	0-5	4.35	0.90	398
3. Being successful at work is very important to me	0-5	4.75	0.52	398

Table 34

Correlation among Competition Questions

	Competition1	Competition2	Competition3
Competition1 Pearson Correlation	1	0.60**	0.30**
N	398	398	398
Competition2 Pearson Correlation	0.60**	1	0.44**
N	398	398	398
Competition3 Pearson Correlation	0.30**	0.44**	1
N	398	398	398

Note. ** $p < .01$

Table 35 presents the jealousy descriptive statistics. The data shows that I feel badly about others making more money than I do” was the factor that contributed to jealousy to the highest extent ($\bar{x}$ =1.92; sd=1.61; n=398). As seen from the results in Table 36, there is a significant correlation between all five questions. The factor analysis of the five variables yielded one factor; accordingly, the five questions were combined in subsequent analyses.

Table 35

Jealousy Descriptive Statistics

Survey Question	Range	M	SD	N
1. I feel badly about others making more money than I do	0-5	1.92	1.61	398
2. Meeting others who are more talented than me upsets me	0-5	1.17	1.43	398
3. I get uneasy when I think others are happier than me	0-5	1.15	1.41	398
4. I am resentful of those who are better educated than me	0-5	0.84	1.39	398
5. I am envious of those who appear to have better families than me	0-5	1.13	1.47	398

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Table 36

Correlation among Jealousy Questions

	Jealousy1	Jealousy2	Jealousy3	Jealousy4	Jealousy5
Jealousy1 Pearson Correlation	1	0.61**	0.62**	0.43**	0.39**
N	398	398	398	398	398
Jealousy2 Pearson Correlation	0.61**	1	0.68**	0.59**	0.39**
N	398	398	398	398	398
Jealousy3 Pearson Correlation	0.62**	0.68**	1	0.51**	0.56**
N	398	398	398	398	398
Jealousy4 Pearson Correlation	0.43**	0.59**	0.52**	1	0.48**
N	398	398	398	398	398
Jealousy5 Pearson Correlation	0.39**	0.39**	0.56**	0.48**	1

N	398	398	398	398	398
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Note. ** $p < .01$

Table 37 presents the compared to others descriptive statistics. The data indicates that I often compare my life to the lives of those individuals who still reside in Lebanon was the factor that contributed to compare to others to the highest extent ($\bar{x}=2.43$; $sd=1.70$; $n=398$). As seen from the results in Table 38, there is a significant correlation between all three questions. The factor analysis of the three variables yielded one factor; accordingly, the three questions were combined in subsequent analyses.

Table 37

Compared to Others Descriptive Statistics

Survey Question	Range	M	SD	N
1. I often compare my success to the success of others	0-5	2.06	1.70	398
2. I often compare my life to the lives of those individuals who still reside in Lebanon	0-5	2.43	1.70	398
3. I measure my success by comparing myself to (check all that apply) a) Acquaintances b) Family members c) Coworkers d) Famous persons e) Friends f) Neighbors	0-5	1.33	1.59	398

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Table 38

Correlations Among Compared to Others

	Compare1	Compare2	Compare3
Compare1 Pearson Correlation	1	0.41**	0.54**
N	398	398	398
Compare2 Pearson Correlation	0.41**	1	0.40**
N	398	398	398
Compare3 Pearson Correlation	0.54**	0.40**	1
N	398	398	398

Note. ** p < .01

Table 39 presents the superiority descriptive statistics. The data shows that “I overcame more challenges than most people” was the factor that contributed to superiority to the highest extent ($\bar{x}$ =3.26; sd=1.46; n=398). As seen from the correlation results in Table 40, there is a significant correlation between all five questions. The factor

analysis of the five variables yielded one factor; accordingly, the five questions were combined in subsequent analyses.

Table 39

Superiority Descriptive Statistics

Survey Question	Range	M	SD	N
1. I feel superior to others around me	0-5	1.75	1.55	398
2. I believe I am more intelligent than most people	0-5	2.32	1.63	398
3. I believe I am more hardworking than most people	0-5	3.16	1.47	398
4. I overcame more challenges than most people	0-5	3.26	1.46	398
5. I believe I am special	0-5	2.96	1.64	398

Table 40

Correlation among Superiority Questions

	Superior 1	Superior 2	Superior 3	Superior 4	Superior 5

Superior1	Pearson Correlation	1	0.58**	0.32**	0.21**	0.36**
	N	398	398	398	398	398
Superior2	Pearson Correlation	0.58**	1	0.48**	0.37**	0.41**
	N	398	398	398	398	398
Superior3	Pearson Correlation	0.32**	0.48**	1	0.54**	0.38**
	N	398	398	398	398	398
Superior4	Pearson Correlation	0.21**	0.37**	0.54**	1	0.39**
	N	398	398	398	398	398
Superior5	Pearson Correlation	0.36**	0.41**	0.38**	0.39**	1
	N	398	398	398	398	398

Note. ** p < .01

Table 41 presents the insecurity descriptive statistics. The data indicates that I feel like I still need to prove myself was the factor that contributed to insecurity to the highest extent ($\bar{x}$ =2.99; sd=1.79; n=398). As seen from the results in Table 42, there is a

significant correlation between all five questions. The factor analysis of the five variables yielded one factor; accordingly, the five questions were combined in subsequent analyses.

Table 41

Insecurity Descriptive Statistics

Survey Question	Range	M	SD	N
1. I am insecure about my worth in society	0-5	1.22	1.49	398
2. I worry that what I have done is not good enough	0-5	2.31	1.77	398
3. I worry that I do not have enough	0-5	1.88	1.65	398
4. I fear losing what I have	0-5	2.66	1.67	398
5. I feel like I still need to prove myself	0-5	2.99	1.79	398

Table 42

Correlation among Insecurity Questions

	Insecure1	Insecure2	Insecure3	Insecure4	Insecure5
Insecure1 Pearson Correlation	1	0.53**	0.57**	0.38**	0.41**

N		398	398	398	398	398
Insecure2	Pearson Correlation	0.53**	1	0.67**	0.48**	0.52**
N		398	398	398	398	398
Insecure3	Pearson Correlation	0.57**	0.67**	1	0.55**	0.50**
N		398	398	398	398	398
Insecure4	Pearson Correlation	0.38**	0.48**	0.55**	1	0.51**
N		398	398	398	398	398
Insecure5	Pearson Correlation	0.41**	0.52**	0.50**	0.51**	1
N		398	398	398	398	398

Note. ** $p < .01$

Table 43 presents the uncertainty acceptance descriptive statistics. The data indicates that “I have a preference for a few rules” was the factor that contributed to uncertainty acceptance to the highest extent ($\bar{x}$ =3.10; sd =1.42; n =398). As seen from the results in Table 44, there is a significant correlation between all three questions. The

factor analysis of the three variables yielded one factor; accordingly, the three questions were combined in subsequent analyses.

Table 43

Uncertainty Descriptive Statistics

Survey Question	Range	M	SD	N
1. I am comfortable with future events being unpredictable	0-5	2.95	1.48	398
2. I am comfortable in unknown situations	0-5	2.93	1.47	398
3. I have a preference for few rules	0-5	3.10	1.42	398

Table 44

Correlation among Uncertainty Questions

	Uncertainty1	Uncertainty2	Uncertainty3
Uncertainty1 Pearson Correlation	1	0.69**	0.26**
N	398	398	398
Uncertainty2 Pearson Correlation	0.69**	1	0.17**

N		398	398	398
Uncertainty3	Pearson Correlation	0.26**	0.17**	1
N		398	398	398

Note. ** $p < .01$

Table 45 presents the impulse control descriptive statistics. The data indicates that “I can put off short-term gains for long-term success” was the factor that contributed to impulse control to the highest extent ($\bar{x}=3.95$; $sd=1.13$; $n=398$). As seen from the results in Table 46, there is a significant correlation between all three questions. The factor analysis of the three variables yielded one factor; accordingly, the three questions were combined in subsequent analyses.

Table 45

Impulse Control Descriptive Statistics

Survey Question	Range	M	SD	N
1. I am able to resist temptation	0-5	3.60	1.27	398
2. I tend to be very disciplined	0-5	3.76	1.20	398
3. I can put off short-term gains for long-term success	0-5	3.95	1.13	398

The results of the rotated factor analysis are presented in Table 49 revealing two factors. The first component encompasses the following survey questions “I can achieve goals despite obstacles”, “I can stay focused under pressure”, “I am not easily discouraged by failure”, “I think of myself as a strong person” and “I can handle unpleasant feelings.” The second factor encompasses the questions of “I am able to adapt to change”, “I can deal with whatever comes”, “I try to see humorous side of problems”, “Coping with stress can strengthen me”, and “I tend to bounce back after illness or hardship.”

Table 47

Resilience Descriptive Statistics

Survey Question	Range	M	SD	N
1. I am able to adapt to change	0-4	3.33	0.70	398
2. I can deal with whatever comes	0-4	3.23	0.71	398
3. I try to see humorous side of problems	0-4	2.96	0.94	398
4. Coping with stress can strengthen me	0-4	2.94	0.88	398
5. I tend to bounce back after illness or hardship	0-4	3.29	0.77	398
6. I can achieve goals despite obstacles	0-4	3.33	0.64	398

Res10	Pearson									
Correlation		0.35**	0.48**	0.36**	0.39**	0.40**	0.34**	0.42**	0.41**	0.55**
N		398	398	398	398	398	398	398	398	398

Note. ** $p < .01$

Table 49

Resilience Rotated Component matrix

	Component	
	1	2
Resilience1		0.75
Resilience2		0.66
Resilience3		0.77
Resilience4		0.69
Resilience5		0.59
Resilience6	0.60	
Resilience7	0.68	
Resilience8	0.77	
Resilience9	0.81	
Resilience10	0.61	

Table 50 presents the happiness descriptive statistics. The data indicates that “I love my job” ($\bar{x}$ =4.09; sd =1.12; n =331) and “I have a supportive group of friends”

($\bar{x}$ =4.02; sd=1.24; n=332) were the factors that contributed to happiness to the highest extent.

Table 51 presents the correlations among the happiness factors. As seen from the results, there is a significant correlation between question 1 and all the other questions except for question 5. Question 2 is correlated with all the questions with the exception of question 7. There is a significant correlation between question 3 and all the other questions except for question 5. Question 4 is correlated with all the questions with the exception of question 5. Question 5 is only significantly correlated with questions 6, 7, 8 and 9. Finally, questions 6, 8 and 9 are significantly correlated with all the other happiness questions.

The results of the rotated FA are presented in Table 52 showing two factors. The first component encompasses the following survey questions “I frequently engage in leisure activities with my friends”, “My spouse is a great source of support for me”, “I have a supportive group of friends”, “I pursue hobbies regularly”, “I belong to clubs” and “I volunteer on a regular basis.” The second factor encompasses the questions of “I love my job”, “I would continue working at my job even if it were not financially necessary” and “I enjoy spending time with the people I work with.”

The happiness questions used in the survey related to family life, social relationships, job satisfaction and leisure activities. When reading the happiness questions, it becomes clear that the three questions that loaded on component 2 pertain to job satisfaction. The remaining six questions are related to family life, social relationships and leisure activities.

Table 50

Happiness Descriptive Statistics

Survey Question	Range	M	SD	N
1. I love my job	0-5	4.09	1.12	331
2. I would continue to work at my job even if it were not financially necessary	0-5	3.42	1.62	330
3. I enjoy spending time with the people I work with	0-5	3.95	1.06	325
4. I frequently engage in leisure activities (eating, drinking, playing games etc.) with my friends	0-5	3.97	1.27	331
5. My spouse is a great source of support for me	0-5	3.89	1.65	305
6. I have a supportive group of friends	0-5	4.02	1.24	332
7. I pursue hobbies regularly	0-5	3.56	1.37	328
8. I belong to clubs (religious, political etc.)	0-5	2.64	1.91	330

Correlation	0.07	0.13*	0.09	0.08	1	0.30**	0.17**	0.16**	0.19**
N	398	398	398	398	398	398	398	398	398
Happy6 Pearson									
Correlation	0.32**	0.18**	0.34**	0.55**	0.30**	1	0.46**	0.35**	0.35**
N	398	398	398	398	398	398	398	398	398
Happy7 Pearson									
Correlation	0.13*	0.10	0.22**	0.42**	0.17**	0.46**	1	0.35**	0.31**
N	398	398	398	398	398	398	398	398	398
Happy8 Pearson									
Correlation	0.14*	0.17**	0.14*	0.26**	0.16**	0.35**	0.35**	1	0.56**
N	398	398	398	398	398	398	398	398	398
Happy9 Pearson									
Correlation	0.14**	0.17**	0.19**	0.23**	0.19**	0.35**	0.31**	0.56**	1
N	398	398	398	398	398	398	398	398	398

Note. * $p < .05$

Note. ** $p < .01$

Table 52

Happiness Rotated Component matrix

	Component	
	1 Family life, Social relationships and Leisure Activities	2 Job Satisfaction
Happiness1		0.86
Happiness2		0.84
Happiness3		0.73
Happiness4	0.54	
Happiness5	0.40	
Happiness6	0.71	
Happiness7	0.70	
Happiness8	0.73	
Happiness9	0.71	

Next, this chapter offers the results of five matched samples. This analysis tests the hypotheses that key demographic differences such as religion and gender will have no impact on the participants' representation of Lebanese cultural values and no impact on the success of members of the Lebanese diaspora. After matching respondents on key variables such as age and gender, independent samples t-tests were conducted to compare the means between each of the two groups. The purpose of this test is to determine whether there is statistical evidence that the mean difference between paired observations

on a particular outcome is significantly different from zero. The first matched sample matches Christians and Muslims and the second sample matches males to females. The third, fourth and fifth matched samples look at differences between groups based on the number of years they lived in Lebanon.

Matched Samples

Religion Matched Sample

The first matched sample tests two hypotheses. The first hypothesis states that religious preference will have no impact on the participants' representativeness of the cultural values of adversity, learning, assimilation, competition/masculinity, jealousy, comparing oneself to others, superiority, insecurity, uncertainty acceptance and impulse control. The second hypothesis states that religious preference will have no impact on the success of members of the Lebanese diaspora as measured by: current income, income growth, current education, education growth, current remittances sent, remittances sent growth, current job value, job value growth and current happiness/life satisfaction.

Maronite Christians, Greek Orthodox Christians, Greek Catholic Christians and other Christians were aggregated into the category of Christians. In addition, Shi'a Muslims and Sunni Muslims were aggregated into the category of Muslims. The criteria of this matched sample included an exact match on marital status, gender and whether the respondents were born in the United States or in Lebanon. It is important to note that the marital status criterion was binary and only encompassed the two categories of married and unmarried. The "now married" survey option constituted the married category. In addition, the "never married", "divorced", "separated" and "widowed" categories were collapsed into one and formed the unmarried category. The criteria of

this matched sample also included a fuzzy match on age. Instead of an exact age, the groups were matched on an age range of five years. The matched sample yielded 69 total matches. Of those 69 matches, 4 were exact matches and 65 were fuzzy matches.

Table 53 presents the results of a comparison of means between Christians and Muslims on the cultural variables and the success measures. As seen from the results, there were no significant differences between the two groups on any of the variables.

Table 53

Comparison of Christians and Muslims on Cultural Variables and Success Outcomes

	Muslims Mean	Christians Mean	Mean Difference
Personal Adversity	2.74 (n=69)	2.71 (n=69)	0.03
National Adversity	6.19 (n=69)	5.40 (n=69)	0.79
Family Education	9.36 (n=69)	9.44 (n=69)	-0.08
Personal Education	9.36 (n=69)	8.97 (n=69)	0.39
Assimilation	12.77 (n=69)	12.8 (n=69)	-0.07
Competition	13.10 (n=69)	13.68 (n=69)	-0.58

Jealousy	6.39 (n=69)	5.86 (n=69)	0.54
Compare to Others	5.94 (n=69)	5.83 (n=69)	0.12
Superiority	13.52 (n=69)	13.48 (n=69)	0.04
Insecurity	11.35 (n=69)	11.45 (n=69)	-0.10
Uncertainty	8.97 (n=69)	9.77 (n=69)	-0.79
Impulse Control	11.22 (n=69)	11.68 (n=69)	-0.46
Resilience	31.76 (n=69)	32.30 (n=69)	-0.54
Education Static	4.33 (n=60)	4.03 (n=65)	0.30
Income Static	137,410.71 (n=56)	139,795.08 (n=61)	-2,384.37
Remittances Static	4.42 (n=57)	4.59 (n=59)	-0.17
Job Value Static	21.22 (n=51)	20.77 (n=57)	0.44

Happy Static	32.14 (n=50)	32.86 (n=58)	-0.72
Education Growth	1.65 (n=20)	2.39 (n=31)	-0.74
Income Growth	115,528.85 (n=52)	111,830.36 (n=56)	3,698.49
Remittances Growth	0.30 (n=57)	-0.37 (n=57)	0.67
Job Value Growth	9.51 (n=51)	7.80 (n=55)	1.71

Note. * $p < .05$

Note. ** $p < .01$

Gender Matched Sample

The gender matched sample tests two hypotheses. The first hypothesis states that gender will have no impact on the participants' representativeness of the cultural values of adversity, learning, assimilation, competition/masculinity, jealousy, comparing oneself to others, superiority, insecurity, uncertainty acceptance and impulse control. The second hypothesis states that gender will have no impact on the success of members of the Lebanese diaspora as measured by: current income, income growth, current education, education growth, current remittances sent, remittances sent growth, current job value, job value growth and current happiness/life satisfaction.

