



## Editorial

The 14 manuscripts appearing in Volume 59 range across a spectrum of issues— gender, the influence of socio-economic status, management and administrative interventions, higher education and the religious and attitudinal outcomes of education. We begin with this latter.

### 1. Social Outcomes of Schooling

Most research concentrates on the purposes of education which are easiest to measure — attendance, completion, and academic achievement. But the purpose of schooling is also to form character. The problem is that attitudes and behavior, the proxy measures for character, are more difficult to quantify, hence are under-reported. In Volume 59, two articles appear which concentrate on the social impact of the education.

In the article titled: “Higher Education, Bridging Capital and Developmental Leadership in the Philippines: Learning to Be a Crossover Reformer,” Michele Schweisfurth, Lynn Davies, Lorraine Symaco and Oscar Valiente investigate the degree to which higher education experience leads to the development of political and social leaders. They find that the influence of higher education is particularly important in the formation of bridging social capital, the tendency of individuals to be effective when working with individuals whose backgrounds are unlike their own. They conclude that higher education experiences are important for leadership development but not in ways which are always expected.

In the article titled: “Family Versus School Effects on Individual Religiosity: Evidence from Pakistan” Masooda Bano, Emi Ferrá, Adeline Delavande, Tahir Andrabi and Basit Zafar compare the impact of school type on female level of religiosity. They find that once SES is controlled, the type of school has little effect on student religiosity. They argue that mother’s education is more key to modernizing religious and cultural norms in a conservative society like Pakistan.

### 2. The Influence of Socio-Economic Status

The influence of socio-economic status is evident in three other manuscripts. In “Primary Education Completion in Egypt: Trends and Determinants,” Ray Langsten and Tahra Hassan take the issue of universal primary education beyond that of attendance. Egypt has full enrollment in primary education. They explore the degree to which a child’s social background helps predict the chances of a child finishing primary education. They find that only children from wealthy families have universal completion and that children from middle and low income families lag behind. This lag is particularly problematic in the

case of urban boys. In the article titled: “Patterns and Determinants of Private Tutoring: The Case of Bangladesh Households” Asankha Pallegedara and Khondoker Mottaleb point to the influence of private tutoring, affordable by wealthy families, in raising the level of inequality. In the article titled: “Demand Rationalities in Context of Poverty. Do the Poor Respond to Market Incentives in the Same Way?” Xavier Bonal and Afrian Zancajo point out that inserting competition into education, though school choice policies for instance, may assume that all families would respond to incentives in parallel fashion. They ask whether that is true. They think it is not. Their article describes ‘alternative frameworks’ to interpret the responses of the poor to market and policy incentives.

### 3. Management and Administrative Interventions

Three of the 14 articles in Volume 59 pertain to management and administrative interventions. In the article titled: “The Management of Nigerian Primary School Teachers,” Hafsat Lawal Kontagora, Michael Watts, and Terry Allsop describe four separate categories of teacher management. They include: (i) recruitment and deployment, (ii) pay and remuneration, (iii) training and support, and (iv) aspirations and expectations. They argue that greater transparency in each of these categories is essential for overall effective teacher management. They suggest a framework on how to improve the transparency in Nigeria, a framework which may be relevant elsewhere.

In the article titled: “Constructing Resource Sharing Collaboration for Quality Public Education in Urban China: Case Study of School Alliance in Beijing,” Jing Liu analyzes the ways in which resource sharing between schools can provide students with an improved learning environment and administrators and teachers with an improved understanding about classroom teaching and school management.

It is an article of faith in UNESCO and other international organizations that children learn better when instructed in their mother tongue. Policies of mother tongue instruction are often recommended in spite of the cost and logistical impediments (Heyneman, 1980). In their article titled: “Examining the Secondary Effects of Mother Tongue Literacy Instruction in Kenya: Impacts on Student Learning in English, Kiswahili and Mathematics,” Benjamin Piper, Stephanie Zuilkowski, Dunstan Kwayumba, and Arbogast Oyanga test the assumptions behind the policy of mother tongue instruction by using a randomized trial of mother-tongue and non-mother-tongue groups of students. After controlling for intervening influences, they find that the mother-tongue students had no additional benefits in learning English or Kiswahili, and lower Mathematics achievement. In fact, assignment to the mother-

tongue group had only small effects on whether students even used their mother tongue in other subjects. The authors point to local resistance to the mother tongue programs and suggest that the policy of mother tongue instruction be carefully revised.

#### 4. Gender

Three articles in Volume 59 pertain to issues of gender. In the paper titled: "Education, Leadership and Conservation, Empowering Young Q'eqchi Women in Guatemala" Dawn Bowen and Amy Leap Miller report on an intervention which placed young women in an intensive 25-day program of leadership training. They find that the women in the program promote change in their own lives and the lives of their families and communities. In the article titled: "Reading and Numeracy Skills after School Leaving in Southern Malawi: A Longitudinal Analysis" Erica Soler-Hampejsek, Barbara Mensch, Stephanie Psaki, Monica Grant, Christine Kelly and Paul Hewett followed Malawian children aged 14-17 after they left school. After controlling for initial skill levels they investigated the degree to which those skills altered over time. They find a significant decline in English skills, particularly among young women. The difference in numeracy is not significantly different however. In the article titled: "Just Add Woman and Stir? Education, Gender and Peacebuilding in Uganda," Simone Datzberger and Marielle Le Mat point to the common conclusion that development policy goals can often be solved by 'just adding women' to the ingredients. They argue that this approach is simplistic and that it overlooks history, cultural sensitivity and context.

#### 5. Higher Education

Four of the 14 articles pertain to higher education issues. It is common sense to suggest that a country in which an economy is dominated by a particular sector should concentrate higher education programs on that sector. This assumption is explored in the article titled: "Assessment of Geologic Programs in Higher Education Institutions of Chile," by Joseline Tapia, Violeta Tolorza, Paulina Duran, Nicolas Poblete, and Brandon Schneider. Chile's economy is dominated by mining and there is a multitude of higher education programs in Chile which concentrate on geology. This article analyzes

these programs by longevity (age), geographical distribution, vacancies, fees and tuitions, admission test scores, curricula, human resources and infrastructure. Most new programs are located in urban areas well outside the locality of the mines themselves. Due to population shifts, the number of applicants in these urban programs is considerably greater than the number of available places. Over time, fees increase and vary among programs with only tangential relationship to program quality. Admission test scores vary considerably and there is a significant dropout problem. Because the economic future of mining in Chile is unfavorable, the authors believe that future careers will not be worth the private costs of many geology programs. Dropout and repetition is the topic of concern in the the article titled: "Differential Pathways of South African Students Through Higher Education" by Michael Cosser. He analyzes progression through higher education by students from different social backgrounds and finds that the results from South Africa are similar to those from other parts of the world. In the article titled: "Determinants of Willingness to Study in Poland Among Members of the Polish Diaspora," Kamil Wais and Olesia Lefremova explore the degree to which Polish citizens of other countries might be interested in studying in Poland.

#### 6. Summary

Although topics are rarely new, findings are. In this volume, a long-standing policy of instruction in a mother tongue is called into question. Higher education experience is found, over time, to lead not only to political participation but to bridging social capital and political leadership. And the influence of a mother's education experience is found to outweigh the influence of a school's religious affiliation in the development of a student's religiosity. These findings are of particular importance.

#### Reference

- Heyneman, Stephen P., 1980. "Instruction in the Mother Tongue: The Question of Logistics," *Journal of Canadian and International Education* Vol. 9 (No. 2), 88-94.

*Editor-in-Chief*  
Stephen P. Heyneman