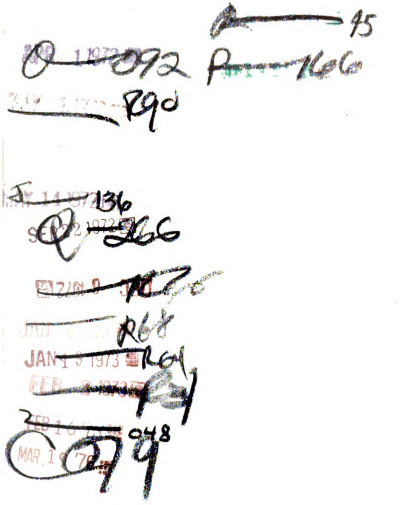
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ABSTRACT

SELF-CONCEPT OF ABILITY AND SCHOOL ACHIEVEMENT IN LEBANON

By

Ahmad Sidawi

PROBLEM

The growing need for high-level manpower and the rising demand for education brought to the fore the questions of better learning and achievement for all. Progress toward these ends was greatly impeded by the unfounded belief system entrenched in our educational practices which put various artificial limitations on the development of human ability. The traditional "search for talent" through testing and tracking could not meet the economic needs and the democratic developments of contemporaneous society.

APPROACH AND METHODOLOGY

In response to such acute need for learning and achievement enhancement, we proposed a self-concept of academic ability approach based on a behavioral symbolic interactionist theoretical framework developed by W. B. Brookover and associates and influenced by the works of : G. H. Mead,

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A Self-Concept of Academic Ability Scale and Perceived Students' Evaluations by Significant Others Scales were translated into Arabic, and were adapted from the "Michigan State General Self Concept of Academic Ability Scale" and related instruments.

These scales and other instruments were pre-tested, revised and group administered to 574 students in all (ten) Public Complementary Schools for Boys in Beirut, Lebanon. These schools offer a four-year terminal cycle running parallel to grades six through nine in the United States. There were 326 students in the second year or seventh grade and 248 in the fourth year or ninth grade. This sample represents approximately 76% of the total seventh and ninth grades student population in Beirut and 6.5% of the total of the same student population in Lebanon.

Data were coded and punched on IBM cards, subsequent analyses being performed mainly by the CDC 3600 and the CDC 6500 at the Michigan State University Computer Laboratory.

## MAJOR FINDINGS

1. Using Hoyt's method, the internal reliabilities of these scales were as follows: .86 for Self Concept, .92 for total Perceived Evaluations and .94 for all of these combined.

2. Reproducibility coefficients for the Self Concept Scale was .49.

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3. Self concept of academic ability is significantly related to school achievement of seventh and ninth grade boys (N=574) in the Beirut Public Complementary Schools. Correlations ranged from .37 to .54 for the whole scale and a part thereof (comparing self with classmates).

4. Coefficients of correlation, between self concept of ability and school achievement for seventh and ninth graders remained nearly the same with or without having one or more other[1] major variables (such as the Father's Occupational Level) partialled out or controlled.

5. High achieving groups in seventh and ninth grades have significantly higher mean self concept of ability scores than middle and low achieving groups.

6. Perceived evaluations by signigicant others: parents, friends and teachers are significantly related to self concept of academic ability of seventh and ninth graders. Correlations ranged from .66 to .83 for the whole scales and parts thereof.

7. Coefficients of correlation between perceived evaluations by parents, friends and teachers and self concept of ability remained nearly the same with or without school achievement partialled out.

8. High achieving groups in seventh and ninth grades have significantly higher mean "perceived evaluations" scores than middle and low achieving groups.

9. Association between perceived evaluations by others and self concept of academic ability is greater in magnitude than association between self-concept of academic ability and school achievement.

   Correlations between the first pair of these variables ranged from .66 to .83, and between the second pair from .37 to .38 for the whole self concept scale and from .47 to .54 for one item of that scale (comparing self with classmates).

10. Comparability across schools showed significant differences in mean self concept scores and in mean scores on other major variables.

11. The father's occupational level showed as a significant contributor to partial correlation between self concept of academic ability and school achievement as well as to partial correlation between self concept and perceived evaluations by others.

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12. Students with high father's occupational level have significantly higher mean self concept scores than those with middle or low FOL.

13. Parents were more often named (85%) than any other persons as important in the lives of seventh and ninth grade students.

14. Teachers were more often named (53%) than any other persons as concerned with how well seventh and ninth graders do in school.

15. Parent's were more often named (85%) than peers (54%) as important in the lives of seventh and ninth graders.

16. Teachers (64%) and parents (53%) were more often named than peers (24%) as concerned with how well seventh and ninth graders do in school.

17. Although related to self concept of academic ability and to school achievement, the "Perceived Cost" involved in delaying gratification for the sake of continuing one's education seems to be measuring a different variable than self concept, and to be more appropriate to be used with upper secondary and college student population.

18. 88.6% of seventh grade students, participating in this study, were over regular seventh grade age and 93.5% of ninth grade students were over regular ninth grade age.

## CONCLUSION

The results of this study[2] confirmed the various hypothesized relationships among self concept, perceived evaluations by others and school achievement. Our primary focus on self concept of academic ability as a crucial factor in limiting the level of academic achievement attempted by the learner is, therefore, warranted.

Research is needed in order to uncover how the various variables studied interact and to reveal the causal relationships that may exist among them.

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Furthermore, there is rationale and evidence that academic achievement may be enhanced by self concept enhancement through significant others and appropriate social and environmental organization. Potential significant others such as parents, teachers and counselors may play an important role in inducing change in students' self concepts and may thereby influence their educational plans, academic achievement and many other aspects of their behavior. This conclusion has far-reaching implications for education and development.

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[1]Except for "perceived evaluations by others."

[2]Some of our results were compared with findings of similar investigations in the United States.

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# SELF-CONCEPT OF ABILITY AND SCHOOL ACHIEVEMENT IN LEBANON

By

Ahmad Sidawi

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

College of Education
Department of Secondary Education and Curriculum

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Gratitude is sincerely acknowledged to Dr. Wilbur B. Brookover, the author's thesis advisor, to Dr. Carl H. Gross, the author's academic advisor, and to Dr. Cole S. Brembeck, Dr. Marvin Grandstaff, and Dr. Fauzi M. Najjar the other members of the author's guidance committee.

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A. S.

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# INTRODUCTION

In this study, we propose to test empirically some hypotheses and to answer some questions related to self concept of academic ability and related variables, with special reference to comparable investigations carried out in the United States.

Our primary focus will be on self concept of ability and school achievement in response to the economic need for high-level manpower and to the democratic trend for meeting rising educational aspirations. And our approach stems from the theoretical foundations laid by the behavioral symbolic interactionist and the phenomenological schools of thought.

Subsequent emphasis on the socio-cultural factors that shape self concept and other aspects of behavior does not preclude, in any sense, the continuous interaction between these factors and man's biological legacy. It underscores, however, man's plasticity, perfectibility and capability for always attaining higher levels of learning and achievement, and stresses the need for interdisciplinary research.

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# CHAPTER I

# THE PROBLEM

## Interdisciplinary Research

It seems that during the first half of the twentieth century, research workers in education and related fields have laid more emphasis on the psychological variables affecting learning and teaching. In a subsequent chapter, we are going to deal with some of the factors that, we think, have led to such an emphasis.

Whereas, during the second half of the twentieth century, there seems to be a growing concern, not only about sociological variables influencing learning and teaching, but also about the interaction among all these variables. This is being done on a macro and micro-educational level.[1]

In a recent review of literature, Mitchell Jr. crowned this trend in educational research by making the following statement:

> . . . contemporary events seem to suggest most forcefully . . . that the determinants of behavior need to be sought more often in the characteristics of the environmental context and the interaction of these characteristics with individual traits and abilities, and that a

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[1]See for instance: J. R. Campbell, and C. W. Barnes, "Interaction Analysis--A Breakthrough?" Phi Delta Kappan Vol. L. No. 10, pp. 587-590, June, 1969.

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> search for individual characteristics *in vacuo* can lead only to partial understanding or no understanding at all. The process used by the individual to 'come to terms with the environment,' as Goldstein (1939) wrote, are processes that have much to say about that individual's values, traits, and characteristic modes of functioning. Faced with the almost cataclysmic impact of contemporary social and political events, it should not be difficult to accept the importance of this interaction for an understanding of human behavior. At least part of the lesson to be learned from these events, it would seem, is that social forces and environmental contexts may in certain instances be prepotent over individual traits or may in any event have such immense implications and impact that they cannot be ignored without penalty in any analysis of individual behavior.
>
> We are not without warning in this respect. Sullivan (1953, 1956), Lewin (1935, 1936), Fromm (1941 1955) . . ., Murray and Kluckholm (1953), and Getzels and Thelen (1960) have all presented theoretical points of view that emphasized the importance of environmental and social determinants and their interactions with individual needs and characteristics.[2]

Nowadays, it is a common trend in the research literature pertaining to methodology, to designate the various

---

[2]James V. Mitchell, Jr., "Education's Challenge to Psychology: The Prediction of Behavior from Person-Environment Interactions," Review of Educational Research, Vol. 39, No. 5, 1969, p. 696. See also: Kurt Goldstein, The Organism, New York: American Book Co., 1939: Harry S. Sullivan, The Interpersonal Theory of Psychiatry, N. Y.: Norton, 1953; Harry S. Sullivan, Clinical Studies in Psychiatry, N. Y.: Norton, 1956; Kurt A. Lewin, A Dynamic Theory of Personality, N. Y.: McGraw, 1935; Kurt A. Lewin, Principles of Topological Psychology, N. Y.: McGraw, 1936; Erich Fromm, Escape from Freedom, N. Y.: Rinehart, 1941; Erich Fromm, The Sane Society, N. Y.: Rinehart, 1955; Henry A. Murray and Clyde Kluckholm, "Outline of a Conception of Personality," in Personality in Nature, Society and Culture (edited by Clyde Kluckholm, Henry A. Murray and David M. Schneider), N. Y.: Knapp, 1953, Chapter I; and Jacob W. Getzels and Herbert A. Thelen, "The Classroom Group as a Unique Social System," in The Dynamics of Instructional Groups (edited by Nelson B. Henry), Fifty-ninth Yearbook of the National Society for the Study of Education, Part II, Chicago: University of Chicago Press, 1960, Chapter 4, pp. 53-82.

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behavioral phenomena as psycho-sociological of sociopsychological.[3]

The research tradition that focused on the individual learner appears unable to account for the variations in learning that may be due to the social environment, and to the perennial interactions between the individual learner and his cultural environment. It is evident that we need to come to a fresh understanding of the two learning poles: the individual and his environment, and to a more comprehensive outlook of the learning process in interaction.

In this proposed perspective, no one behavioral science would claim hegemony. An interdisciplinary approach would be the supreme guide in investigating human phenomena. Brim, Chairman of the National Science Foundation's Special Commission on the Social Sciences, stated: "In particular, it is important to bring together in a problem-oriented setting engineering technology, social science theory, legal skills, and political skills.[4] The perceived importance of the interdisciplinary approach to providing a comprehensive attack on problem solving is illustrated in a major recommendation made recently by the National Science Board's Special Commission

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[3]Gale Edw. Jensen, Educational Sociology: An Approach to Its Development as a Practical Field of Study, New York: The Center for Applied Research in Education, 1965, pp. 27-41.

[4]Roger W. Russell, "Psychology: Noun or Adjective," The American Psychologist, 25:3, p. 215, March, 1970.

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on the Social Sciences (National Science Foundation, 1969) that a nationwide network of mission-oriented research centers be established. These would constitute a system of relatively autonomous research agencies, located throughout the country near universities and government centers but independent of both, each analyzing and seeking solutions to a single area of interrelated social problems. The interdisciplinary and interprofessional centers would combine teaching, pure and applied research, and application."[5]

And in studying educational phenomena, a particular science would be called upon to contribute to the investigation in terms of its relevancy to the problem and its actual state of development. The ideal research team would include specialists in education and in the various social and other sciences, whose fields of specialization are relevant to the particular investigation involved.[6]

Furthermore, in education and social science and especially in comparative studies, researchers have recognized cultural and subcultural influences on the process of learning and social change. They are now trying to develop adequate research designs to study these differences in learning, with

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[5]Ibid., p. 217.

[6]See: A. Perlbert and G. Shaal, "La Recherche Interdisciplinaire Appliquée a un Problème de Planification et de Developpement de la Main d'Oeuvre," Revue Internationale du Travail, 99: 4 pp. 403-426, Avril 1969. See also: W. K. Medlin, F. Carpenter and W. M. Cave, Education and Social Change: A Study of the Role of the School in a Technically Developing Society in Central Asia, Cooperative Research Projects Nos. 1414 and 2620, Ann Arbor: University of Michigan, December 1965.

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a better-delimited theoretical framework.[7] "Traditional programs may no longer be adequate." Russell admits, "One approach to examining potential needs for change involves studying man's relations to his environment as a 'system,' a man-environment system. The initial question for such a system analysis is not how to improve and enlarge present programs, but rather: What will be required to provide the services community 'X' will need in the future? Such analyses are underway."[8]

On the other hand, cross-cultural and international studies are growing at an unprecedented rate.[9]

This overview shows a definite need to investigate the various processes whereby differences in social and cultural environments affect the learning of students and their

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[7] e. g., D. F. Swift, "Educational Psychology, Sociology and the Environment: A Controversy at Cross-Purposes," British Journal of Sociology, Vol. 16, pp. 334-350, 1965.

[8] Russell, op. cit., p. 215.

[9] See for example: W. Wiersima, "A Cross-National Comparison of the Academic Achievement of Prospective Secondary School Teachers," Comparative Education Review, 13: 2, pp. 209-212, June 1969; W. I. Grams, Jr., "A Multivariate Analysis of the Correlates of Educational Effort by Nations," Comparative Education Review, 12: 3, pp. 281-299, 1968; N. Trowbridge, "Cross Cultural Study of Creative Ideas in Children," Comparative Education Review, 12: 1, pp. 80-83, February 1968; and T. Husen (ed.), International Study of Achievement in Mathematics--A Comparison of Twelve Countries, 2 Vols., New York: John Wiley, 1967. Although cross-cultural data may be considered as weak, they are valuable because of their weaknesses: see Roger Holmes, "The Transient and the Subsumed: Some Epistemological Implications of Cross Cultural Research," Comp. Ed. Rev., 141, February 1970, p. 60.

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achievement. And it is well understood that such a trend requires the sciences of man to work collaboratively with greater breadth of vision to bring about new formulas for social change and development.

## Limitations on Learning: A Timely Problem, At the Turn of the Twentieth Century

As social scientists were in permanent pursuit of the determinants of social change, as an encompassing aim of their various disciplines,[10] educationists and allied social scientists concentrated on an equally overarching aim in seeking the determinants of learning which is, in fact, a major aspect of social change. And emphasis shifted from the time-honored notion of education as a product to education as a process,[11] in order to find out what processes in education would lead to what products.

Since the beginning of the twentieth century, the learning process has been the major concern of the more developed social sciences. Psychology for one, considers learning as a common denominator among its various branches, as attested for by the number of research studies devoted to learning and carried out in the psychological laboratories and elsewhere.

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[10]C. A. O. Van Nieuwenhuijze, Social Scientists in Pursuit of Social Change, The Hague: Mouton, 1966.

[11]Cole S. Brembeck, Social Foundations of Education: A Cross-Cultural Approach, New York: Wiley, pp. 12-31, 1966.

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Research studies set out to investigate psychological variables in situations that would lend themselves better to experimental manipulation. They excelled in studying scientifically some phases of human behavior and in revealing crucial clues about how learning takes place in certain situations.

In many of the psychological research studies, especially those concerned with mental ability, there was a tendency to explain learning in terms of alleged bio-physiological limitations. This was done in the absence of conclusive evidence about the inheritance of human mental ability, as we are going to show while discussing this topic in our review of literature.

Such a tendency in psychological thinking and acting was tolerated because of the prevailing socio-cultural and economic situation in the world. The educational system, being the creature of society, allied itself to the belief norms and acted mainly as an elitist system for sorting and selecting without much regard to the potentialities of the majority of the learners.[12] May be education for all was never the aim nor the belief of any society, neither the American nor Western societies.[13]

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[12]R. E. Herriott, "Some Determinants of Educational Aspiration," Harvard Educational Review, 33: 2, 1963, p. 157.

[13]See Milton Schwebel, Who Can Be Educated, New York: Grove Press, 1969, for a review of the comparative educability of mankind, and the inner workings of the American educational and social systems.

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In this respect, it may be worthwhile to ask a few pertinent questions:

Is the ability of man irrevocably bound by a certain determinism? Can't more than 15-25 percent of the high school population benefit from higher education?[14] Are the Russians wrong in holding that theoretically 99 percent of the secondary school students can make it?[15] To what extent do cultural differences influence learning? Are the current psychological theories of learning fit to analyze the school situation in teaching and learning?[16]

Hunt suggests that much evidence has been rejected because it did not fit the American belief system about fixed mental abilities and the established practices in testing classifying and tracking in education. And so does Swift from a modern British point of view.[17] Although some

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[14]James B. Conant, The American High School Today, New York: McGraw Hill, 1959, p. 20.

[15]H. Chauncey, "Some Observations on Soviet Education," Proceedings of the 1968 Invitational Conference on Testing Problems, Princeton, N. J.: Educational Testing Service, 1959, pp. 71-79, in Wilbur B. Brookover, Ann Paterson and Shailer Thomas, Self-Concept of Ability and School Achievement, I, U. S. Office of Education, Cooperative Research Project No. 845, East Lansing, Mich.: Office of Research and Publications, Michigan State University, 1952, p. 2.

[16]Ernest R. Hilgard, "A Perspective on the Relationship Between Learning Theory and Educational Practice," in Theories of Learning and Instruction, Ernest R. Hilgard (ed.), Chicago: The National Society for the Study of Education, 1964.

[17]J. McV. Hunt, Intelligence and Experience, New York: Harcourt, Brace and World, 1962; D. F. Swift, 1970, op. cit., p. 334.

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limitations may exist, we do not have at the present time ways and means to identify the limits of most students' learning potential.[18]

Carroll, Bloom and Sanders hold also that measured aptitudes are predictive of rate of learning rather than its level or complexity. They express the view that given sufficient time and appropriate help, 95 percent of students can learn a subject up to a high level of mastery.[19]

The student of education and social science who is inclined to a multidisciplinary approach, is overwhelmed by the great amount of research studies that emphasize psychological factors in learning. These studies do not shed much light on how learning takes place in school and in society, which make the natural habitat of the human being. It is unfortunate that little consideration has been given to other determinants of the learning complex, namely the processes of interaction between the individual learner and his sociocultural environment. Isn't it within the context of the overall ecology of

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[18]Wilbur B. Brookover, Edsel L. Erickson, and Lee M. Joiner, Self-Concept of Ability and School Achievement III, Report of Cooperative Research Project No. 2831, U. S. Office of Education, entitled "Relationship of Self-Concept to Achievement in High School," East Lansing, Mich.: Educational Publication Services, Michigan State University, 1967, p. 3.

[19]John B. Carroll, "A Model of School Learning," Teachers College Record, 64 (May 1963), p. 729; Benjamin S. Bloom, "Learning for Mastery," Evaluation Comment, 1 (May 1968), and Donald P. Sanders, "Toward a Theory of Educational Development" Comparative Education Review, 13: 3, October 1969, p. 283.

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living organisms that psychological considerations attain the greatest maturity of meaning?[20]

However, the prospect of psychology should not actually be described in pessimistic terms. Present trends in psychology indicate that the traditional boundaries of the existing discipline would give way to much more interaction with related areas of knowledge. The very theme of the 1969 Convention, "Psychology and the Problems of Society," and the titles of many of the papers presented therein are suggestive for integrating the behavioral with other properties of living biological systems in understanding their adjustments.[21] Moreover, Russell states that: "It would present a very biased picture if we were to consider only interactions involving living organisms and their physical environments. Gregariousness as an empirical characteristic of many animal species, including man, points to the importance of sociocultural environmental factors in adaptive behavior."[22]

Over the ages that have elapsed, man has clearly shown his prodigious perfectibility, and this seems to be an ongoing process. Able people are constantly emerging and proving themselves, contrary to the prophecy of the prognastic indices used. "There is, in fact, great plasticity within the organism. The characteristics of this plasticity are

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[20]Russell, op. cit., p. 217.

[21]Ibid., p. 211.

[22]Ibid., p. 213.

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illustrated clearly in experimental programs designed to contrast behavioral, neurochemical, and neuroanatomical characteristics of subjects exposed to enriched and impoverished environments (e.g., Bennett, Diamond, Krech, & Rosenzweig & Leiman, 1968). . . . The major thrust of all ✓ these data is that environmental conditions can be manipulated to alter significantly those characteristics of behavior that are essential in an organism's adjustment to changes in its environment."[23] Isn't it much more advantageous for most purposes to maintain that there are no limitations on the ability of the human being except those that have been ✓ definitely proven to be so? ✓

Thus, the crucial question that educators should ask becomes: What kind of social organization do we need for what kind or purposes in education?[24]

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[23] Ibid., pp. 214-215. See also E. L. Bennett, M. C. Diamond, D. Krech & M. R. Rosenzweig, "Chemical and Anatomical Plasticity of Brain," Science, 1964, 146, pp. 610-619; D. Krech, M. R. Rosenzweig & E. L. Bennett, "Relations Between Brain Chemistry and Problem-Solving among Rats Raised in Enriched and Improverished Environments," Journal of Comparative and Physiological Psychology, 1962, 55, pp. 801-807; M. R. Rosenzweig, "Environmental Complexity, Cerebral Change, and Behavior," American Psychologist, 1966, 21, pp. 321-332; and M. R. Rosenzweig & A. L. Leiman, "Brain Functions," Annual Review of Psychology, 1968, 19, pp. 55-98.

[24] Or, as Veuillet puts it: "De même qu'il ne s'agit plus de contempler le monde mais de le transformer, il ne s'agit plus, scolairement parlant, d'étudier le milieu local mais de l'exploiter. Et c'est pourquoi il est urgent d'agir afin de remettre également, la pédagogie sur pieds". See J. Veuillet. La Notion de Milieu en Pédagogie, Paris: Presses Universitaires de France, 1962, p. 232.

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The aforementioned socio-educational development that characterized educational systems in the world as being elitist and selective has served well the aims of allocating people to various fields of study and occupations. The question now is whether such a development is still appropriate to meet the needs of a post industrial society on one hand, and an overall developing world on the other?

How are we going to meet the rising demand for highly educated people? How are we going to fill in the shortage in high-level manpower?[25] What alternatives do we have to the time-honored search for "talent"?[26]

And what about the status of the disadvantaged in developed countries and the burgeoning dreams of democratic ideals in the underdeveloped countries? Aren't they going to be crystallized in some kind of pressure for educational opportunity? Don't we already have a clear evidence of rising demands for education[27] at least for its instrumental value, in the developing countries?

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[25]Pierre Jaccard, Sociologie de l'Education, Paris: Payot 1962, Chapter 2, "L'Europe manque de savants et d'Ingénieurs," pp. 23-35, and Chapter 5, Pénurie Dans les Carrières Libérales," pp. 62-73.

[26]Not to mention anything about student unrest all over the world.

[27]See UNESCO, Educational Planning: A Survey of Problems and Prospects, Paris: UNESCO, International Conference on Educational Planning, 6-14 August 1968, p. 14; John W. Hanson and Cole S. Brembeck, Education and the Development of Nations, New York: Holt, Rinehart and Winston, 1966, pp. 14-27; Cole S. Brembeck, Rising Educational Aspirations and School Learning, East Lansing, Mich.: Institute for International Studies

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How long our belief system, built on the basis of alleged limitations on learning, can still hold, in the face of our contemporaneous needs? What other options have we got left? A self-concept approach may provide a partial answer to some of these questions.

## Objectives: A Self-concept of Ability Approach

During the past several decades of social science inquiry, new and promising ways of viewing and understanding human behavior have been presented for scientific investigation. Many scientists tackled virgin psycho-sociological variables, devised new theoretical constructs and earnestly tried to operationalize them through testable hypotheses.

Among these the self-concept and its related constructs occupied a place of eminence. There has been an upsurge of interest in the nature of self-attitudes, self-perception, self-image, self-esteem, and a host of other similar or even overlapping concepts. And it is taken for granted that many of them need more clarity and sharpening, but it is also apparent that they have a great potential for improving our predictive efficacy in education and social science. We are finally discovering that the most important ideas which affect people's behavior are those ideas which they have about

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in Education, Michigan State University, 1965 (mimeo); and C. Arnold Anderson, "Le Role des Facteurs Sociologiques dans la Demande de l'Education," in OCDE, Objectifs Sociaux et Planification de l'Enseignement, 1969, p. 33.

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themselves. This is referred to as the self concept.[28]

At least, the fields of psychiatry, psychology and sociology experienced such a keen interest in self-concept. "The fact," says Rosenberg, "that these three fields should come to share an interest in this aspect of personality bespeaks, perhaps, the power of this concept to intrude itself upon established ways of thought and procedure. Though each field bears with it the inert weight of its distinctive tradition, all have found the idea of the self-image relevant to their concerns."[29]

The ways of theorizing about and studying the self-concept aroused much controversy. They ranged from theoretical considerations to methodological problems. In a later chapter, we are going to deal with some of these issues.

A unique approach to study self-concept was conceived by W. B. Brookover.[30] He concentrated on one aspect of self-concept, namely, the "self-concept of academic ability" and sought with his associates to determine the theoretical and empirical usefulness of this construct. They used a self-report Guttman type scale coupled with other instruments.

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[28]Arthur W. Combs, "Seeing is Behaving," Educational Leadership, 16: 1, October 1958, p. 22.

[29]Morris Rosenberg, Society and the Adolescent Self-Image, Princeton, N. J.: Princeton University Press, 1965, p. 3.

[30]W. B. Brookover and associates, op. cit., 1962, and 1967.

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Their work was done on American adolescents in the framework of a social-psychological theory of learning, derived primarily from the symbolic interactionist tradition of George Herbert Mead and the phenomenological schools of thought.

One major purpose of this study is to determine the usefulness of the Michigan State self-concept of a academic ability as related to school achievement in a non-American situation, namely in Lebanon. This replication necessitated to keep as close as possible to the original instruments used by Brookover and his collaborators, in the process of adaptation.

Another objective of this study is to examine other possible constellations of intervening variables between self concept of ability and school achievement. The author proposes the "perceived cost" concept as a major link in this connection. This line of thinking could be crucial at this stage for developing theoretical propositions.

Furthermore, the writer aspires to explore some aspects of the educational systems in developing countries that may be viewed as micro-cultural determinants of self concept. The examination system and foreign language learning are among the aspects considered.

## Major Hypotheses

1. Self-concept of academic ability is associated with academic achievement at each grade level.

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2. Student perceptions of the evaluations of their academic ability by others: parents, friends, and teachers, are associated with self-concept of academic ability at each grade level.

3. The associations between perceived evaluations by others and self-concept of academic ability are greater than the associations between self-concept of academic ability and achievement.

Several other questions are also being asked, involving competing variables, explanations and miscellaneous factors related to self-concept and school achievement, such as:

1. To what extent, do differences in socio-economic status account for associations between self-concept of ability and general average?

2. To what extent, do differences in socio-economic status account for associations between perceived evaluations by others and self-concept of academic ability?

3. Who are the general significant others for Lebanese adolescents?

4. Who are the academic significant others for Lebanese adolescents?

5. To what extent, student perceptions of the examination system in Lebanon are associated with self-concept of ability?

6. To what extent, student perceptions of the difficulty of major external examinations (e.g., the Brevet Examination), are associated with self-concept of ability?

7. To what extent, self-concept of ability is associated with achievement in the foreign language (French)?

8. To what extent, student perceptions of the difficulty of the foreign language are associated with self-concept of ability?

9. To what extent, student perceptions of the difficulty of the foreign language are associated with their actual achievement in that language?

10. To what extent, the "Perceived Cost" of delaying gratification for the sake of continuing one's education is associated with achievement?

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## Summary

In this chapter, we tried to set forth a series of propositions concerning the problem and some of its antecedents. We first posed the question on what variables should we lay more emphasis in educational research, the psychological or the socio-cultural? We suggested that, not only there should be some balance between the psychological and sociological variables but also they should be studied in interaction along with all other pertinent variables. This led us to note the urgent need for interdisciplinary research.

Second, we came to question the tradition whereby limitations on learning are being exerted on the basis of inconclusive evidence. We tied it up with the problem of search for talent and high level manpower as well as with the other facet of the same phenomenon namely the problem of the disadvantaged in the developed countries and the rising demand for education in the developing world.

Third, it was suggested to resort to new ways and means for assessing human achievement and for studying the host of variables related to it. Among these variables, self-concept was singled out as having great potential for predicting academic achievement and for adjustment in general.

Finally, we overviewed our objectives, major hypotheses and questions in the light of our self-concept of academic ability approach whose theoretical framework is sketched in the following chapter.

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# CHAPTER II

# THEORETICAL FRAME OF REFERENCE

## Quest for Achievement

Man may be viewed throughout the ages as a striving creature. He first faced the problem of adjusting to his physical environment and gradually tried to surmount his inadequacies. Henceforth, he has gone a long way and has accomplished spectacular advances in science and technology. It would, then, seem legitimate to expect from him a comparable development in the realm of social organization. It is this striving feature in human activity that made socio-economic development a reality in some parts of the world. And in this endeavor, man has been influenced not only by the cumulative and supraindividual quality of his cultural heritage but also by his prodigious capability of perceiving new ways of being and becoming. On these and other grounds many a scholar described modern societies as learning societies or achieving societies.[1]

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[1]D. C. McClelland, The Achieving Society, New York: VanNostrand, 1961; and D. C. McClelland, Motivating Economic Achievement, New York: Free Press, 1969.

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p. 189.

[4]Ibid.,

Particularly during the past few decades, citizens have become better aware of the function of education in society and have consequently evolved keen sensitiveness especially toward how well their children do in school and in employment. Responsible people in education have similarly been active in devising plans to meet the contemporary issue of underachievement.[2] Concurrently, researchers in the social sciences, including education, have become more interested in the problems involved and have set out to deal with the various variables related to economic, social and academic achievement. The perennial problem of achievement motivation was revivified and became one of their predominant preoccupations.

Farquhar gave us an idea of the complexity of the problems involved in describing motivation as "an evasive octopus which as an ever expanding spiral envelops the whole field of learning."[3] And he defined academic motivation as "a combination of forces which initiate, direct and sustain behavior toward a scholarly goal."[4]

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[2]Note the successful or unsuccessful attempt to overcome underachievement in a recent item entitled: "Private Firm Hired to Run Elementary School," State News (Michigan State University), 63: 23, July 24, 1970, p. 4.

[3]W. W. Farquhar, Motivation Factors Related to Academic Achievement, East Lansing: Cooperative Research Project No. 846, Office of Res. and Pub., Michigan State University, 1963, p. 169.

[4]Ibid., p. 169.

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Many researchers tried to develop propositions and theories of achievement motivation such as: McClelland,[5] Maslow,[6] and Atkinson.[7] Others studied miscellaneous factors related to achievement, for example: Edwards and Wilson,[8] Pierce,[9] Frost,[10] Mukherjee,[11] and Arnold.[12] Some dealt even

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[5]D. C. McClelland, The Achievement Motive, New York: Appleton-Century-Crofts, 1953.

[6]A. H. Maslow, Motivation and Personality, N. Y.: Harper & Bros., 1954.

[7]J. W. Atkinson and N. T. Feather, A Theory of Achievement Motivation, New York: John Wiley, 1966.

[8]T. B. Edwards and A. B. Wilson, A Study of Some Social and Psychological Factors Influencing Educational Achievement, HEW Project No. 7787, Dept. of Ed., University of California, 1961. Significant among their findings were the following: "Deliberative orientations are strong positive influence upon school achievement". . . . ". . . Children study to realize vocational aspirations having educational prerequisites, they also study in return for approval by parents, teachers and other adults." p. 112.

[9]J. V. Pierce, The Educational Motivation Patterns of Superior Students Who Do Not Achieve in High School, HEW Project, Chicago: University of Chicago, 1959. Among the findings: "High achieving boys and girls named significantly more fathers as having been important influences in their lives than did their low achieving peers" and they "have parents who hold high aspirations for them" p. 57. Other studies by Pierce include: Non-Intellectual Factors Related to Achievement in Above Average Ability High School Students, U. of Chicago, 1960; Sex Differences in Achievement Motivation of Able High School Students, Coop. Res. Project No. 1097, U. of Chicago, 1961.

[10]B. P. Frost, "Some Conditions of Scholastic Achievement Motivation," Canadian Education Research Digest 6: 8-12, March, '6.

[11]B. N. Mukherjee, "Achievement Motivation and Goal-Setting Behavior," British Journal of Educational Psychology, 35: 286-293, November, 1965.

[12]Magda B. Arnold, Story Sequence Analysis, N. Y.: Columbia Univ. Press, 1962. According to the author: Positive

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with more ambiguous factors: e.g., Sanders.[13] And some others capitalized on the educational implications and the role of the parents and teachers toward achievement, e.g., Berkowitz[14] and Ellsworth.[15] Elaboration of some aspects of this topic will be dealt with in our review of literature.

## Self Concept: A Behavioral Symbolic Interactionist Approach

In this quest for learning and achievement, a new breed of researchers have been trying to take another look at the problems involved and to devise new ways and means to solve them.

The Self-Concept, along with a multitude of related and even overlapping constructs, have achieved increasing importance and have led to much theorizing and operationalization of theoretical propositions, as we said earlier. Modern social scientists have ascribed to the self-concept complex a key role in the integration of personality, in influencing behavior and in achieving social and mental health. And it has been generally recognized as a hitherto unnoticed factor in learning that has vast implications for education.

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stories that are freely told by the individual promote vigorous and constructive action, p. 222.

[13]D. C. Sanders, Building Enthusiasm for Learning in Casis-Dill Elementary Schools, Austin: U. of Texas, 1961.

[14]L. Berkowitz, The Development of Motives and Values in the Child, N. Y.: Basic Books, 1964.

[15]S. G. Ellsworth, "Building the Child's Self-Concept," N. E. A. Journal, 56: No. 2, pp. 54-56, February, 1967.

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In this study we are going to be dealing with propositions, hypotheses and findings devoted to a specific construct of self-concept considered a major variable in setting functional limits on school achievement. This approach derives from an emerging social psychological theory of learning developed by Wilbur B. Brookover and his associates at Michigan State University between 1959 and the present time.[16]

The theory and research of Brookover and his associates are primarily based on the theories of George Herbbert Mead[17] and Charles Horton Cooley.[18] The symbolic interactionist theory of George Mead was later refined and restated by others, namely by John W. Kinch and Arnold M. Rose.[19] Other theoretical

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[16]Wilbur B. Brookover, "A Social Psychological Conception of Classroom Learning," School and Society, LXXXVII, 1959, pp. 84-87; W. B. Brookover et al., op. cit., 1962; W. B. Brookover and David Gottlieb, Sociology of Education, N. Y.: American Book Company, 1964, Chap. 2, pp. 31-37; W. B. Brookover, Jean LePere, Donald Hamachek, Shailer Thomas and Edsel Erickson, Self-Concept of Ability and School Achievement II, Report of Cooperative Research Project No. 1636, U. S. Office of Education entitled, "Improving Academic Achievement through Self-Concept Enhancement," East Lansing, Michigan, Bureau of Educational Services, College of Education, Michigan State University 1965; W. B. Brookover et al., op. cit., 1967.

[17]George Herbert Mead, Mind Self and Society, Chicago: University of Chicago Press, 1934.

[18]Charles H. Cooley, Social Organization, N. Y.: Charles Scribners Sons, 1909.

[19]J. W. Kinch, "A Formalized Theory of the Self Concept," The American Journal of Sociology, 68: 481-486, 1963; A. M. Rose, "A Systematic Summary of Symbolic Interaction Theory," in A. M. Rose (ed.), Human Behavior and Social Processes, Boston: Houghton-Mifflin, 1962, pp. 3-19.

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[22] Ibid.,

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influences include the works of: Harry S. Sullivan and Arthur Combs and Donald Snygg.[20]

Theoretical formulations most relevant to these studies would also be located in the literature under the headings of role analysis, and reference group theory.[21]

From the point of view of Brookover and his associates, it is not the actual behavior of others which directly determines an individual's actions, as in the tradition of Dewey, Mead and other thinkers, rather it is the individual's interpretation and internalization of the expectations and acts of others which most influences his behavior.[22] Perceptually, this means that "people do not behave according to the facts as others see them; they behave in terms of what seems to them to be so. . . . In order to understand the behavior of people we must understand how things seem to them. Our failure to understand this simple and obvious fact about behavior is one of the most potent causes of misunderstanding and failure in dealing with human problems."[23] "The self-concept acts," Combs explains, "very much like a quota for an individual, what a person believes about himself establishes

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[20]W. B. Brookover, 1967, op. cit., pp. 6-7; Harry S. Sullivan, Conceptions of Modern Psychiatry, Washington, D. C.: William Alanson White Psychiatric Foundation, 1947; Arthur W. Combs and Donald Snygg, Individual Behavior, N. Y.: Harpers, 2nd Edition, 1959.

