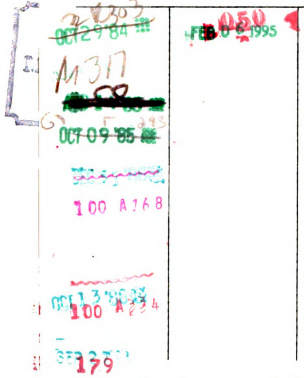

THE IMPACT OF THE SCHOOL AS A SOCIAL SYSTEM, AND OF FAMILY BACKGROUND, ON STUDENT ACHIEVEMENT IN SELECTED SCHOOLS IN THE WESTERN PART OF SAUDI ARABIA

by

Abdullah Ayed Al-Thubaiti

A DISSERTATION

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

DOCTOR OF PHILOSOPHY

Department of Sociology

1983

ABSTRACT

THE IMPACT OF THE SCHOOL AS A SOCIAL SYSTEM, AND OF FAMILY BACKGROUND, ON STUDENT ACHIEVEMENT IN SELECTED SCHOOLS IN THE WESTERN PART OF SAUDI ARABIA

By

Abdullah Ayed Al-Thubaiti

This study examined the extent to which family background, school social structure, and school social climate each account for variance in students' academic achievement and self-concept between schools in the cities of Jeddah, Makkah, and Taif in Saudi Arabia. Thirty intermediate schools were selected randomly from among the 66 urban schools for males in those cities. Participants in the study were 1,914 students, 394 teachers, and 30 principals.

An exploratory pilot study was conducted in the summer of 1981 to provide an appropriate basis for adapting three instruments developed originally by Brookover et al. (1973, 1975, 1977, 1979), in the form of questionnaires for students, teachers, and principals. Thus, the data was gathered via "self-administered questionnaires."

Factor analysis was utilized to explore the data and obtain data reduction. This technique was applied to

school social structure items and to students', teachers', and principals' academic climate items. Twenty-two factors emerged.

Using one-way analysis of variance, significant differences were found between the means of school academic achievement and of self-concept. Simple correlations calculated between the independent indicators and the dependent variables showed most of the independent variables, particularly family background and school climate indicators, to be significantly correlated with academic achievement and self-concept.

The seven null hypotheses were rejected in favor of the alternative hypotheses at $\alpha = 0.01$. Thus, the associations of socioeconomic status in students' family backgrounds, school social structure, and school social climate with mean school achievement and mean self-concept of academic ability were found to be positive and significant.

Multiple regression and stepwise techniques showed that, overall, school social system and family background accounted for 74.3 percent of the variance in academic achievement and 78.3 percent in self-concept. School climate alone explained 74 percent of the variance in achievement and 72.8 percent in self-concept; school

structure alone explained 30.7 percent of the variance in achievement and 32.1 percent in self-concept; and family socioeconomic background alone explained 33.7 percent of the variance in achievement and 33.8 percent in self-concept.

To my parents,
my wife Khadijah,
and my lovely daughters,
Kholod, Samah, and Waffa.

ACKNOWLEDGMENTS

The author would like to express his sincere appreciation and gratitude to his major advisor and guidance committee chairperson, Dr. Wilber Brookover, for his time, comments, suggestions, and continuous support and encouragement to the author. This research could not have been successfully completed without his enlightening direction and professional guidance.

The author would also like to express his thanks and appreciation to the other members of the guidance committee--Dr. Philip Marcus, Dr. Don Olmsted, and Dr. John Useem--for their suggestions and beneficial comments, which helped the author to successfully complete this research.

Further, the author wishes to express his thanks and appreciation to everyone who contributed helpful efforts toward the accomplishment of this research. Particularly appreciated are the Director of the Directorate of Education for the western province of Saudi Arabia, Dr. Abdullah Al-Zaid, who gave the researcher full support and access to the schools under his administration, making this research possible. The author wishes to extend his appreciation to every school principal, teacher, and

student who contributed time to participate by responding to the questionnaires.

Finally, the author wishes to express his thanks to his parents, his wife and his children for their patience and support.

TABLE OF CONTENTS

Chapter

LIST OF TABLES

Table

Table

FIGURE

CHAPTER I
INTRODUCTION

The role of school in society is one subject in the field of sociology of education that has been researched considerably in terms of understanding and conceptualizing the relationship between formal education in schools and the entire society. For Durkheim, school is "only like an image and reflection of society" (Durkheim 1956). Thus, Durkheim saw education as a social creation, as the means by which a society assures its continuity by socializing the young in its image. This implies that formal education in schools is a reflection of the larger society, and tends to perpetuate existing structures of behavior and norms. To understand the education system of any society, one should understand first the society itself, including its values, institutional interrelations, and the techniques by which children are socialized.

In this regard, the functional paradigm viewed schooling "as an essentially rational device for sorting and selecting talented individuals in an increasingly complex and expert society transmitting consensual values to the young" (Hurn 1978, p. vii). The contrary conflict paradigm viewed the relationship between school and society as closely linked, but what has been going on is stressing the

links between schools and the demands of elites rather than the needs of the whole society (Hurn 1978). Boocock stated that "Marxian theory is the basis of a body of empirical research on schooling that posits the educational system as shaped and manipulated by elites who use the schools to justify their own privileges and to maintain the status quo" (Boocock 1980, p. 310).

Sociological studies of educational systems and processes have been rooted in the conception of education as a means of maintaining cultural continuity and improving productivity. In general, "the major functions of education were perceived as (a) accumulation and transmission of knowledge; (b) development of personality, mainly in the sense of capacity for adjustment to future roles and status; (c) promotion of identification and solidarity with the value system of the society and its transmission from generation to generation" (Aran et al. 1972, p. 30).

As the result of the above conceptions of education's function in society, the research of the 1950s and mid-1960s in the sociology of education was dominated by the structural-functional paradigm. An example of this is Parson's analysis of the elementary and secondary school class as a social system which performs the process of educational output by labeling, selecting, and allocating the students to fit their adult roles in the entire

society. A school class would function as "an agency through which individual personalities are trained to be motivationally and technically adequate to the performance of adult roles" (Parsons 1959, p. 297).

Clearly, sociological research of this period was focused on the role of the school as a social agent for socialization and allocation without paying much attention to the social and psychological characteristics within the class or school as a whole. In contrast, psychological research was focused on individual students within a very limited number of classes in one or two particular schools, in order to investigate the importance of various factors of individuals which may or may not influence the school output.

From the mid-1960s through the late 1970s, researchers in the sociology of education viewed the school as a social system. Lezotte et al. (1980) stated that

> a social system is a collection of people who interact with each other to achieve a common goal. Likewise, the school is a collectivity of adult and child members who interact in relatively enduring patterns to meet certain goals (p. 27).

This social system includes attitudes, perceptions, beliefs, motivations, expectations, and evaluations of members of the social system. For Katz and Kahn (1978), roles, norms, and values are the basic social-psychological aspects that characterize a social system, including the

school as a social system.

The literature of this period reveals two different foci of research. The first body of research was led by the report of Coleman et al. (1966), which concluded that schools have less impact on students' performance than family background. Thus, the focus of this body of research indicates what students bring with them into the school determines their level of achievement. The second body of research emerged as a reaction to the findings of Coleman and others. Contrary to those researchers' emphasis, this second group of studies focuses on more qualitative factors in the school, such as administrative role and style, classroom information patterns, peer influence, quality of instruction, teacher experience, school social-psychological climate, etc., rather than focusing only on such quantifiable school factors as class size, per-pupil expenditure, teacher experience and training, and family background socioeconomic status. This group believes qualitative factors make substantial impact on achievement. Both groups look at achievement and do not question its importance in the role of the school.

The debate between the two groups of researchers has led to studies on what contributes more influence to school output--family background or school as a social system. This debate has not been limited to the United States: Studies have been carried out on whether family background has more or less effect on school outcome in less-developed

countries. Further discussion of this topic will be presented in Chapter II.

Statement of the Problem

It is well known that student achievement, or school output, is influenced by a number of factors which cause variance in achievement among students and among schools. These factors include family background, students' characteristics, school social structure, and school climate. Past studies have produced different findings concerning the extent to which family background, student characteristics, and school characteristics account for variance in achievement among schools and among students within a given school. Examples include the studies of Coleman et al. (1966), Hauser (1971), Jencks et al. (1972), Hauser et al. (1976), Brookover and Schneider (1975), Brookover and Lezotte (1977), Lezotte and Passalacqua (1978), and Edmonds (1979).

As mentioned earlier in this chapter, the literature reviews in these studies show that there are two contradicting views concerning whether or not the school itself makes a difference in student achievement. Coleman, Jencks, and others argue that the school makes less difference in student achievement, implying that internal factors within the school makes less difference. Therefore, external factors outside of the school must account for much of the variance in achievement. On the contrary, Brookover et al. (1975, 1977, 1979), Bloom (1976), McDill et al. (1967, 1969,

1973), Hauser (1971), and others argues that schools do make a difference (implying that internal factors in the school system affect variance in achievement when factors outside of the school are equal).

The author's awareness of the two contradicting schools of thought concerning how much family background accounts for variation in school achievement in the United States led him to test the question in a different culture. In order to learn whether family background (as opposed to school social structure and climate) explains more or less of the variation in academic achievement among schools in a different society, 30 schools were selected randomly from cities in the western part of Saudi Arabia, namely, the cities of Taif, Makkah, and Jeddah.

School outcome has been examined in terms of students' academic success in school; the number of years they spend in school; their status attainment in later life; and their pursuit of higher levels of occupation. It is not easy to design a comparable study of school outcome in Saudi Arabia in terms of length of years in school, status attainment later in life, or attaining of higher occupational levels, but it seems feasible to undertake a comparable study of school outcome in terms of students' academic achievement. This is how the present study is designed, in terms of measuring school outcome.

In the last few decades, some investigators have worked at the individual level, focusing on the differences

between individuals within the school. (Examples include Sewell et al. 1969; Jencks 1972; Hauser 1971; Hauser et al. 1976; and Alexander & Eckland 1975.) Meanwhile, other investigators have been interested in the whole school as a social structure affecting academic achievement differences among schools. (E.g., Brookover & Schneider 1975; Brookover et al. 1977, 1979; and McDill, Rigsby & Meyers 1969).

The question of "school effect"--whether or not the school can make a difference--is historically related to the conceptualization of the basic theories of learning: how they understand and define the process of learning. Therefore, it seems relevant to discuss, in brief, the basic assumptions of the theories of learning and their consequences for the school social system. We shall focus on the social-interaction and mastery-learning theories, which have been developed in the last two decades.

Basic Assumptions of Learning Theories

Most people in general, and teachers and principals in particular, widely share the assumption that there are vast differences among people in regard to academic ability. The belief is that individuals' academic abilities are distributed on a normal curve. People thus expect differences in academic outcome among students.

One of the basic theories of human learning which

has contributed to inequality of academic outcomes has been biological determinism. Simply stated, this view holds that an individual is born with a fixed, measurable level of intelligence, and that there is wide variation in intelligence levels between individuals. Brookover and Erickson (1969) argued that "the prevailing conceptions of intelligence in our society are: (1) that the ability to learn is relatively fixed or unchangeable, and (2) that it is predetermined by heredity" (p. 3). These beliefs include two assumptions: (1) that each individual has a limited ability to learn and this ability is unaffected by external social forces; and (2) that the fixed ability of individuals can be measured with reasonable accuracy by intelligence tests.

There are some who believe that most people are initially and essentially equal in innate learning capacities, but that individuals acquire different levels of skill and motivation for learning. Nonetheless, many people still hold that there are vast differences in human ability to learn and that educators can identify these unchangeable differences in abilities. For Brookover and others, this principle has been, and continues to be, the basis for much educational policy in spite of the lack of substantive supportive research.

"Society and science have brought us to the stage where the concept of fixed intelligence is no longer functional" (Brookover & Erickson 1969, p. 13). Many

psychologists concerned with research on learning avoid the question of fixed intelligence altogether, and instead concentrate their efforts on the problems of learning which can be managed in the laboratory and in other controlled situations. Faris concludes that educators are "no longer bound by the concept of fixed abilities, and that society essentially creates its own levels of human ability" (Brookover & Erickson 1969, p. 14)

Consequences of These Theories for School Systems and Educational Practices

The characteristics of learning theories discussed above have the following consequences for educational policies in the schools:

(1) an emphasis on individual differences in the kinds and amount of learning achieved in school, based on the belief that social equality is fitting and desirable;

(2) the presumption of innate ability of students as a basis for expectations;

(3) differences in presumed innate ability as measured by intelligence tests;

(4) grouping by ability within a course or curriculum using intelligence scores as a measure of ability and differential role expectation;

(5) the belief that each student in the school is unique and should not be taught a fixed set of academic and

vocational skills without allowing for individual differences;

(6) compensatory education provided in the belief that failure to succeed in school results from the limitations of the individual student or of the methods of teaching;

(7) differentiated curricula, which function to differentiate the children of the upper social strata from the children of the lower social strata;

(8) penalizing children of the lower socio-economic strata within school systems because they do not possess the symbols, attitudes, and behavior characteristics valued by the dominant social-class segment of the society; and

(9) an allocation function: a screening system which keeps upward mobility to a minimum.

(These consequences have been discussed in detail in the following studies: Persell 1977; Leacock 1969; Massey et al. 1975; Rosenbaum 1976; and Bowles & Gintis 1976.)

Social-Interaction Theories

As a reaction to the consequences of learning theories for educational practices, on the one hand, and to those who argue that schools make little if any

difference, on the other hand, contrary views have been developed, insisting that schools can make much difference (e.g., McDill, Rigsby, & Meyes 1967; Hauser 1971; and Brookover et al. 1975, 1977, and 1979). To Brookover and Erickson (1969), the theory of human learning most appropriate for maximizing the achievement of all students is the social-interaction theory. This theory emphasizes the social environment (rather than an individual's genetic makeup) as the causal factor determining an individual's learning ability. Brookover and Erickson set forth five principles of the social-interaction theory as conditions that produce its results:

(1) There is no functional limit on what an individual can learn.

(2) "Social norms and expectations of others define the appropriate behavior for persons in various social situations."

(3) "Each person learns the definitions of appropriate behavior through interaction with others who are important or significant."

(4) "The individual learns to behave in the ways that he or she perceives are most appropriate for him or her."

(5) "The individual acquires conceptions of his or her ability to learn various types of behavior through interaction with others whose evaluations are important to that individual."

(Brookover & Erickson 1969, pp. 15-16.)

Mastery Learning Theory

The mastery learning theory is based on the assumption that schools would produce different results if the schools were interested in equalizing outcomes instead of processing students. According to this view, schools can develop rather than select skills. Indeed, Bloom (1978) has found through repeated experiments that "most students become very similar with regard to learning ability, rate of learning and motivation for further learning when provided with favorable learning conditions" (p. 566). Bloom believes that most students can learn what the schools have to teach if the problem is approached sensitively and systematically. Bloom's concept of mastery learning stresses mastery of each unit of instruction by all; mobilization of the entire school unit; developing in all involved (teachers, administrators, and students) the expectation that every student can and will learn; and providing appropriate reinforcements, instruction, and evaluation. Although Bloom believes that the history of the learner is important, he expresses confidence that modification of the learner, as well as of the school, is possible.

Brookover, Rosenbaum and Persell could also be

expected to state that Coleman's and Jencks's studies might have produced different results regarding the impact of the school on educational achievement if they had not only estimated the average effect of variables like school composition but also described the social mechanisms by which these variables exercise their influence. There may be intervening variables, and previous research may not have identified all the characteristics of the school that create inequality.

Research which has concentrated on school climate rather than on school inputs has resulted in different findings. Brookover et al. (1975, 1977) found--after they controlled for family background--that there are differences between students in terms of achievement. Persell and others also believe that studies like that of Coleman and Jencks overlook the possibility of internal variations in the availability of resources (who gets the good teachers, which schools and which classes get the most funding, etc.).

The work of McDill and associates (1967, 1973); Brookover and associates (1975, 1977, 1979); Bloom (1976); and Rutter and associates (1979) led to the same conclusion: that school characteristics contributed the most to the variance in achievement among students and among schools, compared to the contribution of family background to the variance in academic achievement.

This research tests the relationship between students' achievement in selected Saudi Arabian schools and the following variables: school social climate, school social structure, and family-background characteristics. The most important objective of the study is to test to what extent differences in family background, school social structure, and school social climate explain differences in school-wide achievement levels in Saudi Arabia. Such variation is present even though the Ministry of Education provides for each school the following: (1) The same type of curriculum and subject matter--in other words, each student in each school has the same textbooks and studies the same materials. (2) Similar facilities in each school. (3) Timetable and course schedule--each subject is taught during the same set time at all schools. (4) Expenditures--all teachers and principles are government employees, with similar salaries at each level of education, based on teachers' certification.

Considering the systemic differences between Michigan schools and those in the western part of Saudi Arabia, some of Brookover's variables will be modified to make them relevant to the Saudi Arabian school context. Not all of Brookover's three main independent variables and three dependent variables

were adaptable for use in the present study. Also, since this study is adapted to the Saudi Arabian environment, some school social system aspects of that nation are important. (These will be discussed in Chapter II.)

Brookover's independent variables include: (1) school social inputs; (2) school social structure; and (3) school social climate. The dependent variables are: (1) academic achievement; (2) self-concept of academic ability; and (3) self-reliance. The first three independent variables will be adapted; the dependent variables, except "self-reliance," will also be adapted. The scale used to measure this variable is not well developed.

In Brookover's study, each independent variable is associated with several indicators to measure the main variables. Not all of these indicators can be used to measure these variables in Saudi Arabia, though, because some of these indicators do not exist in that country's system of education. Examples of such indicators that cannot be used in Saudi Arabia are percentage of white or black students in the school, and mean differences between teachers' preference for white or black schools.

Objectives of this Study

The main objective of this study is not to find the cause-effect relationship between related variables; rather, it is to identify the types of relationships between independent and dependent variables in a different cultural setting. Accordingly, in adapting Brookover and his associates' study, "School Can Make a Difference," to be carried out within the centralized school system of Saudi Arabia, the following objectives will be considered:

1. To examine the possible generalization of the findings of Brookover et al. to a different cultural setting
2. To test the amount of variance in academic achievement in Saudi Arabian schools
3. To determine to what extent differences in family background account for the variation in students' achievement levels between the schools
4. To examine to what extent differences in school social structure as well as social climate explain differences in students' achievement between the schools
5. To determine to what extent the combination of school social structure and social climate variables accounts for variances in students' achievement

Contributions of the Study

This study is a very important step in the development of further understanding of the relationship between academic achievement and other variables in a different cultural setting, particularly in a less-developed country. This knowledge will be useful in efforts to develop manpower for the increasingly complex world of the developing societies. Furthermore, it is important to understand whether differences in culture affect the importance of differences in family background in accounting for variation in achievement independent of the school social system, and vice versa. Finally, it is very important to the field of sociology of education to add more empirical studies to test the concept of whether schools can make a difference in students' achievement in different cultural settings and thus to provide confidence in generalizing the findings for different societies.

Theoretical Approach of This Study

The original theoretical approach developed by Brookover and his associates at Michigan State

University between the 1960s and the present will be carried out as much as possible. The main theory used to explain the social-psychological behavior of students, teachers, principals, and others in the schools is derived from symbolic interactionism.

Symbolic Interactionism Approach

This school of thought views human nature not as something that exists innately in individuals, but as something that is developed and experienced in face-to-face interaction among groups existing in every society. Humans are participants in activities which are characteristics of social systems. Humans, as symbol-using creatures, respond to the world as they conceive and believe it to be, and act in terms of emergent definitions and meanings (Warriner 1970). The ways in which members interact with their groups and their beliefs in social unity are important for an understanding of the kinds of processes they seek to create. In effect, the social realist "sees the individual as inhabiting a world of events and objects which, though they may have certain basic physical properties, are fundamentally social in nature" (Gamson 1974, p. 219).

Blumer (1969) identified the term symbolic interaction as follows:

> . . . The worlds that exist for human beings and for their groups are composed of "objects" and those objects are the products of symbolic interaction. . . . The nature of an object . . . of any and every object . . . consists of the meaning it has for the person for whom it is an object. This meaning sets the way in which he sees the object, the way in which he is prepared to act toward it, and the way in which he is ready to talk about it. . . . The meaning of objects for a person arises fundamentally out of the way they are defined to him by others with whom he interacts (Blumer 1969, p. 11).

According to this school of thought, in order to understand the way an individual interprets the world around him/her, it is necessary to single out variables which will be overwhelming in their influence on an individual's behavior. There are, of course, a multitude of variables to explore, but from the point of view of a symbolic interactionist, three concepts or variables are significant in determining an individual's behavior: society, self, and mind. The interactions between society, the individual self and the mind provide the basis for social order. Each provides a collective social force which responds to and interprets the symbolic nature of life.

Symbolic interactionists such as Mead, Cooley, Blumer, Kuhn, and Goffman were vividly aware of the way in which the symbolic capacity names an organism the controller over its own environment. Through the eye of symbols the environment is designated and brought within

the manipulation of the organism rather than the organism merely reacting to it. For symbolic interactionists, meaning is "anchored" in behavior; that is, the meaning of an object is determined by the way in which individuals act toward it. All objects, including ourselves, are socially constructed by this symbolic process. It is this process that frees humans from being determined by their environment. Therefore, the way we define ourselves, and consequently, the way we interpret through the workings of our minds "definitions of the situation," leads us to respond to objects not in determined ways but probabilistically.

For Mead, an individual learns what is expected from him/her by taking the roles of others, by viewing him/herself as do others. Also, for Mead an individual is able to take the role of the other without being in an actual interaction situation. That means an individual can decide what type of action to take in a given situation by evolving the possible alternatives from the point of view of others. In Mead's point of view, a <u>significant other</u> is an individual whose opinions, evaluations, and expectations are valuable to an individual.

Johnson (1970) discussed education in terms of the symbolic interactism approach, when he stated that:

> Education, from a social-psychological point of view is carried on in an organized social environment largely through interpersonal process. How a

> student responds in the classroom, for example, will depend upon such factors as the organizational structure and climate of the school, the nature of the student's goals and goals of his teacher and the reaction he thinks his peers, parents, and friends will have to his behavior. It is primarily within the extended student-teacher and student-student interaction in the classroom that education takes place (p. 231).

Thus students in the school as a social system are interacting in the process of learning, an interaction influenced by the way in which students perceive evaluations and expectations of significant others in the school. Teachers, principals, and classmates could be considered as significant others whose evaluations and expectations are especially valuable for the students in the school in terms of the way they perceive and interpret that evaluation and expectation in the process of learning through the interactions (Lightfoot 1978).

In the light of symbolic interactionism theory, to Brookover et al. (1979), "behavior of children in school, especially their achievement in academic subjects, is partly a function of the social and cultural characteristics of the school social system" (p. 6). They found that differences between schools in norms, rules, beliefs, expectations, and evaluation explained the differences between students' performance. That is, "the members of the school social system become socialized to behave differently in a given school than they would in another

school" (p. 6). This means, basically, that both the socio-psychological climate and social structure of the school affect the students' performance.

The general hypothesis that guided this study, the hypothesis Brookover used in his research, states that "the cultural or social-psychological normative climate and the student status-role definitions which characterized the school social system explain much of the variance in achievement and other behavioral outcomes of the schools" (Brookover et al. 1979, p. 136).

It is recognized that the original study cannot be replicated without some difficulty. In the process of developing this adapted, cross-cultural study, issues related to equivalent concepts and definitions, equivalent sampling, and equivalence of measurement will have to be faced.

The first question is, "Do the concepts of school climate, self-concept of academic ability, and academic achievement have the same or different meanings in the two nations--United States and the Kingdom of Saudi Arabia?" In attempting to answer this question, these concepts will be examined relative to their original theoretical and operational definitions in Brookover's study.

The term climate has been used to characterize a variety of psychological, social, or leadership dimensions

of the school, such as satisfaction, morals, trust, openness, and cooperation (Lezotte et al. 1980). Brookover and his associates defined the school learning climate as "the norms, beliefs, and attitudes reflected in institutional patterns and behavioral practices that enhance or impede student achievement" (Lezotte et al. 1980, pp. 3-4). Brookover and Erickson (1975) define climate as follows:

> Our conception of school academic climate may be expressed as follows: The school social climate encompasses a composite of variables as defined and perceived by the members of this group. These factors may be broadly conceived as the norms of the social system and expectations held for various members perceived by the members of the group and communicated to members of the group (p. 364).

Operationally, Brookover and associates defined the school-climate variables in terms of calculated means of responses of students, teachers, and principals on questionnaires designed for this purpose.

It is possible to adapt this concept for Saudi Arabian schools in order to determine, by using the same instrument, to what extent school climate differences account for the variation in achievement between the schools.

Self-concept of academic ability is defined by Brookover and his associates as the behavior in which one indicates to him/herself his/her ability to achieve in academic tasks as compared to others involved in the same tasks (Brookover et al. 1967). Operationally, this will

be further defined as the mean responses of students on the basis of an adapted scale developed by Brookover et al.

It is not hard to find the equivalent of this concept in Saudi Arabian schools. Each student has certain feelings about his ability to do well or poorly in academic tasks in comparison with other students at the same school.

The concept of academic achievement is not well defined, even in the United States. The question which has been examined for a long time is: How does one define student achievement? Is it defined as individual production independent from others, or as a social-psychological process? Lezotte et al. (1980) argue that "one . . . belief is that learning is a psychological process rather than a social process; another is that innate ability determines individuals' learning" (p. 13).

Many educators criticize the use of standardized test scores as the sole measure of achievement because the important outcomes of education cannot be so readily measured or observed (Madaus, Kellaghan, Rakow, and King 1979). Brookover et al. ". . . would quickly acknowledge that tests and other assessment devices are far from perfect, but they believe that tests and similar assessment procedures represent a useful basis for making judgments about educational outcomes" (Lezotte et al. 1980, p. 6). Operationally, Brookover measured academic achievement using the

average of the percentage of students mastering each of the 49 objectives in the Michigan School Assessment Test (MSAT).

The concept of academic achievement used by Brookover can be seen to be equivalent to the concept of academic achievement in Saudi Arabia measured by the grading and scoring system for evaluation of achievement. The specific instrument that Brookover used to measure achievement cannot possibly be used in this study because it is a standardized test based on Michigan school objectives, which are different from those in Saudi Arabia. Further, Saudi Arabia does not have any equivalent standardized tests constructed on the basis of that country's curriculum. A possible solution to the problem is the following. Since Saudi Arabia does not have other standardized tests which can be used in this study, national examination scores in school subjects are used to measure school achievement. The national examination is usually offered in all schools by the Ministry of Education at the end of the academic year. This type of exam is offered specifically for the third grade in the intermediate schools. As a matter of fact, using the national examination score serves the purpose of the study better than using standardized test scores. In this regard Madaus et al. (1979) question the use of standardized achievement tests as a measure for comparing

the quality of different schools. The results of their research conducted in secondary schools in the Republic of Ireland indicate that "curriculum-based tests are more sensitive to differences in school characteristics than are standardized tests" (p. 207).

Overall, the model which guides this study is derived directly from the original study by Brookover et al. (1979). This model emphasizes that there are four sets of composition variables--three are independent and one is dependent. The first set of independent variables constitutes the input variables which influence the dependent variables, directly and indirectly, through the school social structure variables and school social climate variables. The school social structure variables influence the outcome variables directly, and through the school social climate variables indirectly. The latter, in turn, influence the outcome variables directly, as can be seen in Figure 1.

These four sets of variables will be discussed in more detail in Chapter III.

Research Questions and Hypotheses

From the theoretical basis and literature review, a study was designed in order to test the following assumptions and to answer some related questions:

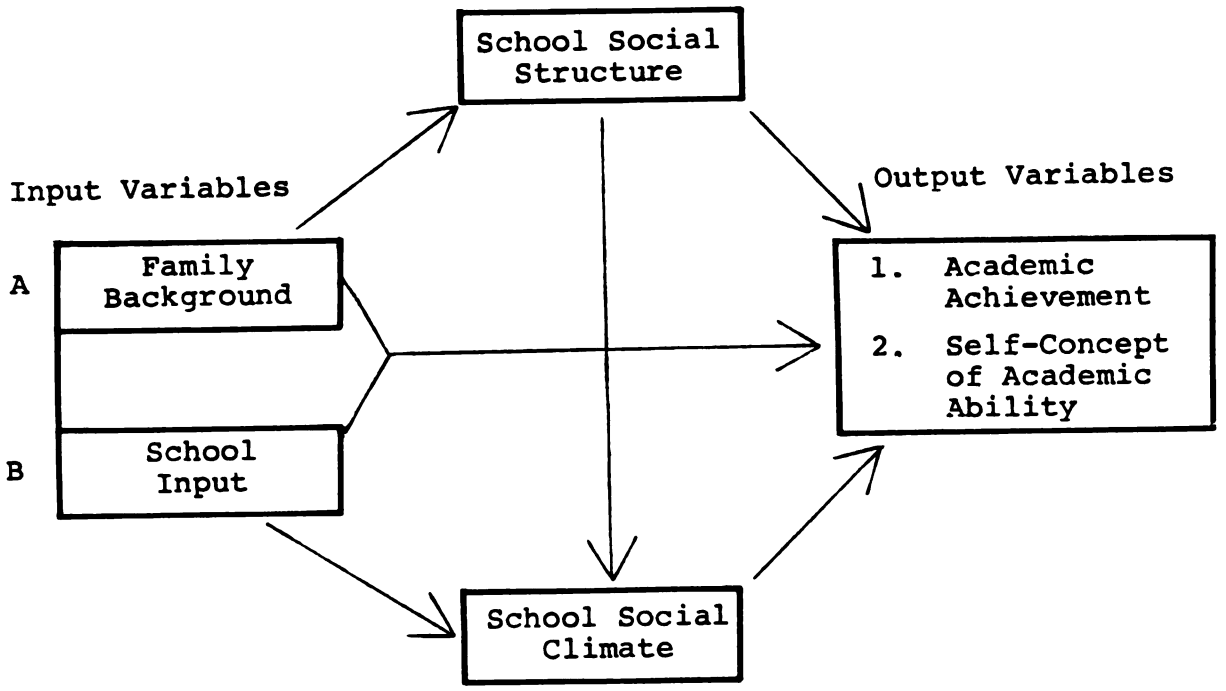

Figure 1.--School social system model representing the relationship between input and output variables.

H_1: Socioeconomic status of family background is not significantly related to the level of school achievement.

H_2: Socioeconomic status of family background is not significantly related to the level of students' self-concept of academic ability.

H_3: The school social structure is not significantly related to the level of school achievement.

H_4: The school social structure is not significantly related to the level of a school's students' self-concept of academic ability.

H_5: The school social climate is not significantly related to the level of school achievement.

H_6: The school social climate is not significantly related to the level of students' self-concept of academic ability.

H_7: The level of school achievement is not significantly related to the level of a school's students' self-concept of academic ability.

In addition to the above hypotheses, various questions which were raised by the issues in this study will be addressed:

1. To what degree do differences in socioeconomic status account for the variation among schools in terms of achievement, on the one hand, and their self-concept of academic ability, on the other hand?

2. To what degree do variations in school social structure account for the variation among schools in terms of achievement and self-concept of academic ability?

3. To what extent do the differences in school

social climate account for the variation among schools in terms of achievement and self-concept of academic ability?

CHAPTER II

OVERVIEW OF THE RELEVANT LITERATURE

Introduction

The body of past and current literature in the area of sociology of education that studies family background and school variables to determine to what extent any one of these factors, independent of the others or combined, is accountable for more of the variation in academic achievement within or between schools is too wide to be reviewed in this chapter. Since this research is an attempt to replicate the study of Brookover et al. (1979) ("School Can Make a Difference," originally done in the United States) for testing in the Kingdom of Saudi Arabia, it seems appropriate to review the main body of related literature in three sections.

1. The first section reviews briefly the body of relevant literature in the United States.
2. The second section reviews briefly the body of relevant cross-cultural literature.
3. In the third section, some aspects of the educational structure in Saudi Arabia will be discussed, in brief, in order to provide a

better basis of understanding of the system of education under which this research has been carried out.

Section 1: Students' Family Background and Achievement

Past studies related to the present research can be divided into two groups. The first consists of those studies that focus more on family background in terms of socioeconomic status, measured by level of education and type of occupation. These studies show that much of the difference in achievement is explained by family-background variables--that different schools do not make much difference in students' achievement. In such studies, the relationship between socioeconomic status and achievement is well documented. The positive correlation between these two variables is confirmed. (See Coleman et al. 1966; Jencks et al. 1972; Hauser 1971; Hauser et al. 1976). Mosteller and Moynihan (1972) and Mayeske et al. (1969) concluded that individual schools have little effect on student achievement outcome independent of family background and student-body composition of the school. Jencks et al. (1972) concluded that schools have little or no effect on student achievement, adult income, or future social status.

In the studies by Coleman et al., teacher qualifications, facilities, and expenditures did not explain much

of the variance in achievement between schools or between individuals.

In this regard, Brookover and Schneider (1975) stated that "evidence from previous research indicates that many school input variables such as facilities, teacher's educational qualifications and current ranges in class size are not likely to explain the differences in outcome" (p. 83). A re-analyses of Coleman's data by Smith in 1972 and Mayeske et al. in 1969 showed that perceptions of schools, students' sense of control, and students' self-concept accounted significantly for the variation in student achievement. The re-analysis also indicated that the schools did, indeed, make a difference independent of the effect of family background. In agreement with Coleman, they found that family background makes a difference independent of the schools' effect. Rutter and his associates (1979) viewed the school as a social organization that may influence its students through the climate and activities of the school. Thus, their study was designed to measure different school variables, including academic achievement, teacher and student participation, norms, teacher concern for students, and teacher expectations, and to relate these characteristics to school output. The results indicated that the school characteristics of climate and activity were accountable for more of the

variations independent of family background (Rutter et al. 1979). Furthermore, the findings of Rutter et al. indicated that "successful schools" have effective educational strategies, have more commitment to student learning, and provide a high climate of expectations and more respect for their students. Obviously, these findings are consistent with other studies carried out in the United States. Brookover et al. (1975, 1977, 1979) are some examples.

School Social System and Achievement

The second group of relevant studies is concerned with the school characteristics as a social system with its own values, norms, beliefs, expectations, and evaluations which, in turn, influence, to some common degree, all members in the school as a whole to make the school more or less successful. The results of most of these studies designed to investigate the school factors and their impact on schools' achievement indicate that the school does make a difference in students' achievement once the researcher controls for family background variables. These studies include Brookover and Lezotte (1977), Brookover et al. (1975, 1977, 1979), McDill et al. (1967, 1973), Edmonds (1979), and Rutter et al. (1979). The re-analyses of Equality of Educational Opportunity data indicate, as

previously mentioned, that the school input variables of teacher qualifications, teacher experience, school facilities, and expenditures added little explanation to the difference between schools' achievement beyond the explanation of the differences of socioeconomic composition of the schools.

The work of McDill, Rigsby, and Meyers in 1967 and McDill and Rigsby in 1973 examining the academic climate of a small number of high schools suggested that "much of the variance in academic achievement explained by socioeconomic composition of schools was more appropriately explained by the academic norms and expectations which characterized the student body." The work of Brookover, Beady, Flood, Schweitzer, and Wisenbaker in 1979 compared two effective low socioeconomic status schools to two ineffective ones, concluding that

> . . . the more the teachers and administrators believe that their students, regardless of race and family background, are capable of higher achievement, and the more this belief is translated into real and observable classroom and school behavior, the higher the resulting mean achievement is likely to be (Lezotte et al. 1980, pp. 23-4).

In a more general sense, many studies in the United States reveal that schools with predominantly low-achievement students are characterized by low expectations and institutional practices that define low levels of achievement as being appropriate for their students

(Brookover and Schneider 1975). Confirming the above findings is the work of Rutter, Maughan, Martimore, Ouston, and Smith (1979) in London concerning the secondary schools and their effects on children which indicated that school factors are very important in influencing school output and these factors account for more of the variation between schools' output. Clearly, the works of Rutter et al. (1979), McDill et al. (1967), and Brookover et al. (1979) examine school factors in terms of their relation to school output and these factors are identified as school learning climate.

The studies of academic climate by McDill et al. (1967) and McDill and Rigsby (1973) reveal that variance in achievement can be explained by the academic norms and expectations which characterize the student body. In addition, Brookover's study indicates that school learning climate explains differences in school achievement, as does the racial or socioeconomic level of the student population. Overall, school climate and social structure of the school explained approximately 80 percent of the variance in achievement between black and white schools studied (Brookover et al. 1979).

Addressing the controversy resulting from those researchers who hold that schools make little difference and those who hold that schools make a significant difference, Parelius and Parelius (1978) state the following:

> There are a few things that seem to be emerging fairly consistently. . . . School characteristics, including funding, seem to explain much less about educational success than we previously believed. On the other hand, the internal dynamics of educational institutions seem capable of explaining much more. The expectations of teachers and counselors, role models provided in instructional materials, and tracking or curriculum divisions have been studied, but not extensively enough to provide definitive answers (pp. 324-5).

Finally, it seems clear enough that the above body of literature in the United States shows that schools can make a difference in student achievement even though studies of social family background consistently indicate that socioeconomic status makes a great difference in academic achievement independent of school variables.

Section 2: Related Cross-Cultural Studies

The debate about whether school or family background accounts for more or less of the variation between schools in achievement has not been limited to only the developed nations; it has been carried over to the less developed countries in order to determine a more appropriate way of testing and generalizing the results for different sets of culture.

Before dealing with the body of research in this regard, it is appropriate to focus on the question of doing cross-cultural studies, and relevant issues. The purpose of doing cross-cultural studies stems from researchers' desire to find a universal empirical basis for

generalizations as Armer and Grimshaw (1973) wrote:

> The particular importance of comparative social research is that it permits the discovery of possible universals, the specification of which empirical regularities are system-specific, the reassignment of rules not only as intrasystemic or extrasystemic but within those categories (e.g.--substantive universals can become metatheoretical; categorical rules can become semicategorical or variable rules), and finally, the re-examination of concepts and methodologies that is mandated by the discovery of exceptions (p. 15).

From the above quotation, one can see that one of the important goals of cross-cultural studies is to allow for testing of certain concepts or hypotheses in different cultures to see whether the same results or different results are obtained and, if different, to what extent they differ from culture to culture. Gezi (1971) cites Noah and Eckstein (1969), who argue that

> some generalizations simply cannot be tested by using data from one country alone since there is not sufficient variation in the single case. . . . A test of the hypothesis that there is a relation between centralization of national educational administration and students' achievement levels inevitably requires cross-national inquiry (p. 83).

Furthermore, Kandel (1970) argues that "cross-cultural research permits us to explore the degree to which generalizations operate transculturally or only within the boundaries of a particular society or a set of environmental combinations" (p. 273).

The most common and important issues facing researchers who are doing cross-cultural studies are, in

brief, (1) cultural differences in the way norms, values, beliefs, interests, and goals are perceived and conceptualized; (2) the level of development between nations in terms of the appropriate way of stating the research question, theoretical conceptions and operational definition, and methodology and procedures; (3) the organizational differences in school systems between nations that vary from highly centralized to highly decentralized systems or organizations. Husen in 1967 mentioned that one of the major difficulties faced in doing an international study of achievement in mathematics was that of obtaining comparable data from one country to another because the categories of educational classification differed from one country to another. Also, Boocock (1980) states that

> national school systems differ not only in the structure or classification of schools and the content of the curriculum but in starting age and minimum school-leaving age and the proportion of the total population in school at various levels (p. 278).

The International Association for the Evaluation of Educational Achievement (IEA) took the first initiative in predicting the effect of schools and student family background across nations. In general, IEA data show that students' background accounted for great variation in thirteen-year-old student achievement. Father's education was significantly related to student's mathematic scores in all areas. Also, father's occupation had a similar

significant correlation with student's performance. For the older students the correlations are smaller and occasionally in the opposite direction (e.g., in Finland, Sweden, and Germany the lower SES students had higher achievement than the higher SES students [Husen 1967]). Furthermore, the IEA data findings suggested that the small effect of school and the large effect of student background on school achievement in the United States may not be generalizable to all nations (Farrell 1974).

Inkeles (1977) argues that school resources in the United States make little or no contribution to academic achievement. That may not be the case in less-developed countries because it seems likely that "poverty of resources in the school, itself a reflection of the poverty of resources available in the society at large, puts the students at marked disadvantage in competition with those from more developed countries" (p. 167). Inkeles also indicates that quality a schooling received plays a substantial role in determining the scores children obtain on standard tests.

Schwille, working with the civics test, showed that

> when home background entered first it produced an 18% increment in variance explained, but when entered third or fourth it added a mere 2% of variance explained! Meantime, the "learning conditions" block which had accounted for only a 12% increment

> in variance when in its usual third place, shifted to being responsible for 32% of variance explained when entered first (Inkeles 1977, p. 188).

In addition, Farrell (1974) indicates that Schiefelbein and Farrell's study had found that "substantially more of the explained variances in scores on national eighth grade achievement tests was attributed to educational policy variables than to personal background characteristics of students, including social class" (p. 434).

Simmons and Alexander, in their review of the determinants of school achievement in developing countries, conclude that "increasing the quality or quantity of most of the traditional inputs, such as teacher training or expenditures per student is not likely to improve student achievement" (Simmons and Alexander 1978, p. 341). The Ryan study in Iran (1973) indicated that school and teacher variables combined account for more of the variance in achievement scores than do home and peer group variables. The Carnoy study (1971) in Puerto Rico concluded that "home background has a smaller influence and schooling variables a larger influence on achievement compared to the reduced form results" (Simmons and Alexander 1978, p. 348). A study in Uganda showed a negative association between economic development and school achievement "contrary to the belief that economic development of the community would be positively associated with a school's academic performance" (Heyneman 1977). Also, Heyneman (1976) reported:

> There is a weak relationship between socieconomic background and academic achievement scores on the primary leaving examination. The correlation between achievement and paternal schooling was only .07; maternal schooling, .02; the number of modern possessions in the home, .03; paternal occupation, .06; and the summary measure of the four SES variables only .05. Selecting only males with low, medium, or high intelligence, also yielded consistently low relationships between all five SES measures and PLE performance (p. 202).

A study done in Ghana showed that school characteristics are more important than family background by the time students leave secondary school, while family variables are more important in the early years of secondary school (Bibby 1974).

