

مقارنة تصور الذات وعلاقته بالتحصيل الأكاديمي

في ضوء متغيرات الجنس والصف

لدى عينة من طلاب المرحلة المتوسطة في دار للأيتام في لبنان

سمر مقلد

لينا نكدي

ملخص: تهدف هذه الدراسة إلى مقارنة مستوى تصور الذات وعلاقته بالتحصيل الأكاديمي في ضوء متغيرات الجنس والصف ونوع الحالة الاجتماعية (يتيم/ يتيمة الأم، يتيم / يتيمة الأب ، يتيم/ يتيمة الأم والأب معا وغيرها) لدى عينة من طلاب المرحلة المتوسطة . لتحقيق هذا الهدف قامت الباحثتان بترجمة وتعديل استبانة وصف الذات (Shavelson et al., 1982) وتوزيعها على ٩٠ طالبا و ٨٥ طالبة في الصف الأول والثاني والثالث متوسط في مدرسة تابعة لدار للأيتام في عاليه ، لبنان. تمت معالجة البيانات بالأساليب الإحصائية المناسبة ومن أهم النتائج وجود فروقات ذات دلالة إحصائية في درجة مقياس مفهوم الذات بين الجنسين وبين كل من الصف الأول والثاني والثالث متوسط . كما تبين أن هناك ارتباطا إحصائيا إيجابيا بين مستوى التصور الأكاديمي للذات (مثلا " المظهر الخارجي ، والعلاقة مع الأهل) والتحصيل الأكاديمي . كذلك تبين أن هذا الارتباط لا يختلف باختلاف الجنس والصف والحالة الاجتماعية . وقد دلت النتائج على إنه كلما ازداد مستوى التصور الأكاديمي للذات ازداد مستوى التحصيل الأكاديمي بغض النظر عن الجنس، والصف والحالة الاجتماعية . وقد تم تفسير النتائج استنادا إلى الإطار النظري ونتائج الدراسات السابقة .

**Comparison of Self- Concept of Socially Disadvantaged Orphans
and Its Relationship to Academic Achievement**

Samar Mukallid ♦

Lena Nakadi ♦

Abstract: The purpose of the study was to compare the self-concept and its relation to academic achievement in a sample of orphans across: grade level, gender, and type of social disadvantage (loss of father, loss of mother, loss of both, and other cases). Ninety male and Eighty five female students enrolled in 5th, 6th and 7th grades in a school orphanage in Alley, Lebanon responded to an adapted version of the Self-Description Questionnaire (SDQ). Means, standard deviations, total and subtotal self-concept scores were obtained for each of grade level, gender, and types of social disadvantage. One-way analysis of variance procedures were conducted to examine the differences across grade level, gender, and types of social disadvantage. ANOVA procedures revealed significant differences in self-concept measures across grade level and gender. However, no difference has been observed across types of social disadvantage. A series of correlation coefficients were computed to describe the relationship between categories of self-concept and academic achievement. It was observed that significant correlation exists between academic self-concept and academic achievement, as opposed to non-academic self-concept measures, across grade level, gender, and types of social disadvantage. The results were discussed in terms of the relationship between self-concept measures and academic achievement.

Introduction: Self- concept, the various qualities that one assigns to oneself, is viewed by many psychologists and educators as a “premium mobile” of human behavior, intentions, and aspirations (Gorell, 1990; Marsh, Byrne, & Shavelson, 1988). Some educators have based curriculum, classroom management practices, and the organization of the school setting upon self-concept theory and its implications for working with children (Byrne, 1984; Graham, 1984).

♦ American University of Beirut

To date, various theoretical models for self-concept (SC) have been proposed (see Byrne, 1984). Of these theories, Shavelson, Hubner, and Stanton (1976) model has undergone the most rigorous study in both cross sectional (Fleming & Courtney, 1984; Marsh, Barnes, Cairns, & Tidman, 1984) and longitudinal designs (Byrne, 1984; Shavelson & Bolus, 1982). Shavelson model provided the theoretical framework for the present study.