[21]Brookover et al., 1967, op. cit., p. 5.

[22]Ibid., pp. 5 and 11.

[23]A. W. Combs, 1958, op. cit., p. 21.

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what he can and will do."[24] "People act on the basis of their assumptions of what they are like, and these actions, in turn, have characteristic consequences for their lives in society."[25]

This theoretical shift of emphasis to the perceived self-other context in which psychological and social variables interact contributes to a wider understanding of the effects of social strata and other socio-cultural variables on learning. In psychological studies, most pertinent to this approach are those theories stressing voluntary behaviors and the importance of the individual's perception of the learning process.[26]

Brookover's Self-Concept vs. Others' Self-Concepts

Most recent reviews and critiques of "self-concept" studies include those by Ruth Wylie, D. D. Crowne and M. W. Stephens, and Sarane S. Boocock.[27]

From these and other reviews, it is apparent that research on the self-concept is one of the most active areas of

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[24]Ibid., p. 23.

[25]Rosenberg, 1968, op. cit., p. 187.

[26]A. W. Combs, 1958, op. cit., p. 6.

[27]Ruth Wylie, The Self-Concept: A Critical Survey of Pertinent Research Literature, Lincoln: The University of Nebraska Press, 1961; D. D. Crowne and M. W. Stephens, "Self-Acceptance and Self-Evaluative Behavior: A Critique of Methodology," Psychological Bulletin, LVIII, 1961, pp. 104-121; Sarane S. Boocock, "Toward a Sociology of Learning: a Selective Review of Existing Research," Sociology of Education, XXXIX, Winter 1966, pp. 1-45.

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[30]Ibid.,

[31]Ibid.,

[32]Ibid.,

current psychological study.[28] Hundreds of reported studies in the literature do not share much beyond the label of self-concept research. Few of these can be replicated because of various reasons including poor methodology or unclear conceptualizations or both.[29] And many sociometric measures of self-concept try to assess a general affective self-concept where preference for certain people is the major subject or attempt to quantify the discrepancy between an actual or a real self and an ideal self, or to draw an inferred self-concept.[30]

Brookover defines his constructs as follows: "Self-concept is defined as symbolic behavior in which the individual articulates a program of action for himself as an object in relation to others. Self-concept of academic ability refers to behavior in which one indicates to himself (publicly or privately) his ability to achieve in academic tasks as compared with others engaged in the same task."[31] "Language behaviors which refer to one's ability in academic tasks are therefore classified as self-concept of academic ability behavior."[32]

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[28]Arthur W. Combs and Daniel W. Soper, The Relationship of Child Perceptions to Achievement and Behavior in the Early School Years, Cooperative Research Project No. 814, Gainesville: University of Florida, 1963, p. 6.

[29]Brookover et al., 1967, op. cit., p. 20.

[30]Ibid., p. 21 and p. 10 respectively.

[31]Ibid., p. 8.

[32]Ibid., p. 9.

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[37]Brookover

And it is well known that verbalizations that people make about themselves have long been of interest to personality theorists.[33]

Evidently, self-concept of academic ability is just one of many concepts of self.[34] Other concepts of self refer to areas of behavior other than school achievement. On the other hand, a person may hold more than one self-concept[35] of academic ability from one situation to another, and from time to time, but individuals tend to be relatively stable in their self-concept responses.[36] Furthermore, self-concept of academic ability does not mean a personality trait, or an entity, or a phenomenological phenomenon, or that it has an existence apart from behavior. It strictly refers to symbolic behavior and as such, to empirical events,[37] which are constantly in a process of construction and reconstruction.

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[33]L. P. Lipsitt, "A Self-Concept Scale for Children and Its Relationship to the Children's Form of the Manifest Anxiety Scale," Child Development, 29: 4, December 1958, p. 463.

[34]In children, Wattenberg differentiates between two distinct aspects of self-concept, one of them is competence. See W. W. Wattenberg and C. Clifford, "Relation of Self-Concepts to Beginning Achievement in Reading," Child Development, 35: June, 1964, p. 466.

[35]W. James pointed out a long time ago that the individual has many selves. See W. James, Principles of Psychology, Vol. 1, N. Y.: Holt, 1890.

[36]This is taken as a sign of adjustment. See John J. Brownfain, "Stability of the Self-Concept as a Dimension of Personality," Journal of Abnormal and Social Psychology, 47: 1952, p. 606.

[37]Brookover et al., 1967, op. cit., pp. 8-9.

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[38]Ibid.,

[39]Combs a
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[40]D. A.
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From this Meadian point of view, self is a behavioral process rather than a thing, a verb rather than a noun[38] or an adjective. And although Combs, Snygg and others[39] criticize this approach as being only a self report, it is maintained that whether an individual is accurate or inaccurate in reporting his self-concept, the effect on the individual's decision is tremendous. Besides, the Michigan State General Self-Concept of Ability Scale of 1962 devised by Brookover and his associates and which is a self-report seems to hold promise for use much more than many other instruments.[40] It proved to be, not only better than the Scholastic Aptitude Test, but also the most effective and consistent predictor of academic achievement in a recent study.[41]

There is also some evidence showing that what a subject says about himself in an interview corresponds highly with

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[38]Ibid., p. 25.

[39]Combs and Soper, 1963, op. cit., pp. 10-12; Combs and Snygg, 1959, op. cit.; A. W. Combs and D. W. Soper, "The Self, Its Derivate Terms and Research," Journal of Individual Psychology, 13: 134-145, 1957; A. W. Combs, D. W. Soper and C. C. Courson, "The Measurement of Self Concept and Self-Report," Educational and Psychological Measurement, 23: 493-500, 1963.

[40]D. A. Biggs and D. J. Tinsly, "Student-Made Academic Predictions," The Journal of Educational Research, 63: 5, January, 1970, p. 197.

[41]Laurabeth Grieneeks, "Measures of Self-Perception as Predictors of Scholastic Achievement," The Journal of Educational Research, 63: 5, January 1970, p. 203.

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the ratings given himself on some personality instruments.[42]

On the other hand, the self-concept report is consistent, speedy and a less costly way of measuring self-concepts in their various dimensions, as is urgently pleaded for by modern researchers.[43]

## Self-Concept: An Intervening Variable and a Threshold Variable

Brookover's conception of self-concept as an intervening construct is expounded in the following excerpt:

> In this context, the self is the intervening variable between the normative patterns of the social group or the role expectations held by significant others, on one hand, and the learning of the individual, on the other. We hypothesize that for the expectations of others to be functional in a particular individual's behavior, they must be internalized and become part of the person's conception of himself. Although we recognize the relevance of self in all aspects of human behavior, our interest at this point is in a particular aspect of self as it functions in the school learning situations. We postulate that the child acquires, by taking the role of the other, a perception of his own ability as a learner of the various types of skills and subjects which constitute the school curriculum. If the child perceives that he is unable to learn mathematics or some other area

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[42]R. E. Bills, "Acceptance of Self as Measured by Interviews and the Index of Adjustment and Values," Journal of Consulting Psychology, 18: 1, 1954, p. 22; W. B. Walsh, "Validity of Self-Report," Journal of Counseling Psychology, 14: 1, January 1967, p. 22; and W. B. Walsh, "Validity of Self Report: Another Look," Journal of Counseling Psychology, 15: 2, March 1968, p. 186.

[43]W. J. Schlicht, Jr., H. J. Carlson, D. R. Skeen, and M. A. Skurdal, "Screening Procedures: A Comparison of Self Report and Projective Measures," Educational and Psychological Measurement, 28: Summer 1968, p. 527; W. W. Wattenberg et al., 1964, op. cit., p. 467. See also W. W. Wattenberg et al., 1964, op. cit., p. 466 for predictive efficiency of measures of self-concept in a specific subject like reading, as early as kindergarten.

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> of behavior, this self concept of his ability becomes the functionally limiting factor of his school achievement. 'Functional limit' is the term used to emphasize that we are speaking not of genetic organic limits on learning but rather of those perceptions, of what is appropriate, desirable, and possible for the individual to learn. We postulate the latter as the limits that actually operate, within broader organic limits, in determining the nature or extent of the particular behavior learned.[44]

Other implications of self-concept as intervening variable and as a threshold variable are developed elsewhere.[45]

## Summary

The rising demand for education and the need for high level manpower culminated into a set of problems related to learning and achievement.

In response to the urgency of the problems posed, scientists set out on a hard quest for achievement. Variables related to achievement came to the foreground in theory and research. Outstanding among these variables was self concept.

Our main concern is self concept of academic ability and our approach derives from an emerging socio-psychological theory developed by W. B. Brookover and his associates at Michigan State University between 1959 and the present time.

In turn, Brookover's theory stems from the integration of propositions advanced by George Herbert Mead and Charles Horton Cooley and others such as Harry Stack Sullivan, Arthur W. Combs and Donald Snygg.

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[44]Brookover and Gottlieb, 1964, op. cit., p. 469.

[45]Brookover et al., 1967, op. cit., pp. 11-13 and 36-38.

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In this context, the self is the intervening variable between the normative patterns of the social group or the role expectations held by significant others, on one hand, and the learning of the individual on the other.

At this point we shall supplement this theoretical background by reviewing selected examples from pertinent research literature.

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# CHAPTER III

# REVIEW OF LITERATURE

## Educability

We raised earlier some crucial questions about alleged bio-physiological limitations on learning and we touched upon the issues of mental ability and educability. Although this subtopic does not necessarily make an integral part of general self-concept studies, it is closely related to self-concept of academic ability, which is here our major concern. And since it has not been covered distinctively in the various research studies related to the major research project undertaken by W. B. Brookover, we propose here to overview the most relevant highlights of this issue.

The most recent attack on the problem of mental ability was made by Arthur R. Jensen through a controversial article,[1] in which he argued that I.Q. is determined much more by genetic than environmental influences, and that the most important environmental influences affecting intelligence occur prenatally and during the first year of life. He also tried to analyze the so-called failure of many preschool and

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[1]A. R. Jensen, "How Much Can We Boost I.Q. and Scholastic Achievement," Harvard Educational Review, 39: 1, 1-123, Winter 1969.

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[4]Ibid., p

[5]D. Elkin

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[6]Ibid., p

[7]L. J. Cr

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conpensatory programs to achieve significant changes in I.Q. Many discussions followed the publication of this article.[2] The majority of the discussants whose views were solicited by the Harvard Educational Review tended to be in disagreement with his position.

Hunt[3] found Jensen's claims about the high heritability of intelligence unsubstantiated. Thereupon, he offered an alternative hypothesis: "Given the necessary relationship between the physical structure of the nervous system and the behavior of the system (as in I.Q.), we must provide rich post-natal experience in order to develop the inherent structures."[4]

Operating from quite different assumptions than those of J. McV Hunt, Elkind[5] also finds reason to believe that intelligence is developed in experience.[6]

Cronbach,[7] disagreeing with the educational policy implied by Jensen's recommendations for education, poses a

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[2]Harvard Educational Review "Discussion," Harvard Educ. Rev., 39: 2, Spring 1969, p. 273.

[3]J. McV. Hunt, "Has Compensatory Education Failed? Has It Been Attempted?" Harvard Educational Review, 39: 2, 278-300, Spring 1969.

[4]Ibid., p. 278.

[5]D. Elkind, "Piagetian and Psychometric Conceptions of Intelligence," Harvard Educational Review, 39: 2, 319-337, 1969.

[6]Ibid., p. 319.

[7]L. J. Cronbach, "Heredity, Environment and Educational Policy," Harvard Educ. Rev., 39: 2, 338-348, Spring 1969.

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[9]J. Ligh
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[12]Ibid.,

more crucial question: "Intelligence for what?--a question of the compatibility of current social aims of schooling with long range changes in the American social and technological structure."[8]

More forcefully, Light and Smith[9] argued that Jensen's hypothesis is not substantiated by his own data.[10] Stinchcombe,[11] with a profound insight, pointed out that "cultures or social conditions must operate consistently and sequentially to produce successively higher levels of cognitive functioning. Environments, he argued, are cumulative, and until researchers can account for the complexity of environment, statements about the proportional effects of heredity and environment are premature. Thus extrapolations from twin studies limited to a single social group to estimates of the genetic capabilities of a different group are particularly suspect."[12] Other respondents dealt with other aspects of the issue.

In their classical inventory, Berelson and Steiner, reflected the overwhelming psychologically oriented research literature in holding that: "Large differences in intelligence

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[8]Ibid., p. 338.

[9]J. Light and P. V. Smith, "Social Allocation Models of Intelligence: A Methodological Inquiry," Harvard Educ. Rev., 39: 3, 484-510, Summer 1969.

[10]Ibid., p. 484.

[11]A. L. Stinchcombe, "Environment: The Cumulation of Effects Is Yet to be Understood," Harvard Educ. Rev., 39: 3, 511-522, Summer 1969.

[12]Ibid., p. 511.

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[14]Ibid., p
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[15]R. Brow

[16]Ibid., p

[17]Ibid., p

[18]P. E. Ve
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[19]Ibid., p

as measured by the standard intelligence tests are due principally to heredity."[13] And quoting Cronbach who cited Shuttleworth, they attributed variation in tested intelligence among school children to heredity (75%), environment (21%) and accidental factors (4%).[14]

Brown,[15] after reviewing critically pertinent research studies on animal species[16] and various other investigations on humans, including the Genevan Program, came to the conclusion that "There is no direct access to innate intellectual potential."[17]

In turn, Vernon,[18] who published strong evidence of greater environmental effects on intelligence tests among adults, held that "our present tests cannot provide direct proof of the existence of genetic family differences . . . most national or racial comparisons are entirely illegitimate."[19] Then he added: "If it were possible to devise tests which really measured innate potentiality, they would

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[13]B. Berelson and G. A. Steiner, Human Behavior: An Inventory of Scientific Findings, New York: Harcourt, Brace and World, 1964, p. 217.

[14]Ibid., p. 217. Compare with A. L. Stinchcombe, 1969, op. cit., p. 511.

[15]R. Brown, Social Psychology, N. Y.: Free Press, 1965.

[16]Ibid., pp. 3-5.

[17]Ibid., p. 186.

[18]P. E. Vernon, "Use of Intelligence Tests in Population Studies," Eugenics Quarterly, 1: 4, 221-224, December 1954.

[19]Ibid., p. 222.

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actually give poorer predictions than those we employ at present."[20]

In a penetrating article, Banesh Hoffman labeled the psychometric movement as "Psychometric Scientism"[21] and condemned mass testing. There seems to be a decline in the use of intelligence tests, namely group intelligence tests.[22] This is true especially for selection purposes and for school entrance examinations and similar competitions.[23] France and England dropped almost completely their "sixth grade" and "eleven plus" competitive examinations. New York City discontinued the use of group intelligence tests.[24]

Our preconceptions about the correlates of scientific talent tend to be erroneous. We do not know what leads one man to be a great scientist or even a good one, and another to be mediocre.[25]

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[20]Ibid., p. 223.

[21]B. Hoffman, "Psychometric Scientism," Phi Delta Kappan, XLVIII: 8, 381-386, April 1967; see also: B. Hoffman, The Tyranny of Testing, N.Y.: Collier Book, 1964.

[22]J. O. Loretan, "The Decline and Fall of Group Intelligence Testing," Teachers College Record, 67: 1, 10-17, October 1965.

[23]Loretan cites R. L. Ebel of Michigan State University who warned us about the danger associated with the use of a single test or a test battery in selective admission procedures and in awards of scholarships. See Loretan, 1965, op. cit., p. 13.

[24]Loretan, op. cit., p. 10.

[25]L. Hudson, "Academic Sheep and Research Goats," New Society, No. 108, 22 October 1964, p. 11.

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On the other hand, Berelson and Steiner admitted that creativity is not actually a matter of intelligence.[26] J. P. Guilford and J. Getzels provided evidence to the effect that "abilities commonly measured do not include the ability to think of original scientific solutions, nor do they include the skill of divergent thinking which creative people characteristically possess."[27]

Geneticist D. Dubinin advanced a new hypothesis concerning the changing of the hereditary properties of the cell.[28] And a German anthropologist tried to show that a counter hypothesis to the genotypical patterning of ability seem to be more likely. She suggested that "every mode of social interaction has certain biological effects. The urbanization of country life, the promotion of certain occupational groups needed in modern industries, new educational systems, or new patterns of admission to professional careers, change the assortment systems and it is highly probable that they change

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[26]Berelson and Steiner, 1964, op. cit., p. 227.

[27]In: Loreton, 1965, op. cit., p. 13.

[28]The carrier of hereditary information is known as desoscyribonucleic acid (DNA); and it is found in the cell's chromosomes. There was a widespread opinion among geneticists that certain chemical compounds lead to disturbances in the chromosomes, pass on to all subsequent generations and continue their fatal work. N. Dubinin and his associates put up an experiment which precluded this supposition and showed that mutagene interference will make the hereditary apparatus unstable and disposed toward mutations. See: Eugenics Quarterly, "A New Soviet Hypothesis Concerning Heredity," (Brief Reports), Eugenics Quarterly, 13: 1, 1966, p. 63.

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also micro-evolutionary processes."[29] Bajema also, hinted to a similar concern in stating: "whether a given human characteristic, such as intelligence, is favored or discriminated against in terms of reproductive performance may very well be a function of the social practices prevailing at the time."[30]

In responding to Jensen's article, Kagan[31] cited new studies which suggest that part of the perceived intellectual inadequacy of lower class children may derive from a style of mother-child interaction that gives the lower class child less intensive exposure to maternal intervention.[32] Similarly, Vernon considers adult values and child rearing practices the major barriers to the fuller realization of human intellectual potential[33] and he concludes: ". . . changes in material conditions, which the more favoured nations and subcultures are in a position to facilitate, are important, but not the whole answer. Even more important and

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[29]Ilse Schwidetzky, "Assortment and Selection," Social Research, 36: 4, Winter 1969, p. 547.

[30]C. J. Bajema, "Estimation of the Direction and Intensity of Natural Selection in Relation to Human Intelligence by Means of the Intrinsic Rate of Natural Increase," Eugenics Quarterly, 10: 4, December 1963, p. 175.

[31]J. S. Kagan, "Inadequate Evidence and Illogical Conclusions," Harvard Educational Review, 2: 274-277, Spring 1969.

[32]Ibid., p. 274.

[33]P. E. Vernon, Intelligence and Cultural Environment, London: Methuen, 1969, p. 232.

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vastly more difficult are changes in people's attitudes and ways of life. Developing nations often seem to be trying to bring about in a matter of years developments which, in Europe, took place over centuries. There are far more resources of technology, of communication, of intelligent and trained people anxious to help, in the world of today than ever before. But our knowledge of human individuals and societies and our control over our own predjudices and emotions are still so rudimentary. . . ."[34]

It is high time to admit that we do not yet know enough about human ability. This should not, however, reflect a defeatist attitude, but should rather be an instigator for further study and research in every possible direction. And until we advance appreciably in our discovery, we should beware of our opinions-attitudes, of the genesis and consequences of the belief system entrenched in us and that, consciously or unconsciously, directs our action. The limits of intellectual functioning look far from being established for human beings, taken as a group or taken singly. Thus, it is scientific, logical and just to maintain educability as an open-ended process.

## Terminology and Self Antecedents

We have already alluded to the fact that there has been much confusion in terminology about self-concept and related

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constructs.[35] It surely is vital for a young science to establish a tradition for itself and to incorporate in it a new breed of ideas and conceptualizations. However, loose definitions and designs would make replicative studies impossible and would hinder the advancement of any science, especially if it were a social science.

Early writers used the terms "ego" and "self" interchangeably.[36] Others combined Mead's use of the "self as I" and the "self as me."[37] In some cultural settings it might be appropriate to wean the self concept from a pure philosophical connotation. In 1958, Mirza[38] dwelled on differentiating between self concept and what he called the concept of self. He viewed the latter as a metaphysical ontological question concerned with the existence of self.[39]

Scientists hold different views about the origin of self. But they generally tend to admit that although each person's self is individual, it is social in origin.[40]

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[35]Supra, pp. 14 and 22.

[36]A. S. Phillips, "Self-Concepts in Children," Educational Research (England), 6: 2, February 1964, p. 104.

[37]A. W. Combs, D. W. Soper, C. C. Courson, "The Measurement of Self-Concept and Self Report," Educational and Psychological Measurement, 23: 3, Aut., 1963, p. 494.

[38]S. Mirza, Self-Concept and Achievement, Beirut, Lebanon: M. A. Thesis, Dept. of Ed., American Univ. of Beirut, 1958.

[39]Ibid., pp. 2-3.

[40]A. T. Jersild, In Search of Self, N. Y.: Bureau of Publication, Teachers' College, Columbia University, 1952, in A. S. Phillips, 1964, op. cit., p. 106; see also: M. Rosenberg, op. cit., 1965, p. 13.

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Some authors traced the development of self-image to infant age.[41] For G. H. Mead, the self arises in the symbolic process of social interaction from reflected appraisals based on taking the role of the other. This distinctive aspect was sharply brought to the fore by the series of research studies conducted by W. B. Brookover and associates.[42] Mead's behavioristic use of: "self reflexive, self attitude, self consciousness, self communication, and self as object" are most pertinent to our theoretical orientation.[43]

Hilgard himself states that "The self is thus a product of interpersonal influences. . . . I am inclined to believe that the self, as a social product, has full meaning only when expressed in social interaction."[44] Authors who emphasized the social origin of the self include Karen Horney and Harry Stack Sullivan.[45]

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[41]Dixon found that infants reacted earliest to the mirror image of mother, then they developed to the point of relating to self-image at about seven months. J. C. Dixon, "Development of Self-Recognition," J. of Genetic Psy., 91: 251-256, December 1957: in: J. J. Gordon, and A. W. Combs, "The Learner: Self and Perception," Review of Educational Research, 28: 5, December 1958, p. 433.

[42]For a concise review of this topic, see Brookover et al., 1967, op. cit., pp. 13-17.

[43]Brookover et al., 1967, op. cit., p. 7.

[44]E. R. Hilgard, "Human Motives and the Concept of Self," American Psychologist, 4: 9, September 1949, p. 379.

[45]Karen Horney, Self Analysis, N. Y.: Norton 1942; H. S. Sullivan, 1947, 1953, 1956, op. cit.

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The cumulative social and cultural influences are brought to bear on the growing child and to fashion his self-concept by way of his experiences at home, school and community. In Median terms, the individual imports within himself the interactional social process. But this does not mean that the individual is rather passive. On the contrary, this socialization which enmeshes the individual in society frees him at the same time from society. Our conduct is carried on primarily by perceiving what the situation in which we act symbolizes. We share one another behavior and we "carve out" our environment.[46]

## Self-Concept: Inferred or Stated

Many psychologists emphasized self defensive and self deceptive mechanisms that are apparent through denial or disguise in individual adjustment.[47] This event in human conduct may occur in situations perceived by the individual as threatening to himself, but it does not seem to be necessarily true in other situations. Anyway, what is of concern to us in this respect is that this orientation led many research workers, who discarded the introspective method, to espouse another approach to self concept in inferring a self

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[46]B. N. Meltzer, The Social Psychology of George Herbert Mead, Kalamazoo, Mich.: Division of Field Services, Western Michigan University, 1959, pp. 30-31.

[47]E. R. Hilgard, 1947, op. cit., p. 376. Berelson and Steiner, 1964, op. cit., pp. 663-664.

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from data open to an external observer, i.e., "to construct a self which gives coherent account of motivated behavior."[48] Although the use of inference as research data may be distressing to psychologists,[49] this has not deterred them from following extensively this line of inquiry, which is generally based on the assumption of genotypical patterning of motives.[50] Evidently, such assertions do not constitute evidence. We need to show by proof that predictions based on genetypical patterning of motives will account for behavior either more accurately or more economically than predictions based on phenotypical or overt or stated manifestations of motivated action.[51] In this perspective, Combs' bemoaning about the confusion between self concept report and authentic inferred self concept[52] does not seem to be warranted. These two types of constructs along with their respective instruments may very well be different (average correlation between these two kinds of rating was found to be .11)[53] and they may not furnish

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[48]Hilgard, 1947, op. cit., p. 377.

[49]C. C. Courson, "The Use of Inference As a Research Tool," Educational and Psychological Measurement, 25: 4, Winter 1965, p. 1029.

[50]Hilgard, 1949, op. cit., p. 379.

[51]Ibid., p. 379.

[52]A. W. Combs, D. W. Soper and C. C. Courson, "The Measurement of Self Concept and Self Report," Educational and Psychological Measurement, 23: 3, Aut. 1963, p. 493.

[53]Ibid., p. 499.

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the same insight as Parker,[54] Combs and his associates are agile to report. Perhaps they ought to be differentiated, at least in terms of conceptualization.

The basic question is which type would be more appropriate for the purpose of predicting and understanding human behavior. Parker's study shows that the self-report measures proved also to be consistent under varying conditions.[55] And Combs accepts self-report as one class of behaviors which may be used for making inferences.[56] It is true, however, that questionnaires, self-report instruments and self-rating devices have been the subject of much criticism[57] and so have projective techniques.[58]

At this point, we refer the reader to our previous review of this problem[59] and we note the mounting evidence on the adequacy of self-report instruments such as the Michigan State General Self-Concept of Ability Scale.[60] Finally, we

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[54]J. Parker, "The Relationship of Self Report to Inferred Self Concept," Educational and Psychological Measurement, 26: 3, Aut. 1966, p. 699. Note that Parker's subjects were young (sixth graders).

[55]Parker, 1966, op. cit., p. 700.

[56]Combs, Soper, and Courson, 1963, op. cit., p. 494.

[57]Cronbach (1960) and Ellis (1946) in: W. J. Schlicht, Jr., H. J. Carlson, D. R. Skeen, and M. A. Skurdal, "Screening Procedures: A Comparison of Self-Report and Projective Measures," Educational and Psychological Measurement, 28: Summer 1968, p. 525.

[58]Sarason (1954), Zubin, Eron and Schumer (1965) in: W. J. Schlicht et al., 1968, ibid., p. 525.

[59]See supra, pp. 42-44.

[60]Supra, p. 28.

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conclude that: considering the accumulating evidence about the validity and reliability of self-report instruments as well as the practical advantages in their administration and scoring, there may be situations in which the use of these instruments is to be preferred.[61]

## Self Concept: Real or Ideal

Studies on incongruities between "self-ideal self" or "real self-ideal self," whether stated or inferred are frequent in the literature. This trend generally reflects a clinical concern. Discrepancies between these constructs of self are pursued as indicators of conflict and maladjustment.[62] Some researchers showed that this is not necessarily the case. Zimmer's study supported the contention that discrepancies between self concept of ideal self are not indicative of conflict.[63]

On logical grounds, such discrepancies might stir strong motivational forces not aroused otherwise. For children, real-ideal differentials may be a natural manifestation of growth and development[64] through which we may detect the

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[61]See W. J. Schlicht et al., 1968, op. cit., p. 527 for a similar conclusion.

[62]Berelson and Steiner, 1964, op. cit., p. 291.

[63]H. Zimmer, "Self-Acceptance and Its Relation to Conflict," Journal of Consulting Psychology, 18: 6, 1954, p. 449.

[64]H. V. Perkins, "Factors Influencing Change in Children's Self-Concepts," Child Development, 29: 2, June 1958, p. 230.

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influence of multiple others in the context of school and community experiences. In our theoretical framework, the so-called real self or ideal self or any other observable self for that matter, are all behaviors which emerge in social discourse.[65]

Ultimately, actual performance seems to be hardly affected by these measured discrepancies.[66] And they are not related to academic achievement.[67] In fact Brookover asserts that: "In spite of the long tradition of research on this subject, no one has demonstrated conclusively that poorer school achievement, poorer mental health, or poorer anything else is a consequence or even a concomitant of a discrepancy between stated 'real' and stated 'ideal' self concepts."[68]

## Self Concept: Other Related Studies

The primary focus on the individual in educational research had then to be shifted to the social context in which he interacts symbolically with his fellow men.[69] We can detect such a trend pretty early after the turn of the present century, although not much well-designed research has been

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[65]W. B. Brookover et al., 1967, op. cit., p. 26.

[66]M. Moses and R. Duvall, "Depreciation and the Self Concept," Journal of Clinical Psychology, 16: 4, October 1960, p. 388.

[67]F. M. Jervis, "The Meaning of a Passive Self-Concept," Journal of Clinical Psychology, 15: 4, October 1959, p. 372.

[68]W. B. Brookover et al., 1967, op. cit., p. 26.

[69]See supra, p. 25.

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In the psychological tradition itself there were many signs of this growing trend. One forerunner of this kind of development, and peculiarly related to the Brookover studies of the sixties, would be found in a dissertation done in the early fifties by Torrance.[70] Under suggestions for further research, Torrance clearly indicates the need for investigating self-concept as a behavioral process in careful longitudinal studies. He also indicates the importance of studying the child's perception of himself and his environment as well as the perceptions of the child held by others. In this respect he says: "Scant attention seems to have been directed toward an understanding of the development of self-concepts in process. This would seem to be especially profitable if personality is viewed as the dynamic process of establishing, maintaining and defending one's private world. This would involve detailed longitudinal studies of children and their perception of themselves and their environment. It would also involve a study of the perceptions of the child held by others in his environment--his parents, siblings and peers."[71]

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[70]E. P. Torrance, Self-Concepts and Their Significance in the Learning and Adjustment of College Freshmen, Ann Arbor: University of Michigan, doctoral dissertation, Microfilm No. 2662, 1951.

[71]Torrance, 1951, op. cit., p. 279.

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Later, Torrance refers to the possibility of self-concept enhancement and points out that psychological tests and some therapeutic approaches did not prove to be successful in bringing about change in self-concepts: "The process of changing self-concepts also needs to be studied. Until now, it has been demonstrated that there is a relationship in psychotherapy between perception of self and of others with adjustment; the nature of the process, however, has still not been made very clear. There is little evidence to indicate whether or not objective evidence from psychological tests has any real value in bringing about this change. Neither is the evidence very clear that the client-centered approach of the Rogerians is most effective in bringing about this change."[72] Furthermore, Torrance uncovers a neglected principle in the counseling process, by stressing a primary function of counseling and guidance in helping students develop positive self-concepts.[73]

Another study by Bledsoe and Garrison[74] holds that the self is learned[75] and that the self-concept is achieved through interaction with the others: "The pupil's self-concept

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[72]Torrance, 1951, op. cit., p. 380.

[73]Ibid., p. ii.

[74]J. C. Bledsoe and K. C. Garrison, The Self-Concepts of Elementary School Children in Relation to Their Academic Achievement, Intelligence, Interests, and Manifest Anxiety, Athens, Georgia: U. of Georgia College of Ed., 1962.

[75]Ibid., p. 171.

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is an outgrowth of his experiences; it is largely achieved through contact with others. Thus the pupil's self-concept is dependent upon the quality of people with whom he has associated."[76] Then the authors describe the task of the school as being the creation of conditions conducive to desirable educational growth rather than that of simply motivating students by any means available toward better achievement.[77] And the crucial role of the teacher would be to help the student structure his perceptual field because this has important bearing on future structure.[78]

In the Brookover theoretical frame of reference, which is most relevant to our purposes, several reviews and critical analyses appeared between 1962 and 1967.

The first review[79] indicated that interest in self-concept research was growing; and that although the concern with self and self percention had a long history in psychology, there was not any known research specifically devoted to the identification of students' self-concept in relation to their school achievement. Reported studies dealt with the relation of self to other aspects of behavior. Most relevant among them was Waisenan's.[80] Some other studies used general

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[76]Ibid., p. 168.

[77]Ibid., p. 170.

[78]Ibid., p. 169.

[79]Brookover et al., 1962, op. cit., pp. 7-12.

[80]Frederick B. Waisenan, "Social Determinants of Levels

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personality traits to determine self-concept or had no direct relation to classroom learning.[81] Further research[82] showed some evidence to the effect that one's self-concept can affect his performance and behavior. Furthermore, they suggested that changes in levels of performance or in behavior are commensurate with changes in self-concept, and that people significant or important to another person can profoundly influence his self-concept.

The second review[83] singled out the establishment of relationship between self-concept and behavior, and between self-concept and perceived evaluations by significant others. It emphasized the possibility of change in school performance, relative to the concept the individual holds of himself.

One important aspect here was that change in self-concept as a response to failure is influenced not by one, but by several variables, although the interrelationships among these variables are only indicated by correlations. This would suggest that change in self-concept as a response to success is more likely to be influenced by several variables, as we are going to stress later on.

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of Aspiration: Replication and Extension," Abstracts of Papers of the Fifty-Third Annual Meeting of The American Sociological Society, Washington, D. C.: The Society, 1958; p. 99. And see Brookover, ibid., p. 8.

[81]Brookover, 1962, op. cit., pp. 8-9.

[82]Ibid., pp. 9-12.

[83]Brookover et al., 1965, op. cit., pp. 16-28.

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[87]Ibid.,

Related to this point was the recommendation that it is necessary to use adequate control groups in any treatment of self-concept, in order to reach reliable conclusions.

The general conclusion reached that superseded previous research was that "There is substantial theoretical rationale for inducing changes in the self-concept and the performance of the individual through the modification expectations of significant others."[84] And there is no reported study to date that attempted to enhance self-concept of the individual with reference to school achievement through working with "significant others."[85]

The third review[86] emphasized "an emerging concern for collecting information on the social context within which the student learns rather than the characteristics or traits of the student himself as has been the case in educational psychology."[87] Father's occupational level, father's educational level, amount of income and other social background characteristics are the most sought-after of the socio-economic variables. Little attention, however, has been given to "the development of propositions about how these social background factors become translated into differential actions in the

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[84]Brookover, 1965, op. cit., p. 28.

[85]Ibid., p. 27.

[86]Brookover, 1967, op. cit., pp. 17-43.

[87]Ibid., p. 18.

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[88]Ibid.,

[89]Ibid.,

[90]Ibid.,

[91]Ibid.,

[92]Ibid.,

classroom.[88] Likewise, social psychologies of learning commonly advocated that "the actor organizes his behavior according to his definition of the social context,"[89] but little concern was given to translate these assumptions into theoretical propositions and educational research, and seldom are hypotheses tested concerning the influence of others. No wonder then that academic achievement, I.Q., and social-economic status yielded better research results since they are much better defined and homogeneous than the loose definitions given to self-concept. "Perhaps the best description of a large part of the self-concept literature is that it is verbally redundant or synonymous but not replicative."[90]

As regards prediction of school achievement, the reviewers hold that specific academic self-concepts are superior to general self-perception.[91] And that sociometric techniques, assessing a general self-concept may not be adequate for this purpose.

Research studies on incongruities between a "real" self and an "ideal self failed to consider the normative source of self and its social interactional antecedents.[92] Self-concept studies, Brookover asserts, should always be considered

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[88] Ibid., p. 18.

[89] Ibid., p. 19.

[90] Ibid., p. 20.

[91] Ibid., p. 23.

[92] Ibid., p. 30.

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[93]Ibid.

[94]Ibid.

[95]Ibid.

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in their social context, with pertinent information on reference groups.[93]

Research on inducing change in self-concept by others seems promising, and "a necessary condition for the exertion of a powerful influence by particular others is that they be continually taken into account by the actor."[94]

The major emphasis in this 1967 review is placed on the inadequacies of previous research studies of self-concept in their theoretical and methodological aspects. Instead of developing concise testable hypotheses, researchers analyze an array of variables without paying enough attention to their theoretical intricacies. The result would then be non-integrated or non-significant studies.[95]

## Brookover's Propositions and Findings: An Overview

The basic propositions of Brookover's theory assert that "a student's self-concept of academic ability results from his perceptions of the evaluations significant others hold of his ability. The student's self-concept of academic ability in turn functions to limit the level of academic achievement attempted. Self-concept of academic ability is therefore

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[93]Ibid., p. 30. See also supra, pp. 24-25.

[94]Ibid., p. 41.

[95]Ibid., p. 43. In predicting academic success, see for instance: V. M. Cashen, "Students Parents, and Counselors' Prediction of Academic Success," Journal of Educational Research, 60: No. 5, pp. 212-214, January 1967.

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[96]Brookov

[97]Ibid.,

[98]Ibid.,

[99]Ibid.,

hypothesized as an intervening variable between the expectations and evaluations of significant others and school achievement. The relationship of perceived evaluations of significant others to self-concept is conceptualized as a necessary and sufficient condition, i.e., a change in the perceived evaluations of others will be reflected in a change in self-concept. The relationship of self-concept of academic ability to academic achievement, on the other hand, is hypothesized as a necessary but not a sufficient condition for the occurrence of a particular level of academic performance."[96]

Contrary to many assumptions, parents more than any others are more likely to be "significant others" for adolescents during the junior and senior high school years.[97] The impact of friends' evaluations on self-concept of ability increases in later years.[98] There is no evidence that teachers are important others for the major portion of the secondary school group in this study.[99]

"The relationships supporting the social psychological theory of school learning presented here are not therefore greatly affected by variations in either measured intelligence or socio-economic status. Rather the evidence indicates that much of the correlations between these variables and school

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[96]Brookover, 1967, op. cit., p. 140.