Clearly, from the foregoing brief review concerning to what extent student background and school factors are capable of contributing more to an explanation of academic achievement variation in less developed countries (LDC), it appears that student background accounts for less of the variation in academic achievement. However, social background of the students in LDCs often determines whether children will be able to get into school in the first place, but it becomes less important in influencing how far children would go in school and what school they like. Foster (1977) compares LDCs with developed countries.

> In contrast to a good deal of work in developed nations, very little research in LDCs has measured achievement in terms of performance in some types of standardized verbal and quantitative tests. What

> has been done suggests that the relationship between social background, conventionally measured, and performance is significantly lower in most LDCs (p. 224).

To compare developed and less developed nations, the most important finding is that "home background accounts for less of the variation in student performance in less-developed countries than in the developed countries" (Simmons and Alexander 1978, p. 349). Heyneman (1976) reported that "the more industrialized a society, the more achievement in school is apt to be affected by a pupil's socioeconomic environment and other out-of-school influence" (p. 205), while in LDCs, school characteristics may be considered to be universal predictors of academic achievement. That means that the association between socioeconomic status and academic achievement is weaker in LDCs, while schools have stronger effects on cognitive achievement in those countries (Heyneman 1976). Boocock (1980) elaborates:

> The relative effects of home and school quality seem to differ from one society to another. The importance of additional school resources may be greater in developing nations than in developed ones, and the experience of at least a few societies suggests that the effects of family background may not be so overriding and irreversible as American research often implies (p. 304).

The Problem of Inconsistency in Research Conclusions

One could conclude that there is consistency among the findings that indicate that school can

account for much of the variation in academic achievement in both developed and less developed countries. Lezotte et al. (1980) stated that

> the results of three studies in England and Ireland give cross-cultural confirmation to the finding that differences in quality of school or classroom learning climate account for achievement differences and (lend further support to) the conclusion that the school learning climate has effects independently of students' family background characteristics (p. 50).

However, there is a contradiction between whether family background or school characteristics explain more or less of the variation in academic achievement. This contradiction stems from four methodological issues, stated by Lezotte et al. in 1980 as follows:

> [There are] four methodological issues that can significantly alter the impressions we receive from studying a school or group of schools. These include (1) the existence of contextual effects, (2) the use of a proxy for the school learning climate, (3) disagreement over the proper unit of analysis, and (4) the appropriateness of the measure of achievement (p. 43).

The issue of school contextual effect on student achievement has not been well solved because of the difficulty and complexity of separating contextual effects of the overall school from the students' characteristics themselves. Indeed, this issue raises a problematic question about whether the differences in academic achievement between schools are a function of overall school effects or a function of having different individuals in one school

than in another. It should be noted, also, that the contradiction in researchers' findings is, in part, a result of using only students' family background to measure school learning rather than using school climate variables. When McDill et al. (1967) used school climate variables, measured by students' and teachers' attitude toward mathematic achievement, they found that learning climate accounts for much of the difference in students' achievement even after social background is accounted for. Contradictions also appear when using different measures. Coleman et al. (1966), Smith (1977), and Cohen (1972) used a verbal ability test, while Mayeske et al. (1972) used an overall achievement composite based on factor analysis of five standardized tests of ability and attainment; Brookover et al. (1977-1979) used 49 objectives in the Michigan School Assessment Test; and Rutter et al. (1979) used national examination scores in school subjects.

Other controversies in researchers' conclusions may occur as a result of using different units of analysis. Coleman et al. (1966) used the individual child as a unit of analysis; Jencks et al. (1972) focused on differences between individuals in various schools; while Brookover et al. (1977, 1979) and Rutter et al. (1979) used the school as unit of analysis. Persell (1980) explains:

> The conflicting results obtained by Rutter, Coleman, Jencks and their colleagues, and the

> conclusions drawn from them, may be explained by differences in the initial purposes of their research, the units of analysis, sample, design, methods of data collection, and measure of key variables (p. 294).

Finally, considering the above issues, Brookover et al. (1979) addressed the four methodological issues in their analysis of School Social System and Student Achievement study. Brookover and his colleagues were interested in the relationship between school inputs, school structure, school climate variables, and the mean of school output variables. By testing these relations they found that school climate variables explained school achievement as well as the racial and socioeconomic level of student family background, and overall school climate variables accounted for much of the variation in output variables.

Despite the inconcistency in some of the researchers' conclusions, one can see that socioeconomic status has a significant influence on student achievement in the United States, even though schools can make a difference in student achievement, while in less-developing countries, socioeconomic status has less effect than schools on students' performance.

Section 3: Historical Background of the Education Structure in Saudi Arabia

No attempt has been carried out prior to this study to investigate to what extent students' family background or

school characteristics account for the variation in academic achievement between schools in Saudi Arabia. Most of the studies done in Saudi Arabia so far were performed by graduate students studying abroad and were the basis of theses and dissertations. These studies range in their scope from focusing on a narrow topic to those focusing on the whole educational system. None of the studies, as far as this author knows, were concerned with testing the impact of school or family background on academic achievement. Examples of these earlier studies include one done by Mohamed A. Hammad in 1973 concerned with the educational system and planning for manpower development. Another is a study of the relationship of school district size and administrative practices in schools done by Al-Salloom (1974). Third is a study investigating the educational goals for secondary education as determined by principals and teachers, done by Abo-Ali in 1975. Finally, there is a study concerned with teacher-principal perceptions of the school organizational climate, done by Manuie in 1976. This last study is most relevent to the research topic, although it did not examine the relationship between school organizational climate and school output. Manuie carried out the dimensions of organizational climate (developed by Halpin and Crofts [1963] in the United States), to investigate

> the perceptions of teachers and principals of the eight dimensions of the organizational climate of schools in Riyadh, Saudi Arabia, in relation to the location of school, type of school building, type of education (boys or girls) and the type of nationality (Saudi or non-Saudi) of the teachers (p. 5).

According to Halpin and Crofts (1963) there are six dimensions of organizational climates in their study of elementary schools: (1) open climate, (2) autonomous climate, (3) controlled climate, (4) familiar climate, (5) paternal climate, and (6) closed climate.

Manuie reached several conclusions drawn from his replicating study concerning school organization climate:

1. The relationship of principals and teachers can be described as reasonably satisfactory, but relatively formal in character.

2. The interactions among teachers in the schools located in low socioeconomic areas were limited when compared with the relationships among teachers in the schools located in higher socioeconomic areas.

3. The schools in high socioeconomic areas and in nonrented buildings were characterized by a more flexible school environment than schools in low socioeconomic areas and schools housed in rented buildings.

4. Weak leadership and poor morale characterized both the central educational system and the local schools. (Pp. 177-8.)

The foregoing reported studies and others not reported because they are too numerous give a good basis

of understanding the educational structure in Saudi Arabia and to make further study and further investigation into a variety of topics. It would be most beneficial to discuss briefly the school social system in Saudi Arabia in order to understand the structure of the system that creates the school social-psychological climate which, in turn, influences the level of school output in Saudi Arabia.

Historical Background and Schooling Development

Saudi Arabia is one of the Middle East countries sharing a similar background of history, language, culture, and religion (Islam) with the rest of the Arab nations. The religion of Islam which Saudispractice influences their culture, values, and beliefs as to way of life. The educational system has been no exception in being influenced by the cultural basis of Islamic principles.

Prior to 1932 the educational system of the Arabian peninsula was not sufficiently organized to yield a formal school organization. Rather, it comprised a diverse type of teaching called "Kuttab," focusing more or less on religious materials. After 1932, when the Kingdom of Saudi Arabia was united, the educational system began to develop and formal schools were established. Schools were no longer very small and simply organized. The system of school organization has expanded from one or two schools in

each district in the nation to several schools, from one classroom in each school to several classrooms, from one or two subjects taught to many varied subjects, from one method of teaching to multiple ways of teaching, and from general schools to more specialized varieties of school organizations. This expansion was based on the necessity for specialization and greater efficiency to meet the ongoing development of the school organization. This development led the Ministry of Education to separate administrative and teaching responsibilities which, in turn, led to a hierarchical division of labor that starts at the top, from the Ministry to Superintendent to principals of schools and, at the bottom level, to assistant school principals and their teachers.

Hierarcy of authority in the educational system is based more on traditional than on rational authority because most of the rules and regulations of legitimacy are based on and are justified by Islamic principles and law. In addition to traditional authority, there is also a highly bureaucratic authority manifested in the official hierarchy with its formal order system of super- and subordinate. The lower offices are supervised by the higher ones in the educational system. However, the development of a hierarchy of authority in Saudi Arabian schools is based on the schools' development. As they have become

more differentiated internally through the institutionalization of grading and subject matter specialization at each level, it has become necessary to develop a hierarchy of authority inside the schools, such that some teachers gain authority over others: principals, assistant principals, teachers, assistant teachers.

The definition of staff roles of officers is based on the way in which the educational system was established, seeking to develop the qualifications of individuals. This was greatly encouraged by educational leaders and social reformers who wished to increase expertise by giving students examinations, setting standard requirements, developing the use of modern techniques and increasing objectivity.

In order to allocate people in the hierarchy of the school systems as it became a complex organization, the Ministry sought qualified individuals. This led, in turn, to the necessity for career advancement opportunities, development of more complex roles and controls which are based on different rules and regulations for different types of school jobs and establishment of individual files and records in school administration. Principals are responsible for diverse, yet limited, tasks, such as assigning teachers' schedules, evaluating school teachers and other personnel, and carrying out decisions affecting teachers and students in the school, rather than to make decisions.

Centralization of the Schools' Operational Systems

According to the educational structural development, in general, and schools as social organizations, in particular, the Ministry of Education became the central office for policy and decision making, for giving order and distributing responsibilities throughout the nation's districts and schools. Thus, the Ministry of Education chooses subject matter and materials, defines objectives, and selects textbooks for every level in each school. In this sense, curriculum, prescribed by government authority is uniform for each type of school, public or private, in the whole nation. Akrawi and El-Koussy (1971) indicate:

> Curricula are usually worked out by committees. A central committee set up by the Ministry of Education lays down the basic directives, the subjects to be taught and the time to be given to them. Specialized committees, then, decide the content of each subject. The result is generally a compartmentalized and overloaded curriculum (p. 188).

In fact, the curricula of Saudi Arabian schools devote more than 50 percent of the time to the study of Islamic religion and Arabic subjects. Faheem (1982) stated that ". . . the curriculum is loaded with religious and Arabic subjects. At the lower level half to two-thirds of the schedule is allocated to these topics with remaining time given to the general sciences and history" (p. 77). Further, these subjects are taught in a traditional manner,

considering the child as a passive recipient rather than a creative learner:

> Despite marked progress in the development and provision of curricula, Saudi education generally has been criticized for the quality and style of instruction, which observers believe adversely influence the students. Instruction at all levels emphasizes rote learning and memorization of lectures and assigned readings. Students reportedly show little curiosity, initiative, or critical ability (Walpole 1977, pp. 111-112).

Consequently, educational development in Saudi Arabia is bonded with social attitude on the basis of preferring a general education and government job rating rather than having technical training or attending vocational schools. Tibawi (1972) stated that "the traditional system with its spirit, methods, and even curriculum survived in the modern Saudi system as nowhere else in the Arab world" (Walpole 1977, p. 99). These aspects still characterize the educational structure in Saudi Arabian schools despite the great and rapid growth of education in the 1960s and 1970s. Many schools have been established at each level throughout the nation; student enrollment has increased rapidly, particularly in the lower levels of education; many types of schooling (technical, vocational, and general schools) have been provided for the public; and also, the expenditure for education has been increased. For example, the government in 1979 spent about $7.1 billion on education, which represents 10 percent of its

Gross National Product (GNP) (Athubaity 1981, pp. 19-20). In 1982-83 the government spent about $9.132 billion out of the estimated $91.70 billion GNP (Al-Riyadh 1982). Thus, even though the country has gained a considerable improvement in educational system development over the past two decades, the nation still faces the issue of a widespread illiteracy. "The general level of literacy in Saudi Arabia is still among the lowest in the Arab world" (Walpole 1977, p. 92). Furthermore, Faheem (1982) reported:

> It is estimated that functional literacy among the Saudis is only 30 percent of the adult population according to 1974 statistics. The literacy rate among females is even lower because they were not provided with public education until the 1960s; the number of literate among them is estimated to be around 16 percent of adult women over 15 years of age. The low literacy among women and the exclusion of thousands of them from participating in the market economy have serious ramifications for the Saudi development plans (p. 96).

The centralized system of education has been providing similar treatment for all schools in the educational system:

1. Schools throughout the country are provided with equal curriculum and subject matter in terms of quality and quantity to be taught. All students in public and private schools use the same textbooks for each subject matter.

2. Each subject matter is designated an equivalent time of teaching in each school based on what has been established for it by the Ministry of Education.

3. All schools are provided with similar, if not equal, supplies and facilities depending sometimes on how much a principal could bring to his school.

4. All principals and teachers are appointed by the Central Office of the Ministry of Education. They are distributed between schools based on certain rules and regulations established by the Central Office in the Ministry.

5. All schools are completely funded by the government.

The school social system in Saudi Arabia is characterized by a hierarchy of authority. Centralization of rules and regulations and formality in school participants' relations impact on the school social-psychological climate. This impact affects the way in which each school participant evaluates and perceives the schools' norms, roles, and regulations which govern principals', teachers' and students' perceptions, evaluations and expectations for academic performance which, in turn, influence students' output.

So far, the discussion has concentrated on the system of education in Saudi Arabia. Since the original study was done in the United States by Brookover and his associates and will be carried out in a different culture, this system will be compared with that of the United States.

It is incredibly difficult to compare the system of education in America with that of Saudi Arabia. This difficulty arises from a number of factors. In brief, Saudi Arabia and the United States are different in size and population; in historical background; in political and social systems; in social organization of beliefs, norms, and values; in basic philosophical views which determine all systems of belief in any institution, whatever it may be. In the United States, the educational system and school organization follow the American philosophy of democracy as a general rule. More particularly, they follow individual educators' theories and views in many ways, rather than being controlled by the government.

Finally, the basic factors or principles which differentiate one education system from another in the two nations can be summarized as follows:

1. Historical background. Saudi Arabia has a background based on Islamic principles, which determine most of the society's values and cultures. Traditional education still influences the educational system in many ways, as well as curriculum structure, system of beliefs, and types of norms and values of the school structure. In the United States, the historical background is based on an entire nation comprising a variety of different values, methods, ideas, religion, beliefs, and

different schools of thought such as "learning theory" which dominate the American educational system. This theory is reflected in the school system through its varied norms, values, and systems of beliefs.

2. School structure. In the United States, this is more modernized than in Saudi Arabia. Moreover, the United States has become an industrialized society which leads to a decentralized system of education in order to provide more alternative subject matter and different kinds of schools. In Saudi Arabia, the system is highly centralized and based on standard subject matter without alternatives.

All these principles make the two nations different from each other in terms of ways of thinking, systems of belief, norms of behavior, perceived evaluation and judgment of things, and means of choosing and building school structures and climates for students at school.

Thus, this study is designed to investigate to what extent family background, school structure, and school climate explains the variation in students' achievement in Saudi Arabia, taking into consideration the different aspects of the educational system in both nations.

CHAPTER III

METHODOLOGY AND PROCEDURE FOR DATA COLLECTION

Introduction

This chapter contains a discussion of the way the researcher has collected data related to the research question. The first feature discussed is the study setting, containing the conditions under which the study was carried out. Second, the pilot study is discussed as part of the basis for selecting the items and concepts appropriate to the study setting. The third area of discussion is basic background about the population, sampling, and data collection procedures, as well as clarification of the operational definitions of the variables used in this study. Finally, a brief discussion of the analysis procedure concludes the chapter. (This will be discussed in more detail in Chapter IV.)

Study Setting

The thirty schools under examination for this study are all-male, urban public intermediate schools. The schools are located in three major cities in the western part of the Kingdom of Saudi Arabia: Jeddah, Makkah, and Taif. Based on the government census for 1974, the population of each city is estimated as follows: Jeddah,

561,104; Makkah, 366,801; and Taif, 204,857 (Faheem 1982). The Ministry of Education's 1979-80 census shows that there are about 12,854 students enrolled in 26 intermediate schools in Jeddah; 9,403 students enrolled in 25 intermediate schools in Makkah; and 5,926 students enrolled in 15 intermediate schools in Taif. These schools are well distributed geographically in each city.

In a general sense, the populations of these cities are homogeneous: they speak the same language (Arabic) and practice the same principles of faith and belief (the Islamic religion). Most of the population is composed of Arabs and originally non-Arab Muslims who came to these cities for religious purposes--particularly in Makkah.

Recently, according to many observers, the heterogeneity of the population in the Kingdom of Saudi Arabia has begun to increase as a result of rapid economic growth and social development, leading, in turn, to the emergence of a new middle class (Rugh 1973). The populations of Jeddah, Makkah, and Taif are not exceptions to this trend.

Owing to a lack of concrete data on socioeconomic classes in Saudi Arabia, the author has been forced to rely upon his own observations to judge that the populations of these three cities have the characteristic of including few people who occupy the upper and upper-middle classes, while the majorities occupy the middle and lower classes.

All of the school principals in the schools studied at the time the research was being conducted were Saudi Arabians; only 53.8 percent of the teachers were Saudis, however, while 44.9 percent were non-Saudis. The sample student bodies were 71.3 percent Saudis and 28.7 percent non-Saudi students, enrolled in the third grade of intermediate school (essentially equivalent to the ninth grade in American school systems). According to the author's observations, the body of students in each school he visited reflected the social structure of the location in terms of socioeconomic mix. In a general sense, then, the composition of these schools is a reflection of the population structures in the three cities.

Exploratory Pilot Study

Prior to the initiation of this research, a pilot study was conducted, in the summer of 1981. The main goal of that study was to test the extent to which the assumptions and concepts used in Brookover's study (1979) are applicable to a study to be carried out under a different set of cultural conditions. Initially, the author contacted two of his friends working in the Taif education district, both of whom have master's degrees earned in the U.S. The author and his friends translated into Arabic the questionnaires for teachers and students used by Brookover et al. (1977, 1979) as tools to measure school social

structure and school social climate variables. Because no schools were open that summer, the author could not find large numbers of students or teachers to test: Only 19 students and 17 teachers responded to the questionnaires in the pilot study. Both teachers and students were informally interviewed to determine the degree to which the items of the questionnaires were clear, and applicable to the context of the education system in Saudi Arabia. Interviewees were asked to explain the meaning and the concepts of selected items to determine whether or not these items were understandable. Subjects were also asked for comments and suggestions.

Owing to the very limited number of respondents, statistical analysis of the findings of this pilot study was not undertaken, except that the author used his own judgment, on the basis of the observations collected and the comments and suggestions obtained from the respondents, to identify the items and concepts considered understandable and applicable to the school system in the western part of Saudi Arabia. This pretest of concepts and items originally used in the United States provided guidance for the selection and adaptation of the indicators which are reasonably adaptable to examining the Saudi Arabian system of education.

Population

In discussing the identification of the population for this study, it seems important to start with the definition of the universe, because such discussion will allow for greater clarification of the population and the ultimate sample, increasing the generalizability of the findings. Furthermore, the definition of the universe for this study is important for possible replication and for comparison with other studies that might be conducted in the future.

The universe for this study is Saudi Arabia's intermediate schools, defined as the three grades of education after elementary school. Under this definition, the population is specified as intermediate-school students, teachers, and principals in Saudi Arabia; specifically, the sample frame is the intermediate schools in the western part of Saudi Arabia. In the major cities in this part of the kingdom (namely Jeddah, Makkah, and Taif), there are 66 urban intermediate schools for males containing 1,698 teachers and 28,183 students.

Sampling Procedure

Thirty schools were selected randomly from among the 66 urban schools for males in the sample frame. The number of schools in each city was randomly determined on the basis of the proportion of the total number of schools in each city. Operationally, 11 schools in Jeddah were

randomly selected out of the city's 26 schools; 11 schools in Makkah were randomly selected out of 25 schools; and in Taif, 8 schools were randomly selected out of 15.

After selecting the sample schools in each city, 50 percent to 66 percent of the third-grade classes in each school were randomly selected on the basis of the proportion of classes in each school. All students in the chosen classes who attended school on the day of the researcher's visit to that school were asked to respond to the students' questionnaire. At the same time, the principal and the third-grade teachers were asked to respond to the respective questionnaires. Table 1 shows the sizes of the random samples in terms of the numbers of schools, classes, students, teachers, and principals.

TABLE 1

POPULATION DATA: RANDOM SAMPLE SIZES IN MALE, URBAN, PUBLIC INTERMEDIATE SCHOOLS IN JEDDAH, MAKKAH, AND TAIF, SAUDI ARABIA

Content	Sample Size
Schools in Universe (Kingdom of Saudi Arabia)	951
Schools in Population	66
Sampled Schools	30
Sampled Classes	76
Students Participating	1,914
Teachers Participating	394
Principals Participating	30

Table 2 indicates the total number of teachers and students in each school chosen in the sample. It also shows the total number of students and classes in the third grade in each school. The table presents the total numbers of teachers, students, and classes chosen to participate in the study. (The reason for choosing third-grade students, as mentioned in Chapter I, is that they are the only students who take a national examination in school subjects, offered by the Ministry of Education, which can be considered to be an appropriate equivalent to the standardized test used by Brookover et al. (1977) to measure school achievement; there are no other comparable standardized tests in Saudi Arabia.) In Table 2, all third-grade teachers are included in the study (N=394). Only 55 percent of the third-grade classes were taken; 50 percent of the total number of third-grade students in the schools participated in the study (N=1,914).

Instrument

Conducting a survey study is the appropriate method for collecting comprehensive information concerning various variables to be adapted for investigation in different cultural settings.

The investigator used three sets of instruments developed originally by Brookover et al. (1973, 1975, 1977, 1979). These instruments were adapted by the author for the present study on the basis of a pretest. Some of the items and concepts were found inapplicable to Saudi Arabian students, and were either adapted or eliminated.

TABLE 2

TOTAL NUMBER OF TEACHERS, STUDENTS, THIRD GRADE STUDENTS, AND CLASSES IN EACH SCHOOL AND TOTAL NUMBERS OF TEACHERS, STUDENTS, AND CLASSES CHOSEN

School Number (1)	Total Tchrs. in the School (2)	Tchrs. Chosen for Sample (3)	Total Stu's in School (4)	Total Third Grade Stu's (5)	Total Stu's Chosen (6)	3d Gr. Classes in School (7)	Total 3d Gr. Classes Chosen (8)
1	28	17	493	94	43	4	2
2	28	9	339	112	66	5	3
3	43	17	572	115	55	6	3
4	35	18	664	154	65	6	3
5	15	8	142	32	14	2	1
6	32	12	544	106	62	4	2
7	24	13	388	135	69	5	3
8	54	17	1,120	195	97	6	3
9	24	11	401	127	58	4	2
10	26	9	473	116	50	4	2
11	26	13	527	153	92	5	3
12	24	12	330	96	49	4	2
13	24	12	371	91	51	4	2
14	24	13	468	107	51	4	2
15	24	16	343	155	62	5	3
16	25	13	520	169	80	5	3
17	13	10	209	58	28	2	1
18	32	17	366	113	47	6	3
19	18	13	220	63	39	3	2
20	36	16	705	140	78	5	3
21	37	15	631	157	85	5	3
22	23	10	272	67	42	3	2
23	24	11	510	113	62	3	2
24	26	18	590	156	90	5	3
25	34	14	565	159	80	6	3
26	33	12	661	136	77	5	3
27	28	18	657	212	84	6	3
28	25	16	450	156	66	6	3
29	31	18	480	157	87	5	3
30	25	16	548	147	78	5	3
Totals	841	414	14,559	3,791	1,914	138	76

NOTE: Unabbreviated column titles are as follows: (1) School Number; (2) Total Number of Teachers in the School; (3) Total Number of Teachers Chosen for Sample; (4) Total Number of Students in the School; (5) Total Number of Third Grade Students in the School; (6) Total Number of Students Chosen for the Sample; (7) Total Number of Third Grade Classes in the School; (8) Total Third Grade Classes Chosen.

The first instrument was a questionnaire administered to students which contained 18 items developed by the researcher to measure students' family backgrounds, and 59 items derived from Brookover and associates' instrument to measure students' climate variables. The second instrument was a questionnaire administered to teachers which contained 16 items developed by the investigator to measure school input and centralization of authority. It also contained 35 items derived from the original instrument of Brookover et al. to measure teacher-climate variables. The third instrument was a questionnaire administered to principals which included 15 items developed by the author to measure school input and centralization of authority, and 25 items derived from the original questionnaire developed by Brookover et al. to measure principal climate variables.

These three primary instruments were used to measure the socioeconomic status, school structure, and social climate of the schools in terms of these variables' association with self-concept of academic ability and achievement. (The questionnaire items for students, teachers, and principals are presented in Appendix A.)

Questionnaire translation from the English version into Arabic was accomplished in three sequential stages. The first stage of translation was undertaken by the researcher and his two friends in the summer of 1981, prior to pilot-study application. The second stage of translation was accomplished by the investigator in the

light of the results of the pilot study. The researcher carefully rechecked the meaning of each translated item to remove any discrepancies in the meaning between the two versions (English and Arabic). In the final stage of translation, the author gave the two versions of the instruments to the Instructor of Arabic Language in Michigan State University's Department of Linguistics for review of the translation from English into Arabic. The results of his review were in agreement with the researcher's translation. (A document expressing approval of the translation of the instrument was obtained from the Department of Linguistics at Michigan State University; see Appendix C.)

Data Collection

On March 13, 1982, the author left the United States for the Kingdom of Saudi Arabia to collect the data for the present study. The author had made advance contact with the Umm Al-Qura University and had obtained approval for conducting the research with the University's support. Fifteen days were spent at the Umm Al-Qura University in order to get questionnaires printed in the Arabic version and to obtain an official letter to the Director of the Directorate of Education for the Western Province requesting his permission for and cooperation in the gathering of information from schools under his

administration. The Director of Education, in turn, wrote for the author letters directed to the superintendents of the Jeddah, Makkah, and Taif school districts, asking for their participation and cooperation by providing the researcher with information he would need and with official letters directed to the principal of each school chosen for the sample, to allow the researcher access to the school for the purpose of administering the questionnaires.

Seven weeks were spent in gathering the data from 30 schools distributed in the three districts. The procedure used was that of the "self-administered questionnaire." The following schedule for gathering the data was developed.

1. Two to 2½ weeks were allowed for self-administration of the questionnaires in each district.

2. It was decided which district was to be surveyed first, which would be second, and which would be third.

3. One day, from 8:00 a.m. to 1:30 p.m., was set for surveying each school in each district.

4. The first contact made in each school consisted mostly of discussions with the principal, since the principals had had no advance information about the researcher's visit.

5. After reporting to the principal the purpose and importance of the study, arrangements for choosing the classes to be surveyed and gaining access to them were made.

6. Because of limited time and access, not all third-grade classes were sampled; rather, 50 percent to 66 percent of these classes in each school were randomly selected. (If the total number of third-grade classes was an even number, then 50 percent were chosen--e.g., two out of four; if the total number was odd, then 66 percent were chosen--e.g., two out of three. In this way, the percentage of the sample chosen in each school was 50 percent or more, allowing for collection of a good quantity of data.)

7. Because of limitations on access, the researcher had to avoid any possible interaction between students and teachers during the time the questionnaire was administered, but could not administer the questionnaire for all classes during the same period of time on the day he visited a particular school. He arranged with the principal the appropriate time to visit each class independently on the same day, so that the researcher could administer the questionnaire by himself and obtain the completed forms at the same time.

8. Principals' and teachers' questionnaires were administered by the researcher at the time he was in the school administering the students' questionnaire.

Most students attended their classes at the time when the research was being conducted, responded to the questionnaire, and returned it to the researcher in the classroom. No students refused to participate or did not

respond. Thus, all of the distributed students' questionnaires were returned directly to the researcher in the entire sample, which contained 1,914 individual cases. In addition, most of the distributed principals' and teachers' questionnaires were returned to the researcher on the day he visited their schools, except for a few collected in the days following the visit. Eventually, all of the cases surveyed returned their questionnaires, except for a few teachers. Only 394 of these were returned out of 414 distributed, which represents a 95-percent return rate. Table 3 represents the percentages of return of teachers' questionnaires in each school in the sample.

The data-gathering procedure was accomplished in two stages.

Stage One. The first stage started when the author left the United States for the Kingdom of Saudi Arabia from the 13th of March, 1982 until the 20th of May, 1982 (the date when he finished the procedure of administering the instruments in the last school in the sample). The data was gathered from three main resources:

1. Students' questionnaires, obtained from 1,365 Saudi Arabian students and 549 non-Saudi students enrolled in the third grade in 30 intermediate schools in 1982 in three major cities in western Saudi Arabia.

2. Teachers' questionnaires, obtained from 215 Saudi Arabian teachers and 179 non-Saudi teachers in the same 30 schools.

TABLE 3

PERCENTAGES OF TEACHERS' QUESTIONNAIRES RETURNED IN EACH SCHOOL

School Number	Number of Questionnaires Distributed	Number of Questionnaires Returned	Percentage of Questionnaires Returned in Each School
1	17	16	94
2	9	8	89
3	17	17	100
4	18	18	100
5	8	8	100
6	12	12	100
7	13	12	92
8	17	16	94
9	11	10	91
10	9	8	89
11	13	13	100
12	12	12	100
13	12	12	100
14	13	12	92
15	16	16	100
16	13	13	100
17	10	9	90
18	17	16	94
19	13	12	92
20	16	16	100
21	15	15	100
22	10	10	100
23	11	10	91
24	18	14	78
25	14	14	100
26	12	9	75
27	18	18	100
28	16	15	94
29	18	18	100
30	16	15	94
Totals	414	394	95%

3. Principals' questionnaires, obtained from the principals of the 30 schools in the sample.

Stage Two. The second stage of data collection started in the middle of June 1982, when the students' national examination results were announced. The overall grade for each student who passed, and the total number of subjects failed by those students who failed, were reported by the superintendent of each district to the researcher. Since the author had asked each student to write his name on the questionnaire, the total grade earned in the national examination, or the total number of subjects failed, could be recorded on each student's questionnaire for all 1,914 cases.

Operational Definition of Variables

The original theme of this study is theoretically based on the assertion that variation between schools in terms of students' academic achievement and their self-concept of academic ability is related, to some degree, to three sets of variables in the Saudi Arabian schools: school input, structure, and climate variables. These sets of variables are operationally defined as follows.

Independent Variables

I. Input Variables

(a) Family background--socioeconomic status is measured by: (1) size of the family: total number of brothers, sisters, and parents; (2) literacy of the family: total number of members who have been educated; (3) parents' (fathers' and mothers') education, on an eight-point scale ranging from point one, have Ph.D. degree, to point eight, have no schooling (illiterate); (4) mother's occupation: owing to the limitations on the types of jobs women are allowed to hold in Saudi Arabia, only one question was asked, with five possible options--teacher, employee in girls' school, employee in hospital, unspecified job, and housewife; (5) father's occupational status: two items in the students' questionnaire measured this; the first item, relating to father's current occupation, had 15 response categories, and the second item, relating to what occupational grade level the father occupies if he is a government employee, had possible responses ranging from point one, high-status occupation, to point six, low-status occupation. Since there have been no prior studies in Saudi Arabia concerning the classification of jobs in terms of prestige and income, and the nation is characterized as an emerging society in which most job characteristics have not yet taken their final shape, the author found it difficult to accurately classify such

work. From Duncan (1961), the idea of classification of occupations in terms of prestige and income was derived; the author of the present study used his own judgment to adapt the idea to combine the 15 response categories in item one and the six in item two, to develop five main occupational categories. This scale ranges from point one, representing professionals, through point two, semi-professionals; point three, semi-skilled; point four, unskilled; to point five, unspecified job.

(b) School input is measured by the following indicators: (1) size of the school: total number of students and teachers in the school; (2) teachers' and principal's experience and qualifications: the number of years spent serving in the school, the levels of degrees obtained, and further training they have had; and (3) the capacity of the school in terms of tools, equipment, teaching materials, etc., measured via principal's and teachers' reports regarding the adequacy of the available resources.

II. School Social Structure Variables

(a) Staff satisfaction is measured by the following indicators: (1) mean of teachers' reports about the degree of importance of eight factors for job satisfaction; (2) mean of teachers' responses about their satisfaction with their professional work; and (3) mean of

teachers' reported levels of satisfaction with their social relations.

(b) Centralization of authority is measured by (1) extent to which principals have a range of authority, from full to none, over the following: (i) selecting teachers for their schools; (ii) setting school policy; (iii) changing procedures; (iv) planning school budgets; and (v) determining specific teacher assignments; (2) the extent to which the teachers participate in preparing and developing the following: (i) selection of subjects to teach; (ii) selection of the appropriate time for teaching; (iii) setting of teaching schedules; and (iv) determination of appropriate teaching methods and techniques.

(c) Formality in the classroom is measured by the means of student reports about the extent to which they behave formally in the classroom, indicated by: (1) having the same seat and being required to sit next to the same students; (2) not being allowed to talk to each other while working on assignments without permission; (3) not being allowed to move about the room without permission; (4) not being allowed to leave the classroom without permission; (5) generally working with the class as a whole rather than independently; (6) working on the same lesson as classmates (having no choice in this matter).

(d) Parental involvement in the school social system is measured operationally via: (1) mean of teachers'

reports of the percentage of the parents who want feedback on pupil progress; (2) mean of teacher reports of the percentage of parents known by them; and (3) principals' reports of the percentage of parents who are known to the principal.

III. School Social Academic Climate Variables

Climate variables were well developed by Brookover et al. (1977, 1979). The researcher in the present study, administering the varimax rotated factor analysis procedure, derived the same sets of variables on the basis of item loading. (This procedure will be discussed in more detail in Chapter IV.) School social academic climate variables are operationally measured by three cluster variables:

(a) Student climate, as measured by five main variables: (1) Student Future Evaluations and Expectations (SFEE): this variable refers to how the student perceives his friends', parents', and teachers' expectations for and evaluations of his future performance as a student; (2) Student Perception of Teacher Push and Teacher Norms (SPTPTN): this variable refers to the degree to which students feel that teachers emphasize academic interests and teachers' commitment to push students to achieve at a high level; (3) Student Present Evaluations and Expectations (SPEE): this variable refers

to how the student perceives his friends', parents', and teachers' expectations for and evaluations of his present performance as a student; (4) Student Academic Futility (SAF): this variable is an indicator of the degree to which students feel that they are capable and can succeed in school, as represented by a low sense of futility, or the degree to which students feel that school impedes their abilities to succeed in schoolwork, as represented by a high sense of futility; (5) Student Negative Academic Norms (SNAN): this variable refers to the degree to which students perceive that there is a tendency among students not to do well in achievement terms because they are afraid of the reaction of their friends and others in the school.

(b) Teacher climate, as measured by the following variables: (1) Teacher Future Evaluations and Expectations (TFEE): this variable refers to teachers' perceptions of how many of their students will attend and complete high school and college; (2) Teacher Perception of Parental Concern with Student Achievement (TPPISA): this variable indicates how teachers perceive parents' expectations and levels of caring about their

students' performance; (3) Teacher Evaluation of Academic School Achievement (TEASA): this variable is an indication of how school academic achievement has been evaluated by teachers; (4) Teacher Present Evaluations and Expectations (TPEE): this variable indicates teachers' perceptions as to how many of their students will do well in current schoolwork; (5) Teacher and Student Commitment to Improve (TSCI): this variable is an indication of the degree to which teachers and students are committed to improving the school experience for the students; (6) Teacher Academic Futility (TAF): this variable refers to the degree to which teachers feel they are or are not able to be successful in their jobs and have any impact on students.

(c) Principal climate, as measured by the following variables: (1) Principal Perception of Parental Concern and Expectations (PPPCE): this variable refers to the principal's perception of the degree to which parents expect the school to provide education for their children; (2) Principal Perception of Present School Quality (PPPSQ): this variable is considered to be an indication of school quality; (3) Principal Efforts to Improve (PEI): this variable refers to the principal's evaluation of his commitment and the commitment of teachers to improve teaching procedures so that students in the school will show high levels of achievement; (4) Principal's Perception

of his Role in School (PPRIS): this variable refers to how important the principal sees his role in school to be.

Dependent Variables

Two main dependent variables are examined in this study. They are described below.

The School Achievement Variable. This variable is operationally measured by using the student's score on the national final examination in all school subjects. Usually, this variable is measured using standardized achievement tests, but using national-examination scores appears to have significant advantages over using standardized scores to measure academic achievement (Rutter et al. 1979; Madaus et al. 1979). Supporting the use of national-examination scores, Rutter and his associates in 1979 stated that

> results in public examinations appear to have considerable advantages over scores in standardized intellectual tests as indicators of academic progress at the secondary level. Because the focus is on subjects in the curriculum which are specifically taught, they are likely to provide rather better guides to the effects of schooling (pp. 80-81).

In the present study, for students who passed the examination the author used the total value of each student's scores in 19 subjects. At the level of the individual student, the higher the scores earned, the higher the achievement; at the school level, the higher the total

value of the students' scores in the examination, the higher the school's achievement. For students who failed the examination, scores in school subjects were not reported formally and were not provided to the researcher, because these results are classified as incomplete results which should not be reported. The only information reported about those students who failed is the total number of subjects in which each student failed. On the basis of this information, then, the researcher used the total number of subjects in which each student failed to measure achievement at the individual level: the more subjects a student failed, the less achievement he displayed. At the school level, the greater the number of students who failed and the greater the number of subjects they failed in, the lower the school achievement. In order to use the two types of information about school achievement (the actual value of the scores of students who passed the national examination and the actual number of subjects failed by students), the researcher developed a nine-point scale combining these two sets of statistics. This scale was built in two parts.

The first part of the scale, derived from students who passed the examination, was established on the basis that the highest score earned in the sample was 1908 and and lowest score was 1131. Since the author had obtained the actual grade for each student in the sample identified by name, he classified each student's grade to fit a

five point interval scale which ranged from point one, high achieving, to point five, low achieving. The second part of the scale was derived from students who failed, based on the fact that the highest number of subjects a student failed in was 8 and the lowest was 1. Since the researcher had data about the number of subjects each student failed identified by name, he classified each student to fit on a four point interval scale ranging from point six, considered high achieving in terms of the failure criterion, to point nine, classified as low achieving in terms of this criterion.

Under the assumption that students who passed are generally better achievers than those who failed, the researcher combined the two interval scales on one nine-point scale. This scale ranged from point one, representing the highest grade earned in the sample, to point nine, which represented the highest number of subjects a student failed.

Self-Concept of Academic Ability. The self-concept is viewed as a social product developed through social-interaction processes. Self-concept is not something that one can touch and see: It is a conceptual thing, and the approach to researching self-concept will depend on how the researcher conceptualizes it. For the present study, the basic theory of the self-concept of academic ability is derived from symbolic interactionism, a theoretical framework that conceptualizes the self as

a social product which can be tested empirically. Mead (1934) focuses on the development of the self and its significance in social interaction in terms of common symbols. These symbols are behaviorally defined, and the meaning of what we say is derived from the responses to these symbols. Also, the symbols are developed in the context of social acts, enabling people to plan their own behavior and predict others' in order to anticipate the future course of an interaction (Stryker 1980).

Starting from the framework of symbolic interactionism, Brookover and his associates defined self-concept as symbolic behavior in which the individual articulates a program of action for himself as an object in relation to others. Thus, self-concept of academic ability refers to behavior in which one indicates to himself his assessment of his ability to achieve in academic tasks as compared with others engaged in the same task (Brookover et al. 1967, 1969). Rosenberg (1965) mentions that "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" (p. 187).

Thus, to Brookover and his associates, people do not behave according to various factors as others see these factors; rather, they behave in terms of what seems to them to be so. That is, in order to understand the behavior of people, we must understand how things seem to them. Following this reasoning, Brookover et al. (1962,

1965, 1967) developed and refined a scale to operationally measure self-concept of academic ability. This scale has been adapted for use in the present study. The questionnaires include items comprising the measure of the self-concept of academic ability variable (Appendix B).

Analysis Procedure

For this research, the school was used as a higher unit of analysis, rather than the individual, because the basic hypothesis of this research is that students' achievement and self-concept of academic ability are conceptualized as functions of school inputs, including family background, as well as school social structure and social climate.

The analysis of the data was conducted as follows:

1. Descriptive statistics methods were applied at the individual level in order to compute the means, standard deviations, and variances for 47 items from the principals' questionnaire; 51 items from the teachers' questionnaire; and 78 items from the students' questionnaire.

2. The data for each school was aggregated by adding each item score at each school to get a school mean for the item. Then, school item means were added to compute each scale for each variable. Thus, the means of each independent cluster and of dependent variables were

calculated on the basis of aggregated descriptive statistics computed from variables on an input file of 1,914 students' and 394 teachers' cases. This aggregation was built under the assumption that each group in each school is composed of individual cases which are the members of a particular higher-level unit.

Tables 4, 5, 6, 7, and 8 represent the aggregated means and standard deviations of the input variables, school social structure variables, student climate variables, teacher climate variables, and school dependent variables, respectively, in the 30 schools.

3. A factor-analysis procedure was used to explore the data.

4. Simple correlation and regression analyses were performed to measure the single and joint effects of independent variables on main dependent variables.

(Much of the analysis procedure will be discussed in Chapter IV.)

