

**Motivational Goals and School Achievement: Lebanese-Background Students in South
Western Sydney**

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Research studies suggest that at an aggregate level, young people from non-English speaking backgrounds have higher post-compulsory education participation rates than Australian born and English-speaking (ESB) migrant groups (Williams, Long, Carpenter & Hayden, 1993). Also students from non-English-speaking backgrounds are more likely to enroll in high status school subjects or courses, such as Mathematics, the physical sciences, economics, business, and languages other than English (Ainley & Perry, 1994; Sturman, Sharpley & Polesel, 1992; Ainley Jones & Navaratnam, 1990). Moreover, it is found that students from NESB background have a more positive view of their schooling experience (Sturman, 1997; Ainley, 1995; Ainley & Perry, 1994), and that the academic aspirations of students and parents of students from NESB appear to be higher than for ESB students and parents (Meade, 1983).

However, studies have indicated that the apparent high rate of participation in higher education is not in itself a true indication of the success of all minority NESB students in schools and school performance of children frequently did not match their high aspirations or the high aspirations of parents (Teese, McLean, & Polese, 1995). While NESB students, on average, have higher Year 12 retention rates, a larger proportion of them achieve low to medium Higher School Certificate scores in comparison to students whose parents are Australian born and English language proficiency appears to be a major determinant of achievement. Studies also indicate that there are variations within and between ethnic groups in educational achievement; some minority groups achieve better than others. (Meade, 1983; Marjoribanks, 1980; Taft, Strong & Fensham, 1971).

Sturman (1997) argues that one of the major limitations of reviews of research into the educational experiences of immigrant Australians is that most research combines immigrant background students into very broad categories distinguishing between three broad groups: (i) Australian-born students; (ii) students born overseas in non-English-speaking countries; and (iii) students born overseas in English-speaking countries. The problem with this type of categorisation is that there can be variations and differences within a group that is sometimes greater than the differences between groups. Within the group of students born in non-English-speaking countries, research indicates that there can be differences in parents' aspirations and students' achievement. There are also differences within groups of students who are born in Australia but whose parents come from non-English speaking countries. While there are Asian students who have difficulty with English and do not satisfy their educational aspirations, there are many Asian students who are academically highly successful.

In examining the school achievement of students, it is, therefore, important to look at specific groups of students and examine some of the circumstances associated with their education in order to understand the factors behind their achievement or lack of it. Therefore in examining the educational outcomes of children from different ethnic and migrant backgrounds, it is important to consider the socio-economic and educational background of students, and their social, historical and educational context in Australia.

Among the groups that have high academic aspirations but low school achievement are the Lebanese-background students (Kalantzis, Cope & Slade, 1989; Meade, 1983; Horvath, 1979). These studies seem to be the most recent and only available data we have on the achievement of Lebanese-background students in schools although the apparent lack of achievement of these students remains. The general view of members of school communities (gathered from the comments made by principals and teachers in schools, where there are high percentages of students from a Lebanese-background) is that, these students are not motivated enough in their studies; that parents are not supportive of the school system and of the education of their children and, as a result, these students are academically disadvantaged. The general belief is that Lebanese-background students do not usually perform well at school and in many cases have discipline problems. It is because of these perceptions and these concerns and the fact that there is a significant number of students in schools who are from a Lebanese-background, that this study has been conducted. It is a study designed to examine the school achievement of Lebanese-background students and in particular to examine some of the major contributing factors to achievement (Motivational Goals). This is done in the context of the socio-economic, educational, historical and social place of Lebanese-background students in Australian society.

Specifically the objectives of this study were to :

- Establish the level of school achievement of Lebanese background students in comparison to other students in the schools examined;
- Identify the Motivational Goals of students
- Examine the goals which are predictive of students' school achievement.

Method

Instruments

Three instruments were used in this study:

- a) Year 10 School Certificate results were used to measure students' achievement in English, Science and Mathematics.
- b) The Inventory of School Motivation (ISM) and
- c) The Facilitating Conditions Questionnaire (FCQ) were used to collect information about students' Motivational Goals

Both the Inventory of School Motivation and the Facilitating Conditions Questionnaire have been used in several cross cultural settings (McInerney, 1988, 1989, 1990; McInerney & Sinclair, 1992; McInerney, D.M., Roche, L.A., McInerney, V., & Marsh, H.W., (1997) and have good validity and reliability.

Year 10 School Certificate Results.