The criteria of this matched sample included an exact match on marital status, religion group and whether the respondents were born in the United States or in Lebanon. Similarly to

the religion matched sample discussed previously, the marital status and religion group criteria were both binary and only encompassed two categories each. The same aggregation rules were used for this matched sample. The criteria of this matched sample also included a fuzzy match on age now and age of immigration. Instead of an exact age, the groups were matched on an age range of five years for both age now and age of immigration. The matched sample yielded 111 total matches. Of those 111 matches, 3 were exact matches and 108 were fuzzy matches.

Table 54 presents the comparison of males and females on the cultural variables and success measures. Results indicate that males scored significantly higher than females on the following measures: personal adversity, national adversity, assimilation, competition, uncertainty acceptance and resilience. Results indicate that males scored significantly higher than females for current income, job value now, income growth and job value growth.

Table 54

Comparison of Males and Females on Cultural Variables and Success Outcomes

	Male Mean	Female Mean	Mean Difference
Personal Adversity	3.75 (n=111)	2.91 (n=111)	0.85*
National Adversity	6.52 (n=111)	5.61 (n=111)	0.91*
Family Education	9.42 (n=111)	9.43 (n=111)	-0.00
Personal Education	8.93 (n=111)	9.06 (n=111)	-0.14

Assimilation	13.04 (n=111)	12.43 (n=111)	0.60*
Competition	13.60 (n=111)	12.96 (n=111)	0.63**
Jealousy	6.14 (n=111)	6.89 (n=111)	-0.76
Compare to Others	6.15 (n=111)	5.81 (n=111)	0.34
Superiority	14.24 (n=111)	13.02 (n=111)	1.23
Insecurity	12.16 (n=111)	10.69 (n=111)	1.47
Uncertainty	9.66 (n=111)	8.61 (n=111)	1.05*
Impulse Control	11.45 (n=111)	11.14 (n=111)	0.31
Resilience	32.98 (n=111)	30.85 (n=111)	2.13**
Education Static	4.10 (n=105)	3.97 (n=100)	0.14
Income Static	185,025.00 (n=100)	109,787.23 (n=94)	75,237.77***

Remittances Static	4.24 (n=96)	3.41 (n=92)	0.83
Job Value Static	22.19 (n=97)	20.35 (n=84)	1.84*
Happy Static	32.66 (n=93)	32.35 (n=77)	0.31
Education Growth	2.23 (n=53)	2.43 (n=30)	-0.21
Income Growth	151,083.33 (n=90)	74,029.41 (n=85)	77,053.92***
Remittances Growth	1.22 (n=94)	-0.38 (n=91)	1.61
Job Value Growth	10.33 (n=92)	6.65 (n=80)	3.68***

Note. * $p < .05$

Note. ** $p < .01$

Note. *** $p < .00$

US to 14+ Matched Sample

The third, fourth and fifth matched samples look at differences between groups based on the number of years they lived in Lebanon. Stated more specifically, the third matched sample matches those who were born in the United States to those who lived more than the first 14 years of their life in Lebanon. The fourth matched sample matches those who lived less than the first 14 years of their life in Lebanon to those who lived

more than the first 14 years in Lebanon. The fifth and last matched sample matches those who were born in the United States to those who were born in Lebanon (irrespective of the length of their stay in Lebanon). Moreover, these analyses test the hypothesis that the number of years spent in Lebanon will have no impact on the participants' representativeness specific aspects of Lebanese culture of adversity, learning, assimilation, competition/masculinity, jealousy, comparing oneself to others, superiority, insecurity, uncertainty acceptance and impulse control. In addition, they test the hypothesis stating that the number of years spent in Lebanon will have no impact on the success of members of the Lebanese diaspora as measured by: current income, income growth, current education, education growth, current remittances sent, remittances sent growth, current job value, job value growth and current happiness/life satisfaction.

This matched sample matched those who were born in the United States to those who lived more than 14 years in Lebanon. The criteria of this matched sample included an exact match on gender, marital status and religion group. Similarly to the religion and gender matched samples discussed previously, the marital status and religion group criteria were both binary and only encompassed two categories each. The matched sample yielded 39 total matches. Of those 39 matches, 4 were exact matches and 35 were fuzzy matches.

Table 55 presents a comparison of U.S. born and those who lived in Lebanon for 14 or more years. As expected, those who lived more than the first 14 years of their life in Lebanon indicated a higher impact of national adversity and uncertainty acceptance, whereas those born in the U.S. experienced greater educational growth.

Table 55

Comparison of U.S. Born and 14+ in Lebanon on Cultural Variables and Success

Outcomes

	U.S. Born Mean	14+ in Lebanon Mean	Mean Difference
Personal Adversity	3.33 (n=39)	2.39 (n=39)	0.95
National Adversity	2.93 (n=39)	5.69 (n=39)	-2.76***
Family Education	9.51 (n=39)	9.36 (n=39)	0.15
Personal Education	9.20 (n=39)	8.87 (n=39)	0.33
Assimilation	12.40 (n=39)	13.21 (n=39)	-0.82
Competition	13.28 (n=39)	13.10 (n=39)	0.18
Jealousy	7.13 (n=39)	6.15 (n=39)	0.98
Compare to Others	6.10 (n=39)	6.41 (n=39)	-0.31
Superiority	14.49 (n=39)	14.00 (n=39)	0.49

Insecurity	13.23 (n=39)	10.20 (n=39)	3.03
Uncertainty	7.44 (n=39)	9.64 (n=39)	-2.20*
Impulse Control	10.92 (n=39)	10.59 (n=39)	0.33
Resilience	31.86 (n=39)	32.51 (n=39)	-0.65
Education Static	4.48 (n=29)	4.00 (n=35)	0.48
Income Static	161,413.04 (n=23)	93,636.36 (n=33)	67,776.68
Remittances Static	1.26 (n=19)	3.90 (n=31)	-2.64
Job Value Static	20.85 (n=20)	21.39 (n=31)	-0.54
Happy Static	34.24 (n=17)	33.12 (n=26)	1.12
Education Growth	5.50 (n=6)	1.31 (n=16)	4.19*
Income Growth	27,272.73 (n=11)	62,578.13 (n=32)	-35,305.40

Remittances Growth	0.36 (n=14)	-2.06 (n=31)	2.42
Job Value Growth	6.91 (n=11)	6.94 (n=31)	-0.03

Note. * $p < .00$

Less than 14 years to 14+ Matched Sample

This matched sample matched those who lived less than the first 14 years of their life in Lebanon to those who lived more than 14 years in Lebanon. The criteria of this matched sample included an exact match on gender, marital status and religion group. Similarly to the previous matched samples, the marital status and religion group criteria were both binary and only encompassed two categories each. The criteria of this matched sample also included a fuzzy match on age now. Instead of an exact age, the groups were matched on an age range of five years for age now. The matched sample yielded 49 total matches. Of those 49 matches, 5 were exact matches and 44 were fuzzy matches. Less than 14 years is 0 and lived 14+ years in Lebanon is 1.

Table 56 presents a comparison of those who lived in Lebanon for 14 or more years and those who lived in Lebanon for less than 14 years. Those who spent less than 14 years in Lebanon have higher personal adversity than those who spent more than 14 years in Lebanon. However, those who spent more than the first 14 years of their life in Lebanon have higher national adversity than those who spent less than the first 14 years of their life in Lebanon. In addition, those who spent less than 14 years in Lebanon have greater educational growth than those who spent more than 14 years in Lebanon. However, those who spent more than the

first 14 years of their life in Lebanon have a higher job value than those who spent less than the first 14 years of their life in Lebanon.

Table 56

Comparison of Less than 14 Years in Lebanon and 14+ Years in Lebanon on Cultural Variables and Success Outcomes

	Less than 14 years in Lebanon Mean	14+ years in Lebanon Mean	Mean Difference
Personal Adversity	4.04 (n=49)	2.735 (n=49)	1.304*
National Adversity	4.28 (n=49)	6.469 (n=49)	-2.194**
Family Education	9.31 (n=49)	9.367 (n=49)	-0.061
Personal Education	8.81 (n=49)	9.06 (n=49)	-0.25
Assimilation	12.58 (n=49)	12.78 (n=49)	-0.20
Competition	12.97 (n=49)	12.92 (n=49)	0.09
Jealousy	6.33 (n=49)	6.67 (n=49)	-0.35
Compare to Others	6.00 (n=49)	5.96 (n=49)	0.04

Superiority	13.27 (n=49)	13.04 (n=49)	0.23
Insecurity	12.11 (n=49)	11.71 (n=49)	0.40
Uncertainty	9.08 (n=49)	9.35 (n=49)	-0.27
Impulse Control	10.73 (n=49)	10.82 (n=49)	-0.08
Resilience	30.61 (n=49)	31.60 (n=49)	-1.00
Education Static	4.49 (n=45)	3.77 (n=47)	0.72
Income Static	125,714.29 (n=42)	147,500.00 (n=45)	-21,785.71
Remittances Static	3.17 (n=41)	5.71 (n=44)	-2.53
Job Value Static	20.17 (n=41)	22.70 (n=40)	-2.53*
Happy Static	31.78 (n=36)	31.24 (n=38)	0.54
Education Growth	4.09 (n=22)	1.57 (n=23)	2.53**

Income Growth	116,458.33 (n=36)	126,000.00 (n=40)	-9,541.67
Remittances Growth	0.30 (n=40)	1.50 (n=44)	-1.20
Job Value Growth	9.53 (n=36)	8.88 (n=40)	0.65

Note. *p < .03

Note. **p < .00

US to Lebanon Born Matched Sample

This matched sample matched those who were born in the United States to those who were born in Lebanon (irrespective of the length of their stay in Lebanon). The criteria of this matched sample included an exact match on gender, marital status and religion group. Similar to the previous matched samples, the marital status and religion group criteria were both binary and only encompassed two categories each. The criteria of this matched sample also included a fuzzy match on age now. Instead of an exact age, the groups were matched on an age range of five years for age now. The matched sample yielded 42 total matches. Of those 42 matches, 4 were exact matches and 38 were fuzzy matches.

Table 57 presents a comparison of U.S. born and Lebanese born. Those who were born in Lebanon had higher national adversity than those who were born in the United States. Those who were born in the United States had greater educational growth than those who were born in Lebanon.

Table 57

Comparison of U.S. Born and Lebanese Born on Cultural Variables and Success

Outcomes

	U.S. Born Mean	Lebanese Born Mean	Mean Difference
Personal Adversity	3.38 (n=42)	3.048 (N=42)	0.331
National Adversity	2.96 (n=42)	5.079 (n=42)	-2.121**
Family Education	9.55 (n=42)	9.262 (n=42)	0.286
Personal Education	9.19 (n=42)	9.307 (n=42)	-0.119
Assimilation	12.12 (n=42)	12.690 (n=42)	-0.571
Competition	13.14 (n=42)	12.857 (n=42)	0.286
Jealousy	7.08 (n=42)	7.119 (n=42)	-0.043
Compare to Others	6.24 (n=42)	6.55 (n=42)	-0.31
Superiority	14.60 (n=42)	13.19 (n=42)	1.41

Insecurity	13.50 (n=42)	12.64 (n=42)	0.86
Uncertainty	7.57 (n=42)	9.05 (n=42)	-1.47
Impulse Control	10.95 (n=42)	11.16 (n=42)	-0.21
Resilience	31.51 (n=42)	32.13 (n=42)	-0.62
Education Static	4.40 (n=30)	4.15 (n=40)	0.25
Income Static	156,875.00 (n=24)	85,625.00 (n=36)	71,250.00
Remittances Static	1.35 (n=20)	3.83 (n=36)	-2.48
Job Value Static	20.62 (n=21)	19.50 (n=34)	1.12
Happy Static	33.22 (n=18)	32.06 (n=32)	1.16
Education Growth	5.00 (n=7)	2.61 (n=18)	2.39*
Income Growth	27,500.00 (n=12)	62,272.73 (n=33)	-34,772.73

Remittances Growth	0.533 (n=15)	-0.31 (n=36)	0.84
Job Value Growth	6.58 (n=12)	7.09 (n=33)	-0.51

Note. * $p < .01$

Note. ** $p < .00$

In summary, while there were no significant differences between Christians and Muslims on any of the variables, results indicate that there were a number of significant differences between males and females. Specifically, males score significantly higher than females on personal adversity, national adversity, assimilation, competition, uncertainty acceptance and resilience, current income, job value now, income growth and job value growth. Furthermore, as expected, those who were born in Lebanon had higher national adversity than those who were born in the United States. In addition, those who lived longer in Lebanon indicated a higher impact of national adversity and uncertainty acceptance than those who lived a shorter period in Lebanon. Furthermore, those who spent more than the first 14 years of their life in Lebanon have higher job value than those who spent less than the first 14 years of their life in Lebanon. However, those who spent less than 14 years in Lebanon have higher personal adversity and higher education growth than those who spent more than 14 years in Lebanon.

Next, this chapter reports the results of a number of regressions. First, the 10 cultural variables are the explanatory variables and the five success measures are the outcome variables. In addition, resilience is treated as the mediator in these stepwise regressions. The purpose of these regressions is to examine if any of the cultural variables have an effect on any of the outcome variables. It is important to emphasize that four of

the five outcome variables (excluding happiness) are treated as both static and growth measures. Furthermore, resilience is added to the regressions to test whether the relationship between the cultural variables and success outcomes can be fully or partially explained by resilience.

Regressions

In the first section, the 10 cultural variables are the explanatory variables and the five success measures are the outcome variables. This section tests the hypothesis that the Lebanese cultural values will not be related to the success indicators of income, education level, job value, remittances sent and happiness/life satisfaction as measured by: current income, income growth, current education, education growth, current remittances sent, remittances sent growth, current job value, job value growth and current happiness/life satisfaction.

Cultural Factors on Resilience

The first regression examines the relationship between the cultural values and resilience. The data in the table below shows that 36% of the variance in resilience can be explained by the 12 cultural values listed in table 58. Results are significant for assimilation, competition, superiority, insecurity, uncertainty acceptance and impulse control. Assimilation, competition, superiority, uncertainty acceptance and impulse control are positively correlated with resilience. Conversely, insecurity is negatively correlated with resilience. This finding further supports this study's theoretical framework. Resilience was included in this study as a mediator in order to see if the relationship between the cultural values and the success outcomes can be explained by resilience. The regression results show that there is a relationship between six of the

cultural variables and resilience. These results are also in line with other research and bodies of literature indicating that resilience is related to cultural values.

Table 58

Cultural Factors on Resilience

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	5.86	2.76	0.03	0.36	339
Personal Adversity	0.11	0.09	0.22		
National Adversity	-0.76	0.08	0.36		
Family Education	0.29	0.18	0.11		
Personal Education	0.30	0.16	0.06		

Assimilation	0.49	0.12	0.00		
Competition	0.46	0.14	0.00		
Jealousy	-0.96	0.05	0.08		
Compare to Others	0.01	0.07	0.86		
Superiority	0.20	0.05	0.00		
Insecurity	-0.17	0.05	0.00		
Uncertainty	0.36	0.08	0.00		
Impulse Control	0.39	0.09	0.00		

Cultural Factors on Success

Current educational attainment is a success measure of interest in this study. The second regression tested the hypothesis that Lebanese cultural values will not be related to current educational achievement. This regression showed that no significant variables were related to the outcome variable of current education. Moreover, adding resilience to the regression did not change the results of this stepwise regression.

The lack of significance could be because educational attainment can only increase. Stated alternatively, once someone achieves a given degree, they will always have it, and as such, their educational attainment cannot go down. Regression analysis helps us understand how the value of the dependent variable changes when any of the independent variables are varied, while the other independent variables are held fixed. Therefore, it is reasonable to think that it is less likely to see significance in a dependent variable when its ability to change is restricted to only increasing, like in the case of educational attainment. For this reason, in addition to the stepwise regression, correlations were calculated in order to examine the relationship between the cultural variables and current education. Interestingly, education static was not correlated with any of the 10 cultural variables.

Table 59

Correlations for Cultural Variables + Education static

	Personal Adversity	National Adversity	Family Educ	Personal Educ	Assimilation	Competition
Education Static	-0.09	-0.31	0.05	-0.06	-0.03	0.11
<i>N</i>	317	317	317	317	317	317

Note. * $p < .05$

Note. ** $p < .01$

Table 59

Correlations for Cultural Variables + Education static

	Jealousy	Compare to Others	Superiority	Insecurity	Uncertainty	Impulse control
Education Static	-0.06	-0.03	0.04	-0.09	0.04	-0.03
<i>N</i>	317	317	317	317	317	317

Note. * $p < .05$ *Note.* ** $p < .01$

Income static regression results. The following stepwise regression examines the relationship between the cultural values and current income and tests the hypothesis that the Lebanese cultural values will not be related to the success indicator of income. The data in the table below shows that 3% of the variance in current income can be explained by assimilation and personal education. Assimilation is positively correlated with income static, while personal education is negatively correlated with income static. Adding resilience to this model did not change the results of this stepwise regression. This means that resilience does not help explain the relationship between the cultural variables and current income.

Table 60

Cultural Variables on Income Static – Stepwise

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	117,028.77	79,482.58	0.14	0.03	308
Assimilation	11,460.52	4,794.73	0.02		
Personal Education	-13,643.92	6,104.14	0.03		

Table 61

Cultural Variables + Resilience on Income Static – Stepwise

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	117,028.77	79,482.58	0.14	0.03	308

Assimilation	11,460.52	4,794.73	0.02		
Personal Education	-13,643.92	6,104.14	0.03		

Remittances static regression result. The following stepwise regression examines the relationship between the cultural values and current remittances sent and tests the hypothesis that the Lebanese cultural values will not be related to the success indicator of remittances sent. The data above shows that 4% of the variance in remittances static can be explained by competition, comparing to others and national adversity. Competition and national adversity are positively correlated with remittances static. Conversely, comparing to others is negatively correlated with remittances static. Furthermore, adding resilience to this model did not change the results of this stepwise regression. This means that resilience does not help explain the relationship between the cultural variables and remittances static.