[97]Ibid., p. 141.

[98]Ibid., p. 142.

[99]Ibid., p. 141.

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achievement is accounted for by variation in self-concept of ability."[100] And the self-concept of academic ability appears to be a more relevant variable in school performance than a general self-concept.[101] It contributes to the explanation of school achievement as a means through which the evaluations of others are translated into school achievement behavior.[102]

The general conclusion is that this line of extensive research has not provided any basis for rejecting the social psychological theory advocated. "Rather, substantial support has been produced."[103]

The social psychological theory advocated here was further supported in its multiple dimensions by various research studies.

Erickson[104] developed a strategy for determining the impact on achievement of grade expectations (norms) held by parents and friends under certain conditions. Outstanding among his findings is the fact that without importance and surveillance attached to high academic expectations, the expectation are not likely to result in higher levels of

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[100]Ibid., p. 145.

[101]Ibid., pp. 145-146.

[102]Ibid., p. 144.

[103]Ibid., p. 146.

[104]Edsel Erickson, A Study of the Normative Influence of Parents and Friends Upon Academic Achievement, Unpublished Doctoral Dissertation, Michigan State University, East Lansing, Michigan, 1965.

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achievement.[105] This sustains our position about the condition of internalizing the expectations held by significant others. He also challenged the Coleman position,[106] that the influence on achievement of the peer group is more important than that of the parents in the area of academic achievement.[107]

Several research studies having varying relevance to the Bookover theory may be found in summary form.[108] Other research studies are in progress.[109]

## Summary

In this chapter, we reviewed pertinent research literature on self concept and closely related subtopics.

An overview of recent literature on mental ability indicated that the limits of intellectual functioning look far from being established, and that people are generally educable to a non-limited extent under proper conditions. The traditional belief system that human ability is rather fixed is

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[105] Ibid., p. 88.

[106] James S. Coleman, "The Adolescent Subculture and Academic Achievement," Journal of Sociology, 65: 341-347, 1960.

[107] E. Erickson, 1965, op. cit., pp. 50, 51, 56, 89, and 90.

[108] W. Brookover et al., 1967, op. cit., pp. 151-316. These research studies were carried out by: A. Paterson, L. M. Joiner, E. Erickson, R. Rose, D. L. Haarer, K. A. Harding, C. A. Sandeen, R. C. Towne, N. Sproull and others.

[109] Further elaboration of some topics like significant others, perceived evaluations and other intervening variables will be dealt with later.

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based on inconclusive evidence and it acts as a crippling influence on self concept which in turn sets functional limits on learning.

Self concept seems to be one of the most active fields of research. However, this line of research shows much inadequacy in its theoretical and methodological aspects. There is an urgent need for developing concise, testable hypotheses, including well-defined constructs, so that replicative studies could take place.

A definite relationship between self concept and behavior, namely academic achievement, has been established, and between self concept and perceived evaluations by significant others. And there is ample rationale for and some evidence of the possibility of change in self concept under certain conditions and the prediction of change in school performance, relative to the concept the individual holds of himself. In experimental studies of self concept treatment, it is necessary to use adequate control groups in order to reach reliable conclusions.

As regards prediction of school achievement, specific academic self concepts loom superior to general self concept. Sociometric techniques assessing a general self concept may not be adequate for this purpose. And projective techniques have to prove their validity.

Research studies on incongruitives between a "real" self and an "ideal" self do not seem to be associated neither with

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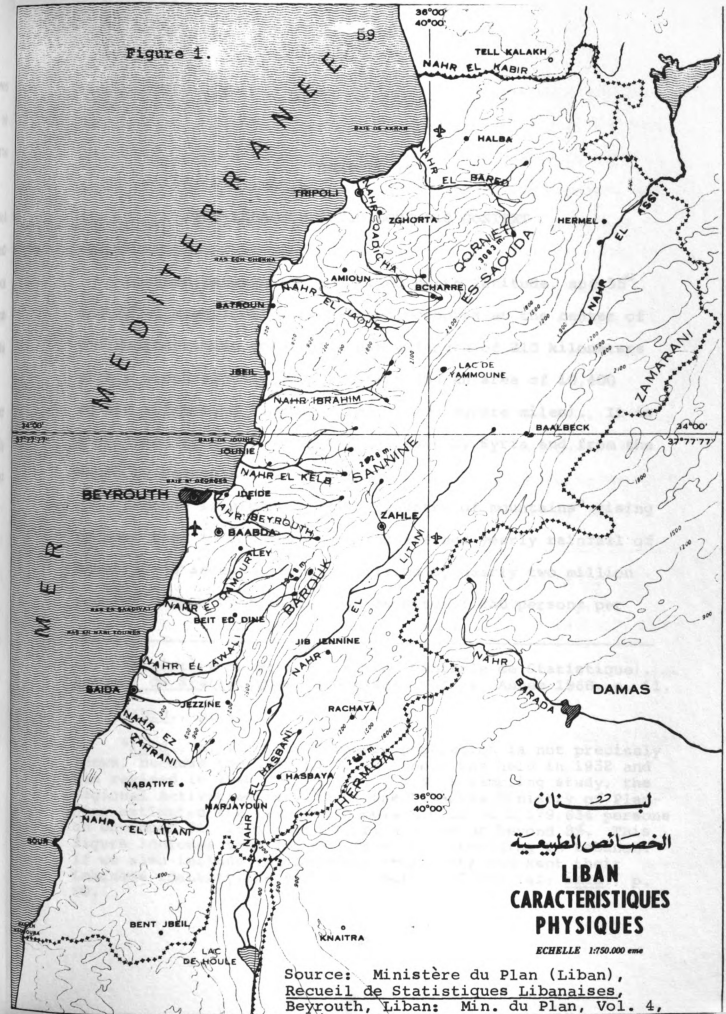
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conflict nor with academic achievement. They failed generally to consider the normative source of self and its social interactional antecedents.

Self report instruments were subject to some criticism. Some of these measures, such as the Michigan State Self-Concept Scale show accumulating evidence that they are valid and reliable at least for the prediction of academic achievement. Moreover, they meet a practical need in their ease of administration and scoring.

Now, before describing the methodological aspects of this research, it may be useful for the reader to get a glimpse of the Lebanese socio-economic and educational contexts in which this study was done.

Figure 1.




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## CHAPTER IV

## THE LEBANESE SOCIO-ECONOMIC CONTEXT

Located between 33° and 34°40 north latitude, and 35° and 36°40 east longitude, Lebanon occupies at the center of the Mediterranean oriental coast a length of 210 kilometers with a width of only 50 kilometers and an area of 10,400 square kilometers (approximately 4,000 square miles). It is surrounded from the north and the east by Syria and from the south by Palestine.[1]

Lebanon is predominantly a country of mountains[2] rising to more than 10,000 feet, with an average yearly rainfall of about 30-40 inches. It is populated by nearly two million people[3] with a remarkably high density of 230 persons per

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[1]Ministère du Plan (Direction Centrale de Statistique), Recueil de Statistiques Libanaises, Vol. 4, Année 1968, p. 11.

[2]Ibid., p. 11.

[3]Ibid., p. 11; "The Lebanese population is not precisely known, because the last national census was held in 1932 and was revised in 1942," ibid., p. 50; In a sampling study, the Regional Activities Service of the Lebanese Ministry of Planning estimated the Lebanese population to be 2,179,634 persons on December 31, 1964, with a probable error beyond 8%. This figure includes some 390,000 foreigners residing in Lebanon. If we also include the Lebanese immigrants who kept their Lebanese identity the estimate would be 2,367,141; ibid., p. 50.

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[5]Lebane
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[6]Philip
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[7]Ibid.,

square kilometer (approximately 500 persons per square mile). The rate of population yearly increases amounts to 2.7%.[4] "The last constitution which was elaborated on the 23rd of May, 1926, the time when Lebanon was under the French mandate, was revised several times. The most recent revision goes back to January 21, 1947."[5]

Physical aspects such as a temperate climate, mountain scenery and beaches, sport activities like skiing and swimming, make Lebanon an attractive place in which to live and to work.

Along with the rest of the Arab world, Lebanon was incorporated in the Ottoman Empire,[6] and its feudal lords were recognized.[7] This gave the country a special position until the communal uprisings of the mid-nineteenth century put an

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[4]a: IRFED Mission to Lebanon, Besoins et Possibilités de Developpement du Liban, Beyrouth, 1960-61. b: IRFED, Le Liban Face à son Developpement, Beyrouth, 1963 (2 Vols.). This figure is estimated to average 40.2% between 1960-65, by the Ministry of Planning, see Ibid., p. 51-52. Anyway, the Lebanese population is rather young, with 51.4% of it under 20, see Ibid., p. 52. The same is true for most Arab countries, see: A. A. Dayem, Educational Planning, Beirut, Lebanon: El-Ilm Lil-Malayeen Editors, 1966, p. 127 (in Arabic).

[5]Lebanese Ministry of Education, Report on the Educational Movement in 1967-1968, Beirut: Ministry of Education, 1968, p. 37.

[6]Philip K. Hitti, History of Syria, New York: Macmillan, 1951, p. 663.

[7]Ibid., p. 665.

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[11]Arnold Toy
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[12]Fouad S. H
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[13]Matta Akr
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[14]P. K. Hit
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end to a two-and-half-century career of Lebanon as a feudal princedom.[8] Ottoman rule continued until first world war. Then, Lebanon came under French mandate until November 22, 1943, when it was declared an independent Republic.[9] It is now a member of the Arab League and the United Nations.

It may be stated that Lebanon enjoyed a relatively stable career in constitutional life.[10] Legislative power is vested in a unicameral Chamber of Deptuties elected by universal suffrage. The deputies elect the president and the president appoints the ministers who are responsible to the Chamber.

In a geographical sense, Lebanon, is an expression of nature, a crossroads of civilizations. In a human sense, it is an expression of history[11] within the overall interactional context of a dynamic Arab culture.[12] In a regional sense, it is an integral part of the Arab world[13] or the Arab East.[14]

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[8]P. K. Hitti, A Short History of Lebanon, London: Macmillan, 1965, p. 224.

[8]Educational Movement, 1968, op. cit., p. 37.

[10]Kamal S. Salibi, The Modern History of Lebanon, New York: F. A. Praeger, 1965, p. 204.

[11]Arnold Toynbee, "Le Liban: Expression de l'Histoire," Beyrouth: Les Conférences du Cénacle (Beirut), 11: 6, Juin, 1957, p. 225.

[12]Fouad S. Haddad, A Critical Study of History Curriculum in Lebanon (mimeo.), Beirut: American University of Beirut, Ed. Dept., 1970, p. 12.

[13]Matta Akrawi, "The Arab World," in: G. B. Jeffery et al. (eds.), The Yearbook of Education, London: Evans Bros., 1949, p. 422; Habib A. Kurani, "Lebanon," in ibid., p. 448.

[14]P. K. Hitti, "The Near East: In Retrospect and Prospect," in W. Sands (ed.), Middle East Report (Washington, D. C.), March 9-10, 1959, p. 41.

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[18]Michel C
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pp. 133-134.

[19]Ibid., p

[20]Hitti, 1

And it has always been naturally linked with neighboring Syria and Palestine.[15] Berque describes Lebanon as the Ulysses of the Arab world.[16] And Lerner considers it as the most modern of the Arab Lands whose distinctive mark has been to interweave modernism with westernism.[17]

As a near Near-Eastern country, Lebanon is also perceived by some as having the peculiarity of being Asian, African and European[18] and especially Mediterranean.[19] Despite the traditional alienation between Europe and the Near East, Hitti states: "The so-called Near or Middle East is neither near nor middle nor east. From the United States it is farther than the Far East. The geographical line that separates it from Europe is more arbitrary than real. So is the historical line."[20]

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[15]In March, 1950, the Lebanese-Syrian Customs Union was severed. See W. Persen, "Lebanese Economic Development," Middle East Journal, 12: Summer, 1958, p. 277; see also: Amin AL-Hafez, "Lebanese Economics," Conférences du Cénacle (Beirut), 19: 4-5, 1965, p. 74 (in Arabic).

[16]Jacques Berque, "Problème de la Culture Arabe Contemporaine," Conférences du Cénacle (Beirut), 19: 1, 1965, p. 55.

[17]Daniel Lerner, The Passing of Traditional Society: Modernizing the Middle East, Glencoe, Ill.: Free Press, 1958.

[18]Michel Chiha, "Lebanon in the World: Future and Prospects," Conférences du Cénacle (Beirut), 20: 9-10, 1966, pp. 133-134.

[19]Ibid., pp. 133-134; Hitti, 1959, op. cit., p. 39.

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In an international sense, at the time of liquidation of colonialism,[21] Lebanon and the Arab States are members of the United Nations' family. They have the central problem of integrating themselves with other nations in their quest for a better future, and to achieve integration among themselves.[22]

Economically, Lebanon does not have rich natural resources such as petroleum or mines[23] and has not established large agricultural or industrial projects except the recent large exploitation of hydraulic power. It draws its main income from the mobility of Arab capitals, tourism, "triangular" commerce, transit commerce, other third sector activities and contributions of Lebanese immigrants.[24]

Despite a chronical adverse trade position in which imports outweigh exports creating an unfavorable trade balance, Lebanese economy has experienced remarkable growth, namely prior to 1958.[25] United Nations statistics show that from 1950-1956 the national income of Lebanon rose by more than

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[21]Georges Gurvitch in: Sociologie de la 'Construction Nationale' dans les Nouveaux Etats, Bruxelles: Université Libre de Bruxelles, 1965, p. 375.

[22]Berque, 1965, op. cit., p. 57.

[23]Centre D'Etudes et de Documentation Economiques Financièenes et Sociales, "L'Age d'Or de Beyrouth, Est-il à Son Declin," L'Economie et les Finances des Pays Arabes (Beirut), Vol. 12: 12, December, 1969, p. 11.

[24]Ibid., p. 11.

[25]Persen, 1958, op. cit., p. 277.

50 percent.[26] In the sixties the growth of national income is estimated to be about 2.5%.[27]

An AUB (American University of Beirut) study estimated that per capita income rose from $250 in 1950 to $350 in 1962.[28] This, however, still keeps Lebanon as an underdeveloped country.[29] On the other hand, national income is unevenly distributed among the different strata of the population and the various geographical areas.[30] Valin reports analyses based on the IRFED studies, that were solicited by the government, that 4% of the population get two-thirds of the national income, 46% have limited economic resources, and 50% are poor and do not get more than 18% of the national income.[31] At any rate, whatever increase there is in national income and regardless of how it is distributed, it is unstable[32] and it is always threatened by outside factors and by socio-political and economic change. Such developments

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[26]United Nations Statistical Yearbook, In: Persen, 1958, op. cit., p. 277.

[27]Khattar Shibli, "Economic Institutions in the Public Sector," Conférences du Cénacle (Beirut), 20: 6, 1966, p. 17.

[28]A. AL-Hafez, 1965, op. cit., p. 72.

[29]K. Shibli, 1966, op. cit., p. 16.

[30]Ibid., pp. 12 and 17.

[31]E. J. P. Valin, Le Pluralisme Socio-Scolaire au Liban, Beyrouth: Dar El-Machreq-Librairie Orientale, 1969, p. 13.

[32]K. Shibli, 1966, op. cit., p. 17.

seem hard to influence or to control.[33] A twofold consideration may explain this uneven economic growth, i.e., political and economical.

First, Lebanon has been thought of as relatively stable[34] in an area of political and social instability. This meant the maintenance of an orderly government with a consistent policy of rare infringement upon individual economic rights and with an international policy of neutrality[35] between any forces that might be in opposition, even between Arab States.

A powerful political coalition of businessmen and their associates wanted to maintain this picture of Lebanon and thereby, to enhance their position. They expounded, much more than any others, the concept of Lebanan as 'the Switzerland of the Middle East,' as a bridge between the west and the Arab-East,[36] as a meeting point for the whole Middle East.

Merchants and their allies endeavored to establish a low tariff and tax policy, stable currency, confidentiality of bank accounts. They wanted all the manufactured products of the world available at competitive prices, so that Beirut would be ideal for all organizations interested in the region to supply bases, marketing, repair offices and other services.

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[33]M. Attallah, "Economic Institutions in the Private Sector," Conférences du Cénacle (Beyrouth), 20: 6, 1966, p. 36.

[34]Persen, 1958, op. cit., p. 279.

[35]See Manuel Younis, "Lebanese Neutrality, What Neutrality?" Conférences du Cénacle (Beirut), 17: 8, 9-34, 1963 (Arabic).

[36]Persen, 1958, op. cit., p. 278.

They tried to keep at a minimum the interference of government with the workings of the price mechanisms and with the economy as a whole.[37]

Have all these factors of economic success changed since the 1966 Intra Bank crack? The political situation has been ambiguous and social demands are growing. Acute governmental crises took place such as the 1969 crisis,[38] which was related to the advent of the Palestinian Commandos. Israel has always been the main source of friction between the Western World and the Arab World,[39] including Lebanon. The 1967 Israeli aggression and other major incidents left deleterious effects on the socio-economic set-up. Other features of change include: relative lack of confidence in banking, currency weakness, public finance deterioration, low mobility of Arab capitals, and slow tempo of internal market. All these developments added to the traditional hypertrophy of the third or service sector at the expense of the basic agricultural and industrial sectors, indicate pressing problems for the Lebanese economy and may suggest that the golden age of Beirut is declining.[40]

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[37]Persen, 1958, op. cit., p. 293.

[38]"L'Age d'Or de Beyrouth," 1969, op. cit., p. 11.

[39]Hitti, 1959, op. cit., p. 41.

[40]"L'Age d'Or de Beyrouth," 1969, op. cit., p. 12. Note, for instance, that some foreign establishments, such as the First National City Bank of New York, are moving their head offices to "Bahrein."

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Socially, Lebanon appears as a small but complex pluralistic society, made up of diverse sub-cultures or micro-societies. Valin, as a foreign observer, states that every Lebanese social fact is characterized by being pluralistic.[41] Basically, there are the well-rooted religious communities which represent ethnosectarian cultural groups that may be more powerful in Lebanese life than political parties.[42] Lines between these sectarian groups seem to be hardening after 1958. Sectarianism became an economic institution with tangible material and non-material rewards for the traditional elites. "Confessional equilibrium" amounted to the maintenance of the status quo[43] with all its contradictions; and the perspective of a secular state seems remote.

In a recent study, the socio-political structure of the Labanese society has been described as a system of hierchical relations in authority with sharp social differentiation among population strata.[44]

Family and social-sectarian class loyalties are emphasized as well as inherited rather than achieved social-political status. This creates a slow rate of social mobility and prevents any rational socio-economic policy to emerge.

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[41]Valin, 1969, op. cit., p. x.

[42]Valin, 1969, op. cit., p. 14.

[43]Valin, 1969, op. cit., p. 14.

[44]Toufic Beydoun, The Free Economic System and the Lebanese Consumer, Lebanese University, Beirut: Social Science Institute, 1968, p. 52 (in Arabic).

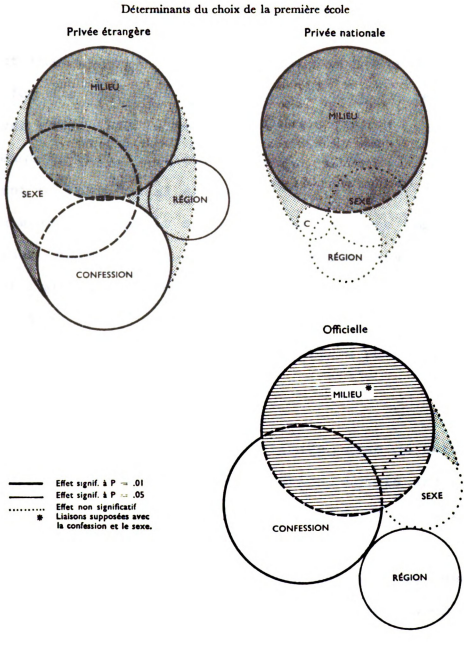



Figure 2.

Source: E. J.-P. Valin, Le Pluralisme Socio-Scolaire au Liban, Beyrouth: Dar El-Machreg Editeurs--Librairie Orientale, 1969, p. 96.

This social structure resulted from the interplay of several factors, Beydoun explains, foremost among them is the fact that Lebanon was under foreign occupation or manipulation for the past five centuries, and that the Lebanese who took over after 1943 tended to sacrifice public interest and to strengthen their particular status, which is in fact a resultant of this social structure.[45]

This socio-economic situation has a direct impact on education. Valin, using a multivariate analysis, found that the most important factor in choosing a school is the socio-economic status[46] of the Lebanese students. Elaboration of some of these intricacies are dealt with in the next chapter.

## Summary

Physical aspects, temperate climate, ease of internal and external transport and communication, hotels and entertainment facilities make Lebanon an attractive place in which to live and to work.

As a crossroads of civilizations, Lebanon has been exposed to different cultural influences, has developed an international outlook and has become more modernized than any other Arab country. It occupied a distinguished status in

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[45]Ibid., p. 52.

[46]Valin, 1969, op. cit., p. 90 and p. 174. See illustration of the influence of various factors in choosing a school on p. 69. (Valin, 1969, op. cit., p. 96.)

Table I

**تطور موازنة وزارة التربية الوطنية ونسبتها الى الموازنة العامة**

**Evolution du budget du ministère de l'éducation nationale par rapport au budget général**

| Année | الموازنة العامة بالليرات اللبنانية Budget général | موازنة وزارة التربية بالليرات اللبنانية Budget de l'éduction National | النسبة ٪ | السنة |
|---|---|---|---|---|
| | L.L. | L.L. | taux % | |
| 1955 | 137,500,000 | 17,382,407 | 12,64 | ١٩٥٥ |
| 1956 | 145,500,000 | 18,684,361 | 12,84 | ١٩٥٦ |
| 1957 | 170,000,000 | 22,330,999 | 13,13 | ١٩٥٧ |
| 1958 | 194,165,000 | 27,484,747 | 14,15 | ١٩٥٨ |
| 1959 | 206,000,000 | 30,994,222 | 15,04 | ١٩٥٩ |
| 1960 | 222,235,000 | 30,839,218 | 13,87 | ١٩٦٠ |
| 1961 | 273,800,000 | 37,893,300 | 13,84 | ١٩٦١ |
| 1962 | 375,000,000 | 50,315,400 | 13,41 | ١٩٦٢ |
| 1963 | 425,400,000 | 56,223,900 | 13,21 | ١٩٦٣ |
| 1964 | 476,400,000 | 63,399,100 | 13,30 | ١٩٦٤ |
| 1965 | 514,790,000 | 74,233,600 | 14,42 | ١٩٦٥ |
| 1966 | 590,735,000 | 88,393,200 | 14,96 | ١٩٦٦ |
| 1967 | 632,881,000 | 97,322,400 | 15,37 | ١٩٦٧ |
| 1968 | 648,500,000 | 101,502,500 | 15,65 | ١٩٦٨ |

المصدر : دائرة المحاسبة في وزارة التربية الوطنية

Source : Bureau de comptabilité, ministère de l'éducation nationale

Source: Ministry of Education--Ministry of Planning (Lebanon), Primary and Complementary Education, Beirut, Lebanon: June, 1969.

Table II

## NOMBRE D'ECOLES (1) de 1958 à 1968 — عدد المدارس(١) من ١٩٥٨ الى ١٩٦٨

(a)

| Genre d'écoles | 1958 1959 | 1959 1960 | 1960 1961 | 1961 1962 | 1962 1963 | 1963 1964 | 1964 1965 | 1965 1966 | 1966 1967 | 1967 1968 | نوع المدارس |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Ecoles officielles** | | | | | | | | | | | **المدارس الرسمية** |
| Primaires | 1.033 | 1.036 | 990 | 998 | 1.013 | 1.048 | 941 | 932 | 946 | 907 | الابتدائية |
| Comp. et secondaires | 74 | 91 | 184 | 195 | 218 | 225 | 257 | 287 | 311 | 386 | التكيلية والثانوية |
| **Total** | **1.107** | **1.127** | **1.174** | **1.193** | **1.231** | **1.273** | **1.198** | **1.219** | **1.257** | **1.293** | **المجموع** |
| **Ecoles privées** | | | | | | | | | | | **المدارس الخاصة** |
| Primaires | 1.031 | 1.078 | 1.080 | 1.151 | 1.196 | 1.240 | 1.367 | 982 | 900 | 1.031 | الابتدائية |
| Comp. et secondaires | 121 | 155 | 180 | 192 | 210 | 216 | 205 | 435 | 398 | 406 | التكيلية والثانوية |
| **Total** | **1.152** | **1.233** | **1.260** | **1.343** | **1.406** | **1.456** | **1.572** | **1.417** | **1.298** | **1.437** | **المجموع** |

(1) *Nombre d'écoles qui ont présenté des statistiques au Ministère de l'Education Nationale.*

١) عدد المدارس التي قدمت احصاءاتها الى وزارة التربية الوطنية .

## NOMBRE D'INSTITUTEURS de 1958 à 1968 — عدد المدرسين من ١٩٥٨ الى ١٩٦٨

(b)

| Genre d'écoles | 1958 1959 | 1959 1960 | 1960 1961 | 1961 1962 | 1962 1963 | 1963 1964 | 1964 1965 | 1965 1966 | 1966 1967 | 1967 1968 | نوع المدارس |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Ecoles officielles | 4.385 | 5.001 | 5.411 | 6 300 | 7.724 | 8 829 | 8.797 | 10.535 | 11.097 | **11.763** | المدارس الرسمية |
| Ecolesprivées(1) | 4.445 | 5.545 | 6.025 | 6.400 | 6.787 | 7 237 | 10 629 | 11 848 | 13.911 | **14.702** | المدارس الخاصة(١) |
| **Total** | **8.830** | **10.546** | **11.436** | **12.700** | **14.511** | **16.066** | **19.426** | **22.383** | **25.008** | **26.465** | **المجموع** |

(1) *Non Compris les religieux enseignant dans ces établissements.*

١) ماعدا المدرسين من رجال الدين .

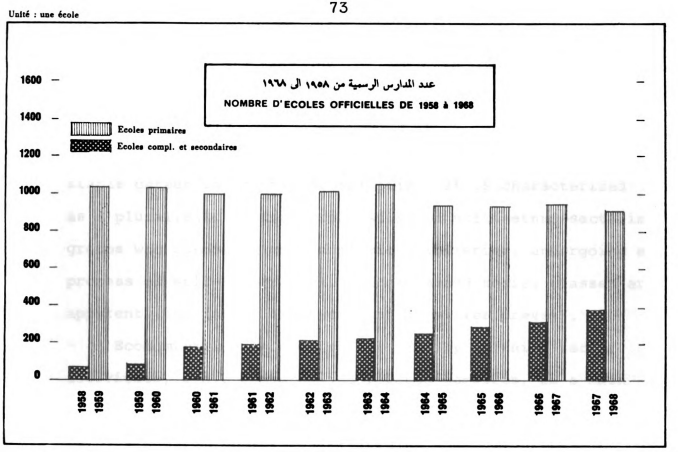
## NOMBRE D'ELEVES de 1958 à 1968 — عدد التلاميذ من ١٩٥٨ الى ١٩٦٨

(c)

| Genre d'écoles | 1958 1959 | 1959 1960 | 1960 1961 | 1961 1962 | 1962 1963 | 1963 1964 | 1964 1965 | 1965 1966 | 1966 1967 | 1967 1968 | نوع المدارس |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Ecoles officielles** | | | | | | | | | | | **المدارس الرسمية** |
| Primaires | 85.492 | 92.351 | 107.023 | 113.483 | 121.500 | 134.951 | 146.953 | 149.240 | 169.045 | 178.202 | الابتدائية |
| Comp. et secondaires | 8.352 | 13.572 | 14.784 | 16.450 | 20.104 | 21.608 | 26.074 | 31.945 | 34.589 | 44.756 | التكيلية والثانوية |
| **Total** | **93.844** | **105.923** | **121.807** | **129.933** | **141.604** | **156.559** | **173.027** | **181.185** | **203.634** | **222 958** | **المجموع** |
| **Ecoles privées** | | | | | | | | | | | **المدارس الخاصة** |
| Primaires | 132.214 | 142.989 | 158.168 | 165.300 | 170.200 | 175.650 | 194.560 | 211.197 | 274.813 | 314.914 | الابتدائية |
| Comp. et secondaires | 24.792 | 27.792 | 30.673 | 33.320 | 33.415 | 39.030 | 46.178 | 50.128 | 61.892 | 65.011 | التكيلية والثانوية |
| **Total** | **157.006** | **170.781** | **188.841** | **198.620** | **203.615** | **214.680** | **240.738** | **261.325** | **336.705** | **379.925** | **المجموع** |

Source : *Ministère de l'Education Nationale - Bureau des Statistiques.*

Source: Ministère du Plan (Liban), Recueil de Statistiques Libanaises, Beyrouth, Liban: Min. du Plan, Vol. 4, Annee 1968.



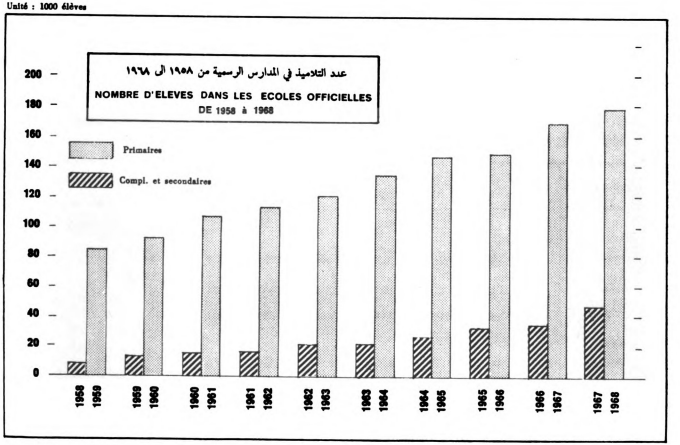




Figure 3

Source: Ministère du Plan (Liban), Recueil de Statistiques Libanaises, Beyrouth, Liban: Min. du Plan, Vol. 4, Année 1968.

the Arab World, of which it is a part, and played a pioneering role in Arab culture.

The Lebanese miniature Republic enjoyed a relatively stable career in constitutional life. It is characterized as a pluralistic society, consisting of multi-ethno-sectarian groups who compose a mosaic of micro-societies, undergoing a process of self-integration. Lines, among social classes are apparent, and family and sectarian loyalties prevail.

Economically, Lebanon relies heavily on third sector activities, i.e., commerce and related services, as a main source of national income, and endeavors to develop other sectors and to exploit its limited natural resources. It has known remarkable economic growth and it is constantly threatened by socio-political and economic instability.

This socio-economic picture has a definite impact on education and related issues as we are going to see in the next chapter.

## CHAPTER V

## THE LEBANESE EDUCATIONAL CONTEXT

Some earlier studies that handled this topic dealt mostly with saleable myths and wishful thinking rather than with actual perceptions and facts about the Lebanese educational system as well as the larger socio-political and economic context.

In this analysis, we intend to highlight what we perceive as distinctive aspects of Lebanese education in its complex relationships with the wider socio-economic context. Special attention will be given to those features closely or remotely related to self-concept of ability.[1]

Educational authority in Lebanon is vested with the Lebanese Ministry of National Education[2] (hereafter referred

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[1]More embracing accounts of Lebanese education may be consulted elsewhere. See: Ministry of Education, Report on the Educational Movement in 1967-1968, Beirut: Ministry of Education, 1968; Ministère du Plan, L'Enseignment au Liban: Situation et Perspectives, Beirut: Ministère du Plan, 1965.

[2]Educational Movement, op. cit., 1968, p. 37. However, the Ministries of Agriculture, Justice, Defense and Public Works run some training institutions (Ibid., p. 37); see also: Ministry of Education, Panorama de L'Enseignement Technique, Aout, 1968, pp. 40-55.

to as Ministry of Education) and related public institutions such as the Lebanese University.

The Lebanese educational system, like any other is one manifestation of the underlying cultural-economic forces that have prevailed in the country, as will be pointed throughout this account.

## Public Education vs. Private Education

One salient feature of Lebanese education, that is closely related to the socio-economic system, is the pluralistic character[3] and the traditional predominance of private education over public education which may be considered as a French mandate legacy.[4]

It is no easy task to characterize Lebanese education, whose most striking feature is the coexistence of several separate systems reflecting the influence of widely differing civilizations.[5] These are: (a) the Latin system, as followed by the Catholic University of Saint Joseph, which is a French

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[3]E. J. P. Valin, Le Pluralism Socio-Scolaire au Liban, Beyrouth: Dar El-Machreq-Librairie Orientale, 1969, p. 171.

[4]Habib A. Kurani, "Lebanon," in: G. B. Jeffery et al. (eds.), The Yearbook of Education, London: Evans Bros., 1949, p. 449. For an overview of French education, see: I. N. Thut et al., Educational Patterns in Contemporary Societies, New York: McGraw-Hill, 1964, pp. 110-138; W. R. Frazer, Education and Society in Modern France, New York: Humanities Press, 1963; Antoine Prost, Histoire de l'Enseignement en France, 1800-1967, Paris: Armand Colin, 1968.

[5]UNESCO, World Survey of Education III, New York: Columbia University Press, 1961, p. 783.

institution and a number of associated schools; (b) the Anglo-Saxon system, that of the American University of Beirut[6] and a group of Protestant institutions such as Beirut College for Women; (c) the Arab system, a newcomer represented by the Arab University established in 1960 (related to the University of Alexandria), and a multitude of private schools preparing youth to sit for final secondary school examinations in other Arab countries such as Egypt and Syria; (d) the developing National system of Lebanon, created in 1924 and culminating in the Lebanese University established in 1951.

The existence of private education is overemphasized[7] as approved by the Constitution which states in Article 10: "Education shall be free in so far as it is not contrary to public order and morals and does not affect the dignity of any of the religions or creeds. There shall be no violation of the right of religious communities to have their own schools, provided they follow the general rules issued by the state regulating public instruction."[8]

Although the Constitution provides for the establishment of private education, the Ministry of National Education regulates, in principle, all educational matters in the private

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[6]Ibid., p. 783.

[7]Ibid.

[8]B. Aridi and N. Khayrallah (Department of Political Science, American University of Beirut), The Lebanese Constitution, Beirut: Khayats, 1960, p. 6 (A Reference Edition in English Translation).

educational sector. Actually, the Ministry's authority does not go much beyond authorizing the opening of new schools and the organization of official external examinations.

This dualistic tradition may be explained in terms of the sectarian mosaic referred to earlier[9] and "the efforts made by different countries in the field of education and culture."[10] France, the United Kingdom, the United States, the United Arab Republic, the Federal Republic of Germany and Italy, all are active in various ways, in subsidizing certain schools, in lending teachers to others or in running study centers and other agencies.

Hitti outlined a perspective for foreign educational institutions and pointed out that "educational imperialism can be no less offensive than political imperialism."[11] He forecast that the continuation of operation of a foreign educational institution is contingent upon its continued acceptability. Ultimately, its outer shell, such as the foreign name, might disappear, but the essence of universally human values would remain.[12]

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[9]Supra, p. 68; see also E. J. P. Valin, Panorama de l'Enseignement au Liban, Part I (mimeo.), Beirut: Ministry of Education Research Center, 1965, p. 41.

[10]World Survey of Education III, 1961, op. cit., p. 783.

[11]Philip K. Hitti, "Is There a Place for American Education in a Nationalist Middle East," in: W. Sands (ed.), Middle East Report, March 20-21, 1959, p. 50.

[12]Ibid., pp. 49-50.

In some respects, the public educational sector may have not come to match the private foreign and private national sectors.[13] This, however, does not necessarily mean that education provided for in the private sector is any better than that in the public sector, since they do not seem to be comparable.[14] And public education on the secondary level is quite different from public education on the primary and complimentary levels in many ways, especially as regards the teaching staff.

As early as 1949 the National Government was aware that ". . . the great diversity of private schools, their rivalry, the lack of control or supervision over their activities, undermine national solidarity."[15] There is no evidence of what has been done since then to resolve this conflict.

In a recent article, Bashshur[16] interpreted this state of affairs as creating major inequalities in educational opportunities, hindering social mobility and preventing integration among different social strata.[17]

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[13]Ministère du Plan, Recueil de Statistiques Libanaises, Vol. 4, Année 1968, p. 208.

[14]Valin, 1969, op. cit., p. 64.

[15]Kurani, 1949, op. cit., p. 457.

[16]M. Bashshur, "Education and Teaching in Lebanon: For Getting into the Modernized World," Mawakif (Beirut), 2: 7, 86-118, Jan.-Feb., 1970 (in Arabic).

[17]Ibid., pp. 92 and 95.