TABLE 4

AGGREGATED MEANS AND STANDARD DEVIATIONS OF INPUT VARIABLES

School No.	Family Background Variables												School Input Variables					
	FED		FOC		MED		MOC		F. SIZE		LF		TE		TQ		S. SU.	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
1	6.63	1.65	3.00	1.36	6.65	1.77	4.70	0.94	9.16	3.67	7.09	2.94	3.00	1.67	2.94	0.44	3.25	1.13
2	6.47	1.[illegible]	3.21	1.33	7.52	1.07	4.94	0.39	9.52	2.56	6.86	2.35	4.00	1.07	3.00	0.00	2.88	1.25
3	6.73	1.46	3.51	1.51	7.58	0.76	4.85	0.68	8.80	2.44	5.73	2.43	3.56	1.09	2.94	0.56	3.12	1.17
4	6.25	1.52	3.14	1.39	7.37	1.05	4.94	0.35	9.16	2.51	6.34	2.49	3.56	1.34	2.83	0.51	3.28	0.89
5	7.07	1.73	3.79	1.19	7.79	0.58	5.00	0.00	9.00	3.49	4.64	2.53	3.00	1.60	3.13	0.35	3.50	0.76
6	6.76	1.34	3.61	1.25	7.50	0.97	4.89	0.63	9.10	2.51	5.65	2.11	2.08	1.00	2.92	0.51	3.42	1.08
7	6.32	1.45	3.09	1.33	7.45	1.00	4.99	0.12	9.12	2.57	6.45	2.66	2.67	1.23	3.00	0.74	3.50	1.09
8	6.42	1.46	4.03	1.25	7.21	1.18	4.98	0.20	9.59	2.93	6.84	2.72	3.38	1.67	3.00	0.00	2.50	1.29
9	5.48	2.01	3.26	1.53	6.88	1.81	4.59	1.16	8.40	3.01	6.40	2.57	2.67	1.66	2.80	0.42	2.70	1.16
10	5.90	1.87	3.34	1.44	7.18	1.26	4.86	0.70	8.72	2.74	6.58	2.26	3.13	1.64	3.00	0.53	3.25	1.16
11	6.38	1.25	3.71	1.22	7.10	1.17	4.84	0.69	8.33	2.54	6.49	2.46	3.54	1.39	2.92	0.28	3.54	1.05
12	6.71	1.22	4.06	1.14	7.18	0.88	4.98	0.14	8.86	1.98	6.37	2.56	3.33	1.87	2.92	0.67	2.92	1.44
13	6.00	1.66	3.24	1.39	7.33	1.35	4.82	0.79	8.49	2.84	6.55	2.39	3.25	1.82	2.75	0.45	2.92	1.24
14	6.88	1.39	3.71	1.32	7.82	0.77	4.86	0.69	8.53	2.73	5.04	2.22	3.08	1.50	3.15	0.55	3.62	1.04
15	6.00	1.57	3.27	1.32	7.11	0.99	4.93	0.51	8.72	3.38	6.26	2.68	3.07	1.49	3.00	0.00	2.87	1.06
16	6.41	1.58	3.47	1.31	7.26	0.92	4.94	0.46	8.85	2.40	6.11	2.48	3.31	1.55	3.00	0.41	2.92	1.04
17	4.79	1.42	2.25	1.27	6.14	1.21	4.96	0.19	8.46	2.12	7.44	1.93	3.11	1.27	2.78	0.44	2.33	1.00
18	6.57	1.54	3.85	1.18	7.43	0.88	4.94	0.44	8.68	2.23	6.19	2.16	3.60	1.84	2.94	0.68	2.94	1.24
19	6.49	1.43	3.72	1.28	7.46	0.88	4.92	0.48	8.56	2.78	6.23	1.93	2.75	1.54	3.08	0.51	3.17	1.11
20	6.04	1.67	3.03	1.13	7.06	1.27	4.75	0.95	8.50	2.47	6.54	2.36	3.13	1.68	2.94	0.68	2.50	0.97
21	6.78	1.22	3.35	1.43	7.56	0.71	4.96	0.33	8.86	2.40	6.16	2.41	2.93	1.49	3.00	0.38	3.20	1.01
22	6.36	1.36	3.07	1.33	7.40	1.04	4.98	0.15	9.57	2.39	6.52	2.07	2.50	1.58	2.80	0.42	3.50	1.18
23	6.97	1.08	3.74	1.13	7.86	0.46	4.91	0.51	9.01	2.46	4.97	2.24	3.33	1.66	2.90	0.74	2.30	1.06
24	5.94	1.56	3.44	1.37	7.04	1.30	4.88	0.67	8.80	2.54	6.03	2.14	2.86	1.66	2.86	0.66	2.86	1.01
25	4.79	1.67	2.89	1.39	6.21	1.52	4.84	0.74	7.75	2.34	6.61	2.16	2.15	1.07	3.07	0.47	3.07	1.00
26	6.08	1.55	2.97	1.20	6.83	1.41	4.95	0.45	7.79	2.24	5.64	2.28	1.67	1.00	2.78	0.79	1.67	0.50
27	6.67	1.33	3.59	1.21	7.52	0.92	4.81	0.82	9.36	2.66	6.18	2.66	2.61	1.46	2.89	0.32	2.78	1.22
28	5.74	1.76	3.02	1.33	6.61	1.37	4.89	0.61	7.97	2.75	6.34	2.55	3.07	1.62	2.80	0.68	3.33	0.90
29	6.34	1.63	3.53	1.30	7.41	1.15	4.84	0.76	8.86	2.56	6.08	2.33	3.50	1.92	2.83	0.51	3.11	1.23
30	5.74	1.54	3.15	1.41	7.08	1.26	4.82	0.73	9.00	3.21	6.63	2.58	3.33	1.45	2.93	0.46	2.87	0.63
Mean	6.22	0.56	3.36	0.40	7.21	0.41	4.88	0.09	9.04	0.43	5.71	2.713	3.06	0.46	2.90	0.10	2.99	0.43

NOTE: School No. = School Number
FED = Father's Education
FOC = Father's Occupation
MED = Mother's Education
MOC = Mother's Occupation
F. SIZE = Family Size
LF = Literacy of Family
TE = Teacher's Experience
TQ = Teacher's Qualifications
S. SU. = School Supplies
M = Mean
SD = Standard Deviation

TABLE 5

AGGREGATED MEANS AND STANDARD DEVIATIONS OF SCHOOL SOCIAL STRUCTURE VARIABLES

School Number	Satisfaction With Professional Work		Formality in Classroom		Satisfaction With Social Relations		Centralization		Parental Involvement	
	M	SD	M	SD	M	SD	M	SD	M	SD
1	12.98	2.66	13.43	3.84	11.17	3.22	10.75	2.98	7.21	1.46
2	13.38	1.92	12.91	3.84	11.88	2.90	9.13	2.17	7.75	1.75
3	10.12	3.08	12.67	2.96	9.94	3.51	9.65	2.47	7.94	1.20
4	14.32	2.96	12.99	3.09	11.10	2.59	10.33	2.87	7.57	1.59
5	13.50	13.78	13.50	4.33	9.50	3.12	9.00	3.85	7.50	0.93
6	11.58	3.65	13.21	3.72	7.67	2.64	9.42	4.23	7.75	1.48
7	14.50	4.38	13.26	4.06	10.25	3.47	8.42	2.15	8.25	1.60
8	13.75	3.13	13.82	4.24	11.50	4.08	11.19	1.83	8.00	1.21
9	11.10	4.23	13.74	3.45	8.80	2.49	9.40	3.44	7.40	1.96
10	13.13	3.64	13.60	4.69	11.38	3.11	10.50	2.78	8.88	0.64
11	12.62	2.75	14.60	4.36	9.54	3.55	10.77	2.74	8.08	1.19
12	13.58	4.03	14.18	3.90	11.92	2.61	11.75	4.11	8.42	1.44
13	10.33	3.55	14.08	4.78	8.04	3.02	10.50	4.23	8.17	1.34
14	12.85	3.26	13.71	4.69	11.08	2.60	10.77	3.09	7.92	1.38
15	12.13	2.56	13.50	4.37	8.67	2.35	9.53	3.34	7.53	1.73
16	13.08	3.04	14.31	4.43	8.77	2.74	9.85	1.72	8.85	1.48
17	12.44	5.34	11.39	3.36	8.22	2.68	7.44	2.07	5.78	2.11
18	11.69	3.11	13.45	4.71	9.06	3.99	10.63	3.32	8.19	1.56
19	12.50	3.66	14.87	4.07	10.25	3.47	9.83	3.01	8.50	1.31
20	12.13	3.03	14.18	4.22	9.00	3.39	9.75	2.91	8.06	1.44
21	13.36	2.29	13.09	4.54	10.07	2.25	11.67	2.74	7.93	1.10
22	13.10	2.96	13.17	4.02	12.90	4.53	11.20	3.71	7.80	1.32
23	11.10	2.73	15.45	4.56	8.50	1.78	8.30	2.31	7.50	1.27
24	12.93	2.50	13.21	4.20	9.79	2.58	9.36	2.90	7.71	1.44
25	13.50	3.37	13.66	4.10	8.29	2.33	9.36	2.65	7.43	1.99
26	11.30	3.26	13.55	3.90	8.42	2.45	8.67	3.12	8.20	1.31
27	13.33	3.71	13.29	3.48	8.83	3.20	11.65	2.50	8.39	0.98
28	12.40	3.33	14.02	4.24	9.73	2.28	9.80	2.88	7.67	1.29
29	11.72	3.83	14.56	4.35	8.33	2.03	7.56	3.38	6.72	1.60
30	12.63	2.34	13.78	4.17	10.73	3.65	9.47	2.69	7.47	1.64
Means	12.56	1.08	13.68	0.74	9.77	1.36	9.86	1.13	7.79	0.58

NOTE: M = Mean
SD = Standard Deviation

TABLE 6

AGGREGATED MEANS AND STANDARD DEVIATIONS OF STUDENT CLIMATE VARIABLES

Sch. No.	SFEE		SPTPTN		SPEE		SAF		SNAN	
	M	SD	M	SD	M	SD	M	SD	M	SD
1	20.10	7.65	15.44	4.70	11.02	3.16	8.84	2.85	5.58	2.58
2	25.05	10.04	15.11	4.03	11.80	3.55	10.02	2.64	5.70	2.30
3	17.69	7.82	15.00	4.56	10.62	2.89	8.82	2.78	5.45	2.09
4	21.64	7.03	15.29	4.13	11.38	2.78	8.85	2.59	5.45	2.31
5	24.43	7.27	16.57	5.71	11.21	3.38	11.36	2.47	6.93	3.52
6	22.95	7.40	16.10	5.70	11.66	3.20	9.53	3.29	4.95	1.99
7	25.89	9.34	15.68	5.53	11.59	3.58	10.41	3.13	6.68	2.58
8	23.48	7.79	16.33	5.42	11.02	2.86	9.59	2.78	6.09	2.38
9	20.48	7.09	15.83	5.26	10.72	2.92	8.93	2.80	6.26	1.82
10	21.72	8.14	17.08	4.61	12.40	3.69	10.26	2.82	5.98	2.20
11	24.88	8.06	14.48	3.96	11.65	3.21	9.89	2.76	5.87	2.17
12	27.53	8.24	18.16	5.26	12.88	3.21	11.10	2.93	5.82	1.94
13	21.39	7.26	15.71	4.75	12.12	3.00	9.75	2.71	6.06	2.60
14	22.49	7.16	17.39	4.82	10.88	3.24	10.73	3.13	6.02	2.32
15	19.19	5.66	16.92	5.41	11.89	3.89	9.87	2.73	6.31	2.12
16	23.36	7.02	16.35	4.29	12.08	3.19	10.10	2.82	5.56	1.85
17	17.29	5.13	16.32	5.45	11.04	3.61	8.57	2.63	5.14	1.63
18	24.85	6.94	16.00	5.89	12.06	3.32	9.53	3.01	6.74	2.48
19	29.97	8.51	15.21	4.71	11.41	3.57	9.90	2.95	5.36	2.21
20	18.19	6.10	14.36	5.11	11.08	2.97	8.72	2.48	4.91	1.90
21	21.61	8.31	13.51	4.54	10.72	3.56	9.29	2.36	5.44	1.98
22	23.98	8.67	14.62	4.52	11.36	3.32	8.57	2.77	4.76	2.05
23	23.99	8.96	13.68	3.97	10.62	3.14	9.94	2.57	6.09	2.50
24	20.66	7.54	14.88	4.42	11.36	3.74	9.99	3.02	5.91	2.04
25	17.24	5.22	12.51	3.88	10.80	3.40	8.59	2.63	4.59	1.91
26	19.74	6.63	14.29	4.07	10.74	2.97	9.14	2.78	5.81	2.27
27	22.18	8.19	14.37	4.65	10.61	3.26	9.71	2.64	5.26	2.02
28	19.47	5.85	17.73	4.90	11.77	3.09	9.06	3.01	5.98	2.03
29	20.80	7.99	13.41	3.82	10.97	3.24	9.14	3.06	5.41	2.15
30	21.68	7.56	14.89	5.16	10.87	3.09	10.08	2.64	5.60	2.22
Mean	22.13	2.65	15.43	1.33	11.34	0.58	9.61	0.73	5.72	0.56

NOTE:
SFEE = Student Future Evaluations and Expectations
SPTPTN = Student Perception of Teacher Push and Teacher Norms
SPEE = Student Present Evaluations and Expectations
SAF = Student Academic Futility
SNAN = Student Negative Academic Norms
M = Mean
SD = Standard Deviation

TABLE 7

AGGREGATED MEANS AND STANDARD DEVIATIONS OF TEACHERS' CLIMATE VARIABLES

School Number	TFEE		TPPISA		TEASA		TPEE		TSCI		TAF	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
1	19.19	6.48	9.83	3.02	5.25	2.79	15.83	3.07	11.75	3.34	11.44	2.78
2	24.50	6.50	10.75	2.92	6.88	1.55	18.00	2.78	9.38	3.54	11.62	2.20
3	22.76	5.31	9.06	2.41	6.65	1.97	17.24	2.33	11.29	3.74	11.76	1.95
4	21.06	5.23	9.22	3.12	5.72	1.64	17.50	2.68	10.11	2.27	10.67	2.33
5	30.25	2.87	10.50	1.69	8.75	2.03	19.38	1.30	13.00	3.34	12.13	3.23
6	26.92	7.62	9.91	4.16	8.33	1.92	19.17	4.67	11.92	3.32	9.50	2.81
7	24.00	4.94	10.75	2.34	6.83	1.85	19.08	1.83	11.50	3.26	11.50	1.31
8	23.13	6.75	11.38	2.78	6.88	1.89	19.33	2.04	11.62	3.28	10.63	2.06
9	21.60	5.19	9.20	2.49	5.00	1.49	16.70	2.87	10.40	2.95	11.90	2.51
10	23.38	4.57	10.37	2.83	8.38	1.41	17.75	2.43	10.13	2.85	10.75	2.55
11	25.69	4.57	12.23	2.89	8.77	1.88	18.54	2.15	11.77	3.39	10.15	2.70
12	29.00	5.40	10.92	3.29	9.17	2.95	18.17	3.46	11.67	2.84	10.42	2.88
13	20.17	7.02	9.94	3.12	5.83	2.12	15.58	4.48	9.65	3.15	11.25	3.82
14	26.15	5.79	11.15	3.48	10.23	1.83	18.62	2.84	11.92	4.72	10.38	2.29
15	22.60	5.41	8.80	2.31	7.40	2.16	16.53	3.44	12.07	3.26	11.13	2.23
16	23.08	5.50	11.15	2.38	8.00	1.96	18.38	2.18	9.08	2.72	11.92	1.32
17	12.78	3.63	7.78	1.30	4.67	1.94	13.78	2.68	9.33	2.96	11.00	1.58
18	27.13	5.76	9.56	3.46	8.50	2.34	18.88	1.93	10.88	2.73	10.59	2.45
19	27.17	5.81	10.33	2.46	8.50	2.43	18.33	2.35	11.42	2.78	10.75	2.96
20	24.87	7.22	9.44	2.66	7.06	1.69	17.56	2.22	10.44	2.73	11.62	1.86
21	24.67	5.47	8.78	1.77	6.20	2.00	18.07	2.74	11.40	2.61	11.27	2.15
22	26.00	6.32	9.90	2.60	7.50	3.47	17.40	3.10	10.10	2.47	10.80	2.74
23	26.30	6.13	9.20	2.15	6.70	2.26	17.80	2.74	10.80	1.99	9.60	3.37
24	22.86	5.10	9.72	2.44	8.00	2.35	17.12	2.04	10.57	2.38	11.29	1.49
25	14.14	3.46	7.00	2.39	4.14	1.46	15.23	2.85	11.50	2.35	11.36	2.41
26	19.57	7.52	9.37	2.43	5.07	1.84	16.96	3.95	11.67	2.91	11.32	2.10
27	23.22	4.89	10.17	2.77	7.72	1.90	18.22	2.02	11.33	3.01	11.11	1.68
28	24.07	5.69	9.47	2.56	7.57	2.24	17.53	2.70	11.93	3.13	11.47	1.77
29	19.89	4.61	7.83	2.15	6.05	1.39	15.59	3.28	10.28	3.06	11.61	1.69
30	24.13	6.15	8.47	2.10	8.07	1.71	17.93	2.09	11.07	2.89	11.93	2.40
Mean	23.34	3.79	9.74	1.14	7.12	1.46	17.54	1.32	10.99	0.94	11.09	0.65

NOTE:
TFEE = Teacher Future Evaluations and Expectations
TPPISA = Teacher Perception of Parental Concern With Student Achievement
TEASA = Teacher Evaluation of Academic Achievement
TPEE = Teacher Present Evaluation and Expectations
TSCI = Teacher and Student Commitment to Improve
TAF = Teacher Academic Futility
M = Mean
SD = Standard Deviation

TABLE 8

AGGREGATED MEANS AND STANDARD DEVIATIONS
OF SCHOOL OUTPUT

School Number	Academic Achievement		Self-Concept of Academic Ability	
	M	SD	M	SD
1	4.15	1.71	18.07	4.13
2	4.80	1.55	19.42	5.47
3	4.80	1.78	17.69	4.85
4	4.97	1.41	18.86	3.86
5	5.29	1.38	19.14	4.75
6	5.18	1.42	18.58	4.50
7	4.55	1.40	19.96	5.25
8	5.45	1.19	19.14	4.41
9	4.79	1.55	17.93	5.03
10	5.32	1.68	19.68	4.85
11	5.57	1.25	19.80	4.71
12	6.20	1.58	22.15	4.06
13	4.45	1.25	19.18	5.38
14	5.45	1.33	18.75	5.21
15	5.13	1.35	19.09	4.39
16	5.92	1.36	20.93	5.37
17	3.75	1.53	17.04	4.34
18	5.36	1.21	19.89	4.96
19	6.26	1.14	19.82	4.88
20	4.36	1.55	18.06	4.42
21	4.35	1.45	18.64	5.19
22	4.90	1.62	18.93	5.14
23	5.46	1.64	19.45	4.96
24	5.50	1.80	18.60	5.04
25	4.06	1.92	17.13	4.54
26	4.75	1.75	18.05	4.77
27	5.04	1.88	18.63	4.77
28	5.12	1.56	17.94	4.58
29	3.99	1.40	18.76	4.84
30	5.28	1.43	19.12	4.74
Mean	5.00	0.62	18.94	1.05

NOTE: M = Mean
SD = Standard Deviation

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

Introduction

The aim of this study is not to examine the cause-effect relationship between independent and dependent variables; rather, it is to examine to what extent these variables are associated with one another. To do so, three main statistical procedures were undertaken.

The first statistical technique utilized was the factor analysis, conducted in order to obtain data reduction--reducing a set of intercorrelated variables into a smaller number of factors (Rummel 1967, 1970). This method was used to locate clusters of related variables which are relatively independent of other clusters.

The second statistical technique utilized was the simple correlation, applied in order to examine to what extent each cluster's indicators are correlated with one another, on the one hand, and with the other clusters' indicators, on the other hand.

The third technique utilized was the regression analysis, carried out in order to measure the single and joint effects of the independent variables over the main dependent variables.

Factor Analysis

The factor analysis technique was used to determine whether a set of variables can be reduced to a smaller number of factors (Rummel 1970; Borg & Gall 1979). It is utilized to search for clusters of variables that are all correlated with each other. It is also "an efficient method for discovering predominant patterns among a large number of variables" (Babbie 1973,p.328). Factor analysis is used in social science mostly for exploration and detection of patterning of variables, and for discovering new concepts and possible reductions of the data. Although the factor analysis technique is advantageous for these purposes, it has disadvantages in terms of producing factors which "are generated without any regard to substantive meaning. Often the researcher will find factors producing very high loadings for a group of substantively disparate variables" (Babbie 1973, p. 328).

The factor analysis technique was utilized in this research project to explore the data to discover new concepts and obtain a possible data reduction. The disadvantages of this technique were avoided through careful evaluation to ensure that every item loading would have substantive meaning for the factor; those items having no substantive meaning were excluded. Also, all the items loaded with 0.29 or less on the factor eliminated.

For the present study

pals' questionnaire items were factor analyzed in order to identify the combinations of items that would produce substantive, meaningful variables. The varimax rotated factor analyses are discussed below.

Factor Analysis Applied to Students' Climate Items

The first varimax rotated factor analysis was run using 48 attitudinal items derived from the students' questionnaire on the basis of the responses of students as individuals. A missing value was replaced by the variable's mean; the proportion of missing data allowed in this factor dropped the total number of cases applied for factor analysis from 1,914 to 1,846 subjects.

Six factors emerged from the 48 items in the students' questionnaire. The first factor was comprised of eight items loading highly with one another; their loading ranged from 0.78 to 0.47. These items produced substantive meaning in terms of measuring the way students preceived future evaluations and expectations of them by their teachers, parents, and friends. In fact, the same factor was produced in the original study by Brookover et al. (1979). This factor was called "Students' Future Evaluations and Expectations

The second factor to emerge was composed of nine items, with loadings ranging from 0.67 to 0.30. Eight of these items on the factor were mainly used in the original

study to report the students' self-concept of academic ability. These items were used in the present study for the same purpose--to measure what we called "Self-Concept of Academic Ability."

The third factor to emerge consists of seven items with loadings ranging from 0.74 to 0.33. These items refer to the students' perception and feelings about their teachers' commitment to having the students achieve at higher levels. This factor was called "Students' Perception of Teachers' Push and Teachers' Norms."

The fourth factor was composed of six items, with loadings ranging from 0.62 to 0.33. These items indicate how students perceived their friends', teachers' and parents' evaluations and expectations concerning their capability as students to do their present schoolwork with success. This factor was called, "Students' Present Evaluations and Expectations."

The fifth factor to occur was comprised of only four items, with loadings between 0.69 and 0.36. Basically, these items indicate to what degree students feel that they can succeed in doing schoolwork. As a matter of fact, these items-- used to measure "Students' Sense of Academic Futility" --are similar to the items used by Coleman (1966) to measure personal "sense of control" with some additional items developed by Brookover et al. (1975,1977,1979). Most of the items which were loaded on this factor in Brookover's study were not loaded under this factor in the present research, particularly those items focusing on students' perceptions

of teachers, and of other students' feelings of hopelessness or lack of caring about their academic achievement. This factor is called "Students' Sense of Academic Futility."

Finally, the sixth factor was composed of three items, the loading of which ranged from 0.80 to 0.35. These items indicate to what degree students hold negative attitudes about performing their schoolwork well because they are afraid of criticism from their classmates and their friends. This factor, called "Students' Perceived Negative Academic Norms" in the study, did not emerge in the Brookover et al. (1979) study independent of other factors; rather, these items were loaded on the factor of "Sense of Futility."

Table 9 shows the six factors that emerged from students' questionnaire responses, and contains the number of each item and its loading in each factor. (Appendix B shows the items under each factor.)

Factor Analysis Applied to School Social Structure Items

The second varimax rotated factor analysis was applied using 28 items derived from the teachers' questionnaire, with the same method as used for analyzing the students' questionnaire. All of the individual cases were used, replacing the missing value with the variables' means, with a proportion of missing data ≤ 0.05 allowed. This operation reduced the number of subjects for factor analysis from 394 to 385. Consequently, five factors occurred.

TABLE 9

STUDENT CLIMATE VARIABLES AND SELF-CONCEPT OF ACADEMIC ABILITY VARIABLES: ITEM LOADINGS DERIVED FROM VARIMAX ROTATION FACTOR ANALYSIS

Student Climate Factors	Item Loadings for Each Factor*								
	1	2	3	4	5	6	7	8	9
Factor 1: Students' Future Evaluations and Expectations	0.78	0.77	0.72	0.69	0.69	0.55	0.54	0.47	-
Factor 2: Self-Concept of Academic Ability	0.67	0.67	0.61	0.65	0.57	0.54	0.44	0.33	0.30
Factor 3: Students' Perception of Teacher Push and Teacher Norms	0.74	0.70	0.58	0.44	0.34	0.34	0.33	-	-
Factor 4: Students' Present Evaluations and Expectations	0.62	0.61	0.55	0.41	0.36	0.33	-	-	-
Factor 5: Students' Sense of Academic Futility	0.69	0.55	0.49	0.36	-	-	-	-	-
Factor 6: Students' Perceived Negative Academic Norms	0.80	0.74	0.35	-	-	-	-	-	-

N = 1,846

*Each item in factors 1, 3, 4, 5, and 6 is shown in Appendix B.

The first factor to emerge was composed of seven items, with loadings ranging from 0.71 to 0.37. These items were used to measure how important teachers perceive the following factors to be, in terms of job satisfaction: (1) salary; (2) level of student achievement; (3) parent-teacher relationships; (4) teacher-teacher relationships; (5) teacher-pupil relationships; (6) teacher-administration relationships; (7) curriculum; and (8) teacher autonomy. This category was called "Factors Important for Job Satisfaction."

The second factor, called "Satisfaction with Professional Work," was comprised of four items, with a loading factor ranging from 0.63 to 0.45. These items were used to measure the extent to which teachers feel satisfied, presently, with their salaries, with student achievement, with parent-teacher relations, and with the curriculum.

The third factor was composed of four items, with a loading range from 0.80 to 0.53, measuring the present level of satisfaction with social relations in the school. This grouping was called "Satisfaction with Social Relations."

The fourth factor that emerged was a centralization factor, composed of four items, with loadings ranging from 0.80 to 0.31. These items were designed to measure to what degree the system has centralized control over the school's operation, as perceived by the teachers in terms of the degree to which they can or cannot participate in decision-making. There is also another variable called

"Centralization of Authority," derived from factor analyzing the principals' questionnaire results, composed of three items, with loading factors ranging from 0.73 to 0.56, designed to measure to what degree principals have authority over operating their schools.

The last factor to occur is comprised of two items. Their loadings were not very high, but they are nonetheless substantively meaningful in measuring to what degree teachers and principals observed practical parental involvement --following up on their children's performance. Table 10 contains five factors that emerged from the teachers' questionnaire and one factor derived from the principals' questionnaire. The table contains the number of item loadings for each factor. (Appendix B shows the items under each factor.)

Factor Analysis Applied to Teacher Climate Items

The third varimax rotated factor analysis was applied to 27 items in the teachers' questionnaire designed to measure teacher climate variables. The outcome of the factor analysis of these items, following the same procedure as for students' climate and school structure variables, was that total number of subjects fell from 394 to 383 cases and six factors appeared.

Factor one was comprised of seven items loaded highly with one another. Their loading ranged from 0.84 to 0.71. These items were designed to explore the teachers' expectations and evaluations as to how many students in the

TABLE 10

SCHOOL SOCIAL STRUCTURE VARIABLES: ITEM LOADINGS DERIVED FROM TEACHER AND PRINCIPAL QUESTIONNAIRES USING VARIMAX ROTATED FACTOR ANALYSIS

School Social Structure Factors	Item Loadings for Each Factor*						
	1	2	3	4	5	6	7
Factor 1: Factors Important for Job Satisfaction	0.71	0.50	0.49	0.48	0.39	0.38	0.37
Factor 2: Satisfaction with Professional Work	0.63	0.61	0.52	0.45	-	-	-
Factor 3: Satisfaction with Social Relations	0.80	0.59	0.54	0.53	-	-	-
Factor 4: Centralization of Authority as Perceived by Teachers	0.80	0.55	0.51	0.31	-	-	-
Factor 5: Centralization of Authority as Perceived by Principals	0.73	0.72	0.56	-	-	-	-
Factor 6: Practical Parental Involvement	0.42	0.39	-	-	-	-	-

N = 385

*Each item in factors 1, 2, 3, 4, 5, and 6 is shown in Appendix B.

school would go on to high school and college. This factor was defined as "Teacher Future Evaluations and Expectations."

Factor two consisted of four items, with loadings ranging from 0.77 to 0.33. These items focused on teachers' perceptions of parental influence on student achievement. This factor was called "Teacher Perceptions of Parental Concern with Student Achievement." As it happens, the items that became grouped together in this factor did not emerge as parts of one factor in the study by Brookover et al. (1977); the first two items fell in one factor while each of the rest occurred in different factors.

Factor three was composed of only three items, with loadings ranging from 0.74 to 0.55. These items represent teachers' evaluations of school academic achievement, so this factor was identified as "Teachers' Evaluation of School Academic Achievement."

Factor four was comprised of five items, with loadings ranging from 0.63 to 0.34 percent. These items were designed to examine teachers' present evaluations and expectations as to how many students would do their present schoolwork successfully. Thus, this factor was identified as "Teachers' Present Evaluations and Expectations."

Factor five was composed of three items, with loadings ranging from 0.79 to 0.33. These items were used as indicators of teachers' commitment to eliciting improvement in their students' academic achievement; therefore, this factor is called "Teacher Commitment to Improvement."

Factor six was comprised of three items, the loadings of which were not so high, ranging from 0.56 to 0.33. These items were used as indicators of teachers' feelings about their capability to have a positive impact on students' academic achievement. This factor was identified as "Teachers' Academic Futility."

Table 11 gives the statistics for the six teacher climate variables and shows the loadings of items in each factor, ranging from high to low. While six teacher climate factors clearly occurred in the present study, only five factors emerged in Brookover's study. Basically, factors 1, 4, 5, and 6 are the same as those in Brookover's study while factors 2 and 3 emerged as slightly different. Factor 2 refers to teachers' perceptions of parental concern with student achievement, and factor 3 refers to the teachers' evaluations of school academic achievement. (Appendix B shows the items under each factor.)

Factor Analysis Applied to Principal Climate Items

The fourth varimax rotated factor analysis was applied to the responses from the principals' questionnaire. Following the same factor analysis procedure used for students' and teachers' questionnaires, 29 items in the principals' questionnaire were factor analyzed. The result was that four factors emerged.

The first factor to appear was composed of five items, with loadings ranging from 0.94 to 0.41. These items indicated the principals' perception of parents' concern for and expectations of their children in school,

TABLE 11

TEACHER CLIMATE VARIABLES: ITEM LOADINGS DERIVED FROM TEACHERS' QUESTIONNAIRES USING VARIMAX ROTATED FACTOR ANALYSIS

Teacher Climate Factors	Item Loadings for Each Factor*						
	1	2	3	4	5	6	7
Factor 1: Teacher Future Evaluations and Expectations	0.84	0.83	0.80	0.79	0.78	0.76	0.71
Factor 2: Teacher Perceptions of Parental Concern with Student Achievement	0.77	0.67	0.44	0.33	-	-	-
Factor 3: Teachers' Evaluation of School Academic Achievement	0.74	0.60	0.55	-	-	-	-
Factor 4: Teachers' Present Evaluations and Expectations	0.63	0.55	0.43	0.34	0.34	-	-
Factor 5: Teacher Commitment to Improvement	0.79	0.60	0.33	-	-	-	-
Factor 6: Teachers' Academic Futility	0.56	0.38	0.33	-	-	-	-

N = 383

*Each item in factors 1, 2, 3, 4, 5, and 6 is shown in Appendix B.

and is the same factor that occurred in Brookover's study. This factor is called "Principals' Perceptions of Parental Concerns and Expectations."

The second factor that emerged was comprised of four items, loading very highly with one another: Their loadings ranged from 0.75 to 0.58. These items (shown in Appendix B) refer to the principals' perceptions of their own roles in providing quality education. This factor did not emerge in the original Brookover study. This factor has been identified as "Principals' Perceptions of Their Own Roles in School Achievement."

The third factor to occur consisted of five items, three of them loading very highly and two with low loadings. The five items' loadings ranged from 0.81 to 0.30. These items refer to principals' and parents' evaluations of present school quality, as seen by the principal. This factor, called "Principals' and Parents' Evaluations of Present School Quality," is in fact consistent with the one that occurred in the original study by Brookover.

Finally, the fourth factor to occur was composed of only three items, with loadings ranging from 0.71 to 0.60. These items refer to the principals' efforts to improve their schools' achievement. This factor is consistent with the one that appeared in Brookover's study. Table 12 shows the principal climate factors that emerged from 29 items on the principals' questionnaire, derived via rotated factor analysis. (Appendix B shows the items under each factor.)

TABLE 12

PRINCIPAL CLIMATE VARIABLES: ITEM LOADINGS
DERIVED FROM VARIMAX ROTATED FACTOR ANALYSIS

Principal Climate Factors	Item Loadings for Each Factor*				
	1	2	3	4	5
Factor 1: Principals' Perceptions of Parental Concerns and Expectations	0.94	0.83	0.79	0.67	0.41
Factor 2: Principals' Perceptions of Their Own Roles in School Achievement	0.75	0.73	0.70	0.58	-
Factor 3: Principals' and Parents' Evaluations of Present School Quality	0.81	0.71	0.67	0.44	0.30
Factor 4: Principals' Efforts to Improve Their Schools' Achievement	0.71	0.66	0.60	-	-

N = 30

*Each item in factors 1-4 shown in Appendix B.

Reduction of the Data

On the basis of factor analysis application to students' and teachers' questionnaires, all items which have substantive meaning were identified for each factor to which they are well fitted. Since the purpose of the present study is not to focus on the differences between the individuals (either students as individuals or teachers as individuals),

but rather to focus on the school, composed of students, teachers, and principal, as the unit of analysis in terms of differences between schools' academic achievement, the data was processed using the SPSS aggregate technique, reducing the students' individual cases from 1,914 to 30, and reducing the teachers' individual cases from 394 to 30. As mentioned in Chapter III, the reduction of the data for each school was achieved by adding each item score at each school to get a school mean for the item; then, school item means were added to compute each scale for each variable. (Tables 4, 5, 6, 7 and 8 present the aggregated means and standard deviations for the input variables, school social structure variables, climate variables, and dependent variables. See these tables in Chapter III).

By examining the means of dependent variables on the basis of data reduction, the mean differences between the thirty schools in the sample were obtained.

For academic achievement, the grand mean is 5.00; the possible minimum is 1, and the possible maximum is 9; the standard deviation is 0.62; and the variance is 0.37. The difference between the highest mean and the lowest mean is 2.51. The differences between schools in achievement range from 41.66 percent to 69.55 percent. Table 8 shows the mean and standard deviation for academic achievement in each school in the sample.

The ANOVA technique was utilized in order to examine the difference between the means for academic achievement in the thirty schools. The result indicates that there are

significant differences between the schools in terms of academic achievement. Table 13 presents the results of the analysis of variance in academic achievement between the thirty schools in the sample.

For self-concept of academic ability, the second dependent variable, the grand mean is 18.94; the possible minimum is 6.00; and the possible maximum is 37.00; the standard deviation is 1.05; and the variance is 1.07. The range between the highest mean and the lowest is 5.11. The difference in the means for self-concept of academic ability between schools ranges from 46.05 percent to 59.86 percent. Table 8 shows the mean and standard deviation for self-concept of academic ability in each school.

The ANOVA technique was utilized to test the differences in means for self-concept of academic ability between schools. The outcome of one-way analysis of variance indicates that there is a significant difference in the means for self-concept of academic ability among the schools. Table 14 presents the results of this analysis.

TABLE 13

ONE-WAY ANALYSIS OF VARIANCE AMONG THE MEANS OF ACADEMIC ACHIEVEMENT IN THE 30 SCHOOLS IN THE SAMPLE

Source of Variation	Sum of Squares	DF*	Mean Square	F	Significance of F
Between Schools	679.745	29	23.439	10.082	0.001
Residual	4380.255	1884	2.325		
Total	5060.000	1913	2.645		

*Degrees of Freedom.

TABLE 14

ONE-WAY ANALYSIS OF VARIANCE IN THE MEANS FOR SELF-CONCEPT OF ACADEMIC ABILITY IN THE 30 SCHOOLS IN THE SAMPLE

Source of Variation	Sum of Squares	DF*	Mean Square	F	Significance of F
Between Schools	1872.508	29	64.569	2.82	0.001
Residual	43142.305	1884	22.899		
Total	45014.813	1913	23.531		

*Degrees of Freedom.

Simple Correlation

Simple correlations were calculated for the association between the aggregated mean of each independent variable and each dependent variable in the 30 schools in the sample.

Simple Correlation of Input Variables

The input variables, composed of two clusters of variables (family-background variables and school-input variables), were correlated with school academic achievement and with self-concept of academic ability. The outcome of this simple correlation indicates the following:

1. The mean for father's education is positively and significantly correlated with academic achievement and self-concept. Their correlations, respectively, are 0.5158 and 0.5356. These associations indicate that the higher

the father's education level, the higher the student's performance and self-concept.

2. Father's occupation is significantly correlated positively with both dependent variables (academic achievement and self-concept). Father's occupation is correlated more strongly with achievement than with self-concept, and father's occupation is correlated slightly more strongly with these two variables than father's education. The figures are as follows: father's occupation with academic achievement, 0.7188; with self-concept, 0.6335. These correlations suggest that the higher the father's occupational level, the higher the student's achievement and self-concept in school.

3. Mother's education is significantly, positively correlated (0.4127) with achievement and with self-concept (0.4674), though these correlations are lower than those of father's level of education and occupation. These correlations suggest that the higher the mother's level of education, the higher the student's achievement and self-concept in school.

4. Family size is correlated significantly with self-concept of academic ability (0.3344), while it is not significantly correlated with academic achievement (the correlation is positive). These correlations indicate that the smaller the family size of the student, the higher the student's self-concept and achievement in school.

5. The number of educated members in the family is correlated significantly with both dependent variables

(achievement and self-concept). Their correlations are 0.3884 and 0.3017, respectively. These correlations mean that the higher the percentage of educated members in the family of the student, the higher the student's achievement and self-concept in school.

6. Mother's occupation is significantly correlated --0.3076--with self-concept of academic ability, while it is not significantly related to academic achievement (although correlated positively). The correlation of mother's occupation with academic achievement and self-concept of academic ability indicates that the higher the level of mother's occupation, the higher the student's self-concept and achievement in school.

7. Relatives' education is significantly correlated to students' achievement, 0.3252, while the correlation with students' self-concept is not significant. The correlation among these variables indicates that the higher the relatives' education, the higher the students' achievement.

8. Total number of teachers; proportion of non-Saudi Arabian teachers; teachers' training; principals' experience; principals' training; principals' qualifications; and adequacy of school supplies were not correlated significantly with either academic achievement or self-concept of academic ability, although the correlations with the dependent variables were positive. Table 15 shows the correlations between input indicators and dependent variables.

TABLE 15

SIMPLE CORRELATIONS BETWEEN INPUT VARIABLES AND OUTPUT VARIABLES

Input Variables	School Output Variables	
	Academic Achievement	Self-Concept of Academic Ability
A. Family Background Variables		
Father's Education	0.5158*	0.5356*
Father's Occupation	0.7188*	0.6335*
Mother's Education	0.4127*	0.4674*
Mother's Occupation	0.2286	0.3076*
Family Size	0.1429	0.3344*
Proportion of Literacy in the Family	0.3844*	0.3017*
Relatives' Education	0.3252*	0.2749
Relatives' Occupation	0.0822	-0.0482
B. School Input Variables		
Total Number of Teachers in School	0.1255	0.1701
Proportion of Non-Saudi Arabian Teachers	0.2746	0.3203*
Total Number of Students in School	0.0329	0.1755
Proportion of Non-Saudi Arabian Students	0.1894	0.2690
Teachers' Experience	0.1484	0.3560*
Teachers' Training	0.2278	0.0294
Teachers' Qualifications	0.3274*	0.2480
Principals' Experience	0.2365	0.0582
Principals' Training	0.1553	-0.0661
Principals' Qualifications	-0.0747	0.1383
Adequacy of School Supplies	0.1302	0.1849

*Significant at $\alpha = 0.05$. N = 30

9. Teachers' experience is significantly correlated with students' self-concept of academic ability, while it is not significantly related to students' academic performance. These relationships indicate that the more experience teachers have, the higher their students' self-concept and academic performance in school.

10. Teachers' qualifications are significantly related to students' academic achievement, while they are not significantly related to students' self-concept of academic ability. These relationships indicate that the more qualified the teachers, the higher the students' academic performance. (See Table 15.)

Table 16 presents the intercorrelations between input and output variables. This table clearly shows that the intercorrelations between family background indictors are stronger, compared with the intercorrelations between the school input indicators. This means that the family-background variables are more significantly related to one another than are school-input variables. (See correlation matrix, Table 16.)

Simple Correlation of School Social Structure Variables

School social structure variables were correlated with academic achievement and self-concept of academic ability. The results of the simple correlations, presented in Table 17, included the following:

TABLE 16

INTERCORRELATION MATRIX FOR INPUT VARIABLES AND ACADEMIC ACHIEVEMENT AND SELF-CONCEPT OF ACADEMIC ABILITY VARIABLES

Input Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1. Academic Achievement	1.0																				
2. Self-Concept of Acad. Abil.	0.71	1.0																			
3. Father's Education	0.51	0.53	1.0																		
4. Father's Occupation	0.71	0.63	0.76	1.0																	
5. Mother's Education	0.41	0.46	0.92	0.66	1.0																
6. Mother's Occupation	0.22	0.30	0.32	0.11	0.24	1.0															
7. Family Size	0.14	0.33	0.47	0.29	0.54	0.21	1.0														
8. Propor. of Literacy in Fam.	0.38	0.30	0.87	0.62	0.86	0.32	-0.44	1.0													
9. Relatives' Education	0.32	0.27	0.47	0.33	0.54	0.01	-0.26	0.46	1.0												
10. Relatives' Occupations	0.08	-0.04	0.04	-0.09	0.07	-0.05	0.00	0.02	0.70	1.0											
11. Total Teachers in School	0.12	0.17	-0.14	-0.22	-0.06	0.07	0.15	-0.02	0.17	0.13	1.0										
12. Propor. of Non-Saudi Tchrs.	0.27	0.32	0.14	0.18	0.11	-0.02	0.00	-0.02	0.25	-0.09	0.24	1.0									
13. Total Students in School	0.03	0.17	-0.04	-0.15	0.03	0.20	0.10	0.00	-0.04	-0.09	0.85	0.34	1.0								
14. Propor. of Non-Saudi Stu's	0.18	0.26	0.33	0.35	0.48	0.22	-0.30	0.32	0.39	-0.03	-0.01	0.49	0.27	1.0							
15. Teachers' Experience	0.14	0.35	0.22	0.26	0.27	0.02	0.34	0.06	0.20	-0.02	0.08	0.43	-0.02	0.34	1.0						
16. Teachers' Training	0.22	0.02	0.08	0.24	0.04	-0.09	0.01	0.16	0.12	-0.11	0.00	0.40	-0.08	0.18	0.03	1.0					
17. Teachers' Qualifications	0.37	0.24	0.33	0.41	0.34	0.15	0.11	0.32	0.11	-0.36	-0.03	0.40	0.03	0.47	0.08	0.27	1.0				
18. Principals' Experience	0.23	0.05	-0.16	-0.06	-0.17	0.13	-0.37	-0.18	0.05	0.37	0.25	-0.13	-0.11	-0.20	0.08	-0.13	-0.40	1.0			
19. Principals' Training	0.15	-0.06	-0.20	-0.08	-0.24	0.01	-0.34	-0.29	0.05	0.33	0.19	0.18	-0.11	-0.16	-0.09	0.25	0.02	0.45	1.0		
20. Principals' Qualifications	-0.07	0.13	-0.08	0.03	-0.05	-0.21	-0.09	-0.11	-0.03	-0.11	0.40	0.18	0.40	-0.03	-0.24	-0.05	0.18	-0.01	0.13	1.0	
21. Adequacy of School Supplies	0.13	0.18	0.25	0.20	0.30	0.02	0.21	0.17	0.11	-0.05	0.17	0.34	0.30	0.47	0.14	-0.09	0.39	-0.04	-0.04	0.35	1.0
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

N = 30

TABLE 17

SIMPLE CORRELATION BETWEEN SCHOOL SOCIAL STRUCTURE VARIABLES AND SCHOOL OUTPUT VARIABLES

School Social Structure Variables	School Output Variables	
	Academic Achievement	Self-Concept of Academic Ability
Factors Important for Job Satisfaction	0.0005	0.2280
Satisfaction With Professional Work	0.1140	0.1944
Satisfaction With Social Relations	0.2936	0.3415*
Centralization, as Perceived by Teachers	-0.3780*	-0.3369*
Centralization, as Perceived by Principals	0.0699	0.0776
Parental Involvement	0.5941*	0.5592*
Formality of Classroom	0.4157*	0.4610*

*Significant at $\alpha = 0.05$.