Shavelson et al. posited that self-concept, in general terms, is one's perception of self and that these perceptions are derived from interactions with significant others, self attributions, and overall experiential aspects of the social environment. The Shavelson model portrays a multidimensional and hierarchically ordered self-concept structure. The general self-concept, at the top, splits into two facets: academic SC and non-academic (i.e., physical, social, emotional) SC. These facets, in turn, are divided into separate and more specific components, which are considered the evaluation of behavior in specific situations. Thus, multidimensionality implies that self-concepts can be measured as separate constructs. By hierarchical structure of self-concept, Shavelson et al. suggest that the strength of correlation between self-concept facets varies in a systematic pattern (i.e. general SC correlates higher with academic SC than with subject specific SC and lowest with academic achievement; academic SC correlates higher with subject specific SC than with academic achievement, and subject specific SC correlates highest with their matching academic achievement).

Another major characteristic of the Shavelson model is that self-concept becomes increasingly multifaceted with age, which connotes a developmental pattern of self-concept structure. Children's self-perceptions become increasingly multifaceted with age and are differentiable from other psychological constructs, such as academic achievement.

In testing the validity of a multidimensional and hierarchical structure of self-concept, Byrne and Gavin (1996) have found strong evidence of multidimensional structure across age, whereas the hierarchical structure was less defined for the early and late adolescent groups. The results showed some deterioration of hierarchical structure of self-concept across age; however, there was no clear indication that self-concept becomes systematically weaker with age. Therefore, these results failed to show any definitive pattern of progressive weakening structure. This pattern of results could be attributed to social environmental and developmental factors associated with the transitional stage of the students' academic experience. The developmental crisis might entangle their perception of competence in relation to academic achievement. In other words, the study of Byrne and Gavin (1996) has added support to the Shavelson's model of self-concept structure.

The conditions under which self-concepts change have been described as based upon influential feedback and encouragement from significant others, evaluations from culture and family, and successful experience (Gorell, 1990). While self-concept is thought to be a product of experience, the dominant model of self-concept change suggests that changes in self-concept precede meaningful change in behavior (Byrne, 1984). This view leads to predictions that interventions aimed at increasing self-concept will result in important positive changes in performance, such as academic achievement.

Several studies examining the relationship between self-concept and school achievement have reported significant but moderate to low correlation (Bachman & O'Malley, 1986; Hansford & Hattie, 1982; Maruyama, Rubin, & Kingsbury, 1981; Wood, Hillman, & Sawilowsky, 1992). Many researchers have argued that much of the apparent relationship between self-concept and academic performance can be explained as due to common underlying factors such as IQ and socio-economic status (Bachman, & O'Malley, 1986; Watkins & Astilla, 1980). Cross cultural studies have found a positive association between self-concept and academic achievement in high school girls in central Philippine (Watkins & Astilla, 1980) and in Jamaican girl adolescents (Gazarelli & Lester, 1989). Wood, Hillman, and Sawilowsky (1992), in their study of self-concept among African -American at risk adolescents, posited that these students had higher global self-concepts than the norms despite their being at risk and academic underachievers.

The literature on global self-concept and academic achievement of minority students is particularly ambiguous (Jordan, 1981). A number of investigators have found that black children have lower self-concept than white children although more recent studies have challenged this conclusion (Atherley, 1990; Eshel & Klein, 1981; White, 1982). Findings such as those of Eshel and Klein (1981) show that low achieving black children can exhibit more positive global self-concepts than higher achieving middle class counterparts. A probable explanation for the inconclusive nature of the work on self-concept and academic achievement is the presumption of researchers that academic achievement is a socially desirable goal in all students' lives so that individuals with good global self-concepts will perform successfully in academic areas (Jordan, 1981). That is, all students are motivated to seek academic excellence and that global self-concept is related to self assessment of school performance. However, relatively few studies have focused specifically on academic self-concept (ASC) (Chapman, Silva, & William, 1984). Marsh, Byrne, and Shavelson (1988) have argued that the more closely self-concept is linked with specific situations the closer the relationship between self concept and the behavior in the specific situation. Thus, academic self-concept should have a stronger relationship with school achievement than general self-concept.

In Lebanon, hardly any research has been conducted to establish a relationship between self-concept and academic achievement of low socio-economic status (SES) children. The orphanage, Beit -El Yateem, located in a suburban area from where the sample of this study is selected, is considered to be of low socio-economic status. This institution is essentially entitled to receive federal funds under the law because enough students served by its school have incomes below certain level, i.e. limited income. Other students chosen to represent the low SES for this study are orphans or coming from broken homes and are socially disadvantaged. The low SES classification given to almost 200 students of this study is based on a classification of the school the student attends and, more important, the orphanage in which he lives, rather than a classification based on specific family income. The purpose of this study is threefold:

- 1- To compare the self- concept and its relation to academic achievement of socially disadvantaged children across grade levels (5,6,7).
- 2- to compare the self-concept and its relation to academic achievement of socially disadvantaged children across gender (male, female).
- 3- to compare the self-concept and its relation to academic achievement across types of socially disadvantaged children (loss of father, loss of mother, loss of both, and other cases).