In terms of total student population in Lebanon, the size of the student body educated in private schools amounts to:

58% on the primary level

68% on the complementary and lower secondary

75% on the upper secondary.[18]

Average ratio of students educated in private schools on all educational levels may reach 65% of the total school population.[19] In 1967, the picture is not much different.[20]

School aid goes mostly to the so-called "Free-Payment Private Schools" which generally lack basic conditions for schooling in personnel, physical facilities and in many other aspects.[21] Expenditure on overall school equipment in the public educational system throughout Lebanon did not exceed 22% of such lavish school aid in 1967.[22]

Many private schools, mostly owned by individuals tend to be money-raising institutions[23] at the expense of minimum

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[18]Ministère du Plan, L'Enseignement an Liban: Situation et Perspective, Beyrouth: Ministère du Plan, 1964, pp. 24-27.

[19]Bashshur, 1970, op. cit., p. 91.

[20]See Table II, page 72.

[21]Subsidies given to "Free-Payment Private Schools in 1967 amounted to 7,500,000 L.L. (approximately $2,500,000), see Educational Movement, 1968, op. cit., p. 45. In 1970, such aid must have reached $4,000,000.

[22]Bashshur, 1970, op. cit., p. 95.

[23]Ibid., p. 93.

quality in education.[24] They compare favorably with many other lucrative enterprises. Furthermore their tuition, fees, and regulations generate socio-economic stratification[25] and subject parents and students to an undue and unbearable strain.

The Lebanese Ministry of Education has still a long way to go in order to remedy the present cumulative educational deficit, to face the dramatic demographic changes[26] with their ever-increasing demand[27] for education, and to prevent exploiting entrepreneurs from entering the educational field.

## Educational Structure

The structure[28] of the Lebanese educational ladder includes two main streams or tracks: The academic and the vocational.

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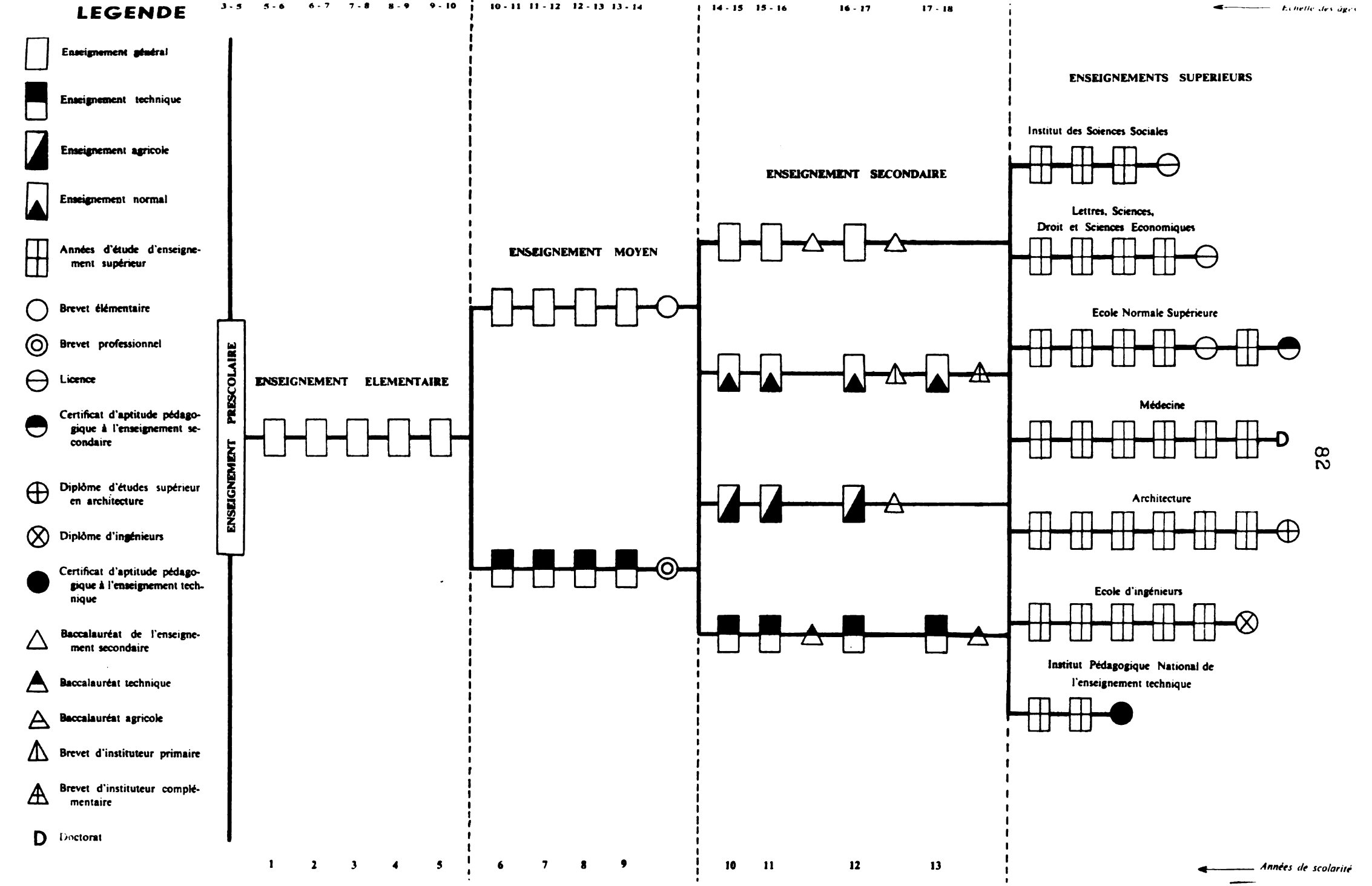
[24]Compare the reinforcement of these "illegal educational entrepreneurships" with American efforts for achievement betterment. See supra, p. 20, footnote 2.

[25]Valin, 1969, op. cit., p. 173.

[26]See ambiguity of the rate of population yearly increase in Lebanon, estimated by the Ministry of Planning to reach 40.2% between 1960-1965; supra p. 61.

[27]Our 1969 pretest showed definite hopes for continuing education in the middle and lower social strata. Even in vocational education there are eight applicants for each available place, see: Panorama de l'Enseignement Technique, 1968, op. cit., p. 4.

[28]See Figure 3, page 82; for a clearer picture, see thesis pocket: Organigramme I, prepared along with the other six organigrammes by Hakib Harb, Sami Lakiss, Mustapha Zaatari, and Chafik Mouallem at the Regional Center for Educational Planning and Administration, Beirut, Lebanon: August, 1969.




Source: Lebanese Ministry of Education, Report on the Educational Movement in 1967-1968, Beirut: Ministry of Education, 1968.

Figure 4

The academic track consists of three main stages with some channels branching thereof at different points. At the end of every stage, it is crowned by a state external examination called "official examination." Diplomas conferred on the basis of such official examinations are the only ones accepted for government employment.

The academic track may be briefly described as follows:

1. Five Years of Primary[29] Education from age (5-6) to age 11, leading to the "Certificat Diploma." This diploma enables the student to apply for admission either to the next stage of the academic track, i.e., the complementary or the lower secondary, or to the lower vocational track.

At this point, it should be noted that education in Lebanon is not yet compulsory at any stage. Compulsory education exists in nine of the sixteen Arab States.[30]

2. Four years of either Complimentary[31] Education or Lower Secondary Education, from 11 to (14-15), leading to the

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[29]"Pre-primary education" is almost completely handled by the private sector. The same applies to "special education: for exceptional children which is subsidized by the Ministry of Work and Social Affairs. For private vocational education, see: Ministère de l'Education, Panorama de l'Enseignement Technique, Beyrouth: Ministère de l'Education, 1968, pp. 56-58.

[30]UNESCO, Comparative Statistical Data on Education in the Arab States, Beirut: Regional Center for Educational Planning and Administration, 1970, p. 12.

[31]Called also "Upper-Primary" or "Upper Elementary." For full description of the public complementary schools, see infra, p.119. This stage, however, has been officially replaced by a Middle-School stage effective 1970-1971.

"Brevet Diploma." This diploma offers at least three outlets:

a. Primary teacher training

b. Upper vocational education

c. Upper secondary education.

3. Three years of Upper Secondary Education, from (14-15) to 18, leading to the "Baccalauréat Diploma First and Second Parts," consecutively. There are two channels within the two-year program of the first part of the Baccalaureat: Literary and Scientific. Channels within the one-year program of the second part of the Baccalauréat are: Philosophy, Elementary Mathematics, Experimental Sciences and Ancient Languages.[32] The Baccalauréat Part II gives direct access to higher education. In some institutions a competitive entrance examination is required.

The new[33] complete and continuous vocational track[34] spreads on a period of ten years. Every two years, it is also crowned by one of the following diplomas:[35]

C.A.P.: Certificat d'aptitude professionelle (Certificate of Vocational Aptitude)

B.P.: Brevet Professional (Vocational Brevet)

B.T.I.: Baccalauréat technique 1$^{e}$. partie (Technical Baccalauréat, Part One)

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[32]Educational Movement, 1968, op. cit., pp. 45-46.

[33]Decree No. 7880, July 25, 1967, ibid., p. 2.

[34]See Table III, page 85. For a clearer picture, see thesis pocket: Organigramme II.

[35]Educational Movement, 1968, op. cit., p. 46.

Table III

(a) توزيع طلاب الجامعة اللبنانية ( اللبنانيين وغير اللبنانيين ) حسب الجنس من ١٩٦٢ الى ١٩٦٨

**REPARTITION DES ETUDIANTS DE L'UNIVERSITE LIBANAISE (LIBANAIS ET ETRANGERS) PAR SEXE DE 1962 à 1968**

| ANNEE SCOLAIRE | لبناني Libanais | غير لبناني non-Libanais | المجموع Total | اناث Féminins | ذكور Masculins | السنة الدراسية |
|---|---|---|---|---|---|---|
| 1962 – 1963 | 2.680 | 529 | 3.209 | 375 | 2.834 | ١٩٦٢ – ١٩٦٣ |
| 1963 – 1964 | 5.344 | 748 | 6.092 | 609 | 5.483 | ١٩٦٣ – ١٩٦٤ |
| 1964 – 1965 | 4.178 | 718 | 4.896 | 630 | 4.266 | ١٩٦٤ – ١٩٦٥ |
| 1965 – 1966 | 3.778 | 1.872 | 5.650 | 656 | 4 994 | ١٩٦٥ – ١٩٦٦ |
| 1966 – 1967 | 4.861 | 1.651 | 6.512 | 896 | 5.616 | ١٩٦٦ – ١٩٦٧ |
| 1967 – 1968 | 5.558 | 2.457 | 8.015 | 1.163 | 6.852 | ١٩٦٧ – ١٩٦٨ |

(b) توزيع تلامذة المدارس المهنية الرسمية حسب نوع المدرسة من ١٩٥٧ الى ١٩٦٨

**REPARTITION DES ELEVES SUIVANT LE GENRE DES ECOLES TECHNIQUES DE 1957 à 1968**

| GENRE D'ECOLE | 1957 1958 | 1958 1959 | 1959 1960 | 1960 1961 | 1961 1962 | 1962 1963 | 1963 1964 | 1964 1965 | 1965 1966 | 1966 1967 | 1967 1968 | نوع المدرسة |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Arts et Métiers ..... | 130 | 133 | 152 | 135 | 150 | 174 | 273 | 324 | 370 | 433 | 538 | الصنائع والفنون ..... |
| Ecoles Professionnelles | 614 | 715 | 679 | 689 | 620 | 638 | 714 | 707 | 767 | 780 | 968 | المدارس المهنية ..... |
| Ecole Hôtellière ..... | 123 | 127 | 114 | 121 | 130 | 170 | 190 | 233 | 253 | 278 | 325 | المدرسة الفندقية ... |
| **Total** | **867** | **975** | **945** | **945** | **900** | **982** | **1.177** | **1.264** | **1.390** | **1.491** | **1.831** | **المجموع** |

continued

Table III--continued

(c) توزيع خريجي المدارس المهنية الرسمية حسب نوع التخصص من ١٩٥٧ الى ١٩٦٨

LES DIPLOMES DE L'ENSEIGNEMENT TECHNIQUE OFFICIEL PAR GENRE DE SPECIALISATION DE 1957 à 1968

| SPECIALISATION | 1957 1958 | 1958 1959 | 1959 1960 | 1960 1961 | 1961 1962 | 1962 1963 | 1963 1964 | 1964 1965 | 1965 1966 | 1966 1967 | 1967 1968 | التخصص |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mécanique générale | – | 19 | 13 | 28 | 21 | 20 | 19 | 17 | 10 | 10 | 16 | الميكانيك العام |
| Menuiserie | – | 13 | 2 | 2 | 2 | 1 | 6 | 2 | 10 | 2 | 2 | النجارة |
| Forge et soudure | – | 13 | 10 | 9 | 20 | 11 | 17 | 14 | 5 | 4 | 11 | الحدادة واللحام |
| Electricité | – | 32 | 26 | 29 | 34 | 33 | 26 | 31 | 41 | 32 | 31 | الكهرباء |
| Mécanique auto | – | 11 | 6 | 11 | 16 | 7 | 11 | 9 | 13 | 11 | 15 | ميكانيك السيارات |
| Fonderie | – | – | – | – | – | – | – | – | – | – | – | صب المعادن |
| Mécanique d'aviation | – | – | 15 | 9 | 9 | 6 | 10 | 6 | 13 | 11 | 6 | ميكانيك الطائرات |
| Imprimerie | – | 4 | 1 | 3 | 1 | 1 | 4 | 5 | 1 | 6 | 10 | الطباعة |
| Dessin commercial | – | 5 | 2 | – | 3 | – | 2 | 3 | 3 | 5 | 4 | رسم تجاري |
| Tissage | – | – | – | – | – | – | – | – | – | – | – | النسيج |
| Radio-Electricité | – | 12 | 8 | 13 | 8 | 9 | 8 | 11 | 9 | 16 | 14 | راديو-كهرباء |
| Horlogerie | – | – | – | – | – | – | – | – | 4 | 6 | 5 | تصليح الساعات |
| Total | – | 109 | 83 | 104 | 114 | 88 | 103 | 98 | 109 | 103 | 114 | المجموع |

المصدر : وزارة التربية الوطنية – دائرة الاحصاء.

Source: Ministère du Plan (Liban), Recueil de Statistiques Libanaises, Beyrouth, Liban: Min. du Plan, Vol. 4, Année 1968.

B.T.2.: Baccalauréat technique, 2e. partie (Technical Baccalauréat, Part Two)

T.S.: Technicien Supérieur (Higher Technician)

In 1959, there were only 945 students in all public vocational schools throughout Lebanon. In 1967 their number attained 1,831.[36] Taking into consideration that the number of private vocational schools is rather small, if we compare these figures with 109,767 students in all complementary and secondary schools[37] in Lebanon (44,756 in the public and 65,011 in the private) we realize the striking imbalance in favor of the academic track.

Lebanon seems to build up his educational structure in a reverse chronological order in relationship to the hierarchial occupational structure.[38]

Other aspects of the organizational structure of education in Lebanon include: Higher education,[39] teacher education,[40] and adult education especially in evening schools.[41]

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[36]See Table III, pp. 85-86.

[37]Ibid.

[38]Panorama de l'enseignement Technique, op. cit., p. 3.

[39]See Table III; in the thesis pocket, see: organigramme III, IV, V, VI, and VII. See also: Jean-Jacques Waardenburg, Les Universités dans le Monde Arabe Actuel (Documentation et Essai d'Interpretation), Vols. I and II, Paris, La Haye: Mouton and Company, 1966.

[40]See Fig. 5; and in thesis pocket, see organigramme IV; see also E. J. P. Valin, Les Institeurs Publics et leur Formation dans les Ecoles Normales, Beyrouth: Ministère de l'Education, Centre de Recherches, 1963 (mimeo).

[41]See: Mona Kamar Mourad, Les Ecoles du Soir, Beyrouth: Institut des Sciences Sociales, Université Libanaise, 1967.

## Curriculum

The traditional character of the academic curriculum of 1946 is criticized by the Ministry of Education itself, as theoretical and overloaded with useless information.[42] Although the 1968 curriculum[43] hardly differs from its predecessor,[44] it is being hailed as a step in the process of modernization.[45] Furthermore, teaching[46] and the use of instructional media reflect the same general trend for verbalization.[47]

Atiyeh[48] explains that "education in Lebanon is controlled not through direct interference with the internal management of schools but through the enforcement of a uniform curriculum."[49]

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[42]Educational Movement, 1968, op. cit., p. 47; see also: Joseph Zaarour, "Unity Through Education," Conférences du Cénacle (Beyrouth), 21: 5, 1967, p. 19 (in Arabic).

[43]Decrees Nos. 9099, 9100, 9101, January 8, 1968.

[44]Bashshur, 1970, op. cit., pp. 105-108. Mona Ourfali, Development of Public Secondary School Curriculum in Lebanon, Beirut: CAPES Thesis, College of Education, Lebanese University, 1969, p. 108 (in Arabic).

[45]Educational Movement, 1968, op. cit., p. 47.

[46]Hanna Ghalib, "Are You a Listener or a Teacher," Educational Review (Ministry of Education, Beirut), December, 1963, p. 1 (in Arabic).

[47]Bashshur, 1970, op. cit., p. 109.

[48]Naim Atiyeh, "The Development of Education in Lebanon," in: Beirut, College for Women, Cultural Resources in Lebanon, Beirut: Librairie du Liban, Lebanon Bookshop, 1969, Vol. I, pp. 198-215.

[49]Ibid., p. 47 (in the mimeo. edition).

Recent studies are inclined to criticize the Lebanese curriculum sharply, especially as regards educational and cultural content.[50] Many committees have been organized since 1944 with no avail, because they were always confined to the academic type borderline.[51]

Much more is required to democratize and to modernize the Lebanese curriculum, in terms of its synchronization with developments that have taken place in the Lebanese socio-economic life[52] and as regards flexibility[53] and varied offerings on the secondary level for all incoming students. El-Loussy[54] recommended to Arab Ministers of Education at the 1970 Marakesh Conference that "when education branches off at the secondary level, there should be equal accessibility to any type and from any type[55] of education. "The resistance

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[50]Bashshur, 1970, op. cit., pp. 107-108; Fouad S. Haddad, A Critical Study of History Curriculum in Lebanon (mimeo.), Beirut: American University of Beirut, Department of Education, 1970, p. 21 (in Arabic).

[51]M. Ourfali, 1969, op. cit., p. 108.

[52]See Joseph Maroun, "What Man Are We Preparing," Educational Review (Ministry of Education, Beirut), 8: 2, 6-8, December, 1969 (in Arabic). See also: Ahmad Sidawi, "L'Etude du Milieu," Revue Pédagogique (Beyrouth, Ministère de l'Education), October, 1962 (in Arabic).

[53]OCDE, L'Enseignement Secondaire: Evolution et Tendances, Paris: OCDE, 1969, pp. 199-200.

[54]A. H. El-Koussy, Education in the Arab Countries: Progress and Future Developments (Restricted document prepared for the 1970 Marakesh Conference of Arab Ministers of Education), Beirut: Regional Center for Educational Planning and Administration in Arab Countries, 1969.

[55]Ibid., p. 34.

to manual and technical activities must be broken and such activities must become attractive and appreciated. Convincing enlightenment of public opinion based on research must be done."[56]

The prospective Middle School considered by an official statement as a "turntable of all the school system,"[57] was recommended a long time ago by Lebanese educators and foreign experts.[58] It will replace the existing complementary and lower secondary stages. It deserves every reservation[59] if it is not conceived as a guidance cycle,[60] and as a first step for comprehensive schooling. It should have flexible channels located in the same public middle-school buildings, and should keep a caliber of teaching staff comparable to that of the actual lower secondary cycle.

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[56]Ibid., p. 34.

[57]Educational Movement, 1968, op. cit., p. 45.

[58]E. J. P. Valin, Panorama de l'Enseignement au Liban: Part II Education et Société, Beirut: Ministry of Education, Research Center, 1965, p. 42 (mimeo.).

[59]Note that the guidance objectives for the prospective middle school stated in 1968 (Educational Movement, op. cit., p. 45) do not differ in essence from those stated in 1946 for the complementary school (Ministry of Education, Curriculum, Beirut: Ministry of Education, 1946, p. 82, decree No. 6999, dated October 1, 1946). Nevertheless, they have been there for 24 years without implementation.

[60]See E. J. P. Valin, Du Certificat D'Etudes Primaires a l'Ecole Secondaire Officielle: Etude du Premier Palier d'Orientation, Beyrough: Ministère de l'Education, Centre de Recherches, 1958 (mimeo); see also: Ahmad Sidawi, "Guidance in Lebanon," Educational Review (Beirut: Ministry of Education), 5, May, 1968 (in Arabic).

We are emphasizing the secondary school cycle because of its interdependence[61] with all other cycles of education. Any reform on the secondary level is likely to be reflected on all other phases of education, namely on higher education which, in turn, might be called upon to provide technical assistance to schools and to supervise curricula and examinations.[62] This highlights the future role of the Lebanese University in the Lebanese educational life.

The crucial role of the teacher in the educational process is expounded by Bashshur who comments that despite the improvement in teacher education in the past thirteen years, more than two-thirds of all school children in Lebanon are being taught by teachers without training background who hold only the "Brevet Diploma."[63] This suggests the strategic position of teacher education in bringing about any desired changes.

All this amounts to an urgent need for planning based upon elements such as the following: overall socio-economic

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[61]OCDE, l'Enseignement Secondaire, 1969, op. cit., p. 16; see also: Joseph Zaarour, "Educational Planning and The Development of Manpower," Conférences du Cénacle (Beyrouth), 22: 11-12, 1968, p. 17 (in Arabic).

[62]Naim Atiyeh, "Examinations: Trends and Prospects" in: J. A. Laureys and D. G. Scanlon (eds.), The World Yearbook of Education, London: Harcourt, Brace and World, 1969, p. 390.

[63]Bashshur, 1970, op. cit., p. 102.

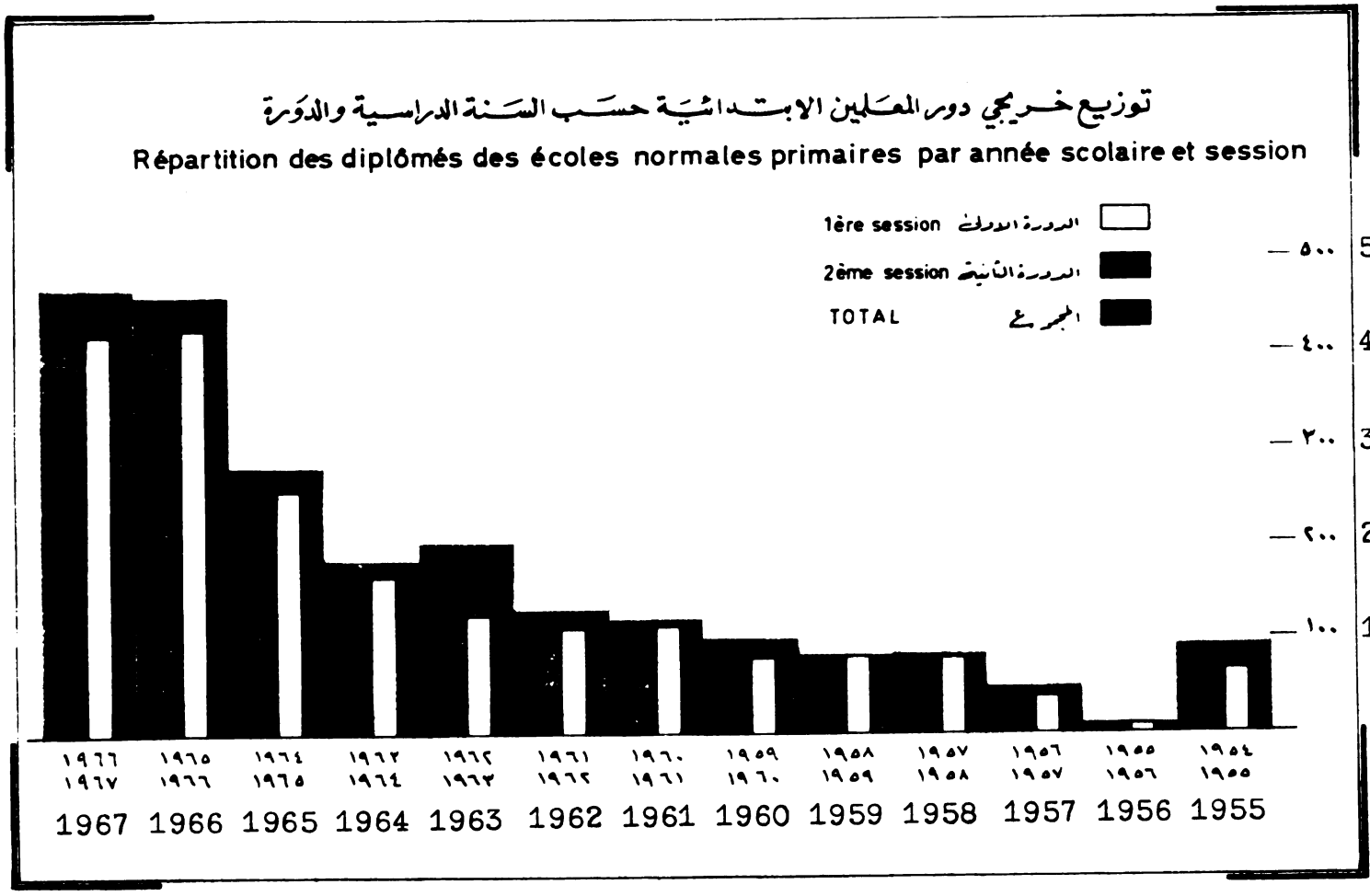



Figure 5

Source: Ministry of Education-Ministry of Planning (Lebanon), Primary and Complementary Education, Beirut, Lebanon: June, 1969.

planning, clear educational philosophy, defined behavioral objectives, educational research,[64] an efficient machinery for collecting and analyzing needed data and financing.

This, however, does not seem feasible for the time being, as attested for by the Director General of the Ministry of Education because there is no overall socio-economic planning.[65]

We postulate that in order to understand Lebanese education, one has to go beyond the official picture and the recorded documents. There is a discrepancy between stated goals and actual behavior because of an underlying informal power structure. A study of these informal workings may reveal the underlying forces that are shaping for Lebanon this unbalanced educational portrait.[66]

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[64]See Admad Sidawi, "Educational Research in Lebanon," Educational Review (Ministry of Education, Beirut), September, 1961 (in Arabic).

[65]Zaarour, Educational Planning, 1968, op. cit., p. 17.

[66]See for instance: J. J. Waadenburg, 1966, op. cit., p. 32.

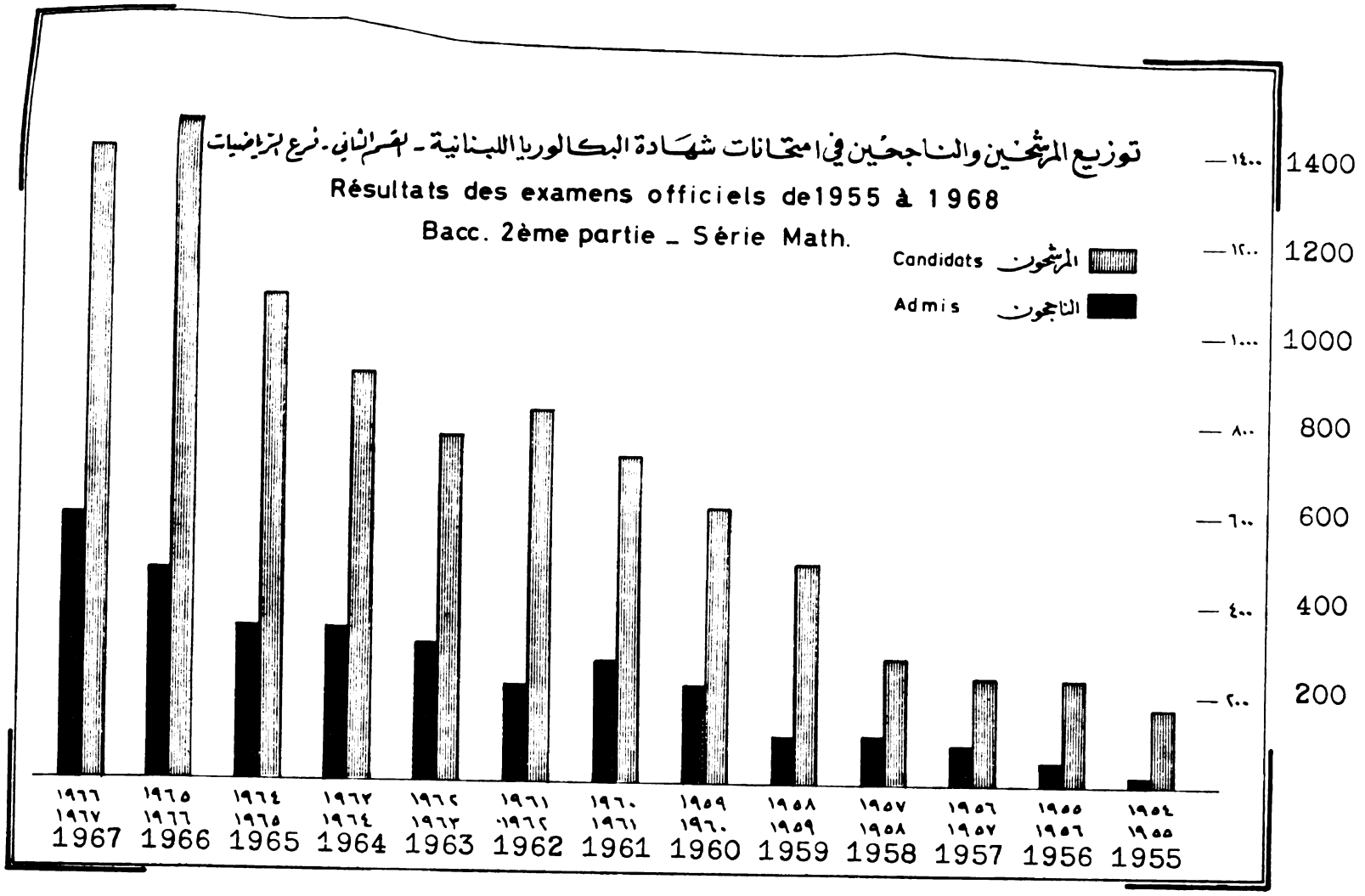



Figure 6

Source: Ministry of Education-Ministry of Planning (Lebanon), Primary and Complementary Education, Beirut, Lebanon: June, 1969.

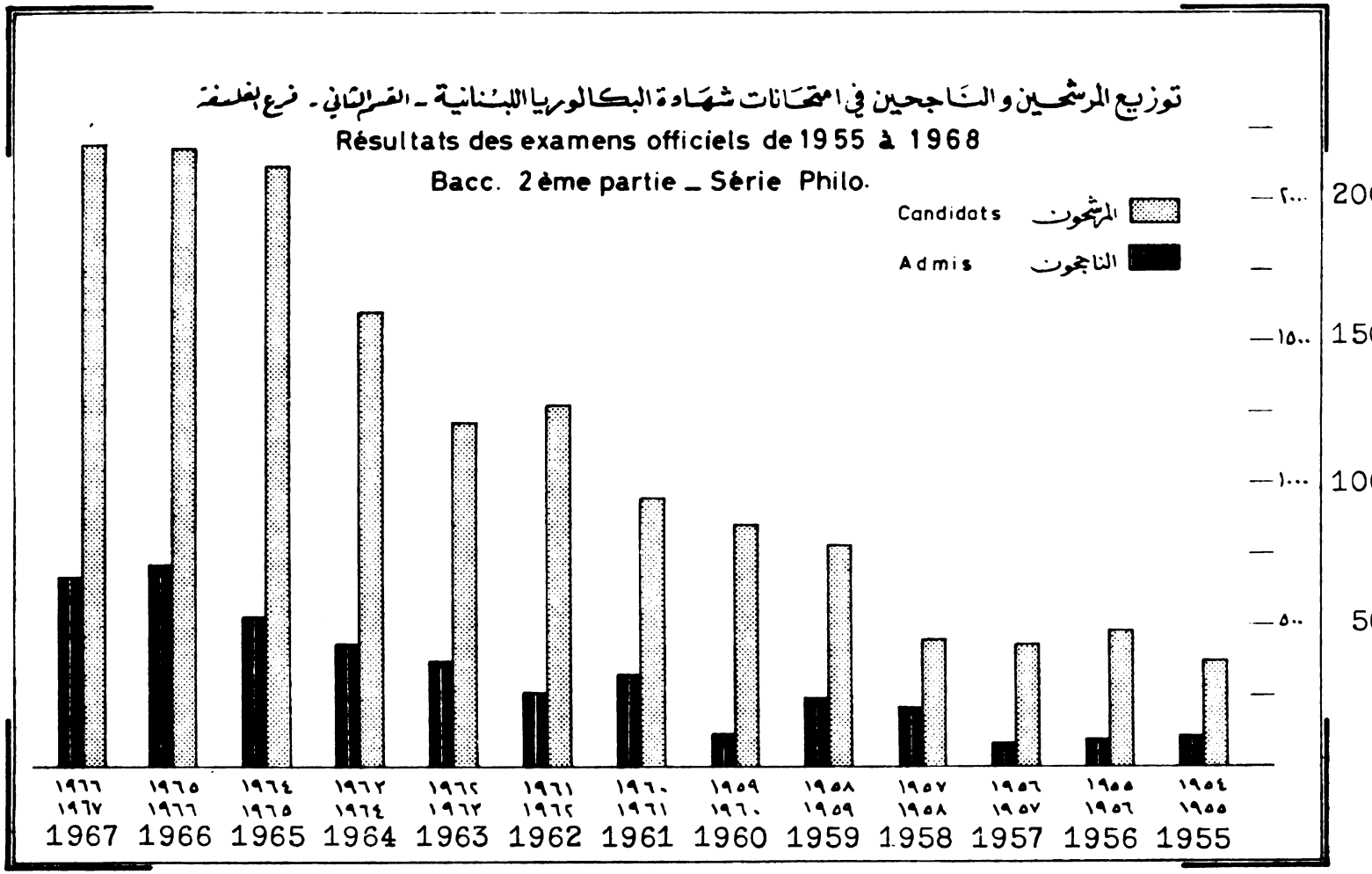



Figure 7

Source: Ministry of Education-Ministry of Planning (Lebanon), Primary and Complementary Education, Beirut, Lebanon: June, 1969.

Table IV

# نتائج الامتحانات الرسمية من ١٩٥٦ الى ١٩٦٨

# RESULTATS DES EXAMENS OFFICIELS DE 1956 à 1968

(a)

Baccalauréat - Deuxième Partie - Série Mathématique

البكالوريا – القسم الثاني – فرع الرياضيات

| ANNEE SCOLAIRE | Ire Session الدورة الاولى | | | 2e Session الدورة الثانية | | | مجموع الناجحين Total des admis | السنة الدراسية |
|---|---|---|---|---|---|---|---|---|
| | المرشحون Candidats | الناجحون Admis | النسبة ٪ Taux % | المرشحون Candidats | الناجحون Admis | النسبة ٪ Taux % | | |
| 1955-1956 | 235 | 55 | 23,4 | 152 | 13 | 8,5 | 68 | ١٩٥٥-١٩٥٦ |
| 1956-1957 | 240 | 88 | 36,6 | 125 | 48 | 38,4 | 136 | ١٩٥٦-١٩٥٧ |
| 1957-1958 | 281 | 108 | 38,4 | 145 | 52 | 35,8 | 160 | ١٩٥٧-١٩٥٨ |
| 1958-1959 | 490 | 106 | 21,6 | 324 | 92 | 28,3 | 198 | ١٩٥٨-١٩٥٩ |
| 1959-1960 | 613 | 221 | 36,0 | 329 | 87 | 26,4 | 308 | ١٩٥٩-١٩٦٠ |
| 1960-1961 | 727 | 273 | 37,5 | 397 | 38 | 9,5 | 311 | ١٩٦٠-١٩٦١ |
| 1961-1962 | 878 | 218 | 24,8 | 512 | 192 | 37,5 | 410 | ١٩٦١-١٩٦٢ |
| 1962-1963 | 770 | 310 | 40,0 | 364 | 132 | 36,2 | 442 | ١٩٦٢-١٩٦٣ |
| 1963-1964 | 909 | 343 | 37,7 | 520 | 201 | 38,6 | 544 | ١٩٦٣-١٩٦٤ |
| 1964-1965 | 1.084 | 344 | 31,7 | 644 | 116 | 18,0 | 460 | ١٩٦٤-١٩٦٥ |
| 1965-1966 | 1.454 | 469 | 32,2 | 850 | 181 | 21,2 | 650 | ١٩٦٥-١٩٦٦ |
| 1966-1967 | 1.413 | 593 | 41,9 | 706 | 186 | 26,3 | 779 | ١٩٦٦-١٩٦٧ |
| 1967-1968 | 1.733 | 696 | 36,6 | 1.000 | 309 | 30,9 | 945 | ١٩٦٧-١٩٦٨ |

continued

Table IV--continued

**Baccalauréat - Deuxième Partie - Série Philosophie** (b) البكالوريا - القسم الثاني - فرع الفلسفة

| ANNEE SCOLAIRE | 1re Session الدورة الاولى | | | 2e Session الدورة الثانية | | | مجموع الناجحين Total des admis | السنة الدراسية |
|---|---|---|---|---|---|---|---|---|
| | المرشحون Candidats | الناجحون Admis | النسبة ٪ Taux % | المرشحون Candidats | الناجحون Admis | النسبة ٪ Taux % | | |
| 1955-1956 | 480 | 98 | 20,4 | 323 | 44 | 13,6 | 142 | ١٩٥٥-١٩٥٦ |
| 1956-1957 | 435 | 76 | 17,4 | 292 | 90 | 30,4 | 166 | ١٩٥٦-١٩٥٧ |
| 1957-1958 | 446 | 209 | 46,5 | 206 | 108 | 52,1 | 317 | ١٩٥٧-١٩٥٨ |
| 1958-1959 | 781 | 238 | 30,5 | 469 | 103 | 21,9 | 341 | ١٩٥٨-١٩٥٩ |
| 1959-1960 | 852 | 112 | 13,1 | 641 | 196 | 30,5 | 308 | ١٩٥٩-١٩٦٠ |
| 1960-1961 | 948 | 326 | 34,4 | 568 | 99 | 17,4 | 425 | ١٩٦٠-١٩٦١ |
| 1961-1962 | 1.277 | 264 | 21,5 | 702 | 132 | 19,5 | 396 | ١٩٦١-١٩٦٢ |
| 1962-1963 | 1.212 | 370 | 30,5 | 741 | 248 | 33,4 | 618 | ١٩٦٢-١٩٦٣ |
| 1963-1964 | 1.603 | 434 | 27,0 | 955 | 186 | 19,4 | 620 | ١٩٦٣-١٩٦٤ |
| 1964-1965 | 2.119 | 535 | 25,2 | 1.211 | 259 | 21,3 | 794 | ١٩٦٤-١٩٦٥ |
| 1965-1966 | 2.180 | 713 | 32,7 | 1.133 | 321 | 28,3 | 1.034 | ١٩٦٥-١٩٦٦ |
| 1966-1967 | 2.188 | 678 | 30,9 | 1.157 | 251 | 21,6 | 929 | ١٩٦٦-١٩٦٧ |
| 1967-1968 | 2.935 | 970 | 33,0 | 1.687 | 467 | 27,6 | 1.437 | ١٩٦٧-١٩٦٨ |

**Source :** *Ministère de l'Education Nationale - Bureau des Statistiques.*

Source: Ministère du Plan (Liban), Recueil de Statistiques Libanaises, Beyrouth Liban: Min. du Plan, Vol. 4, Année 1968.