Table 62

Cultural Variables on Remittances Static – Stepwise

	Unstandardized Coefficients		Significance	<i>Adjusted R-</i>	<i>N</i>
	B	Std. Error			

				<i>square</i>	
Constant	-3.60	2.99	0.23	0.04	304
Competition	0.53	0.22	0.02		
Compare to Others	-0.24	0.11	0.03		
National Adversity	0.30	0.15	0.04		

Table 63

Cultural Variables + Resilience on Remittances Static – Stepwise

	Unstandardized Coefficients		Significance	<i>Adjusted R- square</i>	<i>N</i>
	B	Std. Error			
Constant	-3.60	2.99	0.23	0.04	304
Competition	0.53	0.22	0.02		

Compare to Others	-0.24	0.11	0.03		
National Adversity	0.30	0.15	0.04		

Job value static regressions. The relationship between cultural variables and job value static was also explored. The following stepwise regression tested the hypothesis that the Lebanese cultural values will not be related to the success indicator of present job value. The results show that 6% of the variance in job value static can be explained by jealousy, family education and personal adversity. Jealousy and personal adversity are negatively correlated with job value static, while family education is positively correlated with job value static.

When resilience was added to this model, the results indicated that 6% of the variance in job value static could be explained by jealousy, family education, personal adversity and resilience. Adding resilience to this model, changed the results of the regression. With resilience included, jealousy and personal adversity remain negatively correlated with job value static. In addition, family education continues to be positively correlated with job value static. However, when resilience is added, it also becomes significant. The positive relationship between resilience and current job value makes sense and is in line with the literature on the consequences of resilience.

Table 64

Cultural Variables on Job Value Static – Stepwise

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	18.04	2.42	0.00	0.06	288
Jealousy	-0.16	0.06	0.00		
Family Education	0.52	0.24	0.03		
Personal Adversity	-0.24	0.12	0.04		

Table 65

Cultural Variables + Resilience on Job Value Static – Stepwise

	Unstandardized Coefficients			

	B	Std. Error	Significance	Adjusted R-square	N
Constant	14.43	2.92	0.00	0.06	288
Jealousy	-0.13	0.06	0.02		
Family Education	0.46	0.24	0.06		
Personal Adversity	-0.27	0.12	0.02		
Resilience	0.13	0.06	0.03		

Happiness static regressions. The relationship between cultural variables and happiness was also explored. The following stepwise regression tested the hypothesis that the Lebanese cultural values will not be related to the success indicator of happiness. The data above shows that 18% of the variance in happiness static can be explained by insecurity, competition, uncertainty acceptance, impulse control and family education. Competition, uncertainty acceptance, impulse control and family education are positively correlated with happiness static. Conversely, insecurity is negatively correlated with happiness static. Adding resilience to the model modified the results of this stepwise regression. The data shows that 19% of the variance in happiness static can be explained

by resilience and insecurity. According to the table below, resilience partially explains the relationship between the cultural variables and happiness. Therefore, this regression indicates that competition, uncertainty acceptance, impulse and family education are affecting resilience and resilience is in turn affecting happiness. Similarly to the first regression that excluded resilience, insecurity is negatively correlated with happiness static.

Table 66

Cultural Variables on Happiness Static – Stepwise

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	14.03	4.00	0.00	0.18	273
Insecurity	-0.31	0.07	0.00		
Competition	0.52	0.23	0.03		
Uncertainty	0.41	0.14	0.00		
Impulse Control	0.42	0.16	0.01		

Family	0.65	0.30	0.03		
Education					

Table 67

Cultural Variables + Resilience on Happiness Static – Stepwise

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	19.25	2.84	0.00	0.19	273
Resilience	0.48	0.08	0.00		
Insecurity	-0.22	0.07	0.00		

Education growth regressions. After considering the relationship between the cultural variables and various current success outcomes, the following regressions investigate the relationship between the cultural variables and the growth of these success measures. The stepwise regression below tested the hypothesis that Lebanese cultural values will not be related to the growth in educational achievement. The data below

shows that 10% of the variance in education growth can be explained by national adversity. National adversity is negatively correlated with education growth. Moreover, adding resilience to the model did not change the results of this regression.

Similar to education static, correlations were examined to understand the relationship between the cultural variables and education growth. Education growth is positively correlated with competition and negatively correlated with national adversity. It is reasonable to think that a competitive person who values being the best will achieve more education growth than someone who does not hold this value.

Table 68

Cultural Variables on Education Growth – Stepwise

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	3.22	0.34	0.00	0.10	122
National Adversity	-0.20	0.05	0.00		

Table 69

Cultural Variables + Resilience on Education Growth – Stepwise

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	3.22	0.34	0.00	0.10	122
National Adversity	-0.20	0.05	0.00		

Table 70

Correlations for Cultural Variables + Education Growth

	Personal Adversity	National Adversity	Family Educ	Personal Educ	Assimilation	Competition
Education Growth	0.59	-0.33**	-0.15	-0.06	-0.08	0.15**
<i>N</i>	122	122	122	122	122	122

Note. * $p < .05$ Note. ** $p < .01$

Table 70

Correlations for Cultural Variables + Education Growth Continued

	Jealousy	Compare to Others	Superiority	Insecurity	Uncertainty	Impulse control
Education Growth	-0.01	0.00	-0.04	-0.09	-0.05	-0.06
<i>N</i>	122	122	122	122	122	122

Note. * $p < .05$

Note. ** $p < .01$

Income growth regressions. The next stepwise regression tested the hypothesis that Lebanese cultural values will not be related to the growth in income. The data below shows that 3% of the variance in income growth can be explained by personal education and assimilation. Assimilation is positively correlated with income growth. Conversely, personal education is negatively correlated with income growth. Furthermore, adding resilience to this model did not change the results of this stepwise regression. This means that resilience does not help explain the relationship between the cultural variables and income growth.

Table 71

Cultural Variables on Income Growth – Stepwise

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	107,865.55	81,512.43	0.19	0.03	290
Personal Education	-14,961.47	6,309.11	0.02		
Assimilation	10,992.17	4,883.66	0.03		

Table 72

Cultural Variables + Resilience on Income Growth – Stepwise

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			

Constant	107,865.55	81,512.43	0.19	0.03	290
Personal Education	-14,961.47	6,309.11	0.02		
Assimilation	10,992.17	4,883.66	0.03		

Remittances growth regressions. This stepwise regression tested the hypothesis that Lebanese cultural values will not be related to the growth in remittances sent. The data below shows that 1% of the variance in remittances growth can be explained by family education, which is positively correlated with remittances growth. Furthermore, adding resilience to this model did not change the results of this stepwise regression. This means that resilience does not help explain the relationship between the cultural variables and remittances static.

Table 73

Cultural Variables on Remittances Growth – Stepwise

	Unstandardized Coefficients		Significance	Adjusted R-square	N
	B	Std. Error			
Constant	-6.56	3.09	0.04	0.01	302

Family Education	0.75	0.33	0.02		

Table 74

Cultural Variables + Resilience on Remittances Growth – Stepwise

	Unstandardized Coefficients		Significance	<i>Adjusted R- square</i>	<i>N</i>
	B	Std. Error			
Constant	-6.56	3.09	0.04	0.01	302
Family Education	0.75	0.33	0.02		

Job value growth regressions. This stepwise regression tested the hypothesis that Lebanese cultural values will not be related to the growth job value. The data below shows that 5% of the variance in job value growth can be explained by personal adversity and jealousy. Personal adversity is positively correlated with job value growth. Conversely, jealousy is negatively correlated with job value growth. In addition, adding

resilience to this model did not change the results of this stepwise regression. This means that resilience does not help explain the relationship between the cultural variables and job value growth.

Table 75

Cultural Variables on Job Value Growth – Stepwise

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	8.87	0.79	0.00	0.05	282
Jealousy	-0.24	0.07	0.00		
Personal Adversity	0.36	0.15	0.02		

Table 76

Cultural Variables + Resilience on Job Values Growth – Stepwise

	Unstandardized Coefficients			

	B	Std. Error	Significance	<i>Adjusted R-square</i>	<i>N</i>
Constant	8.87	0.79	0.00	0.05	282
Jealousy	-0.24	0.07	0.00		
Personal Adversity	0.36	0.15	0.02		

Cultural Variables on Cultural Variable Regressions Stepwise

The second section considers a different set of regressions. After looking at the relationship between the cultural variables and the outcome variables in the first set of regressions, the second section examines the relationship among the cultural variables themselves. In this segment, the cultural variables are treated as independent variables or dependent variables depending on the specific regression. These regressions test the hypothesis that the unique Lebanese cultural values will not be related to the cultural values of adversity, learning, assimilation, competition/masculinity, jealousy, comparing oneself to others, superiority, insecurity, uncertainty acceptance and impulse control. An example of a regression would be considering the effect of adversity, education, uncertainty acceptance, jealousy, impulse control, insecurity, superiority, comparing to others and competition on assimilation.

The first stepwise regression looks at the relationship between the cultural variables and personal adversity. The data below shows that 8% of the variance in personal adversity can be explained by national adversity, family education and superiority. National adversity is positively correlated with personal adversity. Superiority is also positively correlated with personal adversity. Conversely, family education is negatively correlated with personal adversity.

Table 77

Cultural Variables on Personal Adversity

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	3.54	1.10	0.00	0.08	339
National Adversity	0.23	0.05	0.00		
Family Education	-0.24	0.11	0.02		
Superiority	0.05	0.03	0.05		

Next, the relationship between the cultural variables and national adversity was considered. The data below shows that 9% of the variance in national adversity can be explained by personal adversity, insecurity and impulse control. Personal adversity, insecurity and impulse control are positively correlated with national adversity.

Table 78

Cultural Variables on National Adversity

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	2.92	0.74	0.00	0.09	339
Personal Adversity	0.23	0.06	0.00		
Insecurity	0.07	0.02	0.00		
Impulse	0.15	0.06	0.01		

The relationship between the cultural variables and family education was examined. The data below shows that 5% of the variance in family education can be

explained by personal education, competition and personal adversity. Personal education is positively correlated with family education. Competition is also positively correlated with family education. Conversely, personal adversity is negatively correlated with family education.

Table 79

Cultural Variables on Family Education

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	7.17	0.60	0.00	0.05	339
Personal Education	0.13	0.05	0.01		
Competition	0.10	0.04	0.01		
Personal Adversity	-0.06	0.03	0.02		

Next, I tested the relationship between the cultural variables and personal education. The data below shows that 6% of the variance in personal education can be explained by competition, family education and insecurity. Competition, family education and insecurity are positively correlated with personal education.

Table 80

Cultural Variables on Personal Education

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	5.57	0.74	0.00	0.06	339
Competition	0.11	0.04	0.01		
Family Education	0.16	0.06	0.01		
Insecurity	0.03	0.01	0.02		

Given that a number of the relationships in the regressions dealing with adversity and education as outcome variables were not reasonable, along with the regressions

described above, I conducted correlations for personal adversity, national adversity, family education and personal education. According to the correlation results, personal adversity is positively correlated with national adversity and superiority. National adversity is positively correlated with competition, insecurity and impulse control. Family education is positively correlated with personal education and competition. In addition, the correlation results indicated that personal education is positively correlated with competition, jealousy, comparing yourself to others and insecurity.

Table 81

Correlations for Independent Variables (N=339)

	Personal Adversity	National Adversity	Family Educ	Personal Educ	Assimilation	Competition
Personal Adversity	1	0.24**	-0.11*	-0.01	-0.01	0.11
National Adversity	0.24**	1	0.04	0.07	0.03	0.15**
Family Education	-0.11*	0.04	1	0.17**	0.04	0.16**
Personal Education	-0.01	0.07	0.17**	1	0.05	0.18**

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Note. * $p < .05$

Note. ** $p < .01$

Table 81

Correlations for Independent Variables Continued (N=339)

	Jealousy	Compare to Others	Superiority	Insecurity	Uncertainty	Impulse control
Personal Adversity	0.04	-0.05	0.12*	0.10	0.05	0.06
National Adversity	0.10	0.06	0.07	0.16**	0.06	0.13*
Family Education	-0.03	0.03	-0.02	0.06	0.07	-0.06
Personal Education	0.12*	0.12*	0.03	0.15**	0.06	0.07

Note. * $p < .05$

Note. ** $p < .01$

Next, the relationship between the cultural variables and assimilation was explored. The data above below that 6% of the variance in assimilation can be explained

by uncertainty, competition and superiority. Uncertainty acceptance is positively correlated with assimilation. Competition is also positively correlated with assimilation. Lastly, superiority is negatively correlated with assimilation.

Table 82

Cultural Variables on Assimilation

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	10.09	0.76	0.00	0.06	339
Uncertainty	0.11	0.03	0.00		
Competition	0.18	0.06	0.00		
Superiority	-0.04	0.02	0.04		

The relationship between the cultural variables and competition was examined.

The data below shows that 20% of the variance in competition can be explained by superiority, impulse control, assimilation, family education and personal education.

Superiority is positively correlated with competition. Impulse control is also positively

correlated with competition. Assimilation is positively correlated with competition.

Family education is positively correlated with competition. Lastly, personal education is positively correlated with competition.

Table 83

Cultural Variables on Competition

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	4.66	1.08	0.00	0.20	339
Superiority	0.11	0.02	0.00		
Impulse Control	0.15	0.03	0.00		
Assimilation	0.16	0.05	0.00		
Family Education	0.21	0.07	0.00		
Personal Education	0.16	0.06	0.01		

Next, the relationship between the cultural variables and jealousy was explored. The data below shows that 41% of the variance in jealousy can be explained by insecurity and comparing yourself to others. Insecurity and comparing yourself to others are positively correlated with jealousy.

Table 84

Cultural Variables on Jealousy

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	-0.70	0.50	0.16	0.41	339
Insecurity	0.41	0.04	0.00		
Compare to Others	0.41	0.07	0.00		

The relationship between the cultural variables and comparing oneself to others was examined. The data below shows that 31% of the variance in comparing yourself to others can be explained by jealousy, insecurity, superiority, impulse control and

uncertainty acceptance. Jealousy is positively correlated with comparing to others.

Insecurity and superiority are positively correlated with comparing to others. Conversely, impulse control and uncertainty acceptance are negatively correlated with compare to others.

Table 85

Cultural Variables on Comparing to Others

	Unstandardized Coefficients		Significance	<i>Adjusted R- square</i>	<i>N</i>
	B	Std. Error			
Constant	4.45	1.01	0.00	0.31	339
Jealousy	0.20	0.04	0.00		
Insecurity	0.12	0.03	0.00		
Superiority	0.12	0.03	0.00		
Impulse Control	-0.14	0.06	0.03		
Uncertainty	-0.12	0.06	0.03		

Next, the relationship between the cultural variables and superiority was investigated. The data above shows that 18% of the variance in superiority can be explained by competition, comparing yourself to others and insecurity. Competition, comparing yourself to others and insecurity are positively correlated with superiority.

Table 86

Cultural Variables on Superiority

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	-0.49	1.90	0.80	0.18	339
Competition	0.81	0.14	0.00		
Compare to others	0.30	0.08	0.00		
Insecurity	0.12	0.05	0.01		

The relationship between the cultural variables and insecurity was examined. The data below shows that 39% of the variance in insecurity can be explained by jealousy,

comparing yourself to others, national adversity and assimilation. Jealousy, comparing yourself to others and national adversity are positively correlated with insecurity. Lastly, assimilation is negatively correlated with insecurity.

Table 87

Cultural Variables on Insecurity

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	8.28	1.91	0.00	0.39	339
Jealousy	0.55	0.06	0.00		
Compare to others	0.34	0.08	0.00		
National Adversity	0.23	0.09	0.01		
Assimilation	-0.32	0.14	0.02		

Next, the relationship between the cultural variables and uncertainty acceptance was investigated. The data below shows that 9% of the variance in uncertainty acceptance

can be explained by comparing yourself to others, assimilation, jealousy, superiority.

Compare yourself to others and jealousy are negatively correlated with uncertainty acceptance. Conversely, assimilation and superiority are positively correlated with uncertainty acceptance.

Table 88

Cultural Variables on Uncertainty Acceptance

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	5.66	1.20	0.00	0.09	339
Compare to Others	-0.13	0.05	0.01		
Assimilation	0.30	0.08	0.00		
Jealousy	-0.09	0.03	0.01		
Superiority	0.07	0.03	0.03		

The relationship between the cultural variables and impulse control was considered. The data below shows that 10% of the variance in impulse control can be explained by competition, comparing yourself to others, national adversity and insecurity. Competition and national adversity are positively correlated with impulse control. Conversely, comparing yourself to others and insecurity are negatively correlated with impulse control.

Table 89

Cultural Variables on Impulse Control

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	7.52	1.00	0.00	0.10	339
Competition	0.33	0.07	0.00		
Compare to others	-0.11	0.04	0.01		
National Adversity	0.12	0.05	0.02		
Insecurity	-0.06	0.03	0.03		

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Success Variables on Success Variables

The third and last section considers the relationships between the outcome variables. In this case, the success measures that were initially treated as outcome variables are now acting as independent or dependent variables depending on the specific regression. These regressions test the hypothesis stating that the success measures will not be related to the success indicators of income, education level, job value, remittances sent and happiness/life satisfaction as measured by: current income, income growth, current education, education growth, current remittances sent, remittances sent growth, current job value, job value growth and current happiness/life satisfaction. An example of a regression would be considering the effect of income, job value, educational attainment and remittances sent on happiness.