Many researchers suggest that school success might be anticipated only when an individual feels himself or herself capable of this success (positive academic self-concept) and when school success is important to maintain the feeling of competence (Jordan, 1981). In his study of self-concept and academic achievement of black adolescents, Jordan indicated that inadequacies in global self-concept have been considered a causal factor in the academic achievement problems in inner city minority children, and as a result, inner city students have often served as targets for intervention strategies aimed at improving academic achievement through enhancement of global self-concept. On the other hand, Atherley (1990) explained that children's academic and behavioral problems cannot be totally attributed to the low self-concept which is assumed to result from their social class. She believes that teachers' attitudes and teaching methods with less able children, in particular, have a significant influence upon the way they feel about themselves. Noting that disadvantaged children interact relatively rarely with advantaged people, and that self-concept appears to be based on comparison within membership groups, Jordan (1981) believes that self-concept impairment should not be viewed as a prime cause of disadvantaged children's lower academic achievement.

Socially disadvantaged children, according to much of the research (Soares & Soares, 1969) seem to mirror the negative attitudes of others and reflect such attitudes in their own negative self-images. Handicapped by poverty and

unstimulating social conditions, they are characterised by an underestimation of one's potential as a person and as a learner, by a low aspiration level in academic areas, by a need for immediate gratification rather than future goals, and by a spirit of resignation (White, 1982; Wylie, 1961).

With the inconclusive evidence on negative self-concept, is there any reason to expect a higher level of self-concept from the disadvantaged children? The investigators believe that negative self-concepts are not necessarily a foregone conclusion but rather an impetus for research. For this reason the study was formulated for the expressed purpose of determining the direction and intensity of self-concept in relation to academic achievement and with respect to disadvantaged children.

Methodology

Population and Sample

The sample considered for this study included the two 5th grade classes (n=61), the two 6th grade classes (n=58), and the two 7th grade classes (n=56) from a school orphanage in Alley, Lebanon. Their status was defined based on the fact that they are orphans and full boarders in the institution. Students in this sample ranged in age from 11 to 14 years (mean 12.5 years) 90 boys and 85 girls.

Description of the Instrument

According to Shavelson, the structure of self-concept is multifaceted and hierarchical; the perceptions of self re-inferred moving from sub-areas (e.g., self-concept in academic areas) to border areas (e.g., academic and non-academic SC) and finally to general self-concept. This theoretical model provided the basis for the design of the Self-Description Questionnaire (SDQ) which was used in this study. The SDQ is designed to measure eight dimensions of self-concept derived from Shavelson's hierarchical model (Shavelson & Bolus, 1982; Shavelson et al., 1976). Four factor analyses of responses from each of grade levels 2,3,4, and 5 identified all self-concept dimensions that the SDQ was designed to measure (Marsh et al., 1984). Coefficient alpha reliability estimates were obtained for each of the eight self-concept sub-scales at grades 2,3,4, and 5. The average internal consistency index is $r = .82$ (Marsh et al., 1984). The version of SDQ used in this study consisted of 72 items. The students responded to each item along a five-point response scale: False; mostly false; sometimes false/sometimes true; mostly true; true. The highest possible score was 360 and the lowest was 72. These Likert-type items related to 8 self-concept sub-scales representing the following categories: The physical abilities, physical appearance, peer relations, parent relations, the emotional state, reading self-concept, math self-concept, and school subjects self-

concept. Summary of self-concept scales is presented in table 1.

Table 1. Summary of Self- Concept (SC) Scales

SC Scales	Number of items	Minimum Score	Maximum Score
Reading	10	10	50
Math	10	10	50
School Subjects	10	10	50
Physical Abilities	9	9	45
Physical Appearance	9	9	45
Peer Relation	9	9	45
Parent Relation	9	9	45
Emotional State	6	6	30
Total Academic SC	30	30	150
Total Non Academic SC	42	42	210
Total SC	72	72	360

Procedure

Adaptation of the SDQ

The SDQ was taken from a published research article by Shavelson and Bolus (1982). Since this study is conducted in Lebanon and addressed Lebanese natives, it is necessary to present the questionnaire in an Arabic version. Translation was accomplished by consulting a linguistic professional to translate the English version into Arabic. The Arabic version was then translated back into English by a different person. On the basis of the judgements of the Arabic translator, some items were rephrased in a simpler form so that they would be easily understood by the students.