N = 30

1. Centralization of authority as perceived by teachers is significantly related to school academic achievement and self-concept of academic ability. The correlations are -0.375 with achievement, and -0.3369 with self-concept. These correlations suggest that the higher the centralization of authority, the lower the academic achievement and self-concept. However, centralization of authority as perceived by principals is not significantly related to any of the dependent variables. (The correlations are 0.0699 with achievement, and 0.0776 with self-concept.)

2. The parental involvement indicator, as perceived by teachers and principals, is correlated significantly (0.5941) with academic achievement and with self-concept of academic ability (0.5592). These associations indicate that the higher the parents' involvement in school, the higher the students' achievement and self-concept in school.

3. Formality of students' behavior in the classroom is significantly correlated with academic achievement (0.4157) and self-concept (0.461). This correlation indicates that the more formally students behave in school classrooms, the more likely academic achievement and self-concept in school will be high.

4. Satisfaction with social relations in the school is significantly correlated (0.3415) with self-concept, while it is not significantly related to academic achievement (though, at 0.2936, the correlation is very close to significance at $\alpha=0.05$). These correlations indicate that the more satisfaction the student feels in social relations

in school, the more likely the student is to have high self-concept and a high performance level in the school.

5. None of the factors important for job satisfaction and satisfaction with professional work is significantly related to either of the dependent variables.

The correlations of the variables discussed above are shown in Table 17. Table 18 presents the intercorrelation matrix for school social structure indicators and school output indicators. Most of the structure variables are not significantly intercorrelated compared with family-background indicators. (See Tables 16 and 18.)

Simple Correlation of School Climate Variables

A simple correlation was calculated between school climate variables and school output variables. Table 19 presents the simple correlation between each climate variable and school academic achievement and self-concept of academic ability. In the table, there are three clusters of climate variables: students' climate variables; teachers' climate variables; and principals' climate variables.

The students' cluster is composed of five indicators. Each of these indicators is correlated significantly with both of the dependent variables (academic achievement and self-concept of academic ability). The students' future evaluations and expectations variable had the highest correlation with self-concept and achievement, compared with the other students' climate indicators. Its correlation was

TABLE 18

INTERCORRELATION MATRIX OF SCHOOL SOCIAL STRUCTURE VARIABLES AND SCHOOL OUTPUT VARIABLES

Variables	1	2	3	4	5	6	7	8	9
1. Academic Achievement	1.00								
2. Self-Concept of Academic Ability	0.71	1.00							
3. Factors Important for Job Satisfaction	0.00	0.22	1.00						
4. Satisfaction with Professional Work	0.11	0.19	0.06	1.00					
5. Satisfaction with Social Relations	0.29	0.34	0.05	0.62	1.00				
6. Centralization as Perceived by Teachers	-0.37	-0.33	-0.15	-0.28	-0.50	1.00			
7. Centralization as Perceived by Principals	0.06	0.07	0.25	0.39	0.25	-0.04	1.00		
8. Parental Involvement	0.59	0.55	0.08	0.13	0.27	-0.58	0.04	1.00	
9. Formality of Classroom	0.41	0.46	0.21	-0.26	-0.09	0.11	-0.33	0.39	1.00
	1	2	3	4	5	6	7	8	9

N = 30

TABLE 19

SIMPLE CORRELATION BETWEEN MEAN SCHOOL SOCIAL CLIMATE VARIABLES AND MEAN SCHOOL OUTPUT VARIABLES

School Climate Variables	School Output Variables	
	Academic Achievement	Self-Concept of Academic Ability
A. Students' Climate Variables		
1. Future Evals. & Expectas.	0.6798*	0.8227*
2. Percep. of Tchr. Push, Norms	0.4464*	0.3767*
3. Present Evals. & Expectas.	0.4315*	0.6961*
4. Sense of Academic Futility	0.6389*	0.7151*
5. Negative Academic Norms	0.3148*	0.3756*
B. Teachers' Climate Variables		
1. Future Evals. & Expectas.	0.7099*	0.6307*
2. Parental Concern w/Stu. Achieve., Perceiv. by Tchr.	0.6372*	0.6309*
3. Eval. of School Academic Achievement	0.7711*	0.6152*
4. Present Evals. & Expectas.	0.6828*	0.5598*
5. Tchrs.' Commitm't to Improve	0.2193	-0.0341
6. Teachers' Academic Futility	-0.355*	-0.2435
C. Principals' Climate Variables		
1. Princ. Percep. of Parental Concern & Expectations	0.6980*	0.4890*
2. Princ. Percep. of School's Present Quality	0.6249*	0.3234*
3. Princ. Efforts to Improve School	0.3625*	0.2054
4. Princ. Role in School	0.2951	0.2301

*Significant at $\alpha = 0.05$.

N = 30

0.8227 with self-concept, and 0.6798 with academic achievement. The second most important set of variables which showed high correlation with self-concept and achievement is students' sense of academic futility. Its correlation was 0.7151 with self-concept and 0.6389 with achievement. This correlation indicates that the lower the students' sense of futility in school, the more likely they are to have high self-concepts and achievement levels. The students' negative norms indicator showed the lowest correlation with both dependent variables in the students' cluster. Its correlation was 0.3756 with self-concept and 0.3148 with academic achievement.

The teachers' cluster of variables is composed of six indicators. (See Table 19.) The first four indicators are correlated significantly with both dependent variables (academic achievement and self-concept), while the last two indicators are not significantly correlated with self-concept, and one of them correlated significantly (-0.355) with academic achievement. In this cluster, teachers' evaluation of school academic achievement showed the highest correlation with the achievement dependent variable, while teachers' perceptions of parental concern with student achievement and teachers' future evaluations and expectations had the highest correlation with self-concept of academic ability.

The principals' cluster is composed of four variables. The first two are correlated significantly with achievement and self-concept (more highly with achievement

than with self-concept). The most important indicator in this cluster, with the highest correlation with both dependent variables, is principals' perception of parental concern and expectations. The last two indicators in this cluster are not significantly related to the self-concept dependent variables; the principals' efforts to improve indicator was significantly correlated with achievement (0.3625). (The correlation for each indicator in the principals' cluster with the dependent variables is shown in Table 19.)

In Table 19, the reader will note that all of the students' cluster indicators showed higher correlations with self-concept than with academic achievement except the indicator of student perception of teacher push and teacher norms, which is associated with achievement more highly than with self-concept. All of the teachers' and principals' clusters are correlated more highly with academic achievement than with self-concept of academic ability.

Table 20 contains the intercorrelations between school social climate variables and school output variables. The correlation matrix in Table 20 shows that most of the school social climate variables are correlated with one another significantly. (Compare these indicators with school social structure indicators in Table 18 and with school input indicators shown in Table 16.)

TABLE 20

CORRELATION MATRIX OF MEAN SCHOOL SOCIAL CLIMATE VARIABLES AND SCHOOL OUTPUT VARIABLES

School Climate Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. Academic Achievement	1.0																
2. Self-Concept of Acad. Abil.	0.71	1.0															
3. Stu. Future Eval. & Expect.	0.67	0.82	1.0														
4. Stu. Percep. Tchr. Push/Norm	0.44	0.37	0.23	1.0													
5. Stu. Present Eval. & Expect.	0.43	0.69	0.42	0.61	1.0												
6. Stu. Sense of Acad. Futility	0.63	0.71	0.64	0.47	0.43	1.0											
7. Stu. Negative Academic Norms	0.31	0.37	0.36	0.47	0.26	0.60	1.0										
8. Tchr. Future Eval. & Expect.	0.70	0.63	0.75	0.31	0.31	0.64	0.37	1.0									
9. Tchr. Percep. of Parent Influ.	0.63	0.63	0.69	0.44	0.42	0.59	0.38	0.61	1.0								
10. Tchr. Eval. of Sch. Acad. Ach.	0.77	0.61	0.61	0.49	0.43	0.72	0.29	0.81	0.64	1.0							
11. Tchr. Present Eval. & Expect.	0.68	0.55	0.72	0.25	0.19	0.59	0.37	0.84	0.70	0.72	1.0						
12. Tchr. Commitment to Improve	0.21	-0.03	0.13	0.14	-0.16	0.30	0.28	0.37	0.14	0.30	0.39	1.0					
13. Tchr. Academic Futility	-0.35	-0.24	-0.33	-0.09	-0.18	-0.09	0.08	-0.26	-0.25	0.31	-0.24	-0.14	1.0				
14. Princ. Percep. of Par. Concern	0.69	0.48	0.46	0.38	0.43	0.39	0.33	0.46	0.62	0.61	0.51	0.01	-0.17	1.0			
15. Princ. Percep. Pres. Sch. Qual.	0.62	0.32	0.31	0.30	0.22	0.38	0.25	0.52	0.33	0.63	0.49	0.15	-0.24	0.60	1.0		
16. Princ. Efforts to Improve	0.36	0.20	0.12	0.29	0.11	0.33	0.35	0.26	0.20	0.17	0.13	0.09	0.26	0.34	0.30	1.0	
17. Princ. Roles in School	0.29	0.23	0.18	0.27	0.06	0.25	0.27	0.19	0.27	0.20	0.15	0.22	0.18	0.05	0.06	0.37	1.0
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

N = 30

Regression Analysis Technique

Originally, the multiple-regression technique was developed in order to allow handling of large numbers of independent and dependent variables. It is a general statistical technique which researchers use to analyze the relationship between a dependent variable and a set of independent variables. Multiple regression is viewed as a descriptive and explanatory tool. It is useful for finding the best linear prediction equation for a given set of data and evaluating its prediction accuracy. The multiple-regression technique is useful in controlling for other confounding factors in order to evaluate the contribution of a specific variable or set of variables. In other words, it can be used to indicate how much of the variation in a dependent variable is accounted for by the single or joint linear influence of particular independent variables. Furthermore, the technique is useful to examine the impact of a particular independent variable while controlling statistically for variation in other variables. (Kerlinger and Pedhazur 1973; Draper and Smith 1966).

Clearly, then, the multiple-regression technique is suitable for studying the influence of several independent variables on a dependent variable. But the researcher may face the issue of multicollinearity problems, which emerge under circumstances where all independent variables are correlated highly with the dependent variable

and the intercorrelations of the independent variables are even higher. In such a case, the researcher "can not reliably separate the effects of the involved variables" (Sullivan 1980, p. 61).

One possible solution is "to combine those independent variables that are highly intercorrelated into a single indicator. If this approach makes conceptual sense, then it can work well" (Sullivan 1980, p. 61). A stepwise procedure also is useful. It can be conceived of as a powerful method of "controlling" variance in order to gain some idea of the relative amounts of influence of joint or separate independent variables on a dependent variable. In other words, it is useful for controlling statistically over a particular independent variable. By entering it first into the multiple-regression equation, and adding another particular independent variable in the second position, one can examine the amount of the first variable's contribution to the variance.

Now, the use of multiple-regression analysis in the present study will be discussed.

In this study, the multiple regression analysis technique was employed in order to predict the relationship between the dependent and independent variables, since more than one independent variable is used in this study to predict variation of achievement and self-concept of academic ability among 30 randomly chosen schools. This technique was utilized because it is useful in determining the

direction and relative strength of relationships between variables.

There were only 30 schools in the sample for the present study, and more than 30 indicators were used. It is not advisable statistically to enter in a multiple regression equation more variables than half of the sample size, because "if the independent variables are added until their number equals n - 1, then R^2* = 1.0. This 'perfect' explanation is of course nonsense, and amounts to no more than a mathematical necessity which occurs because the degrees of freedom have been exhausted" (Sullivan 1980, p. 53).

An attempt was made to reduce the number of indicators by eliminating the variables which were less important in terms of their correlation with the dependent variables, on the one hand, and to group the remaining variables in clusters, on the other hand, to make use of the multiple regression technique for predicting variations in the dependent variables among the schools.

Thus, a series of multiple-regression and stepwise evaluations was employed, using clusters of variables. There were three main clusters of variables (the input cluster of variables; the structure cluster of variables; and the climate cluster of variables), and there were sub-clusters as well, such as family background, school input, students' climate,

---

*R^2 indicates the proportion of variation in the dependent variable explained by the independent variable. (It is called the coefficient of determination.)

teachers' climate, and principals' climate clusters.

The first multiple regression was applied to the family background cluster and the students' climate cluster to predict variation in academic achievement. Eight variables were entered in the multiple-regression equation. These two clusters of variables account, overall, for 69.9 percent of the variance in achievement. Using the stepwise technique and placing the family background variables first explained 52.7 percent, and left only 17.2 percent explained by the students' climate variables, which were entered second. When the analysis was performed the other way around, the students' climate variables, entered first, explained 58.9 percent and left only 11 percent explained by family background. However,"Father's Occupation" was the only family background variable that added significantly to the variance when it was put in the second position. In the students' climate cluster, only "Students' Future Evaluations and Expectations" and "Students' Perceptions of Teacher Push and Teacher Norms" added significantly to the variances when they were in the second position. Clearly, students' climate variables explained more of the variance in achievement when they were entered first and added more to R^2 when entered second.

Using the same technique, family background and students' climate variables were applied to predict variation in self-concept of academic ability. The result was that these variables accounted overall for 87.1 percent of the variance in self-concept of academic ability. When the

family background variables were entered into the equation first, they explained 40.7 percent of the variance, and students' climate variables added 46.4 percent of the explanation when entered second. When climate variables were placed in the first position, they explained 86.3 percent, and left only 0.8 percent explained by family background, entered second. Clearly, none of the family background variables added any significance to R^2, while, in the students' climate cluster,the "Students' Present Evaluation and Expectations" variable added significantly (34.1 percent), and the "Students' Future Evaluations and Expectations" variable added significantly (9 percent) to the R^2; the rest of the indicators contributed insignificantly (4 percent) to R^2. (Appendix B shows the variables under each cluster.)

The second multiple regression was applied to three clusters: the input cluster, which is comprised of family background indicators and school input indicators; school social structure indicators; and teachers' climate indicators. In these three clusters, 14 indicators were placed into the multiple-regression equation in order to predict variation in academic achievement among schools. Overall, these variables accounted for 77 percent of the variance in achievement. In order to test the contribution of each cluster in terms of prediction of the variance, stepwise analysis was applied. When the input variables were entered first, they explained 54.4 percent of the variance; they added 10.1 percent to the explanation when entered second, and only 7.3 when entered third. When the school structure

variables were fed into the equation first, they explained 43.5 percent; they added 10.3 percent to the explanation when fed in second, and only 1.5 percent when entered third. In a similar manner, teachers' climate variables accounted for 65.4 percent of the variance when they were fed into the equation first; when they were fed in second,they accounted for 20 percent of the variance in achievement, and they accounted for only 11.6 percent of the variance when entered into the equation third. In fact, "Father's Occupation"; "Teachers' Reports of Parental Involvement"; and "Teachers' Evaluations of School Academic Achievement" were the only variables which added significantly to the variance when they were entered in the second position in the equation.

On the basis of the above analysis, it is clear, in terms of the overall contribution of each cluster of variables, that teachers' climate variables contributed more of the explanation when they were placed first into the equation, and added more than the other two to R^2 when they were entered second or third. School social structure variables contributed the least in terms of explanation when they were placed into the equation first; their contribution to R^2 was similar to that of the input variables when they were second; and they added the least to R^2 when they were entered into the equation third. In other words, the cluster to contribute the most explanation is the teachers' climate cluster, with the input cluster coming second and the school social structure cluster third.

Using the same multiple regression and stepwise techniques, the 14 indicators of the three clusters (input, school structure, and teacher climate) were explored to predict variation in self-concept of academic ability among the schools. The results indicate that, overall, these variables account for 66.1 percent of the variance in self-concept of academic ability between the schools. Use of the stepwise technique showed that, when input variables were put into the multiple regression equation first, they explained 44.6 percent of the variance in self-concept; they explained 15.4 percent when entered second; and only 7.1 percent when they were entered into the equation third. School structure variables explained 45.3 percent of the variance in self-concept when entered first into the equation; 16.2 percent when entered second; and only 8.2 percent when entered into the equation third. Teachers' climate variables accounted for 50 percent when entered into the equation first; 13.7 percent when entered second; and only 5.4 percent when entered into the equation third.

It is clear from the above analysis that the three clusters (input, structure, and teacher climate) contributed about the same amount in terms of predicting variation in self-concept. Teacher climate variables account for more of the variance when entered first into the equation, adding slightly less to R^2 than did the input and structure clusters even though these two clusters accounted for less of the variation in self-concept when entered into the equation first. The most important variables in these three clusters, in

terms of adding to R^2 significantly, are: "Father's Occupation"; "Teachers' Experience"; "Teachers' Report of Parental Involvement in School"; and "Teachers' Evaluations of School Academic Achievement." (Appendix B shows the variables under each cluster.)

The third multiple regression was employed for two clusters--namely, the input cluster and the principals' climate cluster--to predict variation in academic achievement and self-concept of academic ability. The variables in these two clusters were entered into the multiple-regression equation. Overall, these variables accounted for 75.4 percent of the variance in achievement. However, when the stepwise technique was utilized, the input variables, entered into the equation first, accounted for 60.2 percent of the variation; they accounted for 13.8 percent of the variance in achievement when they were entered into the equation second. When the principals' climate variables were entered first, they explained 61.6 percent of the variance; they accounted for only 15.4 percent of the variance when they were entered into the equation second. Clearly, the input and principals' climate variables contributed about the same amount to the prediction of the variation in achievement. (The climate variables accounted for a very slightly higher amount of the variation.) In these two clusters, the "Father's Occupation" and "Principals' Reports About Their Concern and Expectations" are the two variables which added most significantly to the variance.

Using the same technique, these two clusters were

applied to the prediction of variance in self-concept of academic ability. The ten variables of these clusters accounted for 52.6 percent of the variance, overall. When input variables were entered first, they explained 45.1 percent of the variance; they explained 21.1 percent when entered second. When principals' climate variables were entered first, they explained 31.5 percent; when they were entered second, they explained only 7 percent of the variance. In this analysis, then, the input variables had more predictive power in terms of the variance than did principals' climate variables. When input variables were placed in the equation first, they accounted for more of the variance; when they were in the second position, they added more to the variance. The most important variable which added significantly to R^2 in these two clusters is "Father's Education." (Variables under each cluster are shown in Appendix B.)

From the foregoing three series of multiple regression analyses, it is clear that the principals', teachers', and students' climate clusters contributed more to the explanation of variance in academic achievement and self-concept than did the input and structure clusters. Furthermore, the analysis indicates that school structure contributed less than the input cluster contributed. In other words, climate indicators were the most important factors, while input indicators were second and structure indicators were third in terms of their contribution to the explanation of the variance.

According to these results, the author employed

further multiple regression analysis to the four clusters of variables which appeared most influential--namely, the input cluster; the principals' climate cluster; the teachers' climate cluster; and the students' climate cluster. These clusters contain two input variables and 14 climate variables. Climate variables were placed into the multiple-regression equation first, without forcing any of the 14 variables into a particular sequence, and input variables were entered second into the equation, after the climate variables. The outcome of this analysis shows that, overall, the 16 variables accounted for 84.74 percent of the variance in academic achievement.

The contribution of each independent variable in terms of explanation of the variance in academic achievement in the 30 schools selected randomly in the western part of Saudi Arabia is presented in Table 21. This table shows that the most important variables which contributed significantly to R^2 in academic achievement were: "Teachers' Evaluation of School Academic Achievement"; "Principals' Perception of Parental Concern and Expectations"; and "Students' Future Evaluation and Expectations." These three variables accounted for 72.58 percent of the variance in achievement. This left 12.17 percent of the variance explained by eleven climate variables, and only 3.33 percent of the variance explained by input variables. ("Father's Education" and "Father's Occupation" were the most important variables in the input cluster.) The first three variables in Table 21 suggest that when teachers in a school have favorable

TABLE 21

SUMMARY OF MULTIPLE REGRESSION ANALYSIS COMPARING THE EFFECT OF MEAN CLIMATE VARIABLES AND FAMILY BACKGROUND VARIABLES ON VARIANCE IN SCHOOL ACADEMIC ACHIEVEMENT (SCHOOL CLIMATE VARIABLES FIRST AND INPUT VARIABLES SECOND) IN 30 SCHOOLS IN THE WESTERN PART OF SAUDI ARABIA

Variables	Simple R	Multiple R	R^2	R^2 Change	Signif-icance
1. Tchr. evals. of school acad. achieve.	0.77111	0.77111	0.59461	0.5941	0.000
2. Prin. percept. of parent. concern/expec.	0.69785	0.82252	0.67654	0.08193	0.014
3. Stu. future evals. and expectations	0.67978	0.85194	0.72580	0.04926	0.040
4. Prin. effort improve	0.36246	0.86643	0.75070	0.02490	0.127
5. Tchr. acad. futility	-0.35496	0.87956	0.77846	0.02293	0.132
6. Prin. rept. present quality of the school	0.62491	0.88231	0.77846	0.00483	0.486
7. Prin. role in providing quality educa.	0.29515	0.88460	0.78252	0.00405	0.529
8. Stu. neg. acad. norm	0.31481	0.88652	0.78592	0.00341	0.569
9. Stu. acad. futility	0.63885	0.89033	0.79269	0.00677	0.429
10. Tchr. present evals. and expectations	0.68279	0.89246	0.79649	0.00380	0.559
11. Stu. percep. tchr. push & tchr. norms	0.44645	0.89522	0.80141	0.00492	0.513
12. Tchr. percep. of parental influence	0.63723	0.89867	0.80761	0.00620	0.469
13. Tchr. future evals. and expectations	0.70992	0.90110	0.81204	0.00443	0.542
14. Stu. pres. evals. and expectations	0.43151	0.90295	0.81546	0.00337	0.604
15. Fathers' education	0.51576	0.91243	0.83253	0.01712	0.229
16. Fathers' occupation	0.71878	0.92059	0.84749	0.01496	0.279

evaluations of their school, this, in turn, leads them to keep the system of the school running very effectively and productively; also that when the principal sees parents of the students as very concerned about their children and expecting their children to do well and the school to provide a high level of achievement for the students, and when the students also have high evaluations and expectations of themselves in terms of the way they do their schoolwork, it is more likely that school achievement will steadily improve. The overall contribution of climate variables, when forced into the equation first, is to account for 81.54 percent of the variance in achievement; only 3.33 percent of the variation was explained by climate variables when they were forced into the equation in second position.

Using the stepwise technique, the input variables were entered first into the multiple-regression equation, and the climate variables were forced in second in the equation, without specified sequence for the individual climate variables. The outcome of this analysis is presented in Table 22. The table shows that when the input variables were placed first, they accounted for 51.99 percent of the variation in academic achievement, and climate variables, overall, added to R^2 32.75 percent of the variance. Table 22 also contains the contribution of each independent variable to the prediction of the variance in achievement. The most significant climate variables, in terms of their contribution to R^2, are "Teachers' Evaluations of School Academic

TABLE 22

SUMMARY OF MULTIPLE REGRESSION ANALYSIS COMPARING THE EFFECTS OF MEAN FAMILY BACKGROUND (FIRST) AND SCHOOL CLIMATE VARIABLES (SECOND) ON VARIANCE IN MEAN SCHOOL ACHIEVEMENT IN 30 SCHOOLS IN THE WESTERN PART OF SAUDI ARABIA

Variables	Simple R	Multiple R	R^2	R^2 Change	Signif-icance
1. Fathers' occupation	0.71878	0.71878	0.51665	0.51665	0.000
2. Fathers' education	0.51576	0.72108	0.51995	0.00331	0.670
3. Tchr. eval. school academic achievement	0.77111	0.83368	0.69502	0.17507	0.001
4. Stu. future evals. and expectations	0.67978	0.85775	0.73574	0.04072	0.061
5. Prin. report school present quality	0.62491	0.88240	0.77863	0.04289	0.041
6. Prin. effort improve	0.36246	0.89309	0.79762	0.01899	0.155
7. Tchr. acad. futility	-0.35496	0.89810	0.80658	0.00896	0.324
8. Tchr. present evals. and expectations	0.68279	0.90415	0.81749	0.01092	0.275
9. Prin. percep. parent concern & expectations	0.69795	0.90474	0.82350	0.00601	0.419
10. Stu. neg. acad. norm	0.31481	0.91071	0.82940	0.00590	0.428
11. Stu. acad. futility	0.63885	0.91287	0.83334	0.00394	0.523
12. Stu. percep. of tchr. push & tchr. norms	0.44645	0.91283	0.83691	0.00358	0.550
13. Tchr. future eval. and expectations	0.70992	0.91625	0.83951	0.00260	0.618
14. Prin. role in sch.	0.29515	0.91848	0.84361	0.00410	0.540
15. Stu. present evals. and expectations	0.43151	0.92012	0.84661	0.00301	0.609
16. Tchr. percep. parent influence on stu. achiev.	0.63723	0.92059	0.84749	0.00088	0.788

Achievement"; "Principals' Reports about the Present Quality of the School"; and, to some extent, the "Students' Future Evaluations and Expectations" variables. These three climate variables alone added 25.85 percent of the 32.75 percent contribution of the climate cluster to the R^2 (variance).

Clearly, climate indicators accounted for 81.54 percent of the variance when placed first in the equation, and added 32.75 percent to the R^2 when entered second into the multiple-regression equation. Meanwhile, input variables accounted for 51.99 percent of the variance when placed first in the equation, and 3.33 percent to the R^2 (an insignificant amount) when forced into the equation in second position.

Using the same techniques of multiple regression and stepwise analysis,input and climate variables were used to predict variance among the schools in self-concept of academic ability. Sixteen variables were entered into the multiple-regression equation. In the first run, the climate variables were placed first in the equation, and in the second run input variables were entered into the equation second. Overall, the 16 variables entered into the equation accounted for 88.59 percent of the variance in self-concept of academic ability. Table 23 presents the contribution of each independent variable in terms of predicting variance in self-concept. Climate variables explained 87.63 percent of the variance when placed first in the equation, and input variables explained only 0.95 percent of the variance

TABLE 23

SUMMARY OF MULTIPLE REGRESSION ANALYSIS COMPARING THE EFFECTS OF MEAN CLIMATE (FIRST) AND FAMILY BACKGROUND (SECOND) VARIABLES ON VARIANCE IN MEAN SELF-CONCEPT OF ACADEMIC ABILITY IN 30 SCHOOLS IN THE WESTERN PART OF SAUDI ARABIA

Variables	Simple R	Multiple R	R^2	R^2 Change	Signif-icance
1. Student future evalua. and expectations	0.82270	0.82270	0.67684	0.67684	0.000
2. Student present evalua. and expectations	0.69614	0.90860	0.82555	0.14871	0.000
3. Student academic futil.	0.71519	0.92192	0.84993	0.02438	0.05
4. Stu. percep. of tchr. push and tchr. norms	0.37677	0.92891	0.86288	0.01295	0.137
5. Prin. role in quality ed.	0.23013	0.93296	0.87042	0.00754	0.249
6. Tchr. academic futility	-0.24354	0.93365	0.87169	0.00127	0.637
7. Stu. neg. acad. norms	0.37568	0.93440	0.87310	0.00141	0.626
8. Prin. view of parental concerns and expectations	0.48905	0.93484	0.87393	0.00083	0.714
9. Tchr. eval. of acad. school achievement	0.61527	0.93526	0.87471	0.00078	0.727
10. Tchr. percep. of parent concern with stu. achieve.	0.63096	0.93563	0.87540	0.00069	0.749
11. Tchr. present evalua. and expectations	0.55983	0.93587	0.87586	0.00045	0.801
12. Prin. percep. of present school quality	0.32336	0.93601	0.87611	0.00025	0.854
13. Tchr. future evalua. and expectations	0.63073	0.93605	0.87619	0.00008	0.919
14. Prin. effort to improve	0.20538	0.93613	0.87634	0.00015	0.900
15. Father's occupation	0.63352	0.94025	0.88406	0.00773	0.334
16. Father's education	0.53556	0.94122	0.88590	0.00184	0.043

when forced into the equation second. Table 23 shows the climate indicators which contributed most significantly to the R^2. These indicators are: "Students' Future Evaluations and Expectations"; and "Students' Sense of Academic Futility." These two variables alone accounted for 84.99 percent of the variance in self-concept of academic ability, and left only 2.64 percent of the variance to be explained by the additional cumulative contribution of 11 climate variables.

When input variables were placed into the multiple-regression equation first and climate variables were forced to be in the second position, three climate variables were omitted because the F-level was insufficient to permit inclusion in the computation. Table 24 presents the contribution of each independent variable to the R^2. This table also indicates that input variables accounted for 40.71 percent of the variance in self-concept when placed first in the equation, and climate variables, overall, explained 47.87 percent of the variance when forced into the equation second. It also shows that the most important climate variables which added significantly to the R^2 were: "Students' Present Evaluations and Expectations"; and "Students' Future Evaluations and Expectations." These two variables alone contributed 43.33 percent to the R^2 and left only 4.54 percent as the cumulative contribution to the R^2 by nine climate variables.

Compared to family-background climate variables, then, climate variables explain more of the variance in

TABLE 24

SUMMARY OF MULTIPLE REGRESSION ANALYSIS COMPARING THE EFFECT OF MEAN FAMILY BACKGROUND (FIRST) AND CLIMATE (SECOND) VARIABLES ON VARIANCE IN MEAN SELF-CONCEPT OF ACADEMIC ABILITY IN 30 SCHOOLS IN THE WESTERN PART OF SAUDI ARABIA

Variables*	Simple R	Multiple R	R^2	R^2 Change	Signif-icance
1. Father's occupation	0.63352	0.63352	0.40135	0.40135	0.00
2. Father's education	0.53556	0.63806	0.40712	0.00577	0.612
3. Stu. pres. eval. & expect.	0.69614	0.86482	0.74791	0.34080	0.000
4. Stu. future eval. & expect.	0.82270	0.91694	0.84078	0.09287	0.001
5. Stu. academic futility	0.71519	0.92505	0.85572	0.01494	0.128
6. Stu. percep. tchr. push, norms	0.37677	0.93240	0.86938	0.01366	0.135
7. Prin. role in quality educa.	0.23013	0.93532	0.87482	0.00544	0.339
8. Tchr. acad. futility	-0.24354	0.93707	0.87810	0.00328	0.460
9. Tchr. future eval. & expect.	0.63073	0.93917	0.88201	0.00391	0.425
10. Stu. neg. academic norms	0.37568	0.94057	0.88467	0.00266	0.516
11. Tchr. percep. parent concern	0.63096	0.94086	0.88521	0.00055	0.773
12. Tchr. present eval. & expect.	0.55983	0.94104	0.88555	0.00034	0.825
13. Prin. effort to improve	0.20538	0.94120	0.88586	0.00031	0.837

*Three variables were omitted because the F-level was insufficient to justify including them in the computation.

self-concept if they are placed first in the multiple-regression equation and also add more to the explanation when forced to be second in the equation.

Next, in order to apply the multiple-regression equation to the three main clusters of variables (namely, the input cluster; the structure cluster; and the climate cluster) to predict variation in achievement and self-concept, the reliable indicators in each cluster were combined to compose the main variables on the basis of reliability tests for the indicators in each cluster.

The first reliability test was run to evaluate the possibility of combining the family-background indicators into one main variable. The results indicate that it is possible to combine them, with 0.91748 reliability.

The second test was run to examine the reliability of combining school-input indicators, such as teacher and principal experience and qualifications, into one main variable. The results show that such a combination would not be reliable: The standardized item α equals -0.24973. On the basis of this result, it was decided to eliminate these indicators and retain only family background as the variables in the input cluster.

The third test was applied to structure indicators, examining the reliability of combining these indicators in one main variable. The results indicate the possibility of combining these indicators into one main variable, with 0.58197 reliability.

Finally, the test was employed to examine the

reliability of combining the climate indicators into one main variable. These indicators can be combined with reliability of 0.85117. Table 25 shows a summary of the reliability coefficients for combining the indicators under each main cluster of variables.

Following the reliability tests, three main clusters of independent variables were obtained. These clusters are input variables, school structure variables, and school climate variables.

Using the techniques of multiple regression and

TABLE 25

SUMMARY OF RELIABILITY COEFFICIENTS OF THE INDICATORS COMPRISING EACH MAIN VARIABLE

Cluster of Comprising Variables	Item	Alpha	Standardized Item α
Family Background	3	0.9091	0.91748
School Input	4	-0.06589	-0.24973
School Structure	5	0.53379	0.58197
Students' Climate	5	0.63157	0.80513
Teachers' Climate	5	0.78754	0.86308
Principals' Climate	4	0.56542	0.62198
School Climate (Students', Teachers', & Principals' Climate)	3	0.82623	0.85117

stepwise analysis, these three main independent clusters were placed into the regression equation in order to predict variance in achievement and self-concept. The first procedure done was to enter these variables into the multiple-regression equation without forcing them into any specific sequence. Table 26 shows the contribution of each variable to the variance in achievement and self-concept.

Clearly, these three independent variables accounted for 74.3 percent of the variance in achievement and 78.3 percent of the variance in self-concept. Table 26 also shows that the climate variables are the most important, in that it accounted for most of the variance in both dependent variables. The structure variables added 7.3 percent to the variance in self-concept and only 0.1 percent to the variance in achievement, while the input variables added 1.8 percent

TABLE 26

SUMMARY OF MULTIPLE-REGRESSION ANALYSIS SHOWING THE CONTRIBUTION OF THREE CLUSTERS OF INDEPENDENT VARIABLES TO THE VARIANCE IN ACHIEVEMENT AND SELF-CONCEPT

Independent Variables in Regression Equation	Achievement		Independent Variables in Regression Equation	Self-Concept	
	R^2	R^2 Change		R^2	R^2 Change
Climate	0.740		Climate	0.728	
Input	0.742	0.002	Structure	0.765	0.073
Structure	0.743	0.001	Input	0.783	0.018

to the variance in self-concept and only 0.2 percent to the variance in achievement.

Further analysis, using the stepwise technique, was carried out to examine the contribution of each independent cluster of variables to the variance in achievement and self-concept by forcing these three variables into the multiple-regression equation in various sequences. Table 27 presents the outcome of this regression analysis. When the input cluster was forced to be first in the equation, it accounted for 33.7 percent of the variance in achievement and 33.8 percent of the variance in self-concept. When the input cluster was forced to be second, after the structure variable, it added 13.3 percent to the variance in achievement and 12.9 percent to the variance in self-concept. When the input cluster was entered second after climate variable, it added only 0.2 percent to the variance in achievement and 1.5 percent to the variance in self-concept.

Forcing the structure cluster of variables to be first in the equation caused it to explain 30.7 percent of the variance in achievement and 32.1 percent of the variance in self-concept, while forcing it in second, after the input variables, added 1.4 percent to the variance in achievement and 11.2 percent to the variance in self-concept. When forced to be second after the climate variables, it added only 0.1 percent to R^2 in achievement and 7.3 percent to R^2 in self-concept. The structure variables added more to R^2 in self-concept than in achievement (see Table 27).

TABLE 27

SUMMARY OF MULTIPLE-REGRESSION ANALYSIS SHOWING THE CONTRIBUTION OF THREE CLUSTERS OF INDEPENDENT VARIABLES (INPUT, STRUCTURE, AND CLIMATE) IN VARIOUS SEQUENCES TO THE VARIANCE IN MEAN SCHOOL ACHIEVEMENT AND SELF-CONCEPT OF ACADEMIC ABILITY IN 30 SCHOOLS IN THE WESTERN PART OF SAUDI ARABIA

Independent Variables In Order Entered Into Regression Equation	Achievement		Self-Concept	
	R^2	R^2 Change	R^2	R^2 Change
Input	0.337		0.338	
Structure	0.440	0.104	0.450	0.112
Climate	0.743	0.303	0.783	0.330
Input	0.337		0.338	
Climate	0.742	0.405	0.742	0.405
Structure	0.743	0.001	0.783	0.040
Structure	0.307		0.321	
Input	0.440	0.133	0.450	0.129
Climate	0.743	0.303	0.783	0.333
Structure	0.307		0.321	
Climate	0.740	0.433	0.765	0.443
Input	0.743	0.003	0.783	0.018
Climate	0.740		0.728	
Input	0.742	0.002	0.743	0.015
Structure	0.743	0.001	0.783	0.040
Climate	0.740		0.728	
Structure	0.741	0.001	0.765	0.073
Input	0.743	0.002	0.783	0.018

Forcing the climate cluster of variables to be first in the equation caused it to account for 74 percent of the variation in achievement and 72.8 percent of the variance in self-concept. The climate variables added significantly to the variance in achievement and self-concept when they were forced to be in the second or third position in the equation after either the input or the structure clusters. The contribution of the climate variable to the variance in dependent variables in the multiple-regression equation is shown in Table 27. The climate cluster explained more of the variance when forced to be first in the equation, added 40.5 percent to the R^2 of both dependent variables when it was forced into the second position, and added 30.3 to 33.3 percent to R^2 when forced to be third.

Partitioning the Variance

In addition to conducting the multiple-regression analyses, placing the three clusters into the equation in different sequences in order to determine the amount of variance in mean school achievement and self-concept removed by each and the amount of additional variance explained by each of the clusters in the second and third position, the author partitioned the variance attributable to each of the three main clusters of variables and common to the combination of variables in the 30 schools chosen randomly for the sample. Table 28 contains the results of partitioning the variance. Mood's technique (1971) was used in order to partition the variance of the three sets of variables. Clearly, the results

in Table 28 indicate that only a small percentage of the variance is uniquely attributable to the input cluster--0.3 percent of the mean achievement and 1.8 percent of the mean self-concept. The structure set of variables uniquely accounts for only 0.1 percent of the variance in mean achievement and 4.1 percent of the variance in mean self-concept. Both of these sets of variables uniquely contributed more to the variance in mean self-concept than to the variance in mean achievement; the input set of variables uniquely contributed slightly more than did the structure set of variables to the variance in mean achievement, and less to the variance in mean self-concept. In fact, the largest portions of the variance in mean school achievement, as well as in mean self-concept, are attributable uniquely to the climate set of variables, which accounts for 30.3 percent of the variance in mean achievement and 33.3 percent of the variance in mean self-concept. Furthermore, 13 percent of the variance in mean achievement and 11.1 percent of the variance in mean self-concept can be attributed to structure and climate in common. Meanwhile, 20.3 percent of the variance in mean achievement and 21.3 percent of the variance in self-concept can be attributed to all three sets of variables in common.

On the basis of partitioned-variance analysis and multiple-regression analysis, one may note that the climate set of variables alone explained 74 percent of the variance in mean school achievement and 72.8 percent of the variance

TABLE 28

PERCENTAGE OF VARIANCE IN MEAN SCHOOL ACHIEVEMENT REMOVED BY THREE CLUSTERS OF VARIABLES AND COMBINATIONS OF THESE CLUSTERS, THE PARTITIONS OF THE VARIANCE UNIQUELY ATTRIBUTABLE TO EACH AND COMMON TO COMBINATIONS, IN 30 SCHOOLS IN THE WESTERN PART OF SAUDI ARABIA

Variance Removed By:	Achievement R^2	Self-Concept R^2
Input	0.337	0.338
Structure	0.307	0.321
Climate	0.740	0.728
Input and Structure	0.440	0.450
Input and Climate	0.742	0.742
Structure and Climate	0.740	0.765
Input and Structure and Climate	0.743	0.783
Partitioned Variance:		
Unique to Input	0.003	0.018
Unique to Structure	0.001	0.041
Unique to Climate	0.303	0.333
Common to Input and Structure	0.001	-0.004
Common to Input and Climate	0.130	0.111
Common to Structure and Climate	0.102	0.071
Common to All Three	0.203	0.213

in mean school self-concept, and both the input and structure sets of variables along with climate added only 0.3 percent of the variance in achievement and 9.1 percent of the variance in self-concept, while either input or structure alone accounted for 30.7 to 33.8 percent of the variance in mean achievement and self-concept. The climate set of variables along with input and structure added 43.0 to 46.1 percent to the

explanation of the variance.

More discussion of the conclusions to be drawn on the basis of the above analysis in terms of the research questions and hypotheses is presented in Chapter V.

CHAPTER V

FINDINGS, SUMMARY, AND CONCLUSIONS

Findings

In the discussion and analysis in Chapter IV, the research hypotheses and related questions raised in Chapter I have been indirectly answered, although they are not addressed directly. In this chapter, the discussion will address directly the research hypotheses and some related questions that have been raised.

The first null hypothesis, in statistical terms, states that "family background socioeconomic status is not significantly related to the level of school achievement." Testing statistically the correlation between socioeconomic status of the students' parents (represented by the input cluster in Table 29) with mean school achievement, socioeconomic status is found to be positively correlated (0.58) with mean school achievement. This correlation is statistically significant at $\alpha = 0.01$, implying the rejection of the null hypothesis in favor of the alternative hypothesis which holds that socioeconomic status is significantly related to the level of school achievement.