First, I looked at the relationship between the success measures and education static. The data below shows that 24% of the variance in education static can be explained by this model. Job value static and job value growth are positively correlated with education static. Job value growth is also positively correlated with education static. Lastly, income static is negatively correlated with education static.

Table 90

Success Variables on Education Static

	Unstandardized Coefficients			
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			Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	0.03	0.76	0.97	0.24	244
Remittances Static	-0.02	0.02	0.39		
Job Value Static	0.19	0.04	0.00		
Happiness Static	-0.00	0.02	0.84		
Income growth	6.03E-6	0.00	0.10		
Remittances Growth	-0.00	0.02	0.94		
Job Value Growth	0.06	0.03	0.03		
Income Static	-8.99E-6	0.00	0.01		

I also considered the relationship between the success variables and education growth. The data below shows that 15% of the variance in education growth can be explained by this model. Job value growth is positively correlated with education growth.

Table 91

Success Variables on Education Growth

	Unstandardized Coefficients		Significance	<i>Adjusted R- square</i>	<i>N</i>
	B	Std. Error			
Constant	1.28	1.04	0.22	0.15	97
Remittances Static	0.01	0.02	0.83		
Job Value Static	-0.02	0.05	0.68		
Happiness Static	0.01	0.02	0.69		
Income growth	3.74E-6	0.00	0.31		
Remittances Growth	-0.02	0.03	0.49		
Job Value Growth	0.11	0.03	0.00		
Income Static	-4.03E-6	0.00	0.26		

As it was stated previously in this chapter, educational attainment can only increase. Therefore, it is reasonable to think that it is less likely to see significance in the dependent variable when its ability to change is restricted to only increasing like in the case of educational attainment. For this reason, correlations were conducted in order to display the relationship between the success indicators and education. Education static is positively correlated with education growth, income static, job value static, income growth and job value growth. Education growth is positively correlated with job value static, income growth and job value growth.

Table 92

Correlations for Success Variables on Education Static and Education Growth

	Education Static	Education Growth	Income Static	Remittances Static	Job Value Static
Education Static	1	0.55**	0.16*	0.02	0.43**
<i>N</i>	317	122	304	301	284

Education	0.55**	1	0.11	0.09	0.22*
Growth					
<i>N</i>	122	122	118	115	115

Note. * $p < .05$

Note. ** $p < .01$

Table 92

Correlations for Outcome Variables on Education Static and Growth Continued

	Happiness	Income Growth	Remittances Growth	Job Value Growth
Education	0.05	0.20**	0.01	0.38**
Static				
<i>N</i>	269	287	299	279
Education	0.01	0.19*	0.12	0.32**
Growth				
<i>N</i>	113	111	114	112

Note. * $p < .05$

Note. ** $p < .01$

Next, I examined the relationship between the outcome variables and happiness.

The data below shows that this model can explain 9% of the variance in happiness.

Education static and income growth are negatively correlated with happiness. Lastly, job value static is positively correlated with happiness.

Table 93

Success Variables on Happiness

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	24.15	4.11	0.00	0.09	97
Income Static	3.07E-5	0.00	0.06		
Remittances Static	-0.11	0.10	0.30		
Education Static	-0.99	0.44	0.03		
Job Value Static	0.50	0.24	0.04		

Education Growth	0.87	0.57	0.13		
Income Growth	-3.38E-5	0.00	0.05		
Remittances Growth	-0.05	0.12	0.70		
Job Value Growth	0.02	0.16	0.92		

The relationship between the success variables and income static was also investigated. The data below shows that 9% of the variance in income static can be explained by this model. Education static, remittances static and happiness static are positively correlated with income static.

Table 94

Success Variables on Income Static

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	-109,552.63	90,675.60	0.23	0.09	107

Education Static	25,391.30	9,983.74	0.01		
Remittances Static	5,491.88	2,491.01	0.03		
Happiness Static	5,249.52	2,381.90	0.03		
Education Growth	-8,048.99	12,600.10	0.52		
Remittances Growth	-4,497.47	2,711.90	0.10		

Next, I examined the relationship between the success variables and income growth. The data below shows that this model can explain 7% of the variance in income growth. Education static is positively correlated with income growth.

Table 95

Success Variables on Income Growth

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			

Constant	-84,492.64	93,945.13	0.37	0.07	101
Education Static	22,448.34	10,163.55	0.03		
Remittances Static	4,655.88	2,509.24	0.07		
Happiness Static	3,336.59	2,469.93	0.18		
Education Growth	2,718.97	13,315.93	0.84		
Remittances Growth	-2,350.15	2,752.34	0.40		

The relationship between the success variables and remittances static was investigated. The data below shows that this model explains 6% of the variance in remittances static. Job value growth is positively correlated with remittances static.

Table 96

Success Variables on Remittances Static

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	11.88	5.87	0.05	0.06	97
Education Static	-1.01	0.56	0.07		
Income Static	1.62E-5	0.00	0.42		
Job Value Static	-0.09	0.30	0.78		
Happiness Static	-0.20	0.13	0.12		
Education Growth	0.56	0.72	0.44		
Income Growth	-1.48E-5	0.00	0.48		
Job Value Growth	0.45	0.19	0.02		

In addition, the relationship between the success variables and remittances growth was explored. The data below shows that this model explains 7% of the variance in remittances growth. Job value growth is positively correlated with remittances growth.

Table 97

Success Variables on Remittances Growth

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	4.99	5.25	0.35	0.07	97
Education Static	-0.60	0.50	0.23		
Income Static	-2.24E-5	0.00	0.21		
Job Value Static	0.10	0.27	0.71		
Happiness Static	-0.14	0.12	0.23		
Education Growth	0.04	0.64	0.96		
Income Growth	1.52E-5	0.00	0.42		

Job Value Growth	0.35	0.17	0.04		

I examined the relationship between the success variables and job value static.

The data below shows that this model explains 24% of the variance in job value static.

Education static and happiness are positively correlated with job value static.

Table 98

Success Variables on Job Value Static

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	10.76	2.30	0.00	0.24	105
Education Static	1.21	0.25	0.00		
Remittances Static	0.08	0.06	0.22		
Happiness Static	0.20	0.06	0.00		
Education Growth	-0.35	0.32	0.28		

Remittances	-0.00	0.07	0.96		
Growth					

Also, the relationship between the success variables and job value growth was explored. The data below shows that this model explains 17% of the variance in job value growth. Education static is positively correlated with job value growth.

Table 99

Success Variables on Job Value Growth

	Unstandardized Coefficients		Significance	<i>Adjusted R-square</i>	<i>N</i>
	B	Std. Error			
Constant	-1.68	3.46	0.63	0.17	103
Education Static	0.98	0.38	0.01		
Remittances Static	0.15	0.10	0.12		
Happiness Static	0.14	0.09	0.13		
Education Growth	0.67	0.48	0.17		

Remittances	0.06	0.10	0.60		
Growth					

Definitions and Reasons for Success

Lastly, the fifth segment of this chapter focuses on the last research question and attempts to address the degree to which the participants' definitions of success match what they have achieved. The hypothesis is that members of the Lebanese diaspora will choose the definition of success that matches what they have rather than what they hope to achieve. Participants were asked to choose their definition of success among five options including happiness, high income, impressive job title, high educational attainment and financially supporting family in Lebanon. Table 100 presents their ranking of these items. It is important to note that each of these constructs was measured earlier in the survey. This analysis compares the respondents' definition of success to their score on that same construct.

Table 100

Definitions of Success

Definition of Success	n
Happiness	174
High Income	43
Impressive Job Title and Position	39
High Educational Attainment	27
Financially Supporting Family in Lebanon	7
N	290

An independent Samples t-Test was conducted to see if there were any significant differences in the means between those who picked happiness as their definition of success and those who picked any answer other than happiness as their definition of success. Results showed no significant differences between the two groups. Therefore, the mean happiness score for the respondents who picked happiness as their definition of success was not significantly different from the mean happiness score for the respondents who picked any answer other than happiness as their definition of success.

In addition, an independent Samples t-Test was conducted to see if there were any significant differences in the means between those who picked income as their definition of success and those who picked any answer other than income as their definition of success. Results showed no significant differences between the two groups. Therefore, the mean income for the respondents who picked income as their definition of success was not significantly different from the mean income for the respondents who picked any answer other than income as their definition of success.

The second part of this analysis tests the hypothesis stating that the participants' identified reason for success will match their lived experience as measured by the cultural values of adversity, learning, assimilation, competition/masculinity, jealousy, comparing oneself to others, superiority, insecurity, uncertainty acceptance and impulse control. Participants were asked to select the statement that resonates the most with the reason for their success after immigration. They were provided 10 distinct statements with each of those statements corresponding to one of the cultural variables. The constructs for these cultural variables were measured earlier in the survey.

This analysis compares the respondents' chosen reason for success to their score on that same construct. For instance, the adversity score for all those respondents who identified experiences of adversity as their reason for success was calculated. Then, their mean score was compared to the mean score of all those respondents who identified any response other than adversity. The purpose of this analysis is to examine whether the respondents' chosen reason for success matched their score for the same construct. An example of this analysis is considering whether the respondents who chose assimilation as their reason for success after immigration had significantly higher scores for assimilation than those who chose emphasis on education or competition as their reason for success. The next section expands on the descriptive statistics for all the variables included in the analysis.

Table 101

Cultural Reasons for Success

Cultural Reasons for Success	Count
I developed an inner drive to succeed as a result of the challenges that I faced when I was younger	100
My family's emphasis on learning helped me become more successful	80
My competitiveness contributed to my success in life	38
My ability to seamlessly assimilate in the United States' culture greatly influenced my success	38

My comfort with the unknown helped me be more successful	10
Feelings of insecurity regarding my personal worth pushed me to be more successful	9
Constantly comparing myself to others pushed me to be more successful	5
Feelings of being superior to others contributed to my success	4
My ability to resist temptation contributed to my success	4
Grand Total	288

Experiences of adversity (35%), emphasis on education (28%), competitiveness (13%) and assimilation (13%) were the most chosen reasons for success. An independent Samples t-Test was conducted to see if there were any significant differences in the means between those who picked adversity as their reason for success and those who picked any answer other than adversity as their reason for success. Results showed no significant differences between the two groups. Therefore, the mean adversity score for the respondents who picked experiences of adversity as their reason for success was not significantly different from the mean adversity score for the respondents who picked any answer other than adversity as their reason for success.

In addition, an independent Samples t-Test was conducted to see if there were any significant differences in the means between those who picked education as their reason for success and those who picked any answer other than education as their reason for success. Results showed significant differences between the two groups. The mean education score for the respondents who picked education as their reason for success was significantly higher than the mean education score for the respondents who picked any answer other than education as their reason for success. Furthermore, the respondents who chose education as their definition of success had a significantly higher educational attainment than those who picked any other reason for success.

An independent Samples t-Test was conducted to see if there were any significant differences in the means between those who picked competition as their reason for success and those who picked any answer other than competition as their reason for success. Results showed significant differences between the two groups. The mean competition score for the respondents who picked competition as their reason for success was significantly higher than the mean competition score for the respondents who picked any answer other than competition as their reason for success.

Lastly, an independent Samples t-Test was conducted to see if there were any significant differences in the means between those who picked assimilation as their reason for success and those who picked any answer other than assimilation as their reason for success. Results showed no significant differences between the two groups. The mean assimilation score for the respondents who picked assimilation as their reason for success was not significantly different from the mean assimilation score for the respondents who picked any answer other than assimilation as their reason for success.

CHAPTER FIVE

DISCUSSION OF FINDINGS AND CONCLUSION

While there is evidence suggesting that the Lebanese diaspora has been incredibly successful, the reasons for this success have not yet been systematically studied. There remains a limited understanding in the research of this phenomenon. For this reason, the goal of this study was to identify and examine the factors that have led to the success of this diaspora. This study examined members of the Lebanese diaspora in the United States account for their success. Specific aspects of Lebanese culture were derived from existing literature and a previously conducted pilot study. These cultural aspects included but were not limited to experiences of adversity, emphasis on education, high degrees of impulse control and high levels of comfort with uncertainty. The first step in the study was to ascertain the extent to which the respondents share the cultural values typically associated with the Lebanese, more specifically, the Triple Package. The next step was to consider whether these values predicted their own personal success. Finally, the role of resilience and its relationship to the cultural values and the success measures was explored.

This study further considered the impact of various demographics on the participants' degree of representation of specific aspects of Lebanese culture and key success outcomes. These demographics included gender, religious preference and number of years spent in Lebanon. In addition, this study investigated the relationship among Lebanese cultural values and the relationship among various success measures. Lastly, the study examined the degree to which participants' definitions of success matched what

they have achieved and considered the reasons to which study participants attributed their success.

The following research questions guided the study:

1. To what degree are study participants representative of specific aspects of Lebanese culture?
2. To what degree are various demographic variables (religion, gender and years spent in Lebanon) associated with the participants' representativeness of specific aspects of Lebanese culture?
3. To what degree are various demographic variables (religion, gender and years spent in Lebanon) associated with the success of members of the Lebanese diaspora?
4. To what degree are the Lebanese cultural values correlated with the success of the Lebanese diaspora?
5. To what degree does resilience mediate the relationship between Lebanese cultural values and the success of the Lebanese diaspora?
6. To what do study participants attribute their success?

Overall, the findings support existing research on cultural values including Hofstede's dimensions and the Triple Package. This study found that members of the diaspora demonstrated the unique cultural values of national adversity, personal education, family education, assimilation, competition/masculinity, superiority, insecurity, uncertainty acceptance, impulse control and resilience. Another finding was that religion does not influence the participants' representativeness of specific aspects of Lebanese culture and does not affect the success of members of the Lebanese diaspora.

However, the results indicated that gender and years spent in Lebanon do influence cultural values and success. When considering the degree to which Lebanese cultural values impact the success of the Lebanese diaspora, I was not surprised to find that assimilation is positively correlated with income static and income growth. This chapter summarizes the findings and discusses the implications, limitations and contributions of the research study.

Summary of Results

When considering the degree to which study participants are representative of specific aspects of Lebanese culture, this study found that members of the diaspora demonstrated the unique cultural values of national adversity, personal education, family education, assimilation, competition/masculinity, superiority, insecurity, uncertainty acceptance, impulse control and resilience. However, participants did not demonstrate the cultural aspects of comparing oneself to others, personal adversity and jealousy. When investigating this study's second and third research questions and considering the degree to which various demographic variables impact the participants' representativeness of aspects of Lebanese culture and the success of members of the Lebanese diaspora, this study found that religion does not influence the participants' representation of specific aspects of Lebanese culture and does not affect the success of members of the Lebanese diaspora. However, the results indicated that gender affects cultural values and success. For example, males displayed higher levels of personal adversity, national adversity, assimilation, competition, uncertainty acceptance and resilience. In addition, males had higher current income, current job value and job value growth.

Results showed that the number of years spent in Lebanon impact the participants' representation of aspects of Lebanese culture. For instance, those who lived more than the first 14 years of their life in Lebanon have greater national adversity and uncertainty acceptance than those who were born in the United States. Also, those who spent less than the first 14 years of their life in Lebanon have higher personal adversity than those who spent more than the first 14 years of their life in Lebanon. However, those who spent more than the first 14 years of their life in Lebanon have higher national adversity than those who spent less than the first 14 years of their life in Lebanon.

Another finding was that assimilation, competition, superiority, uncertainty acceptance and impulse control are positively correlated with resilience. Conversely, insecurity is negatively correlated with resilience. When considering the degree to which Lebanese cultural values impact the success of the Lebanese diaspora, I was not surprised to find that assimilation is positively correlated with income static and income growth. However, personal education is negatively correlated with income static and income growth. While competition and national adversity are positively correlated with remittances static, comparing oneself to others is negatively correlated with remittances static. Another finding was that jealousy is negatively correlated with job value static and job value growth. In addition, competition, uncertainty acceptance, impulse control and family education were positively correlated with happiness. However, insecurity was negatively correlated with happiness.

Another finding was that competition, family education and insecurity were positively correlated with personal education. Additionally, this study found that while uncertainty acceptance and competition were positively correlated with assimilation,

superiority was negatively correlated with assimilation. Also, superiority, impulse control, assimilation and personal education were positively correlated with competition. Results indicated that insecurity and comparing yourself to others were positively correlated with jealousy. Furthermore, while jealousy and superiority are positively correlated with comparing oneself to others, impulse control and uncertainty acceptance were negatively correlated with comparing oneself to others.

Another finding was that competition, comparing oneself to others and insecurity were positively correlated with superiority. Also, while comparing to others and jealousy were negatively correlated with uncertainty acceptance, assimilation and superiority were positively correlated with uncertainty acceptance. Lastly, competition and national adversity were positively correlated with impulse control. However, comparing to others and insecurity were negatively correlated with impulse control.

Additionally, this study found that while current educational attainment and income growth were negatively correlated with happiness, job value static was positively correlated with happiness. Also, current education and happiness were positively correlated with current income. Results indicated that happiness was positively correlated with current job value. Another finding was that adding resilience to the regression models did not change the results of most of the stepwise regressions. Resilience partially explained the relationship between the cultural variables and happiness.

This study found that the majority of participants chose happiness as their definition of success. Another finding was that experiences of adversity and emphasis on education were the top two reasons for success chosen by the survey respondents. This

chapter discusses the findings of the quantitative survey described in chapter 4 and addresses the limitations and significance of this study.

