



# FIELD SURVEY RESULTS FOR THE FOUR ARAB CASE STUDIES

## STUDENTS RESPONSES

Table m-1: Student's political opinions

	Tendency to a political thought		Desire to participate in political life	
	quantity	%	quantity	%
<b>Yes</b>	1970	30.7	2042	31.8
<b>No</b>	3720	58.0	3617	56.4
<b>No Answer</b>	725	11.3	756	11.8

Table m-2: Student's freedom of choice (%)

Freedom of choice	Great freedom	Moderate freedom	Weak freedom	No freedom
- Personal Choices	63.7	31.8	3.4	1.1
- Scientific Choices	48.8	42.2	7.1	1.9
- Intellectual Choices	59.9	30.8	6.9	2.3

**Table m-3: Student’s political opinions (%)**

	Fully Agree	Somewhat agree	Do not agree	Do not agree at all	Do not know
- There are strict laws that restore rights to their owners within the school	46.3	35.6	10.6	4.2	3.3
- There are strict laws that restore rights to their owners in the society as a whole	34.0	38.4	16.1	7.2	4.3
- Because of existing laws in the school, students think a lot before breaching the rules of conduct	37.8	36.7	15.4	5.5	4.6
- Because of existing laws in the society as a whole, people think a lot before breaching the rules of conduct	34.3	35.3	16.7	7.8	5.9
- There is no laxity in the application of law in school regardless of the status or position of a person	37.4	31.7	15.7	9.6	5.6
- There is no laxity in the application of law in society regardless of the status or position of a person	31.9	28.0	18.7	14.5	6.9
- Who has money has a better chance to education	52.0	23.1	13.1	8.3	3.5
- Positions are occupied according to the efficiency of applicants and not for other considerations (e.g. favouritism or mediation)	30.0	28.4	18.6	15.2	7.8
- Promotion at work does not depend on objectivity but on personal opinions	30.9	36.3	14.6	5.5	12.7
- Objective considerations, not favouritism and mediation, are applied in certification, recruitment, promotion and other privileges	30.6	32.3	13.3	9.5	14.3

**Table m-4: Student’s opinions on government media (%)**

	Fully Agree	Somewhat agree	Do not agree	Do not agree at all	Do not know
Audio-visual media convey images fairly and honestly	35.1	40.3	13.5	6.4	4.7
- Audio-visual media convey different views of the society	38.3	43.3	8.8	4.1	5.5

**Table m- 5: Student’s opinions on non-government media (%)**

	Fully Agree	Somewhat agree	Do not agree	Do not agree at all	Do not know
Audio-visual Media convey images fairly and honestly	32.4	39.5	14.0	6.3	7.8

## TEACHERS' RESPONSES

**Table m-6: Student's opinions on non-government media (%)**

	In all classes	In most classes	In some classes	Do not practice
- Participation with students in educational/learning activities	32.9	40.2	25.5	1.4
- Training students on solving problems	31.6	43.4	22.7	2.3
- Explaining theoretical concepts	57.7	26.9	13.5	1.9
- Writing lessons on the blackboard	55.8	18.0	15.9	10.3
- Discussion with students about the concepts of the lesson	69.8	22.8	7.2	0.2
- Discussion of presentations by students related to academic concepts	10.1	27.5	53.8	8.6
- Evaluation of students' achievement (tests, exams, etc.)	19.6	34.2	44.3	1.9
- Helping students to conduct scientific/practical experiments	7.8	15.1	47.0	30.1
- Organise the work of students in small groups	12.9	27.2	47.5	12.4
- Linking educational material with the requirements of everyday life	44.3	35.0	18.0	2.7
- Keeping class quiet and deterring troublemakers	75.6	18.1	5.1	1.2

**Table m-7: Importance of specific evaluation practices (%)**

	Not important	Weak Importance	Moderate Importance	Great Importance
- School attendance (non-absence)	2.2	1.6	9.9	86.3
- The amount of effort exerted in homework	2.5	1.8	25.0	70.7
- Steady improvement in results	1.6	2.1	19.2	77.1
- Good behaviour inside and outside the classroom	2.0	2.3	11.2	84.5
- Active participation in the class	2.4	0.8	12.7	84.1
- Creativity and innovation	1.0	4.1	38.4	56.5
- The ability to think and raise questions	0.8	2.7	26.5	70.0
- Taking initiative	0.8	5.3	39.6	54.3
- Correct answers in the examination paper	2.5	1.6	24.2	71.7

**Table m-8: Teaching aids available to the teacher at home (%)**

	Yes	No
- Computer	91.0	9.0
- Internet subscription	73.7	26.3
- Scientific encyclopaedia	64.2	35.8
- Subscription to an educational magazine	18.2	81.8
- Dictionary or lexicon	82.6	17.4
- Library	79.2	20.8

**Table m-9: Teaching ability to use technology (%)**

	Weak	Moderate	Good	Advanced
	10.7	28.4	41.5	19.4

**Table m-10: Use of technology for educational purposes (%)**

	Yes	No
	68.6	31.4

**Table m-11: Students' opinion on school environment (%)**

	Always	Sometimes	Rarely	Never
- There are cases of violence at school among teachers themselves	1.4	4.9	24.6	69.1
- There are cases of violence at school among students and between teaching and administrative staff	2.9	20.8	40.0	36.3
- There are cases of violence among students at school	7.0	35.7	39.3	18.0