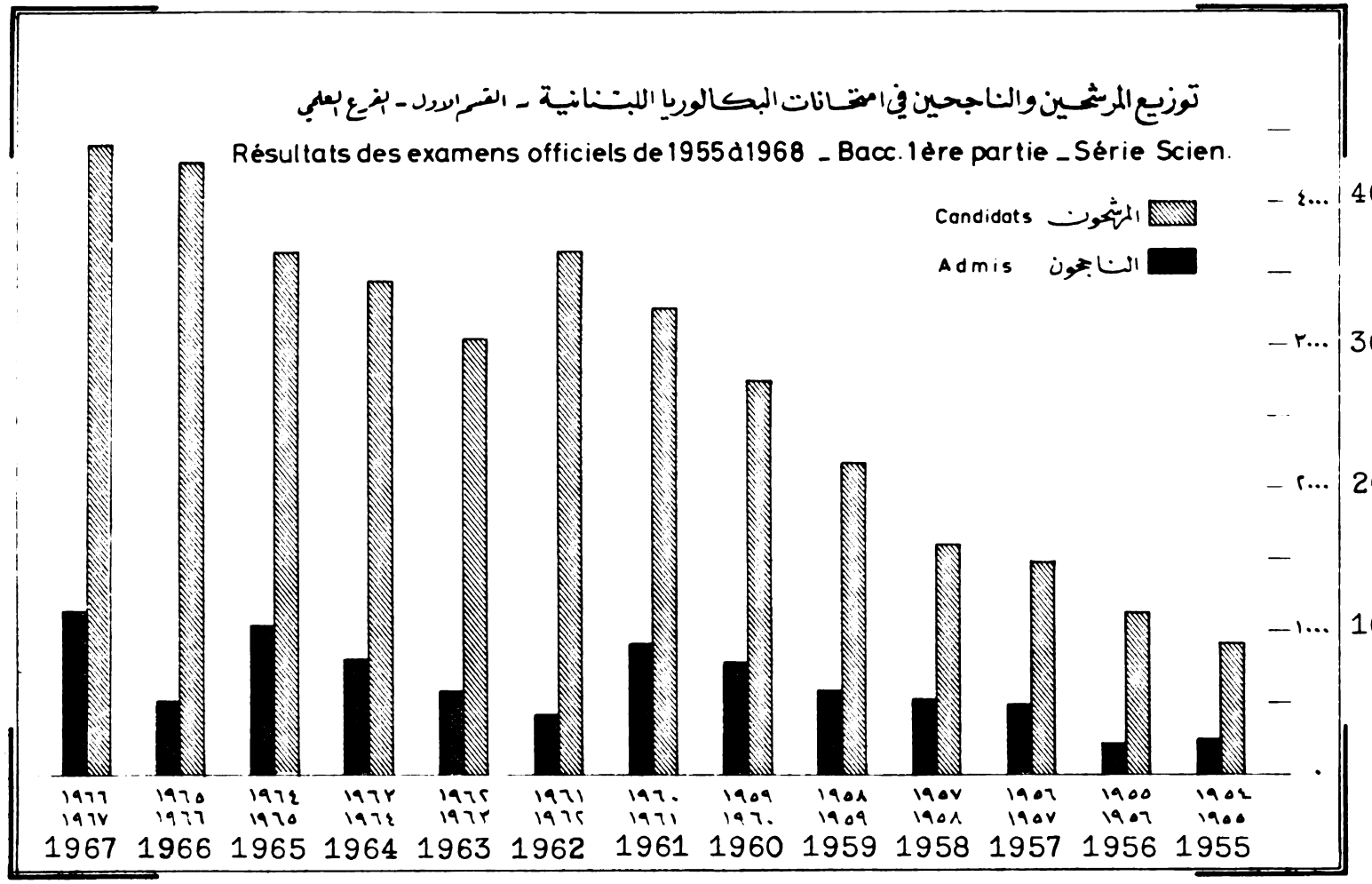



Figure 8

Source: Ministry of Education-Ministry of Planning (Lebanon), Primary and Complementary Education, Beirut, Lebanon: June, 1969.

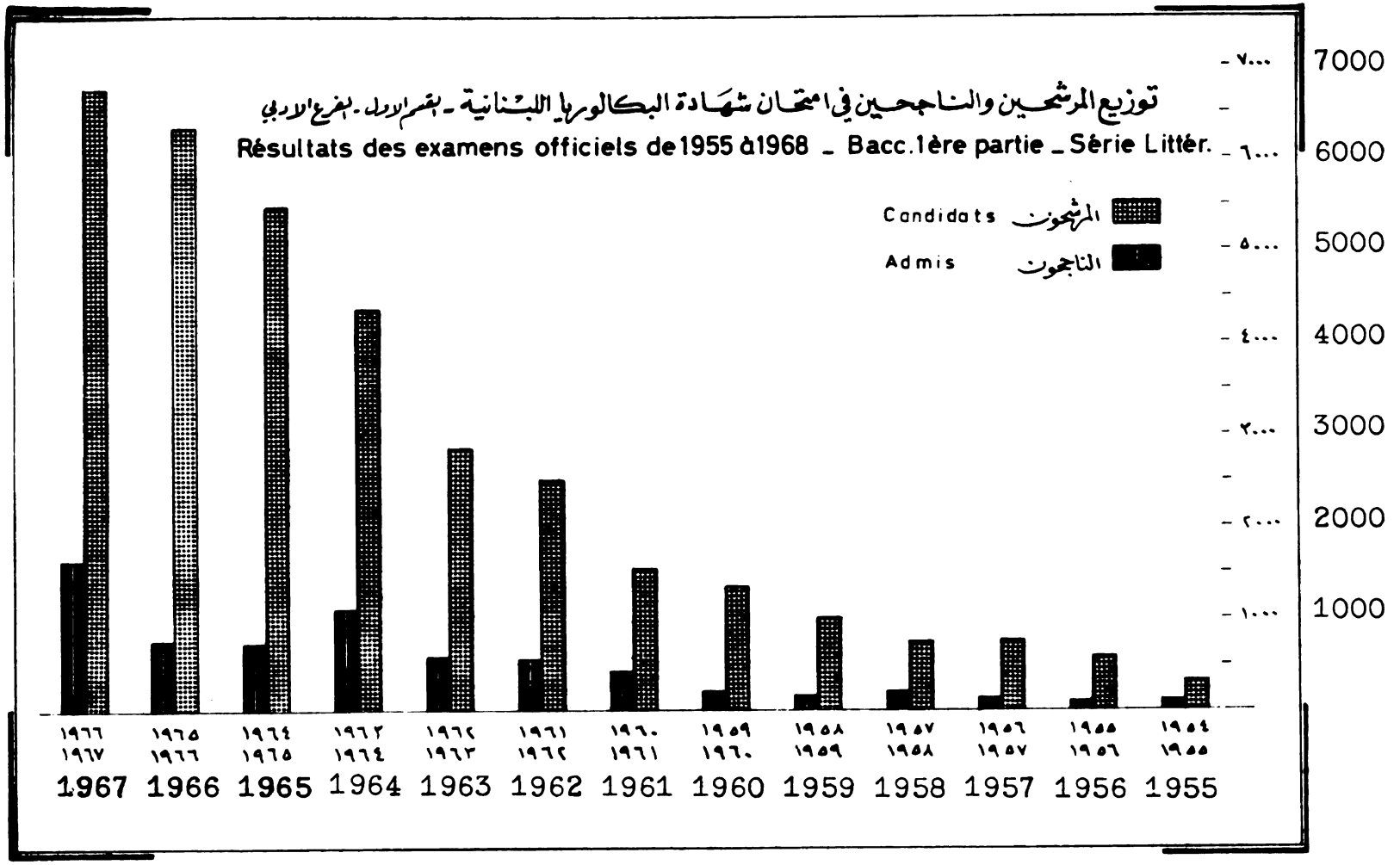



Figure 9

Source: Ministry of Education-Ministry of Planning (Lebanon), Primary and Complementary Education, Beirut, Lebanon: June, 1969.

Table V

## نتائج الامتحانات الرسمية من ١٩٥٦ الى ١٩٦٨

## RESULTATS DES EXAMENS OFFICIELS DE 1956 à 1968

(a)

Baccalauréat Première Partie - Série Scientifique

البكالوريا – القسم الاول – الفرع العلمي

| ANNEE SCOLAIRE | Ire Session الدورة الاولى | | | 2e Session الدورة الثانية | | | مجموع الناجحين Total des admis | السنة الدراسية |
|---|---|---|---|---|---|---|---|---|
| | المرشحون Candidats | الناجحون Admis | النسبة ٪ Taux % | المرشحون Candidats | الناجحون Admis | النسبة ٪ Taux % | | |
| 1955-1956 | 1.196 | 213 | 17,8 | 777 | 90 | 11,5 | 303 | ١٩٥٥-١٩٥٦ |
| 1956-1957 | 1.471 | 491 | 33,3 | 745 | 122 | 16,3 | 613 | ١٩٥٦-١٩٥٧ |
| 1957-1958 | 1.605 | 530 | 33,0 | 922 | 422 | 45,7 | 952 | ١٩٥٧-١٩٥٨ |
| 1958-1959 | 2.181 | 592 | 27,1 | 1.300 | 153 | 11,7 | 745 | ١٩٥٨-١٩٥٩ |
| 1959-1960 | 2.893 | 781 | 26,9 | 1.727 | 218 | 12,6 | 999 | ١٩٥٩-١٩٦٠ |
| 1960-1961 | 3.261 | 919 | 28,0 | 2.094 | 148 | 7,0 | 1.067 | ١٩٦٠-١٩٦١ |
| 1961-1962 | 3.676 | 430 | 11,6 | 2.507 | 392 | 15,6 | 822 | ١٩٦١-١٩٦٢ |
| 1962-1963 | 3.046 | 599 | 19,6 | 2.023 | 489 | 24,1 | 1.088 | ١٩٦٢-١٩٦٣ |
| 1963-1964 | 3.451 | 813 | 23,5 | 2.092 | 236 | 11,2 | 1.049 | ١٩٦٣-١٩٦٤ |
| 1964-1965 | 3.649 | 1.038 | 28,4 | 2.039 | 287 | 14,0 | 1.325 | ١٩٦٤-١٩٦٥ |
| 1965-1966 | 4.281 | 515 | 12,0 | 2.979 | 616 | 20,6 | 1.131 | ١٩٦٥-١٩٦٦ |
| 1966-1967 | 4.371 | 1.162 | 26,5 | 2.544 | 382 | 15,0 | 1.544 | ١٩٦٦-١٩٦٧ |
| 1967-1968 | 4.570 | 1.279 | 27,9 | 2.714 | 611 | 22,5 | 1.890 | ١٩٦٧-١٩٦٨ |

continued

Table V--continued

(b)

Baccalauréat Première Partie - Série Littéraire

البكالوريا – القسم الاول – الفرع الادبي

| ANNEE SCOLAIRE | Ire Session الدورة الاولى | | | 2e Session الدورة الثانية | | | مجموع الناجحين Total des admis | السنة الدراسية |
|---|---|---|---|---|---|---|---|---|
| | المرشحون Candidats | الناجحون Admis | النسبة ٪ Taux % | المرشحون Candidats | الناجحون Admis | النسبة ٪ Taux % | | |
| 1955-1956 | 594 | 119 | 20,0 | 329 | 47 | 14,2 | 166 | ١٩٥٦-١٩٥٥ |
| 1956-1957 | 776 | 156 | 20,1 | 493 | 75 | 15,2 | 231 | ١٩٥٧-١٩٥٦ |
| 1957-1958 | 740 | 216 | 29,1 | 413 | 179 | 43,5 | 395 | ١٩٥٨-١٩٥٧ |
| 1958-1959 | 1.027 | 186 | 17,0 | 655 | 167 | 25,5 | 252 | ١٩٥٩-١٩٥٨ |
| 1959-1960 | 1.377 | 226 | 16,3 | 877 | 144 | 16,4 | 370 | ١٩٦٠-١٩٥٩ |
| 1960-1961 | 1.561 | 451 | 28,7 | 948 | 83 | 8,8 | 534 | ١٩٦١-١٩٦٠ |
| 1961-1962 | 2.518 | 592 | 23,1 | 1.227 | 140 | 11,4 | 732 | ١٩٦٢-١٩٦١ |
| 1962-1963 | 2.882 | 595 | 20,6 | 1.773 | 280 | 15,7 | 875 | ١٩٦٣-١٩٦٢ |
| 1963-1964 | 4.371 | 1.112 | 25,4 | 2.173 | 275 | 12,6 | 1.387 | ١٩٦٤-١٩٦٣ |
| 1964-1965 | 5.531 | 741 | 13,3 | 3.019 | 379 | 12,5 | 1.120 | ١٩٦٥-١٩٦٤ |
| 1965-1966 | 6.375 | 759 | 11,9 | 3.669 | 501 | 13,6 | 1.260 | ١٩٦٦-١٩٦٥ |
| 1966-1967 | 6.742 | 1.658 | 24,5 | 3.606 | 350 | 9,7 | 2.008 | ١٩٦٧-١٩٦٦ |
| 1967-1968 | 7.174 | 1.599 | 28,2 | 4.097 | 731 | 17,8 | 2.330 | ١٩٦٨-١٩٦٧ |

المصدر : وزارة التربية الوطنية – دائرة الاحصاء.

Source: Ministère du Plan (Liban), Recueil de Statistiques Libanaises, Beyrouth, Liban: Min. du Plan, Vol. 4, Année 1968.

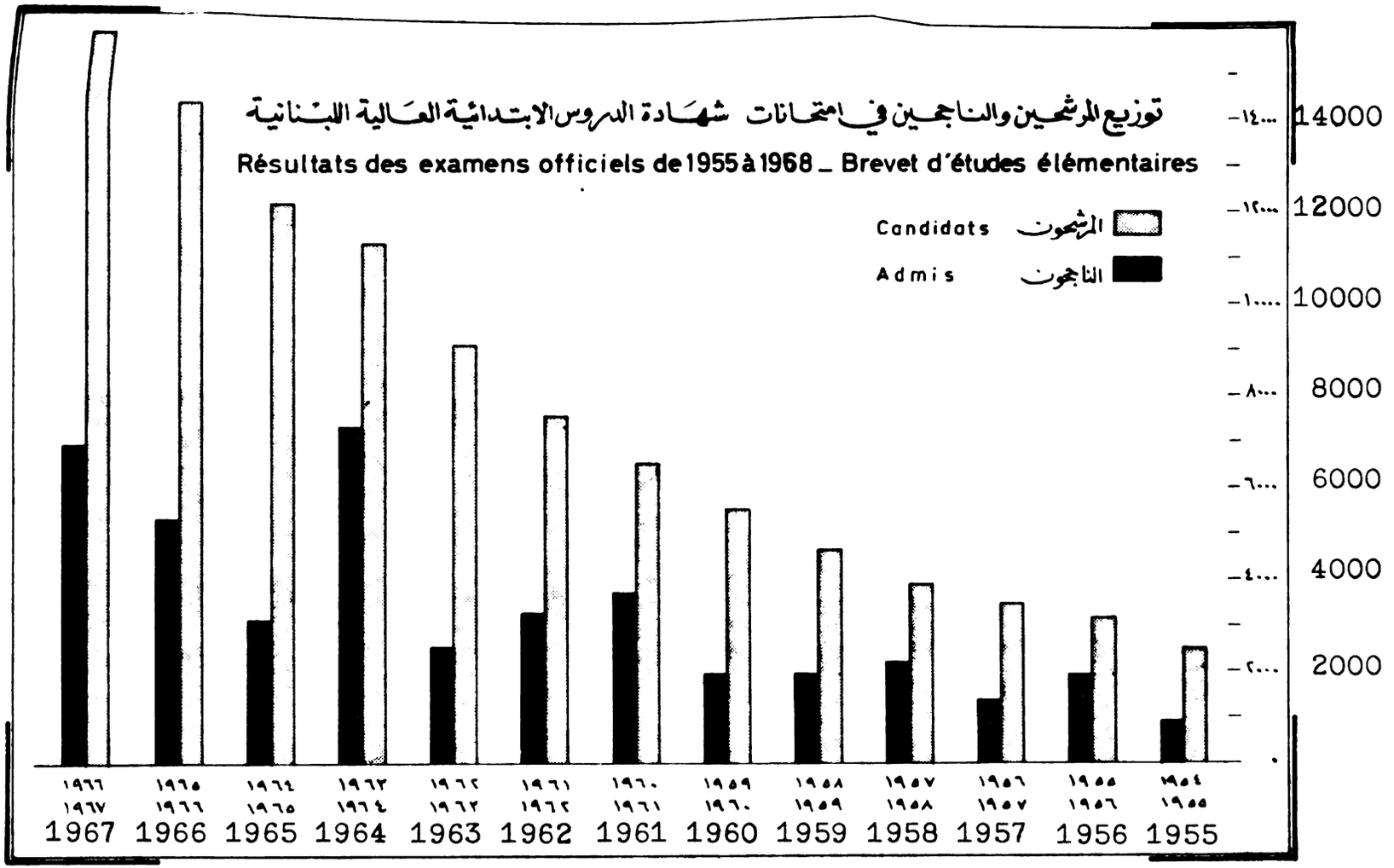



Figure 10

Source: Ministry of Education-Ministry of Planning (Lebanon), Primary and Complementary Education, Beirut, Lebanon: June, 1969.

# Table VI

## نتائج الامتحانات الرسمية من ١٩٥٦ الى ١٩٦٨

## RESULTATS DES EXAMENS OFFICIELS DE 1956 à 1968

Baccalauréat - Première Partie - Langues Anciennes (a) البكالوريا – القسم الاول – فرع اللغات القديمة

| ANNEE SCOLAIRE | Ire Session الدورة الاولى | | | 2e Session الدورة الثانية | | | مجموع الناجحين Total des admis | السنة الدراسية |
|---|---|---|---|---|---|---|---|---|
| | المرشحون Candidats | الناجحون Admis | النسبة ٪ Taux % | المرشحون Candidats | الناجحون Admis | النسبة ٪ Taux % | | |
| 1955-1956 | 9 | 2 | 22,2 | 7 | 3 | 42,8 | 5 | ١٩٥٥-١٩٥٦ |
| 1956-1957 | 13 | 4 | 30,7 | 5 | 1 | 20,0 | 5 | ١٩٥٦-١٩٥٧ |
| 1957-1958 | 19 | 11 | 57,9 | 5 | 4 | 80,0 | 15 | ١٩٥٧-١٩٥٨ |
| 1958-1959 | 32 | 14 | 43,7 | 12 | 7 | 58,3 | 21 | ١٩٥٨-١٩٥٩ |
| 1959-1960 | 22 | 8 | 36,3 | 10 | 5 | 50,0 | 13 | ١٩٥٩-١٩٦٠ |
| 1960-1961 | 37 | 17 | 45,9 | 15 | 9 | 60,0 | 26 | ١٩٦٠-١٩٦١ |
| 1961-1962 | 28 | 15 | 53,5 | 9 | 3 | 33,3 | 18 | ١٩٦١-١٩٦٢ |
| 1962-1963 | 39 | 22 | 56,4 | 13 | 4 | 30,7 | 26 | ١٩٦٢-١٩٦٣ |
| 1963-1964 | 58 | 16 | 27,5 | 27 | 4 | 14,8 | 20 | ١٩٦٣-١٩٦٤ |
| 1964-1965 | 48 | 22 | 45,8 | 17 | 1 | 5,8 | 23 | ١٩٦٤-١٩٦٥ |
| 1965-1966 | 41 | 12 | 29,2 | 15 | 5 | 33,3 | 17 | ١٩٦٥-١٩٦٦ |
| 1966-1967 | 42 | 13 | 30,9 | 21 | 7 | 33,3 | 20 | ١٩٦٦-١٩٦٧ |
| 1967-1968 | 33 | 19 | 57,5 | 8 | 2 | 25,0 | 21 | ١٩٦٧-١٩٦٨ |

continued

# Table VI--continued

Brevet d'Etudes Elémentaires (b) الشهادة الابتدائية العالية

| ANNEE SCOLAIRE | Ire Session الدورة الاولى | | | 2e Session الدورة الثانية | | | مجموع الناجحين Total des admis | السنة الدراسية |
|---|---|---|---|---|---|---|---|---|
| | المرشحون Candidats | الناجحون Admis | النسبة ٪ Taux % | المرشحون Candidats | الناجحون Admis | النسبة ٪ Taux % | | |
| 1955-1956 | 3.206 | 1.936 | 60,3 | 777 | 90 | 11,5 | 2.026 | ١٩٥٦-١٩٥٥ |
| 1956-1957 | 3.513 | 1.386 | 39,4 | 1.275 | 121 | 9,0 | 1.507 | ١٩٥٧-١٩٥٦ |
| 1957-1958 | 3.941 | 2.268 | 58,0 | 922 | 422 | 45,7 | 2.690 | ١٩٥٨-١٩٥٧ |
| 1958-1959 | 4.662 | 1.924 | 41,0 | 1.929 | 465 | 24,1 | 2.389 | ١٩٥٩-١٩٥٨ |
| 1959-1960 | 5.566 | 1.979 | 35,5 | 2.611 | 279 | 10,6 | 2.258 | ١٩٦٠-١٩٥٩ |
| 1960-1961 | 6.536 | 3.767 | 57,6 | 2.115 | 173 | 8,1 | 3.940 | ١٩٦١-١٩٦٠ |
| 1961-1962 | 7.580 | 3.266 | 41,4 | 3.087 | 120 | 3,8 | 3.386 | ١٩٦٢-١٩٦١ |
| 1962-1963 | 9.166 | 2.577 | 28,0 | 4.865 | 1.344 | 27,6 | 3.921 | ١٩٦٣-١٩٦٢ |
| 1963-1964 | 11.318 | 7.320 | 64,6 | 2.946 | 428 | 14,5 | 7.748 | ١٩٦٤-١٩٦٣ |
| 1964-1965 | 12.185 | 3.124 | 25,6 | 6.906 | 1.432 | 20,7 | 4.556 | ١٩٦٥-١٩٦٤ |
| 1965-1966 | 14.395 | 5.331 | 37,0 | 6.969 | 2.017 | 28,9 | 7.348 | ١٩٦٦-١٩٦٥ |
| 1966-1967 | 15.656 | 6.983 | 44,6 | 4.493 | 1.198 | 26,6 | 8.181 | ١٩٦٧-١٩٦٦ |
| 1967-1968 | 17.090 | 8.501 | 49,7 | 6.921 | 413 | 5,9 | 8.914 | ١٩٦٨-١٩٦٧ |

Source : *Ministère de l'Education Nationale - Bureau des Statistiques.*

Source: Ministère du Plan (Liban), Recueil de Statistiques Libanaises, Beyrouth, Liban: Min. du Plan, Vol. 4, Année, 1968.

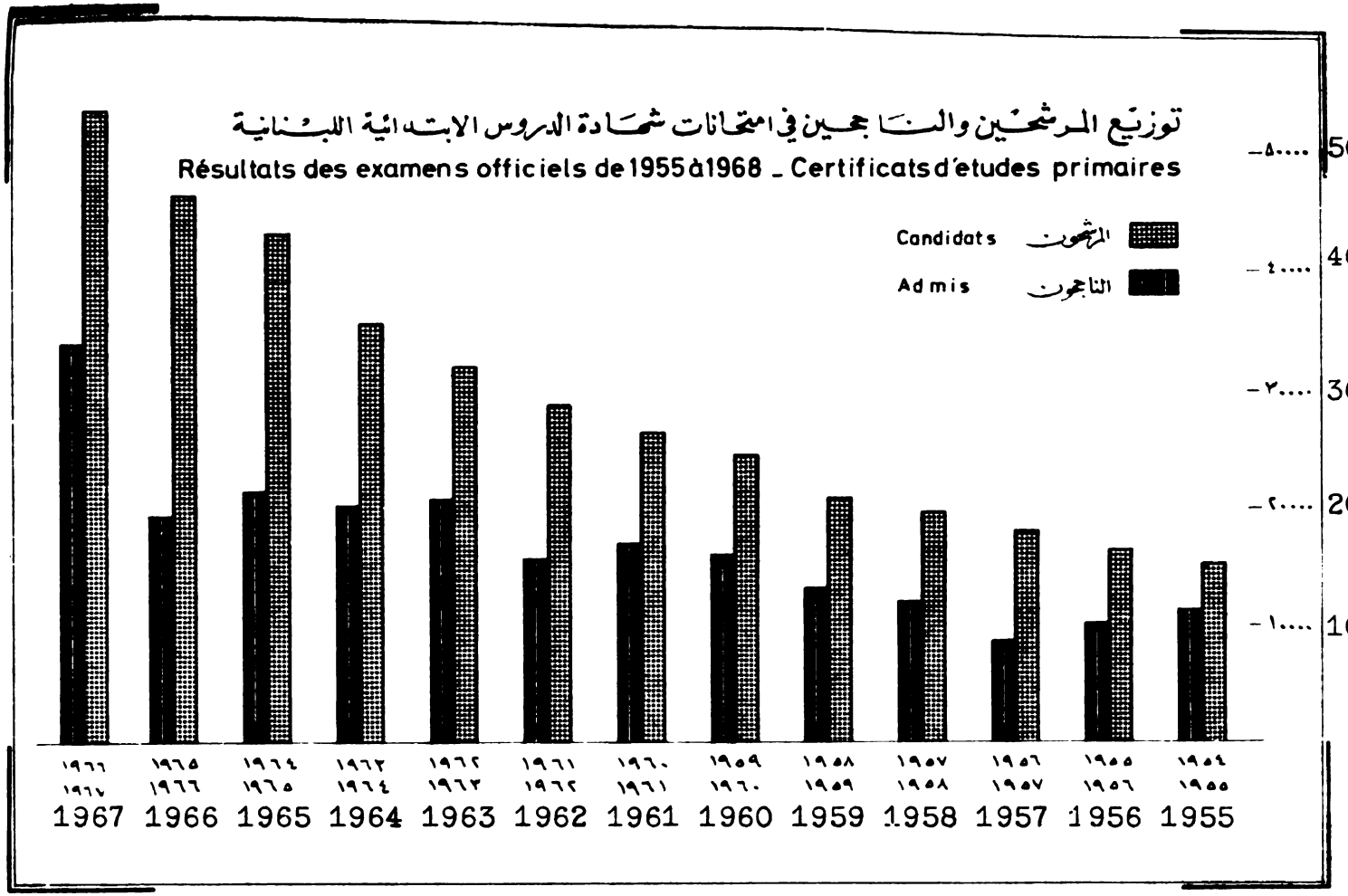



Figure 11

Source: Ministry of Education-Ministry of Planning (Lebanon), Primary and Complementary Education, Beirut, Lebanon: June, 1969.

Table VII

## نتائج الامتحانات الرسمية من ١٩٥٦ الى ١٩٦٨

## RESULTATS DES EXAMENS OFFICIELS DE 1956 à 1968

Certificat d'Etudes Primaires — الشهادة الابتدائية اللبنانية

| ANNEE SCOLAIRE | المرشحون Candidats | الناجحون Admis | النسبة ٪ Taux % | السنة الدراسية |
|---|---|---|---|---|
| 1955-1956 ..... | 16.530 | 10.218 | 61,8 | ..... ١٩٥٦-١٩٥٥ |
| 1956-1957 ..... | 18.086 | 8.791 | 48,6 | ..... ١٩٥٧-١٩٥٦ |
| 1957-1958 ..... | 19.852 | 12.369 | 62,3 | ..... ١٩٥٨-١٩٥٧ |
| 1958-1959 ..... | 20.948 | 13.353 | 63,7 | ..... ١٩٥٩-١٩٥٨ |
| 1959-1960 ..... | 24.786 | 16.022 | 64,6 | ..... ١٩٦٠-١٩٥٩ |
| 1960-1961 ..... | 26.736 | 17.005 | 63,5 | ..... ١٩٦١-١٩٦٠ |
| 1961-1962 ..... | 28.867 | 15.718 | 54,4 | ..... ١٩٦٢-١٩٦١ |
| 1962-1963 ..... | 32.290 | 20.822 | 64,4 | ..... ١٩٦٣-١٩٦٢ |
| 1963-1964 ..... | 35.972 | 20.235 | 56,2 | ..... ١٩٦٤-١٩٦٣ |
| 1964-1965 ..... | 43.399 | 21.484 | 49,4 | ..... ١٩٦٥-١٩٦٤ |
| 1965-1966 ..... | 46.696 | 19.514 | 41,7 | ..... ١٩٦٦-١٩٦٥ |
| 1966-1967 ..... | 54.038 | 34.127 | 63,1 | ..... ١٩٦٧-١٩٦٦ |
| 1967-1968 ..... | 51.135 | 38.184 | 74,6 | ..... ١٩٦٨-١٩٦٧ |

المصدر : وزارة التربية الوطنية – دائرة الاحصاء .

Source: Ministère du Plan (Liban), Recueil de Statistiques Libanaises, Beyrouth, Liban: Min. du Plan, Vol. 4, Année 1968.

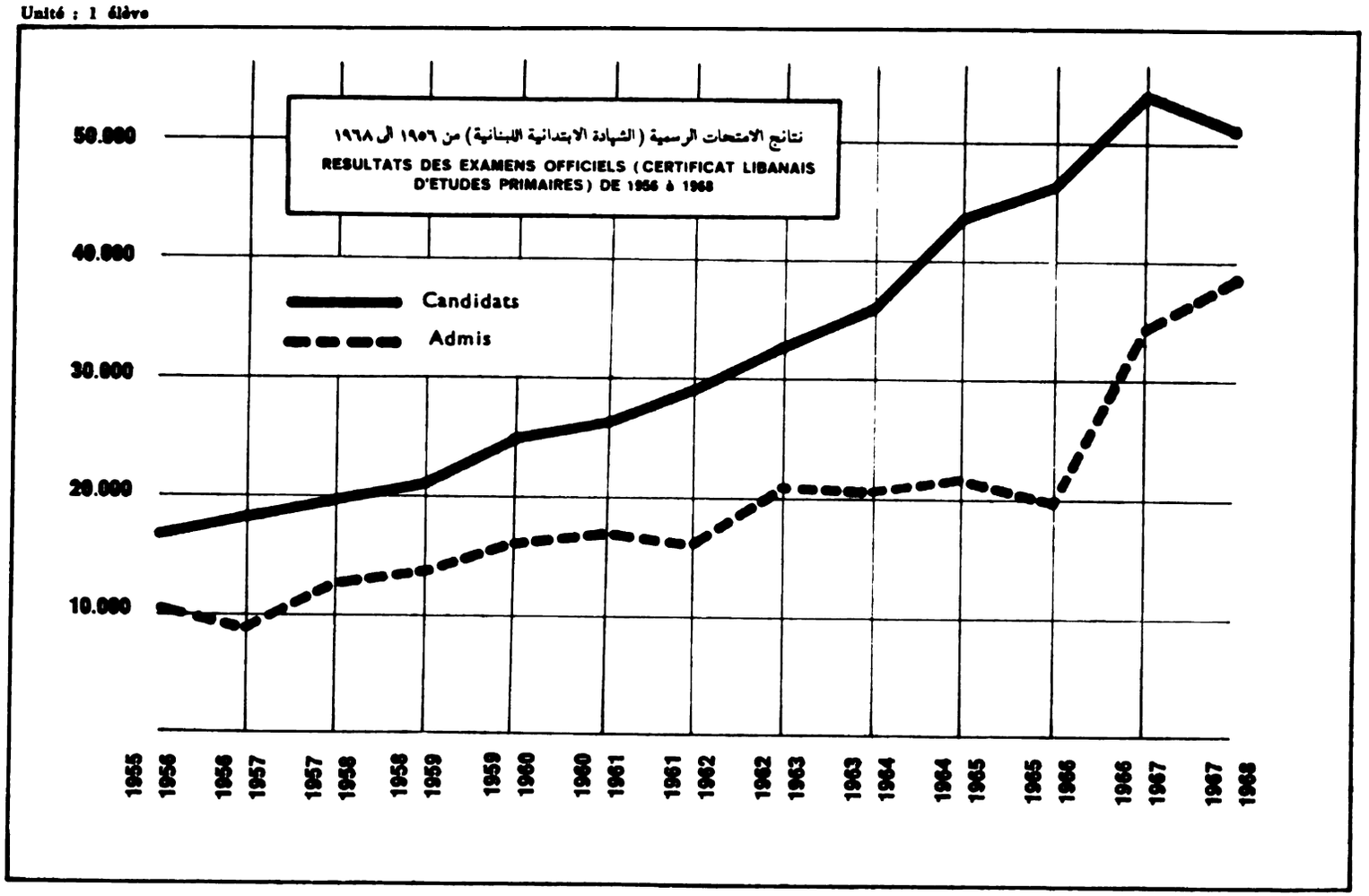



Figure 12

Source: Ministère du Plan (Liban), Recueil de Statistiques Libanaises, Beyrouth, Liban: Min. du Plan, Vol. 4, Année, 1968.

## Special Problems

Besides the public-private education imbalance and the intricate problems related to curriculum, to educational planning and the democratization of education, two other aspects are of particular interest to the present study, namely the examination system and the foreign language status.

The Lebanese examination system is a state-enforced external examination network handled centrally and completely by the "Department of Examinations" at the Central Directorate of the Lebanese Ministry of Education in Beirut. The right to certification is the exclusive privilege of the state at the pre-University level. And as referred to earlier, private school diplomas are not officially recognized. "Internal examinations are only valid for the placement of students and their promotion from one class to another. Thus, the public external examination in Lebanon assumes greater importance than it does in American or other progressive school systems."[67] This emphasis gives the educational system a salient feature of high selectivity.

If we study the recent results of school examinations for 1967-1968,[68] and we compute the average ratio of failure in the June and October sessions we get the following table:

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[67]N. Atiyeh, 1969, op. cit. (p. 47 in mimeo.).

[68]See Tables III, pp. 85-86; IV, pp. 96-97; V, pp. 100-101; VI, pp. 103-104; VII, p. 106.

Table VIII. Percentage of Failure in Official Lebanese Examinations 1967-1968

| Level | Percentage |
|---|---|
| Certificat (single session) | 24.4 |
| Brevet | 72.6 |
| Baccalaureat First Part (Literary and Scientific Channels) | 65.8 |
| Baccalaureat Second Part (Mathematics Section) | 66.25* |
| Baccalaureat Second Part (Philosophy Section) | 67.98* |

*66.25 and 67.98% of those who already passed the first part.

This means that not more than ten students out of one hundred can go through the double barrier of the baccalaureat.