Representativeness of Lebanese Culture

This section addresses the first research question and the degree to which study participants are representative of specific aspects of Lebanese culture. As previously stated in this chapter, this study found that members of the diaspora demonstrated the unique cultural values of national adversity, personal education, family education, assimilation, competition, superiority, insecurity, uncertainty acceptance, impulse control and resilience. However, participants did not demonstrate the cultural aspects of comparing oneself to others, personal adversity and jealousy.

Personal Adversity

With an average score of 3.4 on a range from 0-10, the participants' score for personal adversity was moderate to low. The survey questions addressing personal adversity asked specifically about the financial situation of the respondents' families when they were young. This survey did not capture other aspects of personal adversity that could include challenges such as illness or the death of a parent. Based on these results and while keeping in mind the limited scope of the survey questions, it appears that on average the survey respondents belonged to the middle class and did not grow up with a great deal of financial hardship. Research suggests that there is a positive relationship between experiences of adversity and success. Therefore, this moderate to low score can have an impact on the success of this study's participants.

National Adversity

With an average score of 5.7 on a range from 0-10, the participants' score for national adversity was moderate. The survey questions inquired about adversity related to the political conflict and instability in Lebanon. Given Lebanon's tumultuous history, I was expecting the national adversity score to be significantly higher. An explanation could be that more than half of the respondents' left Lebanon before the age of 22, which is typically when individuals graduate college, enter the workforce and start thinking about starting a family. The matched samples that will be presented later in this chapter will interpret any differences that may exist between groups based on the number of years that they lived in Lebanon. Constructs of personal and national adversity are relevant to this study's purpose because of the relationship between stressors and performance. Taleb (2012) asserts that when individuals are exposed to a stressor they are forced to switch from a passive to an effortful way of thinking. In Taleb's opinion, Lebanese people have developed an inner stability and inner drive to succeed because of the continued fear of chaos. The relationship between stressors and the performance of this study's participants will be interpreted later in this chapter.

Family and Personal Education

With an average score of 9.4 on a range from 0-10, the participants' score for family education was extremely high. Survey participants were asked about their family's emphasis on education and the degree to which their families pushed them to get good grades in school. In addition, with an average score of 8.9 on a range from 0-10, the participants' score for personal education was extremely high. Participants were asked about their interest in learning new things and in going back to school for more

education. This finding is strongly related to the goal of this study and the ability to identify the factors that may have led to the success of the Lebanese diaspora.

Assimilation

With an average score of 12.8 on a range from 0-15, the participants' score for assimilation was high. The assimilation questions may relate to levels of open-mindedness, flexibility and ability to change. Similar to the education scores, the assimilation values were not surprising and were in line with the pilot study findings. Assimilation is important because it can play a key role in a person's ability to fit in and adapt to a new culture. According to Gudykunst (1991), an individual's facility with the country's language greatly affects one's amount and type of participation in addition to one's influence in the society. These attributes, in turn, not only shape the person's behavior in the new culture, but also how other members perceive the individual. As it was previously mentioned, while Arabic is the official language in Lebanon, all students in Lebanon are required to learn second and third languages. French and English are the two most commonly spoken languages in Lebanon after Arabic. Therefore, it is possible that the study participants' language repertoire influenced the high assimilation scores. Additionally, it is reasonable to think that the ability to assimilate is an antecedent for success. Therefore, this cultural value is crucial to the purpose of this study and to uncovering the reasons for the success of the Lebanese diaspora.

Competition/Masculinity

With an average score of 13.2 on a range from 0-15, the participants' score for competition was high. This finding is in line with and further supports Hofstede's masculinity dimension. In a masculine society, wanting to be the best is what drives

people in life. In addition, in masculine societies, the emphasis is on equity, competition and performance. Masculinity and the drive to be the best are related to success and accomplishments. Competition and the emphasis on performance serve as an impetus for success. Therefore, this cultural dimension plays a key role in informing my research questions and shedding light on the cultural factors that may have contributed to the success of this diaspora.

Jealousy

With an average score of 6.2 on a range from 0-25, the participants' score for jealousy was low. It is possible that social desirability contributed to the low scores for this cultural dimension. Despite paying particular attention to the wording of the survey questions, overcoming the social desirability aspect was a challenge. It is difficult for people to admit to jealousy and agree with statements that reflect those seemingly negative feelings. This issue could have been addressed by wording the questions slightly differently. For instance, changing the statement from "I feel badly about others making more money than I do" to "others feel badly about me making more money than them." This change will still reflect a cultural behavior without requiring participants to admit to them carrying out the specific behavior.

Comparing Oneself to Others

With an average score of 5.8 on a range from 0-15, the participants' score for comparing to others was moderate to low. Similarly to jealousy, social desirability seemed to also be a factor in the questions related to comparing oneself to others. This issue could be addressed by wording the questions slightly differently. For instance, changing the statement from "I often compare my success to the success of others around

me” to “People in Lebanon compare their success to the success of others around them.”

Capturing the behavior of the collective rather than the individual might make it easier for the respondents to agree with these less than desirable statements and behaviors. The low scores for jealousy and comparing oneself to others could impact this study’s research questions and skew the results. Specifically, there could be a relationship between these cultural values and success. However, this relationship might be skewed due to the inaccurate representation of these scores as a result of social desirability.

Superiority

With an average score of 13.4 on a range from 0-25, the participants’ score for superiority was moderate. It is important to note that the questions on the survey asked whether you individually believe that you are inherently better. Another way to address superiority could have been inquiring whether as a group you collectively believe that you are better. For example, instead of asking if you believe that you are more intelligent than most people are, I could have asked if you believe that Lebanese people are more intelligent than most people are. This change might have yielded different results as one’s belief in his/her individual superiority might be different from his/her belief in the collective superiority that stems from ethnic and cultural heritage. I believe that inquiring about the group’s collective superiority would have been more in line with Chua and Rubenfeld’s (2014) research on superiority.

According to Chua, the Lebanese are bolstered by the belief that, as descendants of Phoenicians, that they are superior (Chua & Rubenfeld, 2014). When speaking about their heritage, some Lebanese insist that they are Phoenician rather than Arabs. This belief that the Lebanese are not Arabs and that they have their own culture that is separate

from that of the surrounding Middle Eastern countries may be contributing to a stereotype boost. Superiority is a key measure in this research because positive stereotypes and ingrained expectations about superiority significantly contribute to achievement and success in various contexts.

Insecurity

With an average score of 11.1 on a range from 0-25, the participants' score for insecurity was moderate. Participants were asked about their insecurities regarding their worth in society and their accomplishments. In addition, they were asked about fearing losing what they have and worrying about not having enough. Similar to superiority and comparing oneself to others, questions regarding personal insecurity could be affected by social desirability. While feelings of insecurity do not contradict feelings of superiority, admitting to being insecure is in some ways the antithesis of feeling superior to others. Chua's research suggests that the Lebanese display high levels of insecurity and insist that this trait is an essential component of their theory and a prerequisite for success. While the respondents' scores for insecurity were not low, they were not as high as expected given Chua's research on insecurity. Insecurity is relevant to this study because the idea that insecurity can spur accomplishment is corroborated by numerous studies showing that a personal feeling of not being good enough or not having done well enough is associated with better outcomes. Howard Gardner found that insecurity, particularly stemming from childhood, is a common driver of success (Chua and Rubenfeld's, 2014).

Uncertainty acceptance

With an average score of 9 on a range from 0-15, the participants' score for uncertainty acceptance was moderate to high. Participants were asked about their level of

comfort with future events being unpredictable and about their preference for few rules. This finding was interesting given the fact that according to Hofstede, Lebanon scores 50 on this dimension and therefore shows no clear preference. Based on the participants' score on this dimension, it appears that Lebanese society is more uncertainty accepting. Members of Lebanese society tend to feel comfortable with uncertainty and ambiguity. Additionally, the Lebanese maintain flexible codes of belief and behavior and are generally tolerant of unorthodox behavior and ideas. Given that the assimilation score was high, it is not surprising that uncertainty acceptance is also relatively high. It is reasonable to think that uncertainty acceptance is an antecedent for assimilation and that both uncertainty acceptance and assimilation have a positive effect on success after migration.

Impulse Control

With an average score of 11.3 on a range of 0-15, the participants' score for impulse control was high. This finding is in line with the triple package theory. Today, an entire subfield of experimental psychology is devoted to phenomena variously called "effortful control", "self-regulation", "time discounting", "ego strength" and "willpower". The results of these studies including the well known "marshmallow test" are conclusive and bracing. Children with more impulse control go on to get better grades, spend less time in prison, have fewer teenage pregnancies, get better jobs and have higher incomes. In several studies, willpower and grit proved better predictors of grades and future success than did IQ or SAT scores (Chua and Rubenfeld, 2015). This result is also in line with Hofstede's indulgence versus restraint dimension. Lebanon scores 25 on this dimension, which means that the culture of Lebanon is one of restraint

(Hofstede, n.d.). According to Hofstede's finding, Lebanese society does not put much emphasis on leisure time and control the gratification of their desires. Additionally, Lebanese people have the perception that their actions are restrained by social norms and feel that indulging themselves is somewhat wrong (Hofstede, n.d.).

Resilience

With an average score of 31.7 on a range of 0-40, the participants' score for resilience was high. As stated above, this survey employed a shorter and validated version of the Connor-Davidson Resilience scale (CD-RISC). Participants were asked about their ability to adapt to change, dealing with the unknown, seeing the humorous side of problems and coping with stress. In addition, they were asked about their ability to bounce back after hardship, achieving goals despite obstacles, staying focused under pressure and not being easily discouraged by failure. Finally, the survey respondents were asked about the degree to which they think of themselves as strong people and the extent to which they can handle unpleasant feelings.

It is clear that there is some overlap between some of the cultural variables measured in this survey and the resilience questions. For instance, the ability to adapt to change and the capacity to deal with whatever comes are part of the ability to assimilate. In addition, staying focused under pressure is similar to impulse control. Lastly, thinking of oneself as a strong person could be similar to some of the superiority statements. This overlap is not surprising given that the defining attributes of resilience often stem from cultural values.

In summary, while personal adversity scores were not very high, study participants had relatively high scores for national adversity. Studies on resilience,

hardiness and antifragility indicate that adversity is an antecedent for performance and success. This relationship will be explored in the regression analysis discussed later in the chapter. Chua and Rubenfeld (2014) assert that superiority, insecurity and impulse control are the three cultural communalities that propel groups to success. The authors identified Lebanese Americans as one of the groups who have these three traits, known as the Triple Package. According to the data presented so far, the study participants displayed moderate to high scores for insecurity, superiority and impulse control. This finding is in line with the Triple Package theory and Hofstede's indulgence versus restraint dimension. Participants scored high on masculinity, which is also congruent with Hofstede's finding. However, while Hofstede asserts that Lebanon shows no clear preference in terms of uncertainty acceptance, study respondents scored high on this cultural value.

Additionally, participants scored high on education, assimilation and resilience. These constructs are associated with performance and success and are therefore, crucial for this research study. While members of the diaspora demonstrated most of the unique cultural values associated with Lebanese culture, participants did not demonstrate the constructs of comparing oneself to others, personal adversity and jealousy. The low scores for jealousy and comparing oneself to others could affect this study's research questions and skew the results. Specifically, there could be a relationship between these cultural values and success. However, this relationship might be skewed due to the inaccurate representation of these scores as a result of social desirability. Next, this chapter discusses the success measures used in this study.

Success and the Lebanese Diaspora

Along with the cultural variables and resilience, this study also encompassed a number of success measures including income, income growth, education, education growth, job value, job value growth, remittances sent, remittances sent growth and happiness. According to the data presented in chapter 4, a large percentage of the sample had a high educational attainment. This finding is in line with Khater (Freakonomics radio, 2013) assertions. Khater stated that there are as many as three Lebanese-Americans with doctorate degrees for every one American who has a doctorate degree. The Master's degree rate is also higher and is approximately 2.4 to 1.

In addition, it is clear that most participants achieved significant growth in educational achievement since immigrating to the United States. The mean increased by approximately one degree from the educational attainment before immigrating to the educational attainment now. A possible reason for this high educational achievement could be related to the focus that Lebanese society and Lebanese families place on education. As was mentioned previously in this chapter, the participants' score for family education and personal education were extremely high. It is reasonable to assume that there is a positive correlation between your family's emphasis on education, your interest in learning new things and your educational attainment.

Participants in this study had average earnings of approximately \$145,786 in 2016. This finding supports Chua & Rubenfeld's (2014) results discussed in both chapter 1 and 2. The authors stated that among ethnic groups in the United States, Lebanese are close to the top of the charts in terms of household median income, percentage earning over \$100,000 and percentage earning over \$200,000 (Chua & Rubenfeld, 2014).

Additionally, based on the data provided in chapter 4, it is clear that most participants achieved significant growth in income since immigrating to the United States. The mean increased by approximately \$102,296 between the income in the first year of immigration and their income now. It is possible that the significant income growth is related to the Lebanese's ability to assimilate in a new culture or perhaps it is a function of their competitive nature. The regressions that tested the relationship between the cultural variables and the various success outcomes will further address this relationship.

According to the data presented in chapter 4, the majority of this study's participants (72%) did not send any remittances in the first year after immigration. This high percentage is not surprising given that it is likely that the majority of the participants did not have disposable income in their first year after immigration. In the year of 2016, the number of participants who did not send any remittances dropped from 72% to 57%. However, even in 2016, the percentage of participants' who did not send remittances to Lebanon remains high and constitutes more than half the sample. This is surprising given the fact that according to data, the Lebanese diaspora plays a large role in influencing economic growth and development in Lebanon. In Lebanon, remittances are the top source of foreign exchange earnings in Lebanon. According to the World Bank, Lebanon's remittances have been increasing yearly. Lebanon's estimated remittance flow in 2008 reached US \$6 billion, an increase of four percent since 2007 (Project Middle East, 2010). Furthermore, Lebanon ranked 18th on the list of countries with the largest amounts of remittances received in 2008.

Three possible factors could be contributing to this high number. There is a nearly global distribution of the Lebanese diaspora, with a significant presence in Brazil,

Argentina, the United States, Canada, Australia and France (Tabar, 2010). Therefore, it is possible that the remittances are originating from Lebanese immigrants residing outside of the United States. Second, it is possible that over the years, older family members residing in Lebanon passed away leaving the Lebanese immigrant with no immediate family in Lebanon. The third reason could be that study participants helped their families emigrate from Lebanon to the United States. The assumption with both explanations is that study respondents are sending remittances to family members. It is also possible that remittances are sent to various organizations and not necessarily to family members. Further studies are needed to look at the motivations behind sending remittances to Lebanon and how that is changing over the years.

Job value was another measure of success in this study. Participants were also asked about their current job's prestige, the education required for their position, the likelihood of injury on the job and lastly their income. These questions combined formed the job value metric. The mean for job value increased from 9.6 to 21 between the job value in the first year after immigration and the present job value. Current happiness was also measured in the survey. Participants were asked a number of questions relating to family life, social relationships, job satisfaction and leisure activities. All these questions combined formed the happiness metric. On a range from 0-45, the mean happiness score for this study's participants was 32.1. This is considered to be a relatively high score.

To summarize, a large percentage of the sample had a high educational attainment, high average earnings and a high job value. Moreover, most participants achieved considerable growth in their educational achievement, earnings and job value. These findings are in line with research on the success of this diaspora. However, it was

surprising that the percentage of participants' who did not send remittances to Lebanon was high. Lastly, this study found that participants are happy. Next, this chapter considers the degree to which various demographic variables affect the participants' representativeness of specific aspects of Lebanese culture and the success of members of the Lebanese diaspora.

The Association between Demographic Variables and Culture

This section addresses the second and third research questions and considers the degree to which various demographic variables (religion, gender and years spent in Lebanon) affect the participants' representativeness of specific aspects of Lebanese culture and the success of members of the Lebanese diaspora. Next, the results of five matched samples are presented and interpreted.

Religion Matched Sample

The first matched sample looked at differences between Muslims and Christians. As was mentioned in chapter 4, there were no significant differences between Muslims and Christians in terms of cultural values, resilience and the success measures. A possible reason for the lack of significant differences between these two religious groups could be that the Lebanese culture and identity is more powerful than the specific religious affiliation. It could be that members of the Lebanese diaspora are representative of specific aspects of Lebanese culture regardless of religious preference. Both Christians and Muslims demonstrated the unique cultural values associated with Lebanese society and culture.

Gender Matched Sample

The second matched sample looked at differences between Males and females. According to the results discussed in chapter 4, differences in the cultural values between males and females are significant for personal adversity, national adversity, assimilation, competition, uncertainty acceptance and resilience. Males have higher personal adversity, national adversity, assimilation, competition, uncertainty acceptance and resilience. These results could be attributed to the fact that Lebanese society is patriarchal. In Lebanon, males have central roles of political leadership, religious authority and economical power. In addition, males and females are often socialized differently in Lebanon. The gender differences in upbringing and exposure to various experiences might partially explain the differences in some of these cultural values between males and females. Another possible explanation could be that the gender gap in cultural values is not specific to Lebanese members of the diaspora. For instance, some research suggests that males tend to be more competitive than females.

In addition, differences in the success measures between males and females are significant for income now (static), job value now (static), income growth and job value growth. Males have higher current income, job value now, income growth and job value growth. Given that the study participants currently reside in the United States, these results are also a function of the gender gap that continues to be prevalent in most industries in the U.S. Furthermore, the differences in success measures between males and females might be narrower or wider depending on the country. As mentioned in chapter 1, today there is a nearly global distribution of the Lebanese diaspora, with a significant presence in Brazil, Argentina, the United States, Canada, Australia and France

(Tabar, 2010). The differences in the success measures between males and females could be different in France for instance than they are in the United States. Additional studies including members of the Lebanese diaspora who reside outside of the United States are necessary to further explore these differences.