The Results of the Year 10 School Certificate (a certificate awarded to school students who satisfactorily complete a program of studies in Years 7 to 10) were used as outcome measures for the school achievement of students in English, Science and Mathematics. The results in each course are issued as grades awarded by each student's school, with the school's grading patterns in English, Mathematics and Science being determined by public Reference Tests held in mid-year.

Inventory of School Motivation (ISM).

The Inventory of School Motivation elicited information about students' goals and values. Thirty seven items were used to measure seven ISM scales reflecting the respondents' personal incentives in schoolwork (Perceived Goals): 1) Task-effort (eg. I try hard at school because I am interested in my work); 2) Competition (eg. I want to do well at school to be better than my classmates); 3) Power (eg. I often try to be the leader of a group); 4) Affiliation (eg. I like working with other people at school); 5) Social concern (eg. It is very important for students to help each other at school); 6) Recognition (eg. Having other people tell me that I did well is important to me); 7) Token Reward (eg. I work hard at school for rewards from the teacher). The Inventory also measures three Sense of Self Factors which refer to the more or less organised collections of perceptions, beliefs, and feelings related to who one is in the school context: 1) Self-esteem (eg. On the whole I am pleased with myself at school); 2) Sense of Competence (eg. I like to think things out for myself at school); and 3) Sense of Purpose, (eg. It is good to plan ahead to complete my schooling). The questions were answered using a five point Likert-type scale anchored with 1 (strongly agree) and 5 (strongly disagree). As well as collecting information about the Motivational Goals of students the survey also sought information on sociocultural and demographic profiles of participants including sex, age, place of birth of students and parents, language spoken at home, parental occupation, level of education of parents, religion and cultural traditions practised by students.

Facilitating Conditions Questionnaire.

The Facilitating Conditions Questionnaire asked questions about background variables that are believed to facilitate or inhibit the performance of students at school. Twenty five items measured the following dimensions: 1) Positive affect to school, (eg. Most subjects at school interest me); 2) Peer support, (eg. Most of my friends want to do well at school); 3) Positive Family Support, (eg. If I decided to go on to Year 12 my father would encourage me); 4) Negative Family Support, (eg. My father encourages me to leave school as soon as possible to get a job); 5) Teacher Support, (eg. I get encouraged by my teachers to do well at school); 6) Positive Valuing of Education, (eg. People who have schooling get more out of life than ones who don't); 7) Negative Valuing of Education, (eg. Some people need education for their jobs, but for me it is a waste of time). Items were answered using a Likert-type scaled that ranged from 1 (strongly agree) and 5 (strongly disagree).

Participants

A total of 271 Year 9 students in three high schools in South-Western Sydney participated in this study: an all-boys school, an all-girls school and a co-educational school. 117 of these are of Lebanese-background (LB) and 154 are of non-Lebanese-background (NLB). Seventy two percent of the students in the study were born in Australia but only 11.8% of fathers and 14.4% of mothers were born in Australia. Overall, 85.1% of students came from a background where a language other than English is used at home. Approximately 43.5% of participating students came from homes where the father was a trades person, salesperson or clerk, while 18% of mothers were employed in one of these categories. Approximately 25.2% came from homes where the father was in a labouring or related occupation or unemployed while 56.1% classified their mother's occupational role in this way. Approximately 10.7% of fathers and 4.0% of mothers held a professional, para-professional or managerial job. Only 14.8% of fathers and 13.2% of mothers completed schooling to Years 11 and 12. The majority of participants (45.8%) described their religion as Muslim, and 37.7% as Christian; 9.6% as Buddhist, and 2.6% as Hindu. Of the Lebanese-background students, (N = 117), 88.0% described their religion as Muslim.

Administration of Survey

Surveys were administered in each of the three schools by the chief researcher and the help of teachers' aide from each school. To ensure that students understood the questions, the chief researcher explained the instructions and read each question aloud while students completed their responses.

Statistical Analyses

The data from the two surveys and the School Certificate results were computer entered by professional data processors. All analyses were performed using the Statistical Package for the Social Sciences (SPSS, 1988). Frequency and descriptive analyses were used to clean data and check level of missing data; Confirmatory Factor Analyses and Reliability Tests were used to validate instruments (reported in Suliman, 2001).