Note also the sharp drop in student population when they move from the primary to the complimentary and secondary school levels:[69]

—— From 178,202 to 44.756 in public schools

—— From 314,914 to 65,011 in private schools.

This provides further evidence of the selectivity of the system. "It is estimated, after all allowances are made, that approximately one student out of eighteen who enter the

[69]See Table II, page 72.

first grade finally graduates with the Baccalauréat Second Part."[70]

This selectivity is certainly not only based on scholastic factors. Research on the relation between social-class status and school enrollment in certain Lebanese villages show that while in the primary school there are no significant differences in enrollment from one social class to another the dropout rate increases as social class status decreases.[71]

Internal examinations in schools are modeled after the external pattern, to the extent that, periodically, school personnel organizes simulated external examinations in schools and communities. This biased picture in favor of external examinations makes it difficult to combine the advantages of internal and external assessment of school performance and has a deleterious influence on teaching and learning. Official diplomas, rather than healthy individual development became the ultimate target for learner and parent. What has been reported earlier[72] about the misuse of mental ability testing in developed countries applies in essence here to many aspects of Lebanese examinations. Ponder the potential effect of such artificially created social pressure on self-concept of ability.

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[70]Atiyeh, 1969, op. cit. (pp. 48-49 in mimeo.).

[71]Fouad Khuri, Education and Social Class, Beirut: M. A. Thesis, American University, Department of Education, 1961.

[72]See supra, pp. 35-36.

Goslin and Glass underlined the sociological implications of test use and pointed out that a low score may have significant impact when it reinforces an already low self-estimate derived from other sources.[73]

In a recent article, Hansen[74] cited Valin who decried Lebanese school competitions[75] which arbitrarily decide what is to be the school and life of many young people. He further supported Valin[76] in linking such Lebanese problems with those found elsewhere namely in Europe and specifically in France,[77] where educators have long been concerned with the misuse of examinations.[78]

American educators, a long time ago, realized that the problem of examinations "strikes at the very roots of the whole meaning and significance of education in society."[79] "It inevitably brings up the problem of the social and

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[73]D. A. Goslin and D. C. Glass, "The Social Effects of Standardized Testing in American Elementary and Secondary Schools," Sociology of Education, 40: 2, Spring 1967, p. 131.

[74]H. R. Hansen, "Day-of-Judgement Examination," Phi Delta Kappan, 51: 2, 81-84; October, 1969.

[75]E. J. P. Valin, The Value of Examinations, Paris: UNESCO Educational Studies and Documents, No. 40, 1961.

[76]H. R. Hansen, 1969, op. cit., p. 83.

[77]The French Baccalaureat may represent a typical traditional examination, see Atiyeh, 1969, op. cit., p. 385.

[78]See Henri Piéron, Examens et Docimologie, Paris: Presses Universitaires de France, 1963, p. 175.

[79]I. L. Kandel, Examinations, and their Substitutes in the United States, New York: Carnegie Found., 1936, p. 151.

economic distribution of individuals in society and the danger to social stability which may result from educational and vocational maladjustment."[80]

Fortunately, "the tide now is towards subordinating examinations to educational objectives and integrating them, like any other educational practice to the context of education as a whole."[81] Non-cognitive aspects of learning such as character, emotional development, social maturity, may receive greater attention than before.[82]

Educational evaluation is broadening in scope and is truly becoming an activity concerned with value.[83] Experts in docimology[84] or any other field do not necessarily possess superior moral values. "They must remain responsible to the ultimate source of all legitimate authority in a democracy--the people."[85]

The foreign language issue is another aspect of the present difficulties in Lebanese education. The curriculum gives official freedom for teaching mathematics and science

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[80]Ibid., p. 151.

[81]Atiyeh, 1969, op. cit., p. 389.

[82]Ibid.

[83]D. D. Sjogren, "Measurement Techniques in Evaluation," Review of Educational Research, 40: 2, April, 1970, p. 314.

[84]Atiyeh predicted greater concern for a deeper understanding of the technical nature of examinations. See Atiyeh, 1969, op. cit., p. 389.

[85]H. Berlak, "Public Policy and Educational Evaluation," Review of Educational Research, 40: 2, April, 1970, p. 277.

on the secondary level in Arabic, French or English. In fact, these two major subjects are being taught in a foreign language namely in French.[86] The Ministry was not able to take the necessary steps for the "Arabization" or "Lebanization" of this part of the curriculum.

The public capitalizes on the issue as a struggle[87] between communities. Some insist on the importance of the native official language, others consider a foreign language is more appropriate, at least for the time being, in order to enable students to continue their higher education in foreign countries.

Basically, this phenomenon may be interpreted in terms of the frame of reference of various segments of the population: Those who identified themselves with Arab reference groups and those who were alienated from Arab culture to western or French culture for different reasons, foremost among them is the sectarian discrimination that took place under Ottoman rule. This situation led some to speak of a wishful bilingualism in Lebanon.[88] What is of significance for our study, is the resulting alienation from the Lebanese

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[86]1193 Lebanese schools adopted French as a foreign language or 93% of the total. 96 schools adopted English. See Ministry of Education-Ministry of Planning, Primary and Complementary Education, Beirut, June 1969, p. 12.

[87]World Survey of Education, 1961, op. cit., p. 783.

[88]S. Abou, Le Bilinguisme Franco-Arabe au Liban, Paris: Presses Universitaires de France, 1962.

educational system of large groups of students who sought in other Arab countries a substitute for the Lebanese Baccalauréat. Had it not been for the sole factor of coping with the foreign language,[89] they would have settled for upper secondary education at home. The Ministry of Education is trying hard to keep the Lebanese Baccalauréat as the only acceptable secondary school diploma for native Lebanese residing in Lebanon without bringing about concurrent changes in the curriculum.

We postulate that foreign language teaching and learning in such situations put much stress on the learners and affect their self concepts.

## Summary and Conclusion

In general, Lebanese education seems to be still heavily oriented toward an old French-European style that does not loom to fit anymore the tide of times. Despite the changing demographic and social outlook, the Lebanese Ministry of Education is still trying, through a traditional academic curriculum, to have an incoming mass-education movement fit into an obsolete elitist educational structure.[90] This reflects major inequality in educational opportunity and results in a steady rate of failure and acute frustration for large segments of student population that resort to various mechanisms

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[89]Note that the use of foreign language in private education starts in kindergarten when children have not yet mastered their mother tongue.

[90]Valin, 1969, op. cit., p. 176.

in order to avoid encounters with the national Lebanese educational system on secondary and higher education levels. Special problems such as heavy emphasis on diploma-getting, state external examinations and foreign language are essential ailments in the situation, and have significance for self-concept of ability.

There is an urgent need for educational planning, co-ordinated with overall socio-economic planning, based on well-defined objectives and geared to gradual democratization of education. This implies reconsideration of the whole educational establishment, especially as regards the sharp imbalance between public and private education. It is high time to put an end to lip service in educational policy. Stated educational objectives should be sincerely and concretely implemented through systematic and efficient services including educational and vocational guidance as well as research activities.

According to the proposition of unequal development, we wonder whether our traditional education[91] has not been dysfunctional to social and political integration.[92] Valin

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[91]T. Balogh and P. P. Streeten, "The Coefficient of Ignorance," Bull. of Oxford Univ. Institute of Economics and Statistics, 25: 2, 99-107, 1963, reproduced in J. Hanson and C. S. Brembech, Education and the Development of Nations, N. Y.: Holt, Rinehart and Winston, 1966, p. 145.

[92]P. Foster, "Ethnicity and the Schools in Ghana," Comparative Education Review, 4: Oct. 1962, p. 128 cited by: James S. Coleman, Education and Political Development, Princeton, N. J.: Princeton University Press, 1965, p. 30; J. Vaizey, Education in the Modern World, London: World University Library, 1967, p. 71.

concludes that Lebanese education, with its present pluralistic laissez-faire character is favoring socio-economic anomie and a counter-development trend.[93] The Lebanese individual student appears predestined[94] to go to a certain school in the educational mosaic according to his socio-economic characteristics,[95] and is not having a chance for osmotic school mobility.[96]

This portrait of Lebanese education may compare unfavorably with that of more developed countries because of tenacious resistance to planning[97] and unwillingness to change, but it surely represents an initial gigantic advance relative to less developed countries. It only awaits further improvement and synchronization with socio-economic development.[98]

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[93]Valin, 1969, op. cit., p. 178.

[94]Valin, 1969, op. cit., p. 173 and p. 195; see also very penetrative accounts of the role of the educational system in legitimizing inequal educational and social opportunities in France: Pierre Bourdieu, "L'Ecole Conservatrice: Les Inégalitiés Devant L'Ecole et Devant la Culture," Revue Francaise de Sociologie, 7: 3, 325-347, 1966; P. Bourdieu et J. C. Passeron, Les Heritiers, Paris: Editions de Minuit, 1964.

[95]Valin, 1969, op. cit., p. 90.

[96]Ibid., pp. 174-175.

[97]Louis Joseph Lebret, "Le Liban au Tournant," Conférences du Cénacle (Beyrouth), 18: 1, 1964, p. 42.

[98]Efforts are being made along these lines by study groups at the University of Michigan, Ann Arbor, Michigan, by Professors Gale Edw. Jensen, W. K. Medlin and others. In particular, Dr. G. E. Jensen is undertaking a study entitled: An Educational Economic Study of Lebanese National Development.

# LES ELEVES

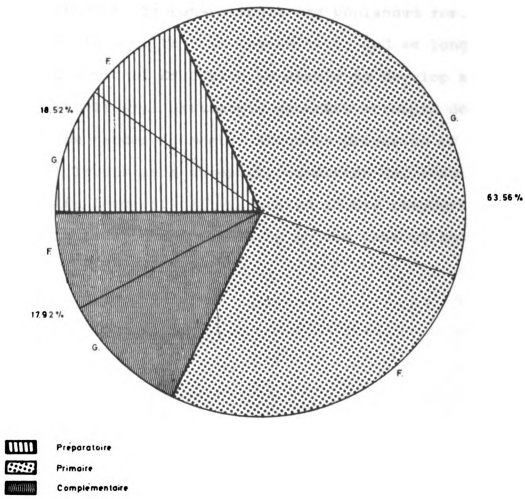



Figure 13

Source: Ministry of Education-Ministry of Planning, (Lebanon), Primary and Complementary Education, Beirut, Lebanon, June, 1969.

"The progress we are making is little compared to our needs."[99]

The magnitude of socio-economic problems with which we are contending in Lebanon are leading us toward a state of instability. To the extent that the expansion of Lebanese education tends to be non-rational and unplanned for,[100] it will contribute more to this instability; and as long as the ministry of National Education is unable to develop education, education itself will ultimately generate stronger demands which will be harder to meet. Adequate provision of education at all levels is a necessary condition for stability.[101] Only a public democratically educated to his responsibilities can participate with understanding in the task of country-building.

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[99]A. El-Koussy, 1970, op. cit., p. 34.

[100]Lebret, 1964, op. cit., p. 41.

[101]D. Abernethy and T. Coombe, "Education and Politics in Developing Countries," Harvard Educational Review, 35: 3, 1965, pp. 301-302.

## CHAPTER VI

## RESEARCH METHODOLOGY

### Site of Research

This study was done in Beirut, Lebanon and was confined to Public Complementary Schools[1] which run parallel to grades six through nine in the United States. These complimentary schools were set up, as their name indicates, to complement or supplement the five-year primary or elementary education cycle[2] with four more years of schooling leading to the "Brevet Diploma"; and they were meant to be a "practical"[3] terminal stage for those students who do not join the long seven-year complete secondary cycle[4] which leads to the "Baccalauréat Diploma," and ultimately to college.

In fact, except for better qualified personnel and status these complimentary schools have been, in their functioning, almost identical to the first four grades of the

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[1]They are also called "upper-primary" or "upper-elementary" schools. Maybe the latter is more appropriate.

[2]Figure 3, see supra, p. 73.

[3]Ministry of Education, Curriculum, Beirut: Min. of Ed., 1946, p. 82.

[4]Figure 3, see supra, p. 73.

long seven-year secondary cycle with which they overlap. So, they are comparable in terms of years of schooling to the American junior high schools with the sixth grade annexed to them.

Administratively,[5] they are controlled by the Directorate of Primary and Complementary Education, which makes one major "Service" or department of the Ministry of Education Central Directorate.

Their personnel includes teachers trained in Normal schools and many more without such training and holding the Brevet Diploma or upper secondary school qualifications.[6] Compared with public secondary schools, they show many inadequacies. Differences between conditions in these public complimentary schools and those of other schools of the same level indicate clear discrepancies in educational opportunities.[7]

The total student population in public complimentary schools for boys and girls in Lebanon reached 41,292[8] (representing 17.92% of total public school enrollment in the primary and complimentary),[9] with 69% heavily concentrated

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[5]See George G. Murr, Educational Planning for the Development of Human Resources in Lebanon, Unpublished Ph. D. Thesis, Michigan State University, East Lansing, Michigan, 1966, p. 47.

[6]See Bashshur, 1970, op. cit., p. 102.

[7]Murr, 1966, op. cit., p. 47.

[8]Ministry of Education-Ministry of Planning, Primary and Complementary Education, Beirut: June, 1969, pp. 21, 23 and 29.

[9]Ibid., p. 21.

in the sixth and seventh grades. Class size averages in cities 27.5 students housed usually in small classrooms of apartment buildings rented by the Ministry of Education.[10]

During the past two years, there have been an increasing demand for this type of schooling.[11] Significant among the various factors generating this demand, is the internal migration of individual students or whole families to large cities or "caza" seats.[12]

## Population and Sample

Since this is the first study we know of dealing with such operationalized constructs, i.e., self concept of academic ability and related variables, in the Neareastern Arab countries, we chose the public complementary school population in Lebanon on the assumption that these adolescents would have undergone the minimum effect of selective procedures in the educational system.

We concentrated on the Smaller Beirut Metropolitan Schools on a further assumption they represent fairly well and in many respects, other public complementary schools in the country. This assumption is based on a demographic feature related to periodic migration into the Capital and

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[10] Ibid., p. 21.

[11] Primary and Complementary Education, 1969, op. cit., p. 21.

[12] Primary and Complementary Education, op. cit., p. 21.

other "caza" seats of a multitude of village families or individual learners.[13] These families are mainly households of unskilled and semiskilled workers[14] whose children do not usually have access to other types of schools after completing successfully the primary cycle. Other characteristics of this student population, namely their overaging in terms of regular grade age, will be presented and discussed later.[15]

With such varied background of the chosen student population in terms of city-village initial residence and to insure better representativeness, we included in the sample all[16] public complementary schools for boys in Beirut, which offer a full four-year program. A couple of newly established schools not yet offering the full complementary program and the single coeducational school in which the pre-test was administered, were the only ones excluded from the sample.

We concentrated on a male population assuming that, in a developing country such as Lebanon, the male-figure may still be predominant as a cultural aspect of a society in transition.

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[13]Primary and Complementary Education, op. cit., p. 21.

[14]See infra p. 158 about the father's socio-economic status.

[15]See infra p. 163.

[16]In "Primary and Complementary Education," 1969, op. cit., p. 5, statistics show only 11 public complementary schools for boys in Beirut.

The sample, then, is composed of 574 students present, in ten[17] public complementary schools for boys in Beirut, on the days[18] of administration of the scales: 326 in the seventh grade (second complementary year) and 248 in the ninth grade (fourth complementary year).[19]

The total number of students enrolled for 1968-1969 in public complementary schools for boys was 1,832 in Beirut:[20] 472 in the seventh grade and 280 in the ninth grade (752 in 7th and 9th grades) and 24,730 in Lebanon: 5,591 in the 7th grade and 3,711 in the 9th grade (9,302 in 7th and 9th grades).[21]

Our sample would then represent approximately 76% of total Beirut (7th and 9th grades) and 6.5% of total Lebanon (7th and 9th grades).

## Instrumentation

The following instruments were used:

1. The Michigan State General Self Concept of Academic Ability Scale (Abbreviated as: SCAS).[22]

2. The Perceived Evaluations of Students' Academic Ability by Others Scales (Abbreviated as PPES, PFES, PTES).[23]

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[17]One small school (N=10 in 7th grade and N=5 in 9th grade was combined with another to make school number 7 totaling (N=27 in 7th grade and N=23 in 9th grade).

[18]April 28, 1970, to May 11, 1970.

[19]Only one single student did not fill in the questionnaire and he was omitted from the sample.

[20]Primary and Complementary Education, op. cit., p. 23.

[21]Ibid., p. 23.

[22]See Appendix A, p. 179; see also: Brookover, 1967, op. cit., pp. 337-338, and 1962, op. cit., pp. 16-17.

[23]See Appendix B, p. 183.

3. Two Questionnaires to Identify Significant Others (Abbreviated as S.O.Q.).[24]

4. An "Annex Questionnaire" (Abbreviated as A.Q.).[25] (Including Miscellaneous Items related to Self Concept.)

The first three instruments were translated into Arabic and adapted with minor changes accounted for later. The Arabic terminology was checked against that developed by the Educational Research Center at the Lebanese Ministry of Education and was improved on the basis of consultation and the try-out or the pre-test.

The pre-test[26] was administered on May 31, 1969, in one coeducational public complementary school, which was later excluded from the sample for the major administration of 1970. Group administration of the pre-test was followed by informal discussions and individual interviews with students who volunteered to tell about their experience in taking the questionnaires. The number of subjects for the pre-test was 53, distributed as follows:

| Grade | Boys | Girls | | Total |
|---|---|---|---|---|
| 9th | 8 | 14 | = | 22 |
| 7th | 18 | 13 | = | 31 |
| Total | 26 | 27 | | |

[24]See Appendix C, p. 187.

[25]See Appendix D, p. 190.

[26]See Appendix E, p. 195.

No systematic analysis was attempted for the pre-test. The main objective was the improvement of the semantics of the instruments. Expressions such as "probably" were excluded on the grounds that many seventh grades did not clearly grasp them.[27]

The major difference between instruments used in the 1969 pretest and the 1970 major administration concerns the fourth instrument called "Annex Questionnaire," and including various items related to self concept.[28] Reference will be made later to their content and to other data resulting from the pre-test administration.

The Michigan State Self Concept of Ability Scale:[29] hereafter referred to as "SCAS" is originally made of eight multiple choice items. Our adopted form of this scale includes two more items (Item 4 and Item 5, Appendix A, p. 180) which we thought were necessary to be included on the grounds that the complementary cycle and the upper secondary cycle are not necessarily on a continuum. Each item on the SCAS scale is scored from 5 to 1 with the higher self concept alternatives receiving the higher scores. The SCAS scale may be scored two ways: Guttman scale type score determined for

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[27]Compare the 1969 Self Concept Scale, Appendix E, p. 195 and that of 1970, Appendix A, p. 179.

[28]Compare the 1969 Annex Questionnaire, Appendix E, p. 195 and that of 1970, Appendix D, p. 190.

[29]See Appendix A, pp. 180-182.

each individual and a conventional total score for the ten items. The latter is the sum of the values 1 to 5 assigned to the responses for each item. Total self concept of ability scores were used in our analysis because little disparity was found between these two types for scoring on the original scale.[30] Each item asks the student to compare himself with others in the social system on the dimension of academic ability.[31]

Perceived Evaluations of Student's Academic Ability by Others Scales:[32] would make three cluster-scales of five multiple choice items each. They are designated as follows:

Perceived Parental Evaluations of Ability (PPES)

Perceived Friends' Evaluations of Ability (PFES)

Perceived Teachers' Evaluations of Ability (PTES)

They are coded and scored like SCAS, i.e., 5 to 1, from the most favorable to the most unfavorable. Each item asks the student how his parents, friends and teachers would compare him with others in the social system on the dimension of academic ability.

Questionnaires to Identify Significant Others:[33] The student was asked to name the people "who were important in

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[30]Brookover, 1962, op. cit., p. 15.

[31]This description is taken from: Brookover, 1962, op. cit., pp. 14-18, and 1967, op. cit., pp. 59-60; consult these references for fuller description and comment.

[32]See Appendix B, pp. 184-186.

[33]See Appendix C, p. 187.

his life," and these people were considered general significant others for him. And the student was also asked to name the people who were concerned about "how well he does in school" and these people were considered his academic significant others.

Responses were categorized as follows: Parents, School Personnel, Adult Relatives, Age Mate Relatives, Other Adults, and Peers.

The Annex Questionnaire:[34] includes 21 items related to the following major sub-topics:

a. Delayed gratification for continuing one's education and this was considered the "Perceived Cost" variable on which we shall elaborate later.

b. Factors preventing students from continuing their education.

c. Likelihood of getting a job.

d. Foreign language difficulty.

e. Subjects most liked.

f. Socio-economic status of his family.

Further description of the nature of these and other Annex Questionnaire items will be developed in the following chapter.

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[34]See Appendix D, p. 190. Compare these with the 1969 Annex Questionnaire, Appendix E, p. 195.

## Major Variables

Major variables include the following: Self concept of Academic Ability, Perceived Evaluations of Student's Ability by Parents, Friends and Teachers, Academic Achievement, Perceived Cost, Father's Occupational Level, Father's Educational Level.

I.Q. or other measures of ability or aptitude are not readily available from school records in Lebanon. And we were not able to administer any for the purpose of comparing their predictive efficiency with that of self concept.

Adademic Achievement:[35] One index was available from school records for determining achievement: the "yearly average" which is usually taken as ultimate criterion for promotion from one grade to another. This average is calculated on the basis of: (a) first semester average based on daily-monthly marks and mid-year examination; (b) second semester average based on daily-monthly marks; (c) final yearly examination.

We tried to get students' averages for previous academic years, and were only successful in obtaining last-year average i.e., 1968-1969 average for all participating schools.

Note, that Brookover and his associates in their original study used a multiple index for calculating general point average.[36]

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[35]For a description of self concept and perceived evaluations, see instruments, supra pp. 125-126.

[36]Brookover et al., 1962, loc. cit., p. 19.

For some analyses referred to later, combined categories were devised for those who fell at each end of individual categories span, and the remainder constituted the Middle General Average, hereafter referred to as GA, thus:

| Individual Categories[37] | | | Combined Categories |
|---|---|---|---|
| Lower GA | 1, 2 and 3 | = | 1 |
| Mid-GA | 4 and 5 | = | 2 |
| Upper GA | 6, 7, 8 and 9 | = | 3 |

Socio-Economic Status: The students were asked to give information about their father's occupation and education on one hand and to estimate their family economic level. We could not have another access to information that might be helpful in determining the socio-economic level of the subjects.

The categories of SES Index used in this study[38] are similar to those used by Brookover and associates.[39] This rough classification was resorted to after consulting the International Standard Classification of Occupations developed by the International Labor Office at Geneva Switzerland.[40]

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[37]See Appendix G, p. 202.

[38]See Appendix F, p. 200.

[39]Brookover, 1962, loc. cit., p. 105.

[40]Bureau International de Travail, Classification Internationale Type des Professions, Genève: BIT, 1958 (1962 edition).

For some analyses, referred to later, combined categories were devised for those who fell at each end of individual categories span and the remainder constituted the Middle FOL and FEL, thus:

| Individual Categories | | | Combined Categories |
|---|---|---|---|
| Lower FOL | 3 and 4 | = | 1 |
| Mid-FOL | 5, 6 and 7 | = | 2 |
| Upper FOL | 8 and 9 | = | 3 |
| Lower FEL | 1 and 2 | = | 1 |
| Mid-FEL | 3, 4, 5, 6 and 7 | = | 2 |
| Upper FEL | 8 and 9 | = | 3 |

These levels, however, do not correspond to Brookover's,[41] since the context and the designation of occupations and levels are different.

Age: For some analyses referred to later, combined categories were devised for those who fell at each end of individual categories span for AGE, thus:

| Individual Categories[42] | | | | Combined Categories | |
|---|---|---|---|---|---|
| | 7th | 9th | | 7th | 9th |
| Regular Age | 1 & 2 | 4 & Below | = | 1 | 1 |
| Over-Age | 3 & Above | 5 & Above | = | 2 | 2 |

[41]Brookover, 1962, loc. cit., p. 21.

[42]See Appendix G, p.

## The Perceived Cost: Introducing the Concept of a New Intervening Variable

In evaluating and suggesting future research, Brookover concludes: "Much remains to be done before the general theory is substantiated satisfactorily. For example, we have contributed little to our knowledge about how the social norms or the expectations of significant others affect school achievement. Our research indicates that others' evaluations affect the student's conception of his academic ability and thus sets limits on his school achievement; but many students who have high self-concepts of ability do not have commensurate achievement. The analysis of the social psychological process by which those who conceive of themselves as able to learn are motivated or stimulated to do so remains to be investigated."[43]

It seems that there are a multitude of intervening variables between the major variables, and especially between the perceived expectations of significant others and self-concept of ability on one hand and achievement on the other. Among these we would single out a crucial set of variables that could be labeled the "Cost-Benefit" set or the cost-benefit formula. School achievement could be very attractive to students, and they may have high self-concept of their ability but they would still refrain from achieving in school, especially in advanced studies, because of the cost that is

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[43]Brookover, 1967, loc. cit., pp. 146-147.

involved in the process of investing in school learning. In the context of achievement, the concept of cost appears to be a multiple variable including many dimensions such as: the loss of affection or the loss of recognition of significant others, the loss of security or power or prestige or privileges, physical and mental hardships, fear, threat of the unknown, etc. . . . Conversely, the idea of cost could also work in the reverse direction and make a student compelled to achieve in order not to lose the significant others' affection, etc. . . .

The concept of cost is borrowed from political science economics, and other behavioral sciences. The boundaries of the concept are not well delimited; it is shared with management, engineering, financial accounting and with operations research.[44]

"In cost accounting the primary objective is to measure and report actual sacrifice--effort exerted in terms of cost--and projecting acceptable standards of sacrifice for accomplishing specific goals. The consumer who is deciding to allocate more of his limited resources for transportation and less for shelter is comparing benefit in terms of sacrifice. Similarly, the worker who compares additional leisure obtained by working fewer hours with the probable decrease in income is utilizing cost accounting techniques."[45] Perhaps more

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[44]Carl Thomas Devine, "Cost Accounting," Encyclopedia Britannica, Chicago: Vol. 6, pp. 588-590, 1963.

[45]Ibid., p. 588.

relevant to our purpose is the comparison with the political behavior of refraining from mobilizing one's resources in one situation because of what is involved. This is economy in one sector in favor of investment in another.

What is of interest to us here is not what might be termed the "real" cost in terms of objective data, but rather how the individual student perceives it. In the final analysis, acceptance of the cost as perceived by the student is the major determining factor in actual achievement. We therefore postulate that over and above the possession of an adequate self-concept of ability and the internalization of significant others' expectations, the "Perceived Cost" is another necessary condition for bringing about school achievement.

In the Brookover theoretical framework, the concept of "perceived cost," like the construct of self-concept of academic ability refers to a category of symbolic behaviors, i.e., to empirical events. It is the individual's evaluation of the perspective of sacrifice involved, as expressed in common language symbols. It is a behavioral process of appraising and reappraising the contemplated cost against the prospective benefits.

At this point, it is proper to note the role of significant others in helping the individual to accept delayed gratifications. In a study by Lawton, the results show that "the probability of a subject choosing an immediate or a

delayed gratification is a function of the characteristics of the person offering the choice and making the promise."[46] According to Lawton, it is a kind of a "trust" but there are other alternatives. In this respect, the family seems like a social institution operating much in the same manner as a collective security system.

The educational implications of the P. C. (perceived cost) concept become clear when we consider its behavioral aspect. P. C. is not a thing, but rather an evolving process that is learned and shaped by the various influences and others' perceptions that are impinging upon the individual. Here, the roles of parents, educators, counselors and friends are crucial in helping the student develop certain perceptions, accept the delay of enjoyment, endure temporary deprivations, forego immediate pleasures for the acquisition of distant and lasting gratifications. This has long been hailed by educators as a worthy aim of education in the socialization process, without substantial implementation. And it is now being adopted by personnel engaged in the development of nations. Some of them consider the willingness of delaying gratification as one sure indicator of development.

It should also be mentioned that the foregoing perspective runs counter the standard educational practice whereby

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[46]J. M. Lawton, "Delay of Gratification as a Function of Characteristics of Social Agents," Journal of Educational Sociology, Vol. 57, No. 5, p. 251, Oct., 1966.

we always endeavor to be subservient to the individual's needs in terms of the whims of the moment or, in the best instances, in terms of the immediate future.

A highly complex modern society functioning on the basis of rational long-term planning requires its members to be likewise in their personal way of life. Isn't that the basis of human advancement and civilization?

## Data Collection and Analysis Procedures

The pre-test,[47] or try-out was administered to 53 seventh and ninth graders on May 31, 1969. During Spring term of the following year, the revised questionnaires were administered to 574 seventh and ninth grade students present in all[48] public complementary schools for boys in Beirut, Lebanon. The administration started on April 8, 1970, and ended on May 11, 1970.

The questionnaires were group administered to students in their classrooms by the author of this study with the co-operation of third, fourth and fifth-year college students of the College of Education, Lebanese University, Beirut, Lebanon. School yearly averages were obtained from school records around the end of June, 1970, by the same group of students.

Analysis procedures may be summarized as follows:

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[47]See details about pre-test supra, p. 124.

[48]Ten schools, see supra, p. 124 for excluded schools.

(a) Data were coded and punched on IBM cards, subsequent analyses being performed mainly by the CDC 3600 computer at the Michigan State University Computer Laboratory.

(b) Correlation coefficients, means, standard deviations, skewness, Kurtosis were calculated using CDC 3600. For missing data, we supplemented the modal response in the scale.

(c) The coefficient of reproducibility was computed using the Control Data 6500 at the Michigan State Computer Laboratory.

(d) Correlations are based on raw scores.

# CHAPTER VII

# RESEARCH FINDINGS

## Validity, Reliability and Reproducibility

Using Hoyt's[1] method for computing internal consistency reliability, the reliabilities of General Self Concept of Ability Scale (SCAS)[2] Perceived Evaluations by Others Scales (PPFTES: PPES, PFES, PTES) and other micro-scales were computed, for the male population of seventh and ninth grades combined (N = 574).

The reliability of SCAS (10 items)[3] in terms of total scores was .86. If we compare it with the reliability of the original scale developed by Brookover and his associates[4] (.82 for males), it shows to be slightly higher. It seems that SCAS gained in consistency in the process of adaptation. Note that we added two more items (items 4 and 5) to the

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[1]See Brookover et al., 1962, op. cit., p. 103 for original Scale reliability.

[2]See Appendix H for list of abbreviations used in this study, p. 204.

[3]See Appendix A, p. 179.

[4]Brookover, 1962, op. cit., p. 103.

original scale.[5] This may have caused this spur in reliability.

Reliabilities of other scales related to self concept and used in this study are found in Table IX.[6] Of special interest is the remarkably high reliabilities of the total twenty-five item scale (SCASPECS)combining self concept, and perceived evaluations of parents, friends and teachers, which reached .94.

The SCAS is "considered to have content validity because the method of selection of items can be considered a comprehensive sample of the construct under consideration."[7]

The coefficient of reproducibility obtained was .49 whereas it was .95 for the original scale.[8] This suggests that, at least for our sample, not all adapted and added items on this scale are necessarily from the same universe of content and/or they are of unequal difficulty.

Validation through correlations between SCAS and school achievement will be dealt with in discussing testing the first hypothesis in the next section.

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[5]See supra p. 125 for the rationale of adding these two items.

[6]Table IX, p. 139.

[7]Brookover, 1967, op. cit., p. 164.

[8]Ibid., p. 166; see also, Ann Paterson, An Evaluation of an Instrument Designed to Measure the Construct, Self-Concept of Academic Ability, Unpublished Ph. D. Dissertation, Michigan State University, 1966.

Table IX. Reliabilities of Self Concept of Ability Scale, Perceived Evaluations by Parents Scale, by Friends Scale, by Teachers Scale, and Perceived Evaluations by Parents, Friends and Teachers Scale (N=574, 7th and 9th grades).

| Number of Items | Scale Title | Hoyt Reliability Coefficient |
|---|---|---|
| 10 | Self Concept of Ability Scale (SCAS) | .86 |
| 5 | Perceived Parents' Evaluations Scale (PRES) | .80 |
| 5 | Perceived Friends' Evaluations Scale (PFES) | .85 |
| 5 | Perceived Teachers' Evaluations Scale (PTES) | .85 |
| 15 | Perceived Parents, Friends, Teachers Evaluations Scale (PECS) | .92 |
| 25 | SCASPECS (SCAS + PECS) | .94 |

## Self Concept and Academic Achievement: Testing the First Hypothesis

The first major hypothesis stated that: "self concept of academic ability is associated with academic achievement at each grade level."

Simple Correlations: This hypothesis was tested by correlation analysis on the combined sample of seventh and ninth grade students, on which data was obtained, as well as on the separate samples of seventh and ninth grade students.

A single item (item 2) "comparing one's self with classmates in school ability" on SCAS correlated with General Yearly Average (GA) along a range from .47 for ninth graders (N=248) to .54 for seventh graders (N=326), while the correlation between the ten-item Self Concept of Ability Scale and GA ranged from .37 for ninth graders to .39 for seventh graders (N=326).[9] Brookover obtained a correlation of .57 for male seventh graders (N=513) between SCAS and GPA (Grade Point Average).[10]

Factors accounting for such differences between Brookover's findings and this study's may include the following: The type and number of indexes used to determine achievement, the number of items used to give the total scores, which are known elements introducing variation and error.[11]

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[9]See Table X, p. 143 and Correlation Matrix p.

[10]Brookover, 1962, op. cit., p. 41.

[11]Ibid., p. 51.

Another Lebanese idiosyncratic relevant factor may be the rounding in the educational practice of marks clustering[12] around the average "ten" over twenty, which is the sole basis for promotion from one grade to another.

The unusual correlation obtained between one single item on SCAS with GA suggests that it may be more meaningful to students to ask them to compare themselves specifically with their classmates, which seems to be a concrete and continuing lively experience for them. Anyway, it should be noted that such Lebanese students do not have experience in responding to multiple choice items as attested for by their comments and by our familiarity with the situation.

Partial and Multiple Correlations: Partial correlation between General Yearly Average (GA) and General Self Concept of Ability (SCAS) scores was computed for the total sample of seventh and ninth graders (N=576) in two ways: (a) with the effect of one other major variable partialled out, (b) with the effect of all (five) other major variables partialled out or controlled. The relevant coefficients of such partial correlations are shown in Tables XI and XII.[13]

When the effect of the third variable was controlled GA and SCAS correlated nearly the same as when the third

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[12]310 students or 56% of our sample clustered in the short mark span 10-11 over twenty, a spot where the rounding of marks may be crucial in computing correlations.

[13]See Tables XI and XII, pp. 143 and 144, respectively.

variables were not partialled out, except for the Perceived Evaluations by Parents, Friends and Teachers variable (PECS or PPFTES), which represents a cluster of variables closely associated with SCAS and interacting with it as a construct. In this type of partial correlation, SCAS was least affected by the Father's Educational Level (FEL) variable.

Comparison[14] of GA-FOL (Father's Occupational Level) partial correlation (with the effect of SCAS partialled out) with the multiple correlation among SCAS, FOL and GA indicates that the correlation increases from .35 to .41. Such increase raises the variance accounted for by adding the self concept variable. The multiple correlations reported have beta weights of .35 for SCA and .17 for FOL. Thus, SCA is weighted higher than FOL.

Furthermore, when the effect of all (five) other major variables are controlled, SCAS contributed significantly (.001 level) to its association with GA.[15] Other variables that also contributed significantly to this SCAS-GA association are: FEL and PECS or PPFTES (at 1% level). FEL did not show significance in other analyses except in this case.

Means: General Yearly Average (GA) was categorized[16] in such a way that: (a) the low category included all

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[14]Table XI, p. 143.

[15]Table XII, p. 144.

[16]See p. 129 and Appendix G, p. 202.

