The Relationship between the Socio-Economic Status and Students' Speaking Anxiety: A Study of Saudi EFL Students

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Abstract

Speaking is a complex production process involving several socio-psycho-cognitive factors and studying how these factors impact students' performance in English-speaking courses might lead to recommendations to enhance their speaking ability. Therefore, the objectives of the study are to examine the level of Saudi EFL learners' speaking anxiety and to investigate the relationship between speaking anxiety and the socio-economic status of Saudi Arabian students. Multiple regression was used to analyze the data in a quantitative research design to achieve those objectives. A questionnaire was used as the main tool for gathering data from 118 students at Betterjee Medical College in Jeddah. The results revealed that most Saudi EFL students experience a common problem of speaking anxiety in their English language classes. Another striking finding that has been found in this study was the significant and negative relationship between speaking and the student's socio-economic status which means that socio-economic status could be a crucial factor in speaking anxiety. The study's findings have some implications for EFL practitioners who work with and facilitate EFL students' efforts to overcome speaking anxiety particularly in a setting where the students are from varied socio-economic backgrounds.

Keywords: EFL learner, Preparatory year students, Saudi Arabia, Socio-economic status, Speaking anxiety, Speaking skills.

1. Introduction

Today, English is considered the most widely taught and learned foreign language globally due to its role across all disciplines. The need for teaching and learning English has grown as its influence has become more apparent in many societies. English served as a tool for instruction, global commerce, trade and communication. However, English proficiency in Saudi Arabia is classified as "very low proficiency" in the EFL English Proficiency Index [1]. Due to its

perceived economic worth and the inextricable relationship between the English and Saudi economies particularly the petroleum industry, this deficiency threatens the Saudi economy. To alleviate the situation, English is taught as an essential subject in private and public schools and has become the medium of instruction in major organisations and companies like Saudi Airlines, Saudi Aramco and the Saudi Telecommunication Company.

Moreover, as the online economy becomes more popular, marketers need to communicate with people who speak other languages but can communicate in English. In addition, because English is a lingua franca gaining proficiency in the language enables Saudis to easily communicate with the approximately 9.5 million foreign expatriates working in Saudi Arabia[1]. Thus, the demand for English proficiency is undeniable for Saudi EFL learners nationally and globally. English is a basic subject from primary school through the first year in college. Thus, students will have studied English for a minimum of twelve years before entering university or college. Despite this lengthy English-language study, most Saudi students lack communication competence in the language [2]. Most Saudi students struggle to speak English accurately and fluently despite having a good knowledge of grammar. Such a situation is not uncommon. A research conducted in Hong Kong, Rao [3] reported that Chinese pupils who studied English for several years had improved their reading skills as well as their understanding of grammar and vocabulary. They are unable to communicate in English as their speaking and listening skills are weak. Due to their inability to speak English, Saudi students are completely unprepared for the international competition that globalisation has created.

Students' poor English proficiency level has increased English-language education concerns in many nations, including Saudi Arabia. Consequently, attempts are being made to improve English instruction methods to promote students' listening, speaking, reading and writing skill to assist them in meeting the high-tech world's requirements. These efforts have led to fundamental changes in teaching and learning techniques for English.

The emphasis in Saudi Arabian English education has shifted from knowledge and receptive skills like reading and grammar comprehension to productive skills like writing and speaking [4]. Thus, English language teaching practices have evolved from traditional grammar-translation tactics to communication-based English teaching, like communicative language teaching.

The radical changes have inspired Saudi Arabian foreign language teachers to adopt the approach known as Communicative Language Teaching (CLT). CLT concentrates on developing learners' communicative competence in a target language. With a shift in language teaching and learning towards a more learner-centred approach, a stronger emphasis is placed on affective factors contributing to failure or success in FL learning [5, 6].

One essential affective factor that has become the recent focus of researchers is anxiety.Horwitz [7] claims that foreign language anxiety threatens an individual's self-concept by increasing the inherent limitations of communicating in an imperfectly mastered second language.

Horwitz, et al. [8] stressed that anxiety weakens foreign language learning and most language research acknowledges that anxiety is a primary obstacle for English as a Foreign Language (EFL) learners [9-11]. Furthermore, Horwitz and Young [12] said that the number of language learners who felt anxious in their language classes was disturbing. In addition, Krashen [13] found that anxiety related to foreign language learning could prevent material from reaching a learner's language acquisition centre and several investigations have stressed that those EFL learners who experience language anxiety might not find learning enjoyable, adversely impacting achievement and performance [14, 15].