The content validity of the questionnaire was established. The items of the English version as well as of the Arabic version were randomly arranged without categories. The two versions of the questionnaire were given to four judges to evaluate the items. Two judges were given the Arabic version and two other judges the English version. Each of the judges was asked to predict what each item measures and to cluster the items under different sub-categories.

Responses of the four judges reflected an agreement in categorization except for few items. A fifth judge was asked to compare the evaluations of the judges. As a result, a number of items were replaced and clustered under the appropriate categories. The test-retest reliability coefficient out of the pilot study was 0.89.

Administration and reliability of the adapted SDQ

The SDQ was administered by a graduate student working toward an MA in educational psychology. The instructions were read aloud to students to minimize problems related to reading difficulties and several examples were given before any of the SDQ items were actually presented. Students were allowed to ask questions each time they found difficulty in answering the items. The SDQ items were read aloud at a fairly rapid pace, and the whole questionnaire required 30 minutes to administer (not including the time for instructions and examples). After two weeks the same test was again administered to the same sample. Students responded to each of the items, some of which are negatively worded, along a five point response scale ranging from false to true where 5 represents the highest level of self-concept (True) and 1 represents the lowest (False). The test-retest reliability coefficient of the adapted SDQ was 0.88.

Results

Grade level, gender, and type of social disadvantage and SC measures

The effects of each of grade level, gender, and type of social disadvantage on self-concept measures of socially disadvantaged orphans was studied by conducting three separate one-way analyses of variance (ANOVA). It was observed that the effect of grade level on self-concept measures was significant for only six factors of SC measures namely total general SC measures ($F= 3.34$; $p<0.05$; means of 253.4, 251.6, and 242.1, respectively for grade levels 5, 6, and 7); total academic SC measures ($F= 5.09$; $p<0.05$; means of 107.27, 107.05, and 99.04, respectively for grade levels 5, 6, 7); math SC measures ($F=5.81$; $p<0.05$; means of 36.63, 35.85, and 30.92, respectively for grade levels 5,6, and 7); all school subjects SC measures ($F=6.30$; $p<0.05$; means of 31.72, 34.33, and 30.62, respectively); physical appearance SC measures ($F= 6.59$; $p< 0.05$; means of 26.04, 23.3, and 22.9, respectively); and parent relations SC measures ($F= 3.98$; $p<0.051$; means of 36.37; 36.72, and 34.08, respectively for grade level 5, 6, and 7). For each of the SDQ factors, self-concept changes with increases in the grade level. Moreover, the effect of gender on SC measures was significant for only four factors of SC measures namely, math SC measures where boys had higher SC scores ($F= 7.59$; $p<0.05$; means of 36.67 for boys and 32.69 for girls); reading where girls had higher SC scores ($F=7.38$; $p<0.05$; means of 39.27 for girls and 36.49 for boys); physical abilities SC measures where boys had higher SC scores ($F= 16.31$; $p<0.05$; means of 33.78 for boys and 29.67 for girls); and peer relations SC measures where girls had higher SC scores ($F=4.61$; $p<0.05$; means of 29.95 for girls and 28.21 for boys). However, no significant effect of type of social disadvantage on SC measures was observed.

Correlation between Self-concept and Achievement

In order to examine the relation between self-concept and achievement, Pearson product-moment correlation coefficients were calculated for each of grade level, gender, and type of social disadvantage.

Table 2. Pearson Product-Moment Correlation of Each of SC Scales and GPA across Grade Levels.