U.S. to 14+ Matched Sample

This sample matched those who were born in the United States to those who lived more than the first 14 years of their life in Lebanon. As it was stated in chapter 4, differences in cultural values between those who were born in the United States and those who lived more than the first 14 years of their life in Lebanon are significant for national adversity and uncertainty acceptance. Those who lived more than the first 14 years of their life in Lebanon have greater national adversity and uncertainty acceptance. Given Lebanon's years of instability and political turmoil, it is not surprising that those participants who lived more than 14 years in Lebanon experienced greater adversity than those who lived their entire lives in the United States. It is reasonable to assume that there is a positive correlation between the number of years spent in Lebanon and the amount of national adversity that a person experiences. Along with higher national adversity scores, those who lived more than the first 14 years of their life in Lebanon also had higher uncertainty acceptance scores. A possible explanation for this could be that the two constructs are related. The greater uncertainty acceptance could be a result of the experiences of adversity. This hypothesis and the relationship between these two cultural variables will be discussed later in this chapter.

Less than 14 years to 14+ Matched Sample

This sample matched those who lived less than the first 14 years of their life in Lebanon to those who lived more than 14 years in Lebanon. According to the results in chapter 4, differences in cultural values between those who spent less than the first 14 years of their life in Lebanon and those who spent more than the first 14 years of their life in Lebanon are significant for personal adversity and national adversity. Those who spent less than the first 14 years of their life in Lebanon have higher personal adversity than those who spent more than the first 14 years of their life in Lebanon. A possible explanation for this finding is that those who immigrated at a younger age were living under less favorable circumstances than those who immigrated later in life. It is possible that the financial struggle experienced by their families was the driving force behind their immigration. Perhaps those who immigrated later in life managed to complete college in Lebanon and immigrated due to the lack of job opportunities or maybe they were escaping the war.

However, those who spent more than the first 14 years of their life in Lebanon have higher national adversity than those who spent less than the first 14 years of their life in Lebanon. The same rationale used above to explain the significant difference in national adversity between those who lived greater than the first 14 years of their life in Lebanon and those who were born in the United States could also be used here. It is reasonable to assume a positive correlation between the number of years spent in Lebanon and the amount of national adversity that a person experienced. Therefore, it would make sense that those who lived in Lebanon for a greater period have higher scores for national adversity.

In addition, differences in outcome variables between those who spent less than the first 14 years of their life in Lebanon and those who spent more than the first 14 years of their life in Lebanon are significant for job value static. Those who spent more than the first 14 years of their life in Lebanon have higher job value static than those who spent less than the first 14 years of their life in Lebanon. It is possible that the current job value metric is related to personal adversity. It was previously stated that those who spent less than 14 years in Lebanon have higher personal adversity than those who spent more than 14 years in Lebanon. Perhaps personal adversity is negatively correlated with current job value. Another possible explanation could be that those who spent more time in Lebanon gained certain skills and abilities that helped them earn better jobs in the future.

US to Lebanon Born Matched Sample

This matched sample matched those who were born in the United States to those who were born in Lebanon (irrespective of the length of their stay in Lebanon). Differences in cultural values between those who were born in the United States and those who were born in Lebanon are significant for national adversity. Those who were born in Lebanon had higher national adversity than those who were born in the United States. Similar to all the other matched samples outlined above, this finding continues to hold true. The more time that the survey respondents spent in Lebanon the greater is their national adversity score.

In summary, religion does not affect the participants' representation of specific aspects of Lebanese culture and does not affect the success of members of the Lebanese diaspora. However, the results indicated that gender affects cultural values and success. Results also showed that the number of years spent in Lebanon impact the participants'

representation of aspects of Lebanese culture. Next, this chapter discusses a number of regression results.

The Association between Culture and the Success of the Lebanese Diaspora

This section addresses the fourth and fifth research questions and considers the degree to which Lebanese cultural values impact the success of the Lebanese diaspora. In addition, it investigates the extent to which resilience mediates the relationship between Lebanese cultural values and the success of the Lebanese diaspora. Furthermore, this section examines the relationship among the cultural values and the relationship among the success measures.

Cultural Variables on Success measures

Cultural variables on resilience. First, I looked at the relationship between the cultural variables and resilience. The role of culture is a critical component in understanding processes in resilience. Similar to the way biological evolution has equipped humans with many adaptive systems, cultural evolution has produced a host of protective systems. This study found that assimilation, competition, superiority, uncertainty acceptance and impulse control are positively correlated with resilience. Conversely, insecurity is negatively correlated with resilience. In the Oxford Dictionary of English, resilience is defined as being “able to withstand or recover quickly from difficult conditions” (Soanes & Stevenson, 2006, p. 1498). According to the literature, the main antecedent of resilience is deemed to be adversity. Therefore, it was surprising to see that adversity was not a significant variable in this regression.

As mentioned in chapter 2, six defining attributes of resilience were identified in the literature. These attributes include rebounding/reintegration, high expectancy/self-

determination, positive relationships/social support, flexibility and sense of humor. The term “reintegration” describes the process after disruption or adversity in which an individual wants to return to a regular routine or “get back to normal.” The concept of reintegration is similar to the cultural value of assimilation. Therefore, the finding that assimilation is positively related to resilience is in line with the literature. In addition, high expectancy is a sense of purpose and achievement in life (Benard, 1991). This sense of purpose may be internal or external. Self-determination is a feeling that regardless of what the circumstances or barriers are in life, the individual will overcome the barriers and excel (Benard, 1991). The concepts of high expectancy and self-determination could be related to both competition and impulse control. The sense of purpose and achievement in life are prevalent in masculine societies and therefore could come hand in glove with a highly competitive nature. Impulse control can also be related to self-determination and high expectancy.

The term “flexibility” captures the essence of adaptability, being cooperative and tolerant and having an easy temperament (Benard, 1991). Adaptability, flexibility and tolerance are closely tied to the concept of uncertainty acceptance. It is reasonable to believe that the more adaptable, flexible, tolerant and uncertainty accepting an individual is, the more resilient he/she will be. The literature on self-esteem and self-efficacy in relation to resilience is vast. Self-esteem and self-efficacy are often credited with the answer to “why some people snap and others snap back (Benard, 1991)”. While feelings of superiority are not exactly synonymous to self-efficacy and self-esteem, a connection between all three terms can be made. If self-esteem and self-efficacy are antecedents for resilience, feelings of superiority can also be predictors for resilience. Lastly, insecurity is

negatively correlated with resilience. This makes sense given that insecurity can be thought of as the antithesis of self-esteem and self-efficacy.

Cultural variables on education static. Next, I tested the relationship between the cultural variables and education static. There were no significant variables in this stepwise regression. Furthermore, adding resilience to the model did not change the results of this regression. The lack of significance could be due to the fact that educational attainment can only increase. Stated alternatively, once someone achieves a given degree they will always have it and their educational attainment cannot go down. Regression analysis helps us understand how the value of the dependent variable changes when any of the independent variables changes by one unit, while the other independent variables are held fixed. Therefore, it is reasonable to think that it is less likely to see significance in the dependent variable when its ability to change is restricted to only increasing like in the case of educational attainment.

For this reason, in addition to the stepwise regression, correlations were conducted in order to display the relationship between the cultural variables and education. Education static was not correlated with any of the 10 cultural variables.

Cultural variables on education growth. The relationship between the cultural variables and education growth was also explored in a stepwise regression. According to the data in chapter 4, national adversity is negatively correlated with education growth. A possible explanation for why national adversity is negatively correlated with education growth is related to priorities. Perhaps educational growth is not as important as finding a job or earning high income to someone who struggled in Lebanon to find a job and

maintain a stable income. Moreover, adding resilience to the model did not change the results of this regression.

Similar to education static, correlations were measured in order to understand the relationship between the cultural variables and education growth. Education growth is positively correlated with competition and negatively correlated with national adversity. It is reasonable to think that a competitive person who values being the best will achieve more education growth than someone who does not hold this value.

Cultural variables on income. Next, I looked at the relationship between the cultural variables and income. According to the results outlined in chapter 4, assimilation is positively correlated with income static. The positive relationship between assimilation and income is not surprising. An immigrant's ability to assimilate in a new society and culture is likely to have a positive effect on his/her income and success. Conversely, personal education is negatively correlated with income static. The personal education questions asked about the respondents' willingness to go back to school and pursue more education. Often times, returning to school for additional degrees negatively affects current income due to the opportunity cost inherent in this choice. Adding resilience to this model did not change the results of this stepwise regression. This means that resilience does not help explain the relationship between the cultural variables and current income.

Cultural variables on income growth. The relationship between the cultural variables and income growth was also explored. Similarly to the income static regression, assimilation is positively correlated with income growth. In addition, personal education is negatively correlated with income growth. The same rationale presented in the income

static regression can be offered here. Furthermore, adding resilience to this model did not change the results of this stepwise regression. This means that resilience does not help explain the relationship between the cultural variables and income growth.

Cultural variables on remittances static. Next, I looked at the relationship between the cultural variables and remittances static. While competition and national adversity are positively correlated with remittances static, comparing oneself to others is negatively correlated with remittances static. Greater experiences of national adversity yield a higher percentage of remittances sent back to Lebanon. A possible explanation for this relationship is that the greater the challenges related to Lebanon's political and economic instability, the more invested someone becomes in helping others who remain in this unfortunate situation. A possible reason behind the positive relationship between competition and remittances sent is that individuals are competitive when it comes to the amount of money they send back in the form of remittances.

Typically, one would expect competition and comparing oneself to others to move in the same direction. However, in this case comparing oneself to others is negatively correlated with the percentage of income someone sends in the form of remittances. A possible explanation for this relationship is that while respondents are competitive when it comes to the amount of remittances they are sending to Lebanon, they use a different barometer when comparing themselves to others. These benchmarks might not include remittances and in fact may inhibit respondents from sending more remittances. This can include things like material belongings or expensive experiences such as travel.

Furthermore, adding resilience to this model did not change the results of this stepwise

regression. This means that resilience does not help explain the relationship between the cultural variables and remittances static.

Cultural variables on remittances growth. Next, I tested the relationship between the cultural variables and remittances growth. According to the findings in chapter 4, family education is positively correlated with remittances growth. A possible explanation for this relationship is that if your family places a great deal of emphasis on education and you still have family members residing in Lebanon, it is possible that you are sending money in the form of remittances to help your family members complete their education. This finding might be related to the collectivistic nature of Lebanese society. In collectivistic cultures, group interests are stressed and individuals display a long-term commitment towards their family and extended relationships (Hofstede, n.d.). It is important to note that adding resilience to this model did not change the results of this stepwise regression. This means that resilience does not help explain the relationship between the cultural variables and remittances growth.

Cultural variables on job value static. The relationship between cultural variables and job value static was also explored. The data in chapter 4 showed that jealousy and personal adversity are negatively correlated with job value static. It is possible that those respondents who experienced a greater deal of personal adversity started out at a disadvantage compared to those who grew up under better circumstances. This might explain why personal adversity and current job value are negatively correlated. Based on the regression results, jealousy appears to hinder the respondents' current job value. In addition, family education is positively correlated with job value

static. It is reasonable to think that your family's emphasis on education when you were younger had a positive effect on the job you have years later.

When resilience was added to this model, the results of the regression changed. With resilience included, jealousy and personal adversity remain negatively correlated with job value static. In addition, family education continues to be positively correlated with job value static. However, when resilience is added, it also becomes significant. The positive relationship between resilience and current job value makes sense and is in line with the literature on the consequences of resilience.

Cultural variables on job value growth. Next, the relationship between cultural variables and job value growth was investigated. Based on the results in chapter 4, personal adversity is positively correlated with job value growth. This is a shift from the findings in the current job value regression. While personal adversity is negatively correlated with current job value, it is positively correlated with job value growth. As I mentioned previously, it is possible that those who experienced greater personal adversity during their childhood start out with a disadvantage. However, the job value growth regression reveals that personal adversity is positively related to job value growth. Therefore, despite the fact that those who experienced greater personal adversity have lower current job values, they have grown more than those who experienced lesser personal adversity. It is possible that over a period, those who experienced greater adversity can continue to grow and eclipse those who currently have a better job value.

Conversely, jealousy is negatively correlated with job value growth. Similar to its effect on current job value, based on the regression results, jealousy appears to hinder the respondents' job value growth. Furthermore, adding resilience to this model did not

change the results of this stepwise regression. This means that resilience does not help explain the relationship between the cultural variables and job value growth.

Cultural variables on happiness. I also explored the relationship between the cultural variables and current happiness. According to the data presented in chapter 4, competition, uncertainty acceptance, impulse control and family education are positively correlated with happiness static. Conversely, insecurity is negatively correlated with happiness static. It is reasonable to think that feelings of insecurity inhibit happiness. Adding resilience to the model modified the results of this stepwise regression. According to the results, resilience partially explains the relationship between the cultural variables and happiness. Therefore, this regression indicates that competition, uncertainty acceptance, impulse and family education are affecting resilience and resilience is in turn affecting happiness. Similar to the first regression that excluded resilience, insecurity is negatively correlated with happiness static.

To summarize, assimilation, competition, superiority, uncertainty acceptance and impulse control are positively correlated with resilience. Conversely, insecurity is negatively correlated with resilience. This finding is in line with the literature on the antecedents and defining attributes of resilience. When considering the degree to which Lebanese cultural values impact the success of the Lebanese diaspora, I was not surprised to find that assimilation is positively correlated with income static and income growth. An immigrant's ability to assimilate in a new society and culture is likely to have a positive effect on his/her income and success. However, personal education is negatively correlated with both income static and income growth. Often times, returning to school for additional degrees negatively affects current income due to the opportunity cost

inherent in this choice. Another finding was that jealousy is negatively correlated with job value static and job value growth. In addition, competition, uncertainty acceptance, impulse control and family education were positively correlated with happiness.

However, insecurity was negatively correlated with happiness. Another finding was that adding resilience to the regression models did not change the results of most of the stepwise regressions. Resilience partially explained the relationship between the cultural variables and happiness. Next, this chapter considers a different set of regressions.

Cultural Variables on Cultural Variable Regressions Stepwise

After discussing the relationship between the cultural variables and the success variables in the first set of regressions, the relationship among the cultural variables themselves was examined. In this segment, the cultural variables are treated as either independent variables or dependent variables depending on the specific regression. The purpose of these regressions is to investigate if any of the cultural characteristics have an effect on any of the other cultural variables measured in this survey.

Cultural variables on personal adversity. First, I looked at the effect of cultural variables on personal adversity. According to the results illustrated in the previous chapter, national adversity is positively correlated with personal adversity. It is reasonable to think that growing up in a politically and economically unstable country will have an effect on your personal adversity. People's financial circumstances and their ability to support their families are often influenced by the stability of the country they live in. Superiority is also positively correlated with personal adversity. The relationship between superiority is not very meaningful in this case given the fact that the survey measured the respondents' personal adversity specifically as it related to their childhood.

On the other hand, the survey tested their current feelings of superiority. Therefore, it is not reasonable to say that an increase in superiority leads to an increase in personal adversity. According to the regression results, family education is negatively correlated with personal adversity. Similar to superiority, the relationship between family education and personal adversity is not meaningful in this case. It is not reasonable to think that an increase in your family's emphasis on education decreases the amount of adversity that you experienced growing up.

Cultural variables on national adversity. Next, the relationship between the cultural variables and national adversity was considered. Personal adversity is positively correlated with national adversity. While it is difficult to make the argument that an increase in personal adversity leads to an increase in national adversity given the fact that national adversity transcends the individual experiences of adversity, there is a possible explanation for this relationship. It is possible that experiences of personal adversity influence the person's interpretation of national adversity. In other words, the greater personal adversity a given person experiences, the more negative is his/her interpretation of the political conflict and instability in Lebanon. Another explanation is that national adversity has a greater negative effect on those who are less financially stable. Stated alternatively, those who had little money growing up were more negatively affected by the national conflict and struggled more to find jobs.

Insecurity is also positively correlated with national adversity. While it might seem impossible to think that an individual's feelings of insecurity can affect the national adversity construct, there is a potential explanation for this relationship. It is plausible that feelings of insecurity affect a person's response to national adversity. The national

adversity questions asked about feeling worried about finding a job and the degree to which the conflict in Lebanon affected one's life negatively. Perhaps the more insecure someone is, the worse is the impact of national adversity. This explanation assumes that one's feelings of insecurity today are similar to what this person experienced when they were younger. Lastly, impulse control is positively correlated with national adversity. The relationship between impulse control and national adversity is not meaningful in this case. It is not reasonable to think that an increase in your current degree of impulse control can influence the extent to which the political conflict in Lebanon affected your life growing up.

Cultural variables on family education. The relationship between the cultural variables and family education was examined. Personal education is positively correlated with family education. This specific relationship between personal education and family education is not reasonable. While the argument can be made that your family's emphasis on education can affect the value that you currently place on education, it is difficult to say that your personal interest in education and learning affects how much emphasis your family placed on education when you were growing up.

Competition is also positively correlated with family education. The same argument can be made here. While it is reasonable to think that your family's focus on education affected how competitive you are today, it is difficult to say that your competitiveness today affects how much emphasis your family put on education during your childhood years. The results of this regression also indicated that personal adversity is negatively correlated with family education. As I previously mentioned, the personal adversity questions focused primarily on the financial circumstances of the respondents'

families. Therefore, it is reasonable to think that those who are struggling financially may have priorities that supersede pushing the children to get good grades and pursue additional degrees.