Anxiety levels can differ among the four language skills to another therefore, some learners might exhibit a high anxiety level in one language skill but not in another. Therefore, some researchers have explored the relationship between students' performance and listening anxiety [16], reading anxiety [17], speaking anxiety [8] and writing anxiety [18] separately. Thus, studying the relationship between anxiety and different language skills has become the focus of language researchers.

Concerning Saudi Arabia, several studies have found that Saudi EFL learners experience anxiety at different levels [9, 19, 20]. Most studies on Saudi learners focused on reading, writing and listening, neglecting speaking, although speaking remains the most challenging skill for Saudi learners [19]. For example, Alnahidh and Altalhab [21] investigated the level and sources of speaking anxiety and found that students experienced a high level of speaking anxiety.The research showed that speaking anxiety has several sources: forced participation, fear of making mistakes, poor vocabulary, little practice and a lack of grammatical knowledge.

Individual, psychological and socio-economic factors like the education of a learner's parents, economic attitudes, backgrounds, genders and motivation are critical in EFL learning [22, 23]. Gardner [24] concentrated on the important impacts of social factors in EFL settings in his socio-educational model. Research in this field showed that socio-economic status was associated with factors like learning beliefs, learners' performance and achievement and foreign language anxiety [25]. However, very few studies have discussed the relationship between socio-economic status and different language skills and no study has discussed the relationship between speaking anxiety and socio-economic status.

The ever-increasing importance of speaking for Saudi EFL students indicates the need for more studies in this area, especially because English speaking is more challenging for Saudi EFL learners [9]. On the other hand, several researchers acknowledged that Saudi students experience anxiety in their language classes and in their speaking skills in particular. Thus, more studies focusing on the relationship between a student's socio-economic status and the affective factor of anxiety in acquiring speaking skills may fill this need. Studying the link between a student's socio-economic status and speaking anxiety might well aid English Language Teaching (ELT) practitioners in addressing their students' speaking anxiety manifestations from a more comprehensive perspective. Knowing the consequences of this connection could help students, teachers and parents create a home atmosphere more conducive to overcoming speaking anxiety. The study's

primary objectives were to investigate the level of speaking anxiety experienced by Saudi EFL students and the relationship between socio-economic status and speaking anxiety.

2. Literature Review

2.1. Socio-Economic Status

Socio-economic status is a broad concept intended to reflect students' cultural, financial, human capital and social resources [26]. It could also be viewed as a family's or individual's relative position in a hierarchical social structure derived from their access to or control over, power, prestige and wealth [27]. Viewed as an index of someone's overall prestige or social status in society, socio-economic status is among the most commonly investigated constructs in the social sciences and is typically gauged alongside education, income and occupational status [28].

Several studies have discussed socio-economic status concerning different variables in the language learning context like students' performance and achievement, students' beliefs, learners' aptitude and affective factors [25]. For example, a study conducted in 2015 in Iran explored the interactions between Iranian language students' socio-economic status and their language learning beliefs. The research found that students' socio-economic status positively correlates with their language learning beliefs. The results revealed that social factors substantially impact language learning in Ariani and Ghafournia [25]. Abbasian, et al. [29] investigated the potential role of socio-economic status and parents' educational background in predicting Iranian EFL learners' performance in listening and reading comprehension activities. They found a significant relationship between the learners' socio-economic status, their parents' educational backgrounds and their listening and reading comprehension scores. Kasbi and Elahi Shirvan [30] found that anxiety created barriers to learning a foreign language and a relationship between socio-economic factors and language learning achievement as well as classroom speaking anxiety derived from individual interactions outside and inside the classroom. Based on the literature reviewed, SES is a substantial factor that may affect language learning in different dimensions.

2.1.1. Kuppuswamy's Socio-Economic Status Scale

The modified Kuppuswamy scale is commonly used to measure the socio-economic status of populations from different countries. Kuppuswamy invented this scale in 1976. It comprises a composite score that includes the education and occupation of the family head along with the family's monthly income yielding a score that can range from 3–29. This scale classified populations into five socio-economic status groups. Often, the occupation and education are the head of the family are not changeable over time. However, the scale's income categories lose their scoring value following an alteration in a country's currency. Therefore, the scale must be updated in accordance with changes in the Consumer Price Index (CPI),allowing the socio-economic scale to be applicable to the populations under study.