SC MEASURES	Correlation Coefficient		
	GRADE 5	GRADE 6	GRADE 7
Reading	0.06	0.08	0.25
Math	0.42*	0.45*	0.38*
School Subjects	0.36*	0.36*	0.34*
Physical Abilities	-0.14	0.6	0.12
Physical Appearance	-0.14	0.06	0.08
Peer Relation	-0.21	-0.05	-0.02
Parent Relation	-0.14	-0.15	-0.28
Emotional State	0.15	0.07	-0.08
Total Academic SC	0.40*	0.32*	0.42*
Total Non Academic SC	-0.05	0.08	-0.11
Total SC	0.20	0.32	0.31

* $p < 0.05$

As reported in Table 2, the relationship between total general SC measures and GPA was non significant across levels 5, 6, and 7, whereas the relationship between subtotal academic SC scores and GPA was significant across grade levels. The relationship between SC scores and GPA was non significant in non academic areas.

Correlation Coefficient between SC scores and GPA across gender, showed that the relationship between total general SC and GPA was significant for boys, but not for girls. Whereas the relationship between subtotal academic SC and GPA was significant for both boys and girls. Similarly, the relationship between math SC scores, all school subjects SC scores and GPA was significant for boys and girls. These correlation coefficients are presented in Table 3.

Table 3. Pearson Product-Moment Correlation of Each of SC Scales and GPA Across Gender.

SC MEASURES	MALE	FEMALE
Reading	0.25	0.32
Math	0.49*	0.38*
School Subjects	0.41*	0.38*
Physical abilities	-0.08	0.06
Physical Appearance	0.17	-0.23
Peer Relation	-0.05	-0.13
Parent Relation	-0.22	-0.10
Emotional State	0.07	0.04
Total Academic SC	0.43*	0.41*
Total Non Academic SC	0.06	-0.12
Total SC	0.30*	0.28

* $p < 0.05$

Table 4 . Pearson Product-Moment Correlation of Each of SC Scales and GPA across Types of Social Disadvantage.

SC MEASURES	SD1	SD2	SD3	SD4
Reading	0.18	0.13	0.14	0.18
Math	0.24*	0.36*	0.55*	0.38*
School Subjects	0.27	0.44	0.74	0.37
Physical Abilities	0.06	0.13	0.15	0.09
Physical Appearance	0.02	0.19	0.19	-0.12
Peer Relation	-0.05	0.16	0.21	-0.21
Parent Relation	0.12	0.28	0.30	0.27
Emotional State	0.20	0.08	0.13	-0.02
Total Academic SC	0.33*	0.47*	0.49*	0.42*
Total Non Academic SC	0.09	0.21	0.12	-0.12
Total SC	0.41*	0.43*	0.40*	0.33*

¹ Types of social disadvantage: SD 1 = fatherless, SD 2 = motherless, SD 3 parentless, SD 4 children who are coming from broken homes or are economically disadvantaged.

* $p < 0.05$

As reported in Table 4, the relationship between total general SC and GPA was significant across four types of socially disadvantaged children. The relationship between subtotal academic SC measures and GPA was significant across the four types of social disadvantage and a significant relationship was observed between math SC scores and GPA across the different types of social disadvantage.

Comparison of SC Across Grade Levels.

Differences in self-concept across grade levels 5, 6, and 7 were observed in six factors of SC measures, namely total general SC , subtotal SC, subtotal academic SC, math SC, all school subjects SC, physical appearance SC, and parent relations SC.

Discussion

In general, decline in self-concept scores with age is interpreted as due to the fact that children incorporate more social comparative information of self-concept (Marsh et al., 1984). The decline of academic SC scores which was observed in the study and which is consistent with the trend of age differences in self-concept research could be explained in terms of the availability of objective means for social comparison in case of academic self-concept. More specifically, students might have used academic achievement scores as objective means for social comparison. In the non-academic area of self-concept, only two factors were influenced by age variations. These results are consistent with the course of age differences in self-concept research. The decline in physical appearance and parent relations SC scores with age suggests that students might have used specific overt physical characteristics as a substantial medium for social comparison. Furthermore, the students in the institution spend relatively short period of time with their parents as compared with the time spent in the orphanage. This objective reality may have a repercussion on the children relation with their parents. Not surprisingly, the students' self- concept may vary with respect to parent relations as they develop their sense of identity. The process of social comparison causes the very high self-concept of the youngest children to decline with age.

Moreover, the lack of decline in the non academic SC scores across grade levels argues that the observed absence of age differences could be explained in terms of insufficient objective means for social comparison. More specifically, the non-academic measures of SC may depend more on individual interpretations, which might render the process of social comparison difficult to achieve.