The second null hypothesis states that "family background socioeconomic status is not significantly

related to the level of a student's self-concept of academic ability." Testing statistically the correlation between the mean socioeconomic status of students' parents and mean student self-concept shown in Table 29 indicates that mean socioeconomic status is positively correlated (0.581) with mean self-concept. This correlation is also significant at $\alpha = 0.01$, implying the rejection of the null hypothesis in favor of the alternative, that socioeconomic status is significantly related to the level of a student's self-concept of academic ability.

TABLE 29

CORRELATION MATRIX OF FIVE INDEPENDENT CLUSTERS OF VARIABLES AND TWO DEPENDENT VARIABLES

Clusters of Variables	1	2	3	4	5	6	7
1. Achieve.	1.0						
2. Self-Con.	0.71123	1.0					
3. Inputs	0.58039	0.58133	1.0				
4. Structure	0.55439	0.56648	0.46381	1.0			
5. Students' Climate	0.73320	0.85146	0.62070	0.50001	1.0		
6. Teachers' Climate	0.76093	0.63483	0.80739	0.60697	0.77259	1.0	
7. Princip. Climate	0.75912	0.49294	0.4945	0.51907	0.58357	0.61163	1.0

The third null hypothesis states that "school social structure is not significantly related to the level of school achievement." Statistical testing of the correlation between mean school structure indicators and mean school achievement shows that structure is positively correlated with mean achievement (0.55), a correlation significant at $\alpha = 0.01$. Thus, the conclusion is the rejection of the null hypothesis in favor of the alternative, which holds that the structure of the school is significantly related to the level of school achievement.

The fourth null hypothesis states that "school social structure is not significantly related to the level of a student's self-concept." Statistical testing of the correlation between mean structure indicators and mean student self-concept shows that mean structure is positively correlated with mean self-concept (0.56) at a level statistically significant at $\alpha = 0.01$. The conclusion is the rejection of the null hypothesis in favor of the alternative, that school structure is significantly related to the level of a student's self-concept of academic ability.

The fifth null hypothesis states that "school social climate is not significantly related to the level of school achievement." Table 29 shows three main indicators of school climate (student climate; teacher climate; and principal climate). Testing statistically the

correlation between the mean of each climate indicator and mean school achievement shows that the mean of each climate indicator is correlated positively with mean achievement (the figures are 0.73, 0.76, and 0.75). Each of these correlations is significant at $\alpha = 0.01$, implying the rejection of the null hypothesis in favor of the alternative, which is that school climate is significantly related to the level of school achievement.

The sixth null hypothesis states that "school social climate is not significantly related to the level of a student's self-concept of academic ability." In testing the correlation between the mean of each climate indicator (students', teachers', and principals' climate) and the mean of self-concept, it was found that each of the climate indicators is correlated positively with mean self-concept (0.85, 0.63, and 0.49, respectively). Each of these correlations is significant at $\alpha = 0.01$, indicating the conclusion that the null hypothesis should be rejected in favor of the alternative hypothesis, which holds that school climate is significantly related to the level of a student's self-concept of academic ability.

The seventh null hypothesis states that "the level of school achievement is not significantly related to the level of a student's self-concept of academic ability." In testing statistically the association between mean school achievement and mean self-concept of academic ability, it

was shown that achievement is positively and significantly correlated with self-concept (0.71); this correlation is significant at $\alpha = 0.01$, which implies the rejection of the null hypothesis in favor of the alternative hypothesis, that school achievement is related to the level of a student's self-concept of academic ability.

Clearly, testing the associations of socioeconomic status in the student's family background, school social structure, and school social climate with mean school achievement and mean self-concept of academic ability shows positive and significant relationships between the independent and the dependent variables. However, knowing of such significant relations does not tell us to what degree each of these variables contributes to the variance in mean school achievement and mean student self-concept. Thus, further analysis is undertaken on the basis of the conclusion that there is a significant difference in mean school achievement and self-concept of academic ability among schools in the sample (see Tables 13 and 14 in Chapter IV). A series of multiple regressions and stepwise analyses was employed to examine the extent to which socioeconomic status of the family, school social structure, and school climate each contributed to the variance in mean school achievement and mean self-concept of academic ability.

The results of the analysis, presented in Chapter IV, show that the 14 indicators of climate plus socioeconomic

status of family background together contributed the most, accounting overall for 84.74 percent of the variance in mean achievement and 88.59 percent of the variance in mean self-concept. However, socioeconomic status alone explained only 51.99 percent of the mean achievement variance, and 40.7 percent of the variance in mean self-concept, while school social climate alone explained a full 81.54 percent of the mean achievement variance and 87.63 percent of the variance in mean self-concept.

In Chapter IV, the multiple-regression technique was applied to three sets of combined variables to explore to what degree each set contributes to the variance in the dependent variables. These sets were: (1) the input set, which represents the socioeconomic status in the student's family background; (2) the school social structure set of variables; and (3) the school climate set of variables. (Variables comprising each set are shown in Appendix B.) Placing these three sets of variables into the multiple-regression formula together explained, overall, 74.3 percent of the variance in mean school achievement and 78.3 percent of the variance in mean self-concept of academic ability. However, the input set of variables (socioeconomic status) alone explained only 33.7 percent of the variance in achievement and 33.8 percent of the variance in self-concept, and left about 66 percent unexplained. The structure set of variables alone

explained only 30.7 percent of the variance in achievement and 32.1 percent of the variance in self-concept, leaving about 70 percent unexplained. On the other hand, the climate set of variables alone explained almost three-quarters of the variance in achievement (74 percent) and self-concept (72.8 percent), leaving only 26 percent unexplained.

It is clear from the above findings that knowing the student's socioeconomic status beyond the school climate does not add much to the explanation of the variance, though it does contribute very slightly more than school structure contributes when it is known beyond the school climate. Knowing the school climate beyond the school structure and input contributes about 40.5 percent to the explanation of the variance in dependent variables.

What this analysis suggests is that the differences between the sample schools in terms of achievement and self-concept of academic ability can be attributed mainly to differences in school social-psychological climate in terms of the way students have been evaluated and are expected to perform in their schoolwork by principal and teachers, on the one hand, and in terms of the students' own present and future evaluations and expectations on the basis of school norms and role definitions, on the other hand.

In fact, both socioeconomic status and school

structure add more to the explanation of the variance in mean self-concept than mean achievement, after school climate is known, though school structure contributes most of the additional explanation of the variance in self-concept and contributes slightly less to the explanation of the variance in mean achievement. What this suggests in terms of to what degree each of these sets of variables contributes to the variance in mean dependent variables is that school climate contributes most of the explanation alone and adds most of the additional explanation beyond socioeconomic status and school structure in both mean dependent variables. The other implication is that socioeconomic status is the second most important factor influencing school achievement, and school structure is the third most important factor to influence achievement. School structure appears to be the second most important factor influencing self-concept, and socioeconomic status is third in influencing self-concept of academic ability.

Table 29 shows how these sets of variables are intercorrelated positively and significantly with one another at $\alpha = 0.01$. The correlations suggest that these sets of variables are affected by one another and create the school social system, which in turn influences school output. On the basis of the guiding model described in Chapter I, these relationships were conceptualized as

what students bring with them into the school in terms of socioeconomic status; parents' concern and involvement, directly or indirectly, with the school social structure and climate; and the way the school system operates in terms of principals', teachers', and students' perceptions of parental evaluations and expectations for their students and for the school's capability and quality, which in turn creates the socio-psychological aspects--the way principals and teachers evaluate the students in the school and expect them to behave and to perform at a certain level of achievement. The way students perceive these evaluations and expectations, in terms of norms and role definitions in the school social system, also influences the level of achievement. In other words, as stated clearly by Brookover and his associates, "The evaluations made of the students' ability, the students' role definitions and expectations and the normative climate characterizing the patterns of interaction in the school provide the foundation for a social-psychological conception of school learning which we believe explains much of the differences in outcome" (Brookover et al. 1979, p. 147). This view is confirmed by the conclusions of the present study. Thus, the present study confirms the conclusion reached by Brookover and others on the basis of studies done in the United States that "schools can make a difference." On the basis of the research done in Saudi Arabia for the present study, it can be concluded

that schools can make a difference not only in the United States, but also in a different society--namely, in Saudi Arabia.

Observed Similarities and Differences Between the Findings of This Study and Those of Brookover's Study (in the United States)

Clearly, the analysis of the data in the present study reveals that the major similarity of findings between the Brookover et al. (1979) study, done in the United States, and the present study, conducted in the Kingdom of Saudi Arabia, is that the school social-psychological climate cluster of variables accounts for most of the variance between schools in mean academic achievement and self-concept in both studies. School climate, in 30 schools chosen randomly for the present study, accounted alone for 74 percent of the variance in mean academic achievement and for 72.8 percent of the variance in mean self-concept. Furthermore, when school climate was forced into the second or third position in the multiple-regression equation, it added 30.3 percent of the variance in academic achievement and 33.3 percent of the variance in self-concept of academic ability.

Similarly, school climate in 68 schools in Michigan accounted alone for 74.6 percent of the variance between schools in mean achievement (Brookover et al. 1979, p. 38), and for 86 percent of the variance in self-concept

of academic ability (Brookover et al. 1979, p. 68). Also, in the Brookover study, school climate added 58 percent to R^2 in self-concept of academic ability when climate was forced into the second or third position in the multiple-regression equation, while it added only 6.3 percent to R^2 in mean achievement when it was placed into the equation in the second position (after socioeconomic status). What this implies is that socioeconomic status explains most of the variance when it is first in the equation and does not leave too much to be explained by climate afterward.

It is clear, from the above, that the main difference in observed findings between the original study by Brookover and associates and the present study is that family background socioeconomic status of the students in selected schools in the western part of Saudi Arabia predicted <u>less</u> of the variance in mean academic achievement between schools than did socioeconomic status of the students in selected schools in Michigan. Furthermore, in Brookover and associates' study (1979), socioeconomic status accounted for 45.6 percent of the variance in achievement between schools (p. 38), while in the present study, family background accounted for only 33.7 percent of the variance in mean academic achievement.

To speculate on the observed difference in findings between the two studies in terms of the amount

of contribution by socioeconomic status to the explanation of the variance in achievement between schools in the two nations, the author sees a possible explanation that parents of students in Saudi Arabia have not yet reached the stage of awareness and concern about the necessity of their commitment and obligation toward cooperation and participation with the school principal and teachers in order to foster better educational achievement results from their children, because many of the Saudi Arabian parents still believe that education is solely the responsibility of the schools, not a responsibility shared by parents. This feeling leads the parents, in turn, to be less committed, less cooperative, and less influential in their children's achievement as students, compared with parents of students in the United States.

This is one side of the coin; it is a consequence of the other side of the coin, which is that most of the parents of the students in Saudi Arabia are illiterate. In the sample for the present study, 79 percent of the mothers were illiterate, and only 2.2 percent had reached the university level of education or beyond. Among the fathers, meanwhile, 52 percent were illiterate, while only 8 percent had had university-level education or above.

On the basis of the above remarks, then, the

parents' illiteracy may cause them to be less concerned about their children's schooling, thus lowering the impact of socioeconomic status on variance in achievement.

Summary

This study was designed to examine the degree of association between three main sets of independent variables and the two main dependent variables, as well as to examine the extent to which the input cluster, the structure cluster, and the climate cluster variables each account for the variance in mean school academic achievement and students' self-concept of academic ability.

In Chapter I, addressing the scope of the study, the following were presented: the statement of the problem; the objectives of the study; the contribution anticipated from the study; and finally, the theoretical background of the study, in terms of the symbolic interactionism approach. The chapter also presented the hypotheses in the null form as guidelines for the formulation of the research questions, and discussed some important questions that have been raised. It was noted that the study would test the question of whether family background accounts for more or less of the variation in school achievement than does school social system in a non-U.S. culture.

In Chapter II, three sections briefly reviewed the body of past and current literature in the area of the

sociology of education that focuses on whether family background or school social system can make much difference in achievement. The first of these three sections examined the body of relevant literature in the United States focusing on the debate about whether school or family background can make much difference in achievement. The second section reviewed the body of cross-cultural literature relevant to carrying this debate into different societies for testing. In the third section, some aspects of the educational system structure in Saudi Arabia were discussed, in brief, in order to provide a basis of understanding of the system of education in which this research was carried out. Furthermore, Chapter II included discussion of problems which might lead to inconsistencies in research conclusions concerning the issue of which contributes more to the explanation of variance in achievement--family background or school social system. It was indicated that the inconsistency in research conclusions is due to differences in stating the research questions and objectives, and to using different measurements and methodology, or different units of analysis.

In Chapter III, the methods used to collect the data related to the research questions and hypotheses were discussed. This chapter contains information about the structure of the setting in which this study was carried out as well as information gained from a pilot study done

prior to this research. The chapter also addressed basic background about the population, sampling techniques, data collection procedures, and a clarification of the operational definitions of the independent and dependent variables examined in this research.

Finally, in Chapter IV, the analysis procedure was discussed. For calculation of descriptive statistics and aggregation of the data, three main statistical techniques were employed. The factor-analysis technique was the first statistical procedure applied, and was used to explore the data and to reduce it. This technique was applied to students' climate items, teachers' climate items, school structure items, and principals' climate items at the individual-subject level rather than at the school level. The second technique used was simple correlation between the three main clusters of indicators and the dependent variables as well as the intercorrelation between variables. The third technique applied was the multiple regression and stepwise statistical technique, used to examine the contribution of each independent variable to the variation in achievement and self-concept among schools.

Conclusions

The main conclusion of this study is that differences in social-psychological climate variables among 30 schools in the western part of Saudi Arabia (specifically, in the cities of Jeddah, Makkah, and Taif) account for most of the variance in academic achievement and self-concept among the schools. School climate alone explained 74 percent of the variance in achievement and 72.8 percent of the variance in self-concept, while family socioeconomic background alone accounting for only 33.7 percent of the variance in achievement and 33.8 percent of the variance in self-concept.

On the basis of these findings, it can be concluded that the school can make a difference in Saudi Arabian society. The school social system in Saudi Arabia influences the level of achievement more than does the family background socioeconomic status. This result confirms the conclusion, reached by Brookover and others in the United States and by Rutter and others in England, that school characteristics, beyond family background, can make much difference in students' achievement. Also, this result confirms the conclusion that most of the differences in level of educational achievement in developing nations are attributable more to the schools' characteristics than to family-background characteristics--and that this

correlation is stronger in developing countries than in developed nations.

Recommendations

Recommendations for Further Studies

A. Since this study was applied only to the boys' schools in Saudi Arabia, which are segregated from the girls' schools, it is recommended that a similar investigation be made in the girls' schools in order to examine whether any differences between boys' and girls' school social-psychological climates affect the degree to which school-climate variables account for variance in achievement and self-concept among girls' schools as compared with boys' schools.

B. On the basis of the present study, it is recommended that field research be conducted utilizing formal observation of the two highest-achieving schools and the two lowest-achieving schools to investigate in more detail the real differences between these schools, which might explain the differences in achievement and self-concept of academic ability, beyond the school-climate variables examined in the present study.

C. Since this research was applied only to urban schools, study is recommended in rural schools to examine whether there are any important differences in

school climate betwen rural and urban schools.

D. Family background seems to be an important factor that could contribute much influence on educational achievement, even though the present study shows that family background contributed very little to level of achievement among subjects at the time of the study. Further study is recommended to examine under what conditions the relationship between schools and parents can be improved, to induce parents to participate more in school activities so that higher levels of student achievement will be stimulated.

E. An important fact which needs further study is that the overall result for students' achievement in the schools reflected low achievement. Only 19 percent of the student subjects achieved at average levels or above; 30 percent of them achieved below the average, and 51 percent failed the national examination. A related fact raising concern is that 29 percent of the total number of students (5,310) who enrolled in the first grade in 1979-80 in the 30 schools chosen randomly for the sample did not reach the third grade in 1981-82. At the time when the research took place, only 3,791 students had reached third grade, while 29 percent had either failed or dropped out. These two observable facts lead to the recommendation of two areas for further research. The first area is the impact of rapid economic growth in the nation on parents' and students'

motivation for going further in education, to higher levels. The second area for further examination is the area of curriculum development, educational planning, and school quality and efficiency--school system variables.

Recommendations for Schools to Produce Better Results

Since this research shows that school social climate accounts for most of the variance in achievement (which, in fact, is a finding consistent with the findings of Brookover, Bloom, Rutter, and others), it is recommended that the schools apply a combination of the school social-psychological model developed by Brookover and others, which is based on the interaction theory of learning, and the model of mastery learning developed by Bloom. These models suggest that school systems will work much better if, as much as possible, the following recommendations are adopted in order for the schools to produce a higher degree of equality:

1. Schools should be designed on the social-psychological theory of interaction and learning process, which means working according to the assumption that people learn what is expected of them by others. We should recognize that students in the school social system learn to behave and to achieve in ways that are defined for them by the principal, the teachers, and others in the schools, and by parents at home.

2. The key characteristics of social-psychological climate which lead to a higher degree of equality in achievement should be enhanced. These characteristics are: (a) students have the perception that others expect them to achieve at a high level; (b) teachers, administrators, and other staff members are themselves committed to learning in order to foster high levels of achievement; (c) goals for all students are clearly defined, accepted, and evaluated, and are universally applied to all students; (d) appropriate reinforcement practices are followed; (e) because the principal sets the tone or climate within the building, since he seems to be the one who most powerfully determines the instructional climate for an effective learning environment, he provides leadership in carrying out the above-stated conditions; (f) learning is encouraged at home; and (g) teachers are supported by parent commitment and concern.

3. School staff members must assume responsibility for all students to learn. Good communication between staff and principal must prevail, and mutual cooperation among teachers must take place.

4. The main purpose of the school must be viewed as inspiring academic achievement, and expectations must be built up through communication with significant others--e.g., other teachers, principal, support teachers, parents, students.

5. Instruction time should be increased, while maintaining a clear, direct academic focus.

6. Parents' involvement in classroom activities should be increased, when possible, through their attendance of class activities, by making it possible to have parent presentations, etc.

7. Communication with parents should be increased via parent conferences, newsletters, progress reports on students, telephone calls, etc.

Finally, it is believed that this model provides a good basis for the school social system to do better, producing a higher level of achievement and equality. But it will work best only if there is a way to reduce the differences in students' family backgrounds in terms of socioeconomic status and family climate. Changing school social-psychological climate alone will not produce complete change in achievement, because it is believed that school social structure and family background together affect what students bring into the school and influence, directly or indirectly, the socialization that takes place within the school. So, it would be appropriate to conduct further study to examine under what conditions change can be induced not only in the school but in the family as well.

BIBLIOGRAPHY

BIBLIOGRAPHY

Abo-Ali, Said Atiah. "A Study of Educational Goals for Secondary Education as Determined by Principals and Teachers of Selected Districts in Saudi Arabia." Ph.D. Dissertation, University of Northern Colorado, 1975.

Abu-Laban, Baha, and Abu-Laban, Sharon M. "Education and Development in the Arab World." The Journal of Developing Areas 10 (April 1976):285-804.

Akrawi, Matta, and El-Koussy, A. A. "Recent Trends in Arab Education." International Review of Education (UNESCO Institute for Education) 17(2) (1971).

Alexander, Karl, and Eckland, Bruce L. "Contextual Effects in the High School Attainment Process." American Sociological Review 40 (1975):402-416.

Alexander, K. L., and McDill, E. L. "Selection and Allocation Within Schools: Some Causes and Consequences of Curriculum Placement." American Sociological Review 41 (Dec. 1976):963-80.

Al-Riyadh 18 (number 5110) (Daily newspaper published in the Kingdom of Saudi Arabia, Sat., April 24, 1982) (Arabic).

Al-Salloom, Hamah. "A Study of the Relationship of School District Size and Administrative Practices in Schools in Saudi Arabia." Ph.D. Dissertation, University of Oklahoma, Norman, Okla., 1974.

Anderson, Gary J. "Effect of Course Content, Teacher Sex on the Social Climate of Learning." American Educational Research 8(4) (Nov. 1971).

Aran, Lydia; Eisenstadt, S. N.; and Adler, Chaim. "The Effectiveness of Educational Systems in the Process of Modernization." Comparative Education Review 16(1) (1972):30-43.

Armer, M., and Grimshaw, A. Comparative Social Research: Methodological Problems and Strategies. New York: John Wiley and Sons, 1973.

Asbury, Charles A. "Selected Factors Influencing Over- and Underachievement in Young School-Age Children." Review of Educational Research 44(4) (Fall 1974).

Athubaity, Mulaihan M. "An Exploratory Study of the Leadership Behavior of Deans and Presidents in Higher Education Institutions in Saudi Arabia." Ph.D. Dissertation, Michigan State University, East Lansing, Mich., 1981.

Babbie, Earl R. Survey Research Methods. Belmont, Calif.: Wadsworth Publishing Co., Inc., 1973.

Bacheller, Martin, ed. Hammon Almanac. Maplewood, New Jersey: Hammon Almanac, Inc., 1981.

Bain, Robert K. "School Context and Peer Influences on Educational Plans of Adolescents." Review of Educational Research 44(4) (Fall 1974).

Bazemore, S. G., and Noblit, G. W. "Class Organization and Academic Achievement: An Empirical Critique of the Cultural Deprivation Perspective." Urban Education 13(3) (Oct. 1978).

Bibby, John. "Secondary Education in Ghana: Private Enterprise and Social Selection." Sociology of Education 47 (Summer 1974):399-418.

Bidwell, Charles E. "Nations, School Districts and Schools: Are There School Effects Anywhere?" Journal of Research and Development in Education 9(1) (1975).

Bilby, R. W.; Brookover, W. B.; and Erickson, E. L. "Characterizations of Self and Student Decision Making." Review of Educational Research 42(4) (1974).

Block, James. "Mastery Learning: The Current State of the Craft." Educational Leadership (Nov. 1979).

Bloom, B. S. Human Characteristics and School Learning. Kingsport Press, 1976.

_____. "New Views of the Learner." Educational Leadership 35 (1978):563-76.

Blumer, H. Symbolic Interactionism. Englewood Cliffs, N.J.: Prentice-Hall, 1969.

Boocock, Sarance S. Sociology of Education: An Introduction. Second ed. Boston: Houghton Mifflin Co., 1980.

_____. "Toward a Sociology of Learning: A Selective Review of Existing Research." Sociology of Education 39(1) (Winter 1966).

Borg, Walter R., and Gall, Meredith D. Educational Research: An Introduction. Third ed. New York: Longman, Inc., 1979.

Bowles, S., and Gintis, H. Schooling in Capitalist America. New York: Basic Books, Inc., 1976.

Brookover, W. B. A Sociology of Education. New York: American Book Co., 1955.

Brookover, W. B.; Beady, Charles; Flood, Patricia; Schweitzer, John; and Wisenbaker, Joe. School Social Systems and Student Achievement. J. F. Bergin Publishers, Inc., 1979.

Brookover, W. B., and Erickson, Edsel L. Society, Schools and Learning. East Lansing, Mich.: Michigan State University Press, 1969.

Brookover, W. B., and Erickson, E. L. Sociology of Education. The Dorsey Press, 1975.

Brookover, W. B.; Erickson, E. L.; and Joiner, Lee M. Self-Concept of Ability and School Achievement, III. (U.S. Office of Education Cooperative Research Project No. 2831.) East Lansing, Mich.: Educational Publication Services, College of Education, Michigan State University, 1967.

Brookover, W. B.; Gigliotti, Richard; Henderson, Ronald; and Schneider, Jeffrey. Elementary School Environment and Achievement. East Lansing, Mich.: College of Urban Development, Michigan State University, 1973.

Brookover, W. B., and Lezotte, L. W. Change in School Characteristics Coincident with Change in Student Achievement. East Lansing, Mich.: College of Urban Development, Michigan State University, 1977.

Brookover, W. B., and Schneider, J. "Academic Environments and Elementary School Achievement." Journal of Research and Development of Education 9 (1975):83-91.

Burstein, Leigh. "The Analysis of Multilevel Data in Educational Research and Evaluation." Review of Research in Education 8 (1980).

Chen, Michael. "The Interaction of School Environment and Student Traits." Educational Research 20(2) (Feb. 1978):114-121.

Clainborn, William L. "Expectationcy Effects in the Classroom: A Failure to Replicate." Journal of Educational Psychology 60(5) (1969).

Clark, B. R. Educating the Expert Society. San Francisco: Chandler Publishing Co., 1962.

Cohen, D. "Compensatory Education." In Rethinking Urban Education, ed. H. Walberg and A. Kopan. San Francisco: Jossey-Bass, 1972.

Coleman, J. "Equality of Opportunity and Equality of Results." Harvard Educational Review 43(1) (Feb. 1973).

_____. "Methods and Results in the IEA Studies of Effects of School on Learning." Review of Educational Research 45 (1975):335-86.

Coleman, J.; Campbell, E.; Hobson, C.; McPartland, J.; Mood, A.; Weinfelt, F.; and York, R. Equality of Educational Opportunity. Washington, D.C.: U.S. Government Printing Office, 1966.

Collins, Randall. "Functional and Conflict Theories of Educational Stratification." American Sociological Review 36 (Dec. 1971):1002-1019.

Cooley, C. H. Human Nature and the Social Order. New York: Scribners, 1902 (rev. 1922); reprinted by The Free Press, 1956.

Copelan, W. D. "Some Factors Related to Student Teacher Classroom Performance Following Microteaching Training." American Educational Research Journal 14(2) (Spring 1977):147-57.

Dolan, Lawrence. "The Effective Consequences of Home Support: Instructional Quality and Achievement." Urban Education 13(1) (April 1978).

Draper, Norman R., and Smith, Harry. Applied Regression Analysis. New York: John Wiley & Sons, Inc., 1966.

Duncan, Otis Dudley. "A Socioeconomic Index for All Occupations." In Occupations and Social Status, ed. A. Reiss, Jr., et al. New York: The Free Press, 1961.

Durkheim, Emil. Education and Society. Glencoe, Ill.: Free Press, 1956.

Edmonds, R. R. "Some Schools Work and More Can." Social Policy 9 (1979):28-32.

Faheem, Mohammed Eisa. "Higher Education and Nation Building: A Case Study of King Abdulaziz University." Ph.D. Dissertation, University of Illinois, Urbana, Ill., 1982.

Faris, R. "The Ability Dimension in Human Society." American Sociological Review 26 (1961):835-42.

Farrell, Joseph. "Review Symposium: Jencks and Inequality." Comparative Education Review 18(3) (1974):430-50.

Finlayson, D. S. "Measuring School Climate." Trends in Education (April 1973).

Finn, J. D. "Expectations and the Educational Environment." Review of Educational Research 42(3) (1973).

Foster, Philip J. "Education and Social Differentiation in Less-Developed Countries." Comparative Education Review 21(2/3) (June/October 1977):211-29.

Gamson, William. "Ethnomethodology." In Conception of Social Life: A Text-Reader for Social Psychology, pp. 218-24. Edited by William A. Gamson and Andre Modiglian. Boston: Little, Brown and Co., 1974.

Gezi, Kalil. Education in Comparative and International Perspectives. New York: Holt, Rinehart and Winston, Inc., 1971.

Glasman, Naftaly S. "Teachers' Low Expectation Levels of Their Culturally Different Students: A View from Administration." Journal of Secondary Education 45 (2) (Feb. 1970).

Goffman, Erving. The Presentation of the Self in Everyday Life. Garden City, N.Y.: Doubleday & Co., Inc., 1959.

Gollub, W. L. "Teacher Expectations and Race and Socioeconomic Status." Urban Education 13(1) (April 1978).

Green, R. B., and Rohwer, W. D. "SES Differences on Learning and Ability Tests in Black Children." American Educational Research Journal 4(4) (Nov. 1971).

Hall, G. E., and Loucks, S. F. "A Development Model for Determining Whether the Treatment is Actually Implemented." American Educational Research Journal 14(3) (Summer 1977):263-79.

Halpin, Andrew W. "Change and Organizational Climate." The Journal of Educational Administration 5(1) (May 1967).

Halpin, A. W., and D. B. Crofts. The Organizational Climate of Schools. Chicago: University of Chicago, Midwest Administration Center, 1963.

Hammad, Mohamed Abdullah. "The Educational System and Planning for Manpower Development in Saudi Arabia." Ph.D. Dissertation, Indiana University, 1973.

Hauser, R. M. Socioeconomic Background and Educational Performance. Washington, D.C.: Arnold M. Rose Monograph Series, American Sociological Association, 1971.

Hauser, R. M.; Sewell, W.; and Alwin, D. "High School Effects on Achievement." In Schooling and Achievement in American Society. Edited by W. H. Sewell, R. M. Hauser, and D. L. Featherman. New York: Academic Press, 1976.

Hawkes, T. H., and Furst, N. F. "Race, Socioeconomic Situation, Achievement, I.Q., and Teacher Ratings of Students' Behaviors as Factors Relating to Anxiety in Upper Elementary School Children." Sociology of Education 44 (Summer 1971).

Heyneman, Stephen P. "Differences Between Developed and Developing Countries: Comment on Simmons and Alexander's 'Determinants of School Achievement.'" Economic Development and Cultural Change 28(2) (Jan. 1980).

_____. "Influences on Academic Achievement: A Comparison of the Results from Uganda and More Industrialized Societies." Sociology of Education 49 (July 1976):200-211.

_____. "Relationships Between the Primary School Community and Academic Achievement in Uganda." The Journal of Developing Areas 11 (Jan. 1977):245-59.

_____. "Influences on Academic Achievement: Across High and Low Income Countries. A Re-Analysis of IEA Data." Sociology of Education 55(1) (Jan. 1982):13-21.

Hunt, J. M. Intelligence and Expectation. The Ronald Press, 1961.

Hurn, Christopher J. The Limits and Possibilities of Schooling: An Introduction to the Sociology of Education. Allyn and Bacon, Inc., 1978.

Husen, Jonsten, ed. International Study of Achievement in Mathematics. Vols. I & II. New York: Wiley, 1967.

Inkeles, Alex. "The International Evaluation of Educational Achievement: A Review." Proceedings of the National Academy of Education 4 (1977):139-200.

Jencks, Christopher. "Inequality: A Reassessment of the Effect of Family and Schooling in America." The Journal of Politics 38 (1974).

_____. "Inequality in Retrospect." Harvard Educational Review 43(1) (Feb. 1973).

Jencks, C.; Bartlert, Susan; Corcoran, Mary; Cronse, James; Eaglesfield, David; Jackson, Gregory; McClelland, Kent; Mueser, Peter; Olneck, Michael; Schwartz, Joseph; Ward, Sherry; and Williams, Jill. Who Gets Ahead? The Determinants of Economic Success in America. New York: Basic Books, Inc., 1979.

Jencks, C.; Smith, Marchall; Acland, Henry; Bane, Mary Jo; Cohen, David; Gintis, Herbert; Heyns, Barbara; and Michelson, Stephan. Inequality. New York: Basic Books, 1972.

Jensen, A. "How Much Can We Boost I.Q. and Scholastic Achievement?" Harvard Educational Review 39 (1969): 1-123.

Johnson, D. The Social Psychology of Education. New York: Holt, Rinehart, and Winston, 1970.

Kandel, Denise. "School, Family, and Peer Influences on Educational Plans of Adolescents in the United States and Denmark." Sociology of Education 43 (Summer 1970): 270-87.

Katz, D., and Kahn, R. L. The Social Psychology of Organizations. New York: Wiley, 1978.

Kerlinger, Fred N., and Pedhazur, Elazar J. Multiple Regression in Behavioral Research. New York: Holt, Rinehart and Winston, 1973.

Kuhn, M. "The Reference Group Reconsidered." Sociological Quarterly 5 (Winter 1964):6-21.

Kurth, Richard W. "School Resources, Social Environments, and Education Outcomes." Journal of Research and Development in Education 9(1) (1975).

Leacock, E. B. Teaching and Learning in City Schools. New York: Basic Books, 1969.

Lezotte, L.; Miller, S.; Hathaway, D.; Passalacqua, J.; and Brookover, W. "School Learning Climate and Student Achievement." Tallahassee, Fla.: The SSTA Center (c/o Teacher Education Projects, Florida State University, 403 Education Bldg., Tallahassee, FL 32306), 1980.

Lezotte, L., and Passalacqua, J. "Individual School Building: Accounting for Differences in Measured Pupil Performance." Urban Education (1978):283-93.

Lightfoot, Sarah Lawrence. Worlds Apart: Relationships Between Families and Schools. New York: Basic Books, 1978.

Lin Nan and Yauger, Daniel. "The Process of Occupational Status Achievement: A Preliminary Cross-National Comparison." American Journal of Sociology 81(3) (Nov. 1975).

Madaus, George; Kellaghan, Thomas; Rakow, Ernest; and King, Denis. "The Sensitivity of Measures of School Effectiveness." Harvard Educational Review 49(2) (1979).

Mahan, T. W., and Mahan, A. M. "The Impact of Schools on Learning: Inner-City Children in Suburban Schools." Journal of School Psychology 9(1) (1979).

Manuie, Mohamed A. "A Study of Teacher Principal Perceptions of the Organizational Climate in Selected Schools in Riyadh, Saudi Arabia." Ph.D. Dissertation, University of Oklahoma, Norman, Okla., 1976.

Massey, C. G.; Scott, M. V.; and Dornbusch, S. M. "Racism Without Racists: Institutional Racism in Urban Schools." The Black Scholar 3 (1975):2-11.

Mayeske, G. W.; Wisler, C. E.; Reation, A. E., Jr.; Weinfeld, F. O.; Cohen, W. M.; Okado, T.; Pruskek, J. M.; and Tabler, K. A. A Study of Our Nation's Schools. Washington, D. C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1969.

McDill, E. L.; Meyers, E. D., Jr.; and Rigsby, L. C. "Institutional Effect on Academic Behavior of High School Students." Sociology of Education 40 (1967):181-99.

McDill, E., and Rigsby, L. The Academic Impact of Education Climates--Structure and Process in Secondary Schools. The Johns Hopkins University Press, 1973.

McDill, E. L.; Rigsby, L. C.; and Meyers, E. D. "Educational Climates of High Schools: Their Effects and Sources." American Journal of Sociology 74(6) (1969):567-86.

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

Mead, Margaret. Cultural Patterns and Technical Change. New York: Mentor, 1955.

Mood, Alexander. "Partitioning Learning Models." American Educational Research Journal 8(2) (March 1971):191-202.

Mosteller, F., and Moynihan, D. On Equality of Educational Opportunity. New York: Random House, Inc., 1972.

Parelius, A. P., and Parelius, R. J. Sociology of Education. Englewood Cliffs, N.J.: Prentice-Hall, 1978.

Parsons, Talcott. "The School Class as a Social System: Some of Its Functions in American Society." Harvard Educational Review 29(4) (Fall 1959).

Persell, Caroline Hodges. Education and Inequality. New York: The Free Press, Inc., 1977.

_____. "Review to Fifteen Thousand Hours by Rutter et al." Harvard Educational Review 50(2) (1980):292-7.

Pink, William. "The Impact of Schools on Students." Urban Education 13(3) (1978).

Pritchett, W., and Willower, D. J. "Student Perceptions of Teacher Pupil Control Behavior and Student Attitudes Toward High School." The Alberta Journal of Educational Research 21(2) (June 1975).

Purkey, W. W.; Graves, W.; and Zellner, M. "Self-Perceptions of Pupils in an Experimental Elementary School." The Elementary School Journal 71(1) (Dec. 1970).

Reilly, R. O. "Classroom Climate and Achievement in Secondary School Mathematics Classes." The Alberta Journal of Educational Research 21(3) (Dec. 1975).

Rentz, R. R., and Kenney, J. B. "The Organizational Climate of School in Five Urban Areas." The Elementary School Journal 71(3) (Oct. 1970).

Rock, Donald A.; Centra, J. A.; and Linn, Robert L. "Relationships Between College Characteristics and Student Achievement." American Educational Research Journal 7(1) (Jan. 1970).

Rosenbaum, J. E. Making Inequality. New York: Wiley-Interscience, 1976.

_____. "The Stratification of Socialization Processes." American Sociological Review 40 (Feb. 1975):48-54.

Rosenberg, Morris. Conceiving the Self. New York: Basic Books, 1979.

_____. Society and the Adolescent Self-Image. Princeton, N. J.: Princeton University Press, 1965.

Rugh, William. "Emergence of a New Middle Class in Saudi Arabia." The Middle East Journal 27 (Winter 1973): 7-20.

Rummel, R. Applied Factor Analysis. Evanston, Ill.: Northwestern University Press, 1970.

_____. "Understanding Factor Analysis." Journal of Conflict Resolution 11(4) (1967):444-80.

Rutter, Michael; Maughan, Barbara; Mortimore, Peter; Ouston, Jane; and Smith, Alan. Fifteen Thousand Hours: Secondary Schools and Their Effects on Children. Harvard University Press, 1979.

Ryan, John W. Educational Resources and Scholastic Outcome: A Study of Rural Primary Schooling in Iran. Ph.D. Dissertation, Stanford University, 1973.

Saudi Arabia. Government Census of Population, 1974. (Arabic.)

Saudi Arabia. Ministry of Education Census, 1979-80. (Arabic.)

Schwartz, Audrey James. "A Comparative Study of Values and Achievement: Mexican-American and Anglo Youth." Sociology of Education 44 (Fall 1971).

Sewell, W. H.; Haller, A. O.; and Porters, A. "The Educational and Early Occupational Attainment Process." American Sociological Review 34 (1969):82-92.

Shrable, Kenneth, and Shassenrath, Julius M. "Effect of Achievement Motivation and Test Anxiety on Performance in Programmed Instruction." American Educational Research Journal 7(2) (March 1970).

Simmons, John, and Aligh, Alexander. "The Determinants of School Achievement in Developing Countries: A Review of the Research." Economic Development and Cultural Change 26(2) (Jan. 1978):341-57.

Smith, M. S. "Equality of Educational Opportunity: The Basic Findings Reconsidered." In On Equality of Educational Opportunity. Edited by F. Mosteller and D. P. Moynihan. New York: Random House, 1972.

Spilerman, Seymour. "Raising Academic Motivation in Lower Class Adolescents: A Convergence of Two Research Traditions." Sociology of Education 44 (Winter 1971).

Stryker, Sheldon. Symbolic Interactionism. The Benajmin Cummings Publishing Co., 1980.

Sullivan, John L. Applied Regression Series: Quantitative Applications in the Social Sciences. Sage Publications, Inc., 1980, p. 22.

Sweet, Phyllis R., and Nuttall, Ronald J. "The Effect of Tracking System on Student Satisfaction and Achievement." American Educational Research Journal 8(3) (May 1971).

Sweeting, Lurlene M.; Willower, Donald J.; and Helsel, A. R. "Teacher-Pupil Relationships: Black Students' Perceptions of Actual and Ideal Teacher/Pupil Control

Behavior and Attitudes Toward Teachers and School." Urban Education 13(1) (April 1978).

Tibawi, A. L. Islamic Education: Its Traditions and Modernization into the Arab National Systems. London: Luzac, 1972.

Walberg, H. J., and Ahlgren, Andrew. "Predictors of Social Environment of Learning." American Educational Research Journal 7(2) (March 1970).

Walpole, Norman C. Area Handbook for Saudi Arabia. II. Washington, D.C.: American University (Foreign Area Studies III, Title DS204-W34), 1977.

Warriner, C. K. The Emergence of Society. Illinois: The Dorsey Press, 1970.

Wendel, Robert L. "Developing Climates for Learning." Journal of Secondary Education 45(6) (Oct. 1970).

APPENDICES

APPENDIX A

QUESTIONNAIRE IN ENGLISH AND ARABIC VERSIONS

ID | | | | |

APPENDIX A

SCHOOL SOCIAL CLIMATE AND
STUDENT ACHIEVEMENT IN SAUDI ARABIA

Questionnaire for Students

WHAT I WANT TO GAIN FROM YOUR ANSWERS TO THE QUESTIONS BELOW IS TO LEARN MORE ABOUT STUDENTS AND THEIR WORK IN THE SCHOOL. IN FACT, THESE QUESTIONS ARE NOT A TEST OF ANY SORT AND WILL NOT AFFECTS YOUR WORK OR YOUR GRADES IN SCHOOL. NO ONE WILL SEE YOUR ANSWERS EXCEPT THE RESEARCHER. THERE ARE NO RIGHT OR WRONG ANSWERS: WHAT WE NEED YOU TO DO IS TO TELL US YOUR ANSWER TO EACH QUESTION. PLEASE CIRCLE THE NUMBER TO THE LEFT OF YOUR ANSWER TO EACH QUESTION, OR FILL IN THE BLANK.

(Card No. 1) 1. Please write your name_____

(6,7) 2. School name_____

(8) 3. The school is located in the city of:

1. Taif
2. Makkah
3. Jeddah

(9) 4. What is your nationality?

1. Saudi Arabian
2. non-Saudi Arabian

(10) 5. Where did you complete elementary school?

1. in a village
2. in a city

(11) 6. How old are you?

1. 14 years old or less
2. 15 years old
3. 16 years old
4. 17 years old
5. 18 years old or more

(12) 7. How many years have you been at this school?

1. 2 years or less
2. 3 years
3. 4 years
4. 5 years
5. 6 years or more

NOW I WOULD LIKE TO ASK SOME QUESTIONS ABOUT YOUR FAMILY. PLEASE ANSWER THESE QUESTIONS BY CIRCLING THE NUMBER TO THE RIGHT OF THE CORRECT ANSWER.

(13) 8. With whom do you live?

1. I live with my immediate family
2. I live with my relatives
3. I live with others

(14) 9. What level of education does your father have?

1. no experience learning in school (illiterate)
2. some limited learning experience
3. elementary level
4. intermediate level
5. secondary level
6. university level
7. Master's level
8. Ph.D. level

(15) 10. What level of education does your mother have?

1. no experience learning in school (illiterate)
2. some limited learning experience
3. elementary level
4. intermediate level
5. secondary level
6. university level
7. Master's level
8. Ph.D. level

(16,17) 11. How many members are in your immediate family? (Include your father, mother, sisters, and brothers)

_____

(18,19) 12. How many members in your family have been educated?

_____

(20,21) 13. Please identify the type of your father's occupation according to the following types of jobs:

1. teacher
2. officer in military service
3. soldier in military service
4. government official
5. company employee
6. mechanical

7. construction worker
8. taxi driver
9. animal trader
10. wholesaler
11. retailer
12. farmer
13. civil engineer
14. informal job
15. other_____
(write in)

(22) 14. If your father is a governmental official (employee), what is the grade he occupies according to the following scale?