Table X. Correlation Between Self Concept of Ability (SCA) and General Average (GA) and Between Comparing Self with Class (SWC) and General Average (GA) at Different Grade Levels.

| Variables Correlated | Correlation Coefficients | | |
|---|---|---|---|
| | 7th and 9th Grades | 7th Grade | 9th Grade |
| SWC - GA | .51 | .54 | .47 |
| SCA - GA | .38 | .39 | .37 |
| N = | 574 | 326 | 248 |

Table XI. Partial Correlation: Between Self Concept of Ability (SCA) and General Average (GA); and Multiple Correlation: Among Sets of Three Variables (N=574, 7th and 9th Grades).

| Variables Correlated | Correlation Coefficients | | Level of Sig. | Multiple Correlation |
|---|---|---|---|---|
| | No Variables Controlled | Third Variable Controlled | | |
| SCA - GA | .38 | .35, FOL Controlled | .001 | .41 |
| SCA - GA | .38 | .37, FEL* Controlled | -- | .37 |
| SCA - GA | .38 | .33, PC* Controlled | -- | .37 |
| SCA - GA | .38 | .34, EXC* Controlled | -- | .37 |
| SCA - GA | .38 | .12, PEC Controlled | .001 | .39 |

*Not significant

Table XII. Partial Correlation: Between Self Concept of Ability (SCA) and Some Variables, All other Major Variables Being Controlled (7th and 9th Grades Combined N=574).

| Variables Correlated | Correlation Coefficients | | 7-Variable Multiple Correlation |
|---|---|---|---|
| | Partial Correlation | Level of Sig. | |
| SCA - GA | .11 | .006 | .43 |
| SCA - PECS | .11 | .010 | |
| SCA - PC (Perceived cost) | .03* | -- | |
| SCA - FOL | .19 | .001 | |
| SCA - FEL | .06* | -- | |
| SCA - EXC | .03* | -- | |

*Not significant

Table XIII. Mean Self Concept of Ability Scores of High, Middle and Low Achievement Groups, with Significance of Difference Among Groups (7th and 9th Grades, N=574).

| Achievement Categories | N | Approximate % | Self Concept Mean | SD | General Mean | F | Sig. of Difference Level |
|---|---|---|---|---|---|---|---|
| Low | 106 | 15 | 35.87 | 6.14 | | | |
| Middle | 310 | 56 | 38.27 | 5.36 | 38.85 | 45.26 | .001 |
| High | 158 | 29 | 41.99 | 4.77 | | | |

students who earned a GA mark of 9 over 20 or below, (b) the middle category included all students who earned GA marks of 10-11, (c) the upper category included all students who earned a GA mark of 12 or above. This is a rather standard procedure in Lebanese educational practice for designating the low, middle and high achieving students.

The mean SCA scores of students found in these three categories were computed and were tested for significance of difference. The result of the "F" test shown in Table XIII[17] which is significant beyond .001 level, clearly indicates that high achieving students have significantly higher self concept of ability scores than middle and low achieving students. Mean increment was 3.14 for highly achieving students and -2.99 for low achieving students. A similar result was found by earlier studies.[18]

Thus, the major hypothesis that self concept of ability is associated with school achievement was substantiated under all these types of controls, and it seems, therefore, highly probable that self concept is a significant factor influencing school achievement for 7th and 9th grade students in public Lebanese complementary schools.

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[17]See Table XIII, p. 144.

[18]Brookover, 1962, op. cit., p. 38.

## Testing the Second Hypothesis

The second major hypothesis stated that: "student perceptions of the evaluations of their academic ability by others: parents, friends and teachers, are associated with self-concept of academic ability at each grade level."

Simple Correlations: This hypothesis was tested by analyses similar to those used to test the first hypothesis which dealt with associations between self concept and school achievement. Correlation analysis was carried out on the combined sample of seventh and ninth graders, as well as on samples of seventh graders and ninth graders separately.

This analysis showed that[19] correlation between Perceived Evaluations of Parents, Friends and Teachers (PECS or PPFTES) and SCAS ranged from .83 for ninth graders to .80 for seventh graders. Subscales of PPES (perceived Parents' Evaluations) PFES (Friends'), PTES (Teachers') ranged in correlation with SCAS from .66 to .80.[20] In the above-mentioned Brookover studies they ranged from .47 to .55.[21]

Thus, when the perceptions of all significant others are combined the total score correlates more highly with the student's own definition of his ability than do any of the perceptions of individuals significant others evaluations.

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[19]Table XV, p. 147.

[20]Tables XIV and XV, p. 147.

[21]Brookover, 1962, op. cit., p. 52.

Table XIV. Correlation Between Self Concept of Ability (SCA) and Perceived Evaluations by Parents, Friends and Teachers Combined (PEC); and Between General Average (GA) and Perceived Evaluations Combined (PEC) at Different Grade Levels.

| Variables Correlated | Correlation Coefficients | | |
|---|---|---|---|
| | 7th and 9th Grades | 7th Grade | 9th Grade |
| (Comparing Self with Class) SWC - PEC | .50 | .47 | .55 |
| SCA - PEC | .82 | .80 | .83 |
| GA - PEC | .38 | .31 | .41 |
| N = | 574 | 326 | 248 |

Table XV. Correlation Between Self Concept of Ability (SCA) and Perceived Evaluations by Parents (PPE), by Friends (PFE), by Teachers (PTE), and by Parents-Friends-Teachers Combined (PEC), at Different Grade Levels.

| Variables Correlated | Correlation Coefficients | | |
|---|---|---|---|
| | 7th and 9th Grades | 7th Grade | 9th Grade |
| SCA - PPE | .77 | .80 | .71 |
| SCA - PFE | .70 | .73 | .66 |
| SCA - PTE | .73 | .75 | .70 |
| SCA - PEC | .82 | .80 | .83 |
| N = | 574 | 326 | 248 |

This may indicate that the student's self concept is a composite of the images reflected by many persons who are important to him.[22] The differences found between the correlations are greater than those obtained by Brookover,[23] but they support his finding that perceptions which students have of their friends' evaluations are somewhat lower in their association with self concept than those perceived as being held by parents and teachers.[24]

Partial and Multiple Correlations: Partial correlation between PECS and SCAS scores was computed in two ways as for GA-SCAS.[25] Relevant correlation coefficients are shown in Tables XVI and XVII.[26]

When the effect of (GA) the third variable was controlled PECS and SCAS correlated nearly the same as when GA was not controlled.

Comparison[27] of PECS-GA partial correlation (with the effect of SCAS partialled out) with the multiple correlation among PECS, GA, and SCAS indicates that correlation increases from .13 to .39. Such increase raise the variance accounted

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[22]Ibid., pp. 52-53.

[23]Ibid., p. 51.

[24]Ibid., p. 52.

[25]See supra p.

[26]Tables XVI and XVII, p. 149.

[27]See Table XVI.

Table XVI. Partial Correlation: Between Self Concept of Ability (SCA) and Perceived Evaluations by Parents, Friends and Teachers Combined (PEC); and Partial Correlation: Between PEC and General Average (GA); and Multiple Correlations: Among Sets of Three Variables (N=574, 7th and 9th Grades).

| Variables Correlated | Correlation Coefficients | | Level of Sig. | Multiple Correlation |
|---|---|---|---|---|
| | No Variable Controlled | Third Variable Controlled | | |
| SCA - PEC | .82 | .79, GA Controlled | -- | .82 |
| GA - PEC | .38 | .13, SC Controlled | .004 | .39 |
| GA - PEC | .38 | .35, FOL Controlled | .001 | .40 |
| GA - PEC | .38 | .33, PC* Controlled | -- | .38 |

*Not Significant

Table XVII. Partial Correlation: Between Self Concept of Ability (SCA) and Some Variables, All Other Major Variables Being Controlled (7th and 9th Grades, N=574).

| Variables Correlated | Partial Correlation | Level of Sig. | 7-Variable Multiple Correlation |
|---|---|---|---|
| SCA - PEC | .74 | .001 | .83 |
| SCA - GA | .11 | .001 | |
| SCA - PC | .09 | .024 | |
| SCA - FOL | .02* | -- | |
| SCA - FEL | .14 | .001 | |
| SCA - EXC | .08 | .058 | |

*Not significant

for by adding the SCAS variable. The multiple correlation reported has beta weights of .22 for PEC and .19 for SCA. Thus perceived evaluations by others is weighted higher than self concept.

Moreover, when the effect of all (five) other major variables were controlled PEC remained remarkably (.74) contributing to its association with SAC,[28] whereas the contribution of other variables was minimal.

Means: The mean PEC scores of students found in the trichotomized categories of GA (Low, Middle and High)[29] were computed and tested for significance of difference. The resultant "F" tests are shown in Tables XVIII and XIX and indicate that high achieving students have significantly (beyond .001 level of confidence) higher perceived evaluations by others (PEC) than middle and low achieving students.

Intercorrelations Among Parents', Friends' and Teachers' Evaluations: Intercorrelations among various components of PECS are shown in Table XX.[31] They correlate also highly with SCAS but are somewhat different and contribute differentially to their association with GA.

Thus, the major hypothesis that perceived evaluations of students' ability by parents, friends and teachers are

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[28]Table XVII, p. 149.

[29]See supra, p. 129.

[30]Tables XVIII and XIX, p. 151.

[31]Table XX, p. 152.

Table XVIII. Mean (Perceived Evaluations by Parents, Friends and Teachers Combined) (PEC) Scores of High, Middle and Low Achievement Groups, with Significance of Difference Among Groups (7th and 9th Grades, N=574).

| Achievement Categories | N | Approximate % | Self Concept Mean | SD | General Mean | F | Sig. of Difference Level |
|---|---|---|---|---|---|---|---|
| Low | 106 | 15 | 55.23 | 9.51 | | | |
| Middle | 310 | 56 | 58.47 | 7.88 | 59.41 | 43.54 | .001 |
| High | 158 | 29 | 64.07 | 7.04 | | | |

Table XIX. Mean Perceived Evaluations by Parents, Friends and Teachers Scores (PPE, PFE, PTE) of High, Middle and Low Achievement Groups with Significance of Difference Among Groups (7th and 9th Grades, N=574).

| PE Variable | Achievement Categories | N | Approximate % | Mean | SD | General Mean | F | Sig. of Diff. |
|---|---|---|---|---|---|---|---|---|
| PPE | Low | 106 | 15 | 18.54 | 3.74 | | | |
| | Middle | 310 | 56 | 19.68 | 3.04 | 19.93 | 28.18 | .001 |
| | High | 158 | 29 | 21.37 | 2.84 | | | |
| PFE | Low | 106 | 15 | 18.44 | 3.46 | | | |
| | Middle | 310 | 56 | 19.33 | 2.96 | 19.61 | 24.04 | .001 |
| | High | 158 | 29 | 20.98 | 2.98 | | | |
| PTE | Low | 106 | 15 | 18.25 | 3.43 | | | |
| | Middle | 310 | 56 | 19.45 | 2.90 | 19.86 | 53.04 | .001 |
| | High | 158 | 29 | 21.75 | 2.49 | | | |

Table XX. Intercorrelations Among Perceived Evaluations by Parents, Friends, and Teachers (PPE, PFE, PTE) (7th and 9th Grades, N=574).

| Variables Correlated | Correlation Coefficients |
|---|---|
| PPE - PFE | .68 |
| PPE - PTE | .66 |
| PFE - PTE | .74 |

Table XXI. Correlation Between Self Concept (SCA) and Perceived Evaluations by Parents, Friends, and Teachers (PEC), and Between Self Concept (SCA) and General Average (GA) at Different Grade Levels.

| Variables Correlated | Correlation Coefficients | | |
|---|---|---|---|
| | 7th and 9th Grade | 7th Grade | 9th Grade |
| SCA - PEC | .82 | .80 | .83 |
| SWC - PEC (Self with Class) | .50 | .47 | .55 |
| SCA - GA | .38 | .39 | .37 |
| SWC - GA (Self with Class) | .51 | .54 | .47 |
| N = | 574 | 326 | 248 |

associated with self self concept of academic ability was confirmed under all these types of controls. It is clear, therefore that perceived evaluations by significant others is an important factor in the hypothesized relationship, differentiated from self-concept, and highly associated with it for 7th and 9th grade students in public Lebanese complementary schools.

## Testing the Third Hypothesis

The third hypothesis stated that: "associations between perceived evaluations by others and self concept of academic ability are greater than the associations between self concept of academic ability and achievement."

This hypothesis is based on the assumption that self-concept of ability is an intervening variable between students' perceptions of the evaluations of their academic ability by others and academic achievement,[32] and that it is a necessary but not a sufficient condition to bring about school achievement. Some students who are evaluated by others as able to achieve and who believe that they are able to do so may not choose to perform in accord with either the perceived evaluations of others or their self concept of ability.[33] The correlations between SCA and GA are therefore hypothesized

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[32]Brookover, 1967, op. cit., p. 86.

[33]Ibid., p. 118.

to be lower than the perceived evaluations and SCA correlations.

This hypothesis was tested by correlation analysis on the same total sample (N=574) used to test the first and the second hypotheses.

Results of correlational analysis shown in Tables XV and XXI[34] indicate clearly that correlations of PPE, PFE, PTE and PEC with SCA ranged from .66 to .83 whereas correlations of SCA with GA ranged from .37 to .38. Although this is self-explanatory, we further hypothesize that, under better conditions for collecting data about GA, this sharp difference between these two pairs of correlations may lessen, but will remain significant.

Thus the third hypothesis was also confirmed. ✓

## Other Relevant Results

Although some of the following data are not directly concerned with the hypotheses of this study they may answer some questions raised in earlier chapters and may prove relevant for subsequent research in this area.

Schools: One major difference among schools was found as regards self concept of academic ability. Analysis of variance on this variable among the nine schools showed a significant difference in the mean self concept scores.[35]

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[34]Table XV, p. 147 and Table XXI, p. 152.

[35]See Table XXII, p. 155.

Table XXII. Mean Self Concept of Ability (SCA) Scores of Nine Public Complementary Schools for Boys in Beirut, with Significance of Difference Among Them.

| School Number | N | Mean | SD | Analysis of Variance General Mean | Significance Level |
|---|---|---|---|---|---|
| 1 | 39 | 42.31 | 4.12 | | |
| 2 | 48 | 39.65 | 6.14 | | |
| 3 | 96 | 38.35 | 6.70 | | |
| 4 | 45 | 36.67 | 4.69 | | |
| 5 | 66 | 37.17 | 4.53 | 38.85 | .001 |
| 6 | 141 | 39.45 | 4.98 | | |
| 7 | 50 | 38.14 | 5.87 | | |
| 8 | 40 | 36.70 | 6.32 | | |
| 9 | 49 | 41.33 | 6.16 | | |

These relatively high mean self concept scores may be accounted for by the influence of migrant parents or other significant others and/or by an overall defensiveness.

Significant differences among schools were also found for the following variables: PEC, FOL, FL (Foreign Language Average for 1970), the likelihood of finding a job, the likelihood of finding an appropriate job, and the perception of foreign language difficulty.[36]

Socio-Economic Status: In this study, the two variables representing the socio-economic status were the Father's Occupational Level (FOL) and the Father's Educational Level (FEL). These two variables contributed unevenly to various analyses. FOL and FEL, respectively, correlated .22 (significant beyond .001 level) and .01 with GA. FOL contributed significantly beyond (.001 level) in the partial correlation between SCA and GA, when one or more variables were partialled out,[37] but FEL did not.

FOL was also a significant contributor to the correlation between PEC and SCA[38] when the third variable was controlled but did not contribute significantly when all others were controlled. FEL substituted for it.[39]

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[36]See Table XXIII, p. 157.

[37]Table XI, p. 143, and Table XII, p. 144.

[38]Table XVI, p. 149.

[39]Table XVII, p. 149.

Table XXIII. General Mean Score on Certain Variables of Nine Public Complementary Schools in Beirut, with Significance of Difference Among Them for Each Variable (7th and 9th Grades, N=574).

| Variable | 9-School General Mean | Significance Level |
|---|---|---|
| FOL | 4.65 | .001 |
| FL (Foreign Language Grade Average for 1970) | 5.10 | .001 |
| Getting a Job | 3.18 | .001 |
| Appropriate Job | 4.28 | .001 |
| PFLD (Perceived Foreign Language Difficulty) | 3.02 | .001 |
| PEC | 59.41 | .001 |
| PPE | 19.93 | .001 |
| PFE | 19.61 | .001 |
| PTE | 19.86 | .001 |
| PC (Perceived Cost) | 4.39 | .02 |
| SCASPECS | 98.26 | .001 |

The mean self concept score of students with low, middle and high FOL, were tested for significance of difference and were found to be significant at .001 level. This indicates that students ranking high in FOL have significantly higher self concept than those ranking middle or low on this variable.

The over-whelming majority of our sample students come from lower FOL and FEL categories.[40]

Significant Others: Parents were more often named[41] than any other persons by most seventh and ninth graders (85%) as "important in their lives." On the other hand, teachers were more often named (53%) than any other persons as concerned with "how well they do in school." On the basis of students comments and previous findings,[42] these two differentiated types of responses towards parents and teachers may be explained in terms of general and academic importance accorded to parents' and teachers' roles. They may also reflect an ambivalent attitude of love and fear toward these people who have the power to implement so many decisions concerning their present and future. Whereas, in some other cultures parent-child and teacher-student relationships tend to form a kind of partnership. Furthermore,

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[40]Table XXIV, p. 159 and Appendix F, p. 200.

[41]Tables XXV and XXVI, p. 160.

[42]Brookover, 1962, op. cit., p. 67.

Table XXIV. Percentage of Students in Every Father's Occupational Level (FOL) and Father's Educational Level (FEL) Categories.

| Category Number | Variable | |
|---|---|---|
| | Percent in FOL Category | Percent in FEL Category |
| 1 | -- | 28 |
| 2 | 10 | 58 |
| 3 | 28 | 6 |
| 4 | 27 | 3 |
| 5 | 1 | 2 |
| 6 | 17 | 0.52 |
| 7 | 17 | 0.52 |
| 8 | 0.52 | 0.70 |
| 9 | -- | 0.35 |

Table XXV. Percentage of Students Naming at Least One Person from Each of the Following Categories as Being "Important in Their Lives." (7th and 9th Grades N=574; 7th N=326; 9th N=248)

| Person Named | Percentage | | | |
|---|---|---|---|---|
| | 7th and 9th Grades | 7th Grade | 9th Grade | Brook-over's* |
| Parents | 85 | 89 | 80 | 96 |
| School Personnel | 41 | 38 | 45 | 46 |
| Adult Relatives | 59 | 63 | 52 | 40 |
| Age Mate Relatives | 64 | 71 | 59 | 60 |
| Other Adults | 13 | 10 | 17 | 20 |
| Peers | 54 | 38 | 51 | 66 |

*See Brookover, 1967, loc. cit., p. 73. (9th grade males N=225)

Table XXVI. Percentage of Students Naming at Least One Person From Each of the Following Categories as Being Concerned with "How Well They Do In School." (7th and 9th Grades N=574; 7th N=326; 9th N=248)

| Person Named | Percentage | | | |
|---|---|---|---|---|
| | 7th and 9th Grades | 7th Grade | 9th Grade | Brook-over's* |
| Parents | 53 | 55 | 51 | 97 |
| School Personnel | 64 | 60 | 69 | 80 |
| Adult Relatives | 31 | 34 | 27 | 30 |
| Age Mate Relatives | 38 | 39 | 35 | 30 |
| Other Adults | 7 | 7 | 7 | 5 |
| Peers | 24 | 20 | 28 | 15 |

*See Brookover, 1967, loc. cit., p. 74. (9th Grade Males N=225)

in developing countries, the tradition generally keeps the teacher rather aloof from the student so that he "would not lose his dignity."

This proposition may find some support in comparing seventh and ninth graders as regards the role of adult relatives in their lives. Seventh graders tended to name more adult relatives as both important in their lives (63% to 52%) and concerned with their academic status (34% to 27%) than ninth graders.

Peers seemed to be more significant academically for ninth grade Lebanese students (28%) than for their American counterparts (15%). This may be due to the fact that academic matters are crucial in their lives and peers may be able to help them more than others.

These findings[43] support previous studies in holding that parents seem to be much more significant in the lives of adolescents than peers.[44]

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[43]See Tables XXV and XXVI, p. 160.

[44]See Edsel Erickson's findings, supra p. 55; see also, Brookover, 1962, op. cit., p. 58 and 1967, op. cit., pp. 72-75.

Perceived Cost (PC): The perceived cost in the present study, as a cost in delaying gratification for the sake of continuing one's education (PC) correlated .39 with SCA, .39 with PEC and .18 with GA. Although the latter correlation is also significant, and PC proved to be significant in SCA-PEC correlations, this shows along with other data in this study that PC measures a different variable than SCA measures.

This variable needs reoperationalization and revision in order to be made more specific as a construct. It might generate a homogeneous scale comparable to SCAS and prove useful in increasing our predictibility of school achievement namely on higher levels of education.

Examinations: Students' perceptions of the "Certificat" and the "Brevet" examinations correlated negatively with each other and with GA and SCA, except for the perceptions of the Certificat which correlated .18 with SCA. This shows that they tend to be different and even contradictory concepts.

The cluster of items (EXC) centering around internal school examinations correlated .19, .37, .39 with GA, SCA, PEC respectively.

Most of these items tended to have greater associations with self concept and related constructs rather than with GA.

Foreign Language: FL (Foreign Language Average for 1970) correlated .51 with GA, .38 with SCA and negatively with PFLD (Students' Perceptions of FL difficulty), which indicates that many contradictions are involved in these two variables.

PFLD correlated highly (.62) with EXC, .18 with SCA and negatively with GA.

Age: One peculiar characteristic of our sample students was "over-aging" in terms of regular age expected in every grade.

Using a method comparable to Bashshur's and considering 11 as a regular age for the fifth primary grade, age 13 as regular for the seventh grade (born in or prior to 1957), we found that 88.6% of our sample students over grade age.

Similarly, considering 15 as a regular age for the ninth grade (born in or prior to 1955), we also found 93.5% over grade age.

Comparing these with what Bashshur reported (38%) for public primary schools,[45] we can clearly see the educational wastage of the Lebanese educational system.[46]

## Summary of Results

The major results of this study may be summarized as follows:

1. A Self-Concept of Academic Ability Scale and Perceived Students' Evaluations by Significant Others Scales were translated into Arabic, and were adapted from the Michigan State General Self Concept of Academic Ability Scale and related instruments.

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[45]Bashshur, 1970, op. cit., pp. 91-92. In primary private schools overaging reaches 49%, Bashshur reported.

[46]Compare with: Comparative Statistical Data on Education in the Arab States, op. cit., pp. 21-31.

2. Using Hoyt's method, the internal reliabilities of these scales were as follows: .86 for Self Concept, .92 for total Perceived Evaluations (PEC) and .94 for all of these combined.

3. Reproducibility coefficients for the Self Concept Scale was .49.

4. Self concept of academic ability is significantly related to school achievement of seventh and ninth grade boys (N=574) in the Beirut Public Complementary Schools. Correlations ranged from .37 to .54 for the whole scale and a part thereof (comparing self with classmates).

5. Coefficients of correlation, between self concept of ability and school achievement for seventh and ninth graders remained nearly the same with or without having one or more other[47] major variables (such as the Father's Occupational Level) partialled out or controlled.

6. High achieving groups in seventh and ninth grades have significantly higher mean self concept of ability scores than middle and low achieving groups.

7. Perceived evaluations by significant others: parents, friends and teachers are significantly related to self concept of academic ability of seventh and ninth graders. Correlations ranged from .66 to .83 for the whole scales and parts thereof.

8. Coefficients of correlation between perceived evaluations by parents, friends and teachers and self concept of ability remained nearly the same with or without school achievement partialled out.

9. High achieving groups in seventh and ninth grades have significantly higher mean "perceived evaluations" scores than middle and low achieving groups.

10. Intercorrelations among Perceived Parents Evaluations, Perceived Friends Evaluations and Perceived Teachers Evaluations ranged from .66 to .68.

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[47]Except for "perceived evaluations by others" which is a variable closely associated with self concept of ability and considered its source of derivation.

11. Association between perceived evaluations by others and self concept of academic ability is greater in magnitude than association between self-concept of academic ability and school achievement.

    Correlations between the first pair of these variables ranged from .66 to .83, and between the second pair from .37 to .38 for the whole self concept scale and from .47 to .54 for one item of that scale (comparing self with classmates).

12. Comparability across schools showed significant differences in mean self concept scores and in mean scores on other major variables.

13. The father's occupational level showed as a significant contributor to partial correlation between self concept of academic ability and school achievement as well as to partial correlation between self concept and perceived evaluations by others.

14. Students with high father's occupational level have significantly higher mean self concept scores than those with middle or low FOL (Father's Occupational Level).

15. Parents were more often named (85%) than any other persons as important in the lives of seventh and ninth grade students.

16. Teachers were more often named (53%) than any other persons as concerned with how well seventh and ninth graders do in school.

17. Parent's were more often named (85%) than peers (54%) as important in the lives of seventh and ninth graders.

18. Teachers (64%) and parents (53%) were more often named than peers (24%) as concerned with how well seventh and ninth graders do in school.

19. Although related to self concept of academic ability and to school achievement, the "Perceived Cost" involved in delaying gratification for the sake of continuing one's education seems to be measuring a different variable than self concept, and to be more appropriate to be used with upper secondary and college student population.

20. 88.6% of seventh grade students, participating in this study, were over regular seventh grade age and 93.5% of ninth grade students were over regular ninth grade age.

# CHAPTER VIII

## CONCLUSION

High association between self concept of academic ability and school achievement is not expected since, in the theoretical framework of this research, self concept is hypothesized to be a necessary but not a sufficient condition for the attainment of a particular level of school achievement.

Partial correlation analysis showed that self concept of academic ability and perceived evaluations by significant others are more significant in associating with achievement than any other variables in this study.

The greater magnitude of correlation difference between self concept and perceived evaluations on one hand and between self concept and achievement on the other as well as the significance of difference in mean self concept and perceived evaluations scores for high and low achieving students lends further support to self concept as a major intervening variable between perceived evaluations by significant others and school achievement.

Our primary focus on self concept of ability as a crucial factor in limiting the level of academic achievement attempted

by the learner is therefore, warranted. The results of this study confirmed the various hypothesized relationships among self concept, perceived evaluations by others and school achievement.

The higher correlations between perceived evaluations and self concept sustain the theoretical proposition that perceived evaluations by significant others are a necessary and a sufficient condition for the elaboration of a particular self concept of academic ability, provided that they be internalized by the learner as significant others' expectations of what is appropriate and proper for him to do and what he is able to do.

Thus, our next step in research would be: (a) to investigate thoroughly potential intervening variables among perceived evaluations, self concept and school achievement, such as a revised version of the perceived cost, (b) to move to what G. E. Jensen[1] calls the fourth level in designing educational research, namely the level of dealing experimentally with the variables involved by manipulating them under certain conditions in order to prove the existence of causal relationships among them.

Although some studies are not conclusive,[2] there is enough rationale that academic achievement can be enhanced by

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[1]G. E. Jensen, Educational Sociology, 1965, pp. 99-101.

[2]M. Manis, "Social Interaction and the Self Concept," J. of Abn. and Soc. Psychology, 51:3, 362-370, Nov. 1955.

self concept enhancement, and there is also evidence that students' self concepts of ability can be modified by significant others.[3]

Significant others then, including parents, teachers,[4] counselors[5] may play an important role[6] in inducing change in students' self concepts and may thereby influence their educational aspirations and academic achievement, or many other aspects of their behavior. This conclusion has far-reaching implications for education.

If schools were alerted to the theory and findings of this study and related research, curricula[7] and programs

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[3]Brookover, 1965, op. cit., pp. 209, 212.

[4]See B. C. VanKoughnett and M. E. Smith, "Enhancing the Self Concept in School," Educational Leadership, 27:3, 253-255, Dec. 1969.

[5]See H. A. S. Zahran, "The Self-Concept in Psychological Guidance of Adolescents," British Journal of Educational Psychology, 37: 225-240, June, 1967; A. K. Korman, Self-Esteem as a Moderator of the Relationship Between Abilities and Vocational Choice," J. of Applied Psy., 51: 1, 65-57, Feb. 1967; D. M. Taylor, "Changes in Self-Concept Without Psychotherapy," J. of Consulting Psy., 19: 3, 205-209, 1955; C. W. Cole, "Self-Concept Therapy for Adolescent Females," J. of Abnormal Psy., 74: 6, 642-645, Dec. 1969.

[6]A. O. Haller et al., "Identifying Significant Others and Measuring Their Expectations for a Person," 1969, Sociological Abstracts: 27: 5, 1969, suppl. 6 p. 10. J. Woelpel, "Significant Others, The Self-Reflective Act and The Attitude Formation Process," 1969, Sociological Abstracts, 27: 5, 1969, suppl. 5, p. 120.

[7]L. Hott and M. Sonstegard, "Relating Self-Concept to Curriculum Development," 58: 348-351, April, 1965.

would be devised to enhance the abilities of all students rather than to limit learning opportunity on the basis of an assumed level of fixed ability. There would be no early classification of students on the basis of such assumptions, and thereby no teacher self-fulfilling prophecies.[8] Programs would be developed to organize the resources of the community, family and school to enhance the self-concepts of all students.[9]

Even if self concept cannot be altered significantly at a certain age,[10] the task of the educator would be to start the process of self concept enhancement as early as possible and to exercise judicious surveillance.[11]

This leads us to the intricacies of needed research concerning problems of self concept and school achievement change and, in the final analysis to social change and development.

We have little knowledge about the relative influence of significant others and about how to work with them in order to bring about desired changes in the learners' behavior.

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[8]See R. Rosenthal and L. Jacobson, Pygmalion in the Classroom & Teacher Expectation and Pupils' Intellectual Development, N. Y.: Holt, Rinehart and Winston, 1968.

[9]Brookover, 1965, op. cit., p. 211.

[10]Although there is evidence of increase self-esteem with age, see: B. H. Long, "Developmental Changes in Self Concept During Adolescence," School Review, 76: 2, June 1968, p. 228.

[11]Edsel Erickson, 1965, op. cit., p. 88.

We also lack knowledge on the characteristics of the society in which teachers and learners are immersed.[12] We need to know how the socio-cultural forces interact and thereby shape the perceptions of significant others[13] and how the children's perceptions of the expectations and evaluations held for them by significant others come about and how they may be transformed into positive self concepts.

This dearth of scientific information on how environments[14] may be conducive to optimum levels of learning constitutes the unfinished task challenging social scientists and educators for a long time to come.

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[12]C. Gross et al., School and Society, Boston: D. C. Heath, 1962, p. 9; Ralph W. Tyler, "Educational Evaluations: New Roles, New Means," NSSE 68th Yearbook, Part II, Chicago, Ill.: Univ. of Chicago Press, 1969, p. 3.

[13]D. B. Kandel and G. S. Lesser, "Parental and Peer Influences on Educational Plans of Adolescents," American Sociological Review, 34: 2, April 1969, p. 221.

[14]For Social structure of the classroom, see: G. E. Jensen, "The Sociopsychological Structure of the Instructional Groups," The Dynamics of the Instructional Group (NSSE Yearbook), 1960 pp. 83-114; J. C. Glidewell et al., Classroom sociolization and Social structure in the classroom; in L. W. Hoffman et al., Review of Child Development Research, N.Y.: Russell Sage Foundation, 1966, Vol. II, p. 244. For a future outlook see: J. F. Wohlwill, "The Emerging Discipline of Environmental Psychology," American Psychologist, 25: 4, April, 1970, p. 311.

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*This is a selected bibliography. Full bibliographical references are provided in footnotes.

# APPENDICES

# APPENDIX A

## SELF-CONCEPT OF ABILITY SCALE[1]

(English Version)

(1970)

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[1]Adapted from W. B. Brookover, 1967, loc. cit., pp. 341-343.

## SELF-CONCEPT OF ABILITY SCALE[2]

(English Version)

Circle the letter in front of the statement which best answers each question.

1. How do you rate yourself in school ability compared with your close friends?

    a. I am the best
    b. I am above average
    c. I am average
    d. I am below average
    e. I am the poorest

2. How do you rate yourself in school ability compared with those in your class at school?

    a. I am among the best
    b. I am above average
    c. I am average
    d. I am below average
    e. I am among the poorest

3. Where do you think you would rank in your class in high school, if you go on?

    a. Among the best
    b. Above average
    c. Average
    d. Below average
    e. Among the poorest

4. Do you think you have the academic ability to complete upper secondary school?

    a. Yes, definitely
    b. Yes
    c. Not sure either way
    d. No
    e. No, definitely

---

[2]This is an adaptation of the Michigan State General Self-Concept of Ability Scale (Form A) designed by W. B. Brookover and associates. See W. B. Brookover, 1967, loc. cit., pp. 337-338.

5. In order to complete your secondary education till the second part of the Baccalauréat, you still need to go on for a few years. Do you think you would complete such a study?

    a. Yes, definitely
    b. Yes
    c. Not sure either way
    d. No
    e. No, definitely

6. Do you think you have the academic ability to complete college?

    a. Yes, definitely
    b. Yes
    c. Not sure either way
    d. No
    e. No, definitely

7. Anyway, where do you think you would rank in your class in college if you go on?

    a. Among the best
    b. Above average
    c. Average
    d. Below average
    e. Among the poorest

8. In order to become a doctor, a lawyer, an engineer or a university professor, work beyond four years of college is necessary. Do you think that you would complete such advanced work?

    a. Yes, definitely
    b. Yes
    c. Not sure either way
    d. No
    e. No, definitely

9. Let's forget for a moment how others grade your work. In your own opinion how good do you think your work is?

    a. My school work is excellent
    b. My school work id good
    c. My school work is average
    d. My school work is below average
    e. My school work is much below average

10. What kind of grades do you think you are capable of getting if you do your best from now on?

    a. Very good
    b. Good
    c. Average
    d. Below average
    e. Weak

## APPENDIX B

## PERCEIVED EVALUATIONS OF STUDENT'S ACADEMIC ABILITY BY OTHERS

## SCALES[1]

(English Version)

(1970)


| Section | | Page |
|---|---|---|
| 1. | Parents . . . . . | 184 |
| 2. | Best Friend . . . . . | 185 |
| 3. | Teacher . . . . . | 186 |


[1]Adapted from W. B. Brookover, 1967, loc. cit., pp. 341-343.

Please answer the following questions as you think your **PARENTS** would answer them. If you are not living with your parents answer for the family with whom you are living.

Circle the letter in front of the statement that best answers each question.

1. How do you think your **PARENTS** would rate your school ability compared with other students your age?

   a. Among the best
   b. Above average
   c. Average
   d. Below average
   e. Among the poorest

2. Where do you think your **PARENTS** would say you would rank in your high school graduating class?

   a. Among the best
   b. Above average
   c. Average
   d. Below average
   e. Among the poorest

3. Do you think that your **PARENTS** would say you have the ability to complete upper secondary school and college?

   a. Yes, definitely
   b. Yes
   c. Not sure either way
   d. No
   e. No, definitely

4. In order to become a doctor, a lawyer, an engineer or a university professor, work beyond four years of college is necessary. How likely do you think your **PARENTS** would say it is that you would complete such advanced work?

   a. Yes, definitely
   b. Yes
   c. Not sure either way
   d. No
   e. No, definitely

5. What kind of grades do you think your **PARENTS** would say you are capable of getting in general if you do your best from now on?

   a. Very good
   b. Good
   c. Average
   d. Below average
   e. Weak

Think about your closest friend at school. Now answer the following questions as you think this FRIEND would answer them.

Circle the letter in front of the statement that best answers each question.

1. How do you think this FRIEND would rate your school ability compared with other students your age?

   a. Among the best
   b. Above average
   c. Average
   d. Below average
   e. Among the poorest

2. Where do you think this FRIEND would say you would rank in your high school graduating class?

   a. Among the best
   b. Above average
   c. Average
   d. Below average
   e. Among the poorest

3. Do you think that this FRIEND would say you have the ability to complete upper secondary school and college?

   a. Yes, definitely
   b. Yes
   c. Not sure either way
   d. No
   e. No, definitely

4. In order to become a doctor, a lawyer, an engineer or a university professor, work beyond four years of college is necessary. How likely do you think this FRIEND would say it is that you would complete such advanced work?

   a. Yes, definitely
   b. Yes
   c. Not sure either way
   d. No
   e. No, definitely

5. What kind of grades do you think this FRIEND would say you are capable of getting in general, if you do your best from now on?

   a. Very good
   b. Good
   c. Average
   d. Below average
   e. Weak

Think about your favorite teacher--the one you like best; the one you feel is most concerned about your schoolwork. Now answer the following questions as you think this TEACHER would answer them.

Circle the letter in front of the statement which best answers each question.

1. How do you think this TEACHER would rate your school ability compared with other students your age?

    a. Among the best
    b. Above average
    c. Average
    d. Below average
    e. Among the poorest

2. Where do you think this TEACHER would say you would rank in your high school graduating class?

    a. Among the best
    b. Above average
    c. Average
    d. Below average
    e. Among the poorest

3. Do you think that this TEACHER would say you have the ability to complete upper secondary school and college?

    a. Yes, definitely
    b. Yes
    c. Not sure either way
    d. No
    e. No, definitely

4. In order to become a doctor, a lawyer, an engineer or a university professor, work beyond four years of college is necessary. How likely do you think this TEACHER would say it is that you would complete advanced work?

    a. Yes, definitely
    b. Yes
    c. Not sure either way
    d. No
    e. No, definitely

5. What kinds of grades do you think this TEACHER would say you are capable of getting in general if you do your best from now on?

    a. Very good
    b. Good
    c. Average
    d. Below average
    e. Weak

## APPENDIX C

## QUESTIONNAIRES[1]

## TO IDENTIFY "SIGNIFICANT OTHERS"

## (English Version)

## (1970)


| Section | | Page |
|---|---|---|
| 1. | General Significant Others. . . . . | 188 |
| 2. | Academic Significant Others . . . . . | 189 |


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[1]Adapted from W. B. Brookover, 1967, loc. cit., pp. 347-348.