Comparison across Gender

According to the results of the study, boys had higher mean SC scores than girls in math and physical abilities self-concepts, whereas girls had higher mean SC scores than boys in reading and peer relations. This observation supports the assumption that sex differences are due to stereotyped socialization patterns that produce traditional sex roles, attitudes, and beliefs (Marsh et al., 1984). In Lebanon, socialization practices strongly influence academic achievement of students of both sexes (Prothro, 19). Since their childhood, boys are expected to achieve better in scientific subjects because parents build high aspirations

concerning their future career. Whereas girls are expected to succeed in verbal achievement in order to become efficient teachers or to participate in social activities which would reinforce their role as mothers and social workers. Typically, this pattern of sex differences is acquired and enhanced by the social environment to perpetuate the societal rules and beliefs.

Comparison across Type of Social Disadvantage

The results of the study show that there was no significant difference in SC scores across the four types of social disadvantage which might alleviate the possible effect of the variation in student's social disadvantage on SC measures. A viable explanation could be offered as due to the fact that students with different types of social disadvantages spend the majority of their time in the same environment. They are mixed up in classes, dormitories, during recess, and during lunch hour and dinner time. All children in the institution receive similar amount of care and attention and are taught with equal sensitivity and encouragement. Thus, is there any reason for these children to develop discrepancies in their self-concept measures? The basic concept behind founding an orphanage is to provide equal social, affective, and financial supports for the socially disadvantaged children. In addition, the major purpose of such an institution is to congregate the different categories of socially disadvantaged children under unified conditions. The belief that students in the institution may develop a sense of unity and solidarity yields to expect homogeneity in their self-concept measures.

Relation between Self-Concept and Academic Achievement

In the literature, studies have reported that the academic ability measures are highly correlated with self-concepts in the same area (e.g. reading test scores and reading self-concept), less correlated with other academic self-concepts, and least correlated with non academic self-concepts. Inspection of these correlation's provides good support for this predicted pattern of results.

Across grade level 5, 6, and 7, significant relationship was obtained between subtotal academic SC, math SC, all school subjects SC and GPA. Whereas no significant relationship existed between neither total general SC nor subtotal non academic SC measures and GPA.

Across gender, significant correlation was observed between subtotal academic SC, math SC, all school subjects' SC measures and GPA. Whereas no significant relation existed between neither total general SC nor subtotal non academic SC measures and GPA.

Across type of social disadvantage, significant correlation was obtained between total general SC, subtotal academic SC, math SC, and GPA. Whereas no significant correlation existed between subtotal non-academic SC measures and GPA.

These findings offer support for the assumption that each of the academic self-concept scores is substantially correlated with the academic measures and that various academic measures tend to be correlated with the particular academic self-concept to which it is mostly related. The findings of the study demonstrate that relations between academic self-concept and academic achievement are significantly content specific.

Conclusion

The results of the study provided a clear answer to the specific questions that were initiated. In addition, some recommendations can be present to extend the definition of self-concept into a larger concept of affect that integrates self and social interests, which relates the work of the school with the larger society.

The implications for teachers are clear. Teachers in the institution appear almost unanimously to support the modelling theory of social learning (Bandura, 1977), which suggests that a parent's self-concept will be shared and reflected by the child. "Mirroring theory", however, proposes that antecedents of self-concepts are psychological rather than socio-economic in nature. What determines the child's self-concept are the parents' and, it may be argued, in an orphanage situation, the teacher's attitudes toward the child. This study provides strong support to the assumption which suggests that academic self-concept is significantly related to academic achievement. Thus, it is imperative for the teachers to acknowledge and recognize the importance of both self-concept and its enhancement in schools, especially with socially disadvantaged children. Consequently, students' full potential as people is encouraged and they are able to enjoy the kind of success experiences in a number of areas (not just academic) which enhance self-concept.

Another major implication is that, children's academic and behavioral problems cannot be wholly attributed to the low self-concept, which is assumed to result from their social class. Teachers' attitudes and teaching methods with socially disadvantaged children in particular have a significant influence upon the way they feel about themselves. Recognition that self-concept is an important educational variable, which may have a great influence upon motivation, behavior, and achievement, is long overdue in education.

This study is limited to students who are enrolled in a private institution in the mountain area, namely Beit -El-Yateem. This will limit the generalizability of the study. Therefore, it is recommended that a larger representative sample be considered in future studies including other regions in Lebanon. Moreover, results are only restricted to socially disadvantaged children. Thus, it is also recommended that further research compare the results with other studies dealing with the same issue and involving students from different socio-economic background. The analysis of a larger sample would add more credibility and significance to the study.