1. grade 14 or above
2. grades 12-13
3. grades 10-11
4. grades 8-9
5. grades 6-7
6. grades 4-5
7. grade 3 or below

(23) 15. What type of job does your mother have?

1. housewife
2. teacher
3. employees in girls' school
4. employee in hospital
5. other_____
(write in)

(24) 16. Have any of your relatives had significant influence on your education over your immediate family members?

1. yes
2. no

(25) 17. If your answer to Item 16 is "yes," please indicate what level of education that person has had, according to the following scale.

1. no experience learning in school (illiterate)
2. some limited learning experience
3. elementary level
4. intermediate level
5. secondary level
6. university level
7. Master's level
8. Ph.D. level

(26) 18. If your answer to Item 16 is "yes," please identify the type of occupation that person has, according to the following list:

1. university teacher
2. school teacher

3. officer in military service
4. governmental official
5. company employee
6. other _____
(specify)

THE FOLLOWING QUESTIONS ARE TO BE ANSWERED BY CIRCLING THE NUMBER ON THE RIGHT OF THE CORRECT ANSWER. BE SURE NO ONE WILL SEE YOUR ANSWERS EXCEPT THE RESEARCHER, SO PLEASE TELL US JUST WHAT YOU THINK. (PICK ONLY ONE ANSWER FOR EACH QUESTION.)

(27) 19. If you could go as far as you wanted in school, how far would you like to go?

1. finish intermediate school
2. finish high school level
3. finish community college
4. finish university level
5. finish graduate school level

(28) 20. Sometimes what you want to happen is not what you think will happen. How far do you think you will go in school?

1. finish intermediate school
2. finish high school level
3. finish community college
4. finish university level
5. finish graduate school level

(29) 21. How many students in this school try hard to get a good grade on their weekly tests?

1. almost all of the students
2. most of the students
3. half of the students
4. some of the students
5. almost none of the students

(30) 22. How many students in this school will work hard to get a better grade on the weekly tests than their friends do?

1. almost all of the studetns
2. most of the students
3. half of the students
4. some of the students
5. almost none of the students

(31) 23. How many students in this school don't care if they get back grades?

1. almost all of the students
2. most of the students
3. half of the students
4. some of the students
5. almost none of the students

(32) 24. How many students in this school do more studying for weekly tests than they have to?

1. almost all of the students
2. most of the students
3. half of the students
4. some of the students
5. almost none of the students

(33) 25. If most of the students here could go as far as they wanted in school, how far would they go?

1. finish intermediate school
2. finish high school
3. finish community college
4. finish university level
5. finish graduate school level

(34) 26. How important is it to you to be a good student?

1. very important
2. important
3. somewhat important
4. not very important
5. not important at all

(35) 27. How important do most of the students in this <u>class</u> feel it is to do well in school work?

1. they feel it is very important
2. they feel it is important
3. they feel it is somewhat important
4. they feel it is not very important
5. they feel it is not important at all

(36) 28. How important do you think most of the students in this <u>school</u> feel it is to do well in school work?

1. they feel it is very important
2. they feel it is important
3. they feel it is somewhat important
4. they feel it is not very important
5. they feel it is not important at all

(37) 29. How many students in this class think reading is a fun thing to do and read even when they don't have to?

1. almost all of the students
2. most of the students
3. about half of the students
4. some of the students
5. none of the students

(38) 30. How many students in this school make fun of or tease students who get real good grades?

1. almost all of the students
2. most of the students
3. about half of the students
4. some of the students
5. none of the students

(39) 31. How many students don't do as well as they could do in school because they are afraid other students won't like them as much?

1. almost all of the students
2. most of the students
3. about half of the students
4. some of the students
5. none of the students

REMEMBER, PLEASE ANSWER THE FOLLOWING QUESTIONS BY CIRCLING THE NUMBER WHICH BEST ANSWERS THE QUESTION FOR YOU. PICK ONLY ONE ANSWER FOR EACH QUESTION.

(40) 32. How many students don't do as well as they could do in school because they are afraid their friends won't like them as much?

1. almost all of the students
2. most of the students
3. about half of the students
4. some of the students
5. none of the students

(41) 33. How many students in this school would study hard if their work wasn't graded by the teachers?

1. almost all of the students
2. most of the students
3. about half of the students
4. some of the students
5. none of the students

(42) 34. People like me will not have much of a chance to do what we want to in life.

1. strongly agree
2. agree
3. disagree
4. strongly disagree

(43) 35. People like me will never do well in school even though we try hard.

1. strongly agree
2. agree
3. disagree
4. strongly disagree

(44) 36. I can do well in school if I work hard.

1. strongly agree
2. agree
3. disagree
4. strongly disagree

(45) 37. In this school, students like me don't have any luck.

1. strongly agree
2. agree
3. disagree
4. strongly disagree

(46) 38. You have to be lucky to get good grades in this school.

1. strongly agree
2. agree
3. disagree
4. strongly disagree

(47) 39. Think of your friends. Do you think you can do school work better, the same or poorer than your friends?

1. better than all of them
2. better than most of them
3. about the same
4. poorer than most of them
5. poorer than all of them

(48) 40. Think of the students in your class. Do you think you can do school work better, the same or poorer than the students in your class?

1. better than all of them
2. better than most of them

(49) 41. When you finish high school, do you think you will be one of the best students, about the same as most or below most of the students?

1. one of the best
2. better than most of the students
3. same as most of the students
4. below most of the students
5. one of the worst

(50) 42. Do you think you could finish college?

1. yes, for sure
2. yes, probably
3. maybe
4. no, probably not
5. no, for sure

(51) 43. If you went to college, do you think you would be one of the best students?

1. one of the best
2. better than most of the students
3. same as most of the students
4. below most of the students
5. one of the worst

(52) 44. If you want to be a doctor or a teacher, you need more than four years of college. Do you think you could do that?

1. yes, for sure
2. yes, probably
3. maybe
4. no, probably not
5. no, for sure

(53) 45. Forget how your teachers mark your work. How good do you think your own work is?

1. excellent
2. good
3. same as most of the students
4. below most of the students
5. poor

(54) 46. What kind of grades do you think you really can get if you try?

1. 90% or more
2. 80% to 89%
3. 70% to 79%
4. 60% to 69%
5. 50% or less

(55) 47. How good a student do you think you can be in this school?

1. one of the best
2. better than most of the student
3. same as most of the student
4. below most of the students
5. one of the worst

(56) 48. How far do you think your best friend believes you will go in school?

1. finish intermediate school
2. finish high school
3. finish community college
4. finish university level
5. finish graduate school level

NOW WE WOULD LIKE TO ASK SOME QUESTIONS ABOUT THE TEACHERS IN THIS SCHOOL. ANSWER THESE QUESTIONS AS YOU ANSWERED THE OTHER ONES BY CIRCLING THE NUMBER. REMEMBER, NO TEACHER WILL SEE YOUR ANSWERS, SO BE AS HONEST AS YOU CAN.

(57) 49. Of the teachers that you know in this school, how many tell students to try hard to do better on tests?

1. almost all of the teachers
2. most of the teachers
3. half of the teachers
4. some of the teachers
5. almost none of the teachers

(58) 50. How many teachers in this school tell students to try and get better grades than their classmates?

1. almost all of the teachers
2. most of the teachers
3. half of the teachers
4. some of the teachers
5. almost none of the teachers

(59) 51. Of the teachers that you know in this school, how many don't care if the students get bad grades?

1. almost all of the teachers
2. most of the teachers
3. half of the teachers
4. some of the teachers
5. almost none of the teachers

(60) 52. Of the teachers that you know in this school, how many tell students to do extra work so that they can get better grades?

1. almost all of the teachers
2. most of the teachers
3. half of the teachers
4. some of the teachers
5. almost none of the teachers

(61) 53. Of the teachers that you know in this school, how many make the students work too hard?

1. almost all of the teachers
2. most of the teachers
3. half of the teachers
4. some of the teachers
5. almost none of the teachers

(62) 54. Of the teachers that you know in this school, how many don't care how hard the student works, as long as he passes?

1. almost all of the teachers
2. most of the teachers
3. half of the teachers
4. some of the teachers
5. almost none of the teachers

(63) 55. How far do you think the teacher you like the best believes you will go in school?

1. finish intermediate school
2. finish high school
3. finish community level
4. finish university level
5. finish graduate school level

(64) 56. How good a student does the teacher you like the best expect you to be in school?

1. one of the best
2. better than most of the students
3. same as most of the students
4. not as good as most of the students
5. one of the worst

(65) 57. Think of your teacher. Would your teacher say you can do school work better, the same or poorer than other people your age?

1. better than all of them
2. better than most of them

3. same as most of them
4. poorer than most of them
5. poorer than all of them

(66) 58. Would your teacher say that your grades would be with the best, same as most or below most of the students when you graduate from high school?

1. one of the best
2. better than most of the students
3. same as most of the students
4. below most of the students
5. one of the worst

(67) 59. How often do teachers in this school try to help students who do badly on their schoolwork?

1. they always try to help
2. they usually try to help
3. they sometimes try to help
4. they seldom try to help
5. they never try to help

(68) 60. Compared to students in other schools, how much do students in this school learn?

1. they learn a lot more in this school
2. they learn a little more in this school
3. about the same as in other schools
4. they learn a little bit less in this school
5. they learn a lot less in this school

(69) 61. Compared to students from other schools, how well will most of the students from this school do in high school?

1. they will be among the best
2. they will do better than most
3. they will do about the same as most
4. they will do poorer than most
5. they will be among the worst

(70) 62. How important is it to teachers in this school that their students learn their schoolwork?

1. it is the most important thing to the teachers
2. it is very important to the teachers
3. it is somewhat important to the teachers
4. it is not very important to the teachers
5. it is not important at all to the teachers

(71) 63. Think about the teachers you know in this school. Do you think the teachers in this school care more, or less, than teachers in other schools about whether or not their students learn their schoolwork?

1. teachers in this school care a lot more
2. teachers in this school care a little more
3. there is no difference
4. teachers in this school care a little less
5. teachers in this school care a lot less

(72) 64. Does your teacher think you could finish college?

1. yes, for sure
2. yes, probably
3. maybe
4. probably not
5. no, for sure

(73) 65. Remember you need more than four years of college to be a teacher or doctor. Does your teacher think you could do that?

1. yes, for sure
2. yes, probably
3, maybe
4. probably not
5. no, for sure

(74-80)
blank

(Card No. 2) NOW WE WOULD LIKE YOU TO ANSWER SOME QUESTIONS ABOUT YOUR PARENTS. ANSWER THEM THE SAME WAY YOU ANSWERED THE OTHER ONES.

(2) 66. How far do you think you parents believe you will go in school?

1. finish intermediate school
2. finish high school
3. finish community college
4. finish university level
5. finish graduate school level

(3) 67. How good a student do your parents expect you to be in school?

1. one of the best
2. better than most of the students
3. same as most of the students

4. not as good a most of the students
5. one of the worst

(4) 68. Think of your parents. Do your parents say you can do schoolwork better, the same, or poorer than your friends?

1. better than all of them
2. better than most of them
3. same as most of them
4. poorer than most of them
5. poorer than all of them

(5) 69. Would your parents say that your grades would be the best, same as most or below most of the students when you finish high school?

1. one of the best
2. better than most of the students
3. same as most of the students
4. not as good as most of the students
5. one of the worst

(6) 70. Do your parents think you could finish college?

1. yes, for sure
2. yes, probably
3. maybe
4. no, probably not
5. no, for sure

(7) 71. Remember, you need more than four years of college to be a teacher or doctor. Do your parents think you could do that?

1. yes, for sure
2. yes, probably
3. maybe
4. no, probably not
5. no, for sure

READ EACH STATEMENT BELOW. CIRCLE THE NUMBER OF THE ANSWER THAT TELLS HOW OFTEN THE STATEMENT IS TRUE FOR YOU.

(8) 72. I cannot talk to other students while I work without permission.

1. always
2. often
3. sometimes
4. seldom
5. never

(9) 73. In class, I cannot move about the room without asking the teacher.

1. always
2. often
3. sometimes
4. seldom
5. never

(10) 74. In class, I have the same seat and I must sit next to the same students.

1. always
2. often
3. sometimes
4. seldom
5. never

(11) 75. When I am working on a lesson, the other students in my class are working on the same lesson.

1. always
2. often
3. sometimes
4. seldom
5. never

(12) 76. In most of my classes, the teacher tells me what I must work on; I have no choice.

1. always
2. often
3. sometimes
4. seldom
5. never

(13) 77. In class, the teacher stands in front of the room and works with the class as a whole.

1. always
2. often
3. sometimes
4. seldom
5. never

ID | | | |

SCHOOL SOCIAL CLIMATE AND
STUDENT ACHIEVEMENT IN SAUDI ARABIA

Questionnaire for Teachers

PLEASE ANSWER THE FOLLOWING QUESTIONS BY CIRCLING THE NUMBER TO THE LEFT OF YOUR BEST ANSWER TO THE QUESTION, OR, WHERE APPROPRIATE, BY FILLING IN THE BLANK FOLLOWING THE ITEM. THE INFORMATION YOU GIVE US ON THIS QUESTIONNAIRE IS COMPLETELY CONFIDENTIAL.

(4,5) 1. Please write your school name:_____

(6) 2. The School is located in the city of:

1. Taif
2. Makkah
3. Jeddah

(7) 3. What is your nationality?

1. Saudi Arabian
2. non-Saudi Arabian

(8) 4. How long have you taught school? (Circle the number of the correct answer.)

1. this is my first year
2. 2-4 years
3. 5-7 years
4. 8-10 years
5. 11-13 years
6. 14 years or more

(9) 5. How long have you taught in this school?

1. this is my first year
2. 2-4 years
3. 5-7 years
4. 8-10 years
5. 11-13 years
6. 14 years or more

(10) 6. How much formal preparation have you had?

1. less than a Bachelor's degree
2. Bachelor's degree
3. Some graduate work but less than a Master's degree
4. Master's degree or more

(11) 7. How much training do you have for any particular technique of teaching?

1. I have none
2. 1-6 months
3. 7-12 months
4. 13-18 months
5. more than 19 months

(12) 8. How did you feel about your upcoming assignment to this school before coming here?

1. very happy
2. somewhat happy
3. no feelings one way or the other
4. somewhat unhappy
5. very unhappy

(13) 9. In general, how well supplied is your school in regard to tools, equipment, teaching materials, and other facilities?

1. almost all of what we need is available
2. most of what we need is available
3. about half of what we need is available
4. some of what we need is available
5. almost none of what we need is available

(14) 10. What grade level(s) are you teaching?

1. 3rd grade
2. combination of 2nd and 3rd
3. combination of 1st, 2nd and 3rd

(15) 11. How many subjects do you teach?

1. one subject in all classes
2. one subject in some classes
3. 2-3 subjects in all classes
4. 4-5 subjects in some classes
5. all subjects in one class

(16) 12. How much do you participate in preparation and selection of subjects to teach?

1. I do not participate at all
2. very limited participation
3. limited preparation some time
4. complete participation

(17) 13. How much do you participate in selecting an appropriate time for teaching:

1. I do not participate at all
2. very limited participation

3. limited participation sometime
4. complete participation

(18) 14. How much do you participate in development and preparation of the teaching schedules:

1. I do not participate at all
2. very limited participation
3. limited participation sometime
4. complete participation

(19) 15. How much do you participate in determining the appropriate methods and techniques of teaching:

1. I do not participate at all
2. very limited participation
3. limited participation sometime
4. complete participation

(20) 16. In your judgment, what is the general reputation of this school among teachers outside the school?

1. among the best
2. better than average
3. about average
4. below average
5. among the worst

(21) 17. On the average, what level of achievement can be expected of the students in this school?

1. much above national norm
2. slightly above national norm
3. approximately at national norm
4. slightly below national norm
5. much below national norm

(22) 18. What percent of the students in this <u>school</u> do <u>you</u> expect to complete high school?

1. 90% or more
2. 70-89%
3. 50-69%
4. 30-49%
5. less than 30%

(23) 19. What percent of the students in this <u>school</u> do <u>you</u> expect to <u>attend</u> college?

1. 90% or more
2. 70-89%
3. 50-69%
4. 30-49%
5. less than 30%

(24) 20. What percent of the students in this school do you expect to complete college?

1. 90% or more
2. 70-89%
3. 50-69%
4. 30-49%
5. less than 30%

(25) 21. How many of the students in this school are capable of getting mostly A's and B's?

1. 90% or more
2. 70-89%
3. 50-69%
4. 30-49%
5. less than 30%

(26) 22. How would you rate the academic ability of the students in this school compared to other schools?

1. ability here is much higher
2. ability here is somewhat higher
3. ability here is about the same
4. ability here is somewhat lower
5. ability here is much lower

(27) 23. What percent of the students in this school would you say want to complete high school?

1. 90% or more
2. 70-89%
3. 50-69%
4. 30-49%
5. less than 30%

(28) 24. What percent of the students in this school would you say want to go to college?

1. 90% or more
2. 70-89%
3. 50-69%
4. 30-49%
5. less than 30%

(29) 25. Completion of high school is a realistic goal which you set for what percentage of your students?

1. 90% or more
2. 70-89%
3. 50-69%
4. 30-49%
5. less than 30%

(30) 26. Completion of college is a realistic goal which you set for what percentage of your students?

1. 90% or more
2. 70-89%
3. 50-69%
4. 30-49%
5. less than 30%

(31) 27. How often do you stress to your students the necessity of a post-high school education for a good job and/or a comfortable life?

1. very often
2. often
3. sometimes
4. seldom
5. never

(32) 28. Do you encourage your students who do not have sufficient economic resources to aspire to go to college?

1. always
2. usually
3. sometimes
4. seldom
5. never

(33) 29. Do you encourage your students who do not have sufficient academic ability to aspire to go to college?

1. always
2. usually
3. sometimes
4. seldom
5. never

(34) 30. How many teachers in this school feel that all their students should be taught to read well and master other academic subjects, even though some students may not appear to be interested?

1. almost all of the teachers
2. most of the teachers
3. half of the teachers
4. some of the teachers
5. almost none of the teachers

(35) 31. It would be unfair for teachers in this school to insist on a higher level of achievement from students than they now seem capable of achieving.

1. strongly agree
2. agree
3. not sure
4. disagree
5. strongly disagree

(36) 32. If I think a student is not able to do some school-work, I don't try to push him very hard.

1. strongly agree
2. agree
3. not sure
4. disagree
5. strongly disagree

(37) 33. I am generally very careful not to push students to a level of frustration.

1. strongly agree
2. agree
3. not sure
4. disagree
5. strongly disagree

(38) 34. How many teachers encourage students to seek extra school work so that the students can get better grades?

1. almost all of the teachers
2. most of the teachers
3. about half of the teachers
4. some of the teachers
5. almost none of the teachers

(39) 35. How many students in this school try hard to improve on previous work?

1. almost all of the students
2. most of the students
3. about half of the students
4. some of the students
5. almost none of the students

(40) 36. How many students in this school will try hard to do better schoolwork than their friends do?

1. almost all of the students
2. most of the students
3. about half of the students
4. some of the students
5. almost none of the students

(41) 37. How many students in this school are content to do less than they should?

1. almost all of the students
2. most of the students
3. about half of the students
4. some of the students
5. almost none of the students

(42) 38. How many students in this school will seek extra work so that they can get better grades?

1. almost all of the students
2. most of the students
3. about half of the students
4. some of the students
5. almost none of the students

(43) 39. The parents of students in this school regard this school primarily as a "babysitting" agency.

1. strongly agree
2. agree
3. not sure
4. disagree
5. strongly disagree

(44) 40. The parents of students in this school are deeply concerned that their children receive a top-quality education.

1. strongly agree
2. agree
3. not sure
4. disagree
5. strongly disagree

(45) 41. How many of the parents of students in this school expect their children to complete high school?

1. almost all of the parents
2. most of the parents
3. about half of the parents
4. some of the parents
5. almost none of the parents

(46) 42. How many of the parents of students in this school expect their children to complete college?

1. almost all of the parents
2. most of the parents
3. about half of the parents
4. some of the parents
5. almost none of the parents

(47) 43. How many of the parents of students in this school don't care if their children obtain low grades?

1. almost all of the parents
2. most of the parents
3. about half of the parents
4. some of the parents
5. almost none of the parents

(48) 44. How many of the parents of students in this school want feedback from the principal and teachers on how their children are doing in school?

1. almost all of the parents
2. most of the parents
3. about half of the parents
4. some of the parents
5. almost none of the parents

45. For each of the following aspects of your job, please indicate in the first column how important it is for your job satisfaction and in the second column, how well satisfied you are with that aspect of your job.

	I Degree of Importance for Your Job Satisfaction			II Present Level of Satisfaction With Job	
(49)	A. Salary:	1. very important 2. important 3. somewhat important 4. unimportant 5. very unimportant	(50)	1. very satisfied 2. satisfied 3. somewhat satisfied 4. dissatisfied 5. very dissatisfied
(51)	B. Level of Student Achieve-	1. very important 2. important 3. somewhat important 4. unimportant 5. very unimportant	(52)	1. very satisfied 2. important 3. somewhat satisfied 4. dissatisfied 5. very dissatisfied
(53)	C. Parent/ Teacher Relation- ships:	1. very impotant 2. impotant 3. somewhat important 4. unimportant 5. very unimportant	(54)	1. very satisfied 2. satisfied 3. somewhat satisfied 4. dissatisfied 5. very dissatisfied
(55)	D. Teacher/ Teacher Relation- ships:	1. very important 2. important 3. somewhat important 4. unimportant 5. very unimportant	(56)	1. very satisfied 2. satisfied 3. somewhat satisfied 4. dissatisfied 5. very dissatisfied
(57)	E. Teacher/ Pupil Relation- ships:	1. very important 2. important 3. somewhat important 4. unimportant 5. very unimportant	(58)	1. very satisfied 2. satisfied 3. somewhat satisfied 4. dissatisfied 5. very dissatisfied
(59)	F. Teacher/ Adminis- tration Relation- ships:	1. very important 2. important 3. somewhat important 4. unimportant 5. very unimportant	(60)	1. very satisfied 2. satisfied 3. somewhat satisfied 4. dissatisfied 5. very dissatisfied
(61)	G. Curricula in Your School:	1. very important 2. important 3. somewhat important 4. unimportant 5. very unimportant	(62)	1. very satisfied 2. satisfied 3. somewhat satisfied 4. dissatisfied 5. very dissatisfied

(63) H. Teacher Autonomy:
1. very important
2. important
3. somewhat impotant
4. unimportant
5. very unimportant

(64)
1. very satisfied
2. satisfied
3. somewhat satisfied
4. dissatisfied
5. very dissatisfied

(65) 46. In this school, there is really very little a teacher can do to insure that all of his/her students achieve at a high level.

1. strongly agree
2. agree
3. not sure
4. disagree
5. strongly disagree

(66) 47. How often do you work with your class as a whole?

1. always
2. often
3. sometimes
4. seldom
5. never

(67) 48. How often are all of your students working on the same lesson?

1. always
2. often
3. sometimes
4. seldom
5. never

(68) 49. How would you characterize your teaching objectives?

1. they are the same for all students
2. they are the same for most of the students
3. they are the same for some of the students
4. they are different for most of the students
5. they are different for each student

50. How important are each of the following in determining teaching objectives for your students?

(69) A. School policy:
1. very important
2. important
3. somewhat important
4. not very important
5. very unimportant

(70) B. Student interest:
1. very important
2. important
3. somewhat important
4. not very important
5. very unimportant

(71) C. Individual student ability:
1. very important
2. important
3. somewhat important
4. not very important
5. very unimportant

(72) D. Your personal preference:

1. very important
2. important
3. somewhat important
4. not very important
5. very unimportant

(73) 51. What proportion of your students' parents do you know when you see them?

1. nearly all
2. about 75%
3. about 50%
4. about 25%
5. only a few

ID [ ][ ]

SCHOOL SOCIAL CLIMATE AND
STUDENT ACHIEVEMENT IN SAUDI ARABIA

Questionnaire for Principals

PLEASE ANSWER THE FOLLOWING QUESTIONS BY CIRCLING THE NUMBER ON THE LEFT OF YOUR BEST ANSWER TO EACH QUESTION, OR, WHERE APPROPRIATE, BY FILLING IN THE BLANK FOLLOWING THE ITEM. THE INFORMATION YOU GIVE US ON THIS QUESTIONNAIRE IS COMPLETELY CONFIDENTIAL.

(3,4) 1. Please write your school's name_____

(5) 2. The school is located in the city of:

1. Taif
2. Makkah
3. Jeddah

(6,7) 3. What is the total number of teachers in this school?

_____

(8,9,10,11) 4. What is the total number of students in this school?

_____

(12) 5. How long have you been the principal of this school?

1. one year or less
2. 2-4 years
3. 5-7 years
4. 8-10 years
5. 11-13 years
6. 14 years or longer

(13) 6. How long have you been a principal?

1. one year or less
2. 2-4 years
3. 5-7 years
4. 8-10 years
5. 11-13 years
6. 14 years or longer

(14) 7. How much formal education have you had?

1. less than a Bachelor's degree
2. Bachelor's degree
3. Some graduate work but less than a Master's degree
4. Master's degree

(15) 8. How did you feel about your upcoming assignment to this school before you came here?

1. very happy
2. somewhat happy
3. no feelings one way or the other
4. somewhat unhappy
5. very unhappy

(16) 9. How much training do you have for school administration?

1. I have none
2. one year or less
3. two years
4. three years or more

(17) 10. In general, how well supplied is your school in regard to tools, equipment, teaching materials, and other facilities?

1. almost all of what we need is available
2. most of what we need is available
3. about half of what we need is available
4. some of what we need is available
5. almost none of what we need is available

(18) 11. How much authority do you have over the selection of your school's teachers?

1. full authority
2. limited authority
3. no authority

(19) 12. How much authority do you have over the setting of school policy?

1. full authority
2. limited authority
3. no authority

(20) 13. How much authority do you have over changing procedures within the school?

1. full authority
2. limited authority
3. no authority

(21) 14. How much authority do you have over planning the school's budget?

1. full authority
2. limited authority
3. no authority

(22) 15. How much authority do you have over determining specific teacher assignments?

1. full authority
2. limited authority
3. no authority

(23) 16. In your judgment, what is the general reputation of your school among educators?

1. among the best
2. better than average
3. about average
4. below average
5. among the worst

(24) 17. In regard to student achievement, how would you rate this school as it is today?

1. among the best
2. better than average
3. about average
4. below average
5. among the worst

(25) 18. With regard to student achievement, how good a school do you think this school can be at its full potential?

1. among the best
2. better than average
3. about average
4. below average
5. among the worst

(26) 19. In your estimation, what is the proportion of dropouts among students in this school this year?

1. 0-5% dropout
2. 6-10% dropout rate
3. 11-15% dropout rate
4. 16-20% dropout rate
5. 21-24% dropout rate
6. 25% or more dropout rate

(27) 20. Which of the following do you think best predicts a pupil's success or failure in higher education?

1. teacher recommendations
2. group or individual intelligence or scholastic aptitude test scores
3. other standardized test scores (e.g., personality and vocational inventories, etc.)
4. school grades
5. other _____
(specify)

PLEASE NUMBER EACH OF THE FOLLOWING QUESTIONS BY CIRCLING THE NUMBER OF THE CHOICE WHICH MOST NEARLY ANSWERS THE QUESTION FOR YOU.

(28) 21. On the average, what achievement level can be expected of the students in this school?

1. much above national norm
2. slightly above national norm
3. approximately at national norm
4. slightly below national norm
5. much below national norm

(29) 22. The parents of students in this school regard this school as primarily a "babysitting" agency.

1. strongly agree
2. agree
3. unsure
4. disagree
5. strongly disagree

(30) 23. The parents of students in this school are deeply concerned that their children receive a top-quality education.

1. strongly agree
2. agree
3. unsure
4. disagree
5. strongly disagree

(31) 24. How many of the parents of students in this school expect their children to complete high school?

1. almost all of the parents
2. most of the parents
3. about half of the parents
4. some of the parents
5. almost none of the parents

(32) 25. How many of the parents of students in this school expect their children to complete college?

1. almost all of the parents
2. most of the parents
3. about half of the parents
4. some of the parents
5. almost none of the parents

(33) 26. How many of the parents of students in this school don't care if their children obtain low grades?

1. almost all of the parents
2. most of the parents
3. about half of the parents
4. some of the parents
5. almost none of the parents

(34) 27. How many of the parents of students in this school want feedback from the principal and teachers on how their children are doing in school?

1. almost all of the parents
2. most of the parents
3. about half of the parents
4. some of the parents
5. almost none of the parents

(35) 28. What proportion of the teachers in this school would prefer to be teaching in another school?

1. about all
2. about 75%
3. about half
4. about 25%
5. almost none

(36) 29. Evaluating teachers' performance is an important and often difficult task for principals. When evaluating a teacher's performance, how much importance do you place on his/her student's academic achievement?

1. it is very important
2. it is quite important
3. it is somewhat important
4. it is not very important
5. it is not important at all

(37) 30. As a principal, how much effect do you think you have on students' academic achievement?

1. very great effect
2. substantial effect
3. some effect
4. very little effect
5. no effect at all

(38) 31. How often do you suggest ways of improving student achievement to your teachers?

1. very often
2. often
3. sometimes
4. seldom
5. never

(39) 32. How often do you meet with the teachers as a group to discuss ways of improving student achievement?

1. very often
2. often
3. sometimes
4. seldom
5. never

(40) 33. To what extent do you think teaching <u>methods</u> affect students' academic achievement?

1. they have a great deal of effect on student achievement
2. they have substantial effect on student achievement
3. they have some effect on student achievement
4. they do not have much effect on student achievement
5. they have no effect at all

(41) 34. If the teachers and other staff members in this school were all doing their job well, nearly all of the students would achieve at grade level.

1. strongly agree
2. agree
3. not sure
4. disagree
5. strongly disagree

(42) 35. It is the principal's responsiblity to work with the teachers to insure that their students achieve at a high level.

1. strongly agree
2. agree
3. not sure
4. disagree
5. strongly disagree

(43) 36. It is possible for a principal, with the cooperation of the teachers, to change a low-achieving school into a high-achieving school.

1. strongly agree
2. agree
3. not sure
4. disagree
5. strongly disagree

(44) 37. How would you characterize the achievement objectives in this school?

1. same for all students
2. same for most students
3. different for most students
4. different for all students

(45) 38. What proportion of the students' parents do you know when you see them?

1. nearly all
2. about 75%
3. about 50%
4. about 25%
5. only a few

(46) 39. In general, how do you students' parents feel about the achievement of their children?

1. nearly all feel they are doing well
2. most think students are achieving as well as they should
3. most think their children are NOT achieving high enough
4. nearly all think they are NOT achieving high enough

(47) 40. In general, how do you feel about the achievement of the students in this school?

1. nearly all students are achieving as well as they can
2. most students are achieving as well as they can
3. less than half the students are achieving as well as they can
4. only a few of the students are achieving as well as they can

(STUDENTS' QUESTIONNAIRE)

بسم الله الرحمن الرحيم

استفتاء عام عن طبيعة المتغيرات النفسية والاجتماعية المتمثلة في الجو المدرسي وعلاقتها بمستوى التحصيل الطلابي ٠

اخي الطالب : تحية طيبة وبعد ٠٠

ان فهم العملية التربويه بكامل عناصرها من طلاب ومدرسين واداريين يعتبر عاملا مهما في تطوير ورفع مستوى انتاج وكفاءة هذه العناصر ٠٠ وانطلاقا من هذا فان اول خطوة لفهم العملية التربوية هو التعرف على طبيعة وظروف الطالب او المدرس او المدير كل على حده او جميعهم في وقت واحد ومن وجهة نظر كل منهم بصفته الفرد الذى يعيش هذه الظروف ويحياها ويدرك ابعادها وخطورتها في نجاح هدفه بصفة خاصة وهدف العملية التربوية بصفة عامة وليس هناك هدف اسمى للمدرسة من تربية وتخريج طالب فاهم واع متكامل الشخصية ٠

ان الاستفتاء الذى بين يديك انما هو محاولة متواضعة للتعرف على هذه الظروف المتصلة بالعملية التربوية والمرجو منك عزيزى ان تقرأ الاسئلة بوعى وفهم ودقة قبل اختيار الاجابة الملائمة لكل سؤال ٠٠ اقرأ التعليمات المعطاه اولا ثم بعد ذلك اقرأ السؤال واختر اجابة واحدة فقط من الاجابات التي تعقبه بوضع دائرة حول الرقم الذى يمثل افضل الاجابات وانسبها بالنسبة لك ٠٠ واليك مثال لما ستقوم به :

١ ـ ماهي المرحلة التعليمية التى تدرس بها ؟ ٠٠

١ ـ المرحلة الابتدائية
٢ ـ المرحلة الثانوية
(٣) ـ المرحلة المتوسطة

اذا كنت تدرس في المرحلة المتوسطة ضع دائرة حول الرقم (٣) كما ترى في المثال وهكذا

مع جزيل الشكر والامتنان لمساعدتكم

دراسة ميدانية للحصول على درجة الدكتوراه في
علم الاجتماع التربوى من الولايات المتحدة الامريكية

اعداد الطالب :
عبدالله عائض سالم الثبيتي
جامعة ام القرى / قسم التربية

ID [| | | |]

استفتاء خاص بالطلاب

عزيزى الطالب : ان الهدف من اجاباتك عن الاسئلة الاتية هو الحصول على بعض المعلومات التى تتعلق بالطلاب ومايدرسونه فى هذه المدرسة،هذه الاسئلة ليست فى الحقيقة اختبارا أو امتحانا ولن تؤثر اجابتك عليها فى دراستك ولا فى درجاتك المدرسية ، كما أنه لن يطلع عليها احد سوى الباحث ·

ليست هنات اجابات صحيحة او خاطئة ، وكل مايريده الباحث منك هو ان تقوم بالاجابة على كل سؤال بوضع دائرة حول الرقم الذى يمثل الاجابة الملائمة بالنسبة لك ، او ان تقوم بتعبئة الفراغ المتروك لك بعد بعض الاسئلة ·

Card No. 1

١ ـ من فضلك اكتب اسمك رباعيا :

(6,7) ٢ ـ اسم مدرستك :

(8) ٣ ـ ماهي جنسيتك :

١ ـ سعودى

٢ ـ غير سعودى

٤ ـ اين تقع هذه المدرسة ؟

(9) ١ ـ فى مدينة الطائف ؟ ٢ ـ فى مدينة مكة ؟ ٣ ـ فى مدينة جدة ؟

ضع دائرة حول الرقم الذى تعتقد انه يمثل أفضل اجابة للسؤال من وجهة نظرك ·

(10) ٥ ـ أين اكملت دراسة المرحلة الابتدائية ؟

١ ـ فى القرية ٢ ـ فى المدينة

(11) ٦ ـ كم عمرك الان ؟

١ ـ ١٤ سنة أو اقل ٤ ـ ١٧ سنة

٢ ـ ١٥ سنة ٥ ـ ١٨ سنة

٣ ـ ١٦ سنة

(12) ٧ ـ كم سنة لك فى هذه المدرسة منذ دخولها لاول مرة ؟

١ ـ سنتين أو اقل ٤ ـ ٥ سنوات

٢ ـ ٣ سنوات ٥ ـ ٦ سنوات

٣ ـ ٤ سنوات

أخي الطالب : ان طبيعة هذا البحث تتطلب معرفة بعض المعلومات البسيطة عنك وعن اسرتك ٠٠ ارجو الاجابة بكل دقة وموضوعية عن الاسئلة التالية وذلك بوضع دائرة حول الرقم الذى نعتقد انه يمثل افضل اجابه للسؤال على حسب معرفتك ٠

٨ ـ مع من تسكن الان ؟ (13)

١ ـ مع أسرتك ٢ ـ مع أحد اقاربك ٣ ـ مع أناس اخرين ؟

٩ ـ ماهو أعلى مستوى تعليمي وصل اليه والدك حسب التقسيمات الاتية (14)

١ ـ امي ، لا يقرا ولا يكتب ٥ ـ مستوى المرحله الثانوية

٢ ـ لديه خبرة بسيطه بالقراءة والكتابه ٦ ـ مستوى الجامعة

٣ ـ مستوى المرحله الابتدائيه ٧ ـ حاصل على الماجستير

٤ ـ مستوى المرحله المتوسطة ٨ ـ حاصل على الدكتوراه

١٠ ـ ماهو اعلى مستوى تعليمي وصلت اليه والدتك حسب التقسيمات الاتية : (15)

١ ـ أمية (لاتقرا ولا تكتب) ٥ ـ مستوى المرحلة الثانوية

٢ ـ لديها خبرة بسيطة بالقراءة والكتابة ٦ ـ مستوى الجامعة

٣ ـ مستوى المرحلة الابتدائية ٧ ـ حاصلة على الماجستير

٤ ـ مستوى المرحلة المتوسطة ٨ ـ حاصلة على الدكتوراه

١١ ـ كم عدد افراد اسرتك الحاليين ؟ (الاسرة فى هذا السؤال تعنى فقط الاب والام والاخوة والاخوات) (16,17)

(٠٠٠٠٠)

١٢ ـ كم عدد المتعلمين من افراد اسرتك ؟ (٠٠٠٠٠) (18,19)

١٣ ـ حدد من فضلك العمل الذى يقوم به والدك من بين الاعمال الاتية (اختر عملا واحدا فقط) ٠ (20,21)

١ ـ مدرس ٩ ـ تاجر اغنام وابقار

٢ ـ ضابط ١٠ ـ تاجر لبيع الجملة

٣ ـ جندي ١١ ـ تاجر لبيع التجزئة

٤ ـ موظف حكومي ١٢ ـ مزارع

٥ ـ موظف فى شركة ١٣ ـ مهندس معمارى

٦ ـ مهندس سيارات ١٤ ـ اعمال حره (متسبب)

٧ ـ عامل ١٥ ـ عمل اخر غير هذه الاعمال السابقة (حدد) (٠٠٠٠٠)

٨ ـ سائق سيارة

١٤ ـ اذا كان والدك موظفا حكوميا ، ففى اى هذه المراتب السبعة التالية تعتقد انه يكون : (22)

١ ـ فى المرتبة الرابعة عشر فما فوق ٤ ـ فى المرتبة ٨ ـ ٩

٢ ـ فى المرتبة ١٢ ـ ١٣ ٥ ـ فى المرتبة ٦ ـ ٧

٣ ـ فى المرتبة ١٠ ـ ١١ ٦ ـ فى المرتبة ٤ ـ ٥

١٥ ـ ماهو عمل والدتك ؟ (23)

١ ـ ليس لها عمل (ربة بيت) ٤ ـ موظفة فى مستشفى

٢ ـ مدرسة ٥ ـ عمل اخر غير هـذه الاعمال السـابقة

٣ ـ موظفة فى احدى مدارس البنات (حـدد)

١٦ ـ هـل كان لاحـد من اقـاربك (غير والـديك واخوتك) دور ذو اهمية فى تشـجيعك على مواصـلة التعليم ؟ · (24)

١ ـ نعم ٢ ـ لا

١٧ ـ اذا اجبت عن السؤال السابق « بنعم » اذكر اعلى مستوى تعليمى وصـل اليه ذلك القريب حسب المستويات الاتية : (25)

١ ـ امي (لا تقرا ولا تكتب) ٥ ـ مستوى المرحلة الثانوية

٢ ـ خبرة بسيطة فى القراءة والكتابة ٦ ـ مستوى الجامعة

٣ ـ مستوى الابتدائية ٧ ـ مستوى الماجستير

٤ ـ مستوى المرحلة المتوسطة ٨ ـ مستوى الدكتوراه

١٨ ـ اذا كنت قد اجبت « بنعم » عن سؤال رقم ١٦ . اذكر طبيعة عمل قريبك هذا حسب ماتراه بين الاعمال الاتية : (26)

١ ـ استاذ فى الجامعة ٤ ـ موظف حكومي

٢ ـ مدرس ٥ ـ موظف فى شركة

٣ ـ ضابط برتبة عالية ٦ ـ عمل اخر غير هذه الاعمال السابقة (حدد)

اجب عن الاسئلة التالية باختيار اجابة واحدة لكل سؤال ·· ضع دائرة حول رقم الاجابة التى تعتقـد انها هي الاجابة الملائمة بالنسبة لك ·

١٩ ـ اذا كان باستطاعتك ان تواصل دراستك الى المدى الذى تتمناه . فالى اى مدى تريد أن تواصـل دراستك ؟ (27)

١ ـ انهاء المرحلة المتوسطة فقط ٤ ـ انهاء الدراسة الجامعية

٢ ـ انهاء المرحلة الثانوية ٥ ـ مواصلة الدراسة حتى الحصـول على الماجستير او الدكتوراه

٣ ـ انهاء الكلية المتوسطة

٢٠ ـ احيانا يشعر الطالب انه لايستطيع ان يواصل دراسته الى مستوى معين يطمح الى الوصـول اليه . فالى اي مدى تشعر انك قادر على مواصـلة الدراسة ؟ · (28)

١ ـ حتى نهاية المرحلة المتوسطة فقط

٢ ـ حتى نهاية المرحلة الثانوية فقط ٤ ـ حتي نهاية المرحلة الجامعية (الكلية) فقط

٣ ـ حتي نهاية الكلية المتوسطة فقط ٥ ـ حتى الحصول على الماجستير اوالدكتوراه

٢١ ـ كم طالبا فى هذه المدرسة تعتقد انهم يبذلـون كل جهد للحصـــول على درجـات عالية فى امتحانات اعمال السنة ؟ ٠ (29)

١ ـ جميع الطلاب تقريبا ٤ ـ بعض الطلاب

٢ ـ معظم الطلاب ٥ ـ ليس هناك احد تقريبا

٣ ـ نصف الطلاب تقريبا

٢٢ ـ كم طالبا فى هذه المدرســة تعتقد انهم يبذلون جهدا اكثر من غيرهم للحصول على درجـات عالية فى امتحانات اعمال السنة ؟ ٠ (30)

١ ـ جميع الطلاب تقريبا ٤ ـ بعض الطلاب

٢ ـ معظم الطلاب ٥ ـ ليس هناك احد تقريبا

٣ ـ نصف الطلاب تقريبا

٢٣ ـ كم عدد الطلاب الذين لايبالون بالحصول على درجات ضعيفة فى هذه المدرسة ؟ (31)