Cultural variables on personal education. Next, I tested the relationship between the cultural variables and personal education. Competition is positively correlated with personal education. It is reasonable to think that the more competitive someone is, the greater the emphasis on learning will be. Family education is also positively correlated with personal education. As stated previously in this section, the direction of this relationship is reasonable. It is not surprising that your family's emphasis on education positively affects the value that you currently place on learning and education. Lastly, insecurity is positively correlated with personal education. The insecurity questions asked participants about how confident they are in what they have done and what they have. It is reasonable to think that an increase in feelings of insecurity has a positive effect on someone's willingness to go back to school for more education.

Given that a number of the relationships in the regressions dealing with adversity and education as outcome variables were not reasonable, along with the regressions described above, I conducted correlations for personal adversity, national adversity, family education and personal education. According to the correlation results, personal adversity is positively correlated with national adversity and superiority. In terms of the direction of this relationship, it is reasonable to suggest that an increase in national adversity is associated with an increase in personal adversity. In addition, it is reasonable to say that an increase in personal adversity is associated with an increase in superiority.

In the triple package (2014), the authors indicate that superiority could be the result of overcoming personal struggle and hardship.

The correlations also indicate that personal adversity is negatively correlated with family education. In terms of the direction of this relationship, it is reasonable to speculate that an increase in personal adversity leads to a decrease in the family's emphasis on education. The rationale for the direction of this relationship was presented earlier in this section. National adversity is positively correlated with competition, insecurity and impulse control. As far as the direction of this relationship, it is reasonable to think that an increase in national adversity can lead to an increase in competition, feelings of insecurity and impulse control. However, one can also suggest that an increase in feelings of insecurity can affect someone's interpretation and reaction to national adversity.

Family education is positively correlated with personal education and competition. In terms of the direction of this relationship, it is reasonable to say that an increase in family education can lead to an increase in one's personal emphasis on education and level of competitiveness. In addition, the correlation results indicated that personal education is positively correlated with competition, jealousy, comparing yourself to others and insecurity. As far as the direction of this relationship, it is reasonable to think that an increase in personal education is associated with an increase in competition, jealousy, comparing oneself to others and insecurity. However, one can also suggest that an increase in feelings of insecurity can be associated with someone's emphasis on learning and interest in pursuing further education.

Cultural variables on assimilation. Next, the relationship between the cultural variables and assimilation was explored. Uncertainty acceptance is positively correlated with assimilation. It is realistic to think that being comfortable with future events being unpredictable and being comfortable in unknown situations is positively related to someone's ability to assimilate in a new environment. Competition is also positively correlated with assimilation. One can reasonably say that if someone values being successful and being the best, he or she is likely to be open to changing their behaviors to fit the culture they are in. Lastly, superiority is negatively correlated with assimilation. Feeling superior to others might hinder someone's ability to adjust to living with people who have different beliefs than them.

Cultural variables on competition. The relationship between the cultural variables and competition was examined. Superiority is positively correlated with competition. Feelings of superiority can affect how competitive someone is and how much they value being the best at everything they do. Impulse control is also positively correlated with competition. An increase in the ability to resist temptation and being very disciplined can lead to an increase in valuing success and being the best. In addition, assimilation is positively correlated with competition. The easier someone is able to assimilate in a new culture the more competitive they often are. Family education is positively correlated with competition. Lastly, personal education is positively correlated with competition. It is reasonable to think that an increase in family education or personal education can lead to an increase in valuing being the best and being competitive.

Cultural variables on jealousy. Next, the relationship between the cultural variables and jealousy was explored. Insecurity is positively correlated with jealousy. It is

reasonable to say that an increase in feelings of insecurity regarding someone's worth and accomplishments can lead to an increase in feelings of jealousy. Comparing yourself to others is also positively correlated with jealousy. It is also possible to say that an increase in someone's tendency to compare themselves to others can lead to an increase in feelings of jealousy.

Cultural variables on comparing oneself to others. The relationship between the cultural variables and comparing oneself to others was examined. Jealousy is positively correlated with comparing to others. The more jealous someone is the more likely they are to compare themselves to others. Insecurity is positively correlated with comparing to others. The more insecure someone is, the more likely they are to compare themselves to others. Superiority is also positively correlated with comparing to others. It also is reasonable to say that the more superior someone feels, the more likely they are to compare themselves and their accomplishments to others. Conversely, impulse control is negatively correlated with compare to others. It is reasonable to say that the more impulse control someone has, the less likely they are to compare themselves to others. In addition, uncertainty acceptance is negatively correlated with compare to others. In addition, the more uncertainty accepting someone is, the less likely they are to compare themselves to others.

Cultural variables on superiority. Next, the relationship between the cultural variables and superiority was investigated. Competition is positively correlated with superiority. It is plausible to think that an increase in competitiveness can lead to an increase in feelings of superiority. Comparing yourself to others is positively correlated with superiority. It is realistic to suspect that an increase in the tendency to compare

oneself to others may lead to an increase in feelings of superiority. Lastly, insecurity is positively correlated with superiority. This finding is line with the triple package theory. The authors argue that these traits are not contradictory and that they are both essential traits for success.

Cultural variables on insecurity. The relationship between the cultural variables and insecurity was examined. Jealousy is positively correlated with insecurity. Comparing yourself to others is positively correlated with insecurity. It is not surprising that feelings of jealousy and the tendency to compare oneself to others can lead to an increase in feelings of insecurity. National adversity is positively correlated with insecurity. It is reasonable to think that experiencing political and economic conflict can lead to greater insecurity. Lastly, assimilation is negatively correlated with insecurity. It is not surprising to see that challenges in regards to assimilating in a new culture can lead to an increase in feelings of insecurity.

Cultural variables on uncertainty acceptance. Next, the relationship between the cultural variables and uncertainty acceptance was investigated. Compare yourself to others is negatively correlated with uncertainty acceptance. It is plausible to suggest that someone who has the tendency to compare themselves to others has a harder time accepting uncertainty. In addition, jealousy is negatively correlated with uncertainty acceptance. It is reasonable to suspect that someone who feels jealous towards others has a harder time accepting uncertainty. Conversely, assimilation is positively correlated with uncertainty acceptance. Given that the constructs of assimilation and uncertainty acceptance are similar, it is not surprising to see that an increase in the ability to assimilate can lead to a greater comfort with the unknown. Finally, superiority is

positively correlated with uncertainty acceptance. Feelings of superiority can positively affect someone's ability to being comfortable in unknown situations.

Cultural variables on impulse control. The relationship between the cultural variables and impulse control was considered. Competition is positively correlated with impulse control. Being competitive and valuing being the best can enable the ability to be highly disciplined and to resist temptation. National adversity is also positively correlated with impulse control. Experiences of national conflict can help someone put off short-term gains for long-term success and can enhance their ability to resist temptation. Conversely, comparing yourself to others is negatively correlated with impulse control. Lastly, insecurity is also negatively correlated with impulse control. Feelings of insecurity and tendencies to compare yourself to others can hinder your ability to be disciplined and to resist temptation.

In summary, this study found that while uncertainty acceptance and competition were positively correlated with assimilation, superiority was negatively correlated with assimilation. Results indicated that insecurity and comparing yourself to others were positively correlated with jealousy. Furthermore, while jealousy and superiority were positively correlated with comparing oneself to others, impulse control and uncertainty acceptance were negatively correlated with comparing oneself to others. Also, while comparing to others and jealousy were negatively correlated with uncertainty acceptance, assimilation and superiority were positively correlated with uncertainty acceptance. Lastly, competition and national adversity were positively correlated with impulse control. However, comparing to others and insecurity were negatively correlated with

impulse control. Next, this chapter considers the relationships between the outcome variables.

Success Measures on Success Measures Regressions

In these regressions, the success measures that were initially treated as outcome variables are now acting as independent or dependent variables depending on the specific regression. The purpose of this final set of models is to examine if any of the success indicators have an effect on any of the other measures of success.

Success measures on education static. First, I looked at the relationship between the success measures and education static. Job value static is positively correlated with education static. An increase in the value of someone's current job might encourage them to pursue further education. Job value growth is also positively correlated with education static. Similarly to current job value, an increase in the growth of the value of someone's job might encourage them to pursue further education. Lastly, income static is negatively correlated with education static. It is reasonable to think that an increase in someone's earnings might discourage someone from pursuing further education, as they might not see value in doing so.

Success measures on education growth. I also considered the relationship between the success variables and education growth. Job value growth is positively correlated with education growth. An increase in the growth of the value of someone's job might lead to an increase in someone's education growth.

As it was stated previously in this chapter, educational attainment can only increase. Therefore, it is reasonable to think that it is less likely to see significance in the dependent variable when its ability to change is restricted to only increasing like in the

case of educational attainment. For this reason, correlations were conducted in order to display the relationship between the success indicators and education. Education static is positively correlated with education growth, income static, job value static, income growth and job value growth. In terms of the direction of these relationships, it is plausible to suggest that an increase in education can lead to an increase in current income, current job value, income growth and job value growth. However, one can also propose that an increase in income or job value can provide someone with the funds necessary to pursue further education. In terms of the direction of these relationships, it is plausible to suggest that an increase in education growth can lead to an increase in current job value, income growth and job value growth. However, similarly to the education static correlations, one can also suspect that an increase in income growth or job value can provide someone with the funds necessary to pursue further education.

Success measures on happiness. Next, I examined the relationship between the outcome variables and happiness. The term happiness carries many different meanings and a consensus of the use of the word has never emerged. In the last few decades, social scientists have expanded the definition of happiness to include objective wellbeing and subjective wellbeing. Objective wellbeing includes concepts such as stability, hardiness, stability, economic prosperity and progress. Subjective wellbeing encompasses concepts such as job satisfaction, self-esteem, contentment, and life satisfaction (Veenhoven, 1980). This study found that education static is negatively correlated with happiness. An increase in educational attainment is associated with a lower happiness score. A possible explanation for this relationship could be related to the financial burden that is often associated with pursuing an education. Another explanation could be that those who are

pursuing an education are also employed and having to balance both commitments is chipping away at their happiness.

Income growth was also negatively correlated with happiness. A plausible explanation for this negative relationship is that the added stress that often time accompanies and increase in earnings may be taking away from someone's happiness. It is possible that the increase in income comes with longer work hours and less leisure time. Lastly, job value static is positively correlated with happiness. This finding is in line with the literature provided in chapter 2. Fineman (1987) claims that work is a key source of identity, self-respect and social status. The author asserts that it is the most central life activity, is intrinsically valuable and is difficult to separate from other aspects of life. Therefore, it is reasonable to predict that a better job yields greater happiness.

Success measures on income static. The relationship between the success variables and income static was investigated. Education static is positively correlated with income static. While this is not always the case, in most instances a higher educational attainment yields a higher income. Remittances static is positively correlated with income static. When the relationship between income and remittances is being considered, one would typically assume that an increase in income leads to an increase in remittances sent. However, the relationship illustrated in this regression is the opposite direction. In this case, an increase in remittances sent is associated with an increase in income. One possible explanation is that the ability to financially support people in Lebanon serves as a motivator and a driving force to earn more money. Happiness static is also positively correlated with income static. It is believable to think the happier someone is the more successful and the higher income they earn.

Success measures on income growth. Next, I examined the relationship between the success variables and income growth. Education static is positively correlated with income growth. It is not surprising that an increase in education can yield an increase in income growth.

Success measures on remittances static. The relationship between the success variables and remittances static was investigated. Job value growth is positively correlated with remittances static. It is realistic to think that an increase in job value growth may lead to an increase in the amount of remittances that someone is sending back to Lebanon.

Success measures on remittances growth. In addition, the relationship between the success variables and remittances growth was explored. Job value growth is positively correlated with remittances growth. Similar to the relationship between job value growth and remittances static, it is reasonable to think that an increase in job value growth may lead to an increase in the growth of the remittances that someone is sending back to Lebanon.

Success measures on job value static. I examined the relationship between the success variables and job value static. Education static is positively correlated with job value static. The relationship stating that an increase in education can lead to a better job value is reasonable. Happiness static is positively correlated with job value static. Having a particular occupation is associated with levels of financial earnings, stress, social prestige, physical exertion, autonomy, non-monetary benefits, intellectual engagement, exposure to hazardous materials and scheduling flexibility. Therefore, it is realistic to think that happier people have better jobs. An explanation for this relationship could be

that happier people are able to put in greater effort into their jobs and are able to produce better outcomes than those who are not as happy.

Success measures on job value growth. In addition, the relationship between the success variables and job value growth was explored. Education static is positively correlated with job value growth. It is not surprising that an increase in education can lead to an increase in the growth of someone's job value.

To summarize, this study found that while current educational attainment and income growth were negatively correlated with happiness, job value static was positively correlated with happiness. Also, current education and happiness were positively correlated with current income. Results indicated that happiness was positively correlated with current job value. It is believable to think the happier someone is the more successful and the higher income they are going to earn. Next, this chapter examines the degree to which participants' definitions of success matched what they have achieved and considers the reasons to which study participants attributed their success.

Definitions and Reasons for Success

It is important to reiterate that as was the case with the regressions, only those individuals who were born in Lebanon were included in this part of the analysis. This section of the chapter focuses on the last research question.

Definitions of Success

Study participants were asked to choose their definition of success. They were provided five options including happiness, high income, impressive job title, high educational attainment and financially supporting family in Lebanon. I was surprised by the large number of respondents (60%) who chose happiness as their definition of

success. I was also surprised that only seven respondents identified the ability to financially support family in Lebanon as their definition of success. With that said, this finding is in line with previously discussed data suggesting that the majority of the respondents did not send any remittances in the year of 2016.

These findings led me to the question of whether people's definition of success represents what they have or what they hope to achieve. In other words, am I likely to pick happiness as my definition of success if I am happy or if I am unhappy? Do I identify high income as my definition of success if I currently earn a lot of money or if I hope to earn high wages in the future? Do I choose impressive job title and position because that is what I have today or is it because I do not currently have a great job? Am I likely to pick educational attainment as my definition of success because that is what I have achieved or because I have yet to do so? Lastly, does my definition of success encompass financially supporting family in Lebanon because this is what I am already doing or because my hope is to be able to do so?

To answer these questions, independent samples t-Tests were conducted to compare the mean scores for those who picked this success variable as their definition of success and those who picked anything other than this variable. The purpose was to see if those who picked a specific success variable had a significantly higher mean for the same construct than those who picked anything else. Independent samples t-Tests were conducted for the top two definitions of success, which were happiness and high income.

Based on the results displayed in chapter 4, the mean happiness score for the respondents who picked happiness as their definition of success was not significantly different from the mean happiness score for the respondents who picked any answer other

than happiness as their definition of success. In addition, the mean income for the respondents who picked income as their definition of success was not significantly different from the mean income for the respondents who picked any answer other than income as their definition of success.

Reasons for Success

Study participants were also asked to select the statement that resonates the most with the reason for their success after immigration. They were provided 10 distinct statements with each of those statements corresponding to one of the cultural variables. Almost 34% of the respondents chose experiences of adversity as their reason for success. This result was surprising given that the mean scores for both adversity constructs were relatively low as compared to the other cultural variables measured in this survey. I was not surprised to see that emphasis on education was the second most popular reason for success given the fact that the mean scores for both education constructs were extremely high. Of the 10 statements that were provided, nine were selected. The statement that was not chosen was related to feelings of jealousy.

These findings led me to the question of whether people's reason for success matches what they have experienced or what they are currently experiencing. In other words, did the respondents who chose adversity as their reason for success have higher adversity scores than those who chose emphasis on education, competitiveness, assimilation, uncertainty acceptance, insecurity, comparing oneself to others, superiority or impulse control? Did the respondents who chose emphasis on education as their reason for success have higher personal and family education scores than those who chose any of the other variables? Did the respondents who chose competitiveness as their reason for

success have higher competition scores than those who chose any of the other variables? Did the respondents who chose the ability to assimilate as their reason for success have higher assimilation scores than those who chose any of the other variables?

To answer these questions, independent samples t-Tests were conducted. Results showed that the mean adversity score for the respondents who picked experiences of adversity as their reason for success was not significantly different from the mean adversity score for the respondents who picked any answer other than adversity as their reason for success. In addition, the mean assimilation score for the respondents who picked assimilation as their reason for success was not significantly different from the mean assimilation score for the respondents who picked any answer other than assimilation as their reason for success.

Conversely, the mean education score for the respondents who picked education as their reason for success was significantly higher than the mean education score for the respondents who picked any answer other than education as their reason for success. Furthermore, the respondents who chose education as their definition of success had a significantly higher educational attainment than those who picked any other reason for success. In addition, the mean competition score for the respondents who picked competition as their reason for success was significantly higher than the mean competition score for the respondents who picked any answer other than competition as their reason for success.

In summary, this study found that the majority of participants chose happiness as their definition of success. Another finding was that experiences of adversity and emphasis on education were the top two reasons for success chosen by the survey

respondents. Next, this chapter discusses limitations, representativeness of the sample, contributions, significance and future research.

Limitations and Delimitations

Researcher subjectivity was an important consideration in this study. I emigrated from Lebanon to the United States eleven years ago and I am a member of the diaspora I am studying. Therefore, it was important to be aware of my subjectivity as I conducted this research. While my bias could have entered into the construction of the survey, it also informed it. My perspective is unique and cannot be had by someone who is not part of the culture I am studying. Therefore, even though my positionality may have led to possible bias, it also added significant insight to this study.

Given that I was the one who constructed the survey instrument, there are a number of considerations regarding the psychometric properties of this instrument including reliability and validity. Internal reliability measures whether the items in a scale are consistent in what they measuring. In other words, are all the items measuring the same construct? Given that reliability is partly a function of the number of items, I used longer scales for most of the constructs in an attempt to increase reliability. The reliability scores presented in chapter 4 indicate that overall, the survey instrument used in this study is reliable. Given the survey length constraints, a number of the constructs were measured using shorter scales, thus leading to lower reliability values for these specific constructs.