References

- 1- Atherley, C.A. (1990). The effects of academic achievement and socio-economic status on the self-concept in the middle years school: a case study. **Educational Research**, 32, 224-229.
- 2- Bachman, J.G., & O'Malley, P.M. (1986). Self-Concepts, self-esteem, and educational experiences: The frog pond revisited. **Journal of Personality and Social Psychology**, 50, 5-46.
- 3- Bandura, A. (1977). **Social Learning Theory**. N.J.: Prentice-Hall, INC.
- 4- Byrne, B.M. (1984). The general/academic self-concept nomological network: review of construct validation research. **Review of Educational Research**, 54, 427-456
- 5- Byrne, B.M., & Worth Gavin, D.A. (1996). The Shavelson model revisited: Testing for the structure of academic self-concept across pre-, early, and late adolescents. **Journal of Educational Psychology**, 88, 215-228.
- 6- Chapman, J.W., Silva, P.A., & William, S.M. (1984). Academic self-concept: Some developmental and emotional correlates in nine-year old children. **British Journal of Educational Psychology**, 54, 284-292.
- 7- Delugach, R.R., Bracken, B.A., Bracken M.J., & Scicke, M.C. (1992). Self-concept: Multi-dimensional construct exploration. **Psychology in the Schools**, 29, 213-223.
- 8- Eschel, Y., & Klein, Z. (1981). Development of academic self-concept of lower-class and middle-class primary school children. **Journal of Educational Psychology**, 73, 287-293.
- 9- Fleming, J.S., & Courtney, B.E. (1984). The dimensionality of self-esteem: Hierarchical facet model for revised measurement scales. **Journal of Personality and Social Psychology**, 46, 404-421.
- 10- Gazarelli, P., & Lester, D. (1989). Self-concept and academic performance in Jamaican Teenagers. **Journal of Social Psychology**, 129, 725-726.
- 11- Gorrel, J. (1990). Some contribution of self-efficacy research to self- concept theory. **Journal of Research and Development in Education**, 23, 73-81.
- 12- Graham, S. (1984). Teacher feelings and student thoughts: An attributional approach to affect in the classroom. **The elementary School Journal**, 85, 91-104.
- 13- Hansford, B.C. , & Hattie, J. A. (1982). The relationship between self and achievement /performance measures. **Review of Educational Research**, 52, 123-142
- 14- Jordan, T. J. (1981). Self-concept, motivation, and academic achievement of black adolescents. **Journal of Educational Psychology**, 73, 509-517.

- 15- Marsh, H.W., Barnes, J., Cairns, L., & Tidman, M. (1984). Self-description questionnaire: Age and sex effects in the structure and level of self-concept for pre-adolescent children. **Journal of Educational Psychology**, 75, 940-956.
- 16- Maruyama, G., Rubin, R.A., & Kingsbury, G.G. (1981). Self-esteem and educational achievement: Independent constructs with a common cause? **Journal of Personality and Social Psychology**, 40, 962-975.
- 17- Prothro E.T. (1961). **Child Rearing in Lebanon**. Cambridge, Mass.: Harvard University Press.
- 18- Shavelson, R.J., & Bolus, R. (1982). Self-concept: The interplay of theory and methods. **Journal of Educational Psychology**, 74, 3-17.
- 19- Shavelson, R.J., Hubner, J.J., & Stanton, G.C. (1976). Self-concept: Validation of construct interpretations. **Review of Educational Research**, 46, 407-441
- 20- Soares, A. T., & Soares, L. M. (1969). Self-perceptions of culturally disadvantaged children. **American Educational Research Journal**, 6, 31-45
- 21- Watkins, D., & Astilla, E. (1980). Self-esteem and school achievement of Filipino girls. **Journal of Psychology**, 105, 3-5
- 22- White, K.R. (1982). The relationship between socio-economic status and academic achievement. **Psychological Bulletin**, 91, 461-481
- 23- Wood, P.C., Hillman, S.B., & Sawilowsky, S.S. (1992). Self-concept among African-American at risk adolescents. **Perceptual and Motor Skills**, 74, 465-466
- 24- Wylie, R.(1961). **A critical survey of pertinent research literature**. Lincoln: University of Nebraska Press.