**Table m-12: Teachers' opinion on education (%)**

	Fully Agree	Somewhat Agree	Do not agree	Do not agree at all
- Improvement of education in the Arab world compared to the past	20.6	46.2	22.7	10.5

**Table m-13: Teachers' opinion on the teacher (%)**

	Fully Agree	Somewhat Agree	Do not agree	Do not agree at all
- Teachers no longer enjoy the same degree of respect in society	58.4	33.9	6.1	1.6

**Table m-14: Teachers' opinions on the school (%)**

	Fully Agree	Somewhat Agree	Do not agree	Do not agree at all
- General decline in students' respect for teachers compared to the past	62.2	29.9	6.5	1.4
- Students' interest in study decreases day after day	60.4	30.7	7.9	1.0
- The current generation of students is characterised by strong character	21.8	44.4	25.5	8.3
- The current generation of students is better prepared than previous generations	9.2	23.7	42.2	24.9
- Material values dominate the cognitive values among most students	53.9	39.6	5.5	1.0

**Table m-15: Teachers' opinion on the school (%)**

	Fully Agree	Somewhat Agree	Do not agree	Do not agree at all
- The role of school has become secondary in providing students with science and knowledge	14.1	44.0	31.4	10.5
- Educational methods adopted in schools do not motivate students to seek knowledge	34.2	44.9	14.2	6.7

**Table m-16: Teachers' opinion on the preparation for the teaching profession (%)**

	Fully applicable	Somewhat applicable	Not applicable	Fully opposing
- I feel that I need a professional qualification to be able to teach tomorrow's generation	15.3	31.2	37.6	15.9

**Table m-17: Teachers' opinion on the relationship with parties involved in education (%)**

	Fully applicable	Somewhat applicable	Not applicable	Fully opposing
- The relationship between me and students is based on mutual respect	82.9	16.1	1.0	0.0
- The relationship between me and my colleagues is based on mutual respect	92.2	7.1	0.4	0.3
- The relationship between me and parents is based on mutual respect	87.3	10.9	1.4	0.4
- The relationship between me and administrative board is based on mutual respect	88.2	10.1	1.4	0.3
- I meet with parents regularly to exchange views with them on issues of interest to students	18.2	45.2	29.9	6.7

**Table m-18: Teachers' opinion on educational curricula and programmes (%)**

	Fully Agree	Somewhat Agree	Do not agree	Do not agree at all
- Educational curricula and programmes prepare students to face the challenges of the future	32.1	45.9	18.8	3.2
- Educational curricula and programmes help in acquiring the necessary skills	29.6	54.8	13.9	1.7
- Educational curricula and programmes help prepare competent cadres able to compete internationally	25.6	43.7	27.7	3
- Educational curricula and programmes contribute to instilling the values of citizenship and civilised behaviour	36.8	50.0	11.7	1.5
- Educational curricula and programmes prepare students to deal with the problems of daily life	24.0	45.4	25.7	4.9
- Educational curricula and programmes provide a structure that takes into account cognitive, conative, and social dimensions	24.6	50.2	21.6	3.6
- Educational programmes and curricula provide a structure for coping with scientific and technological development	26.9	48.2	21.7	3.2

**Table m-19: Teachers' opinion on the factors influencing the preparation of future generations (%)**

	Yes	No
(a) Poor financial resources of the school	80.9	19.1
(b) Tense relations between students, teachers and administration	61.1	38.9
(c) Shortage of equipment and materials at schools	83.6	16.4
(d) Poor preparation of teachers	66.7	33.3
(e) Training does not respond to the advanced needs of teachers	77.6	22.4
(f) Poor (financial, professional, and other) incentives	92.3	7.7
(g) Multiplicity of knowledge sources competing with the school	58.6	41.1
(h) Weak learning motivation among students	87.7	12.3
(i) Students do not have good command of correct Arabic language	78.8	21.2
(j) Non-mastery of foreign languages (e.g. English, French, etc.)	82.7	17.3

**Table m-20: Results of analysing the impacts of some enabling factors on students' performance with respect to skills and values (%)**

	Variance Degree*	Mother's level of education	Father's level of education	Family's upbringing pattern	Family's monitoring of child's study	Educational well-being at home	Financial well-being in family	Educational well-being at school	Educational well-being in local environment
<b>Cognitive Skills</b>	14.0%	0.150**	0.037	0.076	0.085	0.184	X	0.050	X
<b>Conative Skills</b>	6.4%	X	X	0.126	X	X	X	0.096	0.068
<b>Social Skills</b>	5.4%	0.072	X	0.121	X	0.076	X	0.092	X
<b>Cognitive Values</b>	10.2%	X	X	0.284	X	X	-0.163	0.064	0.127
<b>Conative Values</b>	7.3%	-0.092	0.059	0.248	X	0.072	-0.090	X	0.045
<b>Social Values</b>	6.9%	-0.149	X	0.198	0.056	0.096	-0.085	X	0.047
<b>Universal Values</b>	8.3%	X	X	0.262	X	0.130	-0.186	X	X

\* The ability of independent variables to explain changes in the dependent variable.  
 \*\*Standard Regression Coefficients