## GENERAL SIGNIFICANT OTHERS QUESTION

There are many people who are important in our lives. In the space below, list the **NAMES** of the people whose appreciation and judgment are important to you. Please indicate who each person is.

| NAMES | WHO IS THIS PERSON? |
| --- | --- |
| | |
| | |
| | |
| | |
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| | |
| | |

## ACADEMIC SIGNIFICANT OTHERS QUESTION

There are many people who are concerned about how well young people do in school. In the space below, list the NAMES of the people who are important to you in appreciating and judging your school work. Please indicate who each person is.

| NAMES | WHO IS THIS PERSON? |
| --- | --- |
| | |
| | |
| | |
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| | |

# APPENDIX D

## ANNEX QUESTIONNAIRE

(English Version)

(1970)

**ANNEX QUESTIONNAIRE** (1970) (English Version)

Circle the letter in front of the statement that best answers each question.

1. During your secondary and college education, if you have to undergo difficulties and to deprive yourself from meeting other needs you think are necessary for you, would you think that completing your education is worth such a cost or such a sacrifice?

   a. Yes, definitely
   b. Yes
   c. Not sure either way
   d. No
   e. No, definitely

2. What is the most important factor that would prevent you from completing your secondary and college education?

   a. Financial resources
   b. Difficulties of Curricula
   c. Difficulties of examinations
   d. I have to get a job
   e. Other

3. How would you rate the difficulties that would prevent you from completing your secondary and college education?

   a. Very big
   b. Big
   c. Average
   d. Minor
   e. Insignificant

4. Would you think that your daily marks (daily evaluation) would reflect a true picture of your school ability?

   a. Yes, definitely
   b. Yes
   c. Not sure either way
   d. No
   e. No, definitely

5. Would you think that your monthly examinations would reflect a true picture of your school ability?

   a. Yes, definitely
   b. Yes
   c. Not sure either way
   d. No
   e. No, definitely

6. Would you think that school examinations at the middle and at the end of the year would reflect a true picture of your school ability?

    a. Yes, definitely
    b. Yes
    c. Not sure either way
    d. No
    e. No, definitely

7. Would you think that oral examinations in certain school subjects such as science and grammer, would reflect a true picture of your school ability?

    a. Yes, definitely
    b. Yes
    c. Not sure either way
    d. No
    e. No, definitely

8. Would you think that rating your school work by rank order: First, second, third, etc. . . . on the basis of the total number of marks earned, or by "Honor Cards," would reflect a true picture of your school ability?

    a. Yes, definitely
    b. Yes
    c. Not sure either way
    d. No
    e. No, definitely

9. Would you think that the official "Certificat Examination" reflected a true picture of your school ability?

    a. Yes, definitely
    b. Yes
    c. Not sure either way
    d. No
    e. No, definitely

10. How would you rate the difficulty of the official "Brevet Examination" that you are going to sit for?

    a. Very difficult
    b. Difficult
    c. Average
    d. Easy
    e. Very easy

11. If you are going to work after getting the official complementary school diploma (The Brevet), would you think that you can then get a job?

    a. Yes, definitely
    b. Yes
    c. Not sure either way
    d. No
    e. No, definitely

12. After completing your study, if you get a job, would you expect such a job to be satisfying and appropriate for you?

    a. Yes, definitely
    b. Yes
    c. Not sure either way
    d. No
    e. No, definitely

13. How would you rate the difficulty of the foreign language (French), for you?

    a. Very difficult
    b. Difficult
    c. Average
    d. Easy
    e. Very easy

14. How would you prefer to study mathematics and science?

    a. In arabic
    b. In a foreign language (French)

15. What is the subject matter at school that you like best?

    _____

16. In what type of school would you prefer to study?

    a. An Official Complementary School
    b. An Official Secondary School (in grades parallel to the Complementary)
    c. A well-known private national school
    d. A regular private national school
    e. A private foreign school
    f. A vocational school (trade school)
    g. Other

17. Have you ever been denied admission to another school?

    a. No
    b. Yes, then: what type of school?

       a. An official complementary school
       b. An official secondary school
       c. A well-known private national school
       d. A regular private school
       e. A private foreign school
       f. A vocational school (trade school)
       g. Other

18. Would you imagine a school without examinations?

    a. Yes, definitely
    b. Yes
    c. Not sure either way
    d. No
    e. No, definitely

19. What would you think completing your secondary and college education would help you to do?

    a. Getting a job
    b. Raising my family's economic status
    c. Getting a respectable social status
    d. Raising my country's status
    e. Be a learned person
    f. Other

20. How would you rate the school you are attending?

    a. Very good
    b. Good
    c. Average
    d. Below average
    e. Much below average

21. How would you rate the economic status of your family or the family that you are living in?

    a. Very good
    b. Good
    c. Average
    d. Below average
    e. Much below average

22. Are there any other observations you would like to make about: the schools, teaching, these questions, or anything else?

## APPENDIX E

## SELECTIONS FROM: THE TRY-OUT QUESTIONNAIRES[1]

(English Version)

(1969)

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[1]The try-out questionnaires administered in 1969, included:

a. The self-concept of Ability Scale.
b. The Perceived Evaluations by Others Scales.
c. The Significant Others questions.
d. An Annex Questionnaire

The first three instruments, adapted from Brookover's studies (a,b,c), are almost the same as those found in Appendices A, B and C (see supra, pp. 179, 183, 187 respectively), but this try-out Annex Questionnaire changed a great deal (compare with preceding Appendix D, p. 190).

**ANNEX QUESTIONNAIRE** (1969) (English Version)

Put down yourself the proper answers for every question; in case there are no answers to select from:

1. Should you complete your secondary education?

   a. Yes, definitely
   b. Yes, probably
   c. Not sure either way
   d. Probably not
   e. No

2. Why should you complete your secondary education? Or should you not?

   I should complete it on the following grounds:

   _____
   _____
   _____
   _____

   I should not complete it on the following grounds:

   _____
   _____
   _____
   _____

3. Should you complete your college education?

   a. Yes, definitely
   b. Yes, probably
   c. Not sure either way
   d. Probably not
   e. No

4. Why should you complete your college education or should you not?

   I should complete it on the following grounds:

   _____
   _____
   _____
   _____

I should not complete it on the following grounds:

_____

_____

_____

_____

5. What do you think would prevent you from completing your secondary education?

_____

_____

_____

_____

6. What do you think would prevent you from completing your college education?

_____

_____

_____

_____

7. Whom do you hold responsible for preventing you from completing your secondary and college education?

_____

_____

_____

_____

8. How would you rate the difficulties that would prevent you from completing your secondary education?

a. Very big (major)
b. Big
c. Average
d. Minor
e. Insignificant

9. How would you rate the difficulties that would prevent you from completing your college education?

a. Very big
b. Big
c. Average
d. Minor
e. Insignificant

10. Would you think that completing your secondary education is worth such a cost or such a sacrifice?

    a. Yes, definitely
    b. Yes, probably
    c. Not sure either way
    d. Probably not
    e. No

11. Would you think that completing your college education is worth such a cost or such a sacrifice?

    a. Yes, definitely
    b. Yes, probably
    c. Not sure either way
    d. Probably not
    e. No

12. What do you think completing your secondary education would help you to accomplish?

    _____
    _____
    _____
    _____

13. What do you think completing your college education would help you to accomplish?

    _____
    _____
    _____
    _____

14. How would you rate the school you are attending compared with similar private schools?

    a. Very good
    b. Good
    c. Average
    d. Below average
    e. Much below average

15. How would you rate the economic status of your family or the family you are living in?

    a. Very good
    b. Good
    c. Average
    d. Below average
    e. Much below average

# APPENDIX F

## SOCIO-ECONOMIC STATUS CATEGORIES

## CATEGORIES FOR SOCIO-ECONOMIC STATUS INDEX

The occupational level of the parents was coded as follows: (Note: A hierarchical ordering was assumed only for codes 9-3):

| Father's Occupational Level: | Categories |
|---|---|
| Other, unclassified | 1 |
| Deceased, retired unemployed | 2 |
| Unskilled labor | 3 |
| Semi-skilled labor | 4 |
| Skilled labor | 5 |
| Semi-professional, clerical, sales | 6 |
| Small business (shopkeeper) | 7 |
| Professional | 8 |
| Big Business | 9 |

| Father's Educational Level: | Categories |
|---|---|
| No schooling | 1 |
| Elementary school education | 2 |
| Complementary school education | 3 |
| Complementary school diploma | 4 |
| Upper secondary education | 5 |
| Baccalauréat First Part | 6 |
| Baccalauréat Second Part | 7 |
| College education | 8 |
| College degree or diploma | 9 |

# APPENDIX G

## GENERAL AVERAGE AND AGE CATEGORIES



## GENERAL AVERAGE AND AGE CATEGORIES

The General Average of each student was coded as follows:

| General Average 1969-1970 | Categories |
|---|---|
| An average mark[1] of 7 or below | .1 |
| An average mark of 8 or below. | .2 |
| An average mark of 9 or below. | .3 |
| An average mark of 10 or below | .4 |
| An average mark of 11 or below | .5 |
| An average mark of 12 or below | .6 |
| An average mark of 13 or below | .7 |
| An average mark of 14 or below | .8 |
| An average mark of 15 or below | .9 |

Age of Each Student was coded in terms of years of birth, according to the following categories:

| Age of Each Student: | Categories |
|---|---|
| Born in 1958 or above. | .1 |
| Born in 1957 | .2 |
| Born in 1956 | .3 |
| Born in 1955 | .4 |
| Born in 1954 | .5 |
| Born in 1953 | .6 |
| Born in 1952 | .7 |
| Born in 1951 | .8 |
| Born in 1950 or before | .9 |

[1]All these marks are over twenty--7/20, 8/20, etc.

# APPENDIX H

## ABBREVIATIONS

## ABBREVIATIONS

SCA = Self-Concept of Academic Ability

SCAS = Self-Concept of Academic Ability Scale

SWC = Self with Class = SCAS Item 2, Comparing one's self with classmates in school ability (see Appendix A, Item 2, page 180).

GA = General Yearly Grade Average (of marks over twenty).

PE = Perceived Evaluations by Others

PEC or PPFTE = Perceived Evaluations by Others: Parents, Friends and Teachers Combined

PECS or PPFTES = Perceived Evaluations by Others Combined Scales

PPE = Perceived Parents Evaluations

PPES = Perceived Friends Evaluations Scale

PFE = Perceived Friends Evaluations

PFES = Perceived Friends Evaluation Scale

PTE = Perceived Teachers Evaluations

PTES = Perceived Teachers Evaluations Scale

SCASPECS = Self Concept Scale + Perceived Evaluations Combined Scale

FOL = Father's Occupational Level

FEL = Father's Educational Level

PC = Perceived Cost (see Appendix D, Item 1, p. 191).

EXC = Five Internal Examinations Items Combined (see Appendix D, Items 4, 5, 6, 7 and 8, pp. 191-192).

FL = Foreign Language

FLA = Foreign Language Grade Average for 1970

PFLD = Perceived Foreign Language Difficulty

# APPENDIX I

## CORRELATION MATRIX FOR MAJOR VARIABLES
(7th and 9th Grade Males, N=574)

## APPENDIX I

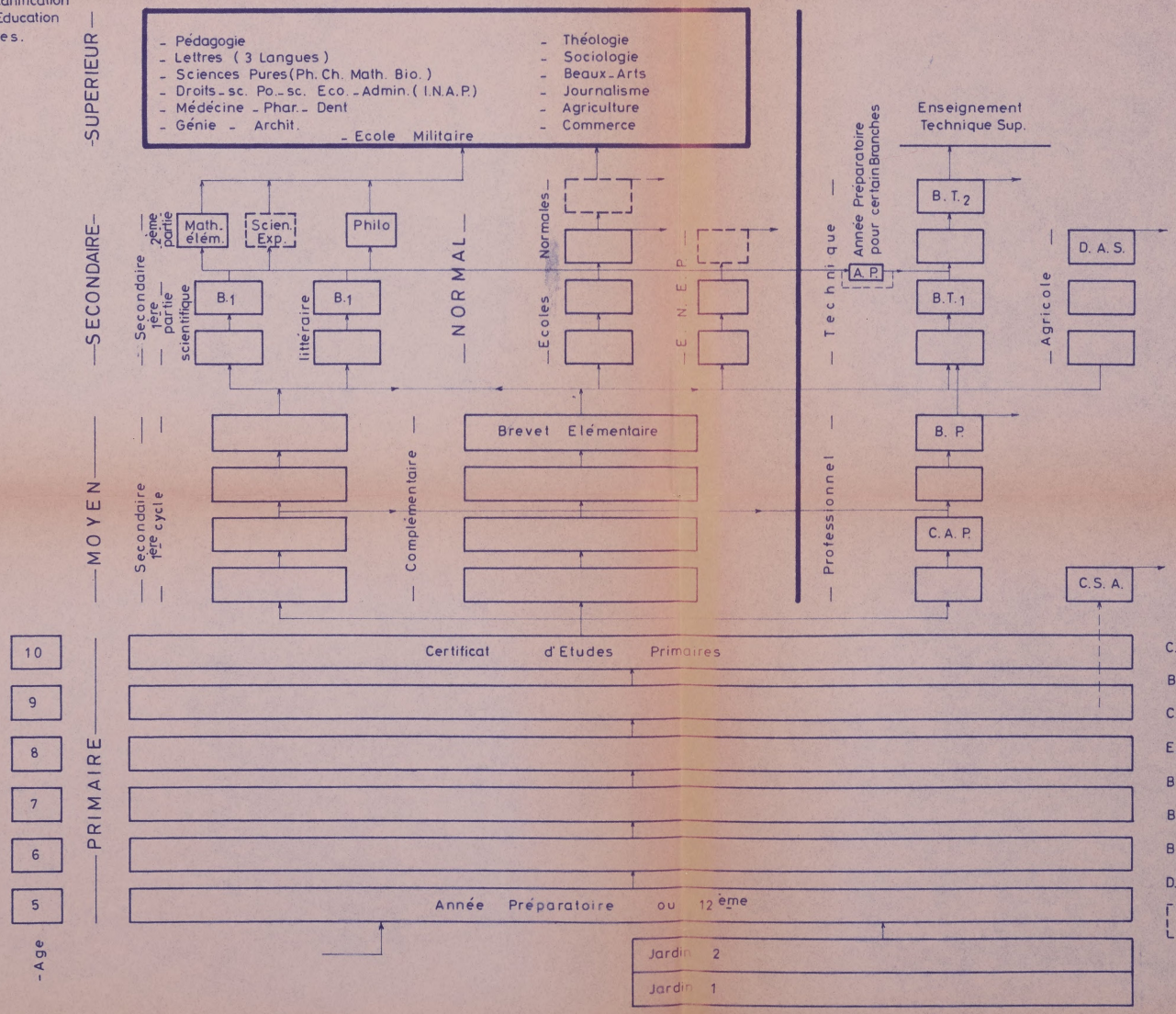
### CORRELATION MATRIX FOR MAJOR VARIABLES
### (7th and 9th Grade Males, N=574)

| | 1 SWC | 2 SCA | 3 PEC | 4 GA | 5 PC | 6 FOL | 7 FEL | 8 EXC | 9 PPES | 10 PFES | 11 PTES | 12 SCASPECS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | 61 | 49 | 51 | 18 | 14 | 02 | 26 | 39 | 44 | 50 | 57 |
| 2 | | | 82 | 38 | 37 | 14 | 12 | 37 | 77 | 70 | 73 | 93 |
| 3 | | | | 38 | 39 | 13 | 03 | 39 | 88 | 91 | 90 | 97 |
| 4 | | | | | 18 | 22 | 01 | 19 | 32 | 29 | 39 | 40 |
| 5 | | | | | | 06 | 05 | 28 | 36 | 34 | 35 | 41 |
| 6 | | | | | | | 25 | -00 | 12 | 12 | 15 | 15 |
| 7 | | | | | | | | 02 | 02 | -00 | 05 | 07 |
| 8 | | | | | | | | | 36 | 34 | 35 | 40 |
| 9 | | | | | | | | | | 68 | 66 | 87 |
| 10 | | | | | | | | | | | 74 | 86 |
| 11 | | | | | | | | | | | | 87 |
| 12 | | | | | | | | | | | | |

Org. I

Centre Régional de Planification et Administration de l'Education pour les Pays Arabes.

# ORGANIGRAMME DU SYSTEME D'EDUCATION AU LIBAN (Année scolaire 1968-69)




C.A.P. Certificat d'Aptitude Professionnel.

B.P. Brevet Professionnel.

C.S.A. Certificat de Stage Agricole.

E.N.E.P. Enseignement Normal d'Education Physique.

$B_1$ Bac. 1ère partie.

$B.T._1$ Bac. Technique 1ère partie.

$B.T._2$ Bac. Technique 2ème partie.

D.A.S. Diplôme Agricole Secondaire.

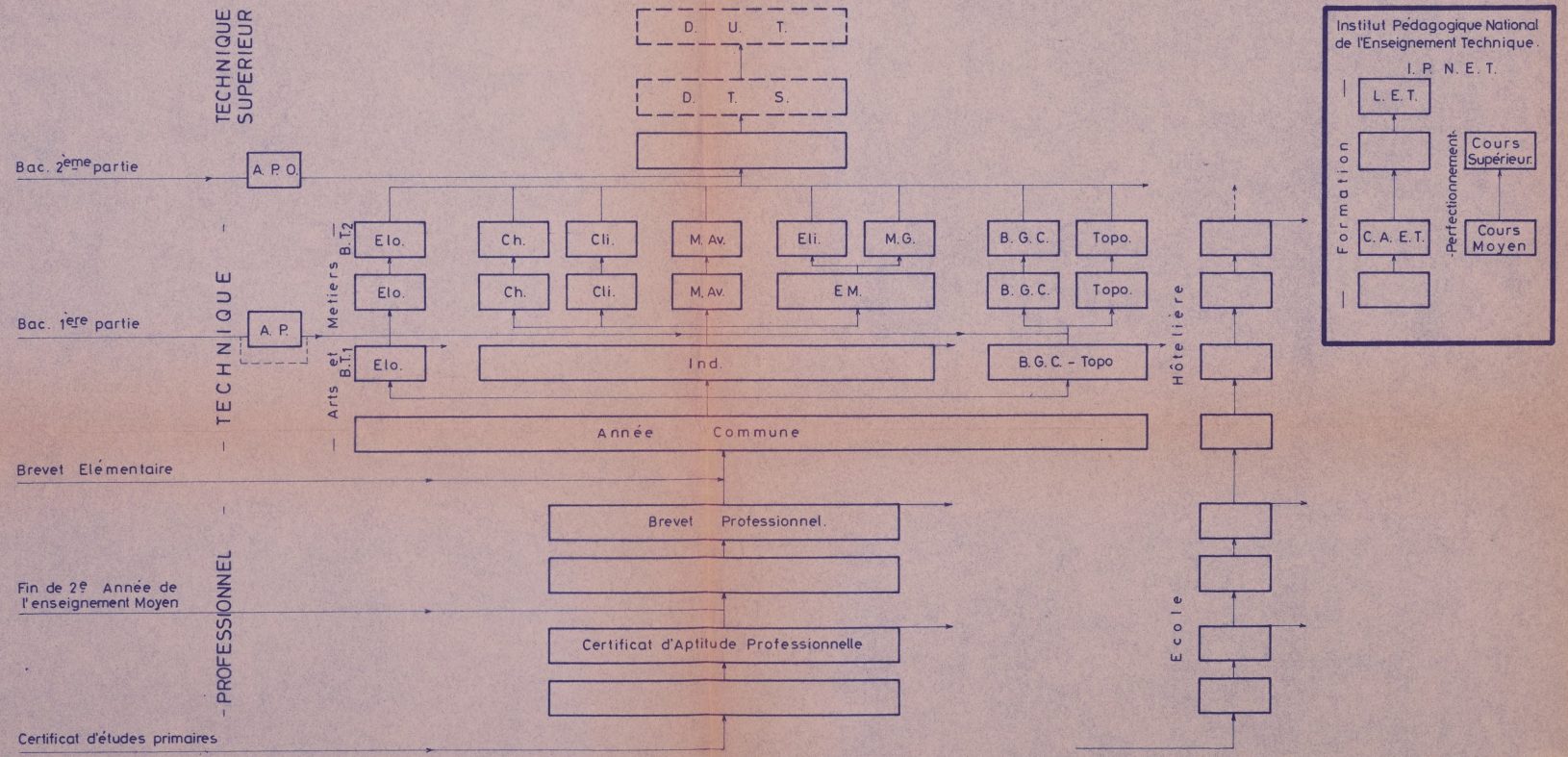
Prévue par les derniers textes.

Cours National Libanais 15 Mai - 15 Août 1969

Org. II

Centre Régional de Planification et Administration de l'Education pour les Pays Arabes

# ORGANIGRAMME DE L'ENSEIGNEMENT TECHNIQUE ET PROFESSIONNEL AU LIBAN (Année scol. 1968-69)




| | |
|---|---|
| A.P.O. | Année Préparatoire Obligatoire. |
| A. P. | Année Préparatoire. |
| D.T.S. | Diplôme de Technicien Supérieur. |
| D.U.T. | Diplôme Universitaire Technique. |
| C.A.E.T. | Certificat d'Aptitude pour l'Enseignement Technique. |
| L.E.T. | Licence d'Enseignement Technique. |

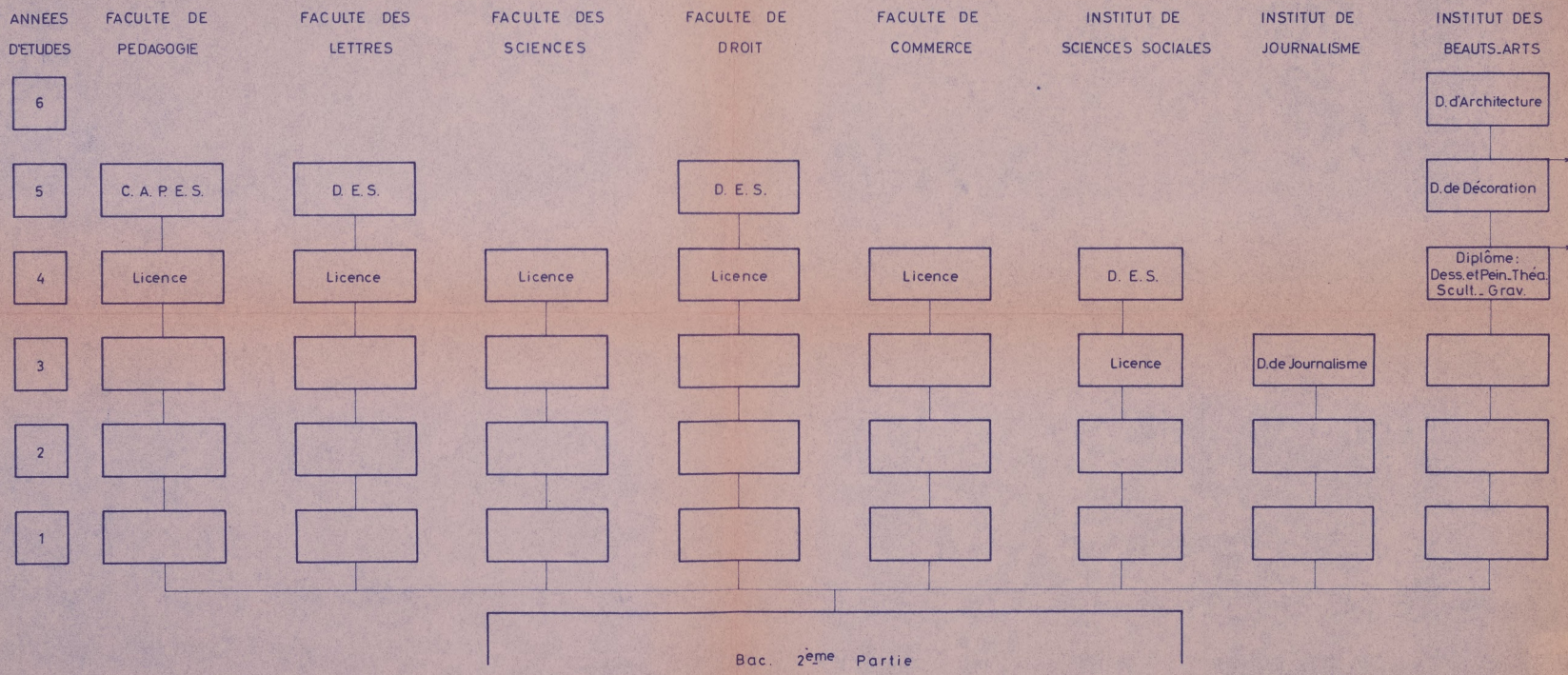
| | |
|---|---|
| B.G.C. | Bâtiment Génie Civil. |
| Ch. | Chimie Industrielle. |
| Cli. | Climatisation. |
| Eli. | Electricité. |
| Elo. | Electronique. |
| E.M. | Electromécanique. |

| | |
|---|---|
| Ind. | Industrie. |
| M.Av. | Mécanique d'Aviation. |
| M.G. | Mécanique Générale. |
| Topo. | Topographie. |

Org. III

Centre Régional de Planification et Administration de l'Education pour les Pays Arabes

# UNIVERSITE LIBANAISE




C.A.P.E.S. Certificat d'Aptitude pour l'Enseignement Secon.

D.E.S. Diplôme d'Etudes Sup.

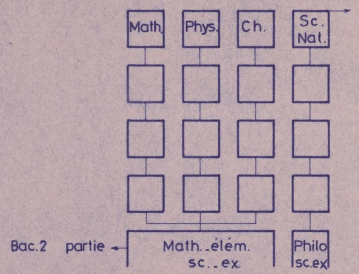
Org. IV

Centre Régional de Planification et Administration de l'Education pour les Pays Arabes

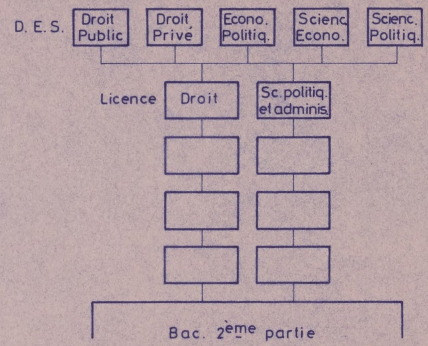
# UNIVERSITE LIBANAISE

(DETAILS)

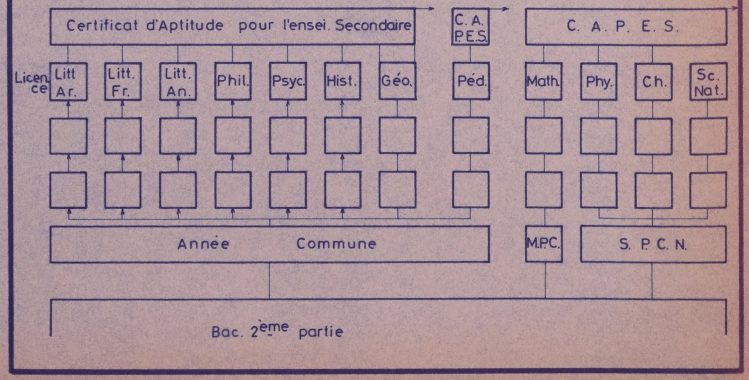
## FACULTE DES SCIENCES



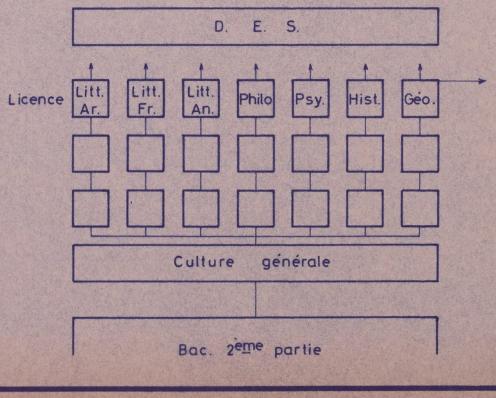

## FACULTE DE DROIT ET DES SCIENCES POLITIQUES ET ADMINISTRATIVES




## FACULTE DE PEDAGOGIE



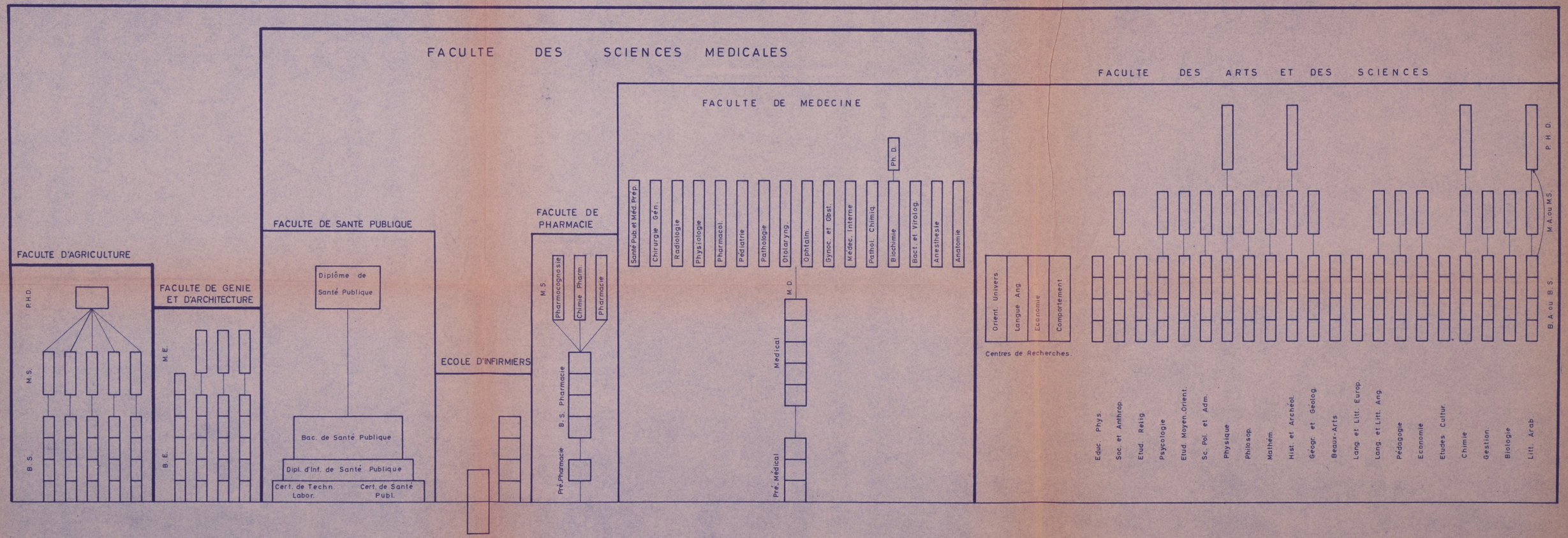

## FACULTE DES LETTRES ET DES SCIENCES HUMAINES



Org. VI

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# UNIVERSITE AMERICAINE DE BEYROUTH

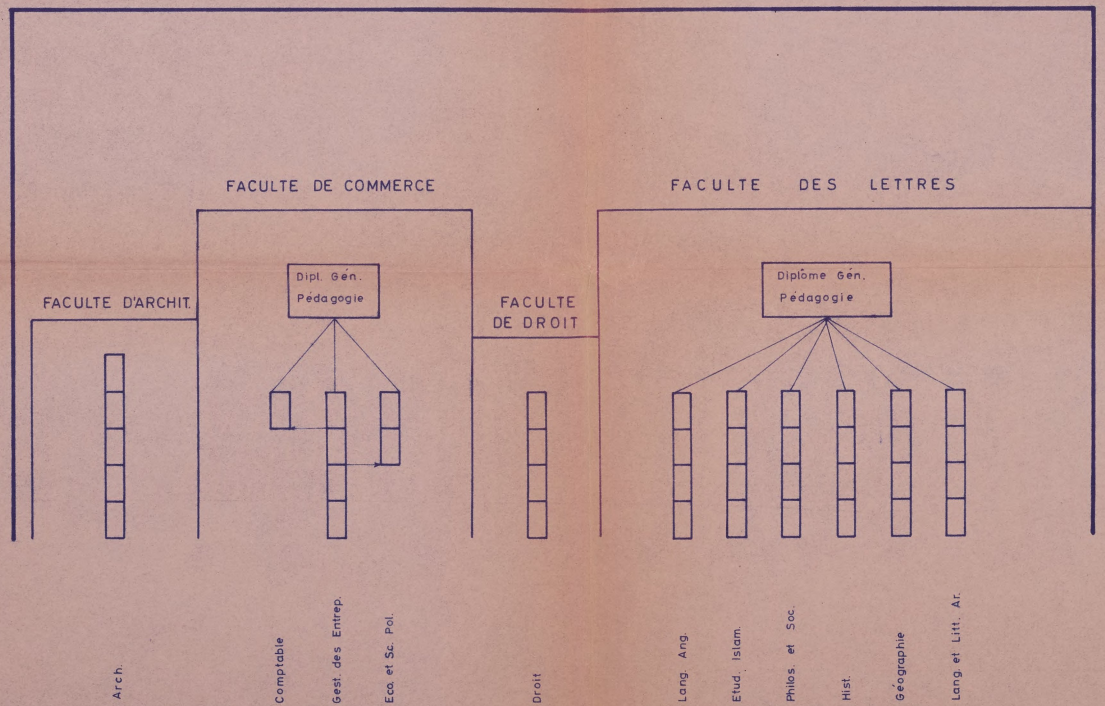



Cours National Libanais 15 Mai - 15 Août 1969

Org. VII

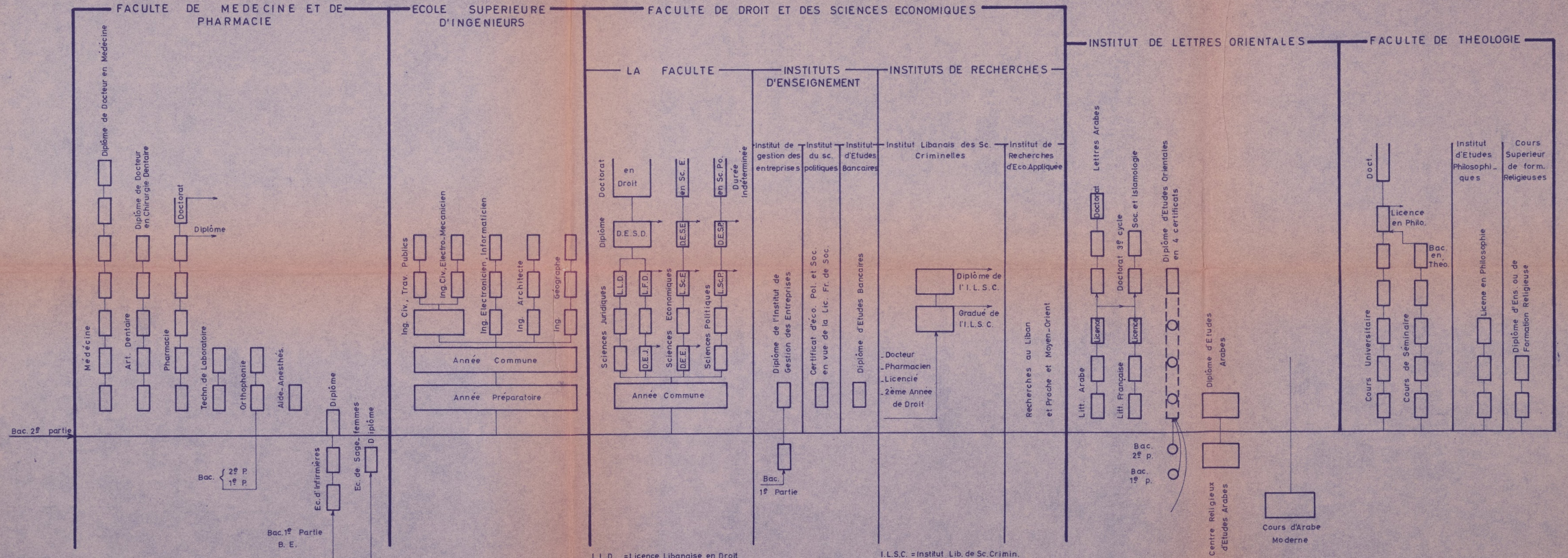
Centre Régional de Planification et Administration
de l'Education pour les Pays Arabes

# UNIVERSITE ARABE DE BEYROUTH



Org. V
Centre Régional de Planification et Administration de l'Education pour les Pays Arabes

# UNIVERSITE SAINT - JOSEPH
## Beyrouth




Bac. Baccalauréat

B.E. Brevet Elémentaire

L.L.D. = Licence Libanaise en Droit
L.Sc.P. = Licence en Sc. Politiq.
L.F.D. = Licence Fse en Droit

D.E.S.D = Diplôme d'Etud. Sup. en Droit
D.E.J. = " " " Juridique
D.E.S.E. = " " " en Sc. Econ.
D.E.E. = " " " en Econom.
D.E.S.P. = " " " en Sc. Pol.

I.L.S.C. = Institut Lib. de Sc. Crimin.

Cours National Libanais 15 Mai - 15 Août 1969

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