Another consideration is content validity, which measures the degree to which an instrument covers the range of meanings for that concept. I mitigated this issue by asking members of the Lebanese diaspora to evaluate the questions and provide feedback prior

to launching the survey. Pretesting the survey helped identify problems with the survey that could not have been otherwise anticipated.

Finally, generalizability is an important consideration for this study. Given that closed Facebook groups were my primary method for data collection, I was able to reach a representative sample. The sample used in this study was representative of the larger population in terms of gender, religious preference, marital status, income and educational attainment. In addition, by using social media to recruit participants, I was able to obtain a geographically diverse sample. This study's participants reside in numerous states and are not located in a singular geographic location. With that said, a delimitation is that this study only included Lebanese-Americans and excluded members of the diaspora who reside outside the United States. Therefore, generalizing the findings of this study to other members of the Lebanese diaspora living outside of the United States is challenging. Next, this chapter considers the sample's external validity.

Representativeness of the Sample and External Validity

It is important to consider whether the sample of respondents was representative of the Lebanese diaspora and whether based on the characteristics of the sample, the findings can be generalized. While the sample had some unique characteristics, overall, it appears to be representative of the Lebanese diaspora in the United States. In terms of gender, the sample is representative of the Lebanese population in the United States. Males were slightly overrepresented in my sample compared to the population in the United States. Additionally, the sample appears to be representative of the Lebanese population in the United States. Over 50% of both the Lebanese population in the United

States and the sample in this study are currently married. In addition, never married is the second largest category for both groups.

The survey participants were slightly older than the Lebanese population in the United States. This could be a result of the survey and data collection procedures. Facebook was the primary platform for data collection in this study. As of January 2017, 52% of Facebook users in the United States were above the age of 34. In 2011, only 38% of Facebook users were above the age of 34. Research shows that younger adults are turning to other social media platforms such as Instagram and Twitter. The fact that Facebook's users tend to be older than they used to be and older than other social media platform users might have affected the age of the sample in this study.

Another possible explanation could be related to the self-selection process that was inherent in this survey. It is possible that this study and the topic of research appealed to an older group of Lebanese Americans. As mentioned in chapter 1, a number of historians identify two pivotal moments in Lebanese history and point to two major waves of emigration (Khater, 2001, Tabar, 2010, Chua & Rubenfeld, 2014). The first flux of emigration ran from 1880 to 1920. The next exodus came during Lebanon's war, which began in 1975 (Khater, 2001, Tabar, 2010). The oldest person to participate in this study is 82 years old indicating that none of this study's respondents immigrated during the first flux of immigration. However, given the large numbers of Lebanese people who migrated during the civil war, it is very likely that a number of the survey respondents left Lebanon during the civil war. Given that the civil war erupted over 42 years ago and ended over 27 years ago, it is reasonable to assume that the majority of the survey

respondents who immigrated during this period are going to be in their 40's, 50's, and 60's today.

With respect to educational attainment, there are some differences between both groups. The majority of the Lebanese population in the U.S. falls in the Associate, Bachelor's or graduate degree categories. Moreover, all three levels of educational attainment are approximately equal. Conversely, the educational attainment for the survey respondents was on the fringe rather than staggered across the various levels. It appears that the majority of the participants who attended college managed to complete at least a Bachelor's and in most cases a graduate or professional degree in addition to their Bachelor's degree. In addition, 18% of the sample did not complete a high school diploma.

A potential explanation for the large percentage of the sample that did not complete a high school diploma could be related to the nature of jobs that Lebanese people chose to do when they migrated to the United States. According to Chua and Rubenfeld (2014), the Lebanese diaspora is famously entrepreneurial and many Lebanese entrepreneurs and business people worldwide have proven to be very successful. A college degree is not a prerequisite for starting your own business. Therefore, it is possible that a number of this study's participants chose the entrepreneurial route rather than attending college and completing a degree.

The mean earnings for this study's participants were \$145,787 compared to \$107,047 for the Lebanese population. The fact that the mean earnings of the survey respondents is approximately \$40,000 higher than the mean earnings of the Lebanese population in the United States could be attributed to the topic of this research. A study

about the success of members of the diaspora is likely to attract those who have higher earnings especially given that income is the most prevalent conceptualization of success. Data on religious preference was also collected from this study's participants. While there are no exact figures regarding the religious breakdown of Lebanese Americans, multiple sources indicate that the majority are Christians. Furthermore, various sources state that the vast majority of Lebanese Christians in the United States belong to the Maronite denomination. According to the demographic data presented in chapter 4, the sample is representative of the larger population. Christians constituted the majority of the sample with Maronite Christians being the largest denomination. With that said, the survey captured a number of other religious groups including Sunnis, Shi'as and Druze.

Chapter 4 also presented data on both age of immigration and the number of years that the participants have been living in the United States. While it was explicitly stated that this study was seeking participants who were born in Lebanon and who resided there for a period of time, 12% or 45 participants were born in the U.S. A number of these participants indicated in their surveys that while they were not born in Lebanon, they continue to maintain strong ties and visit Lebanon frequently. Rather than excluding this group from this study, I chose to include them in a matched sample to compare them to those who were born in Lebanon. The purpose of the matched sample is to see if there are any differences between these groups. However, they were excluded from the regressions that will be presented later in this chapter. The demographic data shows that approximately 73% or 278 participants spent at least the first 14 years of their life in Lebanon. Given the fact that the majority of the sample emigrated from Lebanon after the

age of 14 indicates that most of this study's participants' were exposed to valuable experiences and important milestones that are unique to Lebanese culture.

Conclusion, Significance and Future Research

This study shed light on the degree to which members of the Lebanese diaspora are representative of specific aspects of Lebanese culture. The results demonstrated that the Lebanese diaspora holds and displays most of the unique cultural values associated with Lebanese culture. This finding is in line with the Triple Package theory and Hofstede's dimensions. However, participants did not demonstrate the constructs of comparing oneself to others, personal adversity and jealousy. Issues of social desirability might have contributed to the low scores for these constructs. Additionally, a large percentage of the sample had a high educational attainment, high average earnings and a high job value. Moreover, most participants achieved considerable growth in their educational achievement, earnings and job value. These findings are in line with research on the success of this diaspora. However, it was surprising that the percentage of participants' who did not send remittances to Lebanon was high. Lastly, this study found that participants are happy.

This study showed that members of the Lebanese diaspora are representative of specific aspects of Lebanese culture regardless of religious preference. Results indicated that both Christians and Muslims demonstrate the unique cultural values that are associated with Lebanese society and culture. However, the results indicated that gender affects cultural values and success. Results also showed that the number of years spent in Lebanon impact the participants' representation of aspects of Lebanese culture.

This study also explored the degree to which Lebanese cultural values relate to the success of the Lebanese diaspora in the United States and then investigated the role of resilience in mediating this relationship. This study found that assimilation, competition, superiority, uncertainty acceptance and impulse control are positively correlated with resilience. Conversely, insecurity is negatively correlated with resilience. This finding is in line with the literature on the antecedents and defining attributes of resilience. When considering the degree to which Lebanese cultural values impact the success of the Lebanese diaspora, I was not surprised to find that assimilation is positively correlated with income static and income growth. An immigrant's ability to assimilate in a new society and culture is likely to have a positive effect on his/her income and success. However, personal education is negatively correlated with both income static and income growth. Often times, returning to school for additional degrees negatively affects current income due to the opportunity cost inherent in this choice. Another finding was that jealousy is negatively correlated with job value static and job value growth. In addition, competition, uncertainty acceptance, impulse control and family education were positively correlated with happiness. However, insecurity was negatively correlated with happiness.

The relationship among the cultural variables themselves was also examined. This study found that while uncertainty acceptance and competition were positively correlated with assimilation, superiority was negatively correlated with assimilation. Results indicated that insecurity and comparing yourself to others were positively correlated with jealousy. Furthermore, while jealousy and superiority are positively correlated with comparing oneself to others, impulse control and uncertainty acceptance were negatively

correlated with comparing oneself to others. Lastly, competition and national adversity were positively correlated with impulse control. However, comparing to others and insecurity were negatively correlated with impulse control.

This research also examined if any of the success indicators have an effect on any of the other measures of success. This study found that while current educational attainment and income growth were negatively correlated with happiness, job value static was positively correlated with happiness. Also, current education and happiness were positively correlated with current income. Results indicated that happiness was positively correlated with current job value.

This research contributes to literature in that it helped us understand important aspects of Lebanese culture. It confirmed other cultural research including the Triple package Theory and Hofstede's cultural dimensions. This study helped us ascertain the demographic variables that affect individuals' representativeness of specific aspects of Lebanese culture and success. Findings indicated that gender and time spent in Lebanon affect cultural values and success. This study further validated the research on the cultural antecedents of resilience. Findings showed that assimilation, competition, superiority, uncertainty acceptance and impulse control are positively correlated with resilience. Additionally, it shed light on the degree to which Lebanese cultural values impact the success of the Lebanese diaspora. I found that the ability to assimilate has a positive effect on both current income and income growth. In addition, results showed that feelings of jealousy have a negative impact on both current job value and job value growth. In terms of happiness, this study found that a competitive nature, being uncertainty accepting, impulse control and your family's emphasis on education have a

positive effect on how happy you are. However, feelings of insecurity chip away at happiness.

This study also contributed to the existing literature on cultural research in that it investigated the relationship among various cultural variables. I found that uncertainty acceptance has a positive effect on the ability to assimilate. Another finding was that masculinity has a positive impact on impulse control. Another contribution to the literature is related to the relationship among various success outcomes. This study confirms existing research on happiness and job satisfaction. Results indicate that current job value has a positive effect on happiness. Findings add to the literature in that they indicate that educational achievement and income growth take away from how happy you are. This study also found that happiness in turn contributes to income and job value. While the literature encompasses various definitions of success, this study found that happiness was the number one definition of success. Additionally, an interesting finding was that those who identified happiness as their number one definition of success are not as happy as those who picked another definition. When asked about the reason for their success, experiences of adversity and emphasis on education were the top two reasons for success chosen by the survey respondents. Finally, it is important to note that the contributions of this study are not limited to Lebanese culture. Lessons learned from Lebanon and Lebanese people can be applicable to other cultures. In addition, this study's findings can help inform the success and experiences of other immigrant groups and can add significant knowledge to the field of migration studies.

Future research can look into the cultural aspects of jealousy and comparing oneself to others. In this study, participants did not demonstrate these traits and a possible

explanation could be social desirability. Therefore, future studies might want to use different wording for these questions to make them less susceptible to social desirability. In addition, results indicated that adding resilience to the regression models did not change the results of most of the stepwise regressions. Future research can consider other mediating and moderating variables that could be affecting the relationship between culture and success. This study was limited to members of the diaspora residing in the United States. Future research can include members of the diaspora living outside of the United States and can consider differences between groups based on their host country.

Finally, if I were asked to use the findings of this study to help determine the factors that will increase the chances of having a successful child, my answer will encompass the following narrative. Based on my results, in order to raise a child to be successful, parents and societies should instill in them three key values. These values include competitiveness, uncertainty acceptance and impulse control. Despite the negative connotation that is often times associated with raising competitive children, this study's findings suggest that there is a great deal of value in competition. Results suggested that competitiveness is positively associated with resilience, happiness, impulse control and the ability to assimilate. Furthermore, assimilation was positively correlated with both current income and income growth. The second antecedent for successful children is the ability to accept uncertainty. Results suggested that uncertainty acceptance is positively associated with happiness, resilience and assimilation. Lastly, this study found that impulse control is a key predictor of resilience and happiness. In summary, the factors that will increase the chances of having a successful child are the values of competitiveness, uncertainty acceptance and impulse control.

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APPENDIX A

Survey Instrument

Table A1

Demographic Questions

1. What is your sex?

2. In what year were you born?

3. What is your marital status?

4. Do you currently live in the United States?

5. Did you spend at least the first 14 years of your life in Lebanon?

6. How old were you when you immigrated to the United States?

7. What is your religious preference?

Table A2

Representativeness of Cultural Characteristics

Characteristics Measured	Survey Question
Adversity	<ol style="list-style-type: none"> 1. I started working before the age of 14 to help support my family 2. When I was growing up, my family had little money 3. When I was living in Lebanon, I was worried about finding a job 4. The political conflict in Lebanon affected my life negatively
Learning	<ol style="list-style-type: none"> 1. My family placed great emphasis on education 2. My family pushed me to get good grades in school 3. I enjoy learning new things 4. The idea of going back to school for more education is appealing to me
Assimilation	<ol style="list-style-type: none"> 1. I can adjust to living with people who have different beliefs than me 2. I am open to changing my behavior to fit the culture I am in 3. I have adjusted to life in America

Competition/Masculinity	<ol style="list-style-type: none"> 1. I am very competitive 2. I value being the best in everything I do 3. Being successful at work is very important to me
Jealousy	<ol style="list-style-type: none"> 1. I feel badly about others making more money than I do 2. Meeting others who are more talented than me upsets me 3. I get uneasy when I think others are happier than me 4. I am resentful of those who are better educated than me 5. I am envious of those who appear to have better families than me
Comparing yourself to others	<ol style="list-style-type: none"> 1. I often compare my success to the success of others 2. I often compare my life to the lives of those individuals who still reside in Lebanon 3. I measure my success by comparing myself to (check all that apply) <ol style="list-style-type: none"> a) Acquaintances b) Family members c) Coworkers d) Famous persons e) Friends f) Neighbors g) None of the above
Superiority Complex	<ol style="list-style-type: none"> 1. I believe I am more intelligent than most people

	<ul style="list-style-type: none"> 2. I overcame more challenges than most people 3. I believe I am more hardworking than most people 4. I feel superior to others around me 5. I believe I am special
Sense of insecurity	<ul style="list-style-type: none"> 1. I worry that what I have done is not good enough 2. I worry that I do not have enough 3. I feel like I still need to prove myself 4. I am insecure about my worth in society 5. I fear losing what I have
Uncertainty Acceptance	<ul style="list-style-type: none"> 1. I am comfortable with future events being unpredictable 2. I am comfortable in unknown situations 3. I have a preference for few rules
Impulse Control	<ul style="list-style-type: none"> 1. I am able to resist temptation 2. I tend to be very disciplined 3. I can put off short-term gains for long-term success

Table A3

Connor-Davidson Resilience Scale

Survey Question
1. I am able to adapt to change
2. I can deal with whatever comes
3. I try to see humorous side of problems
4. Coping with stress can strengthen me
5. I tend to bounce back after illness or hardship
6. I can achieve goals despite obstacles
7. I can stay focused under pressure
8. I am not easily discouraged by failure
9. I think of myself as a strong person
10. I can handle unpleasant feelings

Table A4

Success Indicators

Characteristics Measured	Survey Question
Happiness/Life satisfaction	
(Family life, social relationships, job satisfaction and leisure activities)	<ol style="list-style-type: none"> 1. My spouse is a great source of support for me 2. I have a supportive group of friends 3. I would continue to work at my job even if it were not financially necessary 4. I love my job 5. I enjoy spending time with the people I work with 6. I pursue hobbies regularly 7. I frequently engage in leisure activities (eating, drinking, playing games etc.) with my friends 8. I belong to clubs (religious, political etc.) 9. I volunteer on a regular basis
Job value (prestige, education, injury rates, income)	<ol style="list-style-type: none"> 1. My current job is prestigious 2. My first job after immigrating to the United States was prestigious. 3. What level of education does your current job require 4. What level of education did your first job in the U.S. require?

-
5. The risk of injury is low at my current job
 6. The risk of injury was low at my first job
 7. Would you please tell me the option that best represents your individual income in 2016 before taxes
 8. Would you please tell me the option that best represents your individual income before taxes in the first year after immigrating to the United States?

Education

1. What was the highest degree you received prior to immigrating to the United States?
2. What is the highest degree you received since coming to the United States?

Remittances sent

1. What percentage of your income did you send to Lebanon in the first year after immigrating to the United States?
2. What percentage of your income did you send to Lebanon in the year of 2016?

Income

1. Would you please tell me the option that best represents your individual income before taxes in the first year after immigrating to the United States?
-

2. Would you please tell me the option that best represents your individual income in 2016 before taxes?

Perceptions of Success- Fifth Segment

From the list below, please choose the statement that you believe resonate the most with your success after immigrating to the United States

- I developed an inner drive to succeed as a result of the challenges that I faced when I was younger
- My family's emphasis on learning helped me become more successful
- My ability to assimilate in the United States' culture greatly influenced my success
- My competitiveness contributed to my success in life
- Feeling envious of others drove me to be successful
- Constantly comparing myself to others pushed me to be more successful
- Feelings of being superior to others contributed to my success
- Feelings of insecurity regarding my personal worth pushed me to be more successful
- My comfort with the unknown helped me be more successful
- My ability to resist temptation contributed to my success

From the list below, please rank your top three definitions of success

- High income
- High educational attainment
- Impressive job title and position
- Financially supporting family in Lebanon
- Happiness

Sep 27, 2017 2:25 PM PDT

Elissa Haddad
Sch of Leadership & Ed Science

Re: Expedited - Initial - IRB-2018-34, The Lebanese Diaspora: An Exploration of Assimilation and Success in the United States

Dear Elissa Haddad:

The Institutional Review Board has rendered the decision below for IRB-2018-34, The Lebanese Diaspora: An Exploration of Assimilation and Success in the United States.

Decision: Approved

Selected Category: 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.