١ ـ جميع الطلاب تقريبا

٢ ـ معظم الطلاب ٤ ـ بعض الطلاب

٣ ـ نصف الطلاب تقريبا ٥ ـ ليس هناك احد تقريبا

٢٤ ـ كم عدد الطلاب فى هذه المدرسة الذين يبذلون جهـــدا اكثر مما هـو مطلوب استعـــدادا للاختبارات ؟ ٠ (32)

١ ـ جميع الطلاب تقريبا

٢ ـ معظم الطلاب ٤ ـ بعض الطلاب

٣ ـ نصف الطلاب تقريبا ٥ ـ ليس هناك احد تقريبا

٢٥ ـ اذا فرضنا ان معظم الطلاب باستطاعتهم مواصلة الدراسة لتحقيق مايطمحون اليه من مســـتوى تعليمي ٠٠ فالى اى مرحلة تعتقد انهم باستطاعتهم الوصول ٠ (33)

١ ـ حتى نهاية المرحلة المتوسطة ؟ ٤ ـ حتى نهاية المرحلة الجامعية (الكلية) ؟

٢ ـ حتى نهاية المرحلة الثانوية ؟ ٥ ـ حتى الحصول على الماجستير اوالدكتوراه

٣ ـ حتى نهاية الكلية المتوسطة ؟

(34) ٢٦ ـ هل من المهم بالنسبة لك ان تكون طالبا مجدا ؟

١ ـ نعم ، مهم جدا

٢ ـ نعم ، مهم ٤ ـ لا ٠ لايهمني ذلك ٠

٣ ـ نعم ، مهم الى حد ما ٥ ـ لا ٠ لايهمني هذا على الاطلاق

(35) ٢٧ ـ كيف يشعر معظم الطلاب في فصلك باهميـــة التقدم في دراستهم والعمل نحو النجاح فيها ٠

١ ـ يشعرون بأن ذلك مهم للغاية

٢ ـ يشعرون بأن ذلك مهم ٤ ـ ليس مهما

٣ ـ يشعرون بانه مهم الى حد ما ٥ ـ لايشعرون مطلقا باهمية ذلك

(36) ٢٨ ـ الى اى مدى تعتقد فى قرارة نفسك ان معظم الطلاب فى هذه المدرسة يشعرون باهمية التقـــــدم فى دراستهم والعمل نحو النجاح فى هذه الدراسة

١ ـ يشعرون بان ذلك مهم للغاية

٢ ـ يشعرون بأن ذلك مهم ٤ ـ ليس مهما

٣ ـ يشعرون بانه مهم الى حد ما ٥ ـ لايشعرون مطلقا باهمية ذلك

٢٩ ـ كم عدد الطـلاب فى فصلك الذين يعتبرون ان القراءة شيء ممتع مما يجـعلهم احيانا يقراون قراءات حرة غير مطلوبة منهم

١ ـ جميع الطلاب تقريبا

٢ ـ معظم الطلاب ٤ ـ بعض الطلاب

٣ ـ نصف الطلاب تقريبا ٥ ـ لا احد من الطلاب تقريبا

(38) ٣٠ ـ كم عدد الطلاب فى هذه المدرسة الذين يضايقون او يسخرون ممن يحصلون على درجات عالية ؟

١ ـ جميع الطلاب تقريبا

٢ ـ معظم الطلاب ٤ ـ بعض الطلاب

٣ ـ نصف الطلاب تقريبا ٥ ـ لا احد من الطلاب تقريبا

(39) ٣١ ـ كم عدد الطلاب فى هذه المدرسة الذين يبذلون اقل مما فى طاقتهم مخافة ان يكرههم الطلاب الاقـــل منهم تحصيلا ؟

١ ـ جميع الطلاب تقريبا

٢ ـ معظم الطلاب ٤ ـ بعض الطلاب

٣ ـ نصف الطلاب تقريبا ٥ ـ لا احد من الطلاب تقريبا

(40) ٣٢ ـ كم عدد الطلاب فى هذه المدرسة الذين يبذلون اقل مما فى طاقتهم مخافة ان ينبذهم اصدقاؤهم الاقـــل

منهم تحصيلا

١ ـ جميع الطلاب تقريبا

٢ ـ معظم الطلاب ٤ ـ بعض الطلاب

٣ ـ نصف الطلاب تقريبا ٥ ـ لا احد من الطلاب تقريبا

(41) ٣٣ ـ كم عدد الطلاب فى هذه المدرسة الذين تعتقد انهم قد يبذلون جهدا فى الدراسة اذا لم يطالبهم المدرسون باداء الامتحانات فى المواد الدراسية ؟ ٠

١ ـ جميع الطلاب تقريبا

٢ ـ معظم الطلاب ٤ ـ بعض الطلاب تقريبا

٣ ـ نصف الطلاب تقريبا ٥ ـ لا احد من الطلاب تقريبا

(42) ٣٤ ـ انا وامثالى من الطلاب ليس لدينا فرصا كافية لتحقيق مانتمناه فى حياتنا

١ ـ اوافق تماما ٣ ـ ارفض هذا

٢ ـ اوافق ٤ ـ ارفض هذا على الاطلاق

(43) ٣٥ ـ انا وامثالي من الطلاب لايمكننا ابدا تحقيق انجاز دراسى جيد حتى لو بذلنا اقصى مافى وسعنا

١ ـ اوافق تماما ٣ ـ ارفض هذا

٢ ـ اوافق ٤ ـ ارفض هذا على الاطلاق

(44) ٣٦ ـ يمكننى تحسين مستوى دراستي لو ضاعفت جهدى

١ ـ اوافق تماما ٣ ـ ارفض هذا

٢ ـ اوافق ٤ ـ ارفض هذا على الاطلاق

(45) ٣٧ ـ انا وامثالي من طلاب هذه المدرسة ليس لنا اى حظ فى دراستنا

١ ـ اوافق تماما ٣ ـ ارفض هذا

٢ ـ اوافق ٤ ـ ارفض هذا على الاطلاق

(46) ٣٨ ـ يجب ان تكون محظوظا حتى تحصل على درجات جيدة فى المدرسة

١ ـ اوافق تماما ٣ ـ ارفض هذا

٢ ـ اوافق ٤ ـ ارفض هذا على الاطلاق

(47) ٣٩ ـ من خلال مقارنة نفسك باصدقائك ، هل تعتقد انه يمكنك انجاز دروسك بدرجة افضل ، او بنفس الدرجة او بدرجة اقل منهم ؟

١ ـ بدرجة افضل منهم جميعا

٢ ـ بدرجة افضل من معظمهم ٤ ـ بدرجة اقل من معظمهم

٣ ـ بدرجة مساوية لهم ٥ ـ بدرجة اقل من جميعهم

(48) ٤٠ ـ من خلال مقارنة نفسك بزملائك فى الفصل ، هل تعتقد انه يمكنك انجاز دروسك بدرجة افضل ، او بنفس الدرجة او بدرجة اقل منهم جميعا ؟

١ ـ بدرجة افضل منهم جميعا
٢ ـ بدرجة افضل من معظمهم
٣ ـ بدرجة مساوية لهم
٤ ـ بدرجة اقل من معظمهم
٥ ـ بدرجة اقل منهم جميعا

(49) ٤١ ـ اذا انتهيت من المرحلة الثانوية ، هل تعتقد انك ستكون واحدا من احسن الطلاب ، او مثل معظم الطلاب او اقل من معظمهم ؟ ٠

١ ـ ساكون من افضلهم
٢ ـ ساكون افضل من معظمهم
٣ ـ ساكون فى نفس مستوى الطلاب
٤ ـ ساكون اقل درجة من معظم الطلاب
٥ ـ ساكون من اضعف الطلاب

(50) ٤٢ ـ هل تعتقد انك قادر على دخول الكليـــــــة والتخرج منها ؟

١ ـ نعم بكل تاكيد
٢ ـ نعم ، من الجائز ذلك
٣ ـ ربما اقدر على ذلك
٤ ـ لا ، ليس من المحتمل
٥ ـ لا ، بكل تاكيد

(51) ٤٣ ـ اذا قدر لك ان تلتحق بالجامعة ، فهل تعتقد انك ستكون افضل الطلاب ، او فى مستوى معظـــم الطلاب ، او اقل من معظمهم ؟

١ ـ ساكون واحدا من افضلهم
٢ ـ ساكون افضل من معظم الطلاب ٠
٣ ـ ساكون فى مستوى معظم الطلاب ٠
٤ ـ ساكون اقل من معظمهم
٥ ـ ساكون من اضعف الطلاب ٠

(52) ٤٤ ـ لكي تصبح طبيبا او مهندسا فانك ستحتاج الى قضاء اكثر من اربع سنوات دراسية ، هل تعتقـد انك تستطيع قضاء هذه الفترة فى الجامعة ؟

١ ـ نعم ، بكل تاكيد
٢ ـ نعم ، من الجائز ذلك
٣ ـ ربما اقدر على ذلك
٤ ـ لا ، ليس من المحتمل
٥ ـ لا ٠ بكل تاكيد

(53) ٤٥ ـ بصرف النظر عن الدرجة التي تحصل عليها فى المواد الدراسية ما هي الدرجة التي تعتقد انـــك تستحقها فعلا على عملك ؟

١ ـ ممتاز
٢ ـ جيد
٣ ـ نفس الدرجة التي يحصل عليها معظم الطلاب
٤ ـ اقل درجة من معظم الطلاب
٥ ـ اضعف درجة

٤٦ ـ ما هي الدرجة التي تعتقد انه بامكـــــانك الحصول عليها لو ضاعفت جهودك ؟ (54)

١ ـ ممتاز

٢ ـ جيد جدا ٤ ـ مقبول أو مرضي

٣ ـ جيـد ٥ ـ ضعـــيف

٤٧ ـ ما هو المستوى الذى تعتقد انه يمكنـــــك الوصول اليه كطالب فى هذه المدرسة ؟ (55)

١ ـ من افضل الطلاب

٢ ـ افضل من معظم الطلاب ٥ ـ سأكون من اضعف الطلاب

٣ ـ فى نفس مستوى معظم الطلاب ٤ ـ اقل من مستوى معظم الطلاب

٤٨ ـ ما هي المرحلة الدراسية التي يتوقع منـــك اقرب اصدقائك ان تكملها ؟ (56)

١ ـ انهاء المرحلة المتوسطة

٢ ـ انهاء المرحلة الثانوية ٤ ـ انهاء الجامعة « الكلية »

٣ ـ انهاء الكلية المتوسطة ٥ ـ الحصول على الماجستير او الدكتوراه

الهدف من الاسئلة التالية هو التعرف على بعض العوامل التي تتعلق بالمدرسين فى هذه المدرسة • اختر كالعادة اجابة واحدة فقط لكل سؤال وذلك بوضـــع دائرة حول رقم الاجابة التي تراها ملائمة فى نظرك اجابتك ستكون سرية ولن يطلع عليها أحد مـــــن المدرسين ، لذلك حاول بقدر امكانك ان تكون صادقـا فى اجاباتك •

٤٩ ـ كم مدرسا من المدرسين الذين تعرفهم فـى هذه المدرسة يحثون الطلاب على مضاعفة جهودهـم للحصول على درجات عالية فى الامتحانات ؟ (57)

١ ـ جميع المدرسين تقريبا

٢ ـ معظم المدرسين ٤ ـ بعض المدرسين

٣ ـ نصف المدرسين ٥ ـ لا احد من المدرسين تقريبا

٥٠ ـ كم مدرسا من المدرسين الذين تعرفهم فـي هذه المدرسة يحثون الطلاب على مضاعفة الجهـــد للحصول على درجات افضل من زملائهم ؟ (58)

١ ـ جميع المدرسين تقريبا

٢ ـ معظم المدرسين ٤ ـ بعض المدرسين

٣ ـ نصف المدرسين ٥ ـ لا أحد من المدرسين تقريبا

٥١ ـ كم مدرسا من المدرسين الذين تعرفهم فـي هذه المدرسة لا يبالون اذا حصل الطلاب على درجات ضعيفة فى الامتحانات •• (59)

١ ـ جميع المدرسين تقريبا
٢ ـ معظم المدرسين
٣ ـ نصف المدرسين
٤ ـ بعض المدرسين
٥ ـ لا احد من المدرسين تقريبا

٥٢ ـ كم مدرسا من المدرسين الذين تعرفهم فـى هذه المدرسة يكلفون الطلاب بواجبات مدرسية اضافية حتى يحصلوا على درجات افضل فى الاختبارات ؟ (60)

١ ـ جميع المدرسين تقريبا
٢ ـ معظم المدرسين
٣ ـ نصف المدرسين
٤ ـ بعض المدرسين
٥ ـ لا أحد من المدرسين تقريبا

٥٣ ـ كم مدرسا من المدرسين الذين تعرفهم فـي هذه المدرسة يرغبون الطلاب على مضاعفة جهودهم الدراسية ؟ (61)

١ ـ جميع المدرسين تقريبا
٢ ـ معظم المدرسين
٣ ـ نصف المدرسين
٤ ـ بعض المدرسين
٥ ـ لا أحد من المدرسين تقريبا

٥٤ ـ كم مدرسا من المدرسين الذين تعرفهم فـــى هذه المدرسة لا يبالون بما يبذله الطلاب من جهـــد فى دراستهم طالما انهم ينجحون فى الامتحانات ؟ (62)

١ ـ جميع المدرسين تقريبا
٢ ـ معظم المدرسين
٣ ـ نصف المدرسين
٤ ـ بعض المدرسين
٥ ـ لا احد من المدرسين تقريبا

٥٥ ـ اى مرحلة دراسية تظن ان احب المدرســين الى قلبك يتوقعون منك اكالها ؟ (63)

١ ـ انهاء المرحلة المتوسطة
٢ ـ انهاء المرحلة الثانوية
٣ ـ انهاء الكلية المتوسطة
٤ ـ انهاء المرحلة الجامعية « الكلية »
٥ ـ الحصول على الماجستير او الدكتوراه

٥٦ ـ ما هو المستوى الذى يتوقعه منك احـــب المدرسين اليك كطالب فى هذه المدرسة ؟ (64)

١ ـ ان اكون من افضل الطلاب
٢ ـ ان اكون افضل من معظم الطلاب
٣ ـ ان اكون فى نفس مستوى معظم الطلاب
٤ ـ ان اكون اقل من معظم الطلاب
٥ ـ ان اكون من اضعف الطلاب

٥٧ ـ هل تعتقد فى قرارة نفسك ان مدرسك يرى انه بامكانك انجاز اعمالك المدرسية بدرجة افضل او بنفس الدرجة او بدرجة اقل من زملائك المســاوين لك فى السن ؟ (65)

١ ـ بدرجة افضل من الجميع

٢ ـ بدرجة افضل من معظمهم ٤ ـ بدرجة اقل من معظمهم

٣ ـ بدرجة متساوية لمعظمهم ٥ ـ بدرجة اقل منهم جميعا

٥٨ ـ هل يعتقد مدرستك أن درجاتك سوف تكون افضل من أو بنفس الدرجة او اقل من درجات معظم الطلاب عند تخرجك من المرحلة الثانوية ؟ (66)

١ ـ ستكون من افضل الدرجات

٢ ـ ستكون افضل من درجات معظم الطلاب ٤ ـ ستكون اقل من درجات معظم الطلاب

٣ ـ ستكون مثل درجات معظم الطلاب ٥ ـ ستكون من اضعف الدرجات

٥٩ ـ ما مدى محاولة المدرسين في هذه المدرسة مساعدة الطلاب الضعاف ؟ (67)

١ ـ يحاولون مساعدتهم دائما

٢ ـ يحاولون مساعدتهم عادة ٤ ـ نادرا ما يساعدونهم

٣ ـ احيانا يساعدونهم ٥ ـ لا يحاولون مساعدتهم اطلاقا

٦٠ ـ ما مدى تحصيل الطلاب العلمي في هذه المدرسة اذا قارناهم بطلاب المدارس الاخرى ؟ (68)

١ ـ تحصيلهم اعلى بكثير ٤ ـ تحصيلهم اقل بقليل

٢ ـ تحصيلهم اعلى بقليل

٣ ـ تحصيلهم في نفس مستوى طلاب المدارس الاخرى ٥ ـ تحصيلهم اقل بكثير

٦١ ـ اذا قارنا طلاب مدرستك بطلاب المدارس الاخرى ، فما هو المستوى الذى سيكون عليه معظم طلاب المدرسة في المرحلة الثانوية ٠٠ (69)

١ ـ سيكونون من افضل الطلاب ٤ ـ سيكونون اقل من معظم الطلاب

٢ ـ سيكونون افضل من معظم الطلاب

٣ ـ سيكونون في نفس مستوى معظم الطلاب ٥ ـ سيكونون من اضعف الطلاب

٦٢ ـ ما درجة اهمية تعلم الطلاب لدروسهم في هذه المدرسة بالنسبة للمدرسين؟ (70)

١ ـ يعتبر اهم شيء بالنسبة لهم

٢ ـ يعتبر مهما جدا ٤ ـ لا يعتبر هاما

٣ ـ يعتبر هاما الى حد ما ٥ ـ لا يعتبر هاما على الاطلاق

٦٣ ـ هل تعتقد من وجهة نظرك ـ ان مدرسي هذه المدرسة يهتمون اكثر او اقل من مدرسي المدارس (71)

الاخرى اذا كان الطلاب يتعلمون دروسهم او لايتعلمون

١ ـ يهتمون اكثر بكثير

٢ ـ يهتمون اكثر منهم بقليل

٣ ـ يهتمون بنفس المستوى

٤ ـ يهتمون اقل منهم بقليل

٥ ـ يهتمون اقل منهم بكثير

(72) ٦٤ ـ هل يعتقد مدرسك انه بامكانك انهاء المرحلة الجامعية ؟

١ ـ نعم ، بكل تاكيد

٢ ـ نعم ، من المحتمل

٣ ـ ربما

٤ ـ من المحتمل الا يمكنني ذلك

٥ ـ لا ، لا يمكنني ذلك بكل تاكيد

(73) ٦٥ ـ انت تحتاج كما تعلم الى اكثر من اربع سنوات في المرحلة الجامعية حتى تصبح طبيبا او مدرسا فهل يعتقد مدرسك انه بامكانك تحقيق ذلك ؟

١ ـ نعم ، بكل تاكيد

٢ ـ نعم ، من المحتمل

٣ ـ ربما

٤ ـ من المحتمل الا يمكنني تحقيق ذلك

٥ ـ لا ، من المؤكد انه لن يمكنني تحقيق ذلك

Card No. 2
(2) ٦٦ ـ ما المرحلة الدراسية التي تعتقد ان والديك يؤمنان انه بامكانك الوصول اليها ؟

١ ـ اكمال المرحلة المتوسطة

٢ ـ اكمال المرحلة الثانوية

٣ ـ اكمال الكلية المتوسطة

٤ ـ اكمال المرحلة الجامعية

٥ ـ الحصول على الماجستير او الدكتوراه

(3) ٦٧ ـ ما هو المستوى الدراسي الذى يتوقعه منك والديك كطالب في هذه المدرسة ؟

١ ـ ان اكون من افضل الطلاب

٢ ـ ان اكون افضل من معظم الطلاب

٣ ـ ان اكون في مستوى معظم الطلاب

٤ ـ ان اكون اقل من معظم الطلاب

٥ ـ ان اكون من اضعف الطلاب

(4) ٦٨ ـ هل يرى والدك انه بامكانك انجاز اعمالك المدرسية بمستوى افضل ، او في نفس المستوى او في مستوى اقل من اصدقائك ؟

١ ـ افضل من جميع الاصدقاء

٢ ـ افضل من معظم الاصدقاء

٣ ـ في نفس مستوى معظم الاصدقاء

٤ ـ اقل من معظم الاصدقاء

٥ ـ اقل من جميع الاصدقاء

(5) ٦٩ ـ هل يرى والدك ان درجاتك ستكون من افضل او بنفس المستوى او اقل من درجات معظم الطلاب عندما تنتهي من المرحلة الثانوية ؟

١ ـ ستكون من أفضل الدرجات
٢ ـ ستكون افضل من درجات معظم الطلاب
٣ ـ ستكون نفس درجات معظم الطلاب
٤ ـ ستكون أقل جودة من درجات معظم الطلاب
٥ ـ ستكون من اضعف الدرجات

٧٠ ـ هل يعتقد والدك انه بامكانك انهاء المرحلة الجامعية ؟ (6)
١ ـ نعم ، بكل تاكيد
٢ ـ نعم ، من المحتمل ذلك
٣ ـ ربما
٤ ـ لا · ليس من المحتمل ذلك
٥ ـ لا · لن يمكنني ذلك اطلاقا

٧١ ـ انت محتاج ـ كما تعلم ـ الى اكثر من اربع سنوات في المرحلة الجامعية حتى تصبح طبيبا او مدرسا فهل يعتقد والدك انه بامكانك تحقيق ذلك ؟ (7)
١ ـ نعم ، بكل تاكيد
٢ ـ نعم ، من المحتمل ذلك
٣ ـ ربما
٤ ـ من المحتمل الا يمكنني تحقيق ذلك
٥ ـ لا · لن يمكنني تحقيق ذلك بكل تاكيد ·

اقرأ العبارات الاتية ، ضع دائرة حول الرقم الذى يفيد مدى صدق هذه العبارة بالنسبة لك ·

٧٢ ـ لا يمكنني ان اتحدث مع الطلاب الاخرين اثناء الدروس بدون استئذان من المدرس · (8)
١ ـ دائما
٢ ـ غالبا
٣ ـ احيانا
٤ ـ نادرا
٥ ـ ابدا

٧٣ ـ لا يمكنني التنقل في الفصل اثناء الدرس بدون استئذان من المدرس · (9)
١ ـ دائما
٢ ـ غالبا
٣ ـ احيانا
٤ ـ نادرا
٥ ـ ابدا

٧٤ ـ يجب ان اجلس في الفصل على نفس المقعد الذى اجلس عليه كل يوم وبجانب نفس الزملاء المعتادين · (10)
١ ـ دائما
٢ ـ غالبا
٣ ـ احيانا
٤ ـ نادرا
٥ ـ ابدا

٧٥ ـ جميع الطلاب في الفصل يدرسون نفس الموضوع الذى أدرسه وفي نفس الحصة · (11)
١ ـ دائما
٢ ـ غالبا
٣ ـ احيانا
٤ ـ نادرا
٥ ـ ابدا

٧٦ ـ في معظم الحصص الدراسية ، يحدد المدرس لي ما يجب ان اعمله دون ان يترك لي فرصة لاختيار ما احب ان اعمله · (12)
١ ـ دائما
٢ ـ غالبا
٣ ـ احيانا
٤ ـ نادرا
٥ ـ ابدا

٧٧ ـ يقف المدرس في مقدمة الفصل امام الطلاب ، ثم يلقي درسه على الجميع دون الاهتمام · (13)
١ ـ دائما
٢ ـ غالبا
٣ ـ احيانا
٤ ـ نادرا
٥ ـ ابدا

(TEACHERS' QUESTIONNAIRE)

بسم الله الرحمن الرحيم

استفتاء عام عن طبيعة المتغيرات النفسية والاجتماعية
المتمثلة في الجو المدرسي وعلاقتها بمستوى التحصيل
الطـــلابي

أخي المدرس : تحية طيبة وبعد

ان فهم العمليه التربوية بكل عناصرها من مدرسين وطلاب واداريين تعتبر عاملا مهما في تطوير ودفـــع مستوى انتاج وكفاءة هذه العناصر · وانطلاقا مـن هذا فان اول خطوة لفهم العملية التربوية هو التعرف على طبيعة ظروف الطالب او المدرس او المدير كل على حده او جميعهم في وقت واحد ومن وجهة نظر كل منهم بصفته الفرد الذى يعايش هذه الظروف ويعيشهـــا ويدرك ابعادها وخطورتها في نجاح هدفه بصفة خاصة وهدف العملية التربويه بصفة عامة · وليس هنـــاك هدف اسمى للمدرسة من تربية وتخريج طالب فـاهم واع متكامل الشخصية ·

ان الاستفتاء الذى بين يديك انما هو محاولـــــة متواضعة للتعرف على هذه الظروف المتصلة بالعملية التربوية ·· والمرجو منك عزيزى ان تقرا الاسئلة بوعي وفهم ودقة قبل اختيار الاجابة الملائمة لكل سؤال ·· اقرا التعليمات المعطاه اولا ثم بعد ذلك اقرا السـؤال واختر اجابة واحدة من الاجابات التي تعقبه بوضـع دائرة حول الرقم الذى يمثل افضل الاجابات وانسبها بالنسبة لك ·· واليك مثال لما ستقوم به ··

١ ـ ما هي المرحلة التعليمية التي تقوم بتدريسها ؟

١ ـ المرحلة الابتدائية

٣ ـ المرحلة الجامعية

٢ ـ المرحلة الثانوية

(٤) ـ المرحلة المتوسطة

اذا كانت المرحلة المتوسطة هي المرحلة التـــي تقوم بتدريسها ضع دائرة حول الرقم (٤) كما ترى فـي المثال وهكذا ··

مع جزيل الشكر والامتنان لمساعدتكم

دراسة ميدانية للحصول على درجة
الدكتوراه في علم الاجتماع التربوى
من الولايـات المتحـدة الامريكيـــة

اعداد الطـــالب :
عبد اللـــه عائض ســالم الثبيتي
جامعة ام القرى ـ قسم التربية

ID

استفتاء خاص بالمدرسين :

عزيزى المدرس : ستجد بعد كل سؤال من الاسئلة التالية مجموعة من الاختيارات التي تمثل اكثر من اجابة لكل سؤال . والمطلوب منك ان تختار اجابة واحدة فقط بوضع دائرة حول الرقم الذى يمثل افضل اجابة بالنسبة لك .

الاسئلة :

(4,5) (١) اكتب اسم مدرستك

(6) ٢ ـ تقع هذه المدرسة فى مدينة :

١ ـ الطائف

٢ ـ مكه

٣ ـ جده

(7) ٣ ـ ما هي جنسيتك

١ ـ سعودى

٢ ـ غير سعودى

٤ ـ كم سنة قضيتها فى مجال التدريس :

١ ـ هذه اول سنة
٢ ـ من ٢ الى ٤ سنوات
٣ ـ من ٥ الى ٧ سنوات
٤ ـ من ٨ الى عشر سنوات
٥ ـ من ١١ الى ١٣ سنة
٦ ـ ١٤ سنة او اكثر

(9) ٥ ـ كم سنة قضيتها فى هذه المدرسة منذ قدومك اليها ؟

١ ـ هذه اول سنة
٢ ـ من ٢ الى ٤ سنوات
٣ ـ من ٥ الى ٧ سنوات
٤ ـ من ٨ الى ١٠ سنوات
٥ ـ من ١١ الى ١٣ سنة
٦ ـ ١٤ سنة فاكثر

(10) ٦ ـ ما هو اعلى مؤهل تربوى حصلت عليه ؟

١ ـ مؤهل اقل من البكالوريوس
٢ ـ الشهادة الجامعية
٣ ـ دبلوم اقل من الماجستير
٤ ـ درجة الماجستير

(11) ٧ ـ هل تلقيت اى تدريب خاص فى طرق التدريس بصفة خاصة او فى مجال عملك كمدرس بصفة عامة ؟

١ ـ لم اتلق اى تدريب
٢ ـ تدريب من ١ الى ٦ اشهر
٣ ـ تدريب من ٧ الى ١١ شهرا
٤ ـ تدريب من ١٢ الى ١٨ شهرا
٥ ـ تدريب مدة ١٩ شهرا او اكثر

٨ ـ كيف كان شعورك عند تعيينك او نقلك الى هـــذه المدرسة ؟ (12)

١ ـ كنت سعيدا جدا

٢ ـ كنت سعيدا نوعا ما ٤ ـ كنت غير سعيد الى حد ما

٣ ـ كنت عاديا ولم اشعر بشيء ٥ ـ لم اشعر مطلقا بسعادة

٩ ـ ما مدى توفر الوسائل والمعدات والاجهـــــزة التعليمية بصفة عامة فى المدرسة ؟ (13)

١ ـ يتوفر للمدرسة كل ما تحتاجه تقريبا ٤ ـ يتوفر للمدرسة بعض ما تحتاجه

٢ ـ يتوفر للمدرسة معظم ما تحتاجه ٥ ـ لا يتوفر للمدرسة اى شيء تحتـــــاجه

٣ ـ يتوفر للمدرسة نصف ما تحتاجه تقريبا تقريبا

١٠ ـ ما هي الصفوف التي تقوم بتدريسها من بين الصفوف التالية ؟ (14)

١ ـ الصف الثالث فقط « الكفاءة »

٢ ـ الصفين الثاني والثالث

٣ ـ الصف الاول والثاني والثالث

١١ ـ ما عدد المواد التي تقوم بتدريســـــها حسب التقسيم التالي : (15)

١ ـ مادة واحدة فى الصف الاول والثانـــي ٣ ـ مادتين الى ثلاثة فى كل الفصول والثـــالث ٠

٤ ـ اربع الى خمس مواد فى بعض الفصول

٢ ـ مادة واحدة فى بعض الفصول ٥ ـ كل المواد الدراسية فى فصل واحد

١٢ ـ ما مدى مشاركتك فى اختيار المواد التي تقوم او تكلف بتدريسها ؟ (16)

١ ـ لا اشارك اطلاقا ٣ ـ مشاركة محدودة احيانا

٢ ـ مشاركتي محدودة للغاية ٤ ـ اشارك مشاركة تامة

١٣ ـ ما مدى الحرية التي تملكها بالنسبة للمشاركة لاختيار الوقت الانسب لتدريس مادتك ؟ (17)

١ ـ لا اشارك اطلاقا ٣ ـ مشاركتي محدودة احيانا

٢ ـ مشاركتي محدودة للغاية ٤ ـ اشارك مشاركة تامة ٠

١٤ ـ ما مدى مشاركتك الفعلية فى اعداد وتنســـيق جدول المواد الدراسية فى المدرسة ؟ (18)

١ ـ لا اشارك مطلقا ٣ ـ مشاركتي محدودة احيانا

٢ ـ مشاركتي محدودة للغاية ٤ ـ اشارك مشاركة تامة

١٥ ـ ما مدى مشاركتك الفعلية فى تحديد افضـــــل الطرق وانسبها لتدريس مادتك ؟ (19)

١ ـ لا اشارك اطلاقا ٣ ـ مشاركتي محدودة احيانا

٢ ـ مشاركتي محدودة للغاية ٤ ـ اشارك مشاركة تامة

١٦ ـ ما هو تصورك الخاص للمكانة التي تشتهر بها مدرستك بين المدرسين فى المدارس الاخرى ؟ (20)

١ ـ تعتبر من افضل المدارس

٢ ـ تعتبر افضل من المتوسط ٤ ـ هي اقل من المتوسط

٣ ـ هي فى المستوى العام ٥ ـ هي من اسوأ المدارس فى المنطقة

١٧ ـ فى المتوسط العام . ما هو مستوى التحصيل العلمي الذى يمكن ان يتوقع من الطلاب فى هذه المدرسة ؟ . (21)

١ ـ يمكن ان يكون فوق المتوسط العام بكثير ٤ ـ يمكن ان يكون اقل من المستوى العام بقليل

٢ ـ يمكن ان يكون فوق المستوى العام بقليل

يمكن ان يكون فى المستوى العام تقريبا ٥ ـ يمكن ان يكون اقل من المستوى العام بكثير

١٨ ـ ما هي نسبة الطلاب فى هذه المدرسة الذين تتوقع منهم ان يكملوا دراستهم حتى نهاية المرحلة الثانوية ؟ (22)

١ ـ ٩٠٪ أو اكثر

٢ ـ ٧٠٪ الى ٨٩٪ ٤ ـ ٣٠٪ الى ٤٩٪

٣ ـ ٥٠٪ الى ٦٩٪ ٥ ـ اقل من ٣٠٪ من الطلاب

١٩ ـ ماهي نسبة الطلاب فى هذه المدرسة الذين تتوقع لهم ان يذهبوا الى الجامعة ؟ (23)

١ ـ ٩٠٪ أو اكثر

٢ ـ ٧٠٪ الى ٨٩٪ ٤ ـ ٣٠٪ الى ٤٩٪

٣ ـ ٥٠٪ الى ٦٩٪ ٥ ـ اقل من ٣٠٪ من الطلاب

٢٠ ـ ما هي نسبة الطلاب فى هذه المدرسة الذين تتوقع لهم ان يكملوا حتى نهاية الجامعة «الكلية» ؟ (24)

١ ـ ٩٠٪ أو اكثر

٢ ـ ٧٠٪ الى ٨٩٪ ٤ ـ ٣٠٪ الى ٤٩٪

٣ ـ ٥٠٪ الى ٦٩٪ ٥ ـ اقل من ٣٠٪ من الطلاب

٢١ ـ ما هي نسبة الطلاب فى هذه المدرسة الذين لديهم القدرة على الحصول على درجات عالية غالبا ؟ (25)

١ ـ ٩٠٪ أو اكثر

٢ ـ ٧٠٪ الى ٨٩٪ ٤ ـ ٣٠٪ الى ٤٩٪

٣ ـ ٥٠٪ الى ٦٩٪ ٥ ـ اقل من ٣٠٪ من الطلاب

٢١ كيف تصنف طلاب هذه المدرسة فيما يتعلق بكفاءتهم العلمية التحصيلية اذا قارنتهم بطلاب المدارس الاخرى ؟ (26)

١ ـ كفاءة طلاب هذه المدرسة اعلى بكثير
٢ ـ كفاءة طلاب هذه المدرسة اعلى قليلا
٣ ـ كفاءة طلاب هذه المدرسة تساوى غيرها من المدارس
٤ ـ كفاءة طلاب هذه المدرسة اقل قليلا
٥ ـ كفاءة طلاب هذه المدرسة اقل بكثير

٢٣ ـ ما هي نسبة الطلاب في هذه المدرسة الذين نعتقد انهم يريدون انهاء المرحلة الثانوية ؟ (27)

١ ـ ٩٠٪ أو اكثر
٢ ـ ٧٠٪ الى ٨٩٪
٣ ـ ٥٠٪ الى ٦٩٪
٤ ـ ٣٠٪ الى ٤٩٪
٥ ـ اقل من ٣٠٪ من الطلاب

٢٤ ـ ما هي نسبة الطلاب في هذه المدرسة الذين تعتقد انهم يريدون مواصلة دراستهم في الجامعة ؟ (28)

١ ـ ٩٠٪ أو اكثر
٢ ـ ٧٠٪ الى ٨٩٪
٣ ـ ٥٠٪ الى ٦٩٪
٤ ـ ٣٠٪ الى ٤٩٪
٥ ـ اقل من ٣٠٪ من الطلاب

٢٥ ـ يعتبر انهاء المرحلة الثانوية هدفا واقعيا يعمل الطلاب على تحقيقه . ما هي نسبة الطلاب الذين تتوقع ان يحققوا هذا الهدف ؟ (29)

١ ـ ٩٠٪ أو اكثر
٢ ـ ٧٠٪ الى ٨٩٪
٣ ـ ٥٠٪ الى ٦٩٪
٤ ـ ٣٠٪ الى ٤٩٪
٥ ـ اقل من ٣٠٪ من الطلاب

٢٦ ـ يعتبر الحصول على مؤهل جامعي هدفا معقولا بالنسبة للطالب ما هي نسبة الطلاب في هذه المدرسة الذين تتوقع منهم تحقيق هذا الهدف ؟ (30)

١ ـ ٩٠٪ أو اكثر
٢ ـ ٧٠٪ الى ٨٩٪
٣ ـ ٥٠٪ الى ٦٩٪
٤ ـ ٣٠٪ الى ٤٩٪
اقل من ٣٠٪ من الطلاب

٢٧ ـ ما مدى تشجيعك وتاكيدك لطلابك على ضرورة الالتحاق باى كلية متوسطة او جامعة حتى يضمنوا لانفسهم مراكز جيدة وحياة افضل في المجتمع ؟ (31)

١ ـ اشجعهم غالبا
٢ ـ اشجعهم عادة
٣ ـ اشجعهم احيانا
٤ ـ نادرا ما اشجعهم
٥ ـ لا اشجعهم اطلاقا

٢٨ ـ هل تشجع الطلاب الذين ليس لديهم مصادر اقتصادية كافية على ان يواصلوا دراستهم الجامعية ؟ (32)

١ ـ اشجعهم غالبا
٢ ـ اشجعهم عادة
٣ ـ اشجعهم احيانا
٤ ـ نادرا ما اشجعهم
٥ ـ لا اشجعهم اطلاقا

٢٩ ـ هل تشجع الطلاب الذين لايملكون قدرات تحصيلية كافية على ان يواصلوا دراستهم الجامعية ؟ (33)

١ ـ اشجعهم دائما
٢ ـ اشجعهم عادة
٣ ـ اشجعهم احيانا
٤ ـ نادرا ما اشجعهم
٥ ـ لا اشجعهم اطلاقا

٣٠ كم مدرسا فى هذه المدرسة يشعر ان الطـــلاب يجب ان يدرسوا بالقدر الذى يصل بهم الى تحقيـق مستوى علمي جيد والسيطرة على المهارات التحصيلية بكفاءة فى هذه المرحلة حتى ولو كان بعض الطـلاب لا يرغبون فى ذلك ؟ (34)

١ ـ جميع المدرسين تقريبا
٢ ـ معظم المدرسين
٣ ـ نصف المدرسين تقريبا
٤ ـ بعض المدرسين
٥ ـ لا احد من المدرسين تقريبا

٣١ ـ ليس من العدالة ان يصر مدرسو هذه المدرسة على ان يحقق طلابهم مستوى تحصيليا اعلى ممـــا تملكه قدراتهم فى الواقع · (35)

١ ـ اوافق تماما
٢ ـ اوافق
٣ ـ لست متأكدا
٤ ـ ارفض هذا
٥ ـ ارفض هذا مطلقا

٣٢ ـ اذا اعتقدت ان الطالب غير قادر عـلى اداء بعض واجباته المدرسية فانني لا احاول الضغط عليه ليفعلها · (36)

١ ـ اوافق تماما
٢ ـ اوافق
٣ ـ لست متأكدا
٤ ـ ارفض هذا
٥ ـ ارفض هذا مطلقا

٣٣ ـ انا حريص جدا بوجه عام على عدم رفع الطلاب الى مستوى يؤدى بهم الى اليأس والشعور بالاحباط (37)

١ ـ اوافق تماما
٢ ـ اوافق
٣ ـ لست متأكدا
٤ ـ ارفض هذا
٥ ـ لا اوافق مطلقا

٣٤ ـ كم مدرسا فى هذه المدرسة يشجعون طلابهـم على ضرورة القيام باداء واجبات مدرسية اضافيـة كالدروس الخصوصية او الواجبات المنزلية لتحسين مستواهم والحصول على درجات اعلي ؟ (38)

١ ـ كل المدرسين تقريبا
٢ ـ معظم المدرسين
٣ ـ نصف المدرسين تقريبا
٤ ـ بعض المدرسين
٥ ـ لا احد من المدرسين تقريبا

٣٥ ـ كم طالبا فى هذه المدرسة يحاولون بجـــــد تحسين مستواهم العلمي ؟ (39)

١ ـ كل الطلاب تقريبا

٢ ـ معظم الطلاب ٤ ـ بعض الطلاب

٣ ـ نصف الطلاب تقريبا ٥ ـ لا احد من الطلاب تقريبا

٣٦ ـ كم طالبا فى هذه المدرسة لديهم روح المنافسة والعمل الجاد للحصول على مستوى تحصيلي اعلى من اصدقائهم ؟ (40)

١ ـ كل الطلاب تقريبا

٢ ـ معظم الطلاب ٤ ـ بعض الطلاب

٣ ـ نصف الطلاب تقريبا ٥ ـ لا احد من الطلاب تقريبا

٣٧ ـ كم طالبا فى هذه المدرسة يقنعون بعمل اقل مما يجب عليهم عمله ؟ (41)

١ ـ كل الطلاب تقريبا

٣ ـ نصف الطلاب تقريبا ٤ ـ بعض الطـــلاب

٢ ـ معظم الطـــــلاب ٥ ـ لا احد من الطلاب تقريبا

٣٨ ـ كم طالبا فى هذه المدرسة يحاولون القيـــام بواجبات اضافية مدرسية غير مطلوبة منهم عمـــلا على رفع مستواهم والحصول على درجات عاليه ؟ (42)

١ ـ كل الطلاب تقريبا

٢ ـ معظم الطلاب ٤ ـ بعض الطلاب

٣ ـ نصف الطلاب تقريبا ٥ ـ لا احد من الطلاب تقريبا

٣٩ ـ اولياء الامور ينظرون الى مدرستك على انهـا مؤسسة اجتماعية هدفها الاساسي حضانة ابنائهـم وحفظهم من اخطار قد يتعرض لها فى البيـــــت او الشارع اثناء غياب ابائهم عنهم · (43)

١ ـ اوافق تماما

٢ ـ اوافق ٤ ـ ارفض هذا

٣ ـ غير متأكد من الاجابة ارفض هذا كل الرفض

٤٠ ـ اولياء الامور مهتمون اشد الاهتمام بحصول ابنائهم فى هذه المدرسة على نوعية جيدة مـــــن التربية والتعليم · (44)

١ ـ اوافق تماما

٢ ـ اوافق ٤ ـ ارفض هذا

٣ ـ غير متأكد من الاجابة ٥ ـ ارفض هذا كل الرفض

(45) ٤١ ـ ما عدد أولياء الامور الذين يتوقعون من ابنائهم في هذه المدرسة ان يحصلوا على الثانوية العامة ؟

١ ـ جميع الاباء تقريبا

٢ ـ معظم الاباء ٤ ـ بعض الاباء

٣ ـ نصف الاباء تقريبا ٥ ـ لا احد من الاباء تقريبا

(46) ٤٢ ـ ما عدد أولياء الامور الذين يتوقعون من ابنائهم في هذه المدرسة ان يواصلوا تعليمهم حتى نهاية الرحلة الجامعية « الكلية » ؟

١ ـ جميع الاباء تقريبا

٢ ـ معظم الاباء ٤ ـ بعض الاباء

٣ ـ نصف الاباء تقريبا ٥ ـ لا احد من الاباء تقريبا

(47) ٤٣ ـ ما عدد أولياء الامور الذين لا يهمهم حصول ابنائهم في هذه المدرسة على درجات ضعيفة في المواد الدراسية ؟