Results

School Certificate

The first objective of this study was to examine the level of school achievement of LB students. Results of the Year 10 School Certificate were used as outcome measures for the school achievement of students in English, Science and Mathematics. One primary and three subgroups were drawn for comparisons. The primary comparison group consisted of all Non-Lebanese-background students (NLB) (n = 154) which is made up of all other students who are not Lebanese. There were three subgroups of the NLB group, viz, English-background group (EB) (n = 60) made up of students who do not have another language beside English at home; Chinese-background group (CB) (n = 12) made up of students who speak Chinese at home; and a Vietnamese-background group (VB) (n = 21) made up of students who speak Vietnamese at home. Sixty-one students who were not part of these three smaller comparative groups formed part of the NLB group.

An analysis of the Year 10 School Certificate results for the whole group (LB and NLB n=217) indicated that in all subject areas there is a high concentration of students in the two bottom grades and a low concentration in the two top grades. In English, 52.1% of students achieved in the two lowest grades, whereas only 13.2% achieved in the two highest grades. Similar results are indicated for Science and Maths: in Science, 56.3% fall in the two lowest grades compared to only 10.1% in the two top grades. For Advanced Maths, 48.2%, for Intermediate Maths, 30.5% and for General Maths 44.8% of students achieved in the two lowest grades in comparison to 22.4%, 12.9% and 17.2% in the two highest grades respectively. These results indicate that a high percentage of the cohort of students at these three schools achieved in the lower grades in comparison to other students in the State of NSW.

An analysis of the year 10 School Certificate results for LB students and other comparative groups indicated that in English, Science and Maths, there is a higher percentage of Lebanese-background (LB) students in the bottom grades (Grade 1), higher than that for the Non-Lebanese-background (NLB). In English 31.0% of LB students achieved in Grade 1 compared to 16.8% of NLB students. In Science, 35.1% fo LB in comparison to only 13.7% and in Maths the results are similar (Advanced Maths = 31.6% LB and 25% NLB: Intermediate = 33.3% LB and 21.1% NLB: General = 21.3% LB and 10.0% NLB). Similarly, in all subject areas, (except General Maths), the percentage of LB students in the top grades is lower than that for all the comparative groups, that is, the full NLB, the English-background

(EB), Chinese-background (CB) and Vietnamese-background (VB) groups. In Science and Intermediate Maths, no LB student achieved Grade 5, which is the highest grade. In English 2.0% achieved Grade 5 in comparison to 3.1% of NLB students and in Advanced Maths 5.3% of LB in comparison to 8.3% of NLB students. However, in General Maths more LB students achieved Grade 5 (6.4%) than NLB students (2.5%).

Examination of the means for each of the School Certificate subjects indicate that in English, Science, Advanced, Intermediate and General Mathematics the mean for the LB students in each of these subjects is lower than it is for any of the other four comparative groups ie. the NLB, EB, CB, VB groups. Anova results also indicated that The LB students achieved significantly lower than the NLB group in English, Science and Intermediate Maths; significantly lower than the EB group in English, Intermediate Maths and Science; significantly lower than the CB group in Science and Intermediate Maths and significantly lower than the VB group in Science.

Table 1: Means, Standard Deviation and Significance Levels for School Certificate results for the Lebanese- background, (LB) English- (EB), Chinese (CB), Vietnamese- (VB) and NLB background groups

	Means, Standard Deviation and Significance Levels				
	LB	EB	CB	VB	NLB
English					
Mean	2.17	2.72	2.50	2.52	2.59
S.D.	1.02	1.01	1.17	.98	1.02
Significance		.001*	.302	.150	.002*
Science					
Mean	1.92	2.66 b	2.66 b	2.76	2.62
S.D.	.82	.93	1.07	.94	.96
Significance		.000*	.005*	.000*	.000*
Adv. Maths					
Mean	2.31	2.50	2.33	2.83	2.61
S.D.	1.16	1.00	1.53	1.53	1.27
Significance		.653	.981	.293	.402
Int. Maths					
Mean	2.03	2.69	2.86	2.71	2.65
S.D.	.88	1.05	1.46	.95	1.16
Significance		.009*	.048*	.906.....	.007*
Gen. Maths					
Mean	2.49	2.77	3.00	2.75	2.75
S.D.	1.12	1.11	0.00	.95	.95
Significance		.330	.330	.654	.251

Note: Adv. Maths= Advanced Maths; Int. Maths = Intermediate Maths; Gen. Maths = General Maths

Motivational Profile of Students

The second objective of this study was to Identify the Motivational Goals of students. For this purpose, a set of analyses (T-tests, Anova and Manova) were used to describe the motivational profiles of the LB and to examine similarities and differences between them and the NLB group on the Perceived Goals (viz. Task/effort, Competition, Power, Affiliation, Social Concern, Recognition and Token); Sense of Self variables (viz Self-Esteem, Sense of Competence and Sense of Purpose) and Facilitating Conditions variables (viz. Positive

Affect, Peer Support, Positive and Negative Family Support, Teacher Support, Positive and Negative Value of Education).

Examination of the mean scores for the LB and NLB students for Perceived Goals (Task/effort, Competition, Power, Affiliation, Social Concern, Recognition and Token) revealed that the LB group was stronger on Competition, Power, Social Concern, Recognition and Token Reward. There were no significant differences between the two groups on Task/Effort and Affiliation. Analyses of the Sense of Self factors (Sense of Competence, Sense of Purpose and Self Esteem) revealed that the LB students have stronger Sense of Competence than the NLB students. There were no significant differences between the two groups on Sense of Purpose and Self Esteem.

Examination of the mean scores on Facilitating Conditions factors for the LB and NLB students revealed that the Lebanese group is stronger on Positive Affect and Negative Family support and weaker on Positive Family support. This means that the LB students like school, but perceive that their parents do not support them as strongly as the other groups perceives their family support. There were no significant differences between the two groups on Peer Support, Teacher Support and Positive and Negative Value of Education.

Table 2: Sets of standardised Beta weights and Multiple Regression Coefficients for Perceived Goals for Lebanese background (LB) and Non-Lebanese background (NLB) groups for English and Science Results

Scales	English Results						Science Results					
	LB			NLB			LB			NLB		
Perceived Goals	R=0.568 R ² =0.322			R=0.425 R ² =0.180			R=0.747 R ² =0.225			R=0.375 R ² =0.140		
	Beta	T	P	Beta	T	P	Beta	T	P	Beta	T	P
Task/Effort	.345	3.12	.002	.198	1.95	.054	.425	3.53	.000	.248	2.38	.019
Competition	-.205	-1.61	.112	.224	1.79	.075	-.186	-1.34	.184	.268	2.10	.038
Social Power	-.281	-2.67	.009	-.286	-2.53	.013	-.264	-2.29	.024	-.244	-2.10	.038
Affiliation	.010	.110	.914	-.096	1.03	.303	-.024	-.23	.821	-.028	-.29	.771
Social Concern	.068	.59	.552	.047	.43	.665	-.087	-.69	.493	-.005	-.05	.963
Recognition	-.116	-.92	.357	.238	1.97	.051	.074	.54	.592	.029	.24	.811
Token	-.173	-1.25	.216	-.359	-2.87	.005	-.119	-.79	.431	-.353	-2.75	.007
Sense of Self	R=0.300 R ² =0.009			R=0.324 R ² =0.105			R=0.386 R ² =0.149			R=0.346 R ² =0.119		
	Beta	T	P	Beta	T	P	Beta	T	P	Beta	T	P
Sense of Competence	-.282	-2.09	.038	-.090	-.75	.455	-.344	-2.62	.010	-.111	-.93	.355
Sense of Purpose	.229	1.62	.109	.062	.59	.558	.197	1.41	.163	.009	.08	.932
Self Esteem	.221	1.56	.122	.343	2.77	.006	.369	2.65	.009	.409	3.33	.001
Facilitating Conditions	R=0.555 R ² =0.308			R=0.399 R ² =0.159			R=0.591 R ² =0.349			R=0.399 R ² =0.159		
	Beta	T	P	Beta	T	P	Beta	T	P	Beta	T	P
Positive Affect	-.155	-1.55	.125	.002	.02	.986	-.059	-.59	.551	.102	.99	.326
Peer Support	.0143	1.44	.154	-.059	-.56	.573	.060	.61	.542	-.184	-1.81	.073
Positive Family Support	.155	1.49	.141	.034	.33	.738	.285	2.75	.007	.036	.36	.720
Negative Family Support	-.211	-1.92	.058	-.342	-3.55	.001	-.206	-1.93	.056	-.353	-3.77	.000
Teacher Support	.211	2.08	.040	.138	1.38	.171	.230	2.28	.025	.067	.69	.490
Positive Value of Education	-.059	-.54	.592	.015	.15	.878	-.261	-2.40	.018	.109	1.18	.240
Negative Value of	-.248	-2.39	.019	-.053	-.58	.565	-.287	-2.84	.005	-.022	-.24	.809

Education													
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Predictors of School Achievement

The third objective of the study was to examine which goals are predictive of the school achievement of the LB students and to compare these to the NLB group. A series of multiple regression analyses were conducted with each of the predictor variables of Perceived Goals, Sense of Self variables and Facilitating Conditions variables. Each of these measures (Perceived Goals, Sense of Self and Facilitating Conditions) was regressed separately on two criterion variables: English and Science results for year 10 School Certificate. These analyses were done for each of the academic variables separately and were repeated for the Lebanese and non-Lebanese groups for comparison purposes. Standardized Beta weights within each regression were compared across groups to ascertain relative importance of predictors within and between the two groups.

Criterion Variable: English Results.

The first criterion variable to be considered for the Lebanese background (LB) and Non Lebanese background (NLB) students, was the School Certificate results for English. The seven predictor variables for the Perceived Goals, three Sense of Self and seven Facilitating Conditions were entered in separate analyses. Each set was entered as a single block for each group against each criterion variable in each analysis.

For the LB students, the significant predictors of Perceived Goals, in order of significance based on standardised beta weights, were: Task/Effort (Beta .345, $t = 3.12$, $p = .002$), followed by Power (Beta -.281, $t = -2.67$, $p = .009$). For the NLB group, The significant predictors in order of significance based on standardised beta weights were: Token (Beta -.359, $t = -2.87$, $p = .005$); Power (Beta -.286, $t = -2.53$, $p = .013$); Recognition (Beta .238, $t = 1.97$, $p = .051$); and Task/Effort (Beta .198, $t = 1.95$, $p = .054$).

For both the LB and NLB groups, Task/Effort was positively significant though much stronger for the LB group: (LB, Beta = .345; NLB, Beta = .198). Power was equally and negatively significant for both groups: (LB, Beta = -.281; NLB, Beta = -.286). Token and Recognition were significantly positive predictors for the NLB only. The other predictor variables of Competition, Affiliation, and Social Concern were not significant for either the LB or NLB groups.

Of the three Sense of Self variables, Sense of Competence was the only significant predictor for the LB students for English results (Beta -.282, $t = -2.09$, $p = .038$). For the NLB students, Self-Esteem is the only significant predictor for English results (Beta .343, $t = 2.77$, $p = .006$).

Of the Facilitating Conditions factors, the significant predictors (for the LB students) in order of significance based on standardised beta weights were: Negative Value of Education (Beta -.248, $t = -2.39$, $p = .019$); followed by Teacher Support (Beta .211, $t = 2.08$, $p = .040$) and Negative family support (Beta -.211, $t = -1.92$, $p = .058$). For the NLB students, Negative Family Support is the only significant predictor for English results (Beta -.342, $t = -3.55$, $p = .001$).

Criterion Variable: Science Results.

The second criterion variable to be considered was the School Certificate results for Science. The same procedures were followed for entering the Perceived Goals, Sense of Self and Facilitating Conditions variables.

Of Perceived Goals, analysis indicated that the best predictors for Science results for the LB students in order of significance based on standardised beta weights were: Task/Effort (Beta .425, $t = 3.53$, $p = .000$) followed by Power (Beta -.264, $t = -2.29$, $p = .024$). For the NLB group, The best predictors for Science results, in order of significance based on standardised beta weights were: Token (Beta -.353, $t = -12.75$, $p = .007$) followed by Competition (Beta .268, $t = 2.10$, $p = .038$), Task/Effort (Beta .248, $t = 2.38$, $p = .019$) and Power (Beta -.244, $t = -2.10$).

Of Sense of Self factors, the strongest predictors for Science results for the LB group, in order of significance based on standardised beta weights was Self Esteem (Beta .369, $t = 2.65$, $p = .009$) and Sense of Competence (Beta -.344, $t = -2.62$, $p = .010$). For the NLB group, the predictor variables for Sense of Self explained 12% of the variance in Science results, ($F(3,127) = 5.76$, $p = .001$). Of the three Sense of Self variables, Self Esteem was the only predictor for Science results (Beta .409, $t = 3.33$, $p = .001$). For both the LB and NLB groups, Self Esteem was a positive and strong predictor for Science results.

Of the Facilitating Conditions, the best predictors for Science results, in order of significance based on standardised beta weights were: Negative value of education (Beta -.287, $t = -2.84$, $p = .005$); Positive Family Support (Beta .285, $t = 2.75$, $p = .007$); Teacher Support (Beta .230, $t = 2.28$, $p = .025$); Positive Value of Education (Beta -.261, $t = -2.40$, $p = .018$); and Negative Family Support (Beta -.206, $t = -1.93$, $p = .056$). Positive Affect to school and Peer support were not significant predictors of Science results for the NLB group, the only significant predictor of Science results for the NLB group was Negative Family Support (Beta -.353, $t = -3.77$, $p = .000$). For both the LB and NLB groups, support and encouragement from parents were important predictive variables for their success at school.

Table 3: Significant Predictors of School Achievement For LB and NLB students

	Significant Predictors			
	LB students		NLB students	
Perceived Goals				
Task/Effort	English / Science (+)		English / Science (+)	
Competition*	--	--	Science (+)	
Power*	English / Science (-)		English / Science (-)	
Affiliation	--	--	--	--
Social Concern*	--	--	--	--
Recognition*	--	--	English (+)	
Token*	--	--	English / Science (+)	
Sense of Self				
Sense of Competence*	English / Science (-)		--	--
Sense of Purpose	--	--	--	--
Esteem	Science (+)		English / Science (+)	
Facilitating Conditions				
Positive Affect*	--	--	--	--
Peer Support	--	--	--	--
Positive Family Support**	English / Science (+)		--	--
Negative Family Support*	English / Science (-)		Science (-)	
Teacher Support	English / Science (+)		--	--
Positive Valuing of Education	Science (-)		--	--
Negative Valuing of Education	English / Science (-)		English (-)	

Note: (+) indicates a positive relation between variable and achievement

(-) indicates a negative relation between variable and achievement.

(*) indicates variables on which LB students are significantly stronger than the NLB group based on ANOVA.

Discussion

This study has demonstrated the use of the Inventory of School Motivation for LB and NLB groups. It has enabled us to describe the motivational characteristics of each group in terms of achievement goal theory, to explain the differences between the two groups and to identify variables that are predictive of school achievement.

Some of the findings of this study run counter to anticipated and widely believed views about LB students in Australian schools. In spite of the stereotypical view that LB students are non-academic, and therefore do not strive for excellence in school work as others do, this study indicates that there were no significant differences between them and the NLB group on Task/Effort. Many LB students, like others, try hard at school-work because they are interested in their work, they need to know they are getting somewhere with their schoolwork; try hard to understand new things at school; and try harder when they see improvement.

There were also no significant differences between the two groups on Affiliation. Both groups on average like working with other people at school and work best and enjoy work more when working with and helping others. These results may be explained by the fact that some of the NLB students come from backgrounds that could be construed as collectivist (eg. the Chinese and Vietnamese students) and this may effect the findings of this study.

This study has also indicated that the LB students are significantly stronger on Positive Affect to school ie. they find school subjects interesting and like school; they have stronger Self Esteem and stronger Sense of Competence than the NLB group ie. they feel they can do things as well as most people at school; feel they are bright enough to complete their schooling and feel they succeed at what they do at school. The LB students also feel more competent than other students ie. they feel that most of the time, they can do school work by themselves and they are confident, try new things and like to think for themselves at school.

In agreement with generally held beliefs, LB students' feeling of support from parents is not as strong as it is for other students. This means that many LB students do not feel that they receive strong encouragement from their parents for their studies. They feel more positive about teachers' support than about parents' support. These results confirm perceptions held by schools that parents of LB students are not supportive and are not positively and actively involved with the education of their children relative to other groups.

The significant differences between the two groups are on Competition, Power, Social Concern, Recognition and Token Reward, the LB students being stronger on all of the above variables. The LB students are found to be more competitive than other students. To them winning is important, competition makes them work harder and they are happy only when they are one of the best. LB students are also found to be more power-oriented. For them, being a leader of a group, being put in charge of things; feeling important, and being noticed by others are stronger variables that it is for other students. The LB students are also stronger on Social Concern, ie. They are stronger on their feeling for helping and caring for each other at school and enjoy helping others to do well. A significant finding of the study was that both Recognition and Token Reward are more important to LB students than it is for others. To them praise and encouragement from friends and parents as well as rewards from teachers and parents such as presents and merit certificates are very important.

An examination of the relationship between Motivational Goals and school achievement of LB students, indicated that of the three sets of scales (Perceived Goals, Sense of Self and Facilitating Conditions), the most successful set appears to be the Facilitating Conditions which explained 31% of the variance for English results and 35% for Science results, followed by Perceived Goals (32% for English and 23% for Science), then the Sense of Self scales (9% for English and 15% for Science).

Among the seven Facilitating Conditions factors, five factors indicated a significant prediction for school achievement for the LB students (Positive Family Support, Negative Family Support, Teacher Support, Positive and Negative Value of Education).

The strongest predictor of achievement for the LB group was Negative Valuing of Education followed by Negative Family Support, both found to be negative predictors for English and Science results. This means that those students who perceive the value of education and who receive family support and encouragement are successful in English and Science. Teacher support was also a predictor for achievement in both English and Science achievement. Other factors predictive of school success for the LB students were Task/Effort and Sense of Competence. Peer Support and Positive Affect were not predictors of school achievement for the LB group.

Among the seven Perceived Goals variables, only two factors (ie. Task/Effort and Power) were found to be significant predictors of LB students' achievement. Task/Effort was found

to be a positive, significant predictor of LB students' achievement in English and Science and Power a negative significant predictor of their achievement in English and Science. None of the other factors (ie. Competition, Affiliation, Social Concern, Recognition and Token) are found to be major determining factors in the school achievement of LB students.

Among the three Sense of Self Factors, Self Esteem was the only factor found to be a predictor of achievement in Science for the LB students, which means that students with high Self Esteem perform well in Science. Sense of Competence was a negative predictor for both English and Science indicating that those who are high achievers in English and Science do not have a strong sense of competence as measured by this scale. It seems that high achievers are more circumspect in saying they feel competent, while low achievers seem to overestimate their sense of competence.

Summary and Conclusion

The results of this study indicated that LB students were stronger on both collectivist and individualist variables ie. they are significantly stronger on social concern, and at the same time they are more competitive and more power-oriented than the NLB group. Although there are some significant differences between the LB and NLB groups in some of their goal orientations, patterns for predictors of school achievement for the two groups are more similar than different. For both the LB and NLB groups, Task/Effort is a strong predictor for English and Science and Self-Esteem is a strong predictor for Science. For both groups Family Support is a predictor for both English and Science results. Also, for both groups Power is negatively correlated with English, and Science results. The only two variables that are found to be predictive of LB students' achievement and not to others' are Positive Value of Education and Teacher Support. It is possible that the findings that indicate that the Lebanese students are stronger on a large number of scales reflects response bias. It is evident from the academic outcome measures that the Lebanese students do more poorly English, mathematics and science, so it is somewhat paradoxical that their self-esteem and motivational value beliefs are so high. There is evidence from other research that the lower achieving students are more inaccurate and usually far too confident when judging their performance (Hacker & Bol, under review, Schraw, 1997). An analogy might be drawn with estimation of motivation and self-esteem. Perhaps the lowest achieving students are also more inaccurate in estimating and judging their level of ability and motivation. It is possible that low-achieving students may demonstrate a self-serving bias repeatedly overestimating their performance to protect their self-worth or their image of themselves as relatively good students in comparison with other. This is an empirical question worth investigation.

Other significant findings on the Goal orientation of LB students were:

- a) Some variables are strong predictors for both English and Science achievement, (Task/Effort, Power, Sense of Competence, Valuing of Education, Family and Teacher Support).
- b) Some goals which are strongly held by the LB students are not predictors of their school achievement (eg. Competition, Social Concern, Recognition, Token Reward and Positive Affect).
- c) Some Goals which are predictors of school achievement are not strongly held by LB students (eg. Valuing of Education, Family Support, Teacher Support).
- d) Other goals which are strongly held by LB students are counter effective ie. they are negatively related to school achievement (eg. Power and Sense of Competence).

There is strong evidence that students' goals direct their behaviour and attitudes towards learning and achievement and that the goal orientation of schools affect students' goals and the way they view education and achievement. In looking at ways to enhance the educational outcomes of the LB students, it is important that schools aim at developing and enhancing those goals which are found to be strong and positive predictors of the school achievement of LB students (Valuing of Education, Positive family Support, Teacher Support and Task/Effort). At the same time variables which are found to be negatively related to school achievement need to be addressed eg. Power and Sense of Competence. Moreover, attention should be paid to other variables which are strongly held by the LB students but which are not predictors of their school achievement (eg. Competition, Social Concern, Recognition, Token Reward and Positive Affect).

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