2.2. Foreign Language Anxiety

A significant amount of research has been conducted on language anxiety for the last thirty years. Scovel [31] says that anxiety is related to feelings of apprehension, frustration, self-doubt, uneasiness or worry. Regarding anxiety in foreign language learning, the researchers distinguished between state anxiety and trait anxiety. Trait anxiety is a natural characteristic of being nervous irrespective of particular circumstances and state (situational) anxiety is nervousness at a particular moment in response to an outside stimulus [32]. Scholars believe that language learning anxiety differs from other anxieties in several respects since it encompasses a complex patina of personal viewpoints, confidence, emotion and manners in a learning procedure setting [8].

Highly motivated, self-confident learners with low anxiety are more likely to put forth more effort into foreign language learning whereas learners with low motivation, self-confidence and high anxiety are less likely to put forth as much effort. . This relationship means high anxiety could increase a learner's affective filter, leading to less enthusiasm about learning a target language [23]. Concerning the socio-economic status of EFL learners suffering from higher anxiety levels, studies have found that language students from lower socio-economic backgrounds suffered from higher EFL anxiety in class [33].

2.2.1 Foreign Language Speaking Anxiety

Language learners have unanimously identified speaking in a target language as the most overwhelming of the four language skills, often feeling stressed when taking turns speaking in the classroomWorde [34]. Daly [35] observed that the fear of delivering a public speech exceeded phobias like the fear of elevators, heights or snakes. Moreover, it has been proved that speaking anxiety has a negative impact on a learner's achievement and performance [36-38]. Sato [39] said that learners speak better and more effectively when their anxiety level decreases.

Heng, et al. [40] examined language anxiety dimensions aligned with the main sub-constructs of Horwitz, et al. [8] in a survey distributed to 700 students before taking an oral communication test. They found that most students experienced moderate fear associated with a negative evaluation, test anxiety and oral communication apprehension. Tianjian [41] also checked Chinese EFL learners' speaking anxiety and the relationship of speaking anxiety with language performance and achievement, language class sociability, language class risk-taking, speaking self-efficacy, trait anxiety and unwillingness to communicate. The results showed that more than half of the students reported moderate or high speaking anxiety levels, which differed significantly by proficiency groups but not by gender. Personality factors were also determined to be essential for speaking anxiety and language achievement, meaning that speaking anxiety had mutual impacts. Therefore, conducting more research on speaking anxiety, particularly how to reduce it is crucial.

2.3. Comments on Previous Studies

 Previous research reveals variables associated with foreign language anxiety. These studies have found that foreign language aptitude and language skills, students' perceptions of proficiency in a foreign language [42], socio-economic status [43], self-esteem [44] and teachers' beliefs [45], impact foreign language anxiety. However**,** most studies in this field stressed the relationship between foreign language anxiety and socio-economic status in general or with specific language skills like listening, reading and writing. Few studies have directly discussed the relationship between socio-economic status and speaking anxiety in Saudi and whether this relationship have a positive or negative impact on learners' performance. For instance, Elmenfi and Gaibani [46] sought to identify the impact of social evaluation on the speaking anxiety of EFL learners at the University of Omar Al-Mukhtar in Libya. They found that social evaluation was significant in the process, contributing to public speaking anxiety.

Research findings have revealed that students' speaking and foreign language anxiety in a language class varied significantly by perceived level of economic status. For example, Gayton [47] found that middle-class students were more academically competitive than their lower-class peers. Middle-class students were more ambitious in their learning and the parents from lower-class families encouraged their children's aspirations far less because lower-class parents do not assign the same importance to education as middle-class parents.

In Saudi Arabia, it has been documented that one reason for Saudi learners' low English competence may be the feeling of anxiety in their language classes [9, 16]. Even though several studies have provided valuable insights into identifying foreign language anxiety sources in Saudi contexts, the results are unclear and insufficient because of the limited scope of the variables studied and the nature of the participants recruited [19]. Moreover, those studies have discussed the general relationship between anxiety and foreign language learning. Limited research has discussed language anxiety associated with speaking skills and no study has discussed the relationship between speaking anxiety and socio-economic status in the Saudi context. Thus, this study aimed to investigate whether socio-economic status and speaking could have a symbiotic association in which one affects the other or not. In addition, the study examines the level of speaking anxiety among Saudi EFL learners. To address the research gap, the researchers have set the following purposes for the study.

3. Materials and Methods

3.1. Research Design

 This study used a questionnaire to collect data. Correlations and interrelationships among the variables were also obtained using correlation analysis. This methodology was used because it enabled a researcher to obtain information quickly and economically within a short period of time [48].

3.2. Participants

The participants were 118 undergraduate medical students studying at Batterjee Medical College (BMC) in Jeddah, Saudi Arabia who participated voluntarily. Participants were chosen based on their enrollment in the BMC preparatory year program.   The BMC preparatory year program offers an intensive English course for the students in their first year. The course is divided into five levels ranging from L1 to L5. The first three levels equal A1 to B1 consecutively. Level 4 equals B2. Level 5 students are exempted because they have already scored The International English Language Testing System (IELTS) band 6 or above. The total number of students in the first three levels is almost 350.

3.3. Instrument

The instrument had two sections. The first section had items derived from the Foreign Language Speaking Anxiety Scale (FLSAS)and section two had a socio-economic status (SES) questionnaire. Before the instrument was used psychology, sociology, and language experts reviewed it and gave feedback on its content. Appendix 2 presents the survey in its final draft.

3.3.1. Foreign Language Speaking Anxiety Scale (FLSAS)

FLSAS is a questionnaire that was adapted from Öztürk and Gürbüz [49]. Eighteen items from the 33 items of the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, et al. [8] were selected. Respondents rated each item on a 5-point Likert scale ranging from 1=strongly disagree to 5=strongly agree.

3.3.2. Socio-Economic Status Questionnaire

No consensus exists on how to measure socio-economic status. However, the most suitable scale that fits this study is Kuppuswamy's "Socio-economic Status Scale Questionnaire." This scale was used to recognise students' socio-economic status. After language experts gave feedback on the content, the instrument was finalised. The survey was piloted on 25 students in order to improve the items, and the reliability analysis yielded a Cronbach's alpha of .95.

3.4. Procedure

One hundred eighteen undergraduate students studying at BMC participated in the study. Random cluster sampling was employed to choose the classes to which the questionnaires were administered. As there were four proficiency-level groups, two groups were selected from each level to participate. The questionnaires were distributed to the participants face-to-face in their classrooms. The Statistical Package for Social Sciences (SPSS) version 22.00 for Windows was used to analyse the data gathered.

4. Result

4.1. General Information

The first part of the questionnaire collected data concerning the respondents, gender, age group and background in studying English. Table 1 shows the participant's demographic information. One hundred and eighteen students participated of which 73 (61.9%) were male and 45 (38.1%) were female.

Table 1.
Gender of Participants (N=118).

Variable	Category	Frequency	Per cent
Gender	Male	73	61.9
	Female	45	38.1

4.2. The First Research Question

A questionnaire with 18 items measured the speaking anxiety level. The questionnaire used a 5-point Likert scale so each student's total self-reported speaking anxiety score could range from 18 to 90. The scores were classified as the follows : more than 60 was interpreted as a high speaking anxiety level, 31 to 60 as a moderate speaking anxiety level and less than 31 as a low speaking anxiety level. The mean scores for all participants' total anxiety scores were computed to determine the speaking anxiety level. Table 2 shows that students at BMC overall reported a moderate speaking anxiety level.

Table 2.
Speaking anxiety level (N=118).

Speaking anxiety level	Mean	SD
	52.96	20.30

In addition to the student's speaking anxiety level, Table 3 presents the percentages and frequencies of low, moderate and high speaking anxiety levels that were also calculated. This analysis found that 49.1% experienced a high speaking anxiety level, 42.2% experienced a moderate speaking anxiety level, and 8.7% experienced a low speaking anxiety level.

Table 3.
Participants' speaking anxiety percentages and frequencies.

Speaking anxiety level	Frequency	Per cent
High	58	49.1
Moderate	50	42.2
Low	10	8.7
Total	118	

4.3. The Second Research Question

After calculating the three criteria of the scale (education of the   head of the family, occupation of the head of the family and monthly income of the family) (see Appendix 1). The socio–economic status of the participants were classified as shown in Table 4.

Table 4.
Socio-economic status of participants.

Class	Frequency	Per cent
Upper	23	19.5
Upper middle	33	28.0
Lower middle	7	5.9
Upper lower	31	26.3
Lower	24	20.3
Total	118	100.0

The Pearson coefficient correlation was calculated to examine the relationship between socio-economic status and the student's speaking anxiety and was above .50, indicating a strong correlation. Based on this, a medium relationship appears when the r value ranges from .30 and .49 whereas a small relationship appears when the r-value ranges between .1 and .29. Table 5 shows   a statistically significant negative relationship between socio-economic status and speaking anxiety ($r = -.37$, p=.000). The relationship was classified as moderate, indicating that the higher the socio-economic level, the lower the anxiety level.

Table 5.
Correlation between socio-economic status and speaking anxiety.

R	p	F	R Square	Adjusted R Square
-0.37	0.000	35.407	0.381	0.37

5. Discussion

This study's objectives were to investigate the level of Saudi EFL learners' speaking anxiety and the relationship between speaking anxiety and the student's socio-economic status. I Interesting results emerged from the study. First, most participants experienced speaking anxiety. The results showed that the students' speaking anxiety levels ranged from moderate to high. The reasons include fear of evaluation, fear of poor performance and lack of confidence. The result aligns with Horwitz, et al. [8], Heng, et al. [40], and Tianjian [41]. In Saudi Arabia, the present study also confirms the findings of Alnahidh and Altalhab [21], who found that Saudi EFL students had moderate speaking anxiety in their English classes. Thus, anxiety could prevent learners from delivering their messages and thoughts in English, negatively impact their desire to communicate [11] and disturb communication proficiency development over the long term. Reducing this anxiety level must be dealt with carefully. The findings of the second research pinpoint a statistically negative relationship between socio-economic status and speaking anxiety. This result means that students with a higher socio-economic status experience a lower speaking anxiety level. This result is consistent with past research [30, 46]. Kasbi and Elahi Shirvan [30] found a relationship between socio-economic factors, language learning achievement and classroom speaking anxiety. Elmenfi and Gaibani [46] found that social evaluation was significant in the process, contributing to public speaking anxiety.

To the best available knowledge, few research has investigated the relationship between socio-economic status criteria and students' speaking anxiety in an EFL context, particularly in Saudi Arabia. Consequently, contrasting or comparing the current research results with other studies is impractical. This study had limitations like a small sample size and limited time to complete it. Although having some limitations, the present study's findings shed light on the area of research which will open the field for future exploration.

6. Conclusion

This study examined the speaking anxiety level among Saudi EFL learners and its relationship with participants' socio-economic status. The findings demonstrated that BMC preparatory program students experience moderate to high speaking anxiety levels. Another striking finding was the negative and significant relationship between speaking anxiety and socio-economic status. The study's findings lead to recommendations for teachers, learners and parents to improve undergraduate students' speaking skills by reducing anxiety in public settings. A teacher should create a stress-free supportive environment and encourage students to practice speaking in small groups or pairs or take oral tests but not as a requirement to pass [21]. These steps should be taken especially for students from rural areas with lower socio-economic status and whose parent's education and occupation are lower than their classmates during speaking performance assessment. Parents can also benefit from this study. They can motivate and support their children and allow them to speak in a foreign language to avoid hesitation or shyness. Last, the current study might help foreign language learners become aware of their anxiety sources consequently, they may overcome this problem and boost their English-speaking proficiency. Future research could study students from more than one university and experimental research can also be done to check the effectiveness of specific interventions for avoiding foreign language speaking anxiety.

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APPENDIX

Appendix 1.
"Socio –economic status questionnaire".

Kuppuswamy's "Socio-economic Status Scale Questionnaire	
Education of head of family	**Score**
Professional degree	7
Graduate or postgraduate	6
Intermediate or post high school diploma	5
High school certificate	4
Middle school certificate	3
Primary school certificate	2
Illiterate	1
Occupation of head of family	
Professional (white collar)	10
Semi-professional	6
Clerical, shop-owner/farm	5
Skilled worker	4
Semi-skilled worker	3
Unskilled worker	2
Unemployed	1
Monthly income of family	

In 2001 (Base year)	Score
• Less than 5000 SR	12
• From 5000 to 12000 SR	10
• From 12000 to 20000 SR	6
• From20000 to 27000 SR	4
• From 27000 to 32000 SR	3
• From 32000 to 40000 SR	2
• 45000 or above	1

Socioeconomic class		Total score
I	Upper	26-29
II	Upper middle	16-25
III	Lower middle	11-15
IV	Upper lower	5-10
V	Lower	01-04

Appendix 2.
Study survey.

June 20, 2022
Dear respondent:

   I am a faculty member at **Batterjee Medical College** and conducting a survey regarding foreign language learning. The objective of this study is to help me understand the relationship between socioeconomic status and speaking anxiety.

I realize that your time is valuable and many demands are made upon it by your heavy workload. However, your participation in this survey, which will require only about 5- 10 minutes of your time, is vital to the success of this study.

Please, be rest assured that all your responses will be kept strictly confidential and I will keep your identity anonymous. All the data will be aggregated and will be strictly used for academic purposes only. I am looking forward to completing my questionnaire best to your convenience and later I can revisit you to collect it back.

If you are interested in this study, please contact me through email at ibrahim.oteir@bmc.edu.sa or call me at 00966530329408

Thank you in advance for your cooperation.

Yours sincerely,

Dr. Ibrahim Oteir

Assistant professor of applied linguistics

Section A: Demographic Information

Please fill in blanks and tick (√) questions below in the appropriate boxes that correspond to the questions?

1.	**Age**	•	Less than 24Y	•	25 – 34 Y	•	35 – 44 Y	•	Over 45 Y
2.	**Gender**	•	Male	•	Female			
3.	**Region**	•	Rural	•	Urban			

Section B: Foreign Language Speaking Anxiety (FLSA)

Foreign Language Speaking Anxiety Questionnaire - English Version

This section is prepared to collect information about your level of English language speaking anxiety that you experience in classroom atmosphere. After reading each statement, please circle the number which appeals to you most. There are no right or wrong answers for the items in this questionnaire. Thanks for your contribution.

'1' : Strongly disagree. '2' : Disagree. '3' : Not sure. '4' : Agree. '5' : Strongly agree.

Statements	Strongly Disagree	Disagree	Not Sure	Agree
1. I am never quite sure of myself when I am speaking in English.	1	2	3	4
2. I am afraid of making mistakes in English classes.	1	2	3	4
3. I tremble when I know that I am going to be called on in English classes.	1	2	3	4
4. I get frightened when I don't understand what the teacher is saying in English	1	2	3	4
5. I start to panic when I have to speak without preparation in English classes	1	2	3	4
6. I get embarrassed to volunteer answers in English classes.	1	2	3	4
7. I feel nervous while speaking English with native speakers.	1	2	3	4
8. I get upset when I don't understand what the teacher is correcting.	1	2	3	4
9. I don't feel confident when I speak English in classes.	1	2	3	4
10. I am afraid that my English teacher is ready to correct every mistake I make.	1	2	3	4
11. I can feel my heart pounding when I am going to be called on in English classes.	1	2	3	4
12. I always feel that the other students speak English better than I do.	1	2	3	4
13. I feel very self-conscious about speaking English in front of other students	1	2	3	4
14. I get nervous and confused when I am	1	2	3	4

Statements	Strongly Disagree	Disagree	Not Sure	Agree
speaking in English classes.				
15. I get nervous when I don't understand every word my English teacher says.	1	2	3	4
16. I feel overwhelmed by the number of rules I have to learn to speak English.	1	2	3	4
17. I am afraid that the other students will laugh at me when I speak English.	1	2	3	4
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	1	2	3	4

Section D: Socio-economic status

Following are questions pertaining to **socioeconomic status**. Please tick (√) on the appropriate choice.

1- What is your parents' education?

a. Illiterate   b. Primary school certificate   c. Middle school certificate d. High school certificate   e. Intermediate or post high school diploma   f. Graduate or postgraduate   g. Professional degree

2- what is the occupation of head of family?

a. Unemployed   b. unskilled worker c. skilled worker d. Clerical, shop-owner/farm   e. Semi-professional   f. Professional (white collar)

3- what is your family monthly income?

a. less than 5000 SR   b. from 5000 to 12000 SR   c. from 12000 to 20000 SR   d. from20000 to 27000 SR   e. from 27000 to 32000 SR f. from 32000 to 40000 SR g. 45000 or above.