١ ـ كل الاباء تقريبا

٢ ـ معظم الاباء تقريبا ٤ ـ بعض الاباء

٣ ـ نصف الاباء تقريبا ٥ ـ لا احد من الاباء تقريبا

(48) ٤٤ ـ ما عدد اولياء الامور الذين يطلبون من مدرسي هذه المدرسة ومديرها تزويدهم بتقارير دورية عن مستوى ابنائهم في الدراسة ؟

١ ـ كل الاباء تقريبا

٢ ـ معظم الاباء ٤ ـ بعض الاباء

٣ ـ نصف الاباء تقريبا ٥ ـ لا احد من الاباء تقريبا

٤٥ ـ سنجد في الجزء التالي مجموعة من العوامل التي تتصل بعملك كمدرس مرتبة من (أ) الى (ح) وامام كل عامل ستجد عمودين : العمود الاول يشير الى مدى اهميته في اقتناعك ورضاك عن عملك ، والعمود الثاني يشير الى درجة رضاك واقتناعك بهذا العامل . ارجو ان تختار اجابة واحدة فقط من العمود الاول واجابة واحدة فقط من العمود الثاني لكل عامل من هذه العوامل .. ضع دائرة حول رقم الاجابة كما هو معتاد

(45) ٤١ ـ ما عدد أولياء الامور الذين يتوقعون من ابنائهم فى هذه المدرسة ان يحصلوا على الثانوية العامة ؟

١ ـ جميع الاباء تقريبا

٢ ـ معظم الاباء ٤ ـ بعض الاباء

٣ ـ نصف الاباء تقريبا ٥ ـ لا احد من الاباء تقريبا

(46) ٤٢ ـ ما عدد أولياء الامور الذين يتوقعون من ابنائهم فى هذه المدرسة ان يواصلوا تعليمهم حتى نهاية الرحلة الجامعية « الكلية » ؟

١ ـ جميع الاباء تقريبا

٢ ـ معظم الاباء ٤ ـ بعض الاباء

٣ ـ نصف الاباء تقريبا ٥ ـ لا احد من الاباء تقريبا

(47) ٤٣ ـ ما عدد أولياء الامور الذين لا يهمهم حصول ابنائهم فى هذه المدرسة على درجات ضعيفة فى المواد الدراسية ؟

١ ـ كل الاباء تقريبا

٢ ـ معظم الاباء تقريبا ٤ ـ بعض الاباء

٣ ـ نصف الاباء تقريبا ٥ ـ لا احد من الاباء تقريبا

(48) ٤٤ ـ ما عدد اولياء الامور الذين يطلبون من مدرسي هذه المدرسة ومديرها تزويدهم بتقارير دورية عن مستوى ابنائهم فى الدراسة ؟

١ ـ كل الاباء تقريبا

٢ ـ معظم الاباء ٤ ـ بعض الاباء

٣ ـ نصف الاباء تقريبا ٥ ـ لا احد من الاباء تقريبا

٤٥ ـ ستجد فى الجزء التالي مجموعة من العوامل التى تتصل بعملك كمدرس مرتبة من (أ) الى (ح) وامام كل عامل ستجد عمودين : العمود الاول يشير الى مدى اهميته فى اقتناعك ورضاك عن عملك ، والعمود الثاني يشير الى درجة رضاك واقتناعك بهذا العامل . ارجو ان تختار اجابة واحدة فقط من العمود الاول واجابة واحدة فقط من العمود الثاني لكل عامل من هذه العوامل .. ضع دائرة حول رقم الاجابة كما هو معتاد

العوامل	العمود الاول (مدى اهمية العامل في اقتناعك بعملك)		العمود الثاني (درجة رضاك الحالية عن هذا العامل)	
١ ـ الراتب	١ ـ مهم جدا	(49)	١ ـ مقتنع جدا	(50)
	٢ ـ مهم		٢ ـ مقتنع	
	٣ ـ مهم الى حد ما		٣ ـ مقتنع الى حد ما	
	٤ ـ غير مهم		٤ ـ غير مقتنع	
	٥ ـ غير مهم على الاطلاق		٥ ـ غير مقتنع على الاطلاق	
ب ـ مستوى تحصيل الطلاب	١ ـ مهم جدا	(51)	١ ـ مقتنع جدا	(52)
	٢ ـ مهم		٢ ـ مقتنع	
	٣ ـ مهم الى حد ما		٣ ـ مقتنع الى حد ما	
	٤ ـ غير مهم		٤ ـ عير مقتنع	
	٥ ـ غير مهم على الاطلاق		٥ ـ غير مقتنع على الاطلاق	
جـ ـ العلاقة بين الاباء والمدرسين				
	١ ـ مهمة جدا	(53)	١ ـ مرضية جدا	(54)
	٢ ـ مهمة		٢ ـ مرضية	
	٣ ـ مهمة الى حد ما		٣ ـ مرضية الى حد ما	
	٤ ـ غير مهمة		٤ ـ غير مرضية	
	٥ ـ غير مهمة على الاطلاق		٥ ـ غير مرضية على الاطلاق	
د ـ العلاقة بين المدرسين				
	١ ـ مهمة جدا	(55)	١ ـ مرضية جدا	(56)
	٢ ـ مهمة		٢ ـ مرضية	
	٣ ـ مهمة الى حد ما		٣ ـ مرضية الى حد ما	
	٤ ـ غير مهمة		٤ ـ غير مرضية	
	٥ ـ غير مهمة على الاطلاق		٥ ـ غير مرضية على الاطلاق	
هـ ـ العلاقة بين المدرسين والطلاب				
	١ ـ مهمة جدا	(57)	١ ـ مرضية جدا	(58)
	٢ ـ مهمة		٢ ـ مرضية	
	٣ ـ مهمة الى حد ما		٣ ـ مرضية الى حد ما	
	٤ ـ غير مهمة		٤ ـ غير مرضية	
	٥ ـ غير مهمة على الاطلاق		٥ ـ غير مرضية على الاطلاق	

و ـ العلاقة بين المدرسين والاداريين فى المدرسة

(59)
١ ـ مهمة جدا
٢ ـ مهمة
٣ ـ مهمة الى حد ما
٤ ـ غير مهمة
٥ ـ غير مهمة على الاطلاق

(60)
١ ـ مرضية جدا
٢ ـ مرضية
٣ ـ مرضية الى حد ما
٤ ـ غير مرضية
٥ ـ غير مرضية على الاطلاق

ز ـ المنهج الدراسى

(61)
١ ـ مهم جدا
٢ ـ مهم
٣ ـ مهم الى حد ما
٤ ـ غير مهم
٥ ـ غير مهم على الاطلاق

(62)
١ ـ مرضى جدا
٢ ـ مرضى
٣ ـ مرضى الى حد ما
٤ ـ غير مرضى
٥ ـ غير مرضى على الاطلاق

ح ـ الاستقلال الشخصى للمدرس

(63)
١ ـ مهم جدا
٢ ـ مهم
٣ ـ مهم الى حد ما
٤ ـ غير مهم
٥ ـ غير مهم على الاطلاق

(64)
١ ـ مرضى جدا
٢ ـ مرضى
٣ ـ مرضى الى حد ما
٤ ـ غير مرضى
٥ ـ غير مرضى على الاطلاق

٤٦ ـ مايمكن ان يقوم به المدرس لرفع مستـــــوى تحصيل طلابه فى هذه المدرسة يعتبر اقل القليل الـــذى يحتاجه هذا المستوى (65)

١ ـ اوافق تماما
٢ ـ وافق
٣ ـ غير متأكد من الاجابة
٤ ـ ارفض هذا
٥ ـ ارفض هذا الراى على الاطلاق

٤٧ ـ الى اى مدى تعمل مع طلابك فى الفصـــــل ككل اثناء التدريس ؟ (66)

١ ـ دائما
٢ ـ غالبا
٣ ـ احيانا
٤ ـ نادرا
٥ ـ لا افعل هذا ابدا

٤٨ ـ الى اى مدى يعمل طلاب الفصـــل ككل اثنـاء التدريس (67)

١ ـ دائما يعملون ككل

٢ ـ غالبا يعملون ككل ٤ ـ نادرا مايعملون ككل

٣ ـ احيانا يعملون ككل ٥ ـ لايفعلون هذا ابدا

٤٩ ـ كيف تصنف الاهداف التى ترجوها من وراء تدريسك للطلاب ؟ (68)

١ ـ اهداف متساوية بالنسبة لكل الطلاب

٢ ـ اهداف متساوية بالنسبة لمعظم الطلاب ٤ ـ اهداف مختلفة بالنسبة لمعظم الطلاب

٣ ـ اهداف متساوية بالنسبة لبعض الطلاب ٥ ـ تختلف الاهداف بالنسبة لكل طالب

٥٠ ـ مامدى اهمية كل عامل من العوامل التالية فى تحديد اهداف تدريسك لطلاب هذه المدرسة ؟

أ ـ نظام المدرسة (69)

١ ـ مهم جدا

٢ ـ مهم ٤ ـ غير مهم

٣ ـ مهم الى حد ما ٥ ـ غير مهم على الاطلاق

ب ـ مصلحة واهتمام الطالب (70)

١ ـ مهم جدا

٢ ـ مهم ٤ ـ غير مهم

٣ ـ مهم الى حد ما ٥ ـ غير مهم على الاطلاق

جـ ـ القدرة الفردية للطالب (71)

١ مهمة جدا

٢ ـ مهمة ٤ ـ غير مهمة

٣ ـ مهم الى حد ما غير مهمة على الاطلاق

د ـ ماتفضله شخصيا كمدرس (72)

١ ـ مهم جدا

٢ ـ مهم ٤ ـ غير مهم

٣ ـ مهم الى حد ما ٥ ـ غير مهم على الاطلاق

٥١ ـ ماهي نسبة اولياء امور الطـــلاب الـذين تعرفهم فور رؤيتهم ؟ (73)

١ ـ كل الاباء

٢ ـ حوالي ٧٥٪ ٤ ـ حوالي ٢٠٪

٣ ـ حوالي ٥٠٪ ٥ ـ عدد قليل جدا

(PRINCIPALS' QUESTIONNAIRE)

بسم الله الرحمن الرحيم

استفتاء عام عن طبيعة التغيرات النفسيه والا جتماعية المتمثلة
في الجو المدرسي وعلاقتها بمستوى التحصيل الطلابـــــي

أخي المدير ، تحية طيبه وبعد

ان فهم العملية التربوية بكل عناصرها من مدرسين واداريين يعتبر عاملا مهما فـــي تطوير ورفع مستوى انتاج وكفاءة هذه العناصر وانطلاقا من هذا فان اول خطوة لفهم العملية التربوية هو التعرف على طبيعة ظرف الطالب او المدرس او المدير كل على حده او جميعهم في وقت واحد ومن وجهة نظر كل منهم بصفته الفرد الذي يعايش هذه الظروف ويحياهـــا ويدرك ابعادها وخطورتها في نجاح هدفه بصفه خاصة وهدف العملية التربوية بصفة عامة . وليس هناك هدف اسمى للمدرسة من تربية وتخريج طالب فاهم واع متكامل الشخصية .

ان الاستفتاء الذي بين يديك انما هو محاولة متواضعه للتعرف على هذه الظروف المتصله بالعملية التربوية والمرجو منك عزيزي ان تقرأ الاسئلة بوعي وفهم ودقه قبل اختيـار الا جابه الملائمه لكل سؤال . اقرأ التعليمات المعطاه اولا ثم بعد ذلك اقرأ الســـؤال واختر ايجابه واحده فقط من الا جابات التي تعقبه بوضع دائرة حول الرقم الذي يمثـــــل افضل الا جابات وانسبها بالنسبة لك . واليك مثال لما سنقوم به :

١- ماهي المرحلة التعليمية التي تعمل بها كمدير مدرسة

١- المرحلة الابتدائية
٢- المرحلة الثانويـــة
٣- المرحلة الجامعية
(٤)- المرحلة المتوسطة

اذا كنت تعمل كمدير في مدرسة متوسطة ضع دائرة حول ارقم (٤)
كما ترى في المثال وهكذا .

مع جزيل الشكر والا متنان لمساعدتكم

دراسة ميدانية للحصول على درجة الدكتوراه
في علم الا جتماع التربوي من الولايات المتحدة
الا مريكية

اعداد الطالب :
عبد الله عائض سالم الشبيتي
جامعة ام القرى / قسم التربية

ID [ ][ ]

- ١ -

استفتاء خاص بالمدراء :

من فضلك اختر اجابه واحده فقط لكل سؤال وذلك بوضع دائرة على الرقم المثل للاجابه المناسبه بالنسبة لك .

١- اكتب اسم مدرستك (3,4)

٢- تقع هذه المدرسة في مدينة : (5)

١- الطائف
٢- مكـــه
٣- جـــده

٣- المجموع الكلي لمدربي المدرسه ( ) (6,7)

٤- المجموع الكلي لتلاميذ المدرسه ( ) (8,9,10,11)

٥- عدد السنوات التي قضيتها حتى الآن في ادارة هذه المدرسة . (12)

١- سنه واحده أو اقل
٢- من ٢ الى ٤ سنوات
٣- من ٥ الى ٨سنوات
٤- من ٩ الى ١٣ سنه
٥- ١٤ سنه او اكثر

٦- المجموع الكلي للسنوات التي قضيتها كمدير لهذه المدرسة او غيرها (13)

١- سنه واحده او اقل
٢- من ٢ الى ٤ سنوات
٣- من ٥ الى ٨ سنوات
٤- من ٩ الى ١٣ سنه
٥- ١٤ سنه او اكثر

٧- ماهو اعلى مؤهل تربوى حصلت عليه ؟ (14)

١- مؤهل غير جامعي
٢- مؤهل جامعي (بكالوريوس)
٣- دبلوم خاص اقل من الماجستير
٤- درجة الماجستير

٨- كيف كان شعورك عندما عينت مديرا لهذه المدرسة ؟ (15)

١- كنت سعيدا جدا
٢- كنت سعيد الى حد ما
٣- كنت عاديا ولم اشعر بشيء
٤- كنت غير سعيد الى حد ما
٥- لم اشعر مطلقا بأي سعادة

٩- هل تلقيت اي تدريب خاص في مجال الادارة المدرسية ؟ (16)

١- لم اتلق أي تدريب
٢- تلقيت تدريب مده عام او أقل
٣- تلقيت تدريب مده عامين
٤- تلقيت تدريب مدة ثلاثة اعوام او اكثر

١٠- مامدى توفر الوسائل والمعدات والاجهزه التعليميه بصفة عامة في المدرسة ؟ (17)

١- يتوفر للمدرسة كل ماتحتاجه تقريبا
٢- يتوفر للمدرسة بعض ماتحتاجه
٣- يتوفر للمدرسة نصف ماتحتاجه
٤- يتوفر للمدرسة معظم ماتحتاجه
٥- لا يتوفر للمدرسة اى شيء تحتاجه

١١- هل لديك صلاحيات تخول لك حق اختيار المدرسين الذين يعملون في مدرستك ؟ (18)

١- نعم لى صلاحيات كامله
٢- نعم لى صلاحيات ولكنها محدوده
٣- لا . ليس لى اية صلاحيه بالمره

١٢- هل لديك صلاحيات تخول لك تقرير النظام الذى تسير عليه بصفة عامه ؟ (19)

١- نعم . لى صلاحية كامله
٢- نعم لى صلاحية ولكنها محدودة
٣- لا . ليس لى اية صلاحية بالمره

- ٣ -

١٣- هل لديك صلاحية تخول لك تغيير الاجراءات الادارية المتعلقة بشئون الطلاب والمدرسين في المدرسة بصفة عامه ؟ (20)

١- نعم . لي صلاحية كامله
٢- نعم لي صلاحيه ولكنها محدوده
٣- لا . ليس لي ايه صلاحيه بالمره

١٤- هل لديك صلاحيه تخول لك اعداد ميزانية المدرسة وتنظيمها (21)

١- نعم لي صلاحية كامله
٢- نعم . لي صلاحية ولكنها محدوده
٣- لا . ليس لي اية صلاحيه بالمره

١٥- هل لك صلاحية تخول لك تحديد العمل وتقسيمه بين المدرسين في هذه المدرسة ؟ (22)

١- نعم . لي صلاحية كامله
٢- نعم . لي صلاحية ولكنها محدوده
٣- لا . ليس لي اية صلاحيه بالمره

١٦- ماهو تصورك الخاص للمكانه التي تشتهر بها مدرستك بصفة عامه بين المسئولين التربويين ؟ (23)

١- هي من افضل المدارس في المنطقة
٢- هي افضل من المتوسط
٣- هي في المستوى العام
٤- هي اقل من المتوسط
٥- هي من اسوأ المدارس في المنطقة

١٧- الى أى مدى يمكنك تصنيف المستوى العام لهذه المدرسة بالنسبة لتحصيل الطلاب في حالتها الراهنه ؟ (24)

- ٤ -

١- من افضل المدارس تحصيلا
٢- افضل من المتوسط العام للمدارس
٣- في المستوى العام للمدارس
٤- اقل من المستوى العام
٥- من اسوأ المدارس تحصيلا

١٨- ماهو تصورك الخاص للمستوى الذى يمكن ان تكون عليه المدرسه بكل امكانياتها فيما يتعلق بتحصيل الطالب ؟ (25)

١- يمكن ان تكون من افضل المدارس في المنطقة
٢- يمكن ان تكون افضل من المتوسط
٣- يمكن ان تكون في المستوى العام فقط
٤- يمكن ان تكون اقل من المتوسط
٥- يمكن ان تكون اسوأ المدارس في المنطقة

١٩- في تقديرك العام ، ماهي نسبة الطلاب الذين تركوا المدرسة وانقطعوا عن الدراسة في هذه المدرسة هذا العام ؟ (26)

١- من صفر الى ٥٪ من الطلاب
٢- من ٦٪ الى ١٠٪ من الطلاب
٣- من ١١٪ الى ١٥٪ من الطلاب
٤- من ١٦٪ الى ٢٠٪ من الطلاب
٥- من ٢١٪ الى ٢٤٪ من الطلاب
٦- من ٢٥٪ والى اكثر من ذلك

٢٠- ماهو افضل العوامل التاليه الذى تعتقد انه يمكن اتخاذه كأساس للتنبؤ بنجاح الطلاب او فشلة مستقبلا في التعليم الجامعي (اختر عاملا واحدا فقط) (27)

١- تزكيه المدرسين للطالب
٢- الدرجة التى حصل عليها الطالب بعد اجراء اختبارات الذكاء العامه والميول المدرسيه له .

٣- الدرجة التي حصل عليها الطالب بعد اجراء اختبارات قياس الشخصية والميول المهنيه له .

٤- درجات الطالب المدرسيه

٥- عامل آخر غير هذه الاربعه (حدده) .....

من فضلك اجب على كل سؤال من الاسئلة التاليه باختيار اجابه واحده فقط لكل سؤال وذلك بوضع دائره حول رقم الاجابه التي تعتقد انها افضل اجابه للسؤال في نظرك .

٢١- في المتوسط العام ، ماهو مستوى التحصيل العلمي الذي يمكن توقعه من الطالب في هذه المدرسة ؟ (28)

١- فوق المتوسط العام بكثير
٢- فوق المتوسط العام بقليل
٣- في المتوسط العام
٤- اقل من المتوسط العام بكثير
٥- اقل من المتوسط العام

٢٢- اولياء الامور بنظرائهم المدرسة على انها مؤسسة اجتماعية هدفها الاساسي حضانه التلاميذ وحفظهم من الضياع في البيت او الشارع اثناء غياب آبائهم عنهم . (29)

١- اوافق تماما
٢- اوافق
٣- غير متأكد من الاجابه
٤- لا اوافق
٥- ارفض هذا تماما

٢٣- اولياء امور الطلاب في هذه المدرسة مهتمون اشد الاهتمام بحصول ابنائهم على نوعية جيده جدا من التربية والتعليم . (30)

١- اوافق تماما
٢- اوافق
٣- غير متأكد من الاجابه
٤- لا أوافق
٥- ارفض هذا الرأي تماما

- ٦ -

٢٤- كم عدد اولياء امور الطلاب في هذه المدرسة الذين يتوقعون من ابنائهم اكمال مرحله الثانوية العامه ؟ (31)

١- جميع الاباء تقريبا
٢- معظم الآباء
٣- نصف الآباء
٤- بعض الاباء
٥- لا احد من الاباء تقريبا

٢٥- كم عدد اولياء امور الطلاب في هذه المدرسة الذين يتوقعون من ابنائهم اكمال المرحلة الجامعية ؟ (32)

١- جميع الاباء تقريبا
٢- معظم الاباء
٣- نصف الاباء
٤- بعض الاباء
٥- لا احد من الاباء

٢٦- كم عدد اولياء امور الطلاب في هذه المدرسة الذين لا يبالون بحصول ابنائهم على درجات ضعيفه في المواد الدراسية ؟ (33)

١- جميع الاباء تقريبا
٢- معظم الاباء
٣- نصف الآباء
٤- بعض الاباء
٥- لا احد من الاباء تقريبا

٢٧- كم عدد اولياء امور الطلاب في هذه المدرسة الذين يطالبون مدرسي المدرسة ومديرها بتزويدهم بتقارير دوريه عن مستوى اولادهم الدراسي في المدرسة ؟ (34)

١- جميع الاباء تقريبا
٢- معظم الآباء
٣- نصف الآباء
٤- بعض الاباء
٥- لا احد من الآباء تقريبا

٢٨- ماهي نسبة عدد المدرسين الذين يرغبون في الانتقال من هذه المدرسة والعمل في مدرسه اخرى ؟ (35)

- ٧ -

١- كل المدرسين تقريبا
٢- حوالى ٧٥٪
٣- حوالى ٥٠٪
٤- حوالى ٢٥٪
٥- لا احد تقريبا

(36) ٢٩- يعتبر المديرون عليه تقييم المدرسين وانتاجهم عليه مهمه وشاقة الى اى مدى يعتبر تحصيل الطلاب الدراسي ونتائجهم امرا هاما تعتمد عليه في عملية تقييم للمدرسين ؟

١- مهم جدا
٢- مهم
٣- مهم الى حد ما
٤- ليس امرا هاما جدا
٥- ليس امراهاما على الاطلاق

(37) ٣٠- الى أى حد تعتقد ان لك تأثيرا على تحصيل الطلاب وانتاجهم بصفتك مديرا لهذه المدرسة ؟

١- تأثير كبير للغايه
٢- تأثير كبير
٣- بعض التأثير
٤- تأثير قليل للغايه
٥- ليس لى تأثير على الاطلاق

(38) ٣١- الى اى حد تدلى باقتراحاتك للمدرسين حول افضل الطرق لرفع مستوى تحصيل الطلاب في هذه المدرسة ؟

١- في احيان كثيره جدا
٢- في معظم الاحيان
٣- في بعض الاحيان
٤- نادرا ماافعل هذا
٥- لا ادلي ابدا بأى اقتراح

(39) ٣٢- الى اى حد تجتمع مع المدرسين كمجموعه تناقش معها افضل الطرق لرفع مستوى تحصيل الطلاب في هذه المدرسه ؟

١- في احيان كثيره جدا
٢- في بعض الاحيان
٣- في معظم الاحيان
٤- نادرا ما اجتمع بهم
٥- لا اجتمع بهم ابدا لهذا الغرض

- ٨ -

٣٣- الى اى حد تعتقد ان طرق التدريس توثر على نوعية مستوى تحصيل الطالب ؟ (40)

١- توثر تأثيرا كبيرا جدا
٢- توثر تأثيرا كبيرا
٣- توثر بعض التأثير
٤- توثر تأثيرا قليل
٥- لا توثر اطلاقا

٣٤- لو ادى جميع المدرسين والعاملين في المدرسة واجباتهم جيدا فان جميع الطلاب تقريبا سيصلون في تحصيلهم الدراسي الى المستوى المطلوب . (41)

١- اوافق تماما
٢- اوافق
٣- لست متأكدا من الاجابة
٤- لا اوافق
٥- ارفض هذا تماما

٣٥- مسئولية مدير المدرسة ان يعمل جنبا الى جنب مع المدرسين ليضمن تحقيق مستوى عال من التحصيل العلمي لطلاب مدرسته ؟ (42)

١- اوافق تماما
٢- اوافق
٣- لا ادري
٤- لا اوافق
٥- لا اوافق اطلاقا

٣٦- من الممكن تعاون مدير المدرسة ومدرسيها لتغيير مستوى التحصيل العلمي للمدرسة من المستوى الضعيف الى المستوى القوى . (43)

١- اوافق تماما
٢- اوافق
٣- لا ادري
٤- لا اوافق
٥- لا اوافق اطلاقا

٣٧- كيف تصنف اهداف التحصيل العلمي لطلاب مدرستك ؟ (44)

١- هي اهداف واحده لجميع الطلاب
٢- هي اهداف واحده لمعظم الطلاب
٣- تختلف هذه الاهداف بالنسبة لمعظم الطلاب
٤- تختلف هذه الاهداف بالنسبة لجميع الطلاب

٣٨- ماهي نسبه عدد اولياء امور الطلاب الذين تعرفهم بمجرد رؤيتهم ؟ (45)

١- كل الاباء تقريبا
٢- حوالى ٧٥٪
٣- حوالى ٥٠٪
٤- حوالى ٢٥٪
٥- عدد قليل جدا

٣٩- بصفه عامه ، ماشعور اولياء امور الطلاب في هذه المدرسة بالنسبة لمستوى تحصيل اولادهم العلمي ؟ (46)

١- كلهم يشعورون ان اولادهم يتعلمون جيدا
٢- معظمهم يشعرون اولادهم يتعلمون كماينبغي ان يكون
٣- معظمهم يشعرون ان اولادهم لا يتعلمون الى حد كاف
٤- كلهم يشعرون ان اولادهم لا يتعلمون الى حد كاف

٤٠- بصفه عامه ، ماهو شعورك عن مستوى تحصيل الطلاب العلمي في هذه المدرسة ؟ (47)

١- جميع الطلاب يتعلمون جيدا بقدر مايمكنهم
٢- معظم الطلاب يتعلمون جيدا بقدر مايمكنهم
٣- نصف الطلاب يتعلمون جيدا بقدر مايمكنهم
٤- قليل فقط من الطلاب يتعلمون جيدا بقدر مايمكنهم

APPENDIX B

QUESTIONNAIRE ITEMS COMPRISING EACH SET OF VARIABLES

APPENDIX B

QUESTIONNAIRE ITEMS COMPRISING EACH SET OF VARIABLES

I. Input Set of Variables

A. Family Background Socioeconomic Status

1. Mean occupation of fathers of students in the school

2. Mean level of education of fathers of students in the school

3. Mean level of education of mothers of students in the school

B. School Input Set of Variables

1. Total number of students and teachers in the school

2. Mean number of years of teaching experience of teachers in the school

3. Mean qualifications and training of teachers in the school

4. Mean report of teachers about the adequacy of school supplies (tools, equipment, teaching materials)

II. School Social Structure Set of Variables

A. Teacher Satisfaction With Professional Work in School

1. Mean teacher satisfaction with parent-teacher relations

2. Mean teacher satisfaction with level of students' achievement

3. Mean teacher satisfaction with curriculum

4. Mean teacher satisfaction with their salary

B. Teacher satisfaction with social relations in the school

1. Mean teacher satisfaction with teacher-administration relations

2. Mean teacher satisfaction with teacher-teacher relations

3. Mean teacher satisfaction with teacher autonomy

4. Mean teacher satisfaction with teacher-pupil relations

C. Centralization of decision-making in school

1. Mean teachers' report about their participation in selecting appropriate times for teaching

2. Mean teachers' report about their participation in development and preparation of teaching schedules

3. Mean teachers' report about their participation in preparation and selection of subject to teach

4. Mean teachers' report about their participation in determining the appropriate methods and techniques of teaching

5. Principals' report of how much authority they have over the selection of their schools' teachers

6. Principals' report of how much authority they have over the setting of school policy

7. Principals' report of how much authority they have over changing procedures within their schools

8. Principals' report of how much authority they have over planning their schools' budgets

9. Principals' report of how much authority they have over the determination of specific teacher assignments

D. Parents' Involvement in School

1. Mean teachers' report about the percentage of parents who want feedback from the principal and teacher about their students

2. Mean teachers' report about the percentage of parents who are known by the teacher

E. Formality of the Classroom in the School -- Mean Student Response to the Following Questions:

1. I cannot talk to other students while I work without permission

2. I cannot move about the room without asking the teacher

3. I have the same seat and I must sit next to the same students

4. When I am working on a lesson, the other students in my class are working on the same lesson

5. In most of my classes, the teacher tells me what I must work on; I have no choice

6. In class, the teacher stands in front of the room and works with the class as a whole

III. School Social Academic Climate Set of Variables

A. Student Climate Variables

1. Students' future evaluations and expectations mean student response to the following questions:

a. If you could go as far as you wanted in school, how far would you like to go?

b. How far do you think you will go in school?

c. How far do you think your parents believe you will go in school?

d. How far do you think your best friend believes you will go in school?

e. Do your parents think you could finish college?

f. Does your teacher think you could spend more than four years of college to be a teacher or doctor?

g. Does your teacher think you could finish college?

h. How far do you think the teacher you like the best believes you will go in school?

2. Student perception of teacher push and teacher norms--mean student response to the following questions:

a. Of the teachers that you know in this school, how many tell students to try hard to do better on tests?

b. Of the teachers that you know in this school, how many tell students to do extra work so that they can get better grades?

c. How many teachers in this school tell students to try and get better grades than their classmates?

d. How often do teachers in this school try to help students who do badly in their schoolwork?

e. Do you think the teachers in this school care more, or less, than the teachers in the other schools about whether or not their students learn their schoolwork?

f. How important is it to teachers in this school that their students learn their schoolwork?

g. Of the teachers whom you know in this school, how many tell students to do extra work so that they can get better grades?

3. Student present evaluations and expectations--mean student response to the following questions:

a. Think of your parents. Do your parents say you can do schoolwork better, the same as, or more poorly than your friends?

b. How good a student do your parents expect you to be in school?

c. Would your parents say that your grades would be the best, the same as most, or below most of the students when you finish high school?

d. How good a student does the teacher you like the best expect you to be in school?

e. Would your teacher say that your grades would be with the best, the same as most, or below most of the students when your graduate from high school?

f. Think of your teacher. Would your teacher say you can do schoolwork better than, the same as, or more poorly than other people your age?

4. Student sense of academic futility--mean student response to the following statements:

   a. People like me will never do well in school even though we try hard.

   b. People like me will not have much of a chance to do what we want to in life.

   c. In this school, students like me do not have any luck.

   d. You have to be lucky to get good grades in this school.

5. Students' negative academic norms--mean student response to the following questions:

   a. How many students don't do as well as they could do in school because they are afraid their friends won't like them as much?

   b. How many students do not do as well as they could do in school because they are afraid other students won't like them as much?

   c. How many students in this school make fun of or tease students who get real good grades?

B. Teacher Climate Variables

1. Teacher future evaluation and expectations--mean teacher response to the following questions:

   a. What percentage of the students in this school would you say want to go to college?

   b. What percentage of the students in this school do you expect to attend college?

   c. Completion of college is a realistic goal which you set for what percentage of your students?

   d. What percentage of the students in this school do you expect to complete college?

e. What percentage of the students in this school would you say want to complete high school?

f. Completion of high school is a realistic goal which you set for what percentage of your students?

g. What percentage of the students in this school do you expect to complete high school?

2. Teacher perception of parents' concern with student achievement--mean teacher response to the following:

   a. How many of the parents of the students in this school expect their children to complete high school?

   b. How many of the parents of the students in this school expect their children to complete college?

   c. The parents of students in this school are deeply concerned that their children receive a top-quality education.

   d. How many of the parents of students in this school do not care if their children obtain low grades?

3. Teacher evaluations of academic school achievement--mean teacher response to the following questions:

   a. In your judgment, what is the general reputation of this school among teachers outside the school?

   b. On the average, what level of achievement can be expected of the students in this school?

   c. How would you rate the academic ability of the students in this school compared to other schools?

4. Teachers' present evaluations and expectations --mean teacher response to the following questions:

a. How many students in this school will try hard to do better schoolwork than their friends do?

b. How many students in this school try hard to improve on previous work?

c. How many of the students in this school are capable of getting most A's and B's?

d. How many students in this school are content to do less than they should?

e. How many students in this school will seek extra work so that they can get better grades?

5. Teacher-student commitment to improve--mean teacher response to the following questions:

a. Do you encourage your students who do not have sufficient economic resources to aspire to go to college?

b. How often do you stress to your students the necessity of a post-high school education for a good job and/or a comfortable life?

c. Do you encourage your students who do not have sufficient academic ability to aspire to go to college?

6. Teacher academic futility--mean teacher response to the following:

a. It would be unfair for teachers in this school to insist on a higher level of achievement from students than they now seem capable of achieving.

b. I am generally very careful not to push students to a level of frustration.

c. If I think a student is not able to do some schoolwork, I don't try to push him very hard.

C. Principal Climate Variables

1. Principal perception of parental concern and expectations--principals' responses to the following:

   a. How many of the parents of students in this school expect their children to complete high school?

   b. How many of the parents of students in this school expect their children to complete college?

   c. The parents of the students in this school are deeply concerned that their children receive a top-quality education.

   d. How many of the parents of the students in this school do not care if their children obtain low grades?

   e. How many of the parents of the students in this school want feedback from the principal and teachers on how their children are doing in school?

2. Principals' perceptions of their roles in providing quality education--principals' responses to the following:

   a. As principal, how much effect do you think you have on students' achievement?

   b. It is the principal's responsibility to work with the teachers to insure that their students achieve at a high level.

   c. When evaluating a teacher's performance, how much importance do you place on teachers' students' academic achievement?

   d. It is possible a principal, with the cooperation of the teachers, can change a low-achieving school into a high-achieving school.

3. Principal perception and evaluation of present school quality--principals' responses to the following questions:

a. With regard to student achievement, how good a school do you think this school can be at its full potential?

b. In general regarding student achievement, how would you rate this school as it is today?

c. On the average, what achievement level can be expected of the students in this school?

d. In your judgment, what is the general reputation of your school among educators?

4. Principals' efforts to improve--principals' responses to the following questions:

a. How often do you meet with the teachers as a group to discuss ways of improving student achievement?

b. To what extent do you think teaching methods affect students' academic achievement?

c. How often do you suggest ways of improving students' achievement to your teachers?

IV. Dependent Variables

A. Mean School Academic Achievement--mean students' score on the national final examination in all school subjects

B. Mean Student Self-Concept of Academic Ability--mean student response to the following questions:

1. Think of your friends. Do you think you can do schoolwork better than, the same as, or more poorly than your friends?

2. Think of the students in your class. Do you think you can do schoolwork better than, the same as, or more poorly than the students in your class?

3. How good a student do you think you can be in this school?

4. When you finish high school, do you think you will be one of the best students, about the same as most students, or below the level of most of the students?

5. If you went to college, do you think you would be one of the best students?

6. Forget how your teachers mark your work. How good do you think your own work is?

7. What kind of grades do you think you really can get if you try?

8. Do you think you could finish college?

9. If you want to be a doctor or a teacher, you need more than four years of college. Do you think you could do that?

APPENDIX C

CERTIFICATION OF QUESTIONNAIRE TRANSLATION

APPENDIX C

CERTIFICATION OF QUESTIONNAIRE TRANSLATION

MICHIGAN STATE UNIVERSITY

COLLEGE OF ARTS AND LETTERS
DEPARTMENT OF LINGUISTICS AND
ORIENTAL AND AFRICAN LANGUAGES
WELLS HALL

EAST LANSING • MICHIGAN • 48824

March 12, 1982

To whom it may concern,

I hereby certify that Mr. Abdullah A. Al-Thubaiti has translated into Arabic the English version of the questionnaire used as a tool in his research for his doctoral dissertation. I have seen photocopies of the three parts of his questionnaire titled "School social climate and student achievement in Saudi Arabia". Both the Arabic version and English version of the questionnaire were reviewed.

The translation is accurate and reliable. The cover letter as well as the questionnaire were translated into Arabic in the same format, except that it follows the standard writing style for the Arabic language.

I do wish him the best of luck.

Abdul Ghaffar Eldamatty
Instructor of Arabic
Abdul Ghaffar Eldamatty
AGE:cks

Michigan State University
Department of Linguistics and Oriental
and African Languages
A615 Wells Hall
East Lansing, Michigan 48824

APPENDIX D

CORRELATION MATRIX FOR MEAN SCHOOL INPUT, SOCIAL STRUCTURE, CLIMATE, AND DEPENDENT VARIABLES IN THE 30 SCHOOLS CHOSEN RANDOMLY IN THE SAMPLE

APPENDIX D

TABLE D-1

CORRELATION MATRIX FOR MEAN SCHOOL INPUT, SOCIAL STRUCTURE, CLIMATE, AND DEPENDENT VARIABLES IN THE 30 SCHOOLS CHOSEN RANDOMLY IN THE SAMPLE

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1. Academic Achievement	1.0																												
2. Self-Conc. of Acad. Abil.	0.71	1.0																											
3. Father's Education	0.51	0.53	1.0																										
4. Father's Occupation	0.71	0.63	0.76	1.0																									
5. Mother's Education	0.41	0.46	0.92	0.66	1.0																								
6. Mother's Occupation	0.22	0.30	0.32	0.11	0.24	1.0																							
7. Teachers' Experience	0.14	0.35	0.22	0.26	0.27	0.02	1.0																						
8. Teachers' Qualifications	0.32	0.24	0.33	0.41	0.34	0.15	0.08	1.0																					
9. Principals' Experience	0.23	0.05	-0.16	-0.06	-0.17	0.13	0.08	-0.40	1.0																				
10. Satistac. w/Profes. Work	0.11	0.19	0.08	0.02	0.04	0.30	0.13	0.46	-0.26	1.0																			
11. Satistac. w/Social Relat'ns.	0.29	0.34	0.20	0.16	0.19	0.23	0.29	0.23	-0.02	0.62	1.0																		
12. Centraliza. of Authority	-0.37	-0.33	-0.29	-0.40	-0.20	-0.08	0.08	0.15	0.17	-0.28	-0.50	1.0																	
13. Parental Involvement	0.59	0.55	0.47	0.51	0.42	0.02	-0.07	0.29	0.02	0.13	0.27	-0.58	1.0																
14. Formality of Classroom	0.41	0.46	0.43	0.52	0.31	-0.18	0.08	0.18	-0.06	-0.26	-0.09	0.11	0.39	1.0															
15. Stu. Future Eval. & Expect.	0.67	0.82	0.69	0.69	0.64	0.34	0.25	0.31	-0.09	0.24	0.43	-0.30	0.51	0.36	1.0														
16. Stu. Percep. Tchr. Push & Teacher Norms	0.44	0.37	0.10	0.21	0.01	0.20	0.19	0.11	0.28	0.08	0.26	-0.20	0.16	-0.17	0.23	1.0													
17. Stu. Pres. Eval. & Expec.	0.43	0.69	0.08	0.22	0.02	0.26	0.27	0.01	0.13	0.05	0.26	-0.24	0.40	0.08	0.42	0.61	1.0												
18. Stu. Sense of Acad. Futil.	0.63	0.71	0.54	0.61	0.52	0.27	0.20	0.52	0.01	0.20	0.19	0.13	0.41	0.30	0.64	0.47	0.43	1.0											
19. Stu. Neg. Acad. Norms	0.31	0.37	0.29	0.39	0.30	0.09	0.27	0.17	0.11	0.06	0.02	0.05	0.19	0.16	0.36	0.47	0.26	0.60	1.0										
20. Tchr. Future Eval. & Expec.	0.70	0.63	0.81	0.73	0.73	0.20	0.19	0.37	0.09	0.08	0.34	-0.37	0.55	0.41	0.75	0.31	0.31	0.64	0.37	1.0									
21. Tchr. Percep. of Parental Concern w/Stu. Achieve.	0.63	0.63	0.55	0.56	0.44	0.02	0.21	0.29	0.02	0.23	0.42	-0.46	0.61	0.25	0.69	0.44	0.42	0.59	0.38	0.61	1.0								
22. Tchr. Eval. Acad. Achieve.	0.77	0.61	0.62	0.66	0.55	0.18	0.22	0.45	0.22	0.16	0.31	-0.38	0.50	0.26	0.61	0.49	0.43	0.72	0.29	0.81	0.64	1.0							
23. Tchr. Pres. Eval. & Expec.	0.68	0.55	0.75	0.70	0.66	0.21	0.09	0.49	-0.04	0.32	0.32	-0.39	0.64	0.31	0.72	0.25	0.19	0.59	0.37	0.84	0.76	0.72	1.0						
24. Tchr. Commit. to Improve	0.21	-0.03	0.29	0.37	0.12	0.01	-0.33	0.42	-0.17	0.15	0.02	-0.18	0.15	0.18	0.13	0.14	-0.16	0.30	0.28	0.37	0.14	0.30	0.39	1.0					
25. Tchr. Academic Futility	-0.35	-0.24	-0.31	-0.37	-0.23	-0.16	0.05	0.00	0.02	0.15	-0.02	0.22	-0.15	-0.19	-0.33	-0.09	-0.18	-0.09	0.08	-0.26	-0.25	-0.31	-0.24	-0.14	1.0				
26. Prin. Percep. of Parental Concern & Expectations	0.69	0.48	0.37	0.54	0.34	0.25	0.34	0.37	0.09	0.23	0.38	-0.42	0.55	0.15	0.46	0.38	0.43	0.39	0.33	0.46	0.62	0.61	0.51	0.01	-0.17	1.0			
27. Prin. Percep. of Present School Quality	0.62	0.32	0.46	0.48	0.46	0.30	-0.01	0.26	0.19	-0.06	0.01	-0.18	0.32	0.07	0.31	0.30	0.22	0.38	0.25	0.52	0.33	0.63	0.49	0.15	-0.24	0.60	1.0		
28. Prin. Effort to Improve	0.36	0.20	0.12	0.23	0.12	0.12	0.03	0.01	0.33	-0.15	0.13	-0.15	0.21	0.25	0.12	0.29	0.11	0.33	0.35	0.26	0.20	0.17	0.13	0.09	0.26	0.34	0.30	1.0	
29. Prin. Role in Quality Educa.	0.29	0.23	0.13	0.29	0.01	0.10	0.27	0.19	0.28	0.20	0.21	-0.30	0.23	0.17	0.18	0.27	0.06	0.25	0.27	0.19	0.27	0.20	0.15	0.22	0.18	0.05	0.06	0.37	